



**Sport
Empowers
Disabled
Youth**

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Erasmus+ Programme
of the European Union



SEDY2 project

Collection of Inclusion Best Practices 2021

Nuno Pimenta, Vera Dekkers & SEDY2 team

Sport Sciences School of Rio Maior – Polytechnic Institute of Santarém, 2021



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1. Introduction

This is a report of the Sport Empowers Disabled Youth 2 (SEDY2) collection of Inclusion Best Practices (IBP). This report contains good examples of inclusion of children or young persons with Special Education Needs or Disabilities (SEND) in sport, at the community and institutional level, within the spectrum of the Social Ecological Model (Figure 1), which comprises a stratification of the main stakeholders for health promotion (McLeroy et al., 1988). Accordingly, this report includes:

- a detailed description of the process of building and using the SEDY2 approach for collecting IBP in sport (SEDY2 IBP criteria);
- The SEDY2 IBP criteria and template;
- the SEDY2 list of collected IBP in sport.

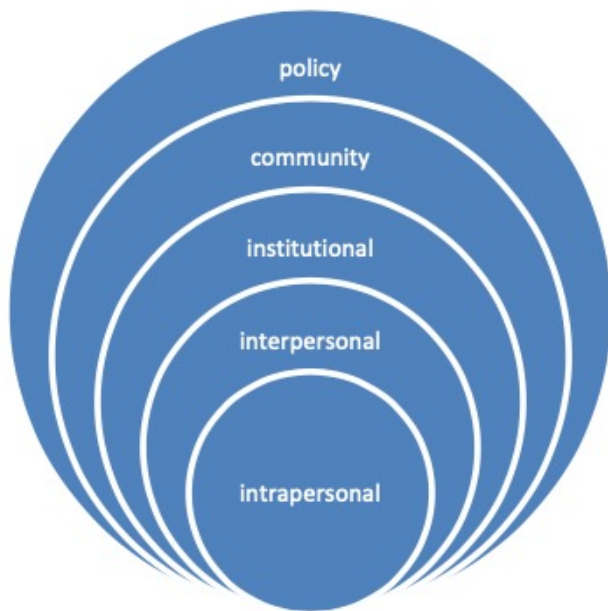


Figure 1. Social Ecological Model for Health Promotion (McLeroy et al., 1988).

The process of building the SEDY2 approach and outline of the methodology for the selection of IBP in sport at the institutional and community level was led by the Sport Sciences School of Rio Maior – Polytechnic Institute of Santarém in close collaboration with SEDY2 project partners. All partner countries used the agreed methodology and collected three IBP in sport in their own country, all of which embody the SEDY2 list of collected IBP. The need for finding and disseminating IBP in sport at the institutional and community level, was acknowledged in the first SEDY project (2015-2017). This was considered particularly relevant in Lithuania and Portugal, due to a lower awareness for inclusion in sport and fewer opportunities for children with SEND, found in these countries. In the SEDY2 project (2020-2022) the research team set itself to collect and disseminate IBP in sport. Accordingly, apart from reporting the work done in IO2 to the European Union, this report aims to:

- provide an easy-to-use guidance on how to select IBP, and
- disseminate the collected IBP to inspire stakeholders and promote networking at the community and institutional level within the scope of sports, particularly in Lithuania and Portugal, as pointed out in the results of SEDY (2015-2017).

2. About the SEDY project

a. SEDY project (2015-2017)

The SEDY project was a three-year project (2015-2017) funded through the European Union (Erasmus+). The goal of the project was to better match the demand and the supply of sport to contribute to an increase in physical activity among children with SEND. The SEDY project was coordinated by the Amsterdam University of Applied Sciences, School of Sports & Nutrition and had nine partners from across seven countries (the Netherlands, Finland, Great Britain, Italy, France, Lithuania, and Portugal).

For more information visit the [project website](#)

b. SEDY2 project (2020-2022)

The SEDY2 project is a three-year follow-up project (2020-2022) also funded through the European Union (Erasmus+). The goal of the project is to encourage inclusion and equal opportunities in sport for children and youth with a disability. The SEDY2 project is coordinated by Inholland University of Applied Sciences and has eight partners from across four countries (Finland, Lithuania, Portugal, the Netherlands) and one European umbrella organization (European Network of Sport Education).

For more information visit the [project website](#)

3. Designing the SEDY2 approach for collecting IBP

To address the challenge of collecting IBP in sport, at the community and institutional level, we designed an approach that included two phases (Figure 2). The first phase consists of the collection itself, of IBP in sport at the community and institutional level and the second phase is

about dissemination of the collected IBP. The present report refers to the first phase, which consists of: (1) defining the methodology for collecting IBP in sport (IBP Criteria); and (2) listing the collected IBP following the agreed methodology (IBP list and description).

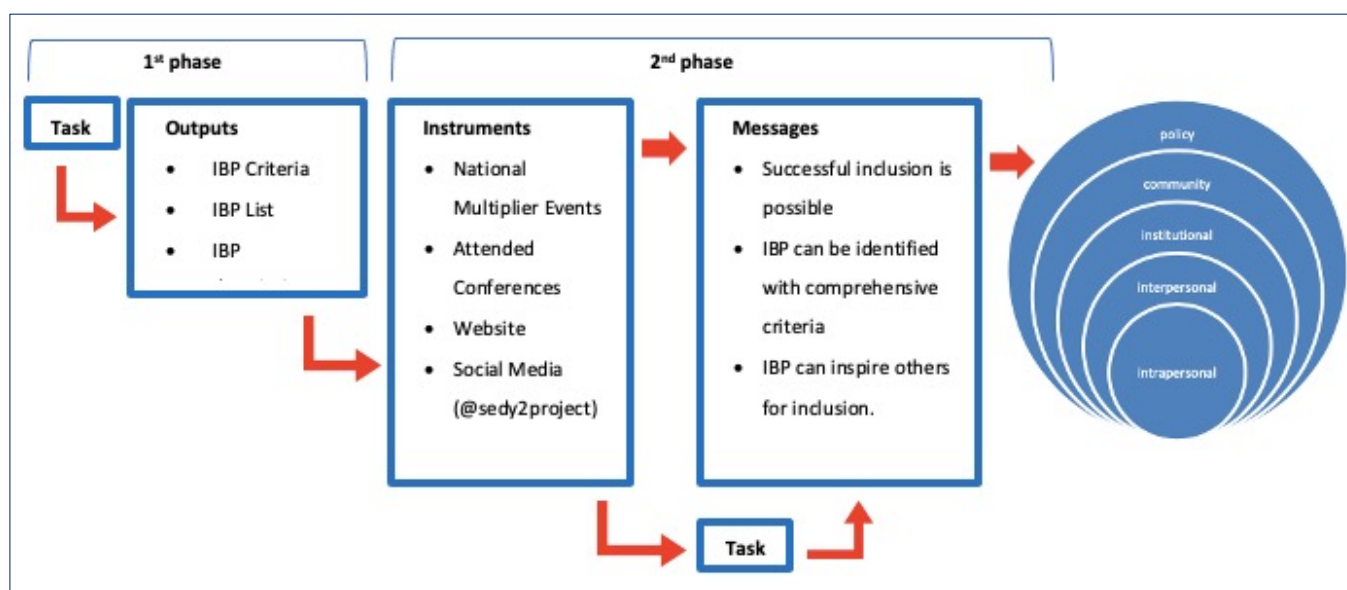


Figure 2. IO2 flow chart

To comply with the goals of the first phase of SEDY2 approach for collecting IBP in sport, the research team agreed on a stepwise procedure (Figure 3). The agreed procedure includes several steps that follow a sequence of collaborative rounds: drafting by the IO leader and feedback

by the research team. The first two rounds were meant for building the IBP criteria and the last round was meant for collecting the IBP in sport, at the community and institutional level, in all four countries.

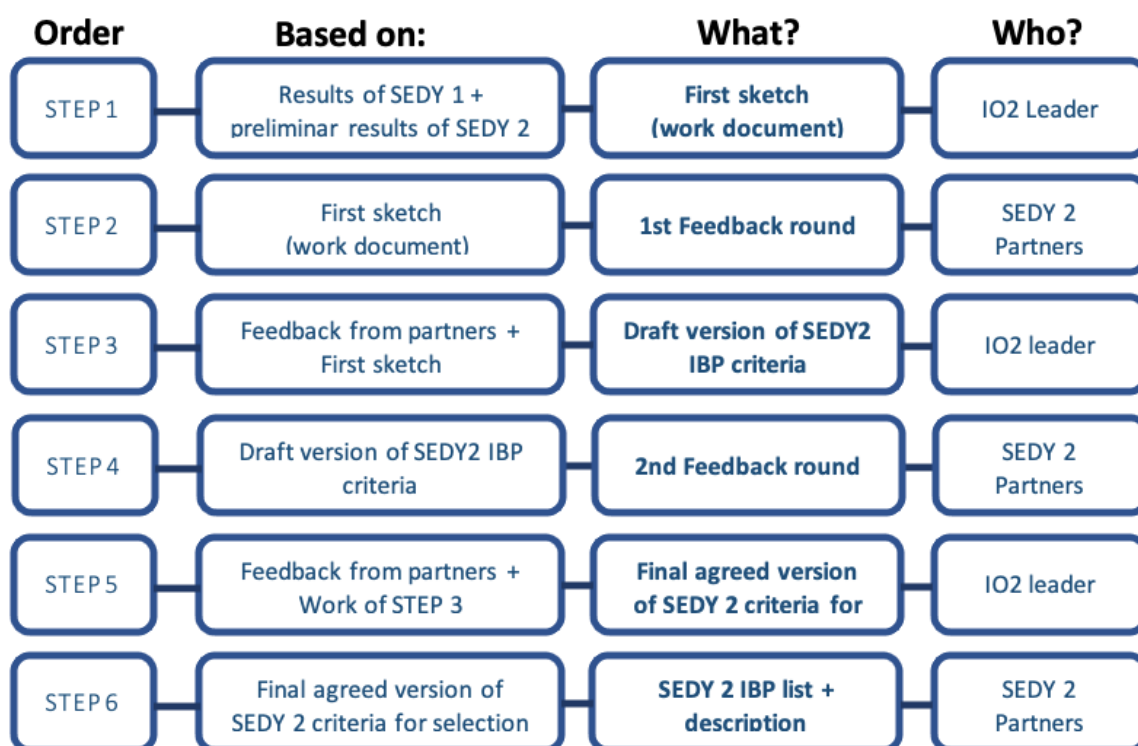


Figure 3. Flow chart of IO2 1st phase tasks

4. Developing SEDY2 IBP criteria

Following the agreed design of a stepwise procedure to establish the SEDY2 criteria for the selection of IBP in sport at the community and institutional level, the research team followed the steps 1 to 5. The procedures and tasks involved along with its support, and rational are described as follows.

a. Background

The collection of IBP in sport on a community and institutional level was preliminarily planned (on the SEDY2 project proposal) relying on the findings of the first SEDY (2015-2017) project. In this first SEDY project, particularly during the pilot implementation of the “Personal Adapted Physical Activity Instructor (PAPAI) program”, a lower inclusion awareness and participation opportunities regarding sport for children and young persons with SEND was found. These findings resulted mostly from the experiences reported in Lithuania and Portugal. Accordingly, SEDY2 “IO2 - Collection of best practices on community and institutional level” was meant to tackle this acknowledged nonattainment. In SEDY2 the research team set itself to collect IBP and disseminate them to inspire stakeholders at the community and institutional level as well as to promote a network of such stakeholders to foster sport inclusion and a collaborative approach between organizations and communities, which has been regarded as facilitators for promoting physical activity for children with disability (Shields et al., 2012).

b. Rational

Inclusion in sport is a concept under debate. Apart from relying on the previous work of the research team, the starting point of SEDY2 was highly aligned with the thoughts Florian Kiuppis (2018) who, despite presenting a very broad definition of inclusion in sports recognizing the multiplicity of scenarios and facets of children and young persons with SEND, underscored the utmost importance of treasuring the children’s individual preferences, wishes and choices. In SEDY2 we aim to further address the multiple levels of the Social Ecological Model for Health Promotion (McLeroy et al., 1988), however, in this task of collecting IBP in sport we were considering only at the community and institutional level. All things considered, we could not find a pre-determined criteria for collecting best practices of inclusion of children or young persons with SEND in sport, aiming specifically at the community and institutional level, and aligned with the SEDY2 goals. The collection of IBP in SEDY2 is meant to foster inclusion of children and young persons with SEND in sport, particularly in Lithuania and Portugal. Accordingly, we set a methodology to build criteria that would allow the SEDY2 collection of best practices, aligned with the project specificity and goals, integrating all relevant selected contributes (Figure 4), namely: SEDY previous findings; Lithuania and Portugal agreed priorities; research team preliminary thoughts; established work on sport inclusion; work of SEDY2 on the meaning of inclusion (IO1).

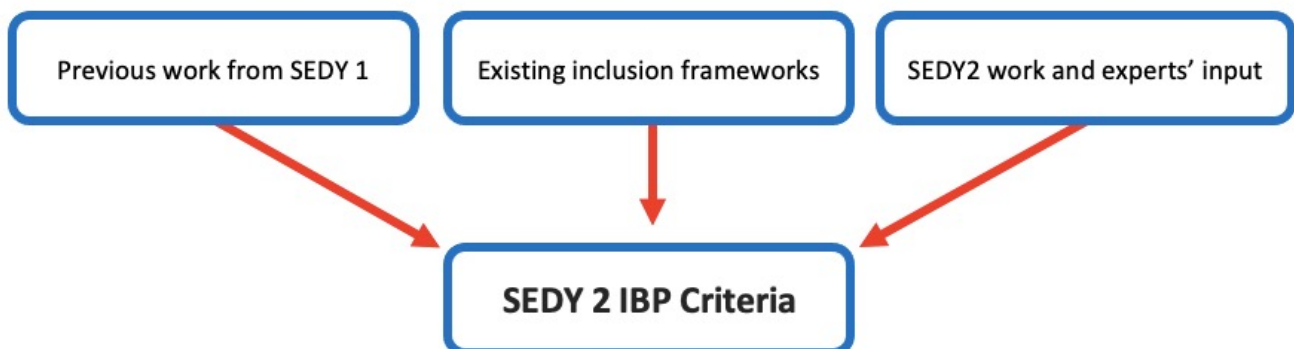


Figure 4. Selected contributes for building the SEDY2 IBO Criteria.

c. Development

Following the agreed stepwise procedure (Figure 3) to build IBP criteria aligned with the SEDY2 project, to comply with the goals of “IO2 – collection of IBP at the community and institutional level”, the SEDY2 research team established the SEDY2 IBP criteria. This section describes the steps made and all involved decisions by the SEDY2 research team.

Preliminary work before step 1

- “IO2 - collection of IBP at the community and institutional level” is meant to be rely on previous work, namely:
 - o Results of previous work done in the first SEDY project
 - Previous findings of the first SEDY project underscore the importance of collecting and disseminating best practices, particularly in Lithuania and Portugal where lower awareness for inclusion and opportunities for children and young persons with SEND was found.

- o Results of “IO1 - consensus statement on inclusion in sport”.

The work of “IO1 – Consensus statement on inclusion in sport” was not yet concluded at the start of the work of “IO2 - collection of IBP at the community and institutional level” and, therefore, would be considered at a more advanced stage of the work.

Work and results of step 1 - First sketch

- The work of ”IO2 - collection of IBP at the community and institutional level” started with an initial brainstorming conducted within the research team at a transnational online-meeting (Figure 5).



Figure 5. Results of the research team initial brainstorming regarding the meaning of inclusion in sport.

- A meeting was held between Lithuanian and Portuguese partners of SEDY2 for agreeing on countries priorities based on previous SEDY findings (Table 1).

Table 1. list of common barriers to inclusion in sport

Barriers	Description
1	“Overall mentality and attitudes of society tend to label disabled children”
2	“Disable children struggle to find opportunities to be independent and show they have capacities”
3	“Sport institutions (e.g. clubs) and/or professionals are afraid of working with children with disabilities (afraid of the unknown)”

- A field search was conducted to find what tools are used in practice to assess “inclusion in sport”.
- “The Inclusion Club Hub”, created by the Activity Alliance in the United Kingdom (<https://www.inclusion-club-hub.co.uk/>), was the established framework, already in use in practice, most aligned with SEDY2 goals we could find.
- “The Inclusion Club Hub” was proposed as a root framework to establish the SEDY2 IBP criteria, which would then be adjusted according to the other SEDY2 selected contributes, namely: SEDY previous findings; Lithuania and Portugal agreed priorities; research team preliminary thoughts; and work of SEDY2 on the meaning of inclusion in sport (IO1).
- Following on the previous points, a first sketch of the methodology and criteria for the selection of IBP was presented to all partners.

Work and results of step 2 - First feedback round

- In a feedback-round held at a project transnational online-meeting, all partners had the opportunity to appreciate and comment the first sketch of the methodology and IBP criteria to be implemented within SEDY2 for the collection of IBP. Overall consensualized comments can be resumed in the following points:
 - o The selected framework was found rather extensive and complex to be used in the selection and collection of IBP by the SEDY2 research team. Accordingly, four out of the six items were selected based on their priority and alignment with SEDY2 IO1 – consensus statement preliminary results on the meaning of inclusion in sport (Figure 6).
 - o The instrument/tool (output) to be used in the selection and collection of IBP in sport must be simple and straightforward.
 - o SEDY2 IBP criteria must address the needs of Lithuania and Portugal, hence, must include the prioritized barriers found in both countries.
 - o SEDY2 IBP criteria must also be coherent with preliminary data from “IO1 - Consensus statement on inclusion in sport”, including the preliminary results from the focus groups conducted with children with SEND, their parents, and professionals (Figure 7).

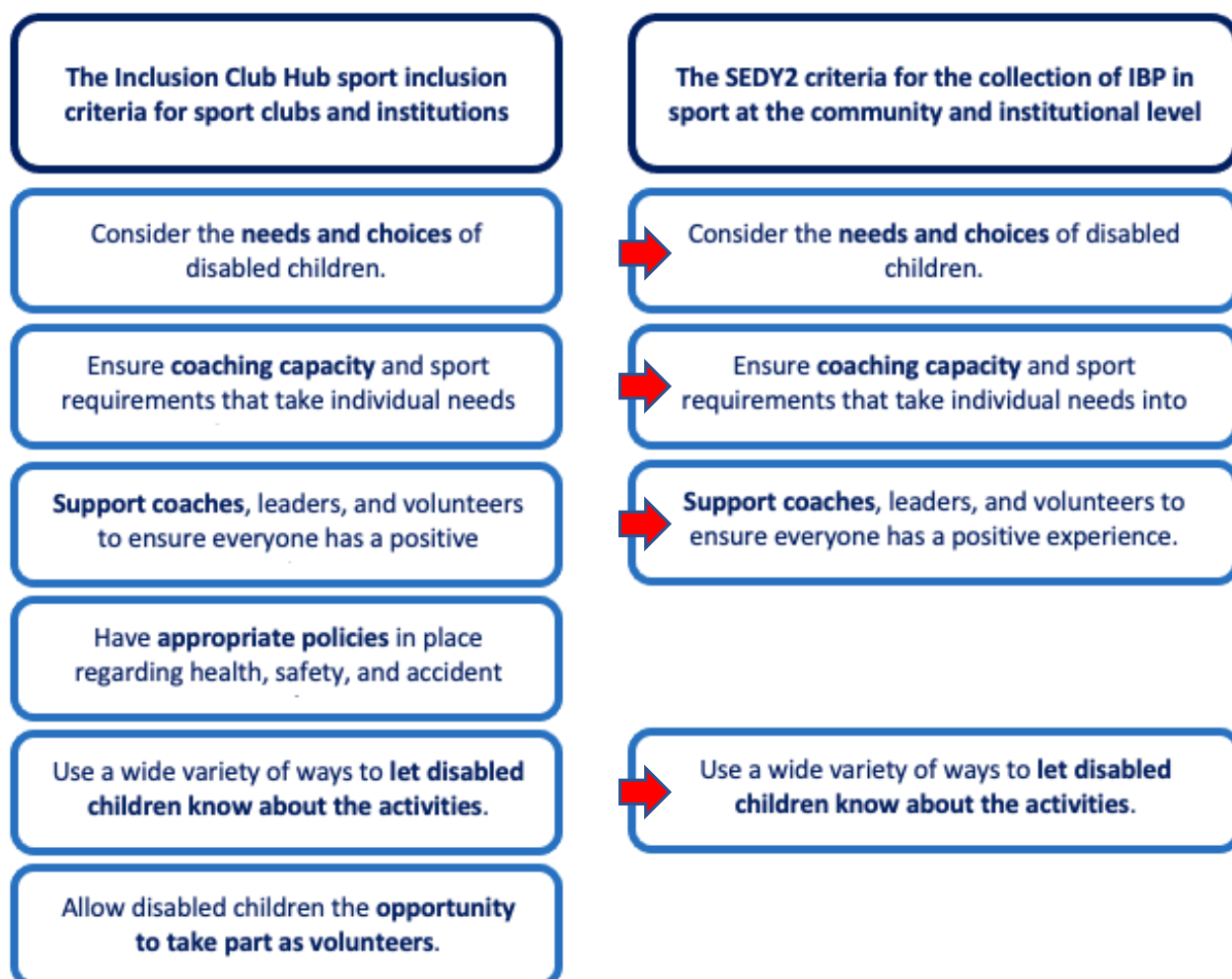


Figure 6. Comparison of the original “The Inclusion Club Hub” criteria with the SEDY2 IBP criteria with the 4 selected criterion aligned with SEDY2 outcomes and goals.



Figure 7. Infographic representation of the preliminary results of SEDY2 “IO1 – Consensus statement on inclusion in sport”.

Work and results of step 3 - First draft of the IBP criteria

- A draft-version of the SEDY2 IBP criteria was build based on the previous work and on the previous feedback round and sent to the partners for reviewing.

Results of step 4 - Second feedback round

- A second feedback-round held at a project transnational online-meeting, all partners had the opportunity to appreciate and comment the draft-version of the SEDY2 IBP criteria to be used for the collecting IBP in sport. Main comments were as follows:
 - o Preliminary results from “IO1 - Consensus statement on inclusion in sport”, including the preliminary results from the focus groups conducted with children with SEND, their parents, and professionals, allowed the research team to ascertain that the 2nd draft of the IBP criteria was fully aligned and coherent with SEDY2.
 - o The research team agreed with the overall proposal of IBP criteria.

- o A consensus recommendation the tool to be used should resort to a template (to be built) that should work as a worksheet for registering:
 - inclusion criteria check points;
 - tackled barriers; and
 - overall description and additional data (e.g. social media) of the selected IBP in sport.

Results of step 5 - Final version of the IBP criteria

- After the two feedback rounds from the SEDY2 partners, the IO2 leader presented the final agreed version of the SEDY2 IBP criteria for the selection and collection of best practices of inclusion of children or young persons with SEND in sport, aiming specifically at the community and institutional level.
- This final version was built in the form of a template which can be used by anyone as a tool for assessing or collecting IBP in sport.
- The final version of SEDY2 IBP criteria is presented in the following section of this report.

5. SEDY2 IBP criteria

a. Preliminary

The SEDY2 IBP criteria for the selection and collection of best practices of inclusion of children or young persons with SEND in sport, aiming specifically at the community and institutional level was developed according to the stepwise procedure (Figure 3) described in the previous section. This section presents the output of step 5 of the followed stepwise procedure, which is the final version of the SEDY2 IBP criteria. This tool was used in the SEDY2 project for the collection of IBP in sport, at the community and institutional level, and is available to be used by others, in various settings and for different goals, particularly for the assessment or collection of IBP in sport.

b. IBP criteria

The SEDY2 IBP criteria is a tool built within the SEDY 2 project to allow the collection of IBP in

sport. It consists of a combination of two sets of features: a set of inclusion features/criterion; and a set of barriers to be tackled. According to the final version of the agreed SEDY2 IBP criteria, to be considered an IBP in sport, any sport club, sport association, sport event, sport community program or other, must comply with at least 3 out of the 4 criteria to be eligible as a IBP, and must tackle at least 1 of the 3 barriers to inclusion (Table 2). The SEDY2 IBP criteria is not descriptive and do not allow an insightful knowledge about the target sport institution of event, therefore it should be applied in combination with a brief description of the assessed sport institution or event. All this information together will allow a better knowledge of the IBP in sport and will facilitate dissemination and inspiration of peer institutions and events for more and better inclusion in sport of children or young persons with SEND.

Table 2. Final version of SEDY2 IBP criteria

Must comply with at least 3 out of the 4 IBP criterion:

- This institution considers the needs and choices of children with disabilities?
- This institution ensures coaching capacity and sport requirements that take individual needs into account?
- This institution supports coaches, leaders and volunteers to ensure that everyone has a positive experience?
- This institution uses a wide variety of ways to let children with disabilities know about the activities?

Must tackle at least 1 of the 3 inclusion barriers:

- Overall mentality and attitudes of society tend to label children with disabilities.
 - Children with disabilities struggle to find opportunities to be independent and show they have capacities.
 - Sport institutions (e.g. clubs) and/or professionals are afraid of working with children with disabilities (afraid of the unknown).
-

c. Additional remarks

The SEDY2 IBP criteria was set for collecting best practices of inclusion in sport of children or young persons with SEND, aiming specifically at the community and institutional level. It is important to acknowledge that SEDY2 IBP criteria, was developed based on a solid framework and channeled into a feedback loop approach with experienced academics and highly experienced and knowledgeable experts on the field, using critical information of support which, all together,

allowed the team to be very confident with the straightforward developed tool (Appendix 1) to collect IBP. Still, further validation procedures may be conducted for academic purposes. The outputs in this report, namely, the SEDY2 IBP criteria and the IBP collection tool/template, can be adjusted to different settings and goals (e.g. can be used to find IBP that tackle different barriers than the ones prioritized within the SEDY2 project, which were specially focused on Lithuania and Portugal) and used by others.

6. SEDY2 collected IBP in sport

a. Framework

In SEDY2 project proposal we set ourselves to collect and disseminate IBP in sport. To address this challenge, we developed the SEDY2 IBP criteria and a tool/template (Appendix 1) to collect IBP in sport. This tool was applied in all project's partners' countries (Finland, Lithuania, Netherlands, and Portugal). It was decided by the SEDY2 research team that local SEDY2 partners would collect at least one IBP in sport for tackling each of the three prioritized barriers to inclusion, to a maximum of three IBP per country. In the following part of this section, we present the SEDY2 list of collected IBP in sport.

b. Finland

SEDY2 IBP-1	The Paralympic School Day programme (event)
Promotor	Finnish Paralympic committee
Barrier tackled	Overall mentality and attitudes of society tend to label disabled children.
Description	Events are organized at schools in co-operation with municipalities, since 2011, where pupils (6-16 years) get a chance to do disability sport try outs under instruction and supervision of Paralympic athletes.
Abstract	Each try out day is tailored to the school's needs and wishes. The focus is on attitudes, equality, and anti-harassment. The event can be indoors (gym hall) or spread to the whole school yard. Pupils can experience wheelchair sports, goalball or other sports for visually impaired-athletes and other adaptations of disability sport. The main idea is to give feelings of success and positive experience for everybody. Teachers get new tools and ideas for their physical education classes.
Website/Media	Participation fee: Schools/municipalities must buy the PSD package. https://www.paralympia.fi/liikunta/para-school-day https://www.facebook.com/ParaSchoolDay/ https://www.youtube.com/watch?v=VzprU0R-5oU&t=16s

SEDY2 IBP-2	Peer support and services for families of visually impaired child (initiative)
Promotor	Association for blind children
Barrier tackled	Children and youth with disabilities struggle to find opportunities to be independent and show they have capacities.
Description	The Association for blind children provides peer support and services and organizes events for children with visual impairment and their families. Events, camps, and other activities can have various themes, such as sports, outdoors and in nature, and culture.
Abstract	With this service families get an opportunity to meet other families, get tips and ideas and become encouraged to do normal things with their children with visual impairment. There is disability specific know-how in this organization and good networks in the field of adapted physical activity and parasports. Financial support is provided for the families. In general, there is no participation fee, but families are responsible all travel costs.
Website/Media	https://sokeinlastentuki.com/en/ https://www.facebook.com/Sokeinlastentukiry/

SEDY2 IBP-3	Nuori toimija (Young Leaders) program for disabled youth child (initiative)
Promotor	Finnish Paralympic committee
Barrier tackled	Sport institutions (e.g. clubs) and/or professionals are afraid of working with children with disabilities (afraid of the unknown).
Description	The Finnish Paralympic committee opens paths to different voluntary activities for young persons with a disability or long-term illness (13–20 years), who are interested in sports/leisure as a volunteer or future career.
Abstract	Young leader can become a role model or instructor to his/her peers with a disability. Homework (small leadership activities and tasks) are part of the programme. By actively engaging in local activities (e.g. local sport clubs) these Young Leaders show that a young person with a disability can take responsibility and do many things, and that these young persons can actually apply to study in the university or vocational training and seek a career in the sports sector. This is a structured one-year program that includes two training weekends (60€/weekend)
Website/Media	https://www.paralympia.fi/in-english/instructors

c. Lithuania

SEDY2 IBP-4	Nature arborism (event)
Promotor	Zarasai municipality
Barrier tackled	Disable children struggle to find opportunities to be independent and show they have capacities.
Description	Zarasai municipality made an adventure park available for wheelchair users following an Universal Design.
Abstract	In this adventure park wheelchair users can autonomously participate in different activities including tree climbing, canopy tours and slide from tree tops.
Website/Media	https://www.lrt.lt/mediateka/irasas/2000156557/laipiojimo-pramogos-visiems-zarasuose-trasas-galima-iveikti-su-neigaliojo-vezimeliu?fbclid=IwAR2Usn4bZeGzg4qqWxf1gE_TtXI3KtTRjMFqE9NPUKK8yeKa_jjj2NWjX4M

SEDY2 IBP-5	Sport club for children and youth with disabilities
Promotor	Kaunas Recreation and Sports Club for the Disabled
Barrier tackled	Overall mentality and attitudes of society tend to label disabled children.
Description	Events are organized for persons with disabilities.
Abstract	Kaunas Recreation and Sports Club for the Disabled organizes recreational trip for everyone on Lithuanian bicycle paths, regardless of age, gender or disability.
Website/Media	https://fb.watch/7cIjFCw0E/ ; https://fb.watch/7cIhI5Ze2A/ ; https://fb.watch/7cI9XmZKxq/

SEDY2 IBP-6	Paralympic challenge (event)
Promotor	Lithuanian Paralympic Committee
Barrier tackled	Sport institutions (e.g. clubs) and/or professionals are afraid of working with children with disabilities (afraid of the unknown).
Description	Paralympic Committee invites authorized athletes to compete in Paralympic sports together with Paralympians.
Abstract	Able bodied athletes experience disability sports, or their own sport adapted (e.g. blindfolded) to better understand the challenges of Paralympian athletes.
Website/Media	https://www.youtube.com/watch?v=L-cN_iBWZmc&t=38s https://www.youtube.com/watch?v=-_DW17vn1XI

d. Netherlands

SEDY2 IBP-7	Multisport day for a specific handicap (e.g. visual or hearing) (events)
Promotor	Sport federation for people with a disability in the Netherlands
Barrier tackled	Sport institutions (e.g. clubs) and/or professionals are afraid of working with children with disabilities (afraid of the unknown).
Description	Multisport days are organized for persons with disabilities and community stakeholders.
Abstract	They organise multisport day for people with a specific disability (e.g. visual impairment) for all ages groups. All people can try between 3 and 4 different sports on this day, including team sports, individual sports, adapted sports and regular sports. At the end of the day the participants are asked which sports did they like the most and if they are interested to do this sport more often. If they want, they are brought in contact with the local club or trainer. A lot of local sport clubs, trainers and students are also invited to this multisport day. In this way they everybody understands how to deal with disability, and hopefully take away the ignorance. The results are very successful. Several trainers have started offering for people with a visual impairment. To give new trainers even more knowledge about a specific group there's a Do's and Dont's format for them. This form has been prepared by experts.
Website/Media	https://www.gehandicaptensport.nl/beperkingen/visuele-beperking https://www.youtube.com/watch?v=hwW10LeF-zs&t=2s

SEDY2 IBP-8	I'am a Professional Assistant (program)
Promotor	The Special Heroes Netherlands Foundation
Barrier tackled	Disable children struggle to find opportunities to be independent and show they have capacities.
Description	"I'm a PA" is an educational program where young persons with disability can express and develop talents, including sport talents.
Abstract	"I'm a PA" is an educational program from Special Heroes for young people with a disability (14 - 19 years). They learn and develop their talents, in different areas like sports, media, technology etc. During the lessons they practice practical and theoretical things and work on their competences, such as presenting, dealing with pressure and cooperation. They learn where they are good at, and what kind of capacities they have.
Website/Media	https://specialheroes.nl/onderwijs/programmas/ik-ben-p-a/ https://www.youtube.com/watch?v=zLor7FzSvxE

SEDY2 IBP-9	(S)chool on Wheels (event)
Promotor	Disabled Sports Fund in the Netherlands
Barrier tackled	Overall mentality and attitudes of society tend to label disabled children.
Description	Events are organized for persons with disabilities.
Abstract	(S)cool on Wheels is an information established to make children more aware of disabled sports. More and more children with disabilities are going to regular schools and this programme shows how classmates can also do sports. This has been going for 10 years now to all primary school in the Netherlands, to teaches the oldest groups (group 7 and 8).
Website/Media	https://www.fondsgehandicaptensport.nl/activiteiten/scool-on-wheels/ https://www.youtube.com/watch?v=Fz19Tzvtu8I https://docplayer.nl/13584941-S-cool-on-wheels-lerarenhandleiding-bij-het-lesmateriaal.html

e. Portugal

SEDY2 IBP-10	Community Association to support persons with disabilities
Promotor	Almada and Seixal Cerebral Palsy Association
Barrier tackled	Overall mentality and attitudes of society tend to label disabled children. Children with disabilities struggle to find opportunities to be independent and show they have capacities. Sport institutions (e.g. clubs) and/or professionals are afraid of working with children with disabilities (afraid of the unknown).
Description	Events are organized for persons with disabilities, their families, and the community.
Abstract	The Associação de Paralisia Cerebral Almada Seixal (APCAS) is a local association which has national and international impact through their activities and initiatives. Despite being originally focused on Cerebral Palsy, APCAS is mostly focused on inclusion and helping everybody to play a role in society. APCAS is now running over 20 different projects, funded by both national and international funding, together with key partners, mainly focused on inclusion and empowerment of persons with cerebral palsy and other disabilities, as well as their families. Most of these projects are sport-related and are fully aligned with SEDY2. They also have community-based initiatives that are meant to increase knowledge and awareness for inclusion.
Website/Media	https://paralisiacerebral.pt/ https://in-sport.eu/

SEDY2 IBP-11	Mainstream inclusive high level sport club
Promotor	Porto Football Club (Futebol Clube do Porto)
Barrier tackled	Overall mentality and attitudes of society tend to label disabled children. Children with disabilities struggle to find opportunities to be independent and show they have capacities. Sport institutions (e.g. clubs) and/or professionals are afraid of working with children with disabilities (afraid of the unknown).
Description	Mainstream inclusive sport club
Abstract	Futebol Clube do Porto (FCP) is one of the major mainstream sport clubs in Portugal which have a very strong image both national and internationally. This sport club gives equal importance and resources to all sports (adapted or not) and has successfully tackled some of the most common and prominent barriers for the inclusion of disabled children into sports. Accordingly, FCP can stand as a IBP beacon that can lead others to follow these good practices and increase inclusive sport in Portugal at the institutional level, specifically the sports clubs.
Website/Media	https://www.fcporto.pt/en https://www.facebook.com/FCPorto ; https://www.instagram.com/fcportosports/ ; https://www.fcporto.pt/pt/modalidades/desporto-adaptado/noticias

SEDY2 IBP-12	Inclusive Sport Club
Promotor	Portuguese Gym Club (Ginásio Clube Português)
Barrier tackled	Children with disabilities struggle to find opportunities to be independent and show they have capacities. Sport institutions (e.g. clubs) and/or professionals are afraid of working with children with disabilities (afraid of the unknown).
Description	Mainstream inclusive sport club
Abstract	GCP is a very inclusive multisports Gym, with a wide offer of opportunities for persons with disabilities, including a sports4all class and a PAPAI-like institutional program.
Website/Media	https://gcp.pt/ https://gcp.pt/aulas-e-classes/in-classe-sports4all/

7. Final remarks

This is a report of the “IO2 – Collection of inclusion best practices in sport”. This report covers the whole first phase of this Intellectual Output, which includes the development and application stages. This first phase of IO2 allowed the production of three deliverables: (1) the SEDY2 IBP criteria; (2) the SEDY IBP collection tool/template (appendix 1); and the SEDY2 list of IBP in sport. All these deliverables will be available for others to use beyond the scope and lifetime of the SEDY project. After using the developed tool

to collect IBP in sport, within the SEDY2 project, there was very good feedback from all partners about the usage and usefulness of this tool, which stands as a successful usability test of the tool. After having achieved all that is reported in this document, next steps will be all about dissemination of what we produced, which is the stage where SEDY2 aims to have the highest impact at the community and institutional level, and foster inclusion in sport for children and young persons with a disability.

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