INCLUSPORT: SPORTIVE BRIDGES

Inclusport PlayBook - Chapter 1

Building and running inclusive sport | Based on the Norway study visit (A2)

Programme	Erasmus+ KA210-YOU - Small-scale partnerships in youth
Project number	2025-1-NO02-KA210-YOU-000350682
Form ID	KA210-YOU-3AECF9BA
Project title / acronym	Inclusport: Sportive Bridges / INCLUSPORT
Project period	10/09/2025 - 30/11/2026
Coordinator	Rolvsøy streetbasketball klubb (RSK), Norway
Prepared by	Mihail Mihaylov, Project Coordinator and Legal Representative, RSK
Consortium	RSK (NO), HNMKY (FI), Gülümse Spor Kulübü / GSC (TR), Eskişehir Ata Spor Kulübü / EASK (TR)
Project lump sum	EUR 60,000.00
Chapter	Chapter 1 of the Inclusport PlayBook, in five parts
Source activity	A2 Sportive Inclusive Session 1 (Norway), 17/12/2025 - 20/12/2025, Fredrikstad
Chapter lead	Rolvsøy streetbasketball klubb (RSK)
Linked video module	Module 2 - Basketball for Social Inclusion (Training Video Set)
Version	Final draft for consortium review, 16/11/2026

> *This chapter is written for the people who will run the work: coaches, youth workers, volunteers, NGO staff and the person who has to find the money. It follows the order in which an organisation actually meets the problems. Part 1 is fundraising and partnerships, because without them nothing else in this chapter can be paid for.*

How this chapter is organised

Part	Subject	Answers the question
Part 1	Fundraising, municipalities, partners and networks	How do we pay for this and who do we do it with?
Part 2	The inclusive activity model	What did the host organisation actually do, and why does it work?
Part 3	Facilities, equipment and youth leaders	What do we need, and who delivers it on the day?
Part 4	Running the sessions	How do we design a session and adapt it without excluding anyone?
Part 5	Accessibility, safety and replication	How do we make it safe, and how does another organisation copy it?

Part 1 - Fundraising, municipalities, partners and networks

The Norway visit devoted a substantial part of its programme to something usually left out of methodology guides: how the organisation is actually funded and run. Free participation, adapted equipment, trained youth leaders and an open activity day are not free to provide. Partners asked for this specifically, and it comes first in this chapter because a method an organisation cannot afford to run is of no use to it.

1.1 Why fundraising is inclusion work, not administration

Cost is the most common single reason young people leave organised sport, and it falls hardest on the households the project is trying to reach. When an organisation charges a membership fee, it has already decided who will not be there. Grant income is what replaces that fee. Fundraising is therefore not a support function sitting behind the real work; it is the mechanism that makes free participation possible, and it deserves the same seriousness as coaching.

Three further reasons to treat it properly. Adapted equipment is expensive and is the single largest barrier for a club that wants to start, so a successful application for a set of sport wheelchairs can change what an organisation is able to offer for the next ten years. Funders in this field increasingly want inclusion outcomes rather than participation numbers, which is exactly what this kind of programme produces. And a funded project produces documentation, which makes the next application easier.

> *Never rely on one source. An inclusive programme financed entirely by one grant is not a programme, it is a project with an end date. The host organisation combines municipal support, national grant schemes, foundations, European funding and in-kind contributions, and expects each of them to fail occasionally.*

1.2 Where the money is: European level

Source	What it funds	Who can apply	Notes
Erasmus+ Small-scale Partnerships in sport	Transnational cooperation projects in grassroots sport, using fixed lump sums of	Any public or private organisation in a programme country;	Centrally managed by the EACEA. The 2026 call had a deadline of 5

Source	What it funds	Who can apply	Notes
	EUR 30,000 or EUR 60,000	explicitly designed for newcomers and less experienced organisations	March 2026. Simplified reporting through the lump sum model.
Erasmus+ Small-scale Partnerships in youth (KA210-YOU)	The same model in the youth field. This project is funded under it	Grassroots youth organisations and sport clubs working with young people	Managed by the national agency in your country rather than centrally.
Erasmus+ Cooperation Partnerships in sport	Larger, longer cooperation projects	More experienced organisations, usually with previous project experience	A natural next step after a small-scale partnership.
Erasmus+ mobility of staff in the field of sport	Training and job shadowing for coaches and staff abroad	Sport organisations	Decentralised through national agencies; the 2026 deadline was 19 February 2026.
Not-for-profit European sport events	One-off European events, including inclusive events	Sport organisations and networks	Centrally managed.

Be realistic about competition. The 2025 Erasmus+ sport calls attracted 2,390 proposals, a third more than the year before, and 350 were recommended for funding from a budget of over EUR 67 million. Small-scale partnerships were the largest single category. A first application that is not funded is normal and the feedback is useful; the organisations that succeed are usually applying for the second or third time.

1.3 Where the money is: Norway

Source	What it funds	How to apply	Notes
Stiftelsen Dam, health programme, via Norges idrettsforbund	Projects that include vulnerable groups in sports clubs, expressly including people with disabilities, people with low ability to pay, people with an immigrant background and people with physical or mental illness	Through NIF as applicant organisation, in the Damnett system, after approval by your særforbund or idrettskrets	Roughly NOK 40,000 to 400,000 for up to two years, assessed on a rolling basis
Stiftelsen Dam, development programme, via NIF	Larger and longer development work with the same target groups	Two stages: an outline application, then a full application if invited	Roughly NOK 400,000 to 1.5 million for up to four years
Lotteri- og stiftelsestilsynet, diversity and inclusion in sport and physical activity	Measures for diversity and inclusion in both organised and self-organised sport and physical activity	Application-based scheme	Directly relevant to an inclusive open activity day

Source	What it funds	How to apply	Notes
Bufdir, national scheme to include children and young people	Activities for children and young people at risk of exclusion	Open to public bodies, voluntary organisations and private actors	Deadline generally in November or December
Inkludering i idrettslag	Inclusion work in sports clubs	Clubs apply to their idrettsråd, in some cases the idrettskrets	Limited to selected municipalities; check whether yours is included
Sparebankstiftelsene	Local facilities, equipment and activity for children and young people	Directly to the relevant foundation	There are many regional savings bank foundations, each with its own scheme
Stiftelsen Sophies Minde	Welfare and participation measures for people with disabilities, including cultural and leisure activity and physical activity	Individual and organisational applications	Measures for children and young people are prioritised
Stiftelsen VI	Work to improve the life situation, health and inclusion of people with reduced functional ability	Directly	Focused specifically on this target group
Municipal grant schemes	Venue access, activity grants, youth work	Directly to the municipality	Usually the first application a local club should make
IMDi and UDI schemes	Sport activity for newly arrived refugees and children in reception centres	Clubs apply in selected municipalities; national organisations apply directly	Relevant where inclusion work overlaps with integration work

1.4 Where the money is: Finland and Türkiye

Country	Source	What it funds	Notes
Finland	STEA	General-benefit activity by social and health organisations promoting wellbeing and health, including work with people with disabilities	Grant volumes have been reduced in 2025 and 2026 as part of general public spending cuts, and the award criteria are being tightened from 2027 with a stronger emphasis on direct contact work. Plan on a more competitive field than in previous years.
Finland	Municipal sport and youth	Venue access, activity and club	As in Norway, this is usually

Country	Source	What it funds	Notes
	grants	support	the most accessible first source for a local club
Finland	Sport federations and the national olympic and paralympic structures	Equipment, courses and start-up support for adapted sport	Ask your own federation; several run schemes that are not widely advertised
Türkiye	Gençlik ve Spor Bakanlığı, Gençlik Projeleri Destek Programı	Youth projects by civil society organisations, with physical activity, exercise and sport among the eligible themes	Applications are made electronically through the ministry's project application system by a named project coordinator
Türkiye	Gençlik ve Spor Bakanlığı support to amateur and disability sport clubs	Direct financial and material support to clubs, including clubs for athletes with disabilities	A long-running scheme; ask your provincial directorate what is currently open
Türkiye	İçişleri Bakanlığı, Sivil Toplumla İlişkiler Genel Müdürlüğü	Project support to associations	General civil society support rather than sport-specific
Türkiye	İŞKUR	Vocational training, rehabilitation and workplace adaptation for people with disabilities	Relevant where the programme has an employment or skills dimension
Türkiye	Türkiye Özel Sporcular Spor Federasyonu and Türkiye Bedensel Engelliler Spor Federasyonu	Competition access, coaching and equipment for athletes with disabilities	Membership of these federations opens routes that are not available to unaffiliated clubs

> *Funding schemes change, close and reopen with different rules. Everything above was checked in August 2026 and should be verified on the funder's own website before you write anything. Treat this table as a map of where to look, not as a current call list.*

1.5 International and private funders

Source	What it funds	Note
Special Olympics and its global grant partners	Sport programming for people with intellectual disabilities, delivered through accredited Special Olympics programmes	Routed through the national Special Olympics programme rather than direct to a club
Laureus Sport for Good	Sport for development programmes, usually through established partnerships	Look at their current country focus before approaching
International Paralympic Committee development funding	Para sport development, coach education, equipment and awareness campaigns	Historically routed through National Paralympic Committees, federations and international organisations of sport for the disabled rather than local clubs.

Source	What it funds	Note
		Approach your NPC
Corporate and local business support	Equipment, refreshments, transport, printing, prizes	Often easier to obtain than money and requires no application form
Service clubs such as Lions and Rotary	Concrete purchases, frequently equipment	They generally prefer to fund a visible object rather than running costs
Community and crowdfunding	One-off purchases with a clear story, such as a set of sport wheelchairs	Works best when the participants themselves tell the story

1.6 How to actually do it

1. Start with the municipality. It is the most accessible source, it owns the halls, and a municipal grant makes later applications more credible.
2. Keep a calendar of deadlines and work backwards from them. Most small organisations miss funding because they miss dates, not because they are refused.
3. Record participation continuously: dates, numbers, a short note and photographs with consent. Every application and every report will ask for them, and reconstructing them afterwards is painful and inaccurate.
4. Apply for what you already do, not only for new ideas. Existing activity with real numbers is easier to fund than a proposal.
5. Reuse text. A good description of the method, the target group and the need can be adapted across applications instead of written from scratch each time.
6. Ask the funder before applying. A short call about whether your idea fits their scheme saves weeks and is welcomed more often than organisations expect.
7. Apply as a partner in someone else's project before leading your own. It builds experience and the track record funders look for.
8. Split the need. Equipment from a foundation, activity costs from the municipality, staff time from a national scheme, international cooperation from Erasmus+.
9. Budget honestly, including coordination time. Under-budgeting is the most common reason a funded project fails.
10. Report properly and on time, even for small grants. The funder that has been well reported to is the one that funds you again.

1.7 Working with the municipality

The municipality is a funder, a landlord and a policy actor at the same time, and each of those relationships is worth something different. It owns the halls, it holds grant schemes, and it has its own objectives in public health, inclusion and youth work that your activity can deliver on its behalf. That last point is the one organisations use least and should use most.

What to ask for	Which part of the municipality	How to frame it
Free or cheap access to a	Sport or facilities department	You are filling hours that would otherwise

What to ask for	Which part of the municipality	How to frame it
hall, ideally at a fixed recurring time		be empty, with a group that is currently not being served
Activity or inclusion grants	Sport, culture or youth department	Reference the municipality's own plan for inclusion, public health or disability, and quote it back
Referral of participants	Disability services, special education, school health services	You are offering a leisure activity to people who are asked constantly what they need and rarely offered anything
Accessibility improvements to a venue	Facilities or property department	A specific, small and costed request works; a general complaint does not
Political visibility and support	Elected members of the relevant committee	Invite them to the activity. One visit does more than any letter
Recognition as a partner in municipal plans	Administration preparing the plan	Being named in a municipal plan makes every later application easier

- Find the individual, not the department. One named contact who knows your activity is worth more than correspondence with an inbox.
- Bring numbers and photographs to every meeting. Municipalities need to justify their decisions internally, and you can make that easy.
- Show up in the municipality's own processes: consultations on plans for sport, inclusion and public health. Very few voluntary clubs do, and the ones that do get written into the plans.
- Say what you need specifically. Ten hall hours a week on Tuesdays and Thursdays is a request that can be answered. Support for our work is not.
- Report back without being asked. Send a short note after the season with what happened and how many took part.
- Be a reliable tenant. Leaving the hall clean and on time protects the arrangement more than any argument.

1.8 Local partners and network building

Most of what makes the activity possible comes from other organisations rather than from inside the club. The host organisation presented its network as an asset built deliberately over time, and the partners agreed during the roundtable that this, rather than any single method, is what determines whether a programme survives.

Partner type	What they contribute	What they get in return
Disability organisations and user groups	Contact with participants and families, advice on real needs, credibility	An activity they can refer members to
Special education services and schools	Reach into the age group, premises, staff who know the participants	A leisure activity for pupils not reached by ordinary sport
Para-sport clubs and	Equipment, experienced athletes as	Visibility and new participants for

Partner type	What they contribute	What they get in return
federations	instructors, technical knowledge	their sport
Rehabilitation and health services	Referrals, professional advice, sometimes equipment	Somewhere for people to continue when rehabilitation ends
The municipality	Venues, funding, legitimacy	Delivery of its own inclusion and public health objectives
Other sports clubs	Shared venues, equipment, volunteers, joint events	The same in return
Local businesses	In-kind support: food, transport, printing, equipment	Visible local community involvement
International partners	Methods from other disciplines, project funding, staff development	The same in return

- Approach a potential partner with something to offer, not only with a request. Even a small club has something: a hall slot, volunteers, an audience, an event.
- One named contact person on each side is worth more than an agreement between organisations. Agreements survive on paper; relationships survive staff changes only if a person carries them.
- Invite partners to the activity. Seeing it once does more than any number of meetings, and it is the single most effective thing in this section.
- Keep the relationship alive between projects, so the network exists before you need it. A partner contacted only when you need something learns what the relationship is.
- Map your network once a year: who we work with, who holds the contact, when we last spoke, what we could do together next. Gaps become obvious immediately.
- Write partnerships into applications by name, with a letter of support. Funders read a named local partner as evidence that the activity is real.

1.9 Keeping the cost down

The other half of the funding question is cost. The host organisation keeps the activity affordable through deliberate choices rather than by cutting what participants receive.

Choice	Instead of	Effect
Borrowing and sharing adapted equipment with clubs, federations and rehabilitation centres	Buying a full set of sport wheelchairs	The largest single cost of inclusive basketball becomes a phone call
Using municipal and school halls outside their normal hours	Renting commercial facilities	Venue cost falls close to zero for a local inclusion activity
Repairing and maintaining equipment	Replacing it	Chairs, harnesses and balls last for years with basic maintenance

Choice	Instead of	Effect
Second-hand and donated equipment	New purchases	Clubs upgrading their own equipment are a reliable source
Volunteers and trained youth leaders	Paid support staff	Also builds the support structure described in Part 3
Digital materials and open platforms	Printing and distribution	The approach used for this project's own Learning Kit
Group and early booking for travel and events	Late individual arrangements	Applied throughout this project's mobilities
Partnering with an organisation that already holds a resource	Acquiring the resource	A rehabilitation centre may have chairs; a school may have a hall

> *Sustainability here has two meanings and both were presented in Norway. Environmental: reusing, repairing and sharing rather than buying new. Organisational: keeping the running cost low enough that the activity survives a year without a grant.*

1.10 Recruitment through the participants themselves

The host organisation recruits through social media rather than posters, letters and school visits, and does so in a specific way: the participants produce the content.

- Young participants film and post from the activity, with consent, in the formats they already use. The material reaches people their own age in a way that content produced by the organisation does not.
- This gives participants a real role and a transferable skill. It is a recruitment channel and a youth participation activity at the same time.
- Show the activity as it is, including beginners and mistakes. Polished promotional material makes newcomers assume the level is too high for them.
- Show mixed participation directly. A clip of a wheelchair user teaching a standing player tells a prospective participant more about whether they would be welcome than any statement of policy.
- Make the entry point explicit in every post: when the open session is, that no registration is needed, and that it costs nothing.
- Set the rules first: written consent, no personal data, an adult with access to the account, and a clear line about what is not filmed.

1.11 The policy context, and why it does not travel

The final part of the Norwegian presentation covered the environment the organisation operates in, and this is where national differences are largest.

- Public sports facilities in Norway are largely owned by municipalities and made available to voluntary sports clubs at low or no cost, which is what makes free participation financially possible.
- Voluntary clubs are the standard vehicle for organised sport, and public support is channelled through them rather than around them.

- Public policy treats participation in sport as an objective in itself, including for people with disabilities, which gives an inclusion project a policy basis when it applies for support.
- National grant schemes exist for equipment, activity and youth leader training, but each has to be applied for, reported on and renewed. [INSERT THE SPECIFIC SCHEMES USED BY THE ORGANISATION]
- Accessibility requirements for public buildings mean newer facilities are usable while older halls frequently are not, which is why the venue check in Part 5 matters more than it appears to.

The conclusion recorded by the consortium was that the method transfers but the funding route does not. An organisation in another country must identify its own equivalent of each element before it can run the model at the same cost. The questions are the same everywhere: who owns the halls and on what terms can we use them; which public body has an inclusion or public health objective that our activity delivers; which organisation already owns the adapted equipment; and where does youth leader training come from.

Part 2 - The inclusive activity model

2.1 Why basketball works as a tool for inclusion

Basketball is played in a small enclosed space, so participants are close to each other and communication happens naturally. It is a team sport with constantly rotating roles, so no participant is fixed in one function or left standing still. And its rules are simple enough to be adapted on the spot without the game losing its shape.

Those features matter because exclusion in sport is rarely caused by the sport itself. It is caused by how sessions are organised: by entry costs, by fixed teams newcomers cannot join, by drills that only work for participants who already have the skills, and by venues a wheelchair user cannot enter or move around in. This chapter addresses the organisation of the activity rather than the sport.

Around a quarter of the EU population aged sixteen and over identifies as having a disability, and people with disabilities are considerably more likely to be at risk of poverty or social exclusion. Sport participation acts on social networks, confidence and community role at the same time. The purpose of this chapter is to make that repeatable.

2.2 The host methodology

RSK is a youth-focused basketball club in Østfold, Norway, with over 220 active members, whose stated mission is to create an inclusive and safe space where young people from any background can develop their skills and grow socially.

Element	What it means in practice	Why it removes a barrier
Free participation	Training and activities offered without a fee, so household income does not decide who plays	Cost is the most common single reason young people leave organised sport
Open gym	Regular sessions anyone can join without registering in advance or belonging to a team	Removes the commitment barrier for people unsure whether sport is for them
Mixed-ability grouping	Groups formed across ability and background rather than sorted by skill level	Prevents the separate lower group that quietly becomes a group nobody

Element	What it means in practice	Why it removes a barrier
		wants to be in
Basketball at the centre, not alone	Basketball as the core activity, surrounded by climbing, badminton, games and a shared meal	Gives a way in to participants for whom a ball game is not the entry point
Sport as a method, not a goal	The activity is designed to produce teamwork, communication and confidence	Shifts the measure of success away from performance, where participants with special needs are disadvantaged

2.3 The open inclusive sport day

The central activity of the visit was not a closed session for the eight visiting delegates. It was an open inclusive sport day to which a large number of local participants were invited: young people with a range of special needs and young people without, together with youth leaders, coaches and families. The partner delegations took part rather than observing from the side.

The event was built as parallel activities in and around the facility, open throughout, with participants moving freely between them. Nobody was allocated to an activity and nobody was timetabled. A participant could spend the entire time on the climbing wall and never touch a ball, and that counted as full participation.

Activity	How it was run	Who it brings in
Inclusive basketball	Open play and an exhibition game with mixed teams. Explicitly not a tournament	The core group, and anyone who wants to play rather than compete
Wheelchair basketball	Sport wheelchairs available to everyone, with instruction from experienced players	Wheelchair users as the experts; everyone else as beginners
Climbing wall	Supported climbing with youth leaders belaying and assisting	Participants who prefer an individual challenge to a team game
Badminton	Informal play on side courts, easy to join and leave	Participants who find a full-court team game too fast or too exposed
Games and social activities	Low-threshold games in the open areas around the courts	Participants who are not ready for any sport yet
Shared meal	Eating together at the end, everyone at the same tables	Everyone. This is where the social mixing consolidates

The basketball was deliberately an exhibition and open play, not a competition. A tournament requires balanced teams, produces winners and losers, and quietly sorts participants by ability, which is precisely the mechanism that excludes people. An exhibition with mixed teams keeps the atmosphere and the sense of occasion while removing the sorting. Participants who would never enter a competition will play in an exhibition.

The shared meal is not a courtesy. In a sports hall participants remain in the roles the activity gave them; at a table they do not. Most of the conversation between participants with and without special needs happened over food. Budget for it and schedule it as an activity.

2.4 The wheelchair basketball learning event

Inside the open day sat a structured learning event. Experienced wheelchair basketball players led the instruction, teaching two audiences at once: wheelchair users who wanted to learn or improve the sport, and participants, coaches and delegates with no wheelchair experience at all. Everyone played in a sport wheelchair. The instruction covered chair handling and movement, safe positioning and spacing, passing, ball handling, shooting from a seated position, teamwork and communication, and how to adapt game situations to different abilities.

Two young leaders from the Finnish partner organisation HNMKY were given responsibility for organising and coordinating the event, working with the local coordinator, Mihail Mihaylov, who provided the venue, the equipment, the local participants and the practical support. This was deliberate: it gave young people real responsibility for an international activity rather than a symbolic role.

2.5 Normalising disability through shared participation

The most important single decision in the design was that participants without disabilities also played in wheelchairs. This is what the host organisation means by normalising disability, and it works on several levels at once.

- It reverses the roles. The wheelchair user is not being accommodated; they are the most experienced person in the room, and often the one teaching.
- It removes the helper relationship. Participants without disabilities spend an hour being visibly less competent than the person they arrived intending to help.
- It makes the equipment ordinary. When twenty people are in sport wheelchairs and half do not need one, the chair stops being a medical object and becomes sports equipment.
- It makes it desirable. Wheelchair basketball is fast, loud and physically impressive, and participants queue to try it. Disability is not being tolerated in the session; it is the thing everyone wants a go at.
- It produces accurate coaching. A coach who has tried to turn, brake and shoot from a chair understands why a drill designed for standing players does not work.

> *The framing matters as much as the activity. This is not an exercise in letting people experience what it is like to be disabled, which reduces participants with disabilities to a lesson for others. It is a sport that some people in the room happen to be much better at than others. Brief facilitators to use that framing and to correct it if it drifts.*

Part 3 - Facilities, equipment and youth leaders

3.1 What it takes to run this

Showing the facilities to the partners was an explicit part of the study visit. The inventory below is included so that other organisations can see what is required and what can be substituted.

Resource	Used for	If you do not have it
Sport wheelchairs, enough for a full group	Wheelchair basketball with mixed participation	Borrow from a para-sport club, rehabilitation centre or federation. Lending is more

Resource	Used for	If you do not have it
		common than organisations expect
Sports hall with adjustable baskets	Basketball, badminton, open play	A school hall outside teaching hours; municipalities often make halls available free to inclusion projects
Climbing wall with belay equipment	Supported climbing	Any second, non-ball activity offering an individual challenge: table tennis, archery, obstacle courses
Badminton nets and rackets on side courts	Low-intensity parallel activity	Any easy-entry activity that can be joined and left without disrupting it
Adapted and lightweight balls	Participants with reduced grip or strength	Softer or lighter balls from any sports supplier; the cost is low
Trained youth leaders	Direct support to participants who need it	Recruit and train from among your own older participants. See 3.2
Space to eat together	The shared meal	Any room with tables. This should not be skipped
Accessible entrance, toilet and changing facilities	Everything	Cannot be substituted. Check before booking, not after

3.2 Youth leaders as the support structure

An open day with many participants, several of whom need individual support, cannot be run by two or three coaches. The host organisation runs it with a body of trained youth leaders, drawn largely from among its own older participants, who work directly with participants with special needs during the activity. This is the part most organisations underestimate: equipment can be borrowed and a hall booked, but a support structure has to be built over time, and it determines how many participants with high support needs can take part at once.

Role	What they do	What they need
Youth leader, activity support	Works with one participant or a small group throughout; assists with equipment, explains the task, keeps the participant engaged	A briefing beforehand, a named adult to go to, and one clear responsibility rather than general helping
Youth leader, station host	Runs one station, such as the climbing wall or badminton, and keeps it open and welcoming	Training in the specific activity and its safety rules
Young leader, event coordination	Coordinates the flow of the event and the participants, as the HNMKY leaders did in Norway	A whole component with a defined start and end, and a local contact holding the practical arrangements
Experienced athlete instructor	Teaches the adapted sport as a competent practitioner, not as a demonstration subject	To be introduced and treated as the instructor they are

- Recruit youth leaders from among your existing participants, including participants with disabilities. A youth leader who uses a wheelchair changes what younger participants believe is available to them.
- Brief every youth leader before the event on accessibility, safety and their specific task.
- Never give a youth leader responsibility for a participant's personal care or medical needs. That stays with staff or family.
- Debrief the youth leaders afterwards, separately from the coaches. Their observations are the most detailed record of what actually happened.

Part 4 - Running the sessions

4.1 Designing an inclusive session

Where the open day is the event format, the session below is the recurring weekly format. It assumes twelve to twenty participants with mixed abilities and a two-hour slot, and can be shortened to ninety minutes by reducing the game phase.

Phase	Duration	Content	Inclusion purpose
Welcome and pairing	10 min	Greet every participant by name at the door. Form pairs immediately, each mixing experience levels	Nobody stands alone waiting for the session to start, which is when people leave
Safety and accessibility briefing	10 min	Court rules, chair handling basics, contact and spacing rules, what to do after a fall, where the exits and toilets are	Removes anxiety and satisfies the safety obligation before the activity begins
Warm-up in chairs	15 min	Everyone in a sport wheelchair. Push, stop, turn, follow-the-leader in pairs. No ball yet	Equalises the group before any skill is measured
Skill stations	30 min	Three stations in parallel: chair movement, passing and receiving, shooting. Experienced players lead one each	Small groups mean more repetitions per participant and less waiting
Partner-player work	20 min	Fixed pairs practise together, each coaching the other on one specific point	Creates peer teaching and a role not defined by the participant's own performance
Adapted game	25 min	Mixed teams, adapted rules. Rotate every four minutes so all participants play	Applies the learning under game conditions without excluding anyone
Cool-down and circle	10 min	Whole group in a circle. Each participant says one thing that worked and one that was difficult	Gives participants with communication difficulties a short, structured, predictable speaking turn

4.2 Adapting the rules, not the person

Adaptation should always be made to the game, the equipment or the space. Adapting the participant, by giving them a lesser role, a separate activity or a symbolic task, reproduces exactly the exclusion the session is meant to remove.

Barrier	Adaptation	Note for the coach
Wide difference in shooting ability	Lower the basket, allow a closer shooting line, or count an accurate pass into a target zone as a score	Keep one standard scoring option available so the game is still basketball
Mixed chair and standing players	Standing players may only take two steps between contacts with the ball, mirroring the two-push rule	Balances mobility without making standing players passive
Large ability gap in a team	Require a minimum number of passes, or a pass from every player, before a shot	Forces distribution and removes the single dominant player
Participants who tire quickly	Short rotations of three to four minutes with an active side role such as scorekeeping	Rest without leaving the activity
Sensory sensitivity	No whistle indoors; use a hand signal. Keep music low or off. Offer a quiet space away from the hall	Agree the signal at the start and use only that one
Difficulty following verbal instruction	Demonstrate every instruction physically, then repeat it in one short sentence	Show first, then say. Not the reverse
Anxiety about joining	Allow a participant to shadow their partner, or stay at a low-threshold station, for as long as they need	In an open event the parallel activities do this work automatically

4.3 The partner-player method

Every participant is paired at the start with one other participant of a different ability or background. The pair stays together for the whole session, warms up together, works together at the skill stations and is placed in the same team for the game.

The more experienced partner is given one specific coaching point, not a general instruction to help. For example: watch whether your partner's hands are ready before the pass arrives, and tell them each time they are not. The specific task is what makes the method work. A vague instruction to support the other person produces well-meaning supervision, which participants with special needs experience as condescending. A specific technical task produces a working relationship between equals.

- Pair participants yourself. Self-selection reproduces existing social groups and leaves the same people unpaired every week.
- Change pairs between sessions, not during them.
- Give the coaching point to both partners, so observation runs in both directions.
- Ask each pair to report one thing their partner did well in the closing circle. This is often the first positive public feedback a participant has received in a sport setting.

Part 5 - Accessibility, safety and replication

5.1 Accessibility and safety

Accessibility is decided before the participants arrive. The checks below correspond to the accessibility and safety checklist used by the project's Inclusive Safety and Accessibility Committee, and should be carried out in advance of any activity, with a short note afterwards on what was found and how it was solved.

Area	What to check before the activity	Common failure
Getting there	Step-free route from public transport or parking to the door; accessible parking close to the entrance	The hall is accessible but the route to it is not
Entrance and circulation	Door width, thresholds, lifts in working order, corridors clear of stored equipment	Equipment stored in the corridor on the day
Changing and toilets	An accessible toilet that is unlocked, and a changing space that is genuinely usable	The accessible toilet is locked and the key is with a caretaker who is not on site
Court and station surfaces	Clean, dry and free of loose objects; wheelchairs are far less forgiving of a wet patch than shoes are	Bags and bottles left at the court edge during a busy open event
Equipment	Enough sport wheelchairs for the whole group; straps, tyres and brakes checked; climbing equipment inspected; adjustable basket available	Too few chairs, so participants without disabilities stay standing and the mixed model collapses
Staffing	First aid competence present; a named person responsible for accessibility; a qualified person at the climbing wall	Responsibility for accessibility is assumed to be shared and is therefore held by nobody
Quiet space	A room away from the noise, identified and communicated before the event starts	Not planned, so a participant who needs to leave the hall has nowhere to go
Information	Activity information sent in advance in plain language, stating what will happen and what to bring	Participants arrive not knowing whether they are expected to play
Consent	Written photo and video consent from every participant, and from a parent or guardian for participants under 18	Consent collected verbally during the event and unevidenced afterwards

> *Safety points specific to wheelchair basketball: brief participants on fingers and spokes, on not grabbing another player's chair, and on tipping backwards. Agree that play stops immediately if a chair tips, and that the participant decides whether they want help getting up rather than being lifted automatically.*

5.2 What was observed, and what was missing

Good practice observed	Gap or need identified
An open event with participants with and without special needs in the same activities at the same time	Accessible venues remain scarce; most local halls fail on the route, the toilets or the storage of equipment
Basketball at the centre, with climbing, badminton, games and a shared meal around it	Few organisations have contact with experienced adapted-sport athletes, and no structured way to find them
Participants without disabilities using sport wheelchairs, making the equipment ordinary and the sport desirable	Adapted equipment, in particular enough sport wheelchairs, is a genuine financial obstacle for small clubs
Exhibition and open play instead of a tournament	A trained body of youth leaders takes years to build and cannot be improvised for a single event
A funding and cost model that makes free participation possible	The funding route is national and does not transfer directly; partners must identify their own equivalent sources
Recruitment through social media produced by the participants themselves	Small organisations lack the administrative capacity to track funding deadlines and reporting obligations
Youth-led coordination of an international activity with local support	Clear safety instructions for large mixed events are not standardised; each organisation improvises them

5.3 Transferring the model to other sports and contexts

Element	Table tennis and athletics	Volleyball and tennis	Camp activities
Open event with parallel activities	A sports day with table tennis at the centre and other stations around it	Court sports alongside low-threshold games and a social space	The camp format already does this; the lesson runs in the other direction
Mixed participation	Seated and standing players in the same rotation; shared use of the same table	Seated volleyball for the whole group; tennis rallies with mixed pairs	Mixed cabins and mixed activity groups, not separate programmes
Normalising the equipment	Everyone plays seated for part of the session	Everyone plays seated volleyball, not only those who need to	Adapted equipment available to all campers as standard
Adapted rules	Larger target zones; two bounces allowed; staggered starts	Lower net; larger or lighter ball; extra bounce permitted	Activities offered at two intensities within the same task
Peer teaching	Fixed practice partners with one technical observation task	Rotating pairs with a defined coaching point	Older or more experienced campers paired with newer ones

Element	Table tennis and athletics	Volleyball and tennis	Camp activities
Youth leaders as support structure	Trained leaders at each table and station	Trained leaders per court	Camp leaders with disabilities in visible leadership roles
Funding and partnerships	Map the local equivalents: halls, public inclusion objectives, equipment holders, leader training	The same	The same
Eating together	Close the sports day with a shared meal	Close the event with a shared meal	Already built into the camp day; protect it

5.4 Replication checklist

An organisation that wants to run its first inclusive sport event can work through the following sequence. It requires no prior experience of adapted sport.

11. Map the enabling conditions first: who owns the halls and on what terms, which public body has an inclusion or public health objective your activity delivers, which organisation already owns adapted equipment, and where youth leader training comes from.
12. Approach the municipality before anyone else, for a hall slot and for its grant scheme.
13. Identify two or three funding sources for different parts of the need: equipment, activity costs, and coordination time.
14. Contact the nearest para-sport or wheelchair basketball club and ask whether two experienced players will lead a session. Offer to cover their travel.
15. Borrow sport wheelchairs, enough for participants without disabilities to use them as well. This is the single most important item on the list.
16. Find a venue that passes the accessibility checks in 5.1, and visit it in person before booking. Check the route to it, not only the hall.
17. Plan at least three parallel activities, with your core sport at the centre and at least one non-ball activity and one low-threshold social activity.
18. Decide now that the sport element is an exhibition or open play, not a tournament.
19. Recruit and brief your youth leaders, giving each one a specific responsibility rather than general helping.
20. Invite a mixed group: your existing members and one partner organisation working with people with disabilities. Do not run an event only for participants with disabilities.
21. Send plain-language information in advance stating what will happen, what to wear and that no experience is required.
22. Complete the accessibility and safety checklist, name one person responsible for accessibility, and identify the quiet space.
23. Collect written photo and video consent, including guardian consent for participants under 18, and plan an alternative for those who decline.
24. Budget and schedule the shared meal as an activity, not as an extra.
25. Run the event, taking the signature list and photographs as you go rather than afterwards.

26. Debrief the youth leaders separately, and write a short note within two days on what worked, what failed and what you would change. This note is both your improvement record and your reporting evidence, and it is the first paragraph of your next funding application.

5.5 Linked material

Resource	Where it is found	Reference
Module 2 - Basketball for Social Inclusion	Inclusport Training Video Set	Filmed during A2 in Norway
Open inclusive sport day footage and photographs	Project media folder, A2	[INSERT LINK]
Wheelchair basketball learning event footage	Project media folder, A2	[INSERT LINK]
Facilities and equipment footage	Project media folder, A2	[INSERT LINK]
Accessibility and safety checklist 1	ISAC checklist pack	Mobility and inclusive sport session
Norway activity evidence report	Project report pack	A2 short activity report
PlayBook Chapters 2 and 3	Inclusport PlayBook	Türkiye and Finland study visits

Signatures

Role	Name and surname	Organisation	Signature	Date
Project coordinator	Mihail Mihaylov	Rolvsøy streetbasketball klubb		
Legal representative	Mihail Mihaylov	Rolvsøy streetbasketball klubb		