



Judo for
people with
diverse abilities
VOICES OF
INCLUSION IN JUDO

BE-JUDO-IN project GUIDEBOOK





BE-JUDO-IN Project Guidebook: Voices of Inclusion in Judo

Welcome to the BE-JUDO-IN Project Guidebook, where we proudly present the collective insights and experiences of our diverse community involved in judo. Through a comprehensive survey, we sought to define and understand social inclusion in sports, particularly within the context of judo. Our participants included judoka, coaches, assistants, volunteers, parents, club management, sponsors/donors, and others, contributing a total of 94 valid responses from four countries (BiH, CRO, SRB, SLO).

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Official website: bejudoin.eu

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Partners in the project:



Slovenian Judo Federation unites over 70 judo clubs with over 5000 judokas and has operated for over 70 years. JZS started with inclusive judo (formerly known as g-judo) in 1994. Today, JZS boasts 12 inclusive judo clubs scattered across the country including over 150 diverse abilities judokas. In Be-Judo-In project, the Slovenian Judo Federation is the the project coordinator.

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The Croatian Judo Federation was founded in 1951 and currently brings together 87 judo clubs with more than 6000 registered judokas. Systematic work and efforts have led to judo being among the 10 most popular sports in the Republic of Croatia. The strong visibility of the federation is the result of numerous top-organised events, such as regularly held Grand Prix, European Cadet Cups, and Judo Festivals.

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The Serbian Judo Federation has three sub-associations that gather over 4500 registered judokas from more than 120 members/clubs nationwide. The first judo club in Serbia was formed 71 years ago. Judists from Serbia regularly participate in various competitions across all age categories and achieving significant results. Also, JFS formed the Commission for Judo for people with disabilities and currently has around 50 members with different types of disabilities.

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The Judo Club for People with Disabilities "Fuji" from Velika Gorica was established in August 2012 and is the first registered club of this kind in Croatia. Currently, the club involves 56 children and young people with different abilities. Because of how it operates and the quality of its work in promoting inclusion, Fuji has won the #BelInclusive EU Sport Awards awarded by the European Commission

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Judo Club Sankaku Ljubljana from Slovenia is a non-exclusive judo club founded in 2019, meaning they equally include all judo enthusiasts in their programs, regardless of judokas psychophysical abilities or social circumstances. They work on many national and international projects. A part of the activities takes place under the auspices of the Judo Federation of Slovenia.

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Sensei IN from Sombor is the first judo club in Serbia that provides sports activities for people with all abilities. The club started from the fact that practicing physical activity and sports should be available to everyone, regardless of age, gender, or ability level. The club is implementing several projects, two of which are Erasmus+.

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The idea of BE JUDO IN project

Many years of experience in the field of inclusive judo, chronic lack of education, as well as insufficient opportunities for the development of inclusive judo, led to the partnership and creation of the Be Judo Inclusive project.

BE-JUDO-IN is a project which, for the first time, brings together three judo federations and three judo clubs with diverse abilities judokas from Slovenia, Serbia and Croatia.

By connecting these international partners, the goal is to influence professional development through the exchange of practice, transnational workshops and mutual learning of judo coaches from judo clubs in Slovenia, Serbia and Croatia, reaching coaches that already practise inclusive judo, as well as those who are not yet familiar with it (to encourage them to launch such programs in their clubs). Through this international networking, we contribute to the strengthening of the capacities of the participating organisations and support their sustainable growth.

The project follows these specific objectives:

1. Exchanging best practices on different approaches of inclusive judo among the participating experts;
2. Training judo coaches from participating countries in inclusive judo approaches;
3. Introducing inclusive judo approaches in many judo clubs in the participating countries;
4. Defining inclusion in sport, based on participant survey;
5. Promoting the inclusive judo approach across the EU.

With this project, we're responding to contemporary challenges of inclusion in sports, including lack of qualified staff, lack of specific education, prejudice, unregulated system support at the local level, and lack of systematic development of inclusive sports.

The main project deliverables for the dissemination of project results are:

1. Three instructional videos based on the topics of each workshop;
2. Inclusive judo guidebook (in four project languages);
3. Peer-reviewed article based on survey responses of participants from the workshops.



Velika Gorica,
Croatia

26th March, 2023

Workshop 1

JUDO FOR PEOPLE WITH CEREBRAL PALSY

This event aimed to provide insights, training, and practical demonstrations tailored to the needs of participants with disabilities. Attended by 60 participants from Slovenia, Serbia, and Croatia, including coaches, judoka, parents, delegates, assistants, experts and volunteers, the event aimed to promote inclusion through sports.

The workshop featured four key lectures delivered by experts in relevant fields.

1. Diagnosis of Cerebral Palsy: Hrvoje Gudlin, a master's degree holder in Physiotherapy, presented an introductory lecture discussing the diagnosis, features, and facilitation methods for individuals with cerebral palsy. Active participation and engagement characterized this session.

2. Kinesitherapeutic Approach: Marko Drašković, a master's degree holder in Kinesitherapy, demonstrated specific exercises to enhance mobility, strength, and judo preparation, blending theory with practical demonstrations to facilitate understanding and participation.

3. Adaptation of Judo Training: Marina Drašković, a judo coach, emphasized the adaptation of judo techniques tailored to the severity of cerebral palsy, showcasing training concepts and methodologies suitable for individuals with CP. The practical segment saw active involvement from coaches and judokas.

4. Nage No Kata Adaptation: Sanja Delladio, a master's degree holder in Kinesiology, along with judoka Petra Oreskovic, showcased adaptations of Nage No Kata and other judo techniques, garnering keen interest from participants who explored and experimented with adapted techniques.



Theoretical part key points:



The fundamental approach in working with people with disabilities should be focusing on their abilities while respecting the limitations imposed by their disability.



For a more successful judo training for individuals with cerebral palsy, it's important to incorporate a physiotherapy-based approach.



Judo ukemi techniques are highly beneficial for individuals with disabilities as they effectively prevent injuries.



The Nage No Kata can be successfully adapted for judokas with CP while maintaining the principles of the techniques.



Continuous feedback from judokas is paramount for ongoing improvement.



乱
備

Considering that judo is a combat sport, and cerebral palsy is a challenging diagnosis to say the least, **the safety of judokas in this program is put first.** One of the adjustments that is needed is that **judokas with CP train in socks** because they are actually dragging their feet on the mat throughout the training.

Judo ukemi techniques (Ukemi-Waza) are probably **the most useful knowledge** for judokas with CP because they are directly transferable to their everyday life. When falling from a wheelchair or a walker, people with CP who have mastered judo falls successfully avoid more serious injuries.

Some of the throwing techniques (Nage-Waza) are adapted to be performed from **the knees**, while most of the Katame-Waza techniques are taught in their original form, depending on the ability of each judoka. **The execution of each judo technique is individually adapted** to each judoka with CP, **trying to keep the basic principle of the technique** as much as possible.

Click
for
the video
HERE

You can find out more about judo for people with CP from the publication:
Judo for people with cerebral palsy by Marina Drašković.



Workshop 2

Ljubljana, Slovenia

26th May, 2023



JUDO PRACTICE FOR DIVERSE ABILITIES JUDOKAS

At the workshop in Ljubljana, Slovenia, the method of working in mixed groups (judokas of different ages and abilities) was presented. Judokas from **ŠD Polyteam** also demonstrated Kodomo No Kata for children.

The workshop was attended by 71 participants from Slovenia, Croatia, and Serbia. Participants from abroad included coaches, volunteers, parents, and children of various abilities.

Theoretical concepts of social inclusion in sports were presented at the workshops, with a round table led by **Darij Šömen** Sensei and a discussion on social inclusion in judo. In Ljubljana, the members performed a practical demonstration of the basic guidelines for working in mixed groups.

The workshop was repeated in Podčetrtek in June 2023 as part of the **European Judo Union (EJU) Championships**. Honorary speakers were: Dr. Martin Poiger, EJU General Secretary, Mag. Lovrencij Galuf, President of the Judo Federation of Slovenia; József Juhász, Head of the Judo Section at the Special Olympics of Hungary and Dr. Gyorgy Jady, former Sports Director of SOH. Elite judoka and international judge Lena Sterea from Romania also attended the workshop.

For more information about the workshops, please visit:

<https://judoslo.si/article/2557>

<https://judoslo.si/article/2682>



Practical part key points



Involvement of VOLUNTEERS



INDIVIDUAL approach



Exploitation of the SENPAI (senior; older) and KOHAI (junior; junior) principles



LEARNING FOR LIFE: respect, safety, order and discipline, patience, perseverance, acceptance of differences, building club community and identity, belonging, conversation, more instructions, clear instructions.



Learning through PLAY&GAMES



Division into SUBGROUPS



The theoretical part



In the theoretical part, six judokas who researched inclusion in judo during their academic path gave lectures.



Tomo Dadić **Sport as a tool of social work**

In judo, we strive to ensure that all participants have equal opportunities. We transcend the prejudices of the forbidden. The social model, or more precisely, the social-work model, makes it possible for everyone to play sports. Thus, through the concepts of social work, integration and destigmatization, we arrive at inclusion. Inclusion is what we strive for. This means that all our judokas, members of the judo club, have the same conditions. Unfortunately, this is not always easy to follow in practice.

Dr. Samo Masleša **Motor abilities, movement skills and their relationship before and after eight weeks of martial arts training in people with intellectual disability**

Judokas will master the technique better and the strategies will also be significantly better. They will need less energy. They will tire less in combat and be more successful for it. The first important direction is that judokas will feel good during training. Another direction is that they will be well received at practice, especially in their group. And the third, very important, is the sense of progress. If they do not have this feeling, their motivation will quickly decline. We gave the older pupils the role of teachers to help the younger ones. And it happened that the roughest children were the gentlest. They gained self confidence and recognized their worth. And they began to behave in a completely different way at school.

Ana Četić **Balance in a selected group of inclusive judokas**

I'm a judoka. I studied special pedagogy. Already during my studies, I had judo for people with special needs. We tested static and dynamic balance. In the research, we used the Bruininks-Oseretsky test of motor skills, a subtest for balance. After the three-month training, we tested again and all the test subjects got better results: standing on the dominant leg, on the balance bench, with eyes closed, walking on a line, walking on a bench, walking on toes, heel, etc. It has been proven that the effect is quickly visible with targeted and organized exercise.

Gaston Descamps **Judo teachers' perceptions towards including participants with mild Intellectual Disabilities**

There are advantages for the judo teacher to have someone with a mild intellectual disability in the judo class. It brings challenges. A coach has to be a bit more out of the comfort zone because someone new arrives and has different needs than other kids. Because of these, coaches need to adopt new exercises and be a bit more creative. That brings new pedagogical and soft skills like creativity, patience, and awareness. These are the factors that can enable and make it easier to include someone with an intellectual disability.

Jera Kunčič **Match analysis of inclusive judo national championship 2017**

The research took place at the first national inclusive judo championship in Slovenia in 2017. We recorded 13 different techniques. Of these, 9 throws and 4 Osaekomi-Waza techniques. The first limitation was the small sample size. 42 fights are not enough, but probably all the competitors who were training at the time were registered for the competition, which means that this was realistic for Slovenia in 2017. Another limitation was that there was no similar research on this population and we could not compare the results with others.

Mojca Antolinc **The impact of judo training on ADHD symptoms in primary school pupils**

Hyper-kinetic disorder or ADHD (Attention Deficit Hyperactivity Disorder) manifests itself as a difficult condition in certain activities. People with hyperkinetic disorder usually have difficulty starting an activity on their own. But if they start, they quickly give up, jump from one activity to another, etc. In the research, we checked what effect judo training has on ADHD symptoms, or on executive functions. For example, emotional control is manifested as the ability to control our emotions, emotional outbursts and appropriate responsiveness. We tested 11 executive functions. In all of them, the results were better after practicing judo.





Sombor, Serbia

Workshop 3

7th October, 2023

JUDO FOR PEOPLE WITH INTELLECTUAL DISABILITIES

The workshop was divided into a practical and a theoretical part. The workshop was attended by 79 participants from four countries: Serbia, Slovenia, Croatia and Bosnia and Herzegovina.

In the first part of the workshop, re-education of psychomotor skills was presented by Boris Pozder, Master's degree in Special education and rehabilitation. As the re-education of psychomotor skills is very similar to activities in sports, we decided to process this method of rehabilitation in more detail through the BE-JUDO-IN project and make a correlation with the exercises used in training work in judo.

Psychomotor re-education is a therapeutic approach that focuses on using movement to address various aspects of a child's development, including motor skills, emotional well-being, and cognitive abilities.

The fundamental principle behind this method is that movement can be a powerful tool to stimulate and facilitate the development of children who may have missed certain milestones or are experiencing challenges in their overall functioning. General psychomotor re-education exercises encompass various aspects of development and are aimed at improving: bodily integrity, spatial orientation, lateralization, independence in movements, rhythm, time estimation, movement coordination, impulse control, perception of the presence of others.

The practical part demonstrated how to organize judo training sessions for individuals with intellectual disabilities. The training was presented by judokas from the judo club "Sensei-in." The training session covered several segments, and it was led by coaches Ljiljana Rudić and Sajonela Krga.



Psychomotor re-education key points:

-  **Sport is the best inclusion for children with developmental disabilities - JUDO IS A GREAT CHOICE!**
-  **Children with better motor skills are better accepted in society.**
-  **Judo is an incredibly therapeutic sport! It has all the elements used in therapy: 1. Control of the position of the body and its parts; 2. Locomotion; 3. Prehension; 4. Coordination; 5. Special motor activities; 6. socialization**
-  **Experience of body integrity and body schema: the child must control his body parts in order to be able to perform basic life functions.**
-  **VERBALIZATION of what is done is important. Verbalization creates engrams - a memory record that is formed in the brain as a result of experience.**
-  **Tip: It is very important to record children's progress. Assess the child at the beginning of the training program and after every 6 months. Record training sessions. This means a lot to parents, and it helps you in designing further training work.**



Practical part key points:

How to start a training program for people with intellectual disabilities?

The most important thing is that your **desire to work** in this target group **comes from the heart, with empathy** and understanding of intellectual disability. You have to keep in mind that the **power of adapting judo techniques is enormous** and that **it is possible to adapt both the technique and the exercise to everyone**. Always **start from what the person can do** and assess where they need to be empowered to achieve your goals.

Plan and program of training work

Every quality **trainer must have a plan and program of work** on an annual, monthly level and individual training. When starting with groups from the beginning, the advice is to use the first few training sessions to get to know the group. In the first training sessions, it will be necessary to form a sense of space, movement in space, sequence of exercises, organization during exercise, etc. **Let your first training sessions pass with laughter, some simple games, with a lot of positive energy without any pressure to do something**. The most important thing is to remember that **training should be SAFE!**

Realization of training work

Organize the training like you usually do. **Every training has four parts**. The first part is the introductory part, then the preparatory part, the main part, and the final part. **Always determine the goal of your training** in the next month. For example, at the beginning of training, the main part of training can be dedicated to learning judo falls - ukemis. Don't be overwhelmed by the speed of learning! **Take as much time as possible to properly master each goal you set**. If you study one element in the year - that's ok. The most important thing is to **assess the pace of the group and create content to keep their attention**.

Evaluation of work

Self-assessment after each training session is very important. It will help you set quality training goals and monitor their implementation. Evaluation of work after each training can be written in 2 sentences. **Write whether you achieved the set training goal, write down what was not good and what would need to be changed or adjusted. Make a personal list of each judoka**. Choose a few tests that you will apply at the beginning of the training work and after a few months. Let it serve you to track progress and set training goals.



Click for the
video

[HERE](#)



DEFINITION OF SOCIAL INCLUSION IN SPORTS

Social inclusion in sports for people with disabilities is a key approach that ensures all individuals, regardless of their abilities/disabilities or backgrounds, can actively participate in sporting activities within mainstream sports organizations. Coaches cater to individual needs, promoting mixed-ability activities to provide equal opportunities for athletes and other participants like volunteers.

The benefits include enriched experiences, improved skills, and a sense of belonging. Researchers' findings and coaching outcomes support this approach, revealing its positive impact on participants. However, obstacles such as exclusionary norms, attitudinal barriers, and inadequate policies may hinder full participation (Pečnikar et al., 2023).

Pečnikar Oblak, V., Campos, M. J., Lemos, S., Rocha, M., Ljubotina, P., Poteko, K., Kárpáti, O., Farkas, J., Perényi, S., Kustura, U., Massart, A., & Doupona, M. (2023). Narrowing the Definition of Social Inclusion in Sport for People with Disabilities through a Scoping Review. *International Journal of Environmental Research and Public Health*, 20(3), 2292.





VOICES OF INCLUSION IN JUDO



Be judo inclusive
project

OUR TASK:

Creating guidelines and methodologies for social inclusion by identifying challenges in judo practice.

We use the term inclusion as a term that signifies: inclusion, acceptance of diversity, availability and equal enjoyment of all social benefits.

By definition, based on inclusion, we provide a space where all participants can contribute to each other. We see a sports club, in our case a judo club, as an ideal environment for involvement in sports.

The goal of our project is to contribute to a better understanding of social inclusion in sports, especially in judo, through the exchange of experiences and practices adopted in the countries participating in the project: what it represents and how we can define it.

Playing sports is a key to creating inclusive and equal societies. As many researchers point out, sports activities play a key role in improving the social inclusion of individuals with diverse abilities.

Research supports the positive impact of sports on health, self-confidence and social inclusion. It has also been confirmed that practicing judo has a positive effect on motor skills and on improving the quality of life of people with disabilities.

Basically, judo is mostly recognized as a competitive martial sport, but the very philosophy of judo allows practicing this sport for all categories of the population, because it has exceptional sporting, educational, educational, social and therapeutic potential.



Survey Design

As part of the Be judo in project, a survey was conducted among workshop participants in Croatia, Serbia and Slovenia, where we studied the understanding of social inclusion in sport. The questions in the survey are based on the findings of a review article entitled "Narrowing the definition of social inclusion in sport for people with disabilities through a scoping review" (Pecnikar Oblak et al., 2023).

The key concepts from this article helped us shape the survey questions and direct our research towards understanding and implementing inclusion in sport.

Our goal was to gain insight into the attitudes and experiences of the participants regarding social inclusion in sports, which would allow us to better understand and contribute to the development of inclusive practices in sports.

Sample

For this research data were collected at three project workshops:

The first workshop was held in Velika Gorica, Croatia, on March 26, 2023, the second in Ljubljana, Slovenia, on May 26, 2023, and the third in Sombor, Serbia, on October 7, 2023.

94 respondents answered the survey.

The participants were from four countries: Slovenia, Croatia, Serbia and Bosnia and Herzegovina.

Respondents' gender ratio: 60% women and 40% men.

The average age of the participants was 39 years, with the largest number of participants in the age group between 30 and 40 years and an average experience in judo of 15 years.

Coaches - 49%

Coaches play a pivotal role in shaping the judo experience. Their input helps us understand the role of coaching in promoting inclusivity and fostering a positive learning environment.

Judokas - 33%

At the heart of judo, our judokas shared their experiences, perspectives, and aspirations, providing invaluable insights into the everyday dynamics of the sport.

Assistants - 17%

Assistants contribute to the seamless functioning of judo clubs. Their perspective sheds light on the various tasks and responsibilities that contribute to a welcoming judo community.





Volunteers - 10%

Volunteers dedicate their time and efforts to support judo activities. Their feedback is crucial in understanding the role of volunteers in creating an inclusive and supportive atmosphere.

Club Management - 9%

Club managers play a key role in shaping the organizational aspects of judo clubs. Their responses provide insights into the structural elements that influence social inclusion.

Parents - 8%

Parents are integral to the judo journey of young athletes. Their insights help us recognize the needs and expectations within the judo community.

Sponsor / Donors - 1%

Sponsors and donors contribute to the financial sustainability of judo programs. Understanding their perspective helps us explore avenues for collaboration and support in promoting inclusivity.





Results



As we delve into the survey responses, key themes have emerged, highlighting both strengths and areas for improvement within the judo community. These insights will guide the BE-JUDO-IN project in developing targeted strategies and initiatives to enhance social inclusion in judo.

The BE-JUDO-IN Project Handbook is a testament to the collaborative effort of

judoka, coaches, assistants, volunteers, parents, club management, sponsors/donors, and others who shared their perspectives.

Together, we embark on a journey to foster a judo community that is inclusive, supportive, and reflective of the diverse abilities of individuals passionate about the sport.

In the following pages, we present a selection of responses gathered through the BE-JUDO-IN project survey, where individuals from diverse roles within the judo community shared their perspectives on social inclusion in sports. These voices encapsulate the richness and diversity of experiences within the world of judo, shedding light on the challenges faced and the opportunities for growth.



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7. По вашем мишљењу, који су основни услови за укључивање свих група људи у спорт?
(Одаберите највише три изјаве)

- a) Потребан је велики избор спортова којима могу да учествују сви, без обзира на способности и финансијске могућности.
- b) Потребан је континуирани развој вештина свих учесника (тренера, спортиста, креатора политике итд.) је поштовање етичких принципа и вредности у спорту.
- c) Фокус у спортовима треба да буде на способностима (шта особа може да уради) а не на инвалидитету.
- d) Друштвена инклузија у спорту би најбоље функционисала да су укључени сви аспекти: клубови, школе, локална заједница, здравствени систем, спонзори и други који могу допринијети и развоју инклузије у спорту.
- e) Повећање свих група људи у спорт.

8. Шта мислите, на који начин би се могла најбоље спровести инклузија у спорту?
(Одаберите највише три тврдње)

- a) Различиту понуду спортовских активности (тимских, спортских, индивидуалних, нетимских).
- b) Фокус програма у којима ће сви учествовати.
- c) Инклузивни, адаптирани, специјализовани спортови.
- d) Негајати и промовисати инклузивност и дискриминацију у спорту да би се створила позитивна атмосфера.
- e) Најпре би требало променити ставове и тек онда направити план о инклузији у спорту.
- f) Путем медија и позитивне пропаганде о важности инклузије у спорту.
- g) Кроз подршку локалне самоуправе и државних органа у виду финансијске помоći.
- h) Путем неформалне едукације trenera.
- i) Савладавање простора.
- j) Савладавање боље архитектонске приступе простора.
- k) Путем едукације.
- l) Путем едукације.
- m) Путем едукације.
- n) Путем едукације.
- o) Путем едукације.
- p) Путем едукације.
- q) Путем едукације.
- r) Путем едукације.
- s) Путем едукације.
- t) Путем едукације.
- u) Путем едукације.
- v) Путем едукације.
- w) Путем едукације.
- x) Путем едукације.
- y) Путем едукације.
- z) Путем едукације.

9. Шта мислите, са ким је потребно радити да би се остварило укључивање свих група људи у спорт?
(Одаберите највише 3 тврдње)

- a) Потребно је радити са свим заинтересованим странама.
- b) Са спортовским организацијама.
- c) Са властима.
- d) Са медијима.
- e) Са образовним институцијама.
- f) Са здравственим институцијама.
- g) Са финансијским институцијама.
- h) Са приватним предуzeћима.
- i) Са невладиним организацијама.
- j) Са професионалним sportskim trenerima.
- k) Са sportskim trenerima.
- l) Са sportskim trenerima.
- m) Са sportskim trenerima.
- n) Са sportskim trenerima.
- o) Са sportskim trenerima.
- p) Са sportskim trenerima.
- q) Са sportskim trenerima.
- r) Са sportskim trenerima.
- s) Са sportskim trenerima.
- t) Са sportskim trenerima.
- u) Са sportskim trenerima.
- v) Са sportskim trenerima.
- w) Са sportskim trenerima.
- x) Са sportskim trenerima.
- y) Са sportskim trenerima.
- z) Са sportskim trenerima.

Analysis of responses

sorted by percentage from the most frequently chosen downwards

Areas needing improvement

In the process of inclusion, we must understand that an athlete is first and foremost a human being and as such is worth much more than just a medal.

78% response

It is necessary to have a multisectoral approach: cooperation of institutions, clubs, sports federations, specialized sports associations, social workers, etc.

77% response

With whom to collaborate?

Areas needing improvement

Sports should be available to everyone, regardless of diverse abilities

76% response



Concept

Sport should be accessible to everyone regardless of the circumstances.

74% of responses

In social inclusion, we should focus on possibilities, that is, what a person can do, not on disability (what we cannot do).

72% response

Concept

Fundamental conditions

Social inclusion in sport would work best if all actors were involved: clubs, schools, the local community, the health system, sponsors and others who can contribute to the strengthening and development of inclusion in sport.

71% response



Analysis of responses

sorted by percentage from the most frequently chosen downwards

Best
implementation
approach

Through good education of coaches.
67% response

Provide as diverse as possible selection of sports activities (team sports, individual sports, non-competitive focus, programs that everyone will enjoy) and different types of training programs (inclusive, adapted, specialized).
66% response

Best
implementation
approach

With whom to
collaborate

The key to successful inclusion is coaches with appropriate skills, attitudes and empathy.
64% response



Best practices

A sports organization or other specialized organization systematically builds the common identity of athletes regardless of their abilities.
54% response

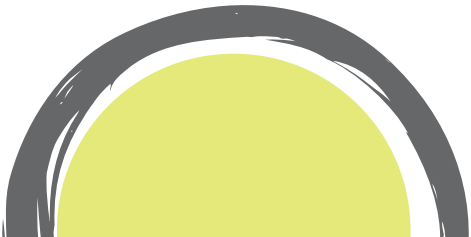
The focus in sports clubs should be on capabilities (what a person can do), not on disability.
53% response

Fundamental conditions



An example of best practice

Inclusive sports training of diverse abilities athletes in a sports club (mixed groups).
52% response





Be judo in
project

CONCLUSION

The survey reveals that our respondents showed the greatest interest in the topic of necessary improvements.

An athlete is first and foremost a human being and is worth much more than a medal.

It is very interesting that the respondents most often chose the statement that emphasizes that an athlete is first and foremost a human being and is worth much more than the medal itself. This statement is categorized as the need to improve inclusion in sport, warning us that

we have to improve our attitude towards athletes before we start talking about social inclusion in sports! They also emphasized that sports should be available and accessible to everyone, regardless of diverse abilities.

Sport should be available and accessible to everyone, regardless of diverse abilities.

Respondents believe that the successful implementation of inclusion in sport depends



from the quality education of coaches, training in mixed groups in typical sports clubs, as well as a wide selection of various sports activities.

They believe that the basic conditions for inclusion in sports include the engagement of the entire society, with an emphasis on seeking opportunities instead of obstacles.

Quality training of trainers and support in their work is necessary.

As for the need to participate in inclusion in sports, the respondents again emphasize the involvement of the entire society and the necessary support for coaches.

When it comes to an example of best practice, they most often chose to build a common identity regardless of different abilities and the implementation of sports

It is necessary to include the entire society and a multi-sector approach to inclusion.

According to the respondents, the concept of inclusion in sports is based on the motto "sport for all", with an emphasis on the athlete's abilities instead of limitations. This highlights the basic principle of inclusion, which has been discussed since its emergence in sports. Bearing in mind that several decades have passed since the appearance of inclusion in sports, these results indicate a lack of significant progress in practical application and speak in favour of the fact that, when it comes to social inclusion in sports, we are at the very beginning of the application of this principle.



How can we define inclusion in judo?

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含 INCLUSION

Social inclusion in judo means respecting all judokas regardless of their ability level while encouraging the cooperation of the wider community and enabling judo for all. Key elements of inclusion in judo include embracing diversity, encouraging collaboration, ensuring support for coaches and volunteers, and emphasizing empathy and a focus on ability as a starting point. All these components contribute to building a common identity of diverse abilities judokas and their families within judo clubs and judo federations.



Testimonials about the benefits of inclusive judo trainings

"We heard that there is an inclusive judo club in Sombor and decided to join. We had no idea what a fascinating team it was - from the members to the coach. The energy that reigns and the atmosphere that is felt cannot be described in words. Order, work, discipline, but also laughter, jokes, support, understanding... Everyone gives as much as they can, motivated to want more, praised for every attempt and rewarded for every effort. The strategy is exceptionally and carefully thought out and the individual needs of each judoka are approached. Every Tuesday and Thursday we go on a new adventure with the desire to master new skills, the desire to socialize and the desire to belong without fear of judgment and misunderstanding. It is allowed to be different, unique and special. These trainings of ours are a mine of immeasurable wealth that cannot be measured by any material value. We are grateful that there are people who are ready to dedicate themselves to us so selflessly - they are our coaches. While the children are training, the mothers are socializing. These are rare moments that we can set aside for ourselves and enjoy a hot coffee. We are grateful for that too. We are grateful to belong to a team that overcomes all prejudices."

Dragana Nastasic

mother of judoka, Sensei-IN



"Darij Šömen's definition is wonderful: Judo is judo and inclusion is only the process of including vulnerable people in judo."

Dredrag Jojic

father of judoka, Association for Autism of Serbia and Judo Club "Makikomi", Belgrade



Inclusive judo means a lot to me. I really look forward to every training session and I can't wait to see my friends and my best coaches. I fell in love with judo the first day I started training. I enjoy every exercise and have great motivation to be even better. I always learn something new after every training session. We all get along well during training and for me judo is a great love and of course a great trust that I have in my best coaches and friends.

Vinko Lemić
judoka, Sensei-IN



All children must be given the opportunity to show what they are good at, and this is possible through judo and inclusive judo.

dr Samo Masleša
coach in judo club "Koper",
founder of GSMP program



I have been training at the Judo Club for People with Disabilities Fuji in Velika Gorica for twelve years now. When I first entered the gym, I knew that judo was the sport I wanted to pursue. There are several reasons for this. During training, judokas without disabilities assist us, which I really appreciate because when we train together, the differences between us are not visible. This shows how, as a person with a disability, it is possible to integrate into society without fear of judgment. Additionally, judo greatly helps me in my mental and physical development.

Since I started practicing judo, I have been much happier, more satisfied, fulfilled, and much more organized in my daily activities. Judo always comes as a reward and a break from all the obligations at the end of the week, which is something that particularly excites me.

Because of all this, I believe that judo has brought a lot of good into my life, and I encourage other people with disabilities to engage in it because I believe it will give them a lot of self-confidence and faith that they can achieve anything they want, despite all the obstacles and hardships they bravely face throughout their lives.

Lana Mićanović
judoka, Judo Club "Fuji"

We've always tried to involve Mia and Lana in as many different activities as possible, ones in which they could participate and then let them decide after some time if it fulfills them and if it's an environment where they feel good. Joining judo over 12 years ago, which has been continuous up to today and hopefully into the future, has proven to be a great success. It's a place they consider their second home, where they come with excitement and where coaches greet them with genuine smiles and welcome, but also a place where they are required to work hard, stay focused, show respect, and fully concentrate on training.

As a parent, I feel great satisfaction every Saturday when I drop them off for training because I know that afterwards they come out with additional energy, self-confidence, and motivation they need for the challenges ahead. Having spent more than half of their lives in judo, I can conclude that it's a sport and activity that has largely shaped their character and formed them as individuals, giving them numerous positive values and building the necessary determination that will, hopefully, enable them to pursue their goals safely and more easily.

Darko Mićanović

father of judoka, Judo Club "Fuji"



Judo is a miracle!

Djordje Jovanovic
judoka "Sensei-In"





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Be judo inclusive project



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