



The European New Traditional Inclusive Games

Report 2





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INTRODUCTION

1. Brief introduction of WP2: objective, phases and participants.

One of the basic aspects of the ENTI Project is to develop a toolkit with the intention to enable and provide tools for inclusion through traditional games and sports. These tools for adapting practices should be defined by the needs of teachers and trainers. To this end, Report 2 of the project proposes an initial point on which to structure the toolkit. In this sense, different Focus Groups (hereinafter FG) have been developed in each partner country of the project, so that educational and sports professionals could express the main difficulties and needs they face in order to achieve full inclusion in their daily lives.

In order to contextualise this report methodologically, we will briefly describe everything related to the implementation and drawing of conclusions of this report.

2. How it was done (Method)

2.1. Brief explanation of the focus group process, participants and group structure.

Focus group discussions, or FGs, are a qualitative research technique widely used in social and cultural sciences. It is a technique that allows different points of view to be contrasted on a given topic. The main difference with in-depth interviews is that the researcher remains in the background, moderating the dynamics. In this sense, the FG proposes a general discussion theme that can be specified according to the interests of the participants and the details to be dealt with. The moderator (researcher) raises questions that the participants comment on, discuss and debate openly, reaching agreements or not, proposing different solutions and exchanging their own experiences. This type of dynamic is ideal for addressing the objective of the project we are dealing with in this report, since it raises a wide range of approaches, opinions and experiences around the difficulties that the participants discuss.

Taking this aspect into account, the FG, as a technique, developed in the project has been structured around lines of content on needs and difficulties encountered by teachers and coaches when working with full inclusion. In addition, participants with no previous experience in some FG were included, which allowed for triangulation of information about teaching experiences and thoughts. The FG guidelines focused on thinking, actions and management of exclusion situations and the way they were developed. Lines have also been raised in terms of the trainer's thinking regarding this type of difficulties where the feelings and emotions generated by this type of inclusive actions were raised. As a result of the objectives of the project, as well as the scientific evidence found to date on inclusion in training contexts, the following key lines were established for the FG (Table 1):



Table 1. Thematic foci and key questions for the development of the FG.

1. Analysis of the starting point situation	2. Thematic categories derived from the starting point situation
What are the reasons for the lack of inclusion in your classrooms/training sessions? For example: religion, race, gender, functional diversity (physical and/or intellectual), etc.	<p>Training and experience in active methodologies.</p> <p>Training and experience in group dynamics.</p> <p>Training and experience in inclusive activities.</p> <p>Training and experience in the management of differences.</p> <p>Training and experience in situations of functional diversity (physical and/or intellectual).</p>
What non-inclusive actions occur in your classrooms/training sessions? E.g. rejection, insults, etc.	
How do you feel as a teacher/leader in managing non-inclusion? E.g. lack of training on management dynamics, lack of materials etc.	
What difficulties have you encountered in your professional experience when trying to manage situations of non-inclusion?	
If you have NOT had experience with people with inclusion needs, what do you think might be the most difficult issue in adapting the training session/process for them? For example, my fears of getting it wrong, my lack of knowledge, etc. Why?	
If you have had learners/athletes with inclusion needs of any kind, can you explain what the experience was like? What would you highlight as the most difficult issue or what made you feel insecure about your intervention? Why?	
If you have already made adaptations for educational inclusion, can you explain the difficulties you encountered?	
What do you think is most difficult when adapting the training session/process for students/athletes with inclusion needs? Why?	



As a result of the categorisation carried out, a form was drawn up for the uniform development of the FGs in all the venues, as well as a document for emptying the information of each of the FGs. One of the key aspects was that the FGs were developed in a similar way in all the venues, both in terms of participants (teachers and trainers), duration and main topics to be discussed. Of course, these were basic guidelines, basic foci of topics that could be further developed depending on how each FG was developed. Nonetheless, the instructions provided, as well as the categories of analysis sheet, allowed for an adequate analysis of the qualitative data collected in all the participating venues.

Once all the FGs had been developed, the most important aspects were transcribed and captured in the information emptying form. This sheet was stored in the Google Drive environment to be subsequently reviewed, analysed and compared. A deductive content analysis was used for the analysis of the data sheets, i.e. the qualitative data were analysed on the basis of the previous categories. However, several conclusions were added that did not start from the initial categories. Finally, the answers from the cards were reduced to the categories of analysis and the results were interpreted. These results are presented at the end of the document in the form of conclusions.



3. Results and conclusions.

The following section presents the main results of the FG. They have been divided into sections that coincide with the categories of analysis that marked the lines of debate in each FG:

3.1. Detailed analysis of the most salient results of the FGs.

As indicated in previous sections, a system of detailed analysis will be established according to the qualitative categories that determine the needs and difficulties for inclusion in the school and sport contexts of the partners.

3.1.1. Lack of inclusion reasons in their settings.

This section of the analysis highlights the main reasons that teachers and coaches find for developing inclusive education and participation. Table 2 shows the categories resulting from the cross-national content analysis.

Table 2. Main findings on reasons for non-inclusion in educational settings

<i>Students</i>	<p>Exclusion on grounds of ethnicity or different place of residence.</p> <p>Lack of social, communicative and emotional skills and relationships leads to exclusion.</p> <p>Previous conflicts, outside the educational context, of pupils leading to non-inclusion in PE.</p> <p>Cultural differences between pupils leading to ghettos or exclusion zones for this reason.</p> <p>Inclusion problems due to lack of knowledge of language, gender, low motor skills, low cultural level and/or low physical abilities in competitive contexts.</p>
<i>Teachers</i>	<p>Problems in detecting some forms of exclusion by the teacher. Failure to detect lack of inclusion. Cases of lack of awareness and insufficient training. Leads to involuntary exclusion.</p> <p>Search for alternatives for selection and modification of tasks to suit all pupils.</p> <p>Lack of staff/specialists.</p> <p>Very heterogeneous groups in their motor behaviour.</p> <p>Poor communication between teachers, coaches, parents and children blocks effective inclusion.</p>
<i>Public administration/ institutions responsible</i>	<p>Inadequate equipment and adaptations for inclusive activities in schools and sports clubs, exacerbated by budgetary constraints. Spaces not fully accessible, limiting participation.</p> <p>School or sports club management lack clear policies or commitment to inclusion. Existing rules do not always take into account the needs of all children.</p>



Taking into account the statements of the FGs, we can find three agents on which the comments focus. Of the reasons given by teachers for the causes of exclusion, the cultural differences of the students stand out in all partners, which sometimes leads to segregation on the basis of origin. This aspect makes it difficult to work with students without problems arising. This lack of inclusion would be aggravated if the student in question does not know the language of the host country. Another of the most significant reasons would be related to social competences or social skills. According to the interviewees, the ability to socialise is one of the key personal aspects. Across all the sites, comments are observed which lead teachers to think, above all, that students with low social skills are either self-excluded from the group or are often ignored in the EF class. If the context of the session is competitive, the reasons for low physical condition or motor skills would appear. This means that peers sometimes do not want to team up with these less physically gifted students. In this sense, gender appears as another cause of exclusion in the group, indicating that many girls are excluded from the group because of their condition, which may be linked to all of the above. If we focus on the reasons that place the teachers as responsible for the exclusion, they indicate that the lack of specific training is the main cause. The partners indicate that, in general, they have not had initial training to detect cases of exclusion. Nor do they have sufficient training to deal with these cases when they arise. It was suggested that they should be reinforced with specialists who could tackle these cases and be able to act effectively. Another aspect commented on is that related to teamwork on the part of the educational centres. It was pointed out that there is no group work within the centres to try to tackle the problems. It is understood that it should be a systemic action of the centre, in which teachers, management and parents work towards the same objective and the centre is truly inclusive. Finally, the responsible administrations do not always provide solutions. Although this aspect is less common among all the partners, there are difficulties that lead to exclusion in facilities that are not adapted to all student-athletes, with some problems of accessibility.

In summary, the main causes of exclusion in teaching and sports environments were found to be deficiencies in teacher training, cultural differences of the students, as well as low social and motor competence. We also highlight some problems in the facilities, which limit the possibilities of inclusion.

Table 3. Main findings on reasons for non-inclusion in sport settings

<i>Athletes</i>	<ul style="list-style-type: none"> Cultural and ethnic reasons in some cases. Lack of social and interpersonal skills within the group or team. Lack of sporting skills leading to exclusion of that player. Sexual orientation other than heterosexual. A cycle of bad relationships, conflict, exclusion and repetition of the process is generated. The fact of belonging to the same school, regardless of training, leads to the formation of groups based on this type of affinity.
<i>Coaches</i>	<ul style="list-style-type: none"> Lack of training on disability in sport.



	When it comes to novice coaches or instructors, these shortcomings are much more evident.
	Lack of knowledge of referees and coaches. Inadequate regulations and referees who are not sensitive to disabled athletes.
<i>Public administration/responsible institutions</i>	Lack of specific material/equipment for pupils with special needs.
	Limited provision of sports activities for girls (football) for children with special needs.
<i>Families</i>	Families' fear of their children's abilities combined with competition.
	Poor economic situation of families.

Table 3 shows the most significant results in terms of reasons for exclusion in formative sports contexts. In this sense, the trainers find one more agent than in education: families. They indicate as one of the key elements the economic situation of the family as a key element. In a bad situation, this is transferred to training sessions and matches, generating exclusion for the athlete or creating conflicts for him/herself. In one of the FGs, the family's fears that their daughter/son might have bad experiences often hindered their inclusion. The family context becomes one of the keys to achieving inclusion in sport and training.

Again we find reasons of cultural and ethnic diversity as a cause of exclusion, with the school context. Athletes act in a similar way, creating groups that can exclude others because they do not belong to the same school or extra-sports environment. Reasons related to difference appear, as in the case of sexual orientation, where heterosexuality may discriminate against others. Low sport skills, as well as poor social skills, also appear in this sport context.

Another agent involved is the trainer-trainer. In this sense, the FG indicate the lack of specialised training in attention to diversity. Comments have been reported concerning coaches' self-learning when they have had athletes with adaptation needs. This would be aggravated in the case of novice coaches, which leads us to think that coaches are learning to adapt within their training, but without specialised training.

Finally, institutions are mentioned in two ways: lack of adequate and disability-sensitive regulations and referees with a lack of awareness of these cases. The competitive context should not be a barrier to inclusion at these stages, but rather a door to inclusion and coexistence. In this sense, the rules do not seem to be adequate to the needs of all athletes.

Taking into account the above, we find many similarities between the sporting and educational contexts. The same causes appear that exclude for personal reasons such as low social and motor competence on the part of the athletes, lack of training and specialisation of the responsible professionals and finally some awareness-raising needs on the part of the responsible institutions.

3.1.2. Actions/behaviours of non-inclusion occur in classroom

This section addresses exclusionary behaviours and actions in a highly educational context. Table 4 shows the salient aspects extracted from the FG of the different partners. On this occasion we find specific actions or behaviours that lead to situations of exclusion.

Table 4. Key findings on non-inclusive actions and behaviours in educational settings

<i>Students</i>	
	Not choosing those excluded for cooperative work groups or other teaching tasks. Verbal refusal to share a group.
	Exclusion in the management of activities. Not being allowed to give their opinion or contribute to the group strategy.
	Minor aggressions, such as shoving, insults, verbal abuse or teasing that exclude them from the game.
	Selection of the most skilful for the certainty of winning in the games.
	Reprimation for mistakes made within the playing team.
	In the face of stronger children who play hard, the child who plays harder is excluded.
	No passing, no co-operation with the excluded player.
	Lack of acceptance of children with special needs.
	Fear of taller and stronger children.
	Physical aggression and social isolation are frequent, and children are excluded because of their popularity or physical and/or social ability.

The educational context, physical education classes in primary and secondary education, is mainly determined by actions or behaviours that seek to leave the excluded student without an opinion or relevance. The teachers indicated in all the schools that exclusion comes from not allowing the group to make decisions, not wanting to participate with the excluded person, and even to mockery or small abuses that can reach the point of verbal aggression. These are pupils who do not count in the choice of group strategies and if the activity is competitive, the exclusion is much more evident, such as directly verbalising that they do not want to play with the excluded person. This lack of acceptance of the disability or of the diversity of the students leads to conflict situations or they are directly ignored by the group. Not passing the ball, preventing them from playing, making fun of minor motor skills or simply a lack of knowledge of the activity can lead to these actions. All these concrete actions can be summarised in a lack of acceptance of the peer's disability which has a circular effect on the participation of the student who needs physical activities the most. The competitive context in PE class does not seem to help to minimise the problem. It is in these situations when these actions of making fun of the failure, avoiding participation in the game or self-isolation due to fear of stronger peers and which can lead to situations of aversion to motor practice are much more common.

As a consequence of the reasons for exclusion, the different actions that encourage them appear. The activities that are planned should take into account rules and norms that encourage the participation of all, that are flexible and that lead to a formative coexistence.

Within the sport context, Table 5 shows the main discriminatory behaviours. As we can see, coaches refer to exclusionary behaviour from the perspective of the athlete. In this sense, the FGs of the venues have not significantly detected that the coaches have carried out exclusionary behaviours with their athletes. However, it can be interpreted that the federative regulations have this invisible bias that leads to exclusion when they reward above all the results and performance of the teams at an early age. An example of this is when they refer to the abandonment of students with disabilities because they cannot find suitable offers, flexible to their needs.

Table 5. Key findings on non-inclusive actions and behaviours in sport contexts

<i>Athletes</i>	<p>Lack of cooperation during training and matches.</p> <p>Not being chosen when making groups or teams.</p> <p>Verbal conflicts and derogatory comments that can lead to increasing exclusion.</p> <p>Clear contempt on the part of some colleagues, ridiculing them and ignoring their proposals or initiatives.</p> <p>Not including these people in activities outside the team, such as dinners, meetings, etc. Marginalising inside and outside the team.</p> <p>Choosing the playing group according to the nationality of the athletes.</p> <p>Stereotypes dictate the roles and tasks assigned to children, and the necessary supports for inclusion are often lacking.</p> <p>Slower maturing children were afraid to compete with bigger and stronger children.</p> <p>Children with special needs (ADHD, Asperger's syndrome) dropped out of formations due to the lack of an offer adapted to their needs.</p>
<i>Families</i>	<p>Ambitious children/parents dropped out of trainings due to the presence of children with special needs.</p>

The main exclusionary actions that have been found in the analysis of the FG are mainly aimed at a lack of cooperation, ridicule and isolation of the group with the person with a disability or excluded for other reasons. Actions related to contempt that seek to undermine the initiatives of the excluded sportspersons are in addition to those of a motor nature, with actions such as not cooperating in sports practice or training being observed in the FG. In this aspect, internal behaviours of exclusion stand out, as well as external ones, with isolation for events outside the team, such as birthdays, group meals, etc., being observed. The topic found in some FG related to families is noteworthy. In this sense, family members who look to sport as a pre-competitive and performance practice may abandon the team if there are athletes with diversity or disability in it.



Therefore, on the one hand, we have the family members of the athlete with needs who do not trust that they can practice in a positive way and, on the other hand, the families of athletes without disabilities who do not want to share this experience together.

The actions and behaviours associated with exclusion in the sport context are generally shared with the educational context, albeit with some differences. What is clear is that the behaviours indicated are the result of the aforementioned reasons for exclusion.

3.1.3. Feelings of the teacher when trying to manage non-inclusion actions/behaviours.

One of the key aspects to understand the dynamics of exclusion in training contexts is training, as previously indicated, and also the way in which teachers and trainers manage these situations. Teachers' thinking, reactions and ways of managing exclusionary behaviour seem to be key. Therefore, FGs were able to express feelings, emotions and their management in discriminatory situations.

Table 6 shows which key aspects were understood by the FG with regard to teacher thinking and management. In this aspect, the types of feelings, the management of feelings and the needs expressed through the FG have been categorised.

The feelings generally expressed by all the FG in the educational context are related to situations of hope, i.e. detecting a negative situation, which generates discomfort when observing it or having to manage it, but at the same time clear confidence that their intervention can improve the quality of their teaching. More specifically, the main feelings found in the FG are centred on discomfort in the face of situations of discrimination. Sadness in the face of these situations in their classrooms leads teachers to a feeling of powerlessness in the face of these cases. This helplessness refers to the understanding that they could have better training for these situations that would allow them to successfully manage the cases. There is also the feeling of having been able to manage the situations mentioned in a different, improved way, in the form of better adaptations of teaching activities, which are not always accompanied by cooperation within the schools themselves. They also indicate a great sense of well-being in the face of the successful management of the intervention. When discrimination is reversed and improvements are observed in students' behaviour in the face of discrimination, satisfaction is multiplied and makes them want to continue to improve their teaching methodology.



Table 6. Key findings on teachers' feelings about intervening and managing non-inclusive behaviour in their classrooms.

<i>Feelings</i>	<p>Disgust and feelings of failure when exclusion is observed.</p> <p>Teachers and expressed feelings of frustration, helplessness, determination and need for support when trying to manage non-inclusive actions and behaviours.</p> <p>If the intervention works, it creates wellbeing with oneself.</p> <p>Feeling of not having done more to prevent situations of exclusion from occurring.</p> <p>Sadness in the face of exclusion and empathy with the excluded pupil.</p> <p>Loneliness and lack of support in situations of exclusion, both institutional and in schools.</p>
<i>Actions</i>	<p>Self-demanding and seeking constant improvements in the classroom.</p> <p>Hope to see an opportunity to work on exclusion, seek dialogue with students and improve institutional support.</p> <p>Devote more effort to improving inclusive content on an emotional level.</p> <p>Bad feelings when intervening in cases of exclusion, but confronting it.</p>
<i>Management needs</i>	<p>Reassurance and hope in tackling exclusion due to the training received by some teachers or in the collaboration with all educational agents.</p> <p>Greater experience in teaching allows for greater confidence in interventions.</p> <p>There is hope that meaningful change can be achieved with the right strategies and support, which encourages continued efforts to promote inclusivity.</p>

We observed management actions in the form of curricular adaptations and greater self-demand for their students with disabilities. In spite of the bad feelings, in all the FGs we found the coping with the situation, the search for solutions for each case and trying to sensitise the whole educational centre: parents, teachers and administration.

The needs arising from these feelings are complemented by the hope that the situation will improve. There is hope that more support will gradually arrive. This hope in the improvement of teaching strategies encourages greater awareness on the part of the whole educational community. In summary, we find bad feelings (loneliness, sadness, lack of support, etc.) when we observe exclusionary behaviour. This is transformed into a desire to improve as a teacher, with methodological innovations and constant work on inclusive values and to gain more experience in these situations. There is a need for comprehensive treatment in the centres, with institutional support that allows the whole educational community to feel part of a common coexistence project.

Within the sport-training context we find, as in previous sections, many coincidences. As can be seen in Table 7, coaches have also shown feelings of loneliness when faced with situations of discrimination. They consider collaboration with all the agents involved, including the school, to be a fundamental aspect. Parents, club managers, federations, etc., must work to make inclusion a reality in this sporting context.

However, they are optimistic about their actions. One of the aspects leading to this optimism is the constant search for collaboration with other actors, as mentioned above. They understand that this is something that should be regular and not just specific cases.

Coaches report in all cases that there are usually no problems of discrimination based on gender, race or disability when clubs have an orientation beyond purely sporting performance. When these clubs diversify their options and provide options for inclusion, the results are reflected in an absence of such conflicts. The orientation of the club in question is a determining factor in whether there are more or fewer cases of discrimination.

The coach is the key figure in the process. With his or her behaviour he or she determines to a large extent what happens in training and in competition. As expressed by all the FGs, there is a great concern for the children when they see them being excluded. This provokes a direct reaction to prevent this from continuing. The urgency to act appears as one of the most repeated feelings on the part of the coaches and also of the participating teachers. They need to solve the situation as soon as possible and try to re-include the excluded athlete in the practice. As was the case with the teachers, the fact of reversing the situation of exclusion makes them feel a deep sense of pride and satisfaction in their work. It also encourages them to continue working along inclusive lines.

Table 7. Main findings on coach-trainer's feelings when intervening and managing non-inclusive behaviours in their training and competitions.

<i>Trainer</i>	<p>Coaches feel a deep concern for the children, and are distressed to see them excluded or unable to meet their needs, which creates a sense of urgency to improve.</p> <p>Coaches do not feel uncomfortable in day-to-day activities as there are few problems when clubs are sensitive to the situation.</p> <p>When you manage to reverse these situations, you are satisfied with your own work.</p> <p>There is hope that meaningful change can be achieved with the right strategies and support, which encourages continued efforts to promote inclusiveness.</p> <p>Powerlessness, grief and anger. Need for support in training.</p> <p>More experience and training leads to better feelings and more confidence.</p> <p>Unable to reverse many situations due to limited time available.</p> <p>Despite challenges, there is a strong desire to support all learners and create an inclusive environment, which motivates efforts to seek professional development, advocate for more resources or innovate within constraints.</p>
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<i>Family context</i>	<p>It was not an easy situation to cooperate with parents who did not want to inform about their children's difficulties/needs in advance.</p> <p>Loneliness when all actors involved, such as families, trainers, management, etc., should be involved in inclusion and there are no policies for this.</p> <p>There is a tendency to seek collaboration with other teachers, coaches, parents and community members to pool ideas and resources to support inclusion.</p>
<i>Institutional context</i>	<p>Non-inclusive actions/behaviours rarely occur when clubs focus on education and social integration rather than competition.</p> <p>There is a lack of alignment between what is sought in training sessions and what takes place in the context outside the team.</p> <p>Lack of resources and administrative support means that coaches do not feel supported, making it difficult to implement inclusive practices.</p>

The FG coaches report hope in the change of strategy and actions related to inclusion in the sport context. Although they sometimes indicate impotence when they do not have the necessary support, they think that the actions that are carried out are important and that they can really change ways of acting in parents, institutions and clubs. This aspect is also reported by teachers. They also indicated that more training, preparation and knowledge leads to more self-confidence to manage these situations. It is a challenge for all coaches, but it is a challenge supported by the desire to improve and generate inclusive environments also in sport-training contexts.

The institutional context is also referred to in the coaches' FG. In this case, very similar to the teaching FG, they indicate that there should be a clear harmony between the training sessions in the teams and what can then take place outside the team. This is why they advocate a comprehensive treatment from sports institutions that allows clubs to work with this coherence, seeking the support of all the agents involved. The feeling of a lack of institutional support is something repeated in all the FGs of coaches and teachers. Scarce resources, little time to get involved with the disabled or discriminated pupil, adaptation of facilities, etc., are basically the problems that they encounter and which generate these feelings of impotence, anger and grief.

In summary, we found that coaches feel more confident if their experience and training is adequate. They understand that there is a lot of room for improvement in order to achieve the objectives of sport inclusion. They emphasise the importance of all contexts participating in sports inclusion (parents, clubs, schools, etc.); all working together with a clear objective. The coach, like the teacher, is concerned about doing his or her job well, about being able to observe exclusionary behaviour and knowing how to act in order to be able to do so.

3.1.4. Difficulties faced by the teachers when trying to manage non-inclusion actions.

Both teachers and trainers have shown many commonalities in expressing needs and feelings when dealing with situations of non-inclusion in their classes and trainings. One of the key objectives of this project determines the need to find out the main difficulties that trainers and teachers face when dealing with exclusion and discrimination.

In the case of teachers, Table 8 shows the most significant obstacles reported in the various FGs of the ENTI Games project. On this occasion, the data reported by the partners' FGs have been categorised into three categories: 1) aspects related to the teacher, from the point of view of classroom intervention (methodology), training received and experience; 2) family context, in which aspects related to the role that teachers give to families and what they find most complex are reported; and 3) aspects related to the educational centre or the role of educational institutions. Under these three categories of analysis, it has been interpreted that there are major obstacles to full inclusion in all three categories of analysis.

From the most general to the most concrete, the school is an environment that can be very conducive to generating inclusive education dynamics. However, teachers too often find themselves 'alone in the face of danger'. They are challenged by it and look to their experience and training as the key to successful interventions. The first difficulty lies in the guidelines and procedures for action. In this respect, they do not find a clear way to deal with the diversity they may encounter. School and secondary school curricula do not have all the necessary guidelines for effective intervention. It is often left to the discretion of the school and at best to the teacher. This lack of clear official guidelines leads to a feeling of loneliness, already mentioned, which is aggravated by the scarcity of human and financial resources. The result is that there is little inclusive practice in many of the workplaces of teachers in the different FG.

Within the school context, there are different difficulties related to the organisation of the centre. One FG reports that pupils change teachers in secondary school, which does not allow for continuity of work on inclusive values. This is reported as a major difficulty as it does not allow working with the same group of students throughout the whole stage. The consequence would be that the type of inclusive methodologies could change with each teacher. This is why it would be key, as reported in the FGs, for schools and institutes to structure groups and teaching with more criteria of unity in the face of inclusive practices. This must be a task for the whole school in collusion with the institutions, or else only specific actions with less impact will be carried out.

If we focus on the family context, the low socio-cultural level of the students is reported as one of the difficulties for inclusion. Added to possible problems in communication between different students, we have a serious obstacle to overcome. Dealing with families is always complex, but when there are disabled or discriminated students, the

problem is aggravated. There are families who do not trust in the inclusion of their children because of previous experiences and a certain weariness with society. This problem is understood by teachers as very important, since the trust of families must be total. Without the families, inclusion in the school is not possible, as the work at home is interrupted. Raising the awareness of families with children without disabilities is an important aspect, as it allows for an education in values that allows for the inclusion of the partner and at the same time allows for a fairer and more coexistent school society.

Table 8. Main conclusions on the most important difficulties encountered by teachers when dealing with specific situations of non-inclusion.

<p><i>Teacher-methodology</i></p>	<p>Provide options, lots of options, so that everyone can do the tasks.</p> <p>Inadequate training in inclusion and diversity leaves teachers unprepared to manage inclusion effectively.</p> <p>Understanding and managing the diverse needs of all children, especially those with disabilities or from different cultural backgrounds, is challenging.</p> <p>Dealing with situations of exclusion is emotionally difficult, which affects teachers' well-being, especially when they feel powerless to make immediate changes.</p> <p>Being able to manage conflict in a way that is self-managed by learners.</p> <p>Inexperience in dealing with situations of exclusion.</p> <p>Individualised attention is necessary but almost impossible to provide.</p> <p>Double attention to the problem of a pupil's exclusion at the same time as the session has to be continued.</p> <p>Making children with other social and cultural values understand that discrimination, aggression, etc. are negative aspects for them.</p> <p>The management of the leaders in the class groups, who set the trends in terms of the games played.</p> <p>Difficulties in adapting traditional games in the sense of when to adapt the game.</p>
<p><i>Family context</i></p>	<p>The socio-cultural level of the pupils as well as problems with language differences.</p> <p>Dealing with families can be very complicated.</p> <p>Society and families are the ones who do not trust that inclusion is possible.</p>

<p><i>School-institutional context</i></p>	<p>Degree of group cohesion, if it is low it is more complicated.</p> <p>Lack of clear guidelines and procedures for action.</p> <p>Financial constraints lead to a shortage of materials, tools or staff needed to implement inclusive practices.</p> <p>Loneliness when working with learners with educational needs. Low human resources in schools for inclusive practices.</p> <p>Lack of continuity with class groups. Every year the groups change and there is no time for them to forge good relationships.</p>
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As we can see in Table 8, in the category of Teacher-Methodology, FG teachers focus the key difficulties in their interventions. Understanding what is happening in the case of exclusion and managing it is the main challenge. Moreover, in students coming from certain socio-culturally disadvantaged backgrounds, it is much more complex. Another aspect that stands out is the emotional wear and tear that this type of situation poses for teachers. Lack of training in some cases, or lack of experience in others, makes facing the challenge of inclusion emotionally difficult. Powerlessness in the face of necessary changes that should be made in schools but are not forthcoming, the situation becomes stressful for teachers who sometimes report not knowing what to do in some cases. On occasions, the management of the conflicts that arise has softened the situations of exclusion, allowing work on values with the students themselves who had excluded the classmate. It is very remarkable that they seek to transform these conflicts, which lead to situations of exclusion, into a unique opportunity for training in values. The search for adaptations of activities is constant despite the problems. This is another aspect on which the teachers of all the FG have coincided and at all stages. There is a need to offer multiple options in the handling of rules in games and activities. To have a battery of appropriate modifications to make a game inclusive, for example, that is not inclusive. Although they indicate that it is not possible to make ‘recipes’, they do encounter difficulties in determining which modifications to the rules to make. In this sense, one secondary school teacher specifically reported this difficulty in traditional games and sports.

We found that primary and secondary school teachers reported very similar aspects. In primary school, teacher training and the work shared by all the agents seems to be the most repeated main difficulty in the FG. In secondary school, the organisational aspects of the groups and the ability to modify the games that are played have been the main focus of the FGs. Undoubtedly, the needs found represent a point of support for teachers seeking inclusive activities in their classes.

From the point of view of coaches and trainers, the FGs of all the coaches and trainers agree on one reading. The institutional and club context is key to the difficulties encountered. Table 9 shows a breakdown of the contributions of the FG coaches. Taking



into account what has been reported, the sport-institutional context is a source of difficulties, to which little can be done without a clear determination on the part of clubs and federations to promote inclusive grassroots sport.

In this sense, we can observe difficulties in terms of spaces, facilities and materials suitable for inclusive practice, as well as a greater offer for girls. There is a clear mention of this aspect in several of the FG, so we understand that the gender issue appears clearly in the formative sports context in the sense of a lack of adequate provision. The shortcomings on the economic level do not go unnoticed. In all the FG, the coaches commented on the difficulties associated with the lack of budget to achieve this type of adaptation, both in material and personal terms. The fact that the trainer is often alone with the diverse group means that she cannot achieve full inclusion through adaptation, given that she cannot individualise minimally. On the other hand, this is linked to the problems with the families of non-disabled athletes, who want to improve the performance of their children and some of the families understand that, with these athletes with disabilities, they will not be able to achieve this. This leads to complicated relations with families who need much more fluid and clearer information about what training sport entails and the values of inclusion and respect that it should have.

This is shown by the FG indicating that the lack of a culture of inclusion and knowledge of the benefits of this type of sporting practice leads to problems with all families. They highlight the need for external awareness-raising for sportspeople that leads families to share an educational project through sport. One of the most specific difficulties highlighted in several FG is not being able to have a space for interaction between the coach and the athlete, and therefore options for improvement were suggested if group cohesion spaces were created within the training sessions where these issues could be dealt with in a more appropriate way. Public institutions have the obligation to seek this type of practice through sports federations and clubs. Overcoming the problems indicated above requires institutional will and a vocation for inclusion in the clubs. Undoubtedly, the work in sports clubs to treat sports inclusion as something normal in the training process becomes key in the whole discourse of coaches.

From the methodological point of view of the coach, we can highlight many similarities with the teachers. Table 9 shows that some of them differed in certain aspects. For example, the difficulties are focused on the lack of training in training situations with athletes with disabilities. Each disability is a personal case, which means that they work with very little training background, with the exception of coaches who have received specific training in one type of disability.

The adaptation of material resources, recreational proposals and training in general is a challenge that requires the 'all together' of the whole club, of all the coaches. Not to create ghettos in the form of teams of athletes with special needs, but to seek inclusion in the formative sports group. This is the key to the most significant difficulties in the field of sport: the performance vision of clubs and federations at formative ages, where another type of objective should take precedence.



Table 9. Main conclusions on the most important difficulties encountered by trainers when dealing with specific situations of non-inclusion.

<i>Trainer-methodology</i>	<p>Lack of training in dealing with disability and the exclusionary situations observed.</p> <p>Challenges include adapting educational proposals to individual needs, addressing prejudices and promoting collaboration between coaches.</p>
<i>Family context</i>	<p>Lack of communication with families. Complex relationships with families.</p>
<i>Sport-institutional context</i>	<p>Lack of spaces for the trainer to interact with the excluded person. Spaces for group cohesion.</p> <p>The fact of being alone in the team does not allow individual access to needs.</p> <p>Cultural and educational lack of a clear concept of what inclusion is.</p> <p>Lack of public information to all stakeholders about inclusion and what goes against it.</p> <p>Lack of a wider offer (for girls, for less advanced players).</p> <p>Lack of time and staff to act in depth to solve the situation.</p> <p>Insufficient financial support for lower income families.</p>

3.1.5. Fortrainers/coaches without inclusion experiences: difficulties they think will have to face

One of the aspects of interest of this action is the perception of trainers and teachers with no experience in inclusion. The aim will be to understand their thinking about such situations, even if they have not yet had to deal with them. In the case of teachers and coaches without experience in inclusion the different FG have reported very similar results. In Table 10 we can find the most significant in this respect in the two figures. In this case, coaches and teachers have been unified in the same table because both figures share practically the same thinking about future non-inclusion situations.

As an initial idea, different FG indicated that among the participants, all of them had previous experience in dealing with exclusion due to disability or discrimination of any kind. However, different future intentions and thinking were collected from trainers/coaches and teachers. This aspect is key in order to understand much more deeply what to reinforce inexperienced novice teachers in terms of their fears or reluctance to develop inclusive training.

Table 10. Main findings on the difficulties encountered by inexperienced teachers and trainers in managing future non-inclusion situations.

<p>TRAINER</p>	<ul style="list-style-type: none"> ✓ Specific training in working with children and managing the situation with families. ✓ Trainers who did not have personal experience with children in need of inclusion indicated a lack of adequate competences and preparation for working with children with special needs. ✓ Many trainers have not completed studies that provide basic notions of psychology, pedagogy and methodology of teaching diverse groups of children and young people. ✓ There are no institutional solutions (more training groups, better prepared activities) to avoid the situation of non-inclusion. ✓ Teachers and trainers with no experience of inclusion foresee challenges related to adapting approaches, combating prejudice and fostering collaboration. ✓ Even with the best intentions, the availability of the necessary resources, such as specialised equipment or additional staff, is a barrier. ✓ <input type="checkbox"/> Concern about unintentionally offending someone due to lack of knowledge of correct procedures or accommodations. ✓ <input type="checkbox"/> Each child with inclusion needs has unique requirements, and understanding them without prior experience is challenging. ✓ <input type="checkbox"/> There is a tendency to be overly cautious or underestimate the abilities of children with disabilities.
<p>TEACHERS</p>	<ul style="list-style-type: none"> ✓ Lack of adequate skills. Lack of specific training workshops. ✓ Insufficient experience in working with children with special needs. ✓ Teachers and trainers without experience in inclusion foresee challenges related to adapting approaches, combating prejudice and fostering collaboration. ✓ Concern about unintentionally offending someone due to lack of knowledge of correct procedures or adaptations. ✓ Without prior experience or training in inclusion, teachers or coaches are not aware of the specific adaptations needed for accessible activities. ✓ There is a tendency to be overly cautious or underestimate the abilities of children with disabilities. ✓ Effective communication with children with specific inclusion needs requires special skills and tools that are lacking. ✓ Managing the dynamics of group interaction to ensure that all children feel equally included is complex.

As far as trainers are concerned, they emphasise that their specific training in working with children and managing situations with families is a key element in ensuring quality inclusive education. However, many trainers who have not had personal experience with children in need of inclusion indicate a lack of adequate competences and



preparation. This lack of preparation is compounded by the fact that many trainers have not completed studies that provide basic notions of psychology, pedagogy and teaching methodology for diverse groups of children and young people. The lack of a solid grounding in these fields leaves educators feeling insecure and ill-equipped to deal with the challenges of inclusion.

Furthermore, there are insufficient institutional solutions, such as more training groups and better prepared activities, which could prevent the situation of non-inclusion. Educational institutions often do not offer in-service training programmes that specifically address the needs of children with disabilities. This lack of institutional support leaves trainers bereft of practical tools and effective strategies for handling diverse classroom situations.

Trainers without experience in inclusion foresee significant challenges, such as adapting approaches, combating prejudice and fostering collaboration in the classroom. Adapting educational approaches to meet the individual needs of each child is a skill that requires practice and deep understanding, something that is not easily acquired without adequate training and direct experience. Tackling prejudice is also a considerable challenge, as it involves changing deeply entrenched attitudes and fostering a culture of acceptance and respect.

Even with the best intentions, the availability of the necessary resources, such as specialised equipment or additional staff, represents a considerable obstacle also for coaches and teachers with no previous experience in inclusion. Many schools and clubs lack the necessary financial and material resources to provide adequate support for children with special needs. The lack of specialised equipment, such as assistive devices and adapted educational materials, significantly limits the ability of trainers to provide effective inclusive education.

There is a constant concern among trainers about unintentionally offending someone due to lack of knowledge of correct procedures or adaptations. This concern can create an atmosphere of excessive caution, where educators are afraid to make decisions or implement strategies for fear of making mistakes. Each child with inclusion needs has unique requirements, and understanding them without prior experience is a major challenge. The diversity of needs among children with disabilities means that there is no single approach that works for everyone, which adds an additional layer of complexity to the task of educators.

This situation can lead educators to be overly cautious or underestimate the abilities of children with disabilities, negatively affecting their development and learning. Fear of overstepping boundaries and lack of confidence in their own abilities can result in low expectations and limited opportunities for children with special needs. There is therefore a clear need for more comprehensive and targeted training to ensure true educational inclusion. Without significant investment in educator training and resources, full inclusion will remain a distant goal. It is essential that both educational





institutions and policy makers recognise and address these deficiencies to ensure that all children have the opportunity to reach their full potential.

We can highlight key issues:

1. Lack of skills and preparation: Many trainers lack experience and training in psychology, pedagogy and inclusive teaching methods.
2. Institutional weaknesses: There are insufficient training programmes and institutional resources to support inclusion.
3. Challenges for educators: Adapting educational approaches, combating prejudice and fostering collaboration are significant challenges.
4. Insufficient resources: Lack of specialised equipment and additional staff limits the capacity to deliver effective inclusive education.
5. Concern about offending: Lack of knowledge of correct procedures raises concerns among educators about unintentionally offending.
6. Unique requirements of each child: The diversity of needs among children with disabilities makes understanding and accommodating them especially challenging.
7. Excessive caution and underestimation: Fear of making mistakes can lead educators to be overly cautious or underestimate the abilities of children with disabilities.

We can conclude by underlining the urgent need to improve the training of educators and to invest in adequate resources in order to achieve effective and equitable educational inclusion.

Regarding teachers with no previous experience, we can indicate that they are similar to that of trainers, with some differences. The inclusion of children with special needs in the educational environment faces numerous challenges due to the lack of adequate competences among educators with no previous experience as well. The absence of specific training workshops exacerbates this situation, leaving teachers unprepared to handle various inclusion needs. This lack of training means that educators are not prepared to recognise and respond effectively to the educational and social demands of children with disabilities, which is essential for their holistic development. This is particularly true for teachers with no previous experience of inclusion.

Many of these educators feel that they do not know the specific adaptations required for accessible activities. The lack of direct experience and specific training in inclusion limits educators' ability to create learning environments that are truly inclusive. This lack of experience may lead to inappropriate educational practices that not only impede the academic progress of these children, but also affect their self-esteem and sense of belonging.



Without prior training or experience in inclusion, teachers find it difficult to adapt pedagogical approaches, combat prejudice and foster collaboration in the classroom. Adapting teaching methods to meet the needs of all students requires a deep understanding of diversity and the ability to implement differentiated teaching strategies. Combating prejudice is key, as educators must be able to challenge and change negative attitudes towards disability, both in themselves and in their students.

As a result, educators report that they tend to be overly cautious or, in some cases, underestimate the abilities of children with disabilities, limiting their development and full participation. Underestimating the abilities of these children can result in low expectations and limited opportunities for academic and social growth. It is vital that educators have the confidence and knowledge to challenge these students and help them reach their full potential.

Effective communication with children who have specific inclusion needs is another critical aspect that requires special skills and tools, which many educators lack. Effective communication is essential to understand the individual needs of each child and to provide them with appropriate support. Lack of communication skills prevents effective interaction and adequate understanding of individual needs, which can lead to misunderstandings and ineffective strategies.

In addition, managing the dynamics of group interaction to ensure that all children feel equally included is a complex task. Educators must be able to create an environment in which every child feels valued and accepted, which is difficult to achieve without adequate training and support. Group dynamics can be particularly challenging in diverse classrooms where needs and abilities vary widely. Educators must be trained to foster a collaborative and respectful environment where all students can participate fully.

In conclusion, to improve the inclusion of children with special needs, as understood by inexperienced teachers, it is essential to invest in specific training for educators, provide them with appropriate tools and resources, and foster a culture of understanding and respect in the educational environment. The implementation of in-service training programmes that address inclusion needs, the availability of specialised resources and institutional support are key to achieving inclusive education. This is the only way to guarantee inclusive and equitable education for all children, ensuring that every student has the opportunity to reach their full potential.

These would be the key points to take into account:

1. **Lack of training and competencies:** Educators lack specific training workshops and adequate competencies for working with children with special needs, which limits their ability to deliver effective inclusive education.



2. **Insufficient practical experience:** Many teachers and trainers do not have sufficient experience in working with children with special needs, which prevents them from knowing and applying the necessary adaptations for accessible activities.
3. **Challenges in pedagogical adaptation:** Without training or experience in inclusion, educators face difficulties in adapting pedagogical approaches, combating prejudice and fostering collaboration in the classroom.
4. **Concern about offending:** Lack of knowledge about correct procedures creates a constant worry among educators about unintentionally offending someone, which can lead to excessive caution and underestimation of the abilities of children with disabilities.
5. **Communication deficits:** Effective communication with children who have specific inclusion needs requires special skills and tools, which many educators lack, affecting interaction and understanding of individual needs.
6. **Managing group dynamics:** Ensuring that all children feel equally included in group dynamics is a complex task that requires adequate training and support to create a collaborative and respectful environment.

As we can see what teachers and coaches with no experience of inclusion say about future difficulties they may face is very similar to what teachers and coaches with experience say. This fact significantly triangulates the points discussed as teaching and sporting needs for inclusion and gives it great significance.



3.2. CONCLUSIONS REPORT 2.

3.2.1. Reasons for inclusion in educational and sport contexts.

In this last section of report 2 we can observe the main conclusions to be taken into account in order to develop strategies for educational and sport inclusion.

1. Exclusion in educational and sport contexts.

In both educational and sport contexts, multiple reasons are identified that contribute to the exclusion of students and athletes. These reasons range from cultural and ethnic differences to social and motor skills problems. In addition, the lack of specific training in inclusion among teachers and coaches emerges as a crucial factor hindering the creation of truly inclusive environments.

2. Reasons for exclusion in educational settings.

In educational settings, cultural and ethnic differences are identified as a significant cause of segregation among students. These differences can lead to the formation of ghettos or exclusion zones within schools, especially when they are not adequately addressed. In addition, the social and communication skills deficits of some students contribute to their marginalisation, as they may be ignored or excluded by their peers, particularly in competitive contexts such as physical education classes. The lack of appropriate accommodations for students with limited motor skills or low cultural background also negatively affects their inclusive participation.

3. Teachers' responsibilities for exclusion.

Teachers, in many cases, lack the initial and in-service training necessary to detect and address cases of exclusion effectively. This lack of training leads to involuntary exclusion, where educators are not prepared to implement adaptations and modifications in educational tasks to ensure the inclusion of all students. Furthermore, the lack of coordination and communication between teachers, coaches, parents and students is an additional obstacle to creating truly inclusive school environments.

4. Barriers in sport contexts and the role of coaches.

In sport, the reasons for exclusion are also varied and complex. Cultural and ethnic differences persist as a significant cause of segregation among athletes, affecting team dynamics and equal access to sporting opportunities. The lack of specific diversity training among coaches is a recurrent problem, especially when dealing with athletes with disabilities or special needs. In addition, sport institutions face challenges in terms of adequate equipment and sensitive regulations that promote the inclusion of all athletes.

5. Awareness raising and systemic actions are needed.

Both educational and sporting contexts urgently need systemic actions to address barriers to inclusion. This includes robust training programmes for teachers and coaches, clear inclusion policies in public administrations and wider awareness of the needs and abilities of all students and athletes. It is essential to create an environment where everyone feels valued and able to participate fully, regardless of their individual differences.

3.2.2 Non-inclusive actions and behaviours observed in class.

These findings highlight the urgent need to implement inclusive policies, improve diversity training and promote a culture of respect and acceptance at all levels of education and sport.

1. Exclusionary actions in the educational context: Exclusionary behaviours in the educational context, especially in Physical Education classes, include non-choice for group work, exclusion in the management of activities, teasing and verbal aggression, as well as exclusion based on physical or social skills.

2. Impact of cultural differences and social skills: Lack of acceptance of cultural diversity and limited social skills contribute significantly to the exclusion of students in physical activities and sports.

3. Competitive context as an aggravating factor: In competitive environments, such as physical education classes, differences in motor skills and competition for performance can intensify exclusionary actions towards those who do not meet dominant standards.

4. Need for inclusive rules and regulations: In both educational and sporting contexts, the lack of adequate rules and inclusive regulations perpetuates discriminatory practices that affect the equal participation of all students and athletes.

5. Role of families in sport inclusion: The attitudes of families, particularly those with competitive expectations and concerns about the inclusion of children with special needs, also influence the dynamics of exclusion within sports teams.

3.2.3. Feelings of the teacher when trying to manage non-inclusion actions/behaviours.

These findings highlight the importance of ongoing training, adequate institutional support and collaboration between all stakeholders to promote truly inclusive and equitable educational and sporting environments.



1. Importance of teacher training and management: Training and the ability to manage situations of exclusion are fundamental for teachers and trainers in educational contexts. This includes the ability to manage emotions and reactions to discriminatory behaviour.
2. Teachers' feelings and reactions: Teachers experience a variety of feelings when intervening in situations of exclusion, such as discomfort, sadness and frustration at the lack of institutional support. However, they also find satisfaction when they succeed in improving inclusive conditions in the classroom.
3. Identified needs and challenges: There is an urgent need for more institutional support and resources to effectively address exclusion. Teachers seek to continually improve their practices and adapt the curriculum to include all students, regardless of their differences.
4. Optimism and collaboration in formative sport: In the sport context, coaches are also concerned about the exclusion of their athletes, but are optimistic when they can collaborate with other actors (parents, clubs, institutions) to promote inclusion.
5. Institutional challenges and the need for coherence: In both education and sport, the lack of institutional support and the discrepancy between training received and actual practices represent significant challenges. The need for coherent coordination between institutional policies and inclusive practices at all levels is highlighted.

3.2.4. Difficulties faced by the teachers when trying to manage non-inclusion actions.

These findings highlight the main challenges and areas for improvement identified by teachers and coaches in managing inclusion and exclusion in their respective educational and sporting contexts.

1. Need for comprehensive training: Both teachers and coaches face similar challenges in managing inclusion and exclusion in their respective settings. Both groups express a lack of adequate training in inclusion and diversity, which makes it difficult to effectively address the needs of students with disabilities or from diverse socio-cultural backgrounds.
2. Institutional and contextual barriers: The main difficulties identified include the lack of clear guidelines in school and sports curricula, as well as financial and human resource constraints in institutions. This leads to situations of loneliness and emotional stress among teachers and coaches, who often feel helpless in the face of diversity and exclusion.
3. Importance of the family context: Complex relationships with families and lack of trust in inclusive programs on the part of some families represent a significant obstacle. Collaboration and awareness-raising with families are crucial to the success of inclusive initiatives in both educational and sports settings.





4. Methodological challenges: Adapting methodologies and resources to ensure inclusion is a constant difficulty. Both teachers and coaches agree on the need to offer multiple options and adaptations in activities to ensure that all students and athletes can participate fully.

5. Need for cultural and institutional change: There is an urgent need for cultural and institutional change in schools and sports clubs to promote inclusion as a core value. This ranges from raising awareness among all stakeholders to creating spaces and policies that foster integration and group cohesion.

3.2.5. For teachers and trainers/coaches without inclusion experiences: difficulties they think they will have to face.

These conclusions highlight the main challenges and critical areas facing coaches and teachers without previous experience in inclusion management, underlining the urgent need for institutional support and specialized training to promote truly inclusive educational and sporting practices.

1. Urgent need for specialized training: Coaches and teachers with no experience in inclusion lack adequate competencies and preparation to manage inclusive situations. The lack of specific training in psychology, pedagogy and methodology limits their ability to adapt to the individual needs of students with disabilities.

2. Institutional and resource challenges: There is a lack of institutional support in the form of ongoing training programs and adequate resources to manage diversity in the classroom and on the athletic field. The lack of effective institutional solutions compounds the difficulties in ensuring inclusive practices.

3. Adapting and combating biases: Coaches and novice teachers anticipate significant challenges in adapting educational approaches and promoting a culture of collaboration and respect. Combating ingrained biases represents an additional obstacle to effective inclusion.

4. Concerns and excessive caution: There is a constant concern on the part of novice educators about unintentionally offending students due to a lack of knowledge about appropriate accommodations and procedures. This excessive caution can limit the ability to implement inclusive strategies effectively.

5. Personalization of inclusive education: The diversity of needs among children with disabilities requires a thorough and personalized understanding on the part of educators. Without prior experience in inclusion, trainers tend to be overly cautious or underestimate students' abilities, which negatively affects their educational development.

