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SPORT, INCLUSION, DIVERSITY

**SID**

**Project 101086213**

**BOOKLET**

**SPORT, INCLUSION,  
DIVERSITY**



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## About the project

The project "SPORTS, INCLUSION, DIVERSITY" arose from the need to increase the level of social inclusion of people with disabilities in Europe. This level, in fact, is very low in the countries of the organizations that make up the partnership of this project. As shown by the latest Eurobarometer survey, Bulgaria is, in fact, the country with the lowest disability inclusion rate, while Greece and Serbia also do not rank well at all. The problems caused by the corona virus, therefore, worsened the situation, in fact social life was reduced to a minimum and people with disabilities had even fewer opportunities to socialize.

This situation led the partner organizations to consider implementing a project to address this problem. All partner organizations are convinced that sport is the best way to promote the social inclusion of people with disabilities. In fact, sport in general and the strategies adopted by this project tend to remove those forms of social exclusion that people with disabilities suffer in their daily lives: the lack of learning social and life skills and the low participation in leisure and social activities.

For this reason, the partnership implemented theoretical and practical workshops and conferences aimed at creating a system of relations between disabled people and able-bodied people, in order to ensure that disabled people can feel an integral part of society and relational contexts where you can act, choose, play and see your role and identity recognized.

Sports activity is proposed as an experience capable of actively involving the participants, so that they live these moments as an example of conquering personal self-esteem and satisfaction to improve self-esteem. On the other hand, competent participants have the opportunity to overcome biases and prejudices related to diversity. The project, therefore, tried to carry out activities that cancel these humiliating and different treatments towards people with disabilities, proving that these people also have the right to have the same opportunities to participate and be involved in the choices that concern them.

Therefore, "SPORT, INCLUSION, DIVERSITY" was able to fully pursue one of the horizontal priorities of the Erasmus Sport program - inclusion and diversity - by

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promoting a strategy that includes accessible and inclusive activities in order to improve levels of inclusion and promoting diversity, as desired by the UN. The workshops held were very important in establishing a dialogue between disabled and able-bodied people. "Sport, inclusion, diversity" therefore wants to clearly contribute to one of the priorities of the invitation, with differentiated actions and all with the aim of confirming inclusion as a tool that offers society new opportunities, as diversity is synonymous with wealth and the development.



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## Benefits of sport for people with disabilities

Exercise plays an important role in people's lives and provides physical and mental health. Exercise, whether recreational or competitive, is beneficial for people with disabilities. The main mental benefits are the development of self-confidence, the adaptation of the individual to society and his acceptance by it, the regaining of self-respect, the prevention or reduction of isolation, despair, or depression, the opportunity for fun, satisfaction, joy and self-fulfillment, participation in other training and practice programs, but also extending the psychological and social benefits to the athlete's environment.



Sport motivates people with disabilities to get out of the house, create and ultimately escape the fringes. According to many studies, the benefits of sports for people with disabilities are mainly psychological. Sports for people with special needs is not only fun and entertainment, but is also part of rehabilitation, self-fulfillment and integration of the individual into the wider social context. The exercise of physical and sports activities is for people with special, physical or mental disabilities, a prominent as a means of individual development.

Exercise plays an important role in people's lives and provides physical and mental health. Sport is a motivator for people with special needs and these people need to be

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nurtured about the benefits of sport mainly by their family environment. Exercise plays an important role in a person's daily life and is a very important product that affects the person to a significant extent. Physical activity has various forms and is presented in human life with the Physical Education class at school, with clubs where people engage in various sports, with competitive sports, but also in other places such as gyms and parks that can everyone should visit them.

The introduction of exercise into human daily life goes back to the years of antiquity and already from that time its importance for the human condition was evident. Physical Education is rapidly developing as a science and is particularly important for the physical and mental health of people with disabilities, and as a result influences a large percentage of humanity. People with mental disabilities are the largest percentage of people with disabilities. However, this disability should in no way be a barrier to the participation of these individuals in exercise programs similar to the rest of the population. The benefits of exercise for these people are essential because they are provided with the corresponding entertainment that they need in addition to exercise. However, physical activity contributes to the socialization of the individual, while at the same time improving the functional skills of the disabled person and improving him to learn to take care of himself with the ultimate result of improving his quality of life in general.



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The integration of people with different abilities into society in general is a challenge in order to cultivate an environment where it can equally accommodate the needs of every person with a disability. In order to achieve this integration, stereotypes and prejudices against society's behavior should be broken down. Sport, in general, is a social institution which reflects the given society and its culture. The exercise presented as physical training, physical recreation, sports, but also championships is a space of coexistence of individuals. Learning kinematics and sports allow the practitioner to discover new possibilities of himself and is both interesting and challenging for participation and self-improvement.

In summary, sports are directly connected to the need of man to overcome his limits and reach the top through his very participation in all these natural activities. Therefore, the greater the volume of participation in sports activities, the more the noble rivalry develops. Physical activity is a mirror of the quality of life in our society, so it has a primary role in the socialization of all the individuals that make up society and the improvement of the quality of life. Finally, the feeling of self-satisfaction is enhanced and the feeling of loneliness is reduced.

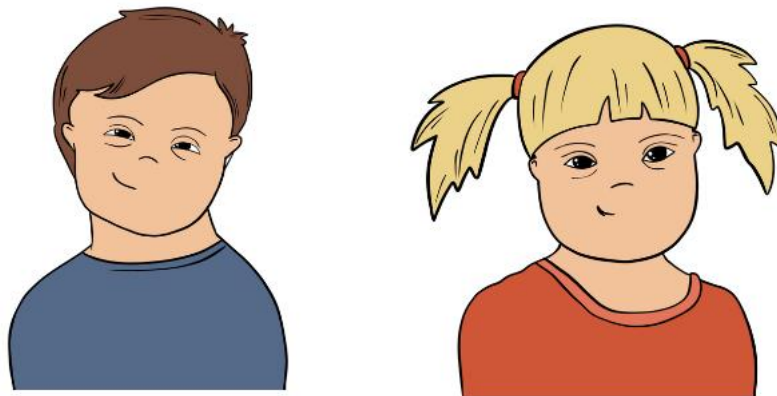
### **Benefits of sports for people with disabilities at a psychological level**

The health benefits of a physically active lifestyle are well known among the general population. Similarly, the relative benefits of participating in regular exercise can be seen in populations such as those with spinal cord injury (SCI) or stroke. These benefits include lower risks of secondary health effects associated with a sedentary lifestyle such as body mass index (BMI), systolic blood pressure, presence of type 2 diabetes mellitus and risk of cardiovascular disease.

As already mentioned, engaging in a sport can bring a variety of benefits to the person with a disability. According to the researchers, people with disabilities can enhance their self-esteem and self-perception through their participation in a sport. In more detail, each person evaluates himself in a specific way, forms a specific image of himself, develops specific feelings for himself which derive from the image he has formed of himself. In

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short, the concept of self-concept essentially captures the way in which the individual describes himself.



In the case of people with disabilities, the negative image they often have of themselves, i.e. their low self-esteem and self-perception, seems to have a significant impact on their performance. In other words, it seems that the negative self-image that people with disabilities form about themselves can negatively affect their ability to be driven to and feel success. Research, for example, has shown that children who have motor disabilities tend to fail in play and in sports and physical activities, not solely because of their disability but mainly because of their tendency to withdraw and give up quickly. This is a finding that has also been highlighted by previous research in which children with motor disabilities tend to participate as little as possible in the game, which significantly reduces the chances of them achieving success.

The researchers, therefore, come to the conclusion that through sports and physical activities, these children (but also in general people with any kind of disability) can strengthen their self-image and self-esteem.

As a result, they will feel more comfortable in the context of company and social interaction not only with people who have disabilities, but also with typically developing people.

Correspondingly, the involvement of people with disabilities in a sport seems to be able to strengthen the development of a sports identity. The latter, in fact, has been linked to the quality of life of these individuals and for this reason the interest of researchers is now directed towards strengthening this identity. And this is because research has

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shown that the greater the athletes' sense of sporting identity, the better their quality of life is (or is expected to be). In the case of people with disabilities, it seems that the development and maintenance of a personal identity occupies a higher position in their hierarchy. In other words, it seems that athletes with disabilities have difficulty forming a sports identity, as a result of which they have developed the feeling that the world does not treat them as athletes similar to athletes without disabilities. The above feeling is perhaps connected to the fact that even today disability leads people to marginalization and withdrawal. Therefore, people with disabilities develop a sports identity, in the sense that they can see themselves as athletes, but feel that the world does not have the same image, that is, that it does not recognize their sports identity.

### **Benefits of sport for people with disabilities at a social level**

According to what has been reported, sports can significantly enhance the psychological state of people with disabilities. Consequently, there can be many benefits in terms of social participation and interaction. In general, sports, one's participation in some sport or other organized physical activity, has the effect of becoming more capable of creating and maintaining interpersonal relationships and friendships. One should not forget that people with disabilities find it particularly difficult to develop and maintain friendships. Therefore, sport can be a particularly powerful means for them to enhance their ability to interact socially.

In this context, research has shown that athletes with disabilities develop friendships within their sports team, which strengthens their mood and ability to interact. Even if this friend is only one, it is enough for the athlete with a disability to be able to "open up" socially, express his feelings, share common experiences and ultimately want to participate even more actively in other activities. It is interesting that these benefits seem to concern female athletes with disabilities to a greater extent and male athletes with disabilities to a lesser extent.

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However, apart from the benefits that playing a sport can bring in terms of friendship and social interaction, it seems that it can strengthen and improve the relationships of the person with disabilities with their family members. For example, it can improve his relationship with his parents and the extent to which they understand and support each other. One should not forget that parents play a crucial role in creating or ensuring sports experiences for their children. In the case of people with disabilities, this task becomes even more difficult, given the difficulties that the disability creates (depending on its type and nature) in the child's participation in a sport. Parents, therefore, are invited to perceive and implement the appropriate way through which their children's participation in some sporting activity will be strengthened, without putting their already precarious health at further risk. In fact, in most cases, the parents themselves attempt to strengthen the social interaction of their children through their participation in sports and recreational activities, which helps them to understand even better the nature of their child's disability, the possibilities - beyond their weaknesses and improve in their role, while giving their children the sense of security and support they need.

In the same context, sports also seem to help the siblings of people with disabilities. And this is because they are given the opportunity to understand the weaknesses but also the potential that their brothers may have for a sport and thus understand the way in which they can help to achieve a goal. It is important to emphasize that there is often a

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disparity between people with disabilities and their typically developing siblings in terms of their ability to participate in sports and their performance in those sports. Sports, therefore, can bring about a balance between them and thus develop a relationship of equality and recognition between brothers.

### **Accessibility of people with disabilities in sports facilities**

Sporting actions are forms of exercises that cause exercise and moments of pleasure and relaxation in the individual. Physical activity has many positives involving the body, society, emotion and entertainment. Through exercise, people with disabilities can learn other functional activities and change their quality of life.



Sports activity is a process that contributes to the flexibility of a person's motor skills, nostalgia and the intensity of feelings for recreation. The will to participate in exercise multiplies due to its therapeutic value. However, sports are a good way of self-satisfaction for people with disabilities. Pain, stress and stiffness are reduced during exercise, while at the same time mobility increases and the person's overall quality of life improves.

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More specifically, participating in an exercise program can offer a person more than just recreation and fitness. In addition, nowadays, there is a wide variety of activities for people with disabilities. That is, in addition to individual lessons, some people with disabilities, such as for example people with high-functioning autism, can also participate in team sports even with typical children. However, in order for such a training to be carried out properly, there should be the necessary information for the coach, fellow athletes and also the necessary training of the coach, in order to deal with any extreme behaviors.

In this way, people with disabilities are increasingly included in the wider social context, they are active, have fun, face their daily life in a new way, while at the same time developing the skill of self-service. In conclusion, exercise reduces stress which is one of the most common problems faced by people with disabilities and has a catalytic role in physical well-being and results in people with disabilities understanding the negative effects of a sedentary lifestyle.

Finally, physical activity reduces chronic diseases such as obesity, diabetes and cardiovascular problems. However, all facilities should have the necessary measures so that people with disabilities can have direct and easy access. More specifically, every sports venue should include: parking spaces for people with disabilities, doors to accommodate wheelchairs and attendants, flexible walkways, elevators, indoor ramps, handrails, handrails, accessible toilets, separate changing rooms, area for companion dogs and escape exits.

## **Motivation and encouragement for physical activity in people with disabilities**

Sport is the systematic physical training and physical activity with the aim of highlighting the highest physical performance in sports competitions but also in the wider social and sports development. Athletes with disabilities understand their bodies and develop their abilities. Competitive sport helps individuals take part in a unique experience and discover many aspects of themselves. The sports field is an important place, where it

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gives opportunities to people with physical disabilities to test themselves, their abilities, develop confidence and join society.



However, people with disabilities do not take part in sports activities, due to the stereotypes and perceptions of society, as it is argued that these people cannot contribute to society, with the ultimate result of the sedentary life they follow, showing health problems, such as heart problems and obesity. By exercising, people with disabilities can reduce these types of problems and by combining a proper and healthy diet they can strengthen their immune system, improve performance in any physical activity and generally improve their quality of life.

Furthermore, exercise offers a powerful means of managing disability-related mood problems, maintaining and cultivating positive personal identity, and connecting with others in ways that limit the development of illness-related psychological distress. disabled. In addition, one of the main motivations for exercise for people with disabilities is the Paralympic Games. The Paralympic games are made up of the following sports: hurling, tennis, horse riding, golf, weightlifting, table tennis, sailing, kayaking, basketball, swimming, bowling, bocce, football, cycling, volleyball, goalball, rhythmic and instrumental gymnastics, athletics, judo, handball, fencing, softball, rugby, archery, snowshoe racing, ski racing, figure skating, wheelchair curling, snowboarding and hockey.

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Through all these sports people with disabilities can experience their bodies in a completely different way, change their perception of their physical characteristics, show off their physical abilities and fill with self-confidence, and encourage themselves. to participate in new physical activities. A typical example is the story of a Paralympic athlete who thought about suicide, but through sports he changed his whole life, lived and spread his wings. A car accident left him in a wheelchair causing him to "give up" on life and think about death. After a lot of thinking, kind words and finding a job, confidence changed and it became a new beginning.



In 1992, at a car show, someone started asking him questions and finally told him he was starting a sports club for disabled people. He started with basketball and ended up in track and field and threw: shot put, discus, javelin. From 1993 until 2008 he was the champion of Greece in shot put and javelin, with participation in two Olympiads, distinctions in three world championships in New Zealand, England and Germany and two Pan-European championships.

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## PARAOLYMPIC GAMES



It all started in 1949 in England when on the occasion of London Olympics doctor sir Ludwig Wittman organized sports competitions between paraplegics who attended at Stoke – Mandeville Hospital in Aylesbury. The Paralympic games developed significantly from 1960 in Rome.

The logo for the 1960 Paralympic Games in Rome, Italy, features a black silhouette of a bull standing on a base with the Roman numeral 'MCM LX' and the Olympic rings below.	<p>1960 I. Rome, Italy: - 400 athletes from 23 countries participated</p>
The logo for the 1964 Paralympic Games in Tokyo, Japan, features a red circle above the Olympic rings and the text 'TOKYO 1964' below.	<p>1964 II. Tokyo, Japan: - 390 athletes from 22 countries participated - The presentation of the Paralympic flag and anthem took place</p>
The logo for the 1968 Paralympic Games in Tel Aviv, Israel, features the text 'I.S.M.G. 1968' above a stylized graphic of three interlocking circles and the text 'Tel Aviv 1968' below.	<p>1968 III. Tel Aviv, Israel: - 750 athletes from 29 countries participated</p>
The logo for the 1972 Paralympic Games in Heidelberg, Germany, features a stylized sunburst or fan-like graphic above the text 'Munich 1972'.	<p>1972 IV. Heidelberg, Germany: - 1000 athletes from 44 countries participated - For the first time, amputees participated</p>
The logo for the 1976 Paralympic Games in Toronto, Canada, features a stylized figure above the Olympic rings and the text 'TORONTOLYMPIAD 1976' below.	<p>1976 V. Toronto, Canada: - 1600 athletes from 42 countries participated</p>
The logo for the 1980 Paralympic Games in Arnhem, Netherlands, features a stylized figure above the Olympic rings and the text 'OLYMPICS FOR THE DISABLED HOLLAND 1980' below.	<p>1980 VI. Arnhem, Netherlands: - 2500 athletes from 42 countries participated - For the first time, people with cerebral palsy participated</p>
The logo for the 1984 Paralympic Games in Stoke Mandeville, UK and New York, USA, features a stylized figure above the text 'INTERNATIONAL GAMES FOR THE DISABLED USA 1984'.	<p>1984 VII. Stoke Mandeville, UK New York, USA:</p>

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	- 4080 athletes from 42 countries participated
	1988 VIII. Seoul, Korea: - 3053 athletes from 61 countries participated
	1992 IX. Barcelona, Spain: - 3020 athletes from 82 countries participated - First time category of mental deprivation.
	1996 X. Atlanta, USA: - 3195 athletes from 103 countries participated
	2000 XI. Sydney, Australia - 3843 athletes from 123 countries participated
	2004 XII. Athens, Greece: - 4000 athletes from 140 countries participated
	2008 XIII, Beijing - 4000 athletes from 150 countries participated
	2012 XIV, London -The Games attracted a record-breaking 4,237 Para athletes (2,736 men and 1,501 women) from 164 countries
	2016 XVI, Rio - A total of 4,328 Para athletes (2,657 men and 1,671 women) from 159 countries participated
	2020 XVII, Tokyo - A total of 4,403 Para athletes from 162 countries participated
	2024 XVII, Paris - Upcoming event

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## Importance of Paralympic Games

The Paralympic Games are held every 4 years in the same city and at the same sports facilities as the Olympic Games in accordance with the relevant agreement between the International Paralympic Committee and the International Olympic Committee. They are the culmination of an evolutionary course of sports for people with disabilities, which began in 1948 as a means of treatment and rehabilitation.



Athletes with disabilities, through the Paralympic Games, display their abilities with greater confidence. Their participation in sports shows that disability is not a social stigma but an individual challenge that is strongly and optimistically expressed in the Paralympic games. Today, the advancement of science and technology has contributed greatly to the

achievement of great performances by athletes with disabilities.

The Paralympic Games are no different from the Olympic games, neither in the charm of the exciting moments of the competition, nor in the joy of the winner or the disappointment of defeat. The only noticeable difference is the variety of physiognomy, the individual characteristics of the athletes and perhaps, here we can add the ability to balance the disadvantage with the strength of soul and mind.

The term Paralympic has been established internationally and comes from the words parallel Olympic. So by Paralympic Games we mean those parallel to the Olympic Games supervised by the International Paralympic Committee (IPC). Related is the issue of the term that should be used in reference to athletes. The correct and scientifically accepted term is "athletes with disabilities" and not... "with special needs" or... "with special abilities". The IPC uses the term "athletes with disabilities".

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## Sports

The program of the Paralympic Games in Paris includes the following sports:

1. Para archery
2. Para athletics
3. Para bádmin-ton
4. Blind football
5. Bocce
6. Para canoe
7. Para cycling
8. Para equestrian
9. Goalball
10. Para judo
11. For powerlifting
12. Para rowing
13. Shooting Para Sport
14. Sitting volleyball
15. Para swimming
16. For table tennis
17. Para taekwondo
18. Para triathlon
19. Wheelchair basketball
20. Wheelchair fencing

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21. Wheelchair rugby

22. Wheelchair tennis

The number of sports included in the competition program is constantly increasing. At the moment we have 22 sports, most of which are held in the same stadiums and with regulations that do not differ from those of the Olympic Games. Only the sports of Bocce, Goalball, Rugby, Football and Weightlifting are conducted with special regulations.

The sports of the Winter Paralympic Games are: Ice Hockey, Speed Skating, Biathlon and Alpine Skiing.

## **Document addressed to all the territorial bodies competent in the field of sport**

People with disabilities for many years lived on the social fringes. Ignorance, carelessness, prejudices and fear are some of the factors that contributed to the delay in their development.

Over time the policy for people with disabilities from elementary care in institutions must evolve to education for children with disabilities and rehabilitation for people who acquired the disability during their adult life.

In today's European society every possible effort must be made to enable "equal opportunities" for as many people as possible.

Sport for people with disabilities is not only joy, fun, and exercise, but a painstaking and long-term process, which contributes to the rehabilitation, but above all to the individual's independence and reintegration into society."

This position is also confirmed by the statement in the Treaty of Nice of 2000, which states:

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"Exercising physical and sporting activities is for people with special, physical or mental disabilities, an outstanding means of individual development, rehabilitation, social integration and solidarity and for these reasons it should be encouraged".

Despite the sometimes practical, difficulties or social adversities, an increasing number of people with disabilities are playing sports and in fact constantly achieving higher performances on a global scale. Sport begins primarily as a means of rehabilitation and therapy, turns into a means of entertainment and evolves into responsible and conscious high-performance sport.

The Paralympic Games are held 14 days after the end of the Olympic Games. In 2024, after the end of the Olympic Games in Paris, the Olympic village will host more than 4,000 athletes with disabilities.

The State, with the right provisions, must try to remove the "barriers" to the access and free movement of citizens and intervene drastically to ensure full accessibility to all existing buildings and facilities.

The Paralympic Games are a huge opportunity to take an unprecedented leap in equalizing opportunities for people with disabilities and for athletes with disabilities.

The European Union must overcome itself, identify itself with the age-old Olympic ideal and cover in the best possible way the void of the necessary social sensitivity that should characterize developed societies.

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## Results of the project

### International meeting N°1

It was a kick-off meeting attended by 6 participants (2 from each partner organization).  
The meeting took place in Greece, in February 2023.



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## International meeting N°2

The second international meeting was attended by 6 staff participants (2 from each partner organization) and 50 participants in total as well as their companions. The meeting took place in Bulgaria in October 2023 and lasted 7 days.



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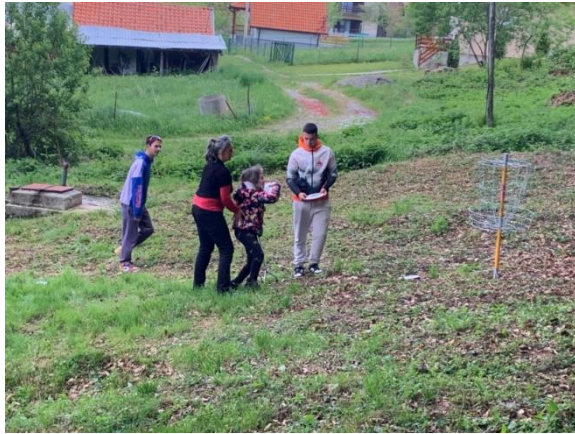
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### International meeting N°3

The third international meeting was attended by 6 staff participants (2 from each partner organization) and 40 participants in total as well as their companions. The meeting took place in Serbia in May 2024 and lasted 7 days.



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## Final event “Enjoy sport, inclusion and diversity”

The final event of our project, "Sport, Inclusion, and Diversity," was held in Vrnjacka Banja, Serbia during 3rd partners meeting. Event was opportunity to celebrate the culmination of our efforts to promote the integration of disabled individuals through sports. The event brought together participants, stakeholders, and the general public to share the achievements, experiences, and impact of our project.

### PROJECT PARTNERS

Coordinator:  
ASSOCIATION FOR EDUCATION  
AND DEVELOPMENT OF  
DISABLED PEOPLE - GREECE



ASEDEDEIPE

Partners:  
SPORTS CLUB SHARK - BULGARIA



NONGOVERNMENTAL ORGANISATION  
IUVENTA - SERBIA



### FINAL EVENT

## “Enjoy sport, inclusion and diversity”

Let's play sports in an atmosphere of celebration and harmony

#### Event Place

Vrnjacka Banja, Serbia -  
Small sport stadium -  
Kocka

#### Date & Time

12th May 2024  
Event Starts at 10:00AM  
Event Ends at 03:00PM



## SPORT, INCLUSION, DIVERSITY - SID

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### About SID Project

The project "Sport, inclusion, diversity" - "SID" aims to improve the level of integration of disabled young people in the countries of origin of the partner organizations of this project and in Europe in general, using sport as a tool of integration

Main objective is to encourage a process of inclusion of disabled people through sport, based on the comparison between disabled and able-bodied people..



### SPECIFIC OBJECTIVES

- to sensitize disabled children on the inclusive value of sport, therefore;
- to increase the number of disabled people integrated into the society of the partner countries, using sport as a socialization tool;
- to increase the number of sporting activities for the free time of children with disabilities;
- providing a document to the local authorities competent in the field of sport, reporting the point of view of the participants and their proposals aimed at encouraging their participation in social life, in particular in activities and to the sports facilities of the different countries.

### MAIN PROJECT ACTIVITIES

3 partners meetings

2 circle of theoretical and practical workshops - 10 theoretical and 10 practical workshops in each country

Citizenship survey - levels of inclusion of disabled people in European society

Final event “Enjoy sport, inclusion and diversity”

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## Brochure

We created an information brochure that was distributed at the start of the project implementation to publicize the project and invite potential participants to register and participate in the activities. Brochures were produced in electronic pdf format, in the 3 languages of the partner organizations and distributed through the project website, partner websites and social pages. Finally, the brochure was printed in 500 copies in each partner country of this project.



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## Theoretical and practical workshops in Greece, Bulgaria and Serbia.

The coordinator, in collaboration with the partner "NGO IUVENTA" prepared a detailed program on the subject of the workshops of both the theoretical and practical workshops of the project.

The project envisaged the implementation of workshops carried out in the following way, by each partner organization, in each country:

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**1st round of theoretical workshops (period March-November 2023).** Topics developed: benefits of sport for the mind and soul, socio-relational benefits of sport, Special Olympics, 'Sports for all', legal basis for the rights of people with disabilities in sport.

**1st cycle of practical workshops (period March-November 2023).** They were carried out in a differentiated way in each partner country, taking into account the different disabilities and the degree or severity of the disability in each individual case.

**Virtual Mobility Workshop (November 2023),** with the aim of introducing the participants of all three organizations and comparing the activities carried out up to that moment.

**2nd cycle of theoretical workshops (in the period December 2023 - June 2024).** The topics examined were: key elements of the Paralympic movement, adapted physical activity, pedagogical and social sport models, inclusive potential of sport.

**2nd cycle of practical workshops (period December 2023 - June 2024):** They were carried out in a differentiated way in each partner country, taking into account the different disabilities and the degree or severity of the disability in each individual case.



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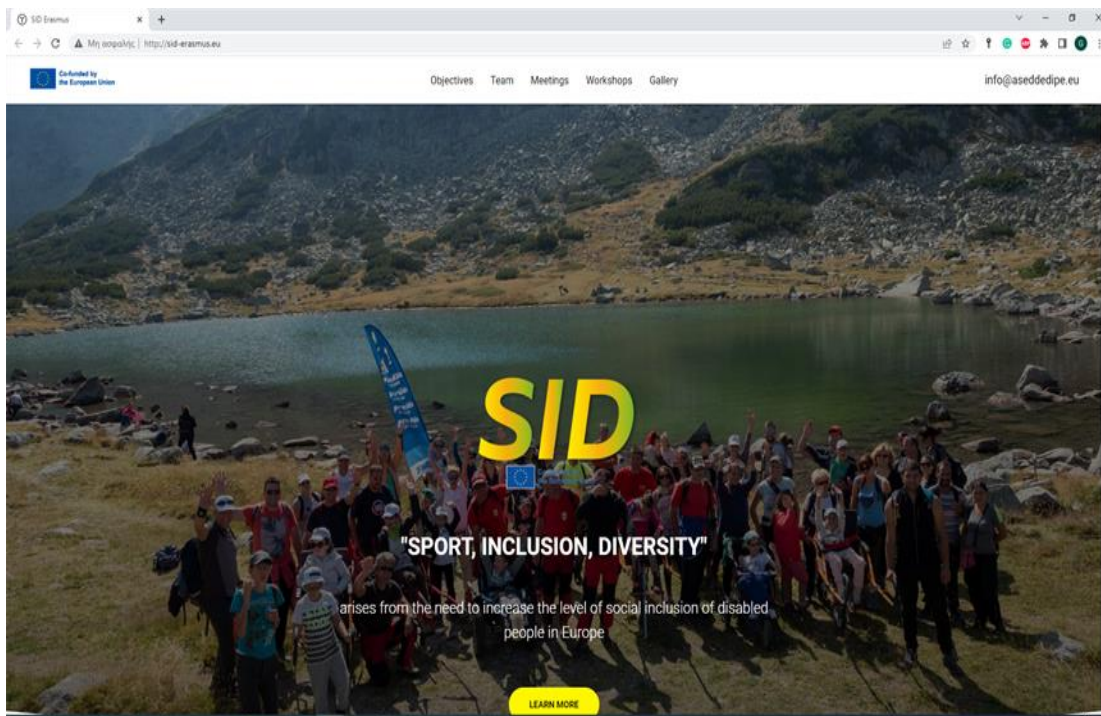


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## Website

We created a website dedicated to the project. The website was created in English, which is also the official communication language of the project, and contains all project results and links to the social pages of the project and partner organizations.

<http://sid-erasmus.eu/>



## Booklet

The present brochure is dedicated to the project, it consists of 50 pages and written in English. Produced in electronic pdf format and in hard copy, printed in 150 copies for each partner organization (total 450 copies). It was disseminated through all project channels, such as the project website, partner websites and sending to stakeholders. It includes information and material used during the project, as well as a document sent to the competent authorities for sport in the participating countries of this project, in order to inform about the main needs of participants with special needs

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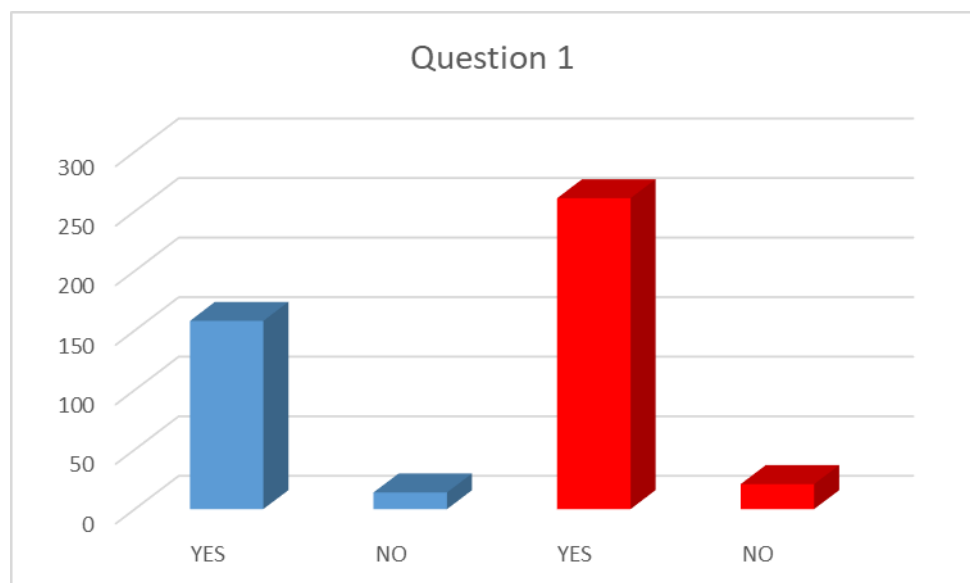
## Results of Survey

From the first months of the project implementation, we created a feedback questionnaire that we distributed to the participants, citizens and every interested party at the beginning and at the end of the project, to know the degree of inclusion of people with disabilities and the opinion of citizens before and after the implementation of the work. We received 172 answers at the beginning of project and 282 after the first year of the project life. The questionnaire consisted of 20 questions and the results at the beginning (blue color) and at the end (red color) of the project are presented below.

### **1. I declare that I voluntarily agree to participate in this project and that I am aware of its objectives and procedures.**

Overall most of the participants clearly understood the objectives of the project and agree to participate with 158 participants say yes at the beginning of the project and 261 at the end as indicated in Picture 1.

**Picture 1**



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## 2. Your nationality:

As we can see at question 2 at the beginning of the project 24 individuals from Bulgaria, 67 from Serbia and 81 from Greece fulfill the questionnaire. The number increase at the end of the project.

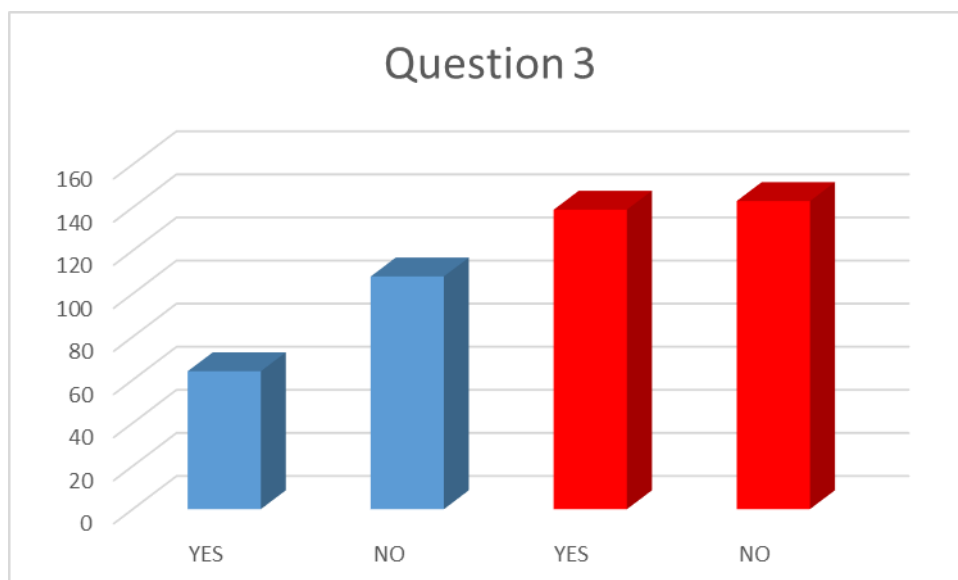
Picture 2



## 3. Do you/ your child (youngster) have disability?

At the question number 3 at the beginning of the project most of participants at survey they did not have any kind of disability themselves or their children, but at the end of the projects number of individuals that answer the survey was almost equal. That means we attract individuals that connect in a way with disability.

Picture 3

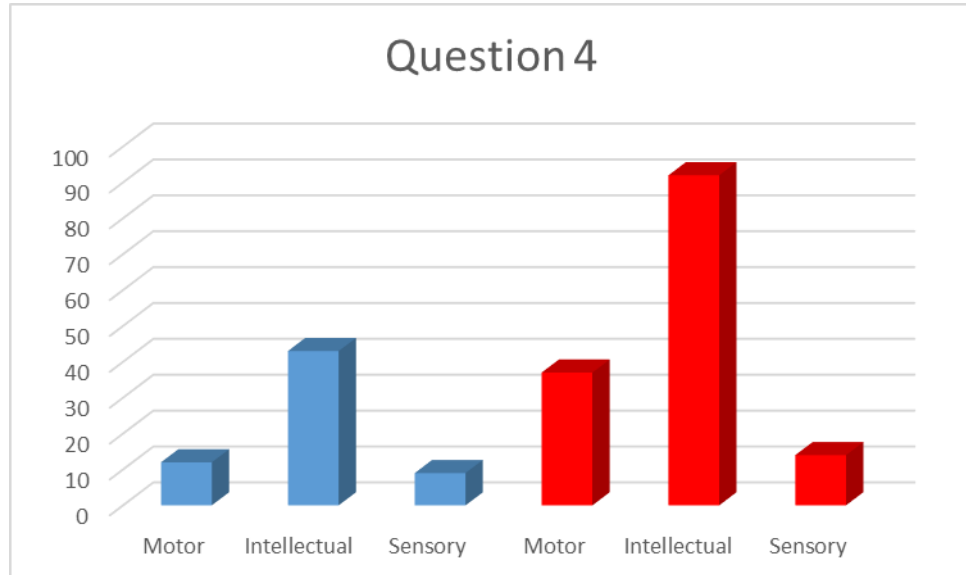


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#### 4. If YES, what kind of disability?

Most of participants answer at the beginning and at the end of the project that they were connected with a kind of intellectual disability.

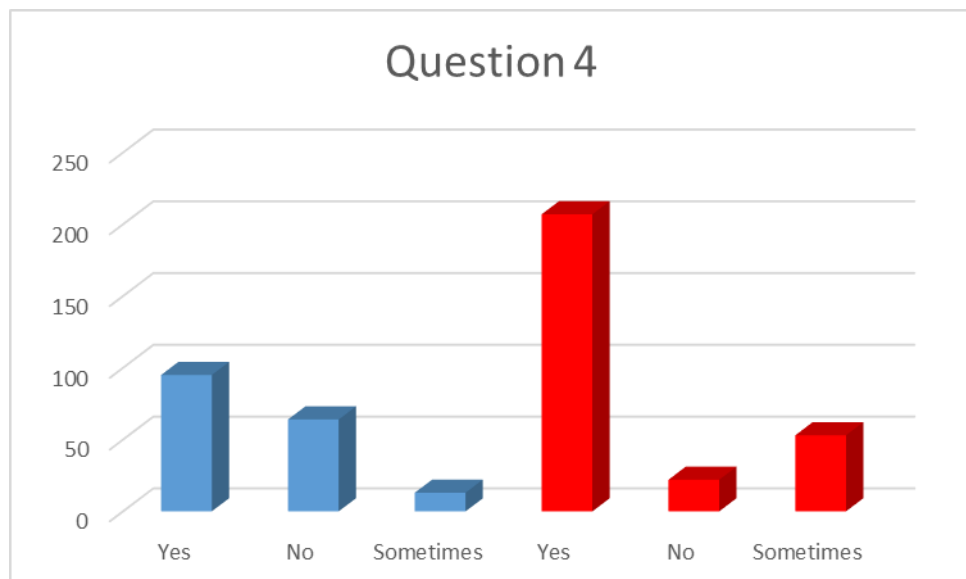
Picture 4



#### 5. Do you/ your child (youngster) practice any sport?

Most of participants answer that they practice in sport themselves or their children at the beginning of project. At the end of the project this number it was more than doubled. We believe that our project helps for this improvement.

Picture 5

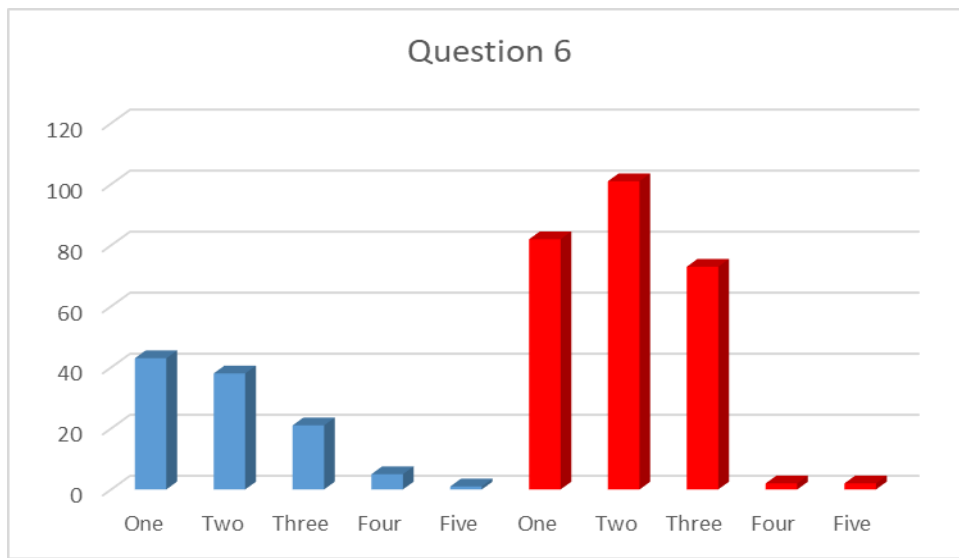


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## 6. If yes, how many times per week?

At the beginning of the project 102 participants (59,3%) answer that themselves or their child practice at sport from one to three times per week. At the end of the project this number increase to 90,7%. Of course this number is not connected with the general population but show as the affect the project had to the individuals that connected with it.

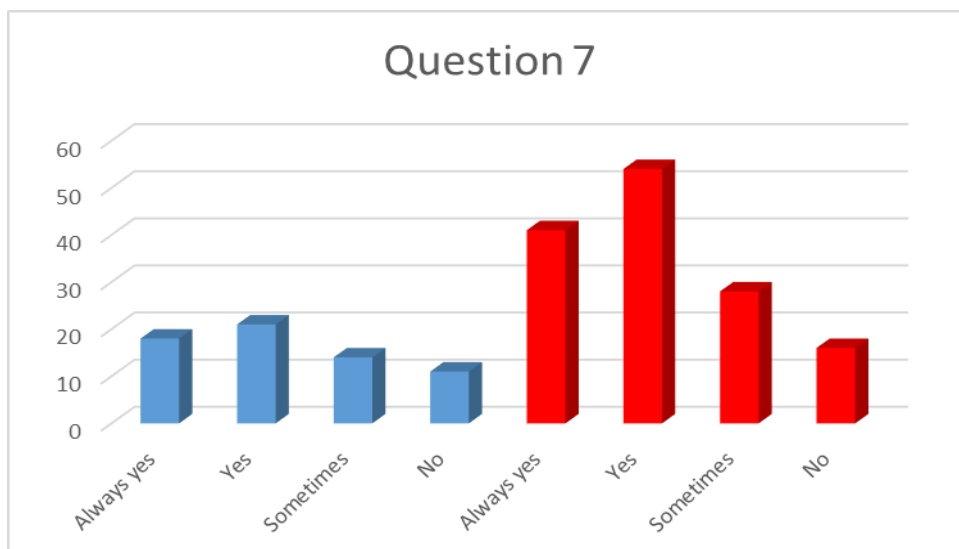
Picture 6



## 7. Do you/ your child (youngster) need any assistance during sport activities?

Majority of individuals that are connected with a disability needs assistant during sport activities.

Picture 7

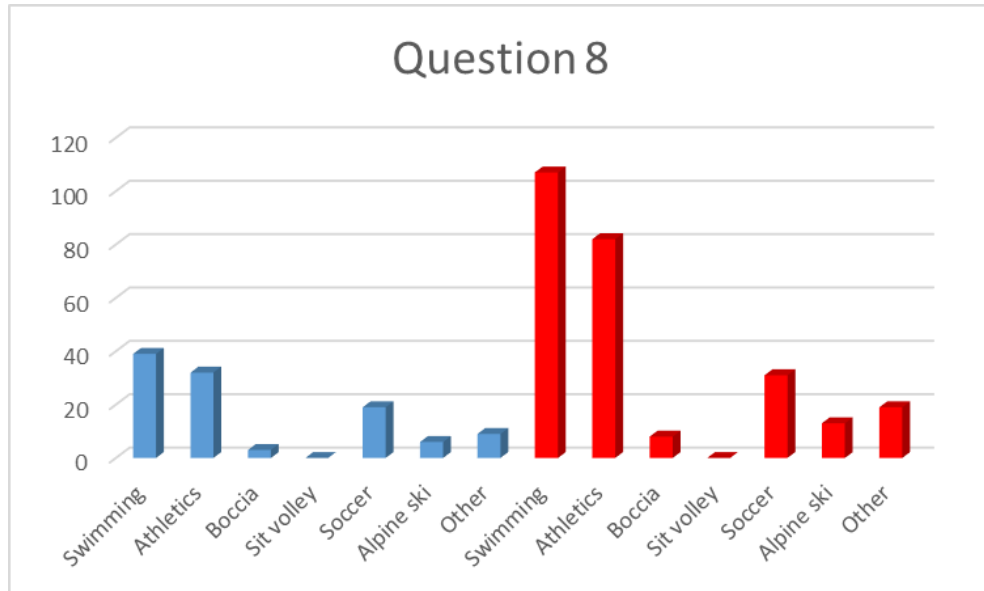


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### 8. What kind of sport do you/ your child (youngster) practice?

The answers to question 8 show us that the dominant sports are swimming and classical sports with quite a big difference from the other sports. There is also a need for the development of sit volleyball.

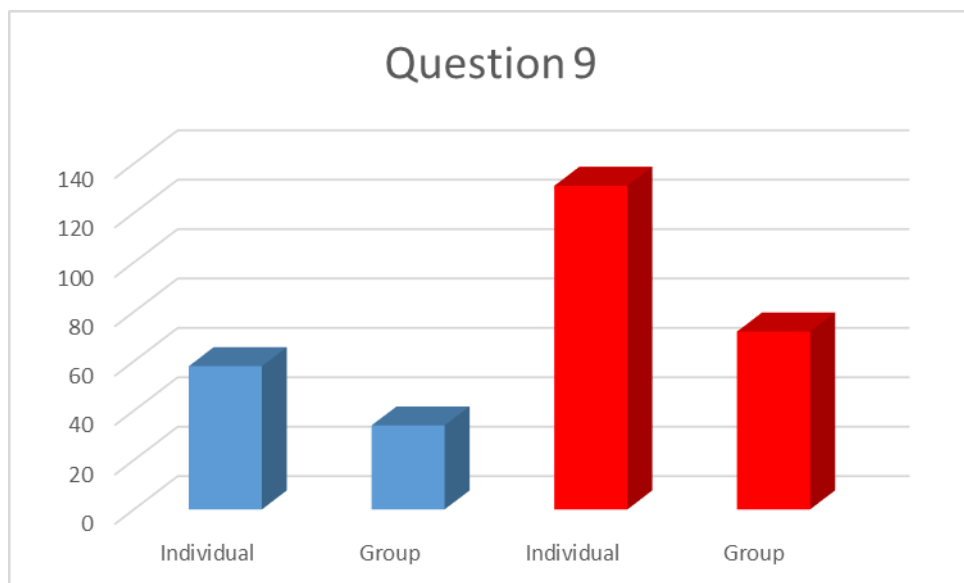
Picture 8



### 9. Do you/ your child (youngster) prefer individual or group sports?

The answers to question 9 show us that young people with disabilities prefer individual sports. This is largely due to the nature of the disorders they have, such as autism, mental retardation, etc. These kinds of disorders prevent socialization and that is why we see the preference for individual sports.

Picture 9

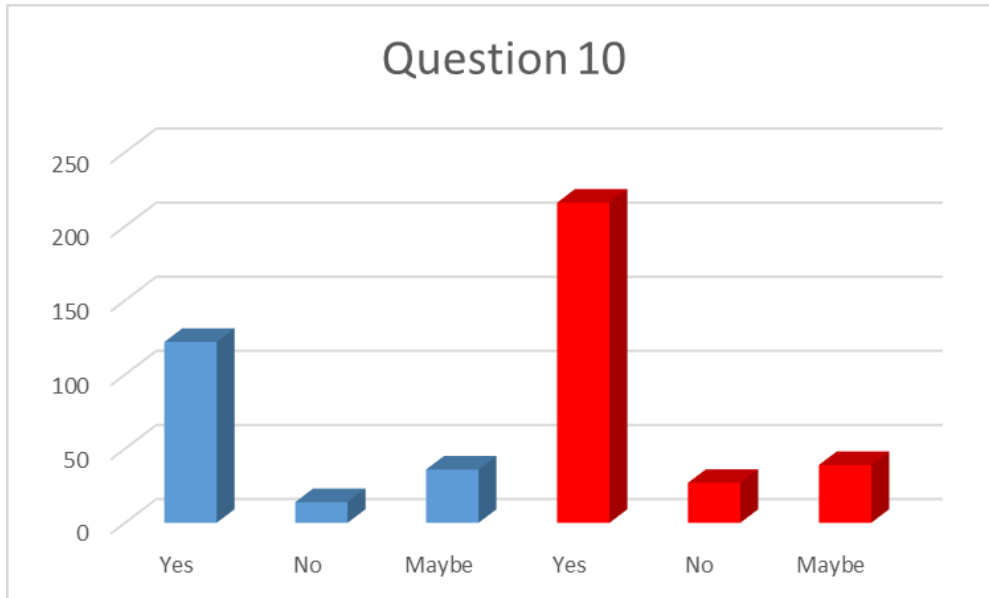


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**10. Do you/ your child (youngster) motivated to participate in competitions?**

In question ten, the overwhelming majority of participants (76,5%) answered that young people with disabilities wants to participate in competitions.

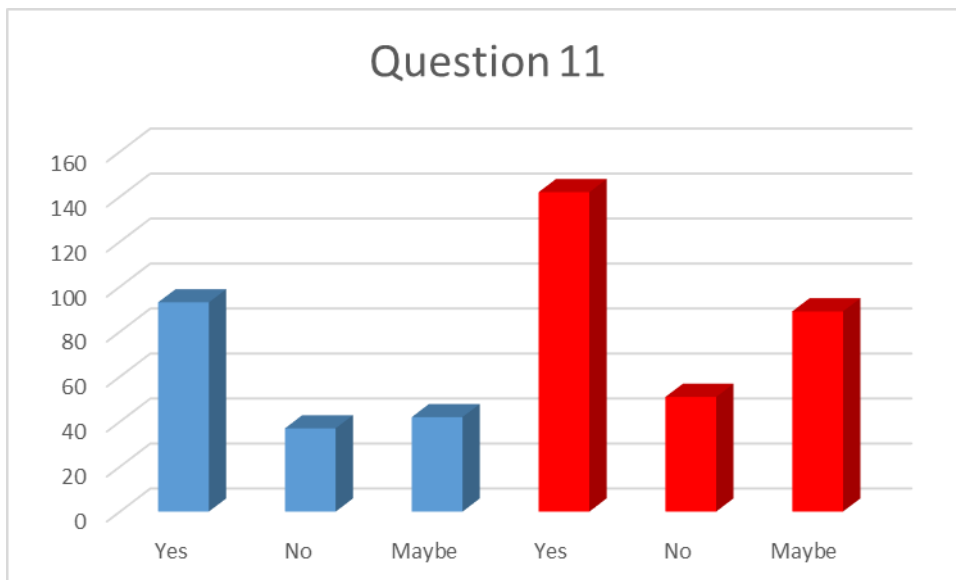
**Picture 10**



**11. Do you/ your child (youngster) able to follow rules during sport activities?**

In question no. 11, almost half of the participants answered that young people with disabilities cannot or are not sure if they can follow some rules during sports activities, which is expected from the disorders they suffer from. At this point we can intervene with adapted sports.

**Picture 11**

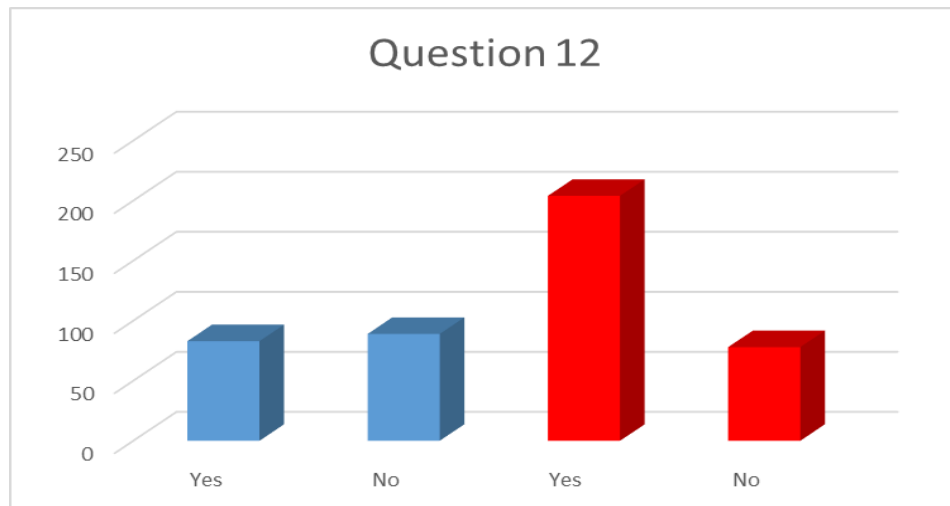


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### 12. Do you believe that the sport activities play a significant role in your community?

In this question we clearly see the impact of our project activities, since at the beginning of the project 51.7% of the survey participants believed that sports activities do not play an important role in your community. At the end of the project the positive opinion increased from 49.3% to 72.3%

Picture 12

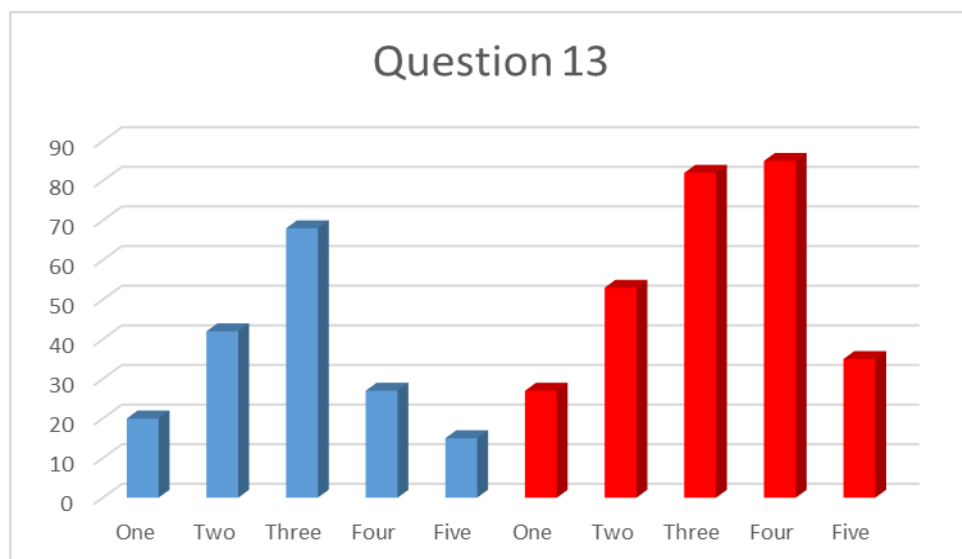


### 13. How optimistic are you about the future development of the adapted sports?

1 (non optimistic) 5 (very optimistic)

In question 13 we see an increase in the positive view about the future development of adapted sports. We believe that our project activities played a positive role in achieving this increase.

Picture 13

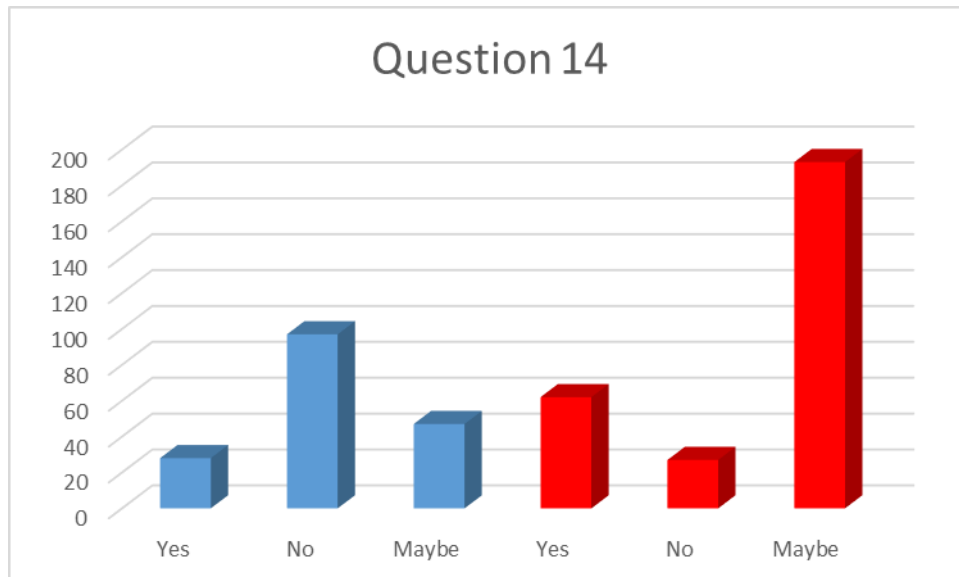


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#### 14. Do you/ your child (youngster) have variety of adapted sports opportunities?

In question 14 we observe a very large increase in the positive view regarding the variety of adapted sports opportunities. Certainly our project activities played a positive role in achieving this very large increase

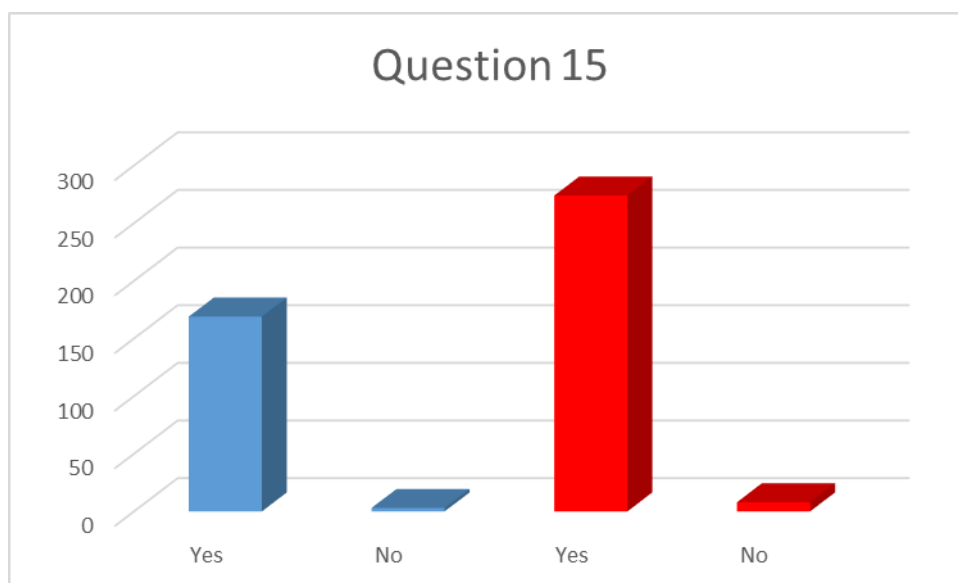
Picture 14



#### 15. Would you/ your child (youngster) like to participate in more sport activities in future?

The vast majority of parents said they wanted themselves or their child to participate in more sporting activities in the future.

Picture 15

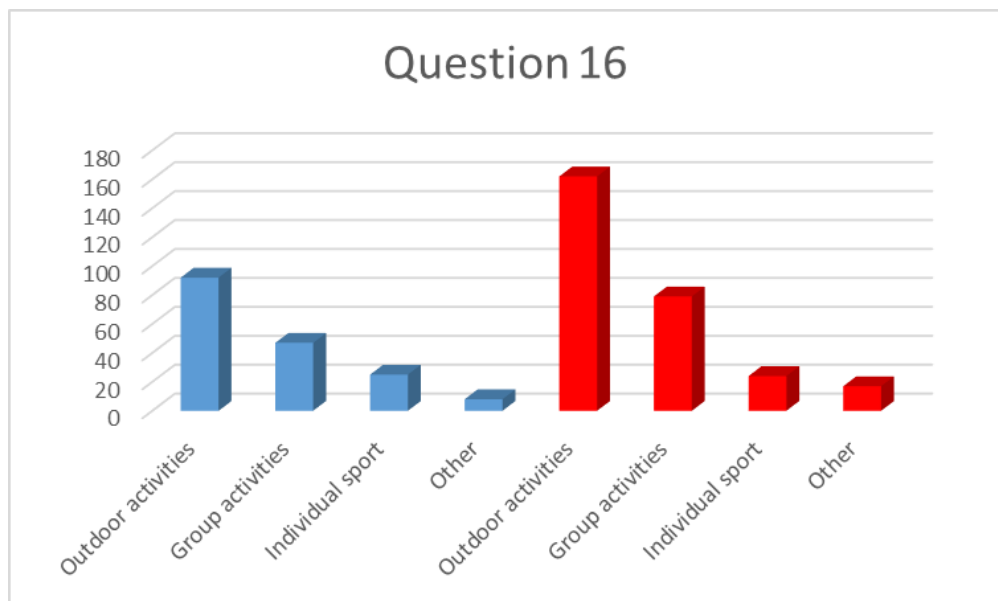


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### 16. In what kind of activities, you/ your child (youngster) would like to participate in the future?

When asked what kind of activity they would prefer their children to do, most parents at the beginning of the project answered that they prefer outside and group activities 80.81%, while the result at the end of the project was equally high, 85.4%.

Picture 16



### 17. Why is the sport important for you/ your child (youngster)?

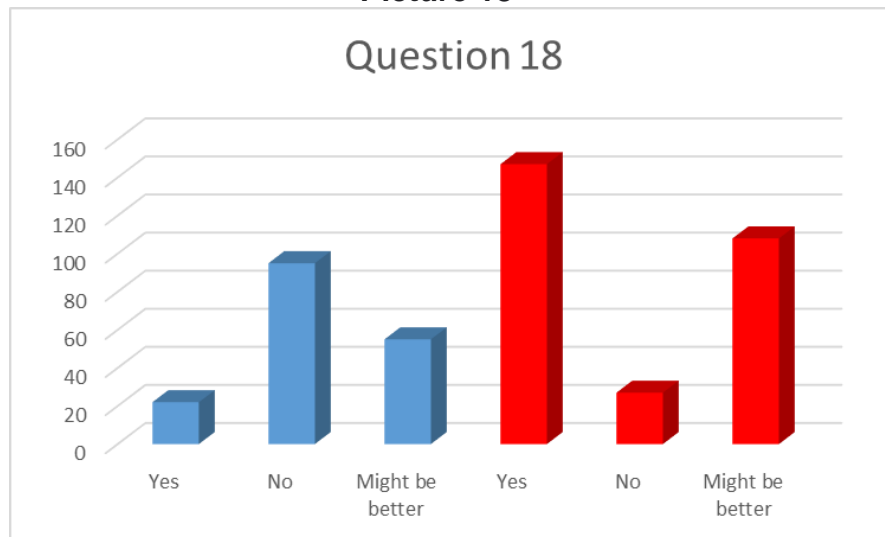
At this open question we had various of answers with the most common to be: Health, socialization, better social integration, personality development, quality of life, self-confidence, stress reduction, anxiety disorders reduction, depression reduction, pleasure, fun.

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**18. Does your national sport club/ organization provide enough year-round sport opportunities/ activities?**

Question 18 shows very clearly the effect of the sports activities that we organized during the implementation of our project. Participants with a positive view increased from 12.7% at the beginning of the project to 52.1% at the end of the project

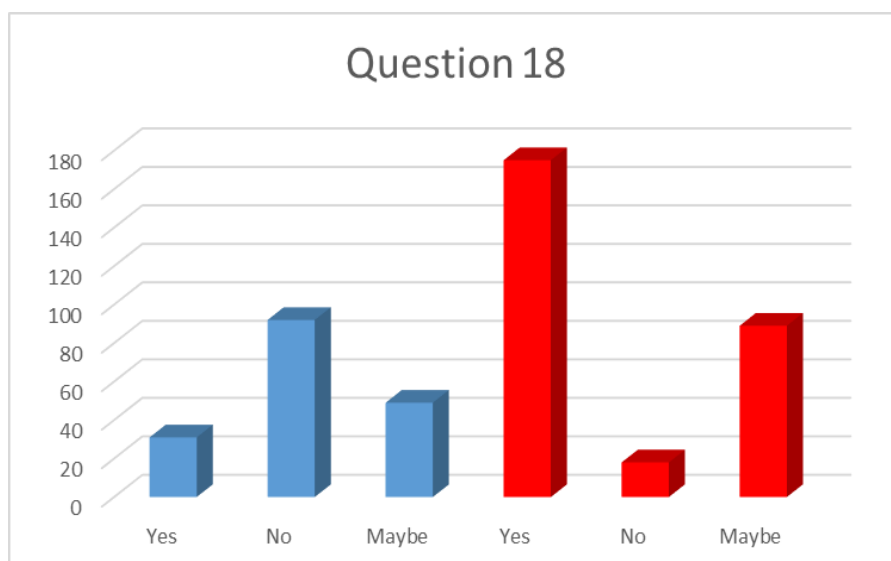
**Picture 18**



**19. Do you believe that sport could help for socializing and inclusion?**

As in question 18, this question also shows very clearly the effect of the sports activities that we organized during the implementation of our project. Participants with a positive view increased from 18% at the beginning of the project to 62% at the end of the project

**Picture 19**



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**20. If you have any ideas related to sport, inclusion and diversity, please share them.**

At this open question we had various of answers:

"There needs to be support for the disabled person. To exist access everywhere. The state lags behind in this area. It limits people with disabilities and creates the impression that they are incompetent, when in fact they are limited."

"An important part is the accessibility of the sports grounds, and generally having any other help that a person with a disability may need, so that he can do his training with ease."

"To deal with sports because it will help him in his psychology, he will be able to deal with something every day, and he will deal with championships if he can progress and go higher."

"I consider that an effort has been made in recent years, but we still have a future until the disabled are treated as equal members with everyone in society."

"There are still prejudices and social exclusion regarding the disabled. In sports there is fortunately more participation by people with disabilities and also the information that is given to schools and children regarding the Paralympic movement is very positive."

"I have horrible complaints from the whole system, which is supposed to socialize the disabled or help them to play sports. To me, the infrastructure is... miserable."

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# SPORT, INCLUSION, DIVERSITY-SID

\* Indicates required question

Email \*

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## SPORT, INCLUSION, DIVERSITY-SID

The project "**Sport, inclusion, diversity**" - "**SID**" aims to improve the level of integration of disabled young people in the countries of origin of the partner organizations of this project and in Europe in general, using sport as a tool of integration. The partnership of this project is made up of "Association for the education and development of disabled people" from Kavala (Greece), of "Sdruzhenie Sports club Shark" from Sofia (Bulgaria) and of "NGO Iuventa" from Sabac (Serbia). All project partners come from countries with a very high risk of exclusion of disabled people, as shown by the latest Eurobarometer data. "SID" foresees the realization of two cycles of theoretical and practical workshops, for young people aged 16 to 30. The project, in addition to involving young people with disabilities, also involves able-bodied people because the main objective is to encourage a process of inclusion of disabled people through sport, based on the comparison between disabled and able-bodied people.

Survey will take around 5 minutes of your time.

Thank you!

Collected emails will be used only to provide research results and will not be shared with third parties.

1. I declare that I voluntarily agree to participate in this project and that I am aware of its objectives and procedures. \*

*Tick all that apply.*

- Yes  
 No

2. Your nationality: \*

*Mark only one oval.*

- Bulgarian  
 Serbian  
 Greek

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3. Do you/ your child (youngster) have disability? \*

*Tick all that apply.*

Yes

No

4. If YES, what kind of disability?

*Mark only one oval.*

Motor

Intellectual

Sensory

5. Do you/ your child (youngster) practice any sport? \*

*Mark only one oval.*

Yes

No

Sometimes

6. If yes, how many times per week?

*Mark only one oval.*

1

2

3

4

5

7. Do you/ your child (youngster) need any assistance during sport activities? \*

*Tick all that apply.*

- Always Yes,
- Yes,
- Sometimes
- No

8. What kind of sport do you/ your child (youngster) practice? \*

*Tick all that apply.*

- Swimming
- Athletics
- Boccia
- Sit volley
- Soccer
- Alpine ski
- Other: \_\_\_\_\_

9. Do you/ your child (youngster) prefer individual or group sports? \*

*Tick all that apply.*

- Individual
- Group

10. Do you/ your child (youngster) motivated to participate in competitions? \*

*Tick all that apply.*

- Yes
- No
- Maybe

11. Do you/ your child (youngster) able to follow rules during sport activities? \*

*Tick all that apply.*

- Yes  
 No  
 Maybe

12. Do you believe that the sport activities plays a significant role in your community? \*

*Tick all that apply.*

- Yes  
 No

13. How optimistic are you about the future development of the adapted sports? \*  
1 (non optimistic) 5 (very optimistic)

*Mark only one oval.*

1    2    3    4    5

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14. Do you/ your child (youngster) have variety of adapted sports opportunities? \*

*Tick all that apply.*

- Yes  
 No  
 Maybe

15. Would you/ your child (youngster) like to participate in more sportactivities in future? \*

*Tick all that apply.*

- Yes  
 No

16. In what kind of activities you/ your child (youngster) would like to participate in the future?

*Mark only one oval.*

- Outdoor activities  
 Group activities  
 Individual sport  
 Other: \_\_\_\_\_

17. Why is the sport important for you/ your child (youngster)? \*

\_\_\_\_\_

18. Does your national sport club/ organization provides enough year-round sport opportunities/ activities? \*

*Tick all that apply.*

- Yes  
 No  
 Might be better

19. Do you believe that sport could help for socializing and inclusion? \*

*Tick all that apply.*

- Yes
- No
- Maybe

20. If you have any ideas related to sport, inclusion and diversity, please share them.

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Thank you!

*Thank you for your answers, we will provide you with final report and summary of the survey results using email you in the survey.*

*If you wish to approach us, please do:*

[info@aseddedipe.eu](mailto:info@aseddedipe.eu)

[office@parakids.org](mailto:office@parakids.org)

[dijana.puskar@ngoiuventa.org](mailto:dijana.puskar@ngoiuventa.org)

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