



**IATETS**

## Integr-Action Through ETS

KA204 - Strategic Partnership for Adult Education

Project N. 2019-1-HU01-KA204-061190

# Research on Participation of people with disabilities in sport

## Research Report



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Co-funded by the  
Erasmus+ Programme  
of the European Union



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## Table of Contents

Introduction to the project.....	4
Introduction to the research report .....	5
Policy Recommendations.....	6
EU level.....	6
Hungary .....	10
Italy.....	16
Croatia .....	22
Bulgaria.....	26
Turkey.....	32
Best Practises .....	61
Good practices on inclusive sports in the EU .....	61
Hungary .....	69
Italy.....	71
Croatia .....	80
Bulgaria.....	87
Turkey.....	97

## Introduction to the project

"Integr-Action Through ETS" (IATETS) is a 24-month strategic partnership involving a Consortium of NGOs and sport associations with specific experience and recognized quality in the field of ETS with **aim** to create new opportunities of education and personal fulfilment for disadvantaged European adults affected by disability through delivering on educational formats and methods of customized learning based on Education Through Sport (ETS).

Education Through Sport (ETS) is a purposeful combination between Sport practice and Non-Formal Education (NFE) employing Sport as an avenue for the development of soft/basic skills, and attitudes enhancing social inclusion and the transversal dimension of employability.

Disabled adults are disproportionately represented among the excluded from education and the labor market, as highlighted by Eurostat data. The findings indicate that adults with disability face lower educational attainment and higher unemployment than their peers not affected by disability, while at the same time participating to a lower degree in formal and non formal learning.

Access from education and training, either in both the formal and non-formal sectors, is also more challenging for disabled adults as compared with their peers. Adults with disabilities face higher rates of early leaving from education and lower participation in lifelong learning than the average population, which translates into a mismatch in the acquisition of basic skills, transversal skills and attitudes necessary for further education, employability and concrete participation at all the levels of society.

In the increasingly complex realities of today's society, the development of a varied set of basic and transversal skills is even more of a compelling necessity for satisfying the requirements posed by employers and the imperatives of a concrete exercise of citizenship, as advanced by the European Commission in the "New Skills Agenda for Europe" (2016).



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## **Introduction to the research report**

A Research, integrated in a set of Reports, outlining the educational needs and barriers to disabled adults' participation in Sport and through Sport as compared with the existing educational offer. The Research allows an assessment of existing needs and therefore framing of policy insights to enhance.

Research report consists of 2 parts – Policy recommendations on ETS, training programmes of sport education delivered to adult's people affected by physical disabilities or adult people in general and Best practises at the national level of ETS, training programmes of sport education delivered to adult people affected by physical disabilities. Information is collected from all partner countries - Hungary, Italy, Croatia, Bulgaria, Turkey, and overall situation analysis in European Union Level.

## Policy Recommendations

### EU level

An overview of Disability in Europe The United Nations (UN) Convention on the Rights of People with Disabilities (UNCRPD) defines persons with disabilities as ‘those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others’, underlining the importance of the environmental factors in the definition of disability.

EUROSTAT reports that in 2018 24.7 % of the population aged 16 and over reported (some or severe) long-standing limitations in their usual activities due to health problems (hereafter referred to as longstanding limitations) ; 17.7 % reported some long-standing limitations and 7.0 % reported severe longstanding limitations.

Across the EU Member States, the share of people who reported some or severe long-standing limitations ranged from 11.9 % in Malta, 13.0 % in Sweden and 16.6 % in Bulgaria to 35.4 % in Slovenia, 39.5 % in Estonia and the highest in Latvia 40.0 %. The highest shares of people reporting severe longstanding limitations were registered in Slovenia, Slovakia (2017 data), Luxembourg, France, Latvia, Croatia, Greece and the United Kingdom, all 9 % or higher, with the highest share in Estonia (12.7 %).<sup>1</sup>

One in six people in the European Union (EU) has a disability<sup>1</sup> that ranges from mild to severe making around 80 million who are often prevented from taking part fully in society and the economy because of environmental and attitudinal barriers. For people with disabilities the rate of poverty is 70 % higher than the average<sup>2</sup> partly due to limited access to employment. Over a third of people aged over 75 have disabilities that restrict them to some extent, and over 20 % are considerably restricted. Furthermore, these numbers are set to rise as the EU's population ages.<sup>2</sup>

### European policy about disability and sport

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<sup>1</sup> Self-reported long-standing limitations due to health problems, EUROSTAT, 2018

<sup>2</sup> European Disability Strategy 2010-2020

The European Union has expressed its commitment to guaranteeing equal opportunities for people with disabilities with some important policy documents.

The first is the aforementioned **United Nations (UN) Convention on the Rights of People with Disabilities (UNCRPD)**, which entered into force in May 2008. The purpose of the Convention is “to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.”

The Convention, consisting of 50 articles, defines the rules aimed at guaranteeing inclusiveness and accessibility to all sectors of life and the respect of human rights, referring to all categories of people with disabilities.

The convention requires all member countries to intervene to ensure the accessibility of all public resources (transport, facilities, communications, etc.), to guarantee an adequate quality of life and independence in daily life and in residentially.

In addition, all fundamental rights are guaranteed to people with disabilities, and consequently all sectors of education, work, and active participation in social, political, and cultural life must be made accessible. A section is also dedicated to protection from all discrimination, fighting the phenomena of prejudice and violence, against people with disabilities of all ages and genders.

In this context, the agreement, in Article *30 Participation in cultural life, recreation, leisure and sport*, refers specifically to the sports sector, by specifying the following measures:

- a) To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;
- b) To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- c) To ensure that persons with disabilities have access to sporting, recreational and tourism venues;

- d) To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;
- e) To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure, and sporting activities.

Another important document to frame the actions of the European Union in the context of the inclusion of people with disabilities is the European disability strategy 2010-20. This strategy was written based on the United Nations Convention.

The overall aim of this Strategy is to empower people with disabilities so that they can enjoy their full rights, and benefit fully from participating in society and in the European economy, notably through the Single market. Achieving this and ensuring effective implementation of the UN Convention across the EU calls for consistency. This Strategy identifies actions at EU level to supplement national ones, and it determines the mechanisms<sup>8</sup> needed to implement the UN Convention at EU level, including inside the EU institutions. It also identifies the support needed for funding, research, awareness raising, statistics and data collection.

1. Accessibility: make goods and services accessible to people with disabilities and promote the market for assistive devices.
2. Participation: ensure that people with disabilities enjoy all benefits of EU citizenship; remove barriers to equal participation in public life and leisure activities; promote the provision of quality community-based services.
3. Equality: combat discrimination based on disability and promote equal opportunities.
4. Employment: significantly raise the share of persons with disabilities working in the open labor market.
5. Education and training: promote inclusive education and lifelong learning for students and pupils with disabilities.
6. Social protection: promote decent living conditions, combat poverty and social exclusion.
7. Health: promote equal access to health services and related facilities.



8. External action: promote the rights of people with disabilities in the EU's enlargement and international development programs.

The strategy refers to sport by saying that the Commission, among other things, will work to: "Improve the accessibility of sports, leisure, cultural and recreational organizations, activities, events, venues, goods and services including audiovisual ones; promote participation in sports events and the organization of disability-specific ones; explore ways of facilitating the use of sign language and Braille in dealing with the EU institutions; address accessibility to voting in order to facilitate the exercise of EU citizens' electoral rights; foster the cross-border transfer of copyright works in accessible format; promote use of the scope for exceptions provided by the Directive on copyright<sup>12</sup>."

And that the EU's action will support national activities to "make sports, leisure, cultural and recreational organizations and activities accessible, and use the possibilities for exceptions in the Directive on copyright."

If on the one hand the European Union guarantees accessibility to people with disabilities to sport promoting inclusive sports, on the other hand it also recognizes the educational value of sport as a resource for social inclusion. Indeed, one of the EU's objectives in the sports sector is precisely "to foster a sense of social inclusion and integration through sport, particularly for marginalized groups", objective which is also achieved through the Erasmus + sport program. During the *3046th EDUCATION, YOUTH, CULTURE and SPORT Council meeting Brussels (18 and 19 November 2010)* it was drawn up the document **Council conclusions on the role of sport as a source of and a driver for active social inclusion.**

In this report the Council recognize that:

"sport holds an important place in the lives of many EU citizens and plays a strong societal role with a powerful potential for social inclusion in and through sport, meaning that participation in sport or in physical activity in many different ways contributes to inclusion into society; whereby inclusion in sport involves a combination of "sport for all", equal access to sport, equal opportunities in sport, and varied demand-oriented sporting opportunities and sport facilities, and whereby social inclusion through sport involves inclusive participation in society, community development and strengthened social cohesion. 3. The sports movement can make an important



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contribution to issues of public interest such as social inclusion. In this context, professional athletes and amateur sport persons, as well as sport clubs, are role models for society, especially for young people, and other sport organizations and civil society organizations dealing with sport also contribute to social inclusion in and through sport.”

In this context, the Council is committed to:

“bearing in mind that access to "sport for all" is important, including the accessibility and availability of sport facilities, infrastructures and venues to as many people as possible, in particular to persons with disabilities, as well as the importance of enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities.”

And invite the member States to “promote actions related to social inclusion in and through sport of persons with disabilities, including improved infrastructure and better accessibility of sport facilities and venues, as well as research related to specialized sport devices, and give priority to sport.”

## **Hungary**

### **I. Definition of persons with disabilities**

Act of Parliament No LXII of 2013 stipulates the definition of ‘persons with disabilities’ in accordance with UN Convention on the Rights of People with Disabilities that Hungary ratified among the first countries in the world in 2007. ‘Persons with disabilities’ include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. If we accept the World Health Organization definition of ‘health’ saying “it is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”, we can conclude that disability does not exclude health, therefore it is not an illness just a status.

According to Ms Benczur, person with disabilities is someone who is, due to physical or mental impairments, restricted in their activities, actions and participation in society (persons with physical disability, hearing or vision loss, speech impairment, intellectual disability or autism) and therefore needs tailor-made circumstances, tools, procedures and assistance.

Depending on nature of acquisition, disability can be:

- present at birth (congenital),
- or acquired later in life.<sup>3</sup>

## II. Different types of disabilities

**Physical disability:** the common characteristic in physical disability is that some aspect of a person's physical functioning, usually either their mobility, dexterity, or stamina, is affected. Person with physical disability faces barriers in their life due to their physical impairment or other related diseases.

**Vision impairment:** vision impairment is a decreased ability to see to a degree that causes problems not fixable by usual means. It can be classified as distance or near presenting vision impairment but also loss of central or peripheral vision or colour blindness. The most serious cases include blindness and severe impairment.

**Deafness and hearing loss:** a person with hearing loss is not able to hear someone with normal hearing, meaning hearing thresholds of 20 dB or better in both ears. In case it is more than 30 dB, it is considered hearing loss, if it is more than 90 dB on both ears, it is classified as deafness.

**Deafblindness:** is a combination of sight and hearing impairment when one impairment cannot be compensated with the other.

**Speech and language impairment:** is defined as a communication disorder that adversely affects the child's ability to talk (speech impairments) but also to understand, read, and write (language impairments). Depending on the severeness of the impairment, it can be categorized as speech defect, speech disorder and speech impairment. Person who is unable to speak is mute.

**Intellectual disability:** is a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour, which covers a range of everyday social and practical skills. According to the medical approach, cognitive deficit can be established through a standardized measure of intelligence with an IQ score of below 70 (light, mild or severe).

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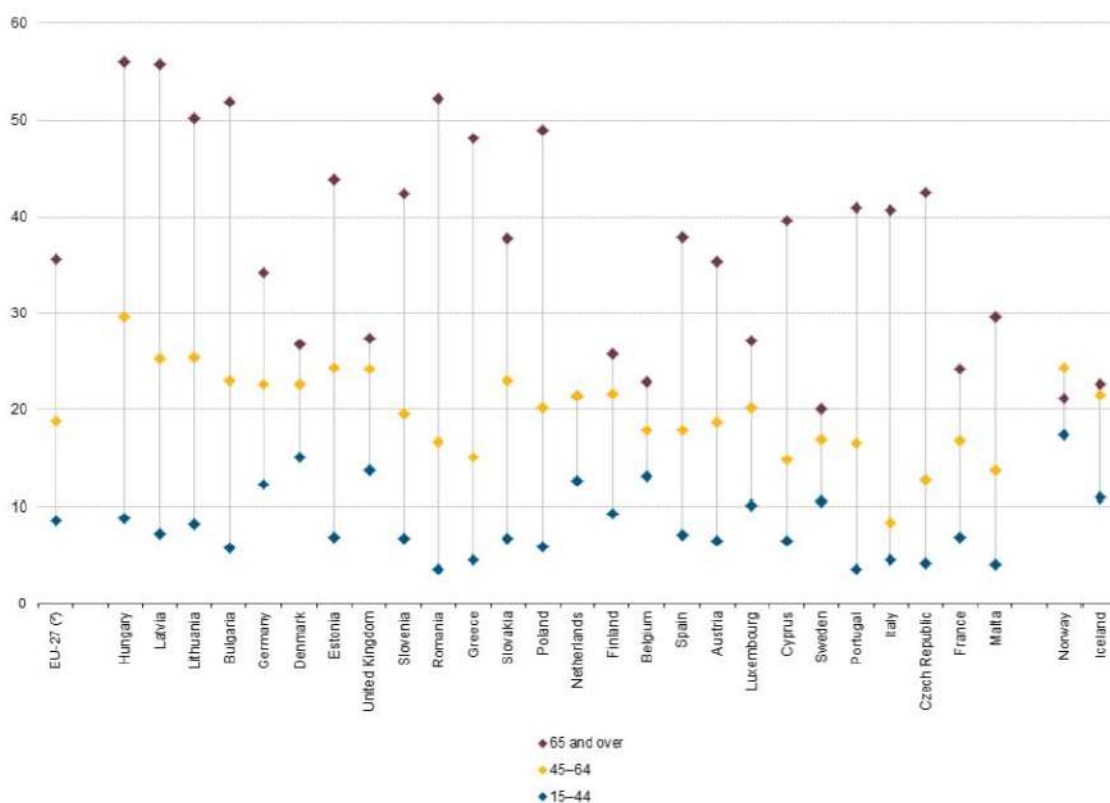
<sup>3</sup> [http://www.jgypk.hu/tamop15e/tananyag\\_html/Rekreacio\\_III/ii22\\_a\\_fogyatkossz\\_fogalma.html](http://www.jgypk.hu/tamop15e/tananyag_html/Rekreacio_III/ii22_a_fogyatkossz_fogalma.html)

**Autism Spectrum Disorder:** it covers autistic disorder, Asperger's syndrome and atypical autism, all affects the way information is taken in and stored in the brain. People with autism typically have difficulties in verbal and non-verbal communication, social interactions and other activities.

**Multiple disability:** in case of multiple disability, more than one impairment occurs at the same time either related or not. If the impairments are not related, it is considered cumulative, if they are related, they can be differentiated as primary and secondary disability.

### III. Number of people with disabilities in Hungary

According to the census of 2001, 577 000 people live with disabilities in Hungary: this is 5,7 % of the whole population. Nevertheless, it is estimated by experts that 10 % of the people living in Hungary have impairments meaning the real number is around one million. Regarding the demographic composition, the number of elder people is more significant when the disability was not present at birth but acquired later in life due to a disease or an accident. 44,8 % of the



1. Source: Eurostat

persons with disabilities are older than 60 years of age, while only 17 % have congenital impairments.<sup>4</sup>

#### **IV. Act of Parliament No XXVI of 1998 on the rights and equal opportunities of persons with disabilities**

The primary objective of the Act is to guarantee the rights of persons with disabilities, and thus to promote their equal opportunities, independent living, and active involvement in social life.

The Act on the Rights of Persons with Disabilities contains – among other provisions – the major fields of measures to be implemented for the achievement of these objectives and prescribes the obligation of accessibility for maintainers of governmental and self-governmental services. In addition, it set up the National Disability Council, which has been operating as a counselling body of the Government and as a major forum for civil dialogue since 1999. Moreover, the Act provides for specific rights of people with disabilities, such as – to give but a few examples – the rights to rehabilitation, to aid, to assistance services, to early development and to integrated or protected access to the labour market. The Act furthermore created a basis for disability policies by prescribing that the Parliament is obliged to adopt a National Disability Programme for a period of seven years. This Programme is broken down into a 3-year and a 4-year medium-term plan consisting of specific measures.

The plans contain the definition of task, the persons responsible, the required financial resources and the deadline of implementation. Both documents must be renewed periodically; therefore, it ensures a long-term vision in the field disability policy in Hungary.<sup>5</sup>

For the current research, Article 18 of the Act on Culture and Sport is relevant:

**18. § (1)** *People with disabilities should be provided with access to educational, cultural, sport and other community establishments.*

*(2) Sport institution with purpose of leisure activity should be accessible to people with disabilities.*

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<sup>4</sup> <https://emberijogok.kormany.hu/fogyatekkal-elok>

<sup>5</sup> Source: <https://emberijogok.kormany.hu/persons-with-disabilities>

*(3) Grass-root sport activities of people with disabilities is supported by the Hungarian Olympics Committee, while professional Para sport athletes are sponsored from the central state budget.*

#### **IV. Participation of people with disabilities in sport activities**

In order to provide the environment with fair competition, the sport activities of people with severe disabilities are organised separately where the conditions are clearly laid down in a consistent system. People with mild disabilities can be integrated in mainstream sport activities since their disability is not impeding them to pursue these activities. There are cases when the degree of disability of a para-athlete does not even entail the adjustment of the conditions of competition (for example Pistorius or Olivér Halassy). Sport represents values respected by people regardless of their social status, religion or any other feature, therefore any person with disabilities who accepts the sporting values should be welcome to join. Person with disabilities can also be a sportsman, an athlete at top level as well as on grassroots level. It is possible to provide all possibility for people with disabilities to practice and enjoy their human rights and freedoms in the field of sport whilst their dignity is respected.<sup>6</sup>

Sport opportunities for people with disabilities in Hungary and on international level differs according to the types of disability. Similarly, to mainstream sport, these activities are organized within the framework of a competition, on grassroots level and in the field of students' sport. On all levels, sport for people with disabilities were structured based on the type of disability. The different disabilities entail different rules and conditions, therefore fair competition is ensured for the athletes in the different categories. The competition is similar to mainstream sport, the only differences we can find are the tools used and the implementation of the activities. Access to sport activities for people with disabilities is significant for several reasons.

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<sup>6</sup> [https://tf.hu/files/docs/habilitacio/Habilit%C3%A1ci%C3%B3s\\_%C3%A9rtekez%C3%A9s\\_-\\_S%C3%A1ringern%C3%A9\\_Szil%C3%A1rd\\_Zsuzsanna.pdf](https://tf.hu/files/docs/habilitacio/Habilit%C3%A1ci%C3%B3s_%C3%A9rtekez%C3%A9s_-_S%C3%A1ringern%C3%A9_Szil%C3%A1rd_Zsuzsanna.pdf)

In order to prevent inactivity, it is important to take into account the special needs of the persons, to find the sport activity that best fits as well as to adjust the teaching methods. In Hungary, the Hungarian Paralympic Committee is responsible for the organisation of sport activities for people with disabilities. Nevertheless, the roots of sport for people with disabilities dates back to 1929. The next milestone is 1970, when the Sport Association of the people with physical disability is established and named after Olivér Halassy, the first amputee swimmer to compete in Olympics and member of the Hungarian water polo teams that won one silver and two gold medals in 1928, 1932 and 1936. The first divisions were established for table tennis, archery, chess, then swimming, bowling, and football. The sport life of people with disabilities evolved on national and international level at the same time and interpedently that created momentum for setting up the framework of competitions.



2.Source: [https://en.wikipedia.org/wiki/Oliv%C3%A9r\\_Halassy](https://en.wikipedia.org/wiki/Oliv%C3%A9r_Halassy)

The first international tournament in Hungary was organized in 1986, in the city of Pécs in the field of sitting volleyball. This was the first high-level sport event in Hungary that – thanks to the wide press coverage - also sensitized the public about para-sport and encouraged the

acknowledgement of the performance of para-athletes. Hungarians are in general interested in sports; therefore, this was an opportunity to widen their knowledge in this field. In addition, thanks to this event, sport professionals also acknowledge the equality between mainstream and para-sport. In 1998, policy-makers decided to sponsor the activities of the Association; furthermore, the position of a deputy state secretary responsible for para-sport was established within the Ministry of Youth and Sport.

There are many opportunities for people with disabilities for grassroots sport activities provided by associations such as:

- Hungarian Deaf Sport Association,
- Hungarian Alliance of Student, Professional and Recreation Sport for People with Disabilities,
- Wheelchair basketball groups,
- National Alliance of Associations of People with Physical Disabilities,
- Special Olympics Hungary.

Nevertheless, there is still a room for improvement because pursuing sport activities outside of framework of associations for people with disabilities is not common in Hungary.

## Italy

### Introduction

Even today, despite the efforts and progress made in the data collection, the system is still not able to respond in an accomplished and exhaustive way to some questions. There still remain significant information gaps, related both to the lack of construction of indicators capable of adequately grasp the phenomenon, whether unavailable or the scarce diffusion of administrative data in regards to the amount of people with Disability in Italy today and how many people in gravity condition such as to require more support.

It is difficult, while recognizing the attempts made, to prepare, as prescribed by UN Convention on the Rights of Persons with disability, statistical tools capable of going beyond the health aspect and evaluate the real level of participation and inclusion of people with disabilities. This requires indicators that can measure that "Interaction between person and environment." The UN convention reminded us a disability is not a characteristic of the individual inherent in a



disease or impairment, but it is the interaction with a social organization that restricts people's activities and opportunities to participate with impairments, placing environmental barriers on their path and hostile attitudes.

### **National context: an insight to relevant data/statistics concerning the national context**

To begin, existing administrative data from ASL (local health company) and INPS (national social security institution) do not even provide a unique number of people with the condition of gravity on the basis of the existing laws and many times the information is redundant.

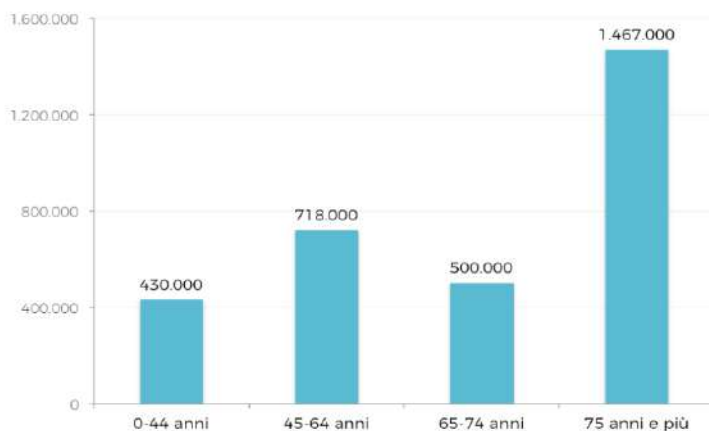
As ISTAT itself admitted on the occasion of the hearing at the XII Social Affairs Commission of the Chamber of Deputies on October 15th in 2014, the available data does not allow us to know the extent of people who have received a certification of a serious handicap pursuant to article 3, paragraph 3, of Law 104/1992. To remedy this shortcoming, it is therefore inevitable, according to the opinion ISTAT, use, by approximation, the information from other disclosures.

However, after years in which we limited ourselves to producing estimates in a discontinuous and uneven way, ISTAT seems to have taken the road towards the collection, processing and dissemination of data on disability in Italy in a serious and, hopefully, continuous way and, for the first time, it published a report dedicated to disability in Italy in numbers at the end of 2019.

In the ISTAT report, in compliance with the directives issued by the European statistics system, it uses the question known as the Global activity limitation indicator (Gali), which detects people who report having limitations, due to health problems, in carrying out routine and ordinary activities. ISTAT itself admits that this is a modality that does not allow for an adequate panorama, but it is a first step.

From the ISTAT study Social inclusion of people with functional limitations, disability or serious chronicity (published 21 July 2015), it emerges that in 2013 in Italy there are approximately 3.1 million people with serious functional limitations, 5.2% of the Italian population. At a territorial level, higher percentages of people with disabilities are found in Umbria (8.7% of the population), Sardinia (7.3%) and Sicily (6%). The lowest incidence is recorded in Veneto, Lombardy and Valle d'Aosta.

That is, those who report the maximum degree of difficulty in motor, sensory or functions essential of daily life. However, this number is incomplete, since it only affects people aged 15 and over who live in the family; therefore, it does not include minors under 15 and those living in the facilities (in 2012 there were 257,009 people with disabilities and non-self-sufficient guests of social-welfare and social-health facilities).



*People with disability in Italy, source: Istat*

Half of the people with serious limitations in Italy - 1.5 million. If we add to this number also the people who claim to have non-serious limitations, the total number of people with disabilities in Italy rises to 12.8 million. There is talk of quite different types of disabilities, ranging from the maximum degree of difficulty in the essential functions of daily life.

Overall, it is 21.3% of the Italian population (that of disabled people is also the largest social minority in the world). Disability in Italy still largely constitutes an obstacle to accessing the fundamental stages of a life considered "normal", all things sanctioned as rights by the Constitution: work, education, mobility and the free movement and use of public places.

According to Istat data, among people with disabilities, 17.1% of women are out of school compared to 9.8% of men, in the rest of the population the shares are 2% and 1.2% respectively. Furthermore, the share of people with disabilities who achieved higher educational qualifications (high school diploma and academic qualifications) is 30.1% for men and 19.3% for women, compared to 55.1% and 56.5% for the rest of the population.

It must be said, however, that these differences are narrowing between the younger generations, thanks to the greater inclusion of disabled people at school since the 70s, a process

that has particularly accelerated in recent years: just think that the number of pupils with disabilities in the Italian schools has increased from just over 200 thousand in the 2009/2010 school year to over 272 thousand in the 2017/2018 school year. Support teachers also increased significantly: from 89 thousand to 156 thousand.

However, important differences remain on the type of high school attended: in 2017, 50% of pupils with disabilities enrolled in a vocational school, against 20% of the total number of pupils. Half of the pupils with disabilities therefore privilege training-oriented schools towards immediate work and in fact give up the idea to extend their education to university.

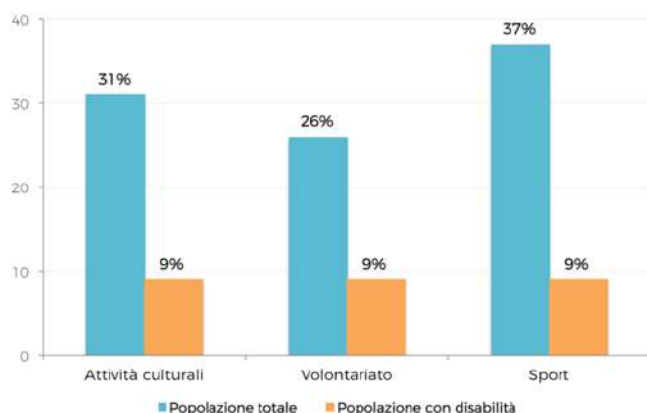
Another important barrier for the school participation of disabled people is represented by the accessibility of the buildings. The ISTAT survey reports that only 1 in 3 schools have broken down physical barriers and 1 in 5 has broken down sense-perceptual barriers, with strong territorial differences between north and south of the country.

The impact of disability also remains strong on participation in the world of work. Despite the legislative efforts made (Law 68 of 1999 on targeted placement, Law 381 of 1991 on the role of type B social cooperatives for the job placement of disabled people), the disadvantage in accessing the labor market remains important.

Within the population aged between 15 and 64, only 31.3% of those suffering from serious limitations are employed (26.7% among women, 36.3% among men) against 57.8 % of people without limitations. In the southern regions only 19% of people with disabilities are employed, compared to 37% in the north and 42% in the center. People with disabilities in Italy are employed mainly in the public administration (50%) according to ISTAT.

Some data show the impact of the condition of disability on interpersonal relationships and social participation. Meanwhile, it should be reported that of the approximately 3 million disabled people, 600 thousand live in a situation of serious isolation without any network on which to rely in case of need, including 200 thousand who live completely alone.

Another relevant fact is that only 43.5% of people with limitations say they have a large network of relationships against 74.4% of the rest of the population.



*Participation in cultural, social and sports activities in Italy, source ISTAT*

Apart from the lack of relationships, there is also a lower social participation by people with disabilities in Italy. Only 9.3% of disabled people frequently go to the cinema, theater, concert, visit a museum against 30.8% of the total population. Among the causes is poor accessibility: only 37.5% of Italian museums, for example, are equipped to receive people with serious limitations. Similarly, only 9% of people with disabilities are engaged in voluntary activities against 25.8% of the population, and only 9.1%, against 36.6% practice sports. So over 80% of people with disabilities are completely inactive.

As for education, a generational difference is noted here: the situation is improving for younger generations, which show higher participation rates.

### **Existing policies: presentation of relevant laws/decrees/programs implemented by national government/agencies/institutions**

"To get out of segregation, to overcome marginality, to regain freedom is our history, it is our identity".

This opens, with extreme clarity, the programmatic document of Fish - issued in 2008 - in which the directions of the future commitment of the Federation are traced. The priorities, reaffirmed in the text, start from overcoming all the distortions produced by the medical model of disability, still prevalent in common sense, in society, in professions, in politics. A model that attributed the condition of sick to people with disabilities, obliging them to permanent rehabilitation treatments and inhuman segregations. The bio-psycho-social model, relaunched

by FISH, transforms this vision, highlighting how people with disabilities are first of all citizens. And as citizens, precisely because of the social exclusion they have experienced - and consequently for being "invisible citizens" for centuries - today they experience conditions of discrimination and lack of equal opportunities.

This new approach represents an important patrimony, a renewed political charge, which implies a new vision centered on rights and equal opportunities, and establishes a significant responsibility for the Federation: that of standing towards institutions, in every area, as a authoritative interpreter of the human rights strategy.

Another issue addressed in the planning document is the close relationship between poverty and disability, constantly reaffirmed by many scholars. Among the latter, the Nobel prize for economics Amartya Sen, to which explicit reference is made in the text. People with disabilities and their families, compared to other citizens, are in fact more exposed to the risk of living with an income below the poverty level.

### **Policy recommendations: ideas and proposals to improve the existing policies**

1. To renew protagonism of people with disabilities, which must be based "on the work of the front line, of sharing with others who, like us, live the same experience".
2. Association leaders should have the ability to synthesize in interpreting the relationship between needs and rights of which they directly witness, and the awareness of their role, free from forms of political, cultural and technical subjection.
3. Coordinate associations in a single voice, give voice to new subjects and new needs, read every corporate push in a critical key, restore subjectivity to the networks of associations at all levels through empowerment processes, know the phenomena that affect people with disabilities in each aspect, to encourage the circularity of information: these are the real "moral obligations"
4. Take necessarily inspiration from the experiences undertaken so far, although not having the task of defining the whole range of issues to attack - trace some indications on some of the main areas of intervention.

## Conclusions

In conclusion, statistics show a marginalized disabled population, which in many ways lives a real world apart from which various aspects of mainstream daily life are denied, although in some areas, especially education, some improvements have been registered in recent years. The situation is also endorsed by various international appeals and sanctions: on July 4, 2013 the Court of Justice of the European Union condemned Italy for not adequately applying the EU principles on the right to work for disabled people, and Brussels has also stigmatized the inaccessibility of public transport by sending two letters of formal notice on 8 February 2014. It is therefore increasingly urgent to act on the structural causes of inequalities, creating the conditions under which disabled people have the opportunity to exercise their citizens' rights.

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## Croatia

### Introduction

The organization of United Nations (further in text UN) states that the issue of disability is by far more spread than it was thought earlier. As it turns out – one out of ten inhabitants of each country are disabled in one way or another. In order to plan adequate policy recommendations and measures, it is of vital importance to have accurate data on people with disability in a certain country.

One of the goals when it comes to improving the health of one country's inhabitants is also to increase the numbers of years without illnesses and disabilities. When it comes to Croatia, a law on people with disabilities was passed in 2002 so as to prescribe the way of gathering, processing and protecting the confidentiality of data. Crucial part of that law is a Register which is being kept at the Croatian Institute of Public Health. Disability is, according to that law, defined as a permanent limitation, reduction or loss of ability (as a result of impaired health) of a physical

activity or mental function appropriate to a person's age and it refers to capacities in the form of complex activities and behaviors which are accepted as elementary components of everyday life.

### National context: an insight to relevant data/statistics concerning the national context

This report on people with disabilities holds an overview of general socio-demographic parameters and data on the types of impairments for the Republic of Croatia. Data from the report was processed in May, 2019 and it was collected from various sources: Croatian Pension Insurance Institute, Ministry of Croatian War Veterans, Social Welfare Institute, Ministry of Education, Ministry of Health, etc.

In Croatia, as of May 3, 2019, there are 511281 persons with disabilities, of which 307647 are men (60%) and 203634 are women (40%) (Table below – represents people with disabilities according to counties, sex and age), and thus persons with disabilities make up about 12.4% of the total population of the Republic of Croatia. The largest number of persons with disabilities, 248389 (49%), is in the age group 65+ while 217578 (42%) are persons of working age, 20-64 years. From table, it can be seen that disability is also present in children, 0-19 years, in a share of 9%. Most people with disabilities reside in the City of Zagreb and the Split-Dalmatia County.

Tablica 1. Prikaz broja osoba s invaliditetom prema spolu, županijama prebivališta te dobnim skupinama

ŽUPANIJA PREBIVALIŠTA	Dobne skupine						Ukupno
	0-19		20-64		65+		
	m	ž	m	ž	m	ž	
BJELOVARSKO-BILOGORSKA	964	574	3923	1983	2679	3408	13531
BRODSKO-POSAVSKA	663	412	5850	1780	2908	2244	13857
DUBROVAČKO-NERETVANSKA	544	322	3057	1100	1855	1417	8295
GRAD ZAGREB	5572	3104	20394	13343	19681	24206	86300
ISTARSKA	1144	627	3443	2178	3017	2800	13209
KARLOVAČKA	683	432	4806	2061	3997	4466	16445
KOPRIVNIČKO-KRIŽEVAČKA	1519	886	3919	2211	3008	3757	15300
KRAPINSKO-ZAGORSKA	1051	663	4832	3189	4651	4463	18849
LIČKO-SENJSKA	238	148	1620	575	1152	1030	4763
MEĐIMURSKA	1267	870	2476	1773	1430	1542	9358
OSJEČKO-BARANJSKA	1977	1237	8712	2553	3960	3067	21506
POŽEŠKO-SLAVONSKA	400	278	2831	990	1972	1377	7848
PRIMORSKO-GORANSKA	1751	980	4611	3073	4638	5087	20140
SISAČKO-MOSLAVAČKA	1419	855	6402	2247	5044	4132	20099
SPLITSKO-DALMATINSKA	2750	1657	16123	6747	11807	11925	51009
ŠIBENSKO-KNINSKA	612	345	3655	975	2431	2233	10251
VARAŽDINSKA	1229	779	5729	3456	5488	6444	23125
VIROVITIČKO-PODRAVSKA	317	224	2931	1077	1626	1541	7716
VUKOVARSKO-SRIJEMSKA	951	585	6186	2132	3829	2748	16431
ZADARSKA	942	471	4863	1496	3743	2770	14285
ZAGREBAČKA	2359	1352	9624	5046	8408	6534	33323
Nespecificirano	99	62	20984	10622	34901	18973	85641
<b>Ukupno</b>	<b>28451</b>	<b>16863</b>	<b>146971</b>	<b>70607</b>	<b>132225</b>	<b>116164</b>	<b>511281</b>

About 27% of the total number of persons with disabilities live in these two counties (Table below), but if we consider the share of persons with disabilities in the total population of the county, we come to the data that the largest share is in Krapina-Zagorje, with the highest prevalence in childhood is in Koprivnica-Križevci County, while in Krapina-Zagorje County the highest prevalence is in the working age group and over 65 years of age.

### **INCLUSION OF PERSONS WITH DISABILITIES IN ACTIVE EMPLOYMENT POLICY MEASURES**

Based on the Guidelines for the Development and Implementation of Active Employment Policy in the Republic of Croatia in the Period for 2018-2020, the Croatian Employment Service implemented the following active employment policy measures in the first nine months of this year: employment aid; training grants; self-employment benefits; education of the unemployed; on-the-job training, measures for gaining first work experience / internship; public work; job preservation support and permanent seasonality.

The main objectives of the measures are employment, raising the level of employability and taking into account the specific needs of disadvantaged people. It is people with disabilities who are recognized as a particularly vulnerable group who are at a disadvantage in the labor market, and the largest amount of support is provided for this group. The employer co-finances the labor costs of a person who employs up to 50% of the annual cost of gross II salary, while when employing a person with a disability, the employer co-finances 75% of gross II salary.

In the first nine months of 2020, a total of 737 people with disabilities were included in active employment policy measures, while as of 1 January 2020, 340 people with disabilities were newly included (225 men and 115 women).

### **PEOPLE WITH DISABILITIES AND SPORT**

Organization of the Croatian Paralympic Committee

The Croatian Paralympic Committee (HPO) is the highest non-governmental national sports association of athletes with disabilities, organized according to Paralympic standards and heads of the international Paralympic movement, which in its scope at the appropriate level





Co-funded by the  
Erasmus+ Programme  
of the European Union



encourages and promotes activities of its members, organizes and manages the system of sports competitions for persons with disabilities, regulates issues related to the registration of athletes with disabilities, the status of athletes and other sports staff and disciplinary responsibility of athletes and sports staff, care for professional development and training of professionals and improvement of sports achievements, care for categorized athletes with disabilities, cooperates with state administration bodies, performs other tasks and duties determined by the valid Law on Sports and general actions of HPO. The members of HPO are the National Sports Federations (15), the County Sports Federations (11) and the City Sports Federation of Persons with Disabilities (10).

### **Policy recommendations: ideas and proposals to improve the existing policies**

It is thought that, for people with disability, it would be of crucial importance introduce a program related to social inclusion. They are still quite marginalized group and it is vital to raise awareness of rest of the society so as to recognize their true value. The program of social inclusion could be held in each and every field of society through workshops and seminars which would promote the social equality. Bringing people with disability into the society itself would ennoble all its members.

### **Conclusions**

Croatia has come a long way in terms of improving conditions for people with disabilities. Several policies and actions have taken place over the years and status of disabled people is now by all means upgraded. However, if Croatia wants to reach the level of other, more prosperous participants of EU, it needs to take more measures on national, regional and local level.

### **References**

- 1) [https://www.hzjz.hr/wp-content/uploads/2019/05/Osobe\\_s\\_invaliditetom\\_2019.pdf](https://www.hzjz.hr/wp-content/uploads/2019/05/Osobe_s_invaliditetom_2019.pdf)  
(accessed on 5th of November, 2020)

2)

[file:///C:/Users/dturkovic/AppData/Local/Packages/Microsoft.MicrosoftEdge\\_8wekyb3d8bbwe/TempState/Downloads/hzz-izvjece-zaposljavanje-invaliditet-01012020-300962020.pdf](file:///C:/Users/dturkovic/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/hzz-izvjece-zaposljavanje-invaliditet-01012020-300962020.pdf)

(accessed on 5th of November, 2020)

3) <https://www.hpo.hr/O-nama/>(accessed on 5th of November, 2020)

## Bulgaria

### Introduction

The Republic of Bulgaria develops legislation creating legal guarantees for non-discrimination and pursues a consistent policy for their implementation, as well as for creating equal opportunities and social inclusion of vulnerable groups in society, incl. people with disabilities. The protection of human rights and fundamental freedoms and the establishment of generally accepted standards in this area are a major priority in the policy of the Republic of Bulgaria.

Our country has ratified a number of international documents that guarantee the protection and interests of all citizens under its jurisdiction.

The Republic of Bulgaria complies with the recommendations of the Council of Europe addressed to all governments to work actively in the field of integration of people with disabilities, providing them with employment and increasingly favourable living conditions.

To improve the social status of people with disabilities, a monthly supplement for social integration has been introduced. It is differentiated and represents funds that supplement the own income of people with disabilities and are intended to cover their additional costs for transport, information and telecommunications services, education, qualifications, accessible information, training, medicines, diet, spa treatment and rehabilitation etc.

### **National context: an insight to relevant data/statistics concerning the national context**

#### **NATIONAL STRATEGY FOR PERSONS WITH DISABILITIES IN BULGARIA 2016-2020**

The full and equal exercise of all rights of people with disabilities is a national priority that requires active, purposeful and consistent policy and joint actions of the involved authorities, institutions and the active participation of civil society.

In view of the complexity and multifaceted nature of the measures to guarantee and recognise the full exercise of all rights and fundamental freedoms for all persons with disabilities, the policy in this area is aimed at implementing the long-term integrated approach based on the principles of horizontal impact that unites resources in various policies. This 2016-2020 National Strategy for Persons with Disabilities is a key political document which sets priorities and measures aimed at improving the quality of life of people with disabilities, non-discrimination on the grounds of disability, ensuring their full and active participation in all areas of public life and promoting respect for their rights in all policies. The national goals and priorities of the National Strategy were formulated in accordance with the European Disability Strategy 2010-2020. "A Renewed Commitment to a Barrier-Free Europe." The objectives and priorities are in line with the 2020 National Health Strategy, which pays particular attention to this group of citizens: Policy 1.6 "Best possible health for people with disabilities".

The 2016-2020 National Strategy for Persons with Disabilities was developed in connection with the fulfilment of national commitments on the implementation of the ratified Convention on the Rights of Persons with Disabilities, particularly in terms of implementing strategic goal 8, point 8. 2 of the Action Plan of the Republic of Bulgaria to implement the Convention on the Rights of Persons with Disabilities (2015-2020).<sup>7</sup>

**Existing policies: presentation of relevant laws/decrees/programmes implemented by national government/agencies/institutions:**

The newly-adopted Persons with Disabilities Act (PDA) contains important updates to the employment regulations for disabled and permanently disabled people.

Following extensive public discussions on the need for adequate socio-economic support for people with disabilities in Bulgaria, 18 December 2018 saw the approval of the country's new Persons with Disabilities Act (PDA). The PDA has been in force since 1 January 2019, and replaces the previous Act.

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<sup>7</sup> <https://ec.europa.eu/migrant-integration/?action=media.download&uuid=2A85EA6B-9900-01E6-EB2666B531B02235>  
<https://www.strategy.bg/FileHandler.ashx?fileId=9439>

Here's what employers (especially those with 50 or more employees) need to know about the Act and their new obligations. If you have any questions don't hesitate to get in touch with our local experts.

### **The PDA's employment aim:**

The initial aim of the PDA is to ensure and promote full and equal rights and freedoms for persons with disabilities. When it comes to their employment status, the PDA focuses on ensuring conditions for equal access to employment in a regular, specialised and sheltered work environment, while providing adequate support for both disabled people and their employers. In setting out the following rules, the PDA aims to establish a general requirement for employers to employ disabled people in jobs that enable the use and development of their skills and knowledge. And when hiring a disabled person, employers should adapt their workplace accordingly.

### **Rules on substance:**

Disabled people who are registered with Bulgaria's employment agency have the right to use specialised labour mediation in informing and finding employment and vocational guidance under the Employment Promotion Act.

With regard to permanently disabled people, the PDA presents a new requirement for Bulgarian employers with 50 or more employees to follow quotas for hiring permanently disabled personnel. The quotas should be considered without taking into account designated jobs for occupational rehabilitation, and are as follows:

- employers with 50 to 99 employees: 1 permanently disabled person
- employers with 100/100+ employees: 2% of their average number of personnel.

It's important to note that if an employer fails to meet the obligations for hiring permanently disabled staff under quotas, they are obliged to pay a monthly compensation. The compensation amounts to 30% of the minimum monthly Bulgarian salary for each unoccupied job vacancy intended for a permanently disabled person.

The obligation can be overruled only in the following circumstances.

There are specific factors in the work environment that preclude the recruitment of permanently disabled people.

There are no permanently disabled people registered and referred by the Labour Office Directorates or by recruitment intermediaries.

Employers are applying alternative employment measures for permanently disabled people.

**Procedural rules:**

The PDA provides the general framework of the reporting procedure to the employment agency, and it will be explained in more detail in the soon-to-be adopted regulation for applying the PDA. The current official draft regulation proposes a term of three months from the adoption of the regulation (expected no later than 31 March 2019) for the below procedure to be completed.

The employer must inform the employment agency about vacant job places as per the abovementioned quotas, as well as the necessary qualifications and professional skills for the open positions.

The employer must hire applicants – permanently disabled people – within three months of the above notification.

It is important to note that the applicant should hold the necessary qualifications and professional skills for the relevant position in order to be employed (assessed through the usual recruitment methods – CVs, interviews etc.).

The employer must inform the employment agency that a permanently disabled person is hired under an employment contract, and therefore meets their quota requirement.

The PDA also allows employers to apply for funding under a national programme (before the Agency for People with Disabilities) in order to employ persons with disabilities for specific purposes. There is a separate procedure to follow for this, and it is yet to be finalised. However, a draft is currently available for public discussions and it is set to be adopted no later than 31 March 2019. We'll provide an update when there are developments.

TMF Bulgaria's experts can assist you with a further detailed analysis of the PDA and how it applies to your business. Our specialist team can also take the necessary compliance steps to ensure your employment processes are abiding by all the latest rules.<sup>8</sup>

Bulgarian companies with staff exceeding 50 employees are obliged to open workplaces for people with disabilities, as per the new Disability Act which has entered in force as of 1st January 2019.

In order to ensure the employment of people with permanent disabilities in the normal working environment, the legislator has foreseen that employers with personnel headcount ranging from 50 to 99 employees are required to provide work for at least one person.<sup>9</sup>

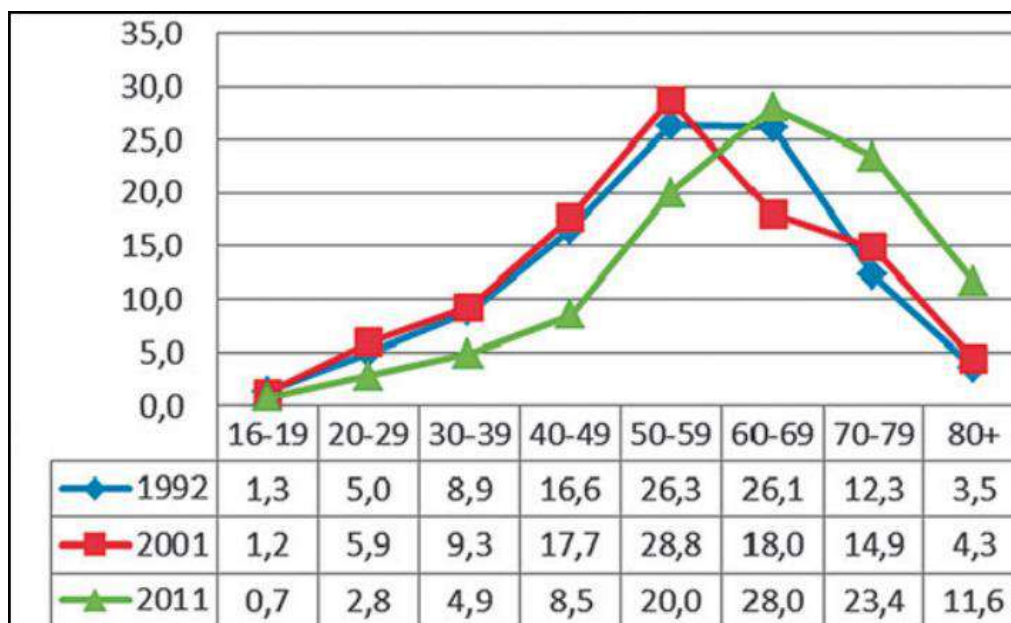


Figure 1. Structure of the disabled persons by age and years of the population census in Bulgaria

The last census as of 01.02.2011. found a significant increase in the number of people who indicated that they had 50% or more reduced working capacity. Their total number amounts to 426,382 people (6.7%), or an increase compared to 2001. is 1.9 times. To these should be

<sup>8</sup>

<http://www.mondaq.com/x/790306/Discrimination+Disability+Sexual+Harassment/Bulgarias+New+People+With+Disabilities+Act+Know+Your+Employer+Obligations>

<sup>9</sup>

<http://www.mondaq.com/x/791770/Discrimination+Disability+Sexual+Harassment/New+Bulgarian+legislation+introduces+requirement+for+employment+of+people+with+disabilities>

added 9,039 children under the age of 16. The reasons for this large increase can be found in the principles of the census methodology and the accuracy of its implementation (voluntariness of the data provided, correctness of the respondents in providing the data, the census procedures), as well as in the correctness of the procedures for establishing the reduced working capacity of the persons and respectively of the issued expert decisions for disability. The latter is also related to the behavior of many people (especially in older ages) who, due to dropping out of the labor market, look for a source of income, who retire early due to disability or the provision of additional income. Of course, these actions have their legal explanation.<sup>10</sup>

### **Policy recommendations: ideas and proposals to improve existing policies:**

For people with disabilities, physical activity is of great importance in therapeutic and psychological terms. The recommendations for its improvement that we offer are:

- 1) Removal of architectural barriers in order to provide access to sports facilities and facilities for people with disabilities;
- 2) Ensuring comprehensive rehabilitation of people with disabilities is a prerequisite for their full inclusion in society;
- 3) Improving the educational structure of the population with disabilities;
- 4) Expansion and improvement of the schemes for providing the services of personal assistant and social assistant on a national scale;
- 5) Decentralization of the management and financing of the specialized institutions to the local authorities;
- 6) A funding mechanism to encourage municipalities to develop community-based services.

### **Conclusions:**

People with disabilities in Bulgaria are subject to attitudes and practices inherited from the past, when most of them were isolated, protected and cared for by their families or the state.

Most of them still remain isolated and unable to go outside their homes due to the inaccessible architectural environment and the lack of adequate social inclusion services.

Insufficient development of alternative services and care for children with disabilities and to support their families determines the number of children who are raised in social institutions in the system of different ministries. The high degree of their institutionalization leads to a strong limitation of the opportunities for good education and inclusion in life, which in turn, further

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<sup>10</sup> <https://www.nsi.bg/spisaniestatistika/page/download.php?articleID=44>

worsens the chances of people with disabilities to realize the labor market, as well as to participate in the economic, social and cultural life of society.

An extremely important prerequisite for the successful social inclusion of people with special needs is a change in society's attitudes towards them. They are still dominated by misconceptions, regret, indifference and negativism. This necessitates long-term campaigns to overcome these "subjective" barriers and to change stereotypes in the way in which people with disabilities are presented and perceived. It is very important in this approach that people with disabilities present themselves as bearers of positive roles, as equal citizens in a democratic society. The campaign to change public attitudes must go hand in hand with solving all disability problems.

## Turkey

### Introduction

The democratic society of Turkey advocates the principle of equality of individuals and strives to remove existing inequalities. Disability is among the major social problems that need new solutions. It is not sufficient to give disabled people egalitarian rights; freedom to use them is also required. Current ongoing reforms should be seen as an opportunity to address this issue.

Results of Research on the Disabled in Turkey (DIE, 2002), a study carried out by the General Directorate of the Prime Ministry for the Administration for Disabled People in cooperation with the State Planning Institute, revealed that it was not possible for disabled people to fully access their egalitarian rights (social, political and citizenship rights). Since there are 9m disabled people (12.3% of the population) in Turkey (DIE, 2005), this problem affects a significant number of people.

Only one out of five (21.7%) disabled people participate in the labour force, suggesting that disabled individuals make a limited contribution to the workforce and have serious difficulties joining the labour market. This exclusion derives from their limited Access to education. Illiteracy is a common feature (36.4%) among disabled people in Turkey: of disabled people who are literate (63.6%), 7.7 percent do not have any formal diplomas. Additionally, disabled persons with a high-school qualification constitute only 6.9 percent of people with disabilities and those with a university degree 2.4 percent. When compared with the national



average university degree level (7.8%), the difference is evident (DIE, 2004). Considering that education facilitates social integration, it can be concluded that the main problem for disabled people in Turkey is not just their disability. Disability and gender factors also interact and have an additional adverse influence on educational opportunities. More than 51 percent of disabled females are illiterate, compared with approximately 26 percent of disabled males. This gap widens between primary school and higher education levels.

Disabled females experience more difficulties concerning marriage than their counterparts: only 44 percent of disabled females marry, compared with 60 percent of disabled males. Divorce is encountered more frequently in disabled females than disabled males (DIE, 2002).

Lack of access to medical services is another challenge for disabled people in Turkey. A majority of those with locomotion disability (38.8%), visual impairment (38.6%), hearing disability (43.6%), speech disability (63.0%) and mental disability (54.1%) did not receive any medical care until recently (DIE, 2002). The reasons for this may include barriers for access to medical services and lack of appropriate medical/rehabilitative care services.

### **National context: an insight to relevant data/statistics concerning the national context**

In Turkey, the largest and unique study into the population and demographical details of persons with disabilities is the 2002 Study on Persons with Disabilities in Turkey, which suggests that the ratio of persons with disabilities to overall population is 12.29%. However, the study does not indicate actual population of persons with disabilities, but instead gives an estimation of population of persons with disabilities in Turkey.

In Turkey, persons with disabilities represent a disadvantageous group, who have been grossly neglected for many years. However, it was only after 1997 when initiatives were set for the development of policies toward persons with disabilities. The most important step taken in this regard was the adoption, in 2005, of the Law on Persons with Disabilities No. 5378 (“EHK”), which specially regulates issues regarding disabilities for the first time. This law experienced various amendments as well as extensions in scope during subsequent years.

With the Law, all acts of discrimination committed on the ground of disabilities were forbidden for the first time. In February 2014, types of discrimination were defined for the first time by means of an amendment to the EHK. However, it must be noted that applicable regulations as well as implementation thereof are rather problematic with many inconsistencies contained therein. First, the EHK does not stipulate any sanctions to be imposed in case of breach of obligations laid down in applicable regulations (especially with respect to education, social rights, social aids, and etc.), and many difficulties are faced in practice since entities which are obliged to enforce such provisions, and courts do not know the scope of applicable obligations. For example, Article 4 of the EHK, which was put in effect in 2005, prohibits all acts of discrimination. Furthermore, the Law No 6518 of February 2014 incorporated several provisions to some laws, prohibiting all acts of discrimination committed on the ground of disabilities. However the Law does not stipulate any sanctions which are to be imposed in case of breach of this obligation. As a matter of fact, only a few lawsuits could have been initiated for breach of non-discrimination obligations or reasonable harmonization obligations although nine years have elapsed since the adoption of the EHK in 2005, which introduced the first arrangement on prohibition of all acts of discrimination committed on the ground of disabilities.

Although there is no sufficient infrastructure in this regard, some State-performed studies may give clues, even partial, about the rights available to persons with disabilities. The study titled “A Study on Problems and Expectations of Persons with Disabilities for 2010”, conducted by the EYHGM in cooperation with Turkish Statistics Institute (TÜİK), is a leading example in this regard.

The study, which measured daily life problems and expectations of persons with disabilities, who are registered in the National Database for Persons with Disabilities, suggests that the field of access and transportation is the field of problems where persons with disabilities stated that they suffered problems at the highest level. Accordingly, 66.9% of persons with disabilities registered in the Database stated that pavements, pedestrian ways, and crosswalks were not suitable for their use; 66.3% stated that their buildings were not suitable for their use; 59.5% stated that stores, markets, and restaurants were not suitable for their use; 58.4% stated

that public buildings were not suitable for their use; and 55.4% stated that posthouses, banks, and similar places were not suitable for their use.<sup>11</sup>

The data available with respect to mass transportation services suggests that “30.9% of persons with disabilities registered in the Database stated that they were able to use mass transportation vehicles without help of others whereas 69.1% stated that they were not able to use mass transportation vehicles without help of others.”<sup>12</sup> A fact especially draws attention in these percentage rates: 89.6% of persons with disabilities are not able to go out without help of any companion. This means that persons with disabilities are not able to move independently outside.

The above-cited problem of “being unable to move independently” strongly suggests that persons with disabilities can suffer problems in making access to services rendered in fields of education, employment, and healthcare. As a matter of fact, this is also confirmed by other facts that were revealed within scope of the study. According to the study, 41.6% of persons with disabilities registered in the Database are not literate; 18.2% are literate but could not graduate from any school; 22.3% are primary school graduates; 10.3% are primary-secondary school graduates; and 7.7% are high school or any higher school graduates.<sup>13</sup>

The profile suggested by the data compiled about employment status of persons with disabilities is similar to that suggested by field of education. The study puts as follows: “A review of employment status of registered persons with disabilities indicates that percentage of employed persons with disabilities is 14.3% during reference period. As for settlement areas, percentage of employed persons with disabilities domiciled at urban areas is higher than those settled in rural areas. 16.3% of persons with disabilities settled in urban areas are employed whereas this rate is 11.2% for those settled in rural areas.”<sup>14</sup>

Feedbacks made by persons with disabilities about issues suffered in making a ccess to healthcare services translate to rather high percentage values. A review of problems experienced

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<sup>11</sup> An Inquiry into Issues and Expectations of Persons with Disabilities, Ministry of Family and Social Policies and Turkish Statistics Institute, Printhouse of Turkish Statistics Institute, 2011, p. 27

<sup>12</sup> A.g.e., p.31

<sup>13</sup> A.g.e., p.4

<sup>14</sup> A.g.e., p.11

by registered persons with disabilities in making access to healthcare services indicates that 69.8% need the help of anyone else in performing hospital formalities, 53.3% fail to make sufficient contact with healthcare staff, 47.5% fail to receive adequate information from healthcare staff about their state of disabilities and treatment processes, 47.4% suffered difficulties in moving at healthcare facilities, and 45.6% suffered difficulties in going to healthcare facilities.”<sup>15</sup>

The above-cited problems suffered in making access to public services suggest that the obligations regarding prohibition of acts of discrimination set out in Article 5 of the CRPD are not fulfilled.

A State-performed study titled ‘A Study for Measurement of Acts of Discrimination Committed on Ground of Disabilities as of 2010’ gives conclusions that verify such determination. At this point, it is beneficial to cite some examples from the study.

The study suggests that 96.3% of persons with disabilities told that they suffered discrimination (9.5% rarely, 14.1% occasionally, 40.3% for the most of time, and 31.5% for all the time).<sup>16</sup> Similarly, when persons with disabilities were asked whether they perceived any discrimination in the field of education, 25.3% of survey population stated that they experienced discrimination all the time, and 34.1% suffered discrimination for the most of time. 16.6% consider that discrimination is committed occasionally in the field of education.<sup>17</sup>

It must be underlined that the thought that persons with disabilities suffer acts of discrimination is a perception or an opinion before anything else. No doubt that such perception or opinion is fed by such experiences that are based on daily life practices and involves truth to some extent. On the other hand, however, “it is not possible to claim whether equality is present or not given the lack of necessary data since we have no scientific base to prove the claim.”<sup>18</sup>

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<sup>15</sup> An Inquiry into Issues and Expectations of Persons with Disabilities, Ministry of Family and Social Policies and Turkish Statistics Institute, Printhouse of Turkish Statistics Institute, 2011, p.32

<sup>16</sup> Measurement and Inquiry of Disability-based Discrimination, İşbir, E. G. (Araş. Koor.),Yorum Basın Yayın Sanayi, 2010, p. 84, [http://www.ozida.gov.tr/ayrimciliklamucadele/rapor\\_tum.pdf](http://www.ozida.gov.tr/ayrimciliklamucadele/rapor_tum.pdf) (date of access: 17.03.2014)

<sup>17</sup> A.g.e., p.77

<sup>18</sup> Gül, İ. İ, “Role of Law in Prevention of Discrimination and Securing of Equality”, Discrimination –Multi Dimensional Approaches, Çayır, K., and Ayhan Ceyhan, M. (der.), İstanbul, İstanbul Bilgi Üniversitesi Yayınları, 2012, p.268

This fact points to the need for performance of data gathering, monitoring, and reporting activities.

The monitoring, data gathering, and interpretation efforts performed by the Social Rights and Research Society (TOHAD) before this reporting activity of the TOHAD about Turkey within scope of the CRPD represent a significant starting point in this regard. On the other hand, it is required for the Government to cooperate with non-governmental organizations (NGOs) to be able to solve existing issues.

### **Existing policies: presentation of relevant laws/decrees/programmes implemented by national government/agencies/institutions**

#### Strategies and Action Plans

Development Plans that have been carried out with the purpose of setting the framework of policies and implementations in Turkey since the period of 1963-67 have great importance in mainstreaming disability related issues to planning documents. In the first periods of development plans, measures for PwDs generally recognized them as people in need of care and protection. However, starting from 1990, such measures was replaced by the ones aiming for ensuring full and equal participation of PwDs to social life.

The Tenth National Development Plan (2014-2018) establishes the medium-term priorities of Turkey in terms of regional policy. Under the plan, regional development policies will contribute to national development, competitiveness and employment by increasing the productivity of regions, while addressing the basic objective of reducing regional and rural-urban disparities. Priority areas include: increasing the consistency and effectiveness of policies at the central level, creating a development environment based on local dynamics, increasing institutional capacity at the local level and accelerating rural development.

The measures regarding persons with disabilities and other disadvantaged groups in the Tenth National Development Plan are as follows below;

- During the economic crisis period, while social expenditures have fallen globally, rise in social expenditures and enhancement of social assistance implementations both in quantity and in scope in Turkey has mitigated the adverse effects of the crisis on poverty and income

inequality. Due to these developments, improvements have been recorded on income distribution. Important steps on the integration to social and economic life of women, children, persons with disabilities and elders and improvement of life quality of these groups have been taken, regional social development programs especially Social Support Program (SODES) have been implemented to provide social inclusion in underdeveloped regions. However, need for increasing the auditing of social expenditures and for enhancing the support practices so that the citizens participate more in the economic production process, still exists. (Paragraph 110)

- Full access to primary and secondary education, especially of female students and students with disabilities, will be ensured. Grade repetition and drop outs will be decreased (Para. 147).

- In accordance with inclusive special education, human capital and physical infrastructure will be strengthened in order to ensure appropriate learning environments for students with disabilities and gifted individuals who require special education (Para. 148).

- Objective criteria has been set to identify individuals and groups who would benefit from social services and assistances, coordination and cooperation has been enhanced between the institutions and organizations that function in the area of social assistance and works toward strengthening the link between social assistance and employment have been carried on. For the vulnerable children, the service model has been shifted to care house and child house models; for persons with disabilities, the scope of house care and education supports has been extended, and employment incentives have been introduced (Para. 273).

- Needs for establishment of service standards in the area of social services and assistances, employment of qualified personnel and improvement of supervision, making the environmental circumstances available for persons with disabilities alongside establishing alternative models for the children in need of protection besides institutional care, increasing the participation of persons with disabilities to education and labour market, and raising the quality of care services, diversification and extension of the services towards the mounting older population have still maintained their importance (Para. 275).

- Efficiency and auditing of education, employment and care services for persons with disabilities will be increased. In this context, resources will be used more efficiently and physical environmental conditions will be made suitable for persons with disabilities (Para. 284).
- Spatial planning and urban design schemes which target improvement of liveability for different segments of the society; giving priority to senior citizens, persons with disabilities and children; protect equal opportunities and equity, will be put into practice (Para. 945).
- The need for; striking balance between supply and demand in the housing market, development of housing finance, construction and organization methods and supply of land with infrastructure; directing the housing production with respect to the needs of income groups, development trends and features of settlements; designing and construction of housing and environment that respond to the needs of senior citizens, children and persons with disabilities, continues (Para. 957).
- Due to the decreasing population density at villages, local service delivery capacity of public institutions will be strengthened and innovative models will be developed to make it easier for aging citizens and persons with disabilities to participate in social life and to have better access to personal care and other social services (Para. 1021).

### **Legislative and Policy Framework Concerning Non-discrimination/Equality**

Right to legal remedies is a constitutional right for all citizens including persons with disabilities. Everyone has the right of litigation either as plaintiff or defendant and the right to a fair trial before the courts through legitimate means and procedures. As per Article 36 of the Constitution, no court shall refuse to hear a case within its jurisdiction. Everyone whose constitutional rights and freedoms have been violated has the right to request prompt access to the competent authorities. The State is obliged to indicate in its proceedings, the legal remedies and authorities the persons concerned should apply and time limits of the applications (Constitution, Article 40).

In Turkey, the principle of equality and non-discrimination regulated within the scope of constitution and other related Laws forms the basis of disability policy. The Constitution provides

that everyone is equal before the law without distinction as to language, race, colour, sex, political opinion, philosophical belief, religion and sect, or any such grounds (Constitution, Article 10).

Understanding of disability policy in Turkey was shaped by Turkish Disability Act No. 5378 of 2005 that can be defined as a framework law on disability. This law established that developing policies to prevent any possible governmental abuse of disability or PwDs in the provision of disability services in the light of immunity of human dignity and honor; ensuring anti-discrimination forms the basis of disability focused policies. Furthermore, ensuring that the opinions of PwDs, their families and voluntary agencies taken into account during decision making processes or service provision was also included in the general principles.

This Law was restructured on 6 February 2014, by the Law No.6518, in line with the obligations stipulated by the CRPD. First and foremost, the principles of the CRPD are strongly reflected to the Law. Moreover, 'person with disability' was redefined based on human rights approach of the CRPD so as that a persons with disability refer to persons who have various levels of physical, intellectual, mental or sensory impairments which in interaction with attitudes and environmental conditions may hinder their full and effective participation in society on an equal basis with others (Art.3). Besides various terms including "disability based discrimination, types of discrimination, reasonable accommodation and accessibility" were defined in accordance with the CRPD (Art.3). Within the amendments made in 2014 in the Turkish Disability Act No. 5378 a separate article was regulated to prohibit all forms of discrimination based on disability (Art.4/A). Moreover, it is regulated that to provide defacto equality, necessary measures shall be taken to provide reasonable accommodation. Besides, it is stated that the measures to be taken to ensure the equality exist in practice shall not be considered as violation of the principle of equality. Furthermore, by the additions made to the Basic National Education Law (Art.4) and Labour Law (Art.5), disability based discrimination is prohibited in the respective areas.

The terms "person with a disability", "types of discrimination", "reasonable accommodation", "multiple/direct/indirect discrimination" and "abuse" which are vital with respect to anti-discrimination or fighting against disability discrimination have recently been defined by Law No. 6701 on Equality and Human Rights Institution (Law no 6701 of 6 April 2016).



The law provides penal sanctions/fines to be imposed against the violators. According to the relevant provision of the law (Article 4/1-f), denial of provision of reasonable accommodation is deemed as one of the types of discrimination and it is clearly stated that all persons or institutions responsible for the provision of services are obliged to take into consideration the needs of persons with disabilities and provide reasonable accommodation (Article 5/2). Due to the fact that the law has recently been enacted, the legislation on the implementation process will be published within 6 months in parallel to the structuring of the Institution and the details of implementation will then be clarified.

Another significant legislative arrangement made in terms of ban on disability discrimination is 2005 dated amendment made in disability related provision of Turkish Criminal Law No. 5237. By means of this amendment, the term disability was added to the conditions of discrimination which shall be deemed to be offensive action and thus disability discrimination became a crime (Article 122). Within this scope, any person who perpetrates any one of the actions deemed as offense in Turkish Criminal Law and thus makes discrimination between individuals in terms of disability shall be sentenced to imprisonment from six months to one year or imposed punitive fine.

National Education Basic Law No. 1739 underlines the principle that education institutions are open to everyone without discrimination. According to the provisions of this law, all Turkish citizens hold the right to primary education. Men or women, all persons are equalized in terms of educational opportunities or chances. The law also provides some provisions on applying special measures for ensuring children in need of special education and social protection exercise their right to education.

Labor Law No 4857 bans discrimination based on language, race, sex, political opinion, philosophical belief, religion and sex or similar reasons within employment relationship. TDA also underlines the ban on disability discrimination in its provisions regarding education (Article 15) and employment (Article 16) related provisions.

Together with enforcement of TDA, ratification of UN Convention on the Rights of Persons with Disabilities and its Optional Protocol has also been one of the most significant steps taken in improving anti-discrimination legislation. In line with the provisions of Article 90 of the

Constitution, the internationally accepted definitions of disability discrimination and reasonable accommodation have, thus, directly been applied to Turkish Legislation.

Additionally, Article 14 of European Convention on Human Rights for which the procedure of individual communication was recognized by the Republic of Turkey also prohibits discrimination. Although the term "disability-based discrimination" is not mentioned openly in the article, there are court decisions that deem the concerned article to include disability based discrimination. As a result of the right of individual communication to European Court of Human Rights (ECHR), the court has the function of higher control mechanism for Turkish citizens. For this reason, all Turkish citizens including the ones with disabilities who exhausted domestic remedies have the opportunity of applying to ECHR for violation of their rights. In addition, Protocol No 12 of the European Convention on Human Rights was signed by Turkey on 18 April 2001.

When it comes to independent mechanisms stipulated by the second paragraph of Article 33 of Convention on the Rights of Persons with Disabilities, one can mention about two separate structures in Turkey. The first is the Ombudsman Institution that was established in 2012 under the National Assembly, with the following objectives: to establish an independent and efficient complaint mechanism regarding the delivery of public services and investigate, research and make recommendations about the conformity of all kinds of actions, acts, attitudes and behaviours of the administration with law and fairness under the respect for human rights. One of the five ombudsmen is responsible for disability related issues.

As mentioned above, the second mechanism to be applied to in cases of violations is the Equality and Human Rights Institution that has been established by Law No 6701. Indeed the Institution, established in 2012 as a financially and administratively independent structure under the title "Human Rights Institution", has been restructured with extended responsibilities. The duties of the institution cover protecting and promoting human rights, avoiding violations and discrimination, fighting against torture and degrading treatment, examining complaints and applications - taking necessary action in order to solve the problems and carrying out researches on human rights.

*Within this scope, Equality and Human Rights Institution, the Ombudsman Institution and the EYHGM affiliated with Ministry of Family and Social Policy are the main institutions to guarantee the realization of rights of PwDs and affective protection against discrimination.*

With regard to provision of reasonable accommodation; as per the Regulation on employment of persons with disabilities in private sector, employers can recruit employees with disabilities either through the agency of Turkish Employment Organisation (ISKUR) or through their own means. In both cases, employers are obliged to take reasonable accommodation measures, charge employees with disabilities in accordance with their professions and provide them with the equipment and tools necessary for the concerned work.

Subjecting all persons with or without disabilities to the same procedures may result in actual inequalities and thus persons with disabilities may become disadvantaged in terms of performing certain rights. Some additional measures are needed for ensuring full enjoyment of disability rights. As per an amendment made in the Constitution in 2010, the measures to be taken to ensure the equality exist in practice shall not be considered as violation of the principle of equality. For example, pursuant to the relevant Turkish legislation, employers are bound to charge employees with disabilities in accordance with their professions and provide them with the equipment and tools necessary for the concerned work. Besides, beginning and quitting time for workers with disabilities employed in public or private sector can be flexible, provided that the provisions of the Labor Law are taken into consideration. On the other hand, workers with disabilities cannot be charged with underwater, subterranean or other works defined in disability reports of the workers. However, there are no promotions or incentives for arrangements to be made in working environment.

*List of some other legislative arrangements about persons with disabilities that have been put into place since 2008 (affirmative actions)*

- The scope of level income criteria for disability allowance paid to unemployed persons with disabilities was extended.
- The income criteria for calculating home care eligibility in families with more than one member with a disability were improved in 2014.
- By means of a legal arrangement made in 2008, the Treasury started to pay 50% of the total amount of employer's share of insurance premium as an incentive if the

- employer recruits more disabled people than the legal requirement. If the employer employs the exact number of persons with disabilities as obligated by the law, then the total amount of their share of insurance premium is paid by the government.
- In 2008, persons with disabilities who run their own businesses and mothers with children with disabilities in need of special care were given the opportunity of early retirement.
  - In order to provide an equal platform of competition for persons with disabilities, State Personnel Law was amended and a special and central exam was developed in 2013 for persons with disabilities who want to become civil servants.
  - In 2011, prohibition of night employment or night shift for persons with disabilities provided opportunity for PwD's to have different working or out-of office hours.
  - On 06.01.2016, the practice of delivering income support to operators of transportation services has started as part of free transportation of persons with disabilities.
  - As per Circular No 2010/20 on Patient Transportation Service, persons who were assessed to receive ambulatory care at regular intervals within a treatment plan are transported from their homes to the health care facilities in an accessible transportation vehicle.
  - Persons with disabilities can benefit free of charge or with reduced fees from the sports facilities and activities of 81 Provincial Directorates of Youth and Sports and autonomous or non-autonomous federations.
  - Citizens with 40% or higher disabilities can benefit from free transportation by using their disability ID Cards on intracity and intercity lines of public railway and maritime vehicles and on intracity lines of mass transport vehicles operated either by municipalities or by real persons or transportation companies authorized by municipalities. Relatives of citizens with a severe disability can also benefit from the right of free transportation as attendants.

### **Legislative and Policy Framework Concerning Accessibility for PwDs**

Recently in Turkey, some significant legislative arrangements have been made in order to ensure independent and secured access of all buildings, open spaces and transportation vehicles by persons with disabilities.

The most outstanding of these arrangements is the amendment of Construction Law No 3194 by provisions of Law No 572 on 30 May 1997. The amendment provides for the obligation of abiding by the related standards of Turkish Standards Institution (TSE) on planning for accessibility in construction plans; urban, social and technical infrastructure plans and buildings.

Thus, the obligation of ensuring accessibility in planning, certification, implementation and monitoring activities was imposed to all relevant parties that are responsible for rendering urban services with regard to built environment (Additional Article 1). Besides, related amendments were made in building bylaws in 02 September 1999 in order to take necessary measures to ensure accessibility.

Accessibility related standards of Turkey that include the basic accessibility principles are prepared and revised by TSE in coordination with EYHGM. There are currently standards on buildings, open spaces, tactile ground surfaces, elevators and transportation stations.

In 2005, a legal obligation was imposed about accessibility arrangements with the related provision of TDA. As stated in the related provision: "The existing official buildings of the public institutions and organizations, all existing road, pavement, pedestrian crossing, open and green areas, sporting areas and similar social and cultural infrastructure areas and all kinds of structures built by the natural and legal persons serving to public shall be brought to suitable condition for the accessibility of the disabled people within seven years after the date of effect of this Law (Provisional Article 2). Besides, TDA also provides for ensuring accessibility of public transportation services operated or audited by municipalities or metropolitan municipalities within 7 years (Provisional Article 3). Prime Ministry Circular no 2006/18 of 12 July 2006 and Prime Ministry Directive of 12 August 2008 were issued with the purpose of promoting the implementation of these provisions.

Despite all arrangements and measures taken, it was assessed at the end of the granted period that the related parties did not fully and satisfactorily carry out their responsibilities in terms of ensuring accessibility. Therewith, a monitoring and auditing mechanism was established on 12 July 2012 as per related provisions of Law No 6353. Thus, general and special sanctions were provided for those who did not fulfil accessibility obligations. Following a legislation amendment in 2012, the period of time given for accomplishing accessibility arrangements was extended for 1 more year. The aim of the extension was establishing an audit and monitoring mechanism that will help in facilitating and accelerating accessibility arrangements. This arrangement concluded the establishment of accessibility monitoring and auditing commissions consisting of representatives of related ministries and disability confederations in all provinces.

As a result of the audits made by these commissions, an extra period was granted (until 7 July 2015) to municipalities, public institutions and the owners of the public buildings, open spaces and public transportation vehicles for the elimination of accessibility shortcomings and it was determined to impose an administrative fine to natural and legal persons who do not fulfil their obligations (Provisional Article 3).

"Regulation on Monitoring and Auditing Accessibility Arrangements" was enacted and published on 20 July 2013. The aim of the regulation is; assessing accessibility level of public buildings, open spaces and public transport vehicles in line with the accessibility standards in force; establishing an electronic infrastructure that will facilitate the monitoring process; imposing fine for inaccessibility, generalizing and pioneering accessibility works by means of National System on Monitoring Accessibility which covers NGO's and obtaining reports and statistical data.

In addition, various facilitative measures were taken in Property Ownership Law No. 634 for the project revision of the dwellings where persons with disabilities reside Moreover, necessary amendments were made in the Highway Traffic Law No 2918 with the purposes of allocating special parking lots for the use of drivers with disabilities, prohibiting use of such lots by other drivers and designing parking cards for persons with disabilities.

Principles for production of accessible vehicles to be used in public transportation and technical features of modifications to be made in vehicles in use were established by the provisions of Type Approval Regulation on Special Provisions on Vehicles with More than 8 Passenger Seats and Vehicles Used for Passenger Transportation that was put into practice on February 2009. Additionally, a circular titled "Modification of Inner-City Public Transportation Buses for Accessibility of Persons with Disabilities" was issued in order to facilitate the implementation of Provisional Article 3 of TDA. Besides, another regulation was put into effect in 2011 in order to ensure the necessary measures taken for facilitating the ship to shore and shore to ship passage of persons with disabilities. "Barrier Free Airports" Project was initiated by Directorate General of Civil Aviation for ensuring accessibility of all airports in Turkey. Within the scope of this project, 13 airports were found eligible for the award of "Barrier Free Airport Organization" to which 23 other organizations have applied.

With the intention of steering efforts of creating accessible built environments, the year of 2010 was declared as "Year of Action for Accessibility for All" as per the Consent of Prime Ministry. Within this framework, "Strategy Paper and Plan of Action on Accessibility" was prepared by contributions of related NGO's and governmental institutions under the coordination of OZIDA (repealed) and it was approved by Decision No 2010/35 of Higher Planning Council.

Within the context of the action plan, Council of Higher Education in coordination with EYHGM issued and disseminated a circular on including the principle of Accessibility for All into the curricula of the following departments of Universities; architecture, urban and regional planning, interior architecture, industrial design of products, landscape architecture. Regulation on Monitoring and Auditing Accessibility Arrangements has achieved progress in removing barriers and discriminatory practices experienced by persons with disabilities both in physical environment and public services. The definition of "accessibility" has been included to Turkish Legislation by means of this regulation. Owing to the Forms of Accessibility Assessment for Open Spaces and Buildings prepared in 2011, barriers have been detected in line with accessibility standards.

With an amendment made on Turkish Disability Act, the task of monitoring and auditing accessibility was imposed to Ministry of Family and Social Policy. Regulation on Monitoring and Auditing Accessibility Arrangements, that was prepared in accordance with this amendment, was published and put into effect on 20 July 2013 and thus Accessibility Monitoring and Auditing Commissions were set up in provinces under the structure of governorates with the participation of representatives of public institutions, persons with disabilities and disability CSO's confederations. Using an assessment and auditing form attached to the Regulation, the Commissions assess the accessibility level of public buildings, open spaces, mass transport services in the city provided or audited by metropolitan municipalities and municipalities.

Accessibility focused awareness raising activities were organized between 2011 and May 2016 with the purpose of informing persons with disabilities and their families about their rights regarding accessibility. Besides, Training courses were held for the technical personnel employed at related public institutions or municipalities. Within the scope of Accessibility Meetings which

have been held for 30 times so far, over 9.000 top managers and technical personnel were informed about accessibility.

Accessibility Support Project (ERDEP), that is being carried out by EYHGM, aims extending accessibility to provincial and national borders by means of good practices and raising awareness on accessibility. EYHGM provides specialized and technical knowledge support for piloting areas or modelling practices that aim ensuring accessibility of vital physical environments such as sidewalks, pedestrian crossings, parks, playgrounds, public toilets, parking lots, mass transportation stops and public buildings with high numbers of visitors such as provincial directorates of ministries, municipality service buildings, governor's buildings, museums, health care centres, hospitals and schools. Though the main objective of the project focuses on implementation, it also aims at awareness raising and extending accessibility practices. The project has a budget only for piloting applications, but the public institutions have to demand and allocate a special budget for accessibility or reasonable accommodation arrangements.

All kind of plans, projects, constructions, audits or the tenders to be realized with such purposes have to comply with the zoning legislation and TDA.

### **The Legislative and Policy Framework Concerning Support Services for PwDs**

Ministry of Family and Social Policy aims to provide appropriate support and services for persons with disabilities and elderly people in the light of "Human First" principle and "Universal Human Rights" approach and by means of producing comprehensive, permanent, and modern solutions in line with international documents. In provision of all services, the Ministry takes a stand against all types of discriminative actions and outdated understandings.

Within this scope, the social services provided under authority and responsibility of General Directorate of Services for Persons with Disabilities and the Elderly are as follows;

#### **a) Health and Care Services for Persons with Disabilities**

Institutional care services in Turkey have recently started to transform in parallel with the approach of "community-based care". Within this context, Barrier Free Life Canters that provide institutional care service and living environments to PwDs in need of care in single floor houses with gardens for 10 to 12 persons and Hope Homes that aim for ensuring active participation to



social life by means of providing care services to small groups of PwDs in apartment houses have put into service since 2006.

The primary goal of care services is to ensure that persons in need of special care are provided with necessary service at their homes and social environments with accompaniment of their family members and to give financial support to families in order to sustain this service. Within this scope, the following social support services are rendered.

**Home Care Allowance:** For persons with disabilities who receive care by their relatives at home, net minimum wage is paid to the person offering care, under the framework of home care services. Since the person providing care is a relative and lives with the disabled under the same roof, it is considered that the minimum wage paid constitutes a contribution for the family income. As per December 2015 data, 508.481 persons receive financial support within the scope of home care services.

With the purpose of supporting “Home Care Services”, citizens who can not benefit from care services are provided with the support of professional care workers. Besides, Foster Parents who are voluntary to take over care of children in need of care support can adopt children.

**Home Care Support:** If families of persons with disabilities need support in terms of delivery of care, care personnel of public care centres go to the dwelling and provide half time service. By December 2015, 30 families and persons with disabilities benefited from this service.

**Care for Temporary Visitors and Guests:** This is a new service model which includes provision of care service free of charge to a person with disability whose family members cannot deliver care to him/her as they have to travel to another city or country with the purposes of a vacation or health care etc.

In such cases, persons with disabilities can stay and receive care in public care institutions for maximum 30 days in a year. All needs of persons with disabilities are covered by the institution during this period. As per December 2015 data, 290 persons with disabilities benefit from this service.

**Day Care Services:** Along with the residential care and rehabilitation centres affiliated with the Ministry, there are also Rehabilitation and Family Consulting Canters that provide day service for out-patients. These centres, providing either half day or full day service, combine



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rehabilitation and care services for individuals or groups and also provide consultancy service for families - especially for mothers of persons with disabilities. These centres are opened nationwide on demand. By the end of 2015, there are 5 centres that render service to 432 persons with disabilities.

### **Public Institutions:**

**Care and Rehabilitation Canters:** Care and Rehabilitation Canters are social services institutions established to make up for the loss of function of those persons who cannot carry out the ordinary requirements of daily life due to their physical, mental, and psychological disabilities, as well as to help them acquire skills which would make them be self-sufficient in the society, and to provide permanent care for those who cannot acquire such skills. Persons with disabilities are placed in these centres in categorization by age, sex, or type of disability. Currently, 6204 persons with disabilities benefit from 24 hours institutional care in 87 care and rehabilitation centres.

**Barrier Free Life Canters:** Institutional care services of Turkey are in the process of transformation in parallel with the approach of community based care in recent years. Within this scope, the work on establishing principles and standards of care services for PwDs who need personal care has gained acceleration since 2006 in order that the services are rendered without prejudice to human dignity. Besides, as the new service models reflecting this transition in institutional care, "Barrier Free Life Canters" have been put into service. The Project "Barrier Free Life Canters" was designed with the purpose of increasing the quality of residential care services in institutions and the number of barrier free care centres. The centres provide institutional care service and living environments to PwDs in need of care in single floor houses with 4 bedrooms and a garden for 12 persons. Currently, there are 25 Barrier Free Life Canters in Turkey.

**Family Consultation and Rehabilitation Centers** offer services for disabled children and their families with a view to helping the disabled children become self-sufficient, preparing them for school, and attaining domestic harmony at home.

**Domestic Social Service Units (Hope Houses):** The Project "Hope Houses" was initiated with the aim of providing care services through active participation to society to PwDs who reside in care and rehabilitation centres and whose conditions are assessed to be suitable for receiving

such a service. In line with the aims of the project, persons with disabilities are provided with the opportunity of active participation to social life and receiving care and rehabilitation services. Each house provides service to between four to six people with disabilities in company with one home care personnel and under supervision of a care professional. Currently, approximately 600 persons with disabilities benefit from care at home environment in 111 Hope Houses.

### **Private Care Centers**

Persons in need of special care can also receive daily or institutional service from private care centres operated by natural or private entities and audited by provincial directorates of Ministry of Family and Social Policy. The government pays approximately 2 minimum wages (approx. 750 Euros) to private care centres for 24 hours inpatient care service. By December 2015, the total number of these centres is 156 and 10.823 persons with disabilities benefit from them.

As per Circular No 2010/20 on Patient Transportation Service, persons who were assessed to receive ambulatory care at regular intervals within a treatment plan are transported from their homes to the health care facilities in an accessible transportation vehicle.

Persons with disabilities, when they need physiotherapy and rehabilitation services, can benefit from physical medicine and rehabilitation departments of public hospitals, physiotherapy and rehabilitation hospitals or directly from private centres on rehabilitation and physiotherapy. In line with the Communication on Implementation of Health Care Services, the fee of such services provided to PwDs is covered by Social Security Institution.

### **Education Support for Persons with Disabilities**

TDA clearly underlines that the right of education of PwDs cannot be prevented by any reason and that children, youth and adults with disabilities shall be provided with education in equal terms with others and in inclusive environments by taking special conditions and varieties of individuals into consideration (Art. 15). In addition, an amendment made in Social Services Law No 2828 in 2011 ruled that equality of opportunities shall be taken as one of the basic principles of education/training services provided to PwDs at all ages, including pre-school and school ages and adults. On the other hand, parents were given the opportunity to participate in all levels of education of their children (Decree Law no 573 - Art. 4; TDA - Art. 16).

Persons with special education needs receive education in mainstreaming/inclusive classes together with their peers without disabilities, in special education classes, in special education schools for separate types of disabilities or in private special education schools established by natural and legal persons or special education and rehabilitation centers.

As per Decree Law No 573 on Special Education, special education support at each level and type of education shall be rendered to individuals who are in need of special education in order to realize the goals of educational programmes, and individual and group education possibilities are provided to meet this goal. Education costs of persons with special education needs whose disabilities were certified to be at the rate of 20% at least with a medical board report and who were found eligible for special education and rehabilitation services upon an assessment of special education assessment boards are covered by MEB budget at a certain rate to be set each year (Law No. 3797, Additional Art. 3). Within this scope, one person with a disability receives at least 8 sessions of individual education and 4 sessions of group education in special education and rehabilitation centers.

General Directorate of Special Education Institutions and General Directorate of Life Long Learning affiliated with MEB carry out joint activities for PwDs whose ages are not eligible for compulsory education. The courses demanded by persons with special education needs are opened within the body of Adult Education Centers. Besides, literacy courses are opened every year in July and August for illiterate adults with visual or hearing disabilities whose ages are over the compulsory education age.

MEB has some supportive practices for persons with special education needs such as free transportation to public institutions of special education, free provision of lunches, education materials and course books prepared in accessible formats.

With the purpose of providing accessible course materials, MEB prepared and distributed 20 different guidebooks in Braille for primary education and 16 course books in Braille for secondary education free of charge to teachers with visual disabilities. Course books are prepared in Braille alphabet for students with visual disabilities and they are distributed free of charge every school year.

Course books for students with hearing disabilities and teachers who teach them have been prepared and distributed free of charge since 2010-2011 school year.

MEB issued circulars in parallel with the related standards of Turkish Standards Institution in 1992, 2000 and 2009 with the purpose of enhancing accessibility of schools for PwDs. Since 1998, all school projects and buildings, especially entrances, playgrounds and indoors of schools have been designed and built barrier free and accessible as per this legislation. Furthermore, multi layered buildings of education have been built with elevators for PwDs. MEB have been communicating to its provincial organizations that measures should be taken as much as possible in order to plan educational environments for students with physical disabilities in the ground floors of all pre-existing schools.

Measures to ensure accessibility of secondary or higher education exams are taken on the basis of personal needs. In this respect, persons with special education needs who attend to inclusive classes and persons with special education needs who attend to primary education, general education or vocational/technical training programmes in special education schools/institutions can take central exams or other exams held in provinces on request.

There are special measures for students with disabilities in exams such as allocation of a class for the person (if required by the type of disability), granting of extra time, assignment of assistants for reading questions or coding answers and replacement of some questions with its equivalent. Guidebook on Student Selection and Placement System is prepared in audio-visual format by Student Selection and Placement Center (OSYM). The sign language interpretation of the guidebook was also recorded in video format for the use of applicants with hearing disabilities. Besides, audio format of the exam booklets as well as code sheets or a reader and a code sheet are provided to persons with visual impairments on request or extra time is given. Moreover, questions with visual contents are replaced with other questions for persons with visual disabilities. Consulting and Coordination Unit for persons with Disabilities affiliated with Student Selection and Placement Centre provides consultancy to students with disabilities about the university programmes that can be chosen through Transition to Higher Education Examination. In addition, official website, and information system of MEB is in an accessible format.

TDA stipulates establishment of Consulting and Coordination Centers for Persons with Disabilities in universities within the body of the Council of Higher Education with the tasks of providing education materials, preparing special education materials, planning for and ensuring environments appropriate for education, sheltering or study of PwDs (Art. 15).

University students with disabilities are given priority in public dormitories and state grants. However, due to the fact that non-refundable grants are subject to the condition of academic achievement, students with disabilities are also supposed to meet this condition for continuing their grants.

TDA stipulates establishment of Turkish Language System by Ministry of Family and Social Policy with the aim of enabling PwDs benefit from their educational rights and public services effectively (Art. 15).

Within this scope, a regulation on establishment of the Turkish sign language and training of sign language interpreters and instructors was issued in 2006. The Regulation initiated the work towards preparing National Sign Language under the chairmanship of Turkish Language Association and with the participation of related institutions. Science and Approval Board of Turkish Sign Language was established affiliated with Turkish Language Association with the aim of preparing grammar rules and a dictionary of sign language. After specification of Turkish Sign Language Finger Alphabet, all words in Online Turkish Dictionary of Turkish Language Association were illustrated in finger alphabet. Besides, the website of Turkish Language Association includes a voice dictionary of Turkish, which is indeed the audio version of Updated Turkish Dictionary. There are currently efforts to print this dictionary in Braille Alphabet.

With the purpose of providing a common use of symbols in sign language and eliminating discrepancies, MEB prepared the Turkish Sign Language Dictionary. The Dictionary was published in 5000 copies and sent to the related public institutions for revision. Furthermore, within the scope of related activities with this dictionary, a training course for trainers of sign language was organized with the participation 81 persons.

In cooperation with all related Ministries, ASPB has completed legislative arrangements necessary for providing special education to all children with disabilities who were assessed to be in need of special education by special education assessment boards. The number of students

receiving special education in special education schools or inclusive classes has reached up to 288.489 in school year of 2015 – 2016.

In order to provide equality of opportunities in education and to encourage children with disabilities for education, studies have been carried out for “free transportation of children in need of special education to schools and institutions”. Within the scope of mobile education system, 69.954 students were carried to their schools in the education year of 2014-2015.

Furthermore, ASPB has been working in cooperation with relevant institutions with the purpose of delivering or producing education materials to university students with disabilities or preparing special education – research or accommodation environments.

### **Support for Employment of Persons with Disabilities**

As per the Constitution of the Republic of Turkey; everyone has the right and duty to work. The State shall take the necessary measures to raise the standard of living of workers; and to protect workers and the unemployed in order to improve the general conditions of labor, to promote labor, to create suitable economic conditions for prevention of unemployment and to secure labor peace (Art. 49). No one shall be required to perform work unsuited to his/her age, sex, and capacity. Minors, women, and persons with physical and mental disabilities, shall enjoy special protection with regard to working conditions (Art. 50).

Employment is thought to be prerequisite in full and equal participation into social life. Employment policies towards persons with disabilities are mainly based on Quota/levy scheme. Quota/levy scheme practiced in such a way that both public and private employers under these laws are forced to employ a certain proportion of persons with disabilities. The people who will be employed based on quota system have to have at least 40% loss of working capacity.

In accordance with the Civil Servants Law numbered 657, the government funded agencies and organizations are obliged to employ disabled civil servants so that they represent 3% of the full vacancies in that agency or organization.

In accordance with the Labour Law numbered 4857, every private sector is obliged to employ at least 50 disabled employees -according to their working capacity- so that they represent 3% of the total number of employees and every public sector should employ 4% of its

employees from persons with disabilities. In accordance with the same Law, employers must pay a levy for each person below the required quota of persons with disabilities that they should have employed (the current amount of the levy is; 2098 Turkish Liras – approx. 650 Euros per person per month by 2016 May). It's ruled that fines collected from employers will be collected in State Employment Agency and will be used in the projects like employment, self-employment, vocational training and rehabilitation of people with disabilities. In accordance with the Labour Law numbered 4857, the Grant System for employing disabled persons has been established based on contribution for employers.

Treasury pays the total amount of employer's share of insurance premium as an incentive for each disabled worker if the employer meets its legal requirement. Besides the Treasury pays 50% of the total amount of employer's share of insurance premium as an incentive if the employer recruits more disabled people than the legal requirement, even when he/she has no such legal obligation. There are also subsidies for people with disabilities. Persons with disabilities who are active in the labour market benefit from tax reductions. The amount of reduction differs according to the degree of disability.

As per December 2015, a total of 20.197 persons with disabilities were employed by the private sector in Turkey within the scope of quota/levy scheme.

TDA takes special measures to ensure the employment of disabled people. During the employment, no discriminative practices can be performed against PwDs. It is obligatory that measures in the employment processes in order to reduce or eliminate the obstacles and difficulties that may be faced by the PwD who work for a job are taken and the physical arrangements are done by the establishments and organizations.

Ministry of National Education provides vocational training to persons with disabilities through the general education system including persons with disabilities. Besides, persons with disabilities can also get vocational training with their non-disabled peers through apprenticeship training system. Moreover, Turkish Employment Agency arranges vocational courses for people with disabilities.

Another issue that was brought by Disability Act is related to the decision about which education will be provided for the disabled people who want to enroll in education centers. The



educational evaluation and diagnose of the disabled people are carried out by the special educational evaluation board in the guidance research centers. The board decides the vocational branch of the training for the disabled people willing to take apprenticeship training in line with their interest, desire, ability, and skills and by taking the health board report into account. Relevant arrangement has been included in the Regulation on Special Education Services.

Furthermore, self-employed persons with disabilities and mothers of children with disabilities have the right of early retirement.

As stated in the Regulation; persons with disabilities who were graduated from education institutions providing secondary, associate or undergraduate degree programs by the year of the Public Personnel Selection Examination for Persons with Disabilities (OMSS) shall be eligible for the exam. However, persons with disabilities who were graduated from primary education schools shall be subject to lot draw procedure. In addition, OMSS questions shall be prepared by taking into consideration the education level of Persons with Disabilities and the disability types. The first OMSS was held on 29 April 2012 with the participation of 60367 applicants. As per December 2015 data, 40.656 persons with disabilities are employed as civil servants.

Article 5 of The Labor Act imposes the “burden of proof” in discriminative practices or termination of contracts to employees as a rule. For instance, when an employee who was excluded from certain practices such as social rights or rise in wages enter an action against his/her employer and demand to benefit from the concerned rights/rises, he/she will try to prove that he/she is not different than other employees in his/her workplace. In accordance with the Act, the burden of proof on the employee should not be heavy. However, when an employee puts forward a situation indicating negligence of the employer, the burden of proof will belong to the employer. Besides, in case the labor contract of an employee with job security is terminated in violation of equal treatment obligation, the burden of proof will again belong to the employer.

As per the Regulation on employment of PwDs in private sector, employers can recruit employees with disabilities either through the agency of ISKUR or through their own means. In both cases, employers are obliged to take reasonable accommodation measures, charge

employees with disabilities in accordance with their professions and provide them with the equipment and tools necessary for the concerned work.

TDA provides that the freedom of vocational choice and the right to access trainings cannot be restricted for PwDs. In this regard, vocational rehabilitation services formed the basic principle in training PwDs for a vocational activity in line with their capabilities and making them productive in employment. Article 12 of TDA stipulates that job and profession analyses, taking the types of disability into account, shall be made and vocational rehabilitation and training programmes shall be developed accordingly by the Ministry of National Education and the Ministry of Labor and Social Security under the coordination of the ASPB. The Act also lays down the condition that measures to develop the job and skills of the individuals according to their individual developments and abilities in the private vocational rehabilitation centres to be opened by natural or legal persons, skill improvement centres and/or various types of sheltered workshops should be taken.

Vocational rehabilitation services are also provided by the municipalities. Municipalities, when they deem necessary during the provision of these services, cooperate with the people's training and apprenticeship training centres. In the event that the rehabilitation request of the disabled person cannot be met, he/she takes the service from the nearest centre and the concerned municipality pays the service fee. In accordance with the relevant Regulation, the centres shall render physiotherapy, rehabilitation, ergotherapy, social rehabilitation; vocational training and consultancy services (Art. 13).

Besides, the provisions also regulate that sheltered workshops shall be established for employing persons with mental or psychological disabilities who have challenges in joining the labor force.

EYHGM took an active role in establishment of sheltered workshops. The General Directorate carried out legislative studies and sent the draft version to all related ministries.

## **Policy recommendations: ideas and proposals to improve the existing policies**

Organs of government must be more engaged in efforts to address problems related to disability in Turkey. Above all, this is a matter for the attention of academics, professionals and government. These groups should share the responsibility and tasks in addressing disability issues, and should facilitate a public debate which leads to proposals and actions for change. As part of this process, efforts should be made to eliminate barriers to participation of disabled people in a range of activities and resources seen as part of normal social life.

The following are examples of projects that may help address the disability problem in Turkey.

- Solutions to structural problems (policies and procedures)
- Promoting help and care facilities (and their effective usage) in the context of social government
- Advice about help and care facilities for people with disabilities (including counselling)
- Eliminating the barriers to accessing help and care and other facilities: promoting easy access to them
- Filling the theoretical gap in the subject of disability by conducting scientific research and studies
- Supporting practices that have a sound scientific basis and meeting the expectations of disabled people themselves
- Promoting effective social policies that will lead to improvements in the objective conditions of disabled people
- Informing society about the problems of disability through educational campaigns, the media, and by integrating disabled pupils into the school system, etc.

## **Conclusions**

Disability remains a problem that erects barriers in the lives of many individuals, but it is the task of Turkish society to remove barriers and expand people's horizons. In order to achieve this aim, our society needs to recognize, investigate and promote effective ways to overcome the problem of disability.

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## Best Practises

### Good practices on inclusive sports in the EU

In recent years, starting from these premises, numerous inclusive sport projects have been developed for people with disabilities, and projects aimed at educating towards an inclusive culture through sports.

Below are some inclusive sports projects and practices, developed internationally:

<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programmes of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	Baskin
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	
<b>Who:</b> <i>Name of the Coordinating Entity</i>	
<b>Website:</b> <i>Link of the project (if available)</i>	<a href="https://baskincremona.files.wordpress.com/2013/02/regolamento-inglese-rev12.pdf">https://baskincremona.files.wordpress.com/2013/02/regolamento-inglese-rev12.pdf</a>
<b>Contacts:</b> <i>(if available)</i>	
<b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i>	
<b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i>	
<b>Financing:</b> <i>Budget and Program which financed the project</i>	
<b>Description:</b>	Baskin is a new sport invented in Cremona in 2003 whose objective is to create an activity that literally everyone –

<p><i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>girls, boys, the able and those with physical or mental challenges to overcome – can participate in and enjoy to the fullest extent of their abilities.</p> <p>The men who came up with the idea of baskin are Antonio Bodini, an engineer by profession and father of a disabled daughter and Fausto Capellini, a P.E. teacher at a local junior high school in Cremona. The idea is simple yet ingenious: a sport inspired by basketball but with modified rules that allow anyone to take part in the game in a meaningful way. No longer people have to adapt to an existing sport but finally we have a sport that is constructed in a way that it can adapt to the diversity of those taking part.</p> <p>Baskin is not an activity that allows some to play and have fun while others “help out” from time to time; baskin makes sure that everyone gets a chance to play a decisive role in the game, each of them making their own contribution and giving their all. In this sense it is no mere game, but an authentic sport with no room for paternalism, where everyone can use their abilities to the maximum in order to win. The sport, was born in Italy and then developed in several EU Countries.</p> <p>SMALL COLLABORATIVE PARTNERSHIP APPROVED IN 2019</p> <p><a href="https://internationalbaskin.wordpress.com/2020-academy-of-european-baskinetwork/">https://internationalbaskin.wordpress.com/2020-academy-of-european-baskinetwork/</a></p> <p>For more information about the rules and methodology: <a href="https://baskincremona.files.wordpress.com/2013/02/regolamento-inglese-rev12.pdf">https://baskincremona.files.wordpress.com/2013/02/regolamento-inglese-rev12.pdf</a></p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	

<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programmes of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	TRAIL ORIENTEERING
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	
<b>Who:</b> <i>Name of the Coordinating Entity</i>	
<b>Website:</b> <i>Link of the project (if available)</i>	<a href="https://orienteering.sport/trailo/">https://orienteering.sport/trailo/</a>
<b>Contacts:</b> <i>(if available)</i>	
<b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i>	
<b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i>	
<b>Financing:</b> <i>Budget and Program which financed the project</i>	
<b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i>	<p>Trail orienteering is an orienteering discipline centered around map reading in natural terrain. The discipline has been developed to offer everyone, including people with limited mobility, a chance to participate in a meaningful orienteering competition.</p> <p>Manual or electric wheelchairs, walking sticks, and assistance with movement etc. are permitted as speed of movement is not part of the competition.</p> <p>Trail orienteers must identify on the ground control points shown on the map. As this is done from a distance, both able-bodied and participants with disabilities compete on level terms. Proof of correct identification of the control points does not require any manual dexterity, allowing those with severely restricted movement to compete</p>

	<p>equally. Most trail orienteering events have classes open for everyone.</p> <p>Athletes who cannot participate on reasonably equal terms in the sport because of a functional disadvantage due to a permanent disability are eligible for the Paralympic class.</p> <p>Trail Orienteering was recognised as an official IOF discipline in 1992. The first ever World Cup in trail orienteering was held in 1999 and replaced with World Trail Orienteering Championships in 2004. The World Championships are organised every year.</p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	

<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programmes of sport education delivered to adult people affected by physical disabilities	
<p><b>Name:</b> <i>Project Title</i></p>	IKONS INCLUSIVE KARATE
<p><b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i></p>	
<p><b>Where:</b> <i>Where the practice /project was held (city, country)</i></p>	
<p><b>Who:</b> <i>Name of the Coordinating Entity</i></p>	
<p><b>Website:</b> <i>Link of the project (if available)</i></p>	<a href="https://www.ikons-project.eu/">https://www.ikons-project.eu/</a>



<b>Contacts:</b> <i>(if available)</i>	
<b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i>	
<b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i>	
<b>Financing:</b> <i>Budget and Program which financed the project</i>	
<b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i>	<a href="https://www.ikons-project.eu/wp-content/uploads/2019/05/ikons.pdf">https://www.ikons-project.eu/wp-content/uploads/2019/05/ikons.pdf</a>
<b>Objectives:</b> <i>General and Specific Project Objectives</i>	
<b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i>	
<b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i>	
<b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i>	
<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programmes of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	INTEGRATED FOOTBALL
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	
<b>Who:</b> <i>Name of the Coordinating Entity</i>	

<p><b>Website:</b> <i>Link of the project (if available)</i></p>	<p><a href="https://orienteering.sport/trailo/">https://orienteering.sport/trailo/</a></p>
<p><b>Contacts:</b> <i>(if available)</i></p>	
<p><b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i></p>	
<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i></p>	
<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>Integrated football comes from a new sport discipline, the Baskin (an adaptation of basketball that allows everybody to do it) born in Cremona in 2003, in a scholastic framework and with the collaboration of parents, physical education teachers and aid teachers. It is based on a universal conception of sport that introduces, besides a notion of approachability already existing in disciplines for disabled, also a notion of inclusive process, since it is addressed to the widest human diversity. It represents the development of a sport model directed towards the integration between disabled and non-disabled people. Integrated football is the adaptation of football (or American soccer) in line with the principles of inclusion introduced by the Baskin.</p> <p>The main adjustments are:  <u>Material:</u> 4 goals instead of 2, a smaller and/or lighter ball in some phases of the game.  <u>Space:</u> protected zones for side goals.  <u>Rules:</u> every player has a role defined by his/her motion skills and, by consequence, has a direct opponent of the same level. There are 5 roles and they are all defined by rules of athletic compatibility.  <u>Communication:</u> within the team there will be the role of tutor to organize the reciprocal help between athletes.          Integrated football is in an experimental phase. The rules of the game, the</p>

	<p>configuration of the team (scores for the composition of the group of athletes) are susceptible to changes, in order to improve them, respecting the general principles of accessibility and inclusion. Also the procedure for the functional assessment of players is only sketched out and still to be defined. It is necessary to underline that this aspect is essential for the principle of inclusion to succeed, because an effective and shared measuring procedure allows a fair sport competition. The first tournaments of integrated football will provide the opportunity to test the regulations of the discipline.</p> <p>The technical regulation that follows is to be considered a provisional one, a step towards the construction of a final system.</p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	

<p><b>Integr-Action Through ETS (IATETS)</b></p> <p>Best practices at the national level of ETS, training programmes of sport education delivered to adult people affected by physical disabilities</p>	
<p><b>Name:</b> <i>Project Title</i></p>	DanceAbility
<p><b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i></p>	
<p><b>Where:</b> <i>Where the practice /project was held (city, country)</i></p>	
<p><b>Who:</b> <i>Name of the Coordinating Entity</i></p>	

<p><b>Website:</b> <i>Link of the project (if available)</i></p>	<p><a href="https://www.danceability.com/">https://www.danceability.com/</a></p>
<p><b>Contacts:</b> <i>(if available)</i></p>	
<p><b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i></p>	
<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i></p>	
<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>DanceAbility is a unique dance method founded in 1987 by Alito Alessi and Karen Nelson and has been under Alito's leadership since 1989. DanceAbility uses improvisational dance to promote artistic expression and exploration between people with and without disabilities. DanceAbility International's mission is to create opportunities for people with and without disabilities to dance and move together. Our vision is that through dance and movement, people from very diverse backgrounds experience the art of being together. The work of DanceAbility International helps decrease prejudice and misconceptions about diversity in the field of dance, and by extension in society. The DanceAbility mission is accomplished through classes and workshops for adults and children, teacher training, performances featuring people with and without disabilities in collaboration, and other educational programs.</p> <p>The material is drawn from the group present in a given situation and isolates no one. The method supports self-empowerment by offering ways that all individuals can participate fully in expressing their creative choices, including respecting one's own limits. Following one's own interest and desire, and applying that to the benefit of one's community, is a basic DanceAbility teaching.</p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>The primary goals of DanceAbility are:</p>

	<ul style="list-style-type: none"> <li>- to provide opportunities for people with and without disabilities, and people from different cultures to come together for artistic exploration and community building</li> <li>- to help explore and uproot misconceptions and prejudice between people with and without disabilities</li> <li>- to cultivate cultural and artistic diversity through performance, communication, and education</li> <li>- to encourage the evolution and performance of contemporary dance and new dance DanceAbility cultivates a common ground for creative expression of all people.</li> </ul>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	

## Hungary

<p><b>Integr-Action Through ETS (IATETS)</b></p> <p>Best practices at the national level of ETS, training programmes of sport education delivered to adult people affected by physical disabilities</p>	
<p><b>Name:</b> <i>Project Title</i></p>	Invisible Fitness – Project of Alexandra Koschek
<p><b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i></p>	Since the spring of 2018, this training takes place every Wednesday
<p><b>Where:</b> <i>Where the practice /project was held (city, country)</i></p>	Hungary
<p><b>Who:</b> <i>Name of the Coordinating Entity</i></p>	Alexandra Koschek
<p><b>Website:</b> <i>Link of the project (if available)</i></p>	<a href="https://sportoljma.hu/magazin/lathatatlan-fitness-edzes-latasserult-sportkedvelokkel">https://sportoljma.hu/magazin/lathatatlan-fitness-edzes-latasserult-sportkedvelokkel</a>

<p><b>Contacts:</b> <i>(if available)</i></p>	
<p><b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i></p>	<p>Support by Decathlon</p>
<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i></p>	<p>People with and without visual impairments</p>
<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>Invisible Fitness is a training organised on weekly basis where people with and without visual impairments together do calisthenics and crossfit workouts. Since the spring of 2018, this training takes place every Wednesday with the support of Decathlon. It is free of charge for the participants and it is getting more and more popular.</p> <p>The secret of the method is that the two objectives are never separated but pursued in an interconnected way during the workouts. Usually disabled and abled participants are paired up, for example, the abled participant can support the disabled one to find the next station or implement workouts that is a good occasion to be attentive, sensitive and to learn providing support confidently. The trainers explains the workouts in detail but also with physical touch that is necessary for the persons with visual impairments. There are activities to be implemented in pairs but also in group and sometimes there are workouts with music. The participants enjoy these trainings, they try to do their best and support each other that eventually builds the team itself, too. Taking into account the specific needs of people with visual impairments, there are workouts intended to improve balance and coordination.</p> <p>Usually, there are equal number of abled and disabled participants and there is a gender balance. At the beginning of every training, the trainers ask the participants who has a specific impairment or injury in order to avoid accidents. Nevertheless, most of the workouts can be adjusted to the</p>

	needs of the participants and there is a differentiation on many levels. First, how the participants are moving (abled support the disabled), second, the equipment is also diverse (different weights), third, the exercises can be implemented in different ways. Concerning the equipment, it is actually more important to have less equipment but different sizes since the physical condition of the participants and their abilities might differ widely.
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>This project has a two-fold objective: on one hand, to improve the physical condition and self-confidence of people with visual impairments, on the other hand, to sensitise and educate the abled participants about visual impairments and disabilities. The aim of the training is to improve the strength and balance of the participants and at the same time to build a diverse community where everyone is welcome irrespective of their gender, age, nationality or physical condition.</p> <p>Approximately 70 % of the participants attend this training regularly, thus there is a good ambiance, whereas there is always one or two new people. If someone comes every second or third week, it is not an issue since there is two or three trainers present for a maximum number of 12 - 15 people.</p>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	

## Italy

<p><b>Integr-Action Through ETS (IATETS)</b> Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities</p>
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<b>Name:</b> <i>Project Title</i>	ASSAM – Activities with Disabled
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	24th October 2019
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	Torino, Italia
<b>Who:</b> <i>Name of the Coordinating Entity</i>	ASSAM
<b>Website:</b> <i>Link of the project (if available)</i>	<a href="http://www.assam.to.it/">http://www.assam.to.it/</a>
<b>Contacts:</b> <i>(if available)</i>	info@assam.to.it
<b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i>	Consorzio dei Servizi Socio-assistenziali del Chierese, Muoviti Chieri, Vivere, LILT delegazione di Chieri
<b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i>	Disabled people between 18 – 35 years old
<b>Financing:</b> <i>Budget and Program which financed the project</i>	N/A
<b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i>	<p>Volleyball</p> <p>Materials – balloons, garbage bag (110 lt), volleyball net</p> <p>In this version of volleyball game, the 2 teams will use a big garbage bag filled by balloons and other tricks to balance the limited physical conditions. As the ball is big and slow it could be visualized and thrown easily by participants.</p> <p>Game rules are the same of volleyball except for the “first throw”, in fact, the ball can reach the other field only after 1 pass within team members, and on “second and successive throws” team members have to pass each other the ball at least four times before throw it up in the rivals area.</p>



<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>The goal of this session is to improve motor skills, self-esteem, and confidence among participants with special needs. The involvement with animals will help to develop a empathy.</p>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	<p>Make work actively trainers and participant in the realization of a common goal, it will improve team spirit and cooperation skills between participants and trainers</p>
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	

<p><b>Integr-Action Through ETS (IATETS)</b> Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities</p>	
<p><b>Name:</b> <i>Project Title</i></p>	European Day of Integrated Sport
<p><b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i></p>	2nd February 2016
<p><b>Where:</b> <i>Where the practice /project was held (city, country)</i></p>	Turin, Italy
<p><b>Who:</b> <i>Name of the Coordinating Entity</i></p>	CESN Turin
<p><b>Website:</b> <i>Link of the project (if available)</i></p>	<a href="http://www.europeanday.eu/">http://www.europeanday.eu/</a>
<p><b>Contacts:</b> <i>(if available)</i></p>	Tel: +39 06.3328421 Mail: <a href="mailto:europe@csenprogetti.it">europe@csenprogetti.it</a>
<p><b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i></p>	CSEN - Centro Sportivo Educativo Nazionale – Erasmus + Program – DCVS Community Action Dacorun, VHS Volkshochschule im Landkreis Cham e.V. – ASZ – IPG – Federaciò Mestral – Tarragona 2017, Mediterranean Games – HCA – Young Partners – Sozial.Label

<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i></p>	<p>Disabled people between 18 – 35 years old</p>
<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	<p>797.404,82 – all project activities</p>
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>Table Tennis Session Tennis table sessions can be held as simple training or organize a short tournament. Teams are composed of trainers and participants and will challenge each other.</p> <p><u>FACILITIES AND EQUIPMENT</u> - Contests are held using regulation balls and tables. Regulation rackets shall be used.</p> <p><u>BASIC RULES</u> - Each match is won at the best of 5 games. When an athlete wins 3 games, the match is over. A game is won by the player or pair first scoring 11 points; if both players or pairs score 10 points, then the game shall be won by the first player or pair subsequently gaining a lead of 2 points (Examples: 12-10, 13-11, 14-12, 15-13, etc.). Only in case of legs, due to organizational reasons, matches can be played at the best of 3 games.</p> <p>Taking into consideration that there might be disabled athletes in a wheelchair, in doubles matches the rules of changing the receiver are not applied.</p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>The goal of this session is to improve motor skills, self-esteem, and confidence among participants with special needs.</p>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	<p>Make work actively trainers and participant in the realization of a common goal, it will improve team spirit and cooperation skills between participants and trainers</p>
<p><b>Empowerment:</b></p>	

<i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i>	
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<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	Campionati Di Bocce FIB – Fisdir
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	7th April 2019
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	Loano, Italy
<b>Who:</b> <i>Name of the Coordinating Entity</i>	FISDIR
<b>Website:</b> <i>Link of the project (if available)</i>	<a href="https://www.fisdir.it/">https://www.fisdir.it/</a>
<b>Contacts:</b> <i>(if available)</i>	Tel: +39 06.87973196
<b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i>	CSEN - Centro Sportivo Educativo Nazionale – ASI – AICS – UISP – CSI – Libertas - Fijlkam
<b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i>	Disabled people between 18 – 35 years old
<b>Financing:</b> <i>Budget and Program which financed the project</i>	CONI
<b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i>	<p><u>Materials</u> – Pentaque Balls, meter, coloured strip</p> <p><u>Location</u> – Beach</p> <p>The participants are divided in teams of maximum 4 components, and max 4 teams per game.</p>

	At each turn a special metal ball will be throw at around 5/7 meters from players. The goal of the game is to throw the coloured balls as close as possible to the metal one. Participants cannot overcome the coloured strip. At each turn the points will be counted based on the distance from the metal ball, the team who throw the ball closest obtain 1 point. The game will finish once one team reach the amount of 12 points.
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	The goal of this session is to improve motor skills, self-esteem, and confidence among participants with special needs.
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	Make work actively trainers and participant in the realization of a common goal, it will improve team spirit and cooperation skills between participants and trainers
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	

<p><b>Integr-Action Through ETS (IATETS)</b> Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities</p>	
<p><b>Name:</b> <i>Project Title</i></p>	A Ruota Libera – Settimana dello Sport
<p><b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i></p>	Year 2017 (multiple activities)
<p><b>Where:</b> <i>Where the practice /project was held (city, country)</i></p>	Treviso, Italy
<p><b>Who:</b> <i>Name of the Coordinating Entity</i></p>	UILDM Venezia Onlus

<p><b>Website:</b> <i>Link of the project (if available)</i></p>	<p><a href="http://www.uildmve.org/index.php/formazione/">http://www.uildmve.org/index.php/formazione/</a></p>
<p><b>Contacts:</b> <i>(if available)</i></p>	<p>Tel: 041935778 uildmve@uildmve.it</p>
<p><b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i></p>	<p>Telethon – UISP Sportpertutti – UGUALE – 8xmille Chiesa Valdese – FTA – Altre Vie – Cooperativa Realtà – ANFFAS Veneto</p>
<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i></p>	<p>Disabled people between 18 – 35 years old</p>
<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	<p>Telethon 8xmille Chiesa Valdese</p>
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>Hockey session</p> <p><u>Logistic and accommodation</u> – Gym field, Hockey stick (or similar), adhesive strips, goal net, pickets</p> <p>Make 2 Teams of 6 /8 players. The field will be divided in 3 game areas (defence – midfield – defence) with adhesive strips and pickets, participants of both teams will be located in specific game areas and they cannot move away from their zone. It's important to divide participants in game areas considering physical disabilities, in each zone the participants should have similar disabilities in order to make a balanced game. In case of impossibility to make balanced division of participant ain respective areas the trainer can apply some adjustment as e.g. keep a tennis ball with the knees or similar.</p> <p>The trainer can make field distribution not balanced on purpose and apply adjustments as mentioned before to push participants to develop empathy on other disabilities.</p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>The goal of this session is to improve motor skills, self-esteem, and confidence among participants with special needs.</p>

<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	<p>With the hockey session participants can have fun through sport activity and even increase their empathy regard other disabilities.</p>
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	<p>Make work actively trainers and participant in the realization of a common goal, it will improve team spirit and cooperation skills between participants and trainers cooperation skills between participants and trainers</p>
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	

<p><b>Integr-Action Through ETS (IATETS)</b> Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities</p>	
<p><b>Name:</b> <i>Project Title</i></p>	<p>ASD Ballo Anch'io</p>
<p><b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i></p>	<p>25 November 2019</p>
<p><b>Where:</b> <i>Where the practice /project was held (city, country)</i></p>	<p>Torino, Italy</p>
<p><b>Who:</b> <i>Name of the Coordinating Entity</i></p>	<p>UniDans</p>
<p><b>Website:</b> <i>Link of the project (if available)</i></p>	
<p><b>Contacts:</b> <i>(if available)</i></p>	<p>info@balloanchio.it</p>
<p><b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i></p>	<p>CSEN - Centro Sportivo Educativo Nazionale Federazione Italiana Danza Sportiva Comitato Olimpico Nazionale Italiano</p>
<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability)</i></p>	<p>Disabled people between 18 – 35 years old</p>

<i>and how many people were reached)</i>	
<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	CONI
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>Dance session.</p> <p>Participant will be followed by trainers in preparation of a quick dance exhibition. The participant could dance in Solo, Couple or Team (to be defined by the trainer) After specific training there will be performance sessions in which trainers and participant will cooperate to create a dance show.</p> <p>There is the chance to make an assessment session. Assessment system:</p> <ul style="list-style-type: none"> <li>• Technical-artistic scoring,</li> <li>• All dance styles are allowed same-sex athletes can dance in a couple.</li> <li>• Jury must be made up of an odd number of members, with mixed and balanced gender composition.</li> </ul> <p>There will be provided costumes to participants.</p> <p>The session will rotate around topics as: Technical level: execution of moves in line with technique, execution of figures, life. Technical moves (attitude, elegance, carriage, speed of execution, balance). Musicality: coherence and execution according to music rhythm. Interpretation: musical and gestural interpretation, coherence with the theme proposed, meaning and conveying of emotions.</p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	The goal of this session is to improve motor skills, self-esteem, and confidence among participants with special needs
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	The session stimulated participants to interpret the music, and improve their gesturally.

<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	<p>Make work actively trainers and participant in the realization of a common goal, it will improve team spirit and cooperation skills between participants and trainers.</p>
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	<p>Increasing self-confidence and give access to dance even to participant with motor disabilities</p>

## Croatia

<b>Integr-Action Through ETS (IATETS)</b> Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities	
<p><b>Name:</b> <i>Project Title</i></p>	Rijeka sports games for adults with disabilities
<p><b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i></p>	27th of September 2019
<p><b>Where:</b> <i>Where the practice /project was held (city, country)</i></p>	Rijeka, Croatia
<p><b>Who:</b> <i>Name of the Coordinating Entity</i></p>	Sports Association of Persons with Disabilities of the City of Rijeka
<p><b>Website:</b> <i>Link of the project (if available)</i></p>	<a href="https://www.rijeka.hr/rijecke-sportske-igre-za-djecu-s-teskocama-u-razvoju-okupile-dvjestotinjak-djece/">https://www.rijeka.hr/rijecke-sportske-igre-za-djecu-s-teskocama-u-razvoju-okupile-dvjestotinjak-djece/</a>
<p><b>Contacts:</b> <i>(if available)</i></p>	<b>ZAJEDNICA SPORTSKIH UDRUGA GRADA RIJEKE "RIJEČKI SPORTSKI SAVEZ"</b> <i>Verdieva 11/III, 51000 Rijeka</i> <b>Fax:</b> 051 212 884 <b>Email:</b> <a href="mailto:rss@rss.hr">rss@rss.hr</a> <b>Web:</b> <a href="http://www.rss.hr">www.rss.hr</a>
<p><b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i></p>	City of Rijeka
<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability)</i></p>	Target group were people with all types of disabilities (hearing and seeing impairment, moving difficulties), about 200 of them from city of Rijeka.



<i>and how many people were reached)</i>	
<b>Financing:</b> <i>Budget and Program which financed the project</i>	City of Rijeka
<b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i>	People with disabilities showed their skills in athletics, football, basketball, table tennis and custom polygons. Speeches were delivered by Rijeka's mayor and other influential people from Rijeka and its region.
<b>Objectives:</b> <i>General and Specific Project Objectives</i>	Activities aimed at education and training of persons with disabilities in order to contribute to increasing their employment opportunities.
<b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i>	The event was organized this year by the Sports Association of Persons with Disabilities of the City of Rijeka, with the aim of providing people with disabilities with the best possible performance of physical activities, improving self-confidence, positive perception and self-perception, improving sensory and cognitive abilities, helping to develop independence and group work. and provides quality time with socializing and joy and acceptance in society and by the community.
<b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i>	Event where people with disabilities were brought together and through sport strengthened their networks and associations.
<b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i>	Raising public awareness about people with disabilities. Promoting social inclusion.



<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	Sports Festival for Persons with Disabilities
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	15th - 18th of May 2018
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	Zagreb, Croatia
<b>Who:</b> <i>Name of the Coordinating Entity</i>	Zagreb Sports Association of Persons with Disabilities
<b>Website:</b> <i>Link of the project (if available)</i>	<a href="https://www.vcz.hr/lokalno-volontiranje/pretrazivanje-projekata/projekt-3350/">https://www.vcz.hr/lokalno-volontiranje/pretrazivanje-projekata/projekt-3350/</a>
<b>Contacts:</b> <i>(if available)</i>	<b>Zagrebački športski savez osoba s invaliditetom</b> Savska 137 tel: 01 645 8838 fax: 01 645 8839
<b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i>	City of Zagreb Ministry of Sport and education

<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i></p>	<p>People with all kinds of disabilities, primarily those with kinesthetic impairments.</p>
<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	<p>City of Zagreb</p>
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>Participants took part in recreational activities such as jogging, playing volleyball, playing basketball, etc. with the goal of showing on real examples of different sports that engaging in recreational sports activities is possible regardless of physical obstacles.</p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>The aim of the project is to promote and raise awareness of the importance of sports and physical activities for the integration of young people with disabilities into</p>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	<p>People with disabilities engaging in recreational activities and sharing their experiences.</p>
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	<p>The project, in addition to the above objectives, aims to dissolve the barriers that separate the able-bodied from the disabled, teaching participants how to live in one's body in a conscious way, to know and control their emotions and motor skills, enabling them to develop relationships with people and the environment, transfer skills and open up to new knowledge.</p>



<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	Zajedno u sportu za jednakost u životu - Together in the sport for equality in life!
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	2014-2020
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	Croatia
<b>Who:</b> <i>Name of the Coordinating Entity</i>	Central State Office of Sports
<b>Website:</b> <i>Link of the project (if available)</i>	<a href="https://sdus.gov.hr/ukljucivanje-djece-i-mladih-u-riziku-od-socijalne-iskljucenosti-te-osoba-s-invaliditetom-i-djece-s-testkocama-u-razvoju-u-zajednicu-kroz-sport/1286">https://sdus.gov.hr/ukljucivanje-djece-i-mladih-u-riziku-od-socijalne-iskljucenosti-te-osoba-s-invaliditetom-i-djece-s-testkocama-u-razvoju-u-zajednicu-kroz-sport/1286</a>

<p><b>Contacts:</b> <i>(if available)</i></p>	<p>Savska cesta 28/1 10000 Zagreb Telephone: 01/6042-950 e-mail: sport@sdus.hr</p>
<p><b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i></p>	<p>The Ministry of Labor and Pensions, the Ministry of Demography, Family, Youth and Social Policy and the National Foundation for Civil Society Development</p>
<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i></p>	<p>Children and youngsters with disabilities and impairments of all kinds on the national level of Republic of Croatia.</p>
<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	<p>Ministry of Demography, Family, Youth and Social Policy</p>
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>The project contains <b>2 components</b>: <b>Component 1</b> within which activities will be carried out aimed at children and young people up to the age of 29 and at risk of social exclusion, ie children and young people whose parents are unemployed or beneficiaries of child allowance, children and young people without adequate parental care, children and young people from single-parent families, children and young people from families with three or more children, children and young people with behavioral problems, children with disabilities and young people who are beneficiaries of scholarships for students of lower socio-economic status or are unemployed, and <b>Component 2</b>, which will implement activities aimed at people with disabilities and children with disabilities.</p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>The objectives of the project are to increase the availability of free sports facilities for children and young people at risk of social exclusion, to improve access to and participation in sports facilities for people with disabilities and children with disabilities (including infrastructural interventions to ensure accessibility to sports facilities). their social inclusion.</p>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	<p>This project will enable as many people as possible to play sports, regardless of their material conditions or physical abilities, which will contribute to their social inclusion and health.</p>

<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	<p>Benefits from playing sports and recreation for children with difficulties is very similar to that for physically fit children. The beneficial effects imply physical and mental health, including cognitive, social, affective, and moral development. Involving children with disabilities in sports activities is important from the aspect of socialization and creating social networks, friendships and acquaintances. Communication and social skills are acquired and contribute to success in other segments of life.</p>

## Bulgaria

<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	Adapted sport Camp
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	Yearly in the last 10 years
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	Water sports educational camp of NSA in Nessebar, Bulgaria
<b>Who:</b> <i>Name of the Coordinating Entity</i>	National Sports Academy (NSA)
<b>Website:</b> <i>Link of the project (if available)</i>	<a href="http://www.nsa.bg/bg/news/id,3603">http://www.nsa.bg/bg/news/id,3603</a>
<b>Contacts:</b> <i>(if available)</i>	Prof. Stefka Djobova: stefka.djobova@abv.bg
<b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i>	Trainers, coaches, supervisors, volunteers and medical staff.
<b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i>	People with intellectual disabilities, with multiple disabilities, their parents and the students.
<b>Financing:</b> <i>Budget and Program which financed the project</i>	National Sports Academy is providing free accommodation, meals and sport services to the participants
<b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i>	In 2019, in the framework of the Master program “Adapted physical activity and sport” of NSA “Vassil Levski”, all master students together with 27 children, youth and adult with disabilities are practicing water sports and beach games and activities for 4 hours per day. Water sports include sea swimming, kayaking, and sailing. Beach games include beach volley, beach football, relays, bocce, precise games, and beach racket games. Daily dancing program is logical end of each day of the camp.
<b>Objectives:</b> <i>General and Specific Project Objectives</i>	The main focus is at learning how to work in teams, how to communicate successfully with others, how to integrate in the society.

<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	<p>Personal development and social learning, added value for young people, economy and society. The successful model of the camp is ensuring that the motivation to be active on daily basis continues even after the end of the camp itself and empowers the persons with disabilities to look for further options to be active during the year that both stimulates and improves their physical condition and their social adaptation in the local environment.</p>
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	<p>Benefits of outdoor sports and particularly of the water sports are well known and documented. All participants experience personal benefits as acquisition of new sport skills, development of existing sport skills, knowledge of the importance of physical activity, nutrition, daily planning and social interaction and communication. For many of the participants with disabilities the personal contacts and friendships with the students and the sport instructors are most valued. At the same time, together with the physical experience, the participants have the opportunity to develop their social and transversal skills, to communicate successfully, to develop problem solving and critical thinking skills through different educational activities that the team, delivering the camp is implementing each year.</p>
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	<p>Every participant in the camp is becoming more active in his daily life after the camp (it is proven by monitoring procedure for actual measurement of physical activity through actigraphy). On average 50 persons are participating each year. The added value is that all sport practices are practiced in inclusive settings and this is affecting positively the attitudes toward persons with disabilities and their sport skills and abilities.</p>



Source: <http://www.nsa.bg/bg/news/id,3603>



<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	Small Community for Large Asset
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	N/A
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	Razlog, Sandanski and Petrich, Bulgaria
<b>Who:</b> <i>Name of the Coordinating Entity</i>	Bulgarian Association for Persons with Intellectual Disabilities
<b>Website:</b> <i>Link of the project (if available)</i>	<a href="http://bapid.com/bapid/?p=1108">http://bapid.com/bapid/?p=1108</a>
<b>Contacts:</b> <i>(if available)</i>	1000 Sofia, 10 Lavele Str. ap.16 tel: (+359 2) 4174419 ; fax: (+359 2) 4160956, e-mail: bapid@bapid.com
<b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i>	Educated trainer, students and participants.
<b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i>	Children, young people and adults with intellectual disabilities.
<b>Financing:</b> <i>Budget and Program which financed the project</i>	9000 BGN National BAPID Programme for NGO's
<b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i>	NGO "Chance" - members of BAPID, launched a project entitled "Small Community for Big Active", which took place on the territory of three municipalities - Razlog, Sandanski and Petrich. The goal of the project was to improve social skills, build trust and personal skills, introduction and learning about the opportunities of children, young people and adults with intellectual disabilities. A thematic camp was held in Velingrad.
<b>Objectives:</b> <i>General and Specific Project Objectives</i>	To provide participants with knowledge, skills and attitudes to employ sport to spread entrepreneurial attitudes and skills among disadvantaged youth.

<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	<p>Personal development and social learning, added value for young people, economy and society. Providing the extension of sports in the all sections of the society and raising healthy generations by promoting the participation of people from all ages in sports activities.</p>
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	<p>Using physical activity, photography and applied arts to improve social, communication or professional skills of participants.</p>
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	<p>Building trust and personal skills, introduction and learning about the opportunities of children, young people and adults with intellectual disabilities.</p>



Source: [https://bapid.com/bapid/wp-](https://bapid.com/bapid/wp-content/uploads/2016/10/13962790_841683382632756_8865987317993968046_o.jpg)

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<p><b>Integr-Action Through ETS (IATETS)</b> Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities</p>	
<p><b>Name:</b> <i>Project Title</i></p>	<p>Project START Short training course "Integration through sport"</p>
<p><b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i></p>	<p>01.01.2018 – 31.12.2019</p>
<p><b>Where:</b> <i>Where the practice /project was held (city, country)</i></p>	<p>Sofia, Bulgaria</p>
<p><b>Who:</b> <i>Name of the Coordinating Entity</i></p>	<p>Bulgaria, Sofia, Bulgarian Sports Development Association (BSDA)</p>
<p><b>Website:</b> <i>Link of the project (if available)</i></p>	<p><a href="https://www.startcastelbuono.eu/wp-content/uploads/2019/02/3-Handbook_Start-w-BG.pdf">https://www.startcastelbuono.eu/wp-content/uploads/2019/02/3-Handbook_Start-w-BG.pdf</a></p>

<p><b>Contacts:</b> <i>(if available)</i></p>	<p>5B, "Triaditza" str Sofia 1000 Bulgaria</p> <p>Phone: +359889137478 E-mail: info@bulsport.bg FB: www.facebook.com/bulsport.bg Twitter: @bulsport.bg</p>
<p><b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i></p>	<p>The START project supports the transfer of new opportunities, methods and approaches to coaches, instructors, trainers and animators in the field of sports, managers and staff of non-governmental organizations with the aim of starting to use sports activities as a tool to promote inclusion and integration of vulnerable groups.</p>
<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i></p>	<p>Coaches, instructors, trainers, facilitators and animators in the field of sport, managers and staff of non-governmental organizations</p>
<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	<p>Erasmus+ project, co-funded by EU. Overall project budget 59 704 EUR</p>
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>The training course focused on the importance of sport as a tool for integration, education and the promotion of social inclusion, understanding of other cultures, human rights and competitiveness among young people in local communities. The training course included the transfer of innovative non-formal education methodologies, creating an important educational bridge between the participating countries, which through sport can improve the integration of immigrants, NEET young people, women or adolescents at risk of exclusion and people from different social strata. Europe. In recent years, we have seen many cases of poverty, violence, cultural and educational conflicts, all based on the lack of appropriate tools for integration. Sports activities can indeed represent a common language that can be used to promote integration in society and bring values of tolerance, freedom, fair play and respect. Sport is useful in removing stereotypes (facilitates the integration of immigrants and minorities in society), promotes mutual understanding and intercultural dialogue (using sport as a</p>

	universal language) and facilitates the process of social inclusion
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>Specific objectives of the START project:</p> <ul style="list-style-type: none"> <li>• Encourage partners to work in a network with a European dimension, sharing ideas, methods, techniques and best practices and to improve their own levels of performance as well as the target groups they work with;</li> <li>• To encourage and strengthen the way in which sport is used as a method of integration, socially inclusion and equal opportunities and increase interest in its potential.</li> </ul>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	<p>START promotes specific activities at two levels:</p> <ul style="list-style-type: none"> <li>• Raise awareness and train coaches, instructors, trainers, facilitators and animators in the field of sport, managers and staff of non-governmental organizations, how to use the language and methodologies of sport as a way of social inclusion, respect for others and integration of vulnerable groups at risk of excommunication and marginalization, supporting and developing the European dimension of sport. This goal will be achieved through specific mobility activities for coaches, managers and staff / volunteers of non-governmental sports organizations;</li> <li>• To encourage the participation in local sports activities (mass sports and physical activity) population, in particular the more vulnerable groups (immigrants, women, NEET youth, adolescents), who have more difficulty accessing sporting initiatives due to language, social and cultural barriers, economic difficulties or prejudice. These goals will be achieved through the organization of sports activities in each of the partner countries.</li> </ul>
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	<p>The training course will have multiplier effects at three different levels: partner organizers and their operators; organizations / stakeholders and professionals in the countries involved in the partnership; local consumers and migrants, women, NEET young people and adolescents who are the focus of the project.</p>
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	<p>Through the training activities in Sofia, sports experts sent by the partners had the opportunity to meet, discuss and exchange best practices, approaches and ideas.</p>

	<ul style="list-style-type: none"> <li>• Thanks to the Association for the Development of Bulgarian Sports, which was the host partner of training and has extensive experience in the field, participants were able to acquire new skills and knowledge of the use of sport for the integration of different social groups.</li> <li>• The knowledge and skills acquired by the participants will be multiplied in the respective countries and will be transferred to athletics coaches, coaches in general and young people, interested in gaining new knowledge on the topic "Integration through Sport".</li> <li>• The acquired knowledge will be used in the daily work of the participants and will be disseminated in their organizations. The approach for integration through sport, which was adopted during the START project, offers participants new opportunities to learn or develop skills and abilities to manage sports processes, coaching activities and group leadership during the planned sports activities.</li> </ul>
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[https://www.startcastelbuono.eu/wp-content/uploads/2019/02/3-Handbook\\_Start-w-BG.pdf](https://www.startcastelbuono.eu/wp-content/uploads/2019/02/3-Handbook_Start-w-BG.pdf)

<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	The friendship through the lens of children and youths with intellectual disabilities
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	11.08.-17.08.2014
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	Velingrad, Bulgaria
<b>Who:</b> <i>Name of the Coordinating Entity</i>	Bulgarian Association for Persons with Intellectual Disabilities

<p><b>Website:</b> <i>Link of the project (if available)</i></p>	<p><a href="https://bapid.com/bapid/?p=711">https://bapid.com/bapid/?p=711</a></p>
<p><b>Contacts:</b> <i>(if available)</i></p>	<p>1000 Sofia, 10 Lavele Str. ap.16 tel: (+359 2) 4174419 ; fax: (+359 2) 4160956, e-mail: bapid@bapid.com</p>
<p><b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i></p>	<p>Educated trainers/coaches, volunteers and participants.</p>
<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i></p>	<p>Children, youth and adults with intellectual disabilities</p>
<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	<p>N/A</p>
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>The activities were aimed at stimulating the creative potential of 30 children and young people with intellectual disabilities in the following workshops:</p> <ol style="list-style-type: none"> <li>1. Applied art/masks, making of flowers, panels, bracelets, making of vases, decorative bottles and others;</li> <li>2. Photography/walks in the woods and photographing interesting things from nature, individual and group photos, selfies and others;</li> <li>3. Sports/water polo, swimming, jumping, football, volleyball, darts and skittles.</li> </ol>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>To identify what barriers foster and short break careers, and service providers, face in helping disabled young people in their care to make and keep friends. To identify solutions that service providers and careers can implement to increase friendship opportunities for disabled young people. Personal development and social learning.</p>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	<p>Personal development and social learning. Proper stimulating the creative potential of 30 children and young people with intellectual disabilities.</p>
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	<p>Every dynamic, interesting and full of smiles day was sealed on the photo lenses.</p>
<p><b>Empowerment:</b></p>	<p>To identify barriers and solutions for increasing friendship opportunities for disabled young people.</p>

*Describe the specific impact generated by the ETS methodology in terms of empowerment*



Source: <https://bapid.com/bapid/wp-content/uploads/2014/08/DSC02917.jpg>

<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programs of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	Inclusive basketball
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	The activity is still ongoing
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	Sofia, Bulgaria
<b>Who:</b> <i>Name of the Coordinating Entity</i>	National sports academy Vassil Levski
<b>Website:</b> <i>Link of the project (if available)</i>	N/A
<b>Contacts:</b> <i>(if available)</i>	Prof. Stefka Djobova: stefka.djobova@abv.bg
<b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i>	Trainers, coaches, supervisors, volunteers and medical staff.
<b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i>	The program is aimed at people with intellectual disabilities and persons without disabilities that are their basketball partners.

<p><b>Financing:</b> <i>Budget and Program which financed the project</i></p>	<p>National sports academy is providing sport facilities for free, the programme is delivered by sport experts that are volunteers.</p>
<p><b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>The weekly sessions are designed to ensure mixture of persons with ID and young people without disabilities that are practicing sport together and are learning together about the positive aspect of #BeActive lifestyle.</p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>The aim is the programme is to include young people with intellectual disabilities in sport environment that allows high level of socialization.</p>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	<p>Empowerment of young persons with ID through showing their potential and their abilities, ensured by volunteering team of sport experts, devoted to the development of sport for persons with ID.</p>
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	<p>The innovative aspect of the programme is the inclusion element of young people with disabilities that support the young people with ID and play together, in one team, for one goal. The combination has been proven to be really successful for the persons with ID that feel themselves accepted and loved and for the young people without ID that are showing wider level of understanding to the problems of their mates with different disabilities.</p>
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	<p>The team has started several years ago with just few players and in the present moment counts on more than 20 active players with ID and 10 youth partners. The combination of inclusivity and of sharing the sport moments together is empowering the young people with ID and they are showing great progress in their physical activity levels increase, aggression levels decrease, positive attitude and healthy lifestyle development. During the training sessions are used different sport educational activities that aim to further develop both social and physical aspects of the life of persons with ID.</p>



Source: BulsportBG



## Turkey

<b>Integr-Action Through ETS (IATETS)</b>	
Best practices at the national level of ETS, training programmes of sport education delivered to adult people affected by physical disabilities	
<b>Name:</b> <i>Project Title</i>	Ankara Knows No Bounds
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>	2015
<b>Where:</b> <i>Where the practice /project was held (city, country)</i>	Ankara, Turkey
<b>Who:</b> <i>Name of the Coordinating Entity</i>	Ankara Provincial Directorate of Youth and Sport
<b>Website:</b> <i>Link of the project (if available)</i>	<a href="https://www.ankaraka.org.tr/en#">https://www.ankaraka.org.tr/en#</a> <a href="https://youtu.be/e5LiEfk55c">https://youtu.be/e5LiEfk55c</a>
<b>Contacts:</b> <i>(if available)</i>	Tel: +90 (312) 310 03 00 E-mail: <a href="mailto:bilgi@ankaraka.org.tr">bilgi@ankaraka.org.tr</a>
<b>Stakeholders of the project:</b> <i>People and institutions contributing to the implementation of the project</i>	Ankara Development Agency and Gazi university
<b>Beneficiaries:</b> <i>Which target group was involved (please specify the type and degree of disability and how many people were reached)</i>	Physically disabled, visually handicapped and hearing impaired young people aged between 14 -30 years old who especially live difficulty to access the sport facilities and their families. 175 young people and their families were reached in the project.
<b>Financing:</b> <i>Budget and Program which financed the project</i>	Ankara Development Agency Empowering Social Development Financial Support Program
<b>Description:</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i>	Within the project, a total of 175 physically handicapped, visually and hearing impaired people were given pre-skill training in 13 different sports branches with the help of specially trained expert trainers based on an appointment system.

	<p>In addition to expert trainers, preliminary skill trainings were provided by special training experts, physiotherapists and psychologists in the skill halls specially organized for Basketball, Volleyball, Badminton, Tennis, Table Tennis, Chess, Archery, Taekwondo, Judo, Gymnastics, Swimming, Billiards and Basic Sports Training.</p>
<p><b>Objectives:</b> <i>General and Specific Project Objectives</i></p>	<p>Thanks to the “Integrated Disabled Athlete Support Unit” established for the first time in Turkey, it is aimed to provide one-on-one pre-skill training to all disabled people in specially prepared halls depending on the originality of their disability situations and thus to minimize the risk factors related to the sport they want to do from their disadvantages and to adapt the disabled people to their professional sports lives within a systematic framework.</p>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	<p>Within the project, a total of 175 physically handicapped, visually and hearing impaired people were given pre-skill training in 13 different sports branches with the help of specially trained expert trainers based on an appointment system.</p> <p>In addition to expert trainers, preliminary skill trainings were provided by special training experts, physiotherapists and psychologists in the skill halls specially organized for Basketball, Volleyball, Badminton, Tennis, Table Tennis, Chess, Archery, Taekwondo, Judo, Gymnastics, Swimming, Billiards and Basic Sports Training.</p> <p>This new system has welcomed by the families of the disabled with a great interest and gladness. The sports programs prepared specifically for the disabled person have been specially prepared and based on the needs of the disabled by taking their disability into consideration. Sports practices adapted for individuals with special needs aim to develop individuals' perceptual motor functions, socialization, making friends, being accepted, and contributing to positive self-development. It has been experienced that, with a well-planned sports program, individuals with disabilities can support not only their motor development but also their</p>

	<p>development in sensory and cognitive areas and achieve as much success as individuals with normal development.</p>
<p><b>Innovation:</b> <i>Specific Characterisation of the Project in the field of ETS for disabled bodies</i></p>	<p>Sports practices adapted for individuals with special needs aim to improve individuals' perceptual motor functions, socialization, make friendships, acceptance, and contribute to positive self-development.</p>
<p><b>Empowerment:</b> <i>Describe the specific impact generated by the ETS methodology in terms of empowerment</i></p>	<p>It has been experienced that, with a well-planned sports program, individuals with disabilities can support not only their motor development but also their development in sensory and cognitive areas and achieve as much success as individuals with normal development.</p> <p>The program support to improve some basic and soft skills which can be extremely helpful for increasing the employability chance of the target group.</p>



ANKARA GENÇLİK  
VE SPOR İL  
MÜDÜRLÜĞÜ

Bakan Bakanlık Kurumsal Okul Sporları Gençlik Merkezleri Uygulamalar İletişim

GÜNDEM ÖNCÜ ANKARA PROJEMİZ ONAYLANDI



### “ÖNCÜ ANKARA (ENTEĞRE ENGELLİ SPORCU DESTEK BİRİMİ)” PROJEMİZ ANKARA KALKINMA AJANSI TARAFINDAN ONAYLANDI

Ankara Gençlik Hizmetleri ve Spor İl Müdürlüğü yürürlüğe giren “Öncü Ankara (Entegre Engelli Sporcu Destek Birimi)” projemiz, daha önce Ankara Kalkınma Ajansına onaylanarak gerçekleştirilmiş olduğumuz “Ankara Engeli Tanımayan” projemizin devamı niteliğinde olup, Türkiye’de ilk defa Ankara Gençlik Hizmetleri ve Spor İl Müdürlüğü tarafından oluşturulacak olan engelli destek birimi merkezimizde engelli bireylere proje kapsamında daha önce belirlediğimiz spor branşlarında ön beceri eğitimi verildikten sonra o branşlarda ki spor alanlarına yönlendirilebilmeleri öngörülmüştür.

Dolayısıyla yeni açmak istediğimiz merkezimizde psikolog, özel eğitim uzmanları, sosyal hizmet uzmanları, psikiyatristler ve antrenörler eşliğinde engelli bireylere, gene merkezimizde kuracağımız standartlardan daha küçük (minyatür) olarak oluşturacağımız spor sahalarımızla bu ön beceri eğitimini tamamlayan engelli bireylerin standart spor alanlarına yönlendirilebilmeleri sağlanacaktır.

Burada amaç engelli bireylerimizin hangi spor branşına daha yetkin olduklarını daha profesyonel bir şekilde tespit ederek onlara o branşlarda ön beceri eğitimi kazandırabilmektir. Böylelikle dezavantajlarından dolayı yapmaktaki zorlanıp sağlık yönünden de kendileri adına risk taşıyan spor branşlarını yenilikçi yapmalarının önüne geçip aynı zamanda gerçek kabiliyetlerinin daha profesyonel bir şekilde septenerek o branşlarda engelli performans sporcularının yetiştirilebilmesini sağlamaktır.

Ankara Kalkınma Ajansı tarafından onaylanan bu projemiz Ajans tarafından bu dönem onaylanan en yüksek bütçe ile desteklenen proje olarak en ön safta yerini almıştır.

ÖNCÜ ANKARA projemiz 18 Aylık bir süreli kapsamaktadır. Ankara Gençlik Hizmetleri ve Spor İl Müdürlüğü olarak tamennimiz bu projemizin kendi ismi gibi bütün Türkiye’ye öncülük yaparak bu merkezlerin 81 ilde kurulması yönündedir.



#### FOTOĞRAFLAR



#### DiĞER HABERLER

GENÇLİK VE SPOR BAKANLIĞINDAN  
GENÇLİK PROJELERİNE 90 MİLYON  
LİRALIK REKOR DESTEK

BAKAN KAŞAPOĞLU, AVRUPA  
ŞAMPİYONU CİMNASTİKÇİLERİ KABUL  
ETTİ

“KADINLARIN ÖNCÜLÜĞÜNDE SPOR  
POLİTİKALARI ÇOK DAHA BAŞARILI  
OLUYOR”

ŞAMPİYONLARYURDA DONDU

ANKARA VALİ YARDIMCISI DR. AYHAN  
ÖZKAN TESİSLERİMİZİ ZİYARET ETTİ

20 YAŞ ALTI LİSANSLU SPORCULARIN  
BELİRLİ SAATLERDE SOKAĞA ÇIKMA VE  
SEYAHAT KISITLAMALARI MÜAFİYETİNE  
İLİŞKİN DUYURU

“TÜRKİYE, SPOR ÜLKESİ OLMA  
YOLUNDA HIZLA İLERLİYOR”

HABER ARŞİVİ >



Ankara Kalkınma Ajansınca desteklenen, Ankara Gençlik Hizmetleri ve Spor İl Müdürlüğü'nün yürütücülüğü ve Gazi Üniversitesinin ortaklığıyla hayata geçirilen "Ankara Engel Tanımaz" projesi tamamlandı.

"Ankara Engel Tanımaz" projesinde tamamlanmasının ardından proje kapsamında 300 engelli çocuk ve gencimize eğitim veren 47 Antrenör ve Entegre Engelli Sporcu Destek Birimi çalışanlarına İl Müdürü adına Şube Müdürü Özden Cengiz Şimşek tarafından teşekkür belgesi verildi.

Projenin tamamlanması ile ilgili açıklama yapan İl Müdürü Dr. Burhan Başoğlu "İlimizde ki engelli çocuk ve gençlerimiz için faydalı bir proje gerçekleştirdik. Projeye katılan tüm çocuk , genç ve ailelerimize , antrenörlerimize ve Entegre Engelli Sporcu Destek Biriminde çalışan arkadaşlarımıza teşekkürlerimi sunuyorum dedi.



#### FOTOĞRAFLAR



#### DİĞER HABERLER

GENÇLİK VE SPOR BAKANLIĞYNDAN  
GENÇLİK PROJELERİNE 90 MİLYON  
LİRALIK REKOR DESTEK

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