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Guide for SAFE and INCLUSIVE Tchoukball



PARTNERS





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INCLUSIVE TCHOUKBALL

Introduction to Wheelchair Tchoukball

Wheelchair Tchoukball is a sport specifically designed to be inclusive, allowing individuals with motor impairments to compete equally with those who have none. Developed in the 1970s by Hermann Brandt, a Swiss doctor, Tchoukball combines elements of handball, volleyball and pelota Vasca. Originally played in small communities and local schools, the sport has evolved over the decades and is now recognized internationally, with standardized rules and equipment.

One of the key aspects of Wheelchair Tchoukball is its inclusivity. The sport is structured in a way that ensures all participants, regardless of their motor abilities, can compete on equal terms. This "Inclusive Wheelchair Tchoukball Guide" aims to provide a comprehensive resource for organizing and implementing safe and inclusive Wheelchair Tchoukball - WTB - activities, specifically designed to promote the participation of wheelchair users with various physical disabilities and/or reduced motor skills.

This initiative is driven by the recognition that participation in sports is associated with numerous benefits for physical, mental, and social well-being; yet individuals with physical disabilities often face significant barriers to inclusion in sports and physical activities or they are discouraged from participating in sports due to various challenges. These challenges include a lack of training and competition opportunities, insufficient awareness of how to include people with disabilities in sports, and the accessibility of sports facilities. These barriers not only prevent individuals with disabilities from enjoying the benefits of sports but also contribute to their social isolation.



The TCHAMP project, undertaken within the context of the Erasmus+ Programme, aims to address these challenges by facilitating and promoting the participation of wheelchair users with physical disabilities in health-enhancing physical activities. Central to this effort is the promotion of WTB, an inclusive sport that welcomes people of all genders, ages, and abilities. Wheelchair Tchoukball being a team sport without physical contact is particularly well-suited for individuals with physical and motor disabilities, offering a unique opportunity for these individuals to engage in physical activity in a way that is both enjoyable and socially inclusive.

The primary objective of the TCHAMP project is to produce this guide, which outlines the best practices and protocols for organizing Wheelchair Tchoukball activities that are both safe and inclusive. The guide is designed to be a practical resource for organizations, coaches, and volunteers who are interested in facilitating WTB games that involve participants with and without physical disabilities.

To develop this guide, the project began by identifying the specific needs of wheelchair users in the context of sports participation. This involved conducting research to understand the barriers they face and the types of support they require to participate fully in sports activities. Additionally the project collected best practices from various sources, drawing on the experiences of organizations that have successfully implemented inclusive sports programs.

Another critical component of the project was the training of partner organizations on how to organize safe and inclusive Wheelchair Tchoukball games in mixed-abilities groups. Safety is a paramount concern for the partners involved in the TCHAMP project. To ensure that all activities are conducted safely, all training staff received specialized first aid training tailored to the needs of participants in wheelchairs.



This training ensures that in the event of an injury or sudden illness, staff are prepared to provide appropriate care that takes into account the specific challenges faced by wheelchair users. Currently, there are no established guidelines or protocols for organizing inclusive Wheelchair Tchoukball activities in the countries involved in the project.

This guide, therefore, fills a significant gap by providing the necessary tools and knowledge to create a more inclusive sports environment. It is intended to serve as a model that can be adapted and implemented in various contexts, helping to promote greater inclusion in sports and to enhance the overall well-being of individuals with physical and motor disabilities





Evolution and Growth of the sport globally

The idea to adapt Tchoukball to wheelchair users came up in 2005 reading Dr. Brandt's book in which he declares Tchoukball is a veritable sport for all.

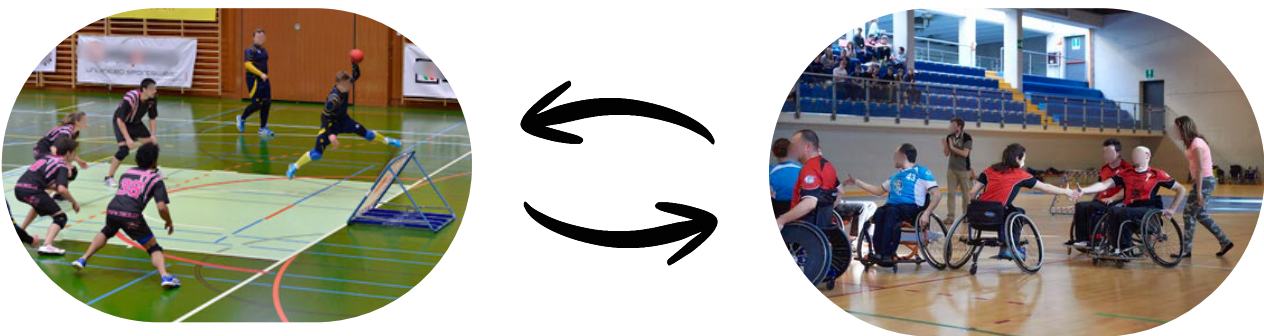
The creation of the WTB, a version of the TB adapted to wheelchair users, took a long time but the idea came up in 2005, reading the TB charter and Dr. Brandt's book that called TB "a veritable sport for all". Thus the meaning of everybody includes also people with various disabilities. Dr. Brandt also mentioned the idea of creating a "handy sport" project, although we have not found any writings about it. The first attempts were made with a wheelchair basketball team from Varese, but we did not get great results also due to the lack of interest of the players, understandably accustomed to a sport with great physical contact.

This attempt, however, served to give us the certainty that it was possible to make an adaptation. Thus we continued to think about it until the decisive opportunity arose when, in 2007, we had the chance to work in cooperation with the Spinal Unit of Niguarda hospital in Milan where sports therapy is used among other rehabilitation therapies. The Commission for the Disabled (TBDA), composed of physiotherapists, occupational therapists and graduates in Sports Science, worked in Niguarda hospital for many months finalizing the adaptation by writing the complete regulation at the end of 2008.

In 2009 Tchoukball Italia (TBI) officially recognized the regulation of Wheelchair Tchoukball and proposed it to the International Tchoukball Federation which approved it during the General Assembly, during the 2011 World Championships, in Ferrara. At the same time, the first official WTB match was also played during the WTC.



There are many similarities between the two versions. The absence of physical contact and the freedom of individuals, the logic of the game, most of the rules, the spirit of deep respect for the opponent, inalienable in Tchoukball, have remained unchanged. We have only tried to simplify some technical gestures to facilitate wheelchair play.



Diffusion

The WTB was born in Italy and inevitably had its first developments in this country, coming to have a 3-team mini championship. In recent years we have worked a lot, albeit with enormous difficulties, for dissemination. Key moments were the support of the Decathlon Foundation which donated 15 basketball wheelchairs, and the various coaching courses that were attended by people from other countries.

In 2018 during the TB European Championships in Castellanza, the first international match was played in Hungary, thanks to Anita Kunos, there is another active group that has been working since 2016, other small groups are in the UK, Kenya, Brazil, Argentina, Switzerland.



Until 2023 the WTB was played only by adults, eventually with some youth included, in September 2023 in Padova (Italy) was born the first group of WTB juniors with players under 12yo. These players have played the very first junior match mixing with some players of the Italian National team M 12 during the European Youth Tchoukball Championship in Lendinara in August 2024

In July '24 a WTB international coach course was organized online and the practical part of it will be held in Ferrara on July 30th with 22 participants from 7 countries. This gives us hope because the future we dream of is not too far away: the WTB becoming more and more international can be added to the sports recognized by the Paralympic Committee. Maybe it's just a dream but we believe in it!



"The goal was to guide the adaptation process without distorting the characteristics of the game, while at the same time trying to consider the needs of a wheelchair player."



Equipment for Wheelchair Tchoukball

To ensure fairness and inclusivity, Wheelchair Tchoukball uses specific equipment designed to accommodate the needs of players with motor disabilities:

Tuned Wheelchairs

A specialized wheelchair, similar to basketball ones, designed for playing sports. The wheelchair can help the players in order to move fast around the field.



Modified forbidden zone

Two semi-circular areas with 2m radius, measured from the centre of each baseline, are drawn inside the original zones with a radius of 3m. This helps defenders and keeps attackers at distance, plus allows the attackers to go closer to frames for shooting, so it is essential for maintaining equal competition and fairness in the sport.



Ball

One size-2 ball is used and it's allowed to bounce once on the field when passing.



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Gloves

Players should wear gloves to protect their hands from rubbing caused by the wheelchair.



Gameplay and Rules

The gameplay of Wheelchair Tchoukball is designed to be simple yet challenging, ensuring that players of all abilities can participate and enjoy the sport:

Objective: The main goal is to score a point, within 3 team passes and a maximum of 3 pushes and 3 seconds with the ball for each player, by throwing the ball towards one frame using hands and, after a valid bounce, make it touch the playing area without a catch by any opponent player. Any time, players with or without the ball must not enter the forbidden zones around each frame with all of the four stabilizing little wheels.

Scoring: Each score is worth one point.

- If any of both frames is missed after a throw, the opponent team receives one point.
- If the ball bounces out of the playing area after a throw, the opponent team receives one point
- If the ball touches the striker after a bounce of his own shot, the opponent team receives one point.
- After a throw and trying a catch, if the ball touches any part of the player's body under the knees, the striker receives one point.

Winning: The winner is the team who is leading by score at the end of three periods of fifteen non-effective minutes.



Inclusiveness

Inclusive Tchoukball is a modified version of Wheelchair Tchoukball designed to be accessible for people of ALL abilities, ages, genders, and backgrounds. It emphasizes teamwork, respect, making it an ideal model for inclusive physical education and recreational sports.

Inclusive Tchoukball allows everyone, including able-bodied players and people with disabilities to play together. Wheelchair users and non-wheelchair users can play together. This concept about people with disabilities who do not typically use wheelchairs being resistant to using them for inclusive sports like wheelchair tchoukball. With Inclusive Tchoukball we offer the opportunity to play and not to sit in a wheelchair.

While Wheelchair Tchoukball has official rules, it is important to recognize that these rules can be adapted to suit the needs of the participants. For those organizing Tchoukball games in local communities, schools, or inclusive settings, the rules may be adjusted to better accommodate the skill levels and specific requirements of the players involved. This flexibility allows the sport to be more accessible and enjoyable for everyone regardless of ability, or mobility, or experience.



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Training and Preparation for Inclusive Wheelchair Tchoukball

Implementing Inclusive Wheelchair Tchoukball activities requires careful planning and preparation. Organizers must ensure that all participants and staff are well-trained, not only in the rules of the game but also in the specific needs of motor injured players. This includes understanding how to communicate effectively, an understanding of disabilities and how to foster a safe and respectful environment key aspects of training include:

Normalize Equipment Use for All: Ensuring that all players are confident in the role they play, in a wheelchair or in a modified standing role. Help players to find the most comfortable variable for them and how to use a wheelchair to move on the playground without interfering with other players.

Adapting the Environment: Making sure the playing area is free of obstacles and that the equipment is properly set up and maintained.

Safety Protocols: Implementing safety measures that address the unique needs of motor injured players, including regular checks of the playing area and the availability of first aid.





Conclusion

Wheelchair Tchoukball is more than just a sport, it is a platform for promoting equality, physical fitness, and social interaction among individuals with varying abilities. By adhering to the principles of inclusivity and fairness, Inclusive Tchoukball not only makes physical activity accessible but also builds a respectful, encouraging, and empowering environment.

By removing barriers to participation, it motivates individuals to engage, grow, and enjoy the benefits of team sports – socially, physically, and emotionally.





First Aid and Safety

Creating a Safe Tchoukball Environment

A safe environment is the foundation of any inclusive sport — and in wheelchair Tchoukball, safety is not just a precaution; it's a principle. Whether organizing a training session, community game, or formal match, every effort must be made to ensure that the court, equipment, and session flow support the physical well-being and confidence of all participants.



Court Safety for Wheelchair Use

Wheelchair users have specific spatial and surface requirements that must be taken into account during court setup. To ensure safe play, consider the following:

- **Accessible Court Surface:** The court should be flat, non-slip, and free of debris. Hard wood or smooth sport flooring is ideal. Avoid rough or uneven surfaces that could hinder wheelchair maneuverability or increase the risk of tipping.
- **Sufficient Space:** Ensure that players have enough space to turn, stop, and maneuver their wheelchairs comfortably, especially around the rebound frame and sidelines. Consider wider- than-standard buffer zones for braking distances.
- **Clear Markings:** All key zones, including the forbidden zone and court boundaries, should be marked in high-contrast colors that are visible from a seated position. Consider using tactile floor tape for visually impaired players.
- **Unobstructed Access:** Entry and exit points must be fully wheelchair-accessible, including ramps and wide doors. Emergency exits must be unobstructed at all times.
- **Spectator and Equipment Placement:** Keep unused equipment and spectator seating well away from the field of play to reduce the chance of collisions or obstructions.



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Pre-Match Safety Checks

Before every session, conduct a routine safety inspection. This ensures the playing environment remains hazard-free and allows participants to focus on enjoyment and performance. Recommended steps include:

1. Court Check

- Look for loose floor tiles, wet spots, or uneven surfaces.
- Ensure zone markings are clearly visible and not worn out.

2. Frame & Equipment Inspection

- Confirm that rebound frames are securely anchored and stable.
- Check that the ball is suitably inflated and easy to grip.
- Inspect wheelchairs for working brakes, anti-tip bars, and no loose components.

3. Personal Equipment

- Players should wear appropriate gloves or hand protection if needed.
- Check that clothing does not have loose straps or parts that could get caught in wheels.

4. Emergency Plan

- Verify that a first aid kit and AED (Automated External Defibrillator) are available nearby.
- Ensure all facilitators know the emergency protocol, including how to call for medical assistance if required.

By treating these checks as routine, you build a culture of safety and prevent accidents before they happen.



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Injury Prevention Guidelines

While Tchoukball is a non-contact and low-impact sport, certain risks remain — particularly in wheelchair use. To prevent injury:

- **Encourage a Full Warm-Up and Cool-Down:** Wheelchair athletes benefit from both upper body and cardiovascular preparation. Warm-up routines should include arm circles, shoulder mobility drills, and light-paced rolling.
- **Manage Session Intensity:** Especially in mixed-ability groups, pay attention to signs of overexertion, fatigue, or discomfort. Tailor drills and game formats to the energy levels and experience of participants.
- **Coach Technique and Awareness:** Teach safe maneuvering techniques for stopping, turning, and changing direction. Emphasize awareness of surroundings to reduce unintentional contact.
- **Encourage Open Communication:** Remind players to report any discomfort, pain, or wheelchair malfunction immediately, even during play. Create an atmosphere where health is prioritized over competitiveness.
- **Promote Hydration and Rest:** Offer regular breaks and access to water. Heat and overexertion can affect all athletes, but especially those with underlying conditions.

By following these practical steps, facilitators can create an environment where players feel confident, supported, and safe — making wheelchair Tchoukball a positive and empowering experience for all.





Trainer & Assistant Preparation

Inclusive Tchoukball begins with inclusive leadership. Trainers and assistants are more than instructors — they are facilitators of belonging, safety, and growth. Their preparation directly influences how players experience the game, especially those with disabilities who may be navigating sport for the first time or returning after a long absence.

A well-prepared trainer understands that every participant brings value, and their coaching style should reflect a deep commitment to accessibility, adaptability, and empathy.

Inclusive Coaching Methods

Inclusive coaching is not about lowering standards — it's about opening doors so that everyone has a fair opportunity to meet them. In wheelchair Tchoukball, this means adapting teaching styles, offering varied progression paths, and valuing effort and engagement alongside technical performance.

Key approaches include:

- **Player-Centered Coaching:** Adapt sessions to fit the needs and goals of each group. This may include altering the pace of drills, modifying game rules, or focusing on skill-building over competition.
- **Multi-Level Instruction:** Design activities that allow participants of varying ability levels to succeed together. For example, you might offer easier passing angles for newer players while challenging experienced participants with more complex sequences.
- **Active Observation:** Continuously assess how players are engaging. Look for signs of confusion, fatigue, or disengagement, and respond by adjusting drills or offering support.
- **Demonstration and Repetition:** Use visual demonstrations and consistent language. Reinforce key movements or concepts through repetition and positive reinforcement.

Most importantly, inclusive coaching is not static. It requires a willingness to learn, listen, and evolve— because inclusion isn't a one-size-fits-all model, it's a practice of openness and responsiveness.



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Working with Players with Different Abilities

No two players are alike — and this is a strength. An inclusive trainer recognizes diversity as an asset and approaches each participant with respect, flexibility, and curiosity.

Best practices include:

- **Understanding Functional Needs:** Know the physical and cognitive needs of each participant. For some, this may mean adjusting the weight or size of the ball; for others, it may require offering more recovery time or simplifying instructions.
- **Avoiding Assumptions:** Never assume what a player can or cannot do based on appearance or diagnosis. Instead, ask respectful, open-ended questions like, “How can I support you in this activity?”
- **Promoting Peer Learning:** Encourage players to support one another. Peer coaching fosters confidence, mutual understanding, and a stronger sense of community.
- **Celebrating Progress, Not Just Outcomes:** Recognize achievements such as improved communication, courage to try something new, or greater teamwork. These moments matter just as much as scoring points.

Inclusive sport succeeds when trainers understand that equity, not equality, is the goal — giving each player the support they need to thrive.



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Communication and Psychological Support

Coaching is as much emotional as it is physical. For many players with disabilities, especially those new to sport, participation can bring up feelings of uncertainty, vulnerability, or fear of judgment. Trainers and assistants must be active agents of encouragement and emotional safety.

Recommendations:

- **Use Clear and Supportive Language:** Give instructions in simple, encouraging terms. Replace criticism with constructive guidance, and use tone to convey warmth and respect.
- **Establish Trust Early:** Create a welcoming atmosphere from the first session. Learn and use players' names, ask how they're feeling, and encourage open feedback.
- **Normalize Mistakes:** Remind players — often — that mistakes are part of learning. Frame errors as progress, not setbacks.
- **Be Trauma-Aware:** Some players may have experienced past exclusion or trauma related to physical activity. Be sensitive to signs of distress, and give individuals the choice to opt out or modify activities without pressure.
- **Model Emotional Resilience:** Show how to stay calm under pressure, how to regroup after a missed opportunity, and how to support teammates — these lessons will resonate far beyond the court.

By approaching coaching as both a physical and relational act, trainers can ensure that every player feels seen, safe, and empowered to engage — not just in sport, but in life.



First Aid and Emergency Readiness

Even in a non-contact sport like wheelchair Tchoukball, being prepared for injuries and emergencies is essential. While the risk of harm is lower than in more aggressive sports, accidents can still happen—especially due to movement limitations, fatigue, or equipment issues. A proactive approach to first aid and emergency planning not only prevents injuries from escalating but also reassures participants that their well-being is a top priority.

Trainers and assistants should be trained, equipped, and confident in providing immediate care when needed.





Common Sports Injuries and Prevention

In wheelchair Tchoukball, most injuries tend to be minor and preventable. However, understanding the risks helps coaches reduce them through proper session planning and player education.

Typical injuries include:

- Shoulder strain or overuse from repetitive passing or shooting
- Hand or finger injuries from fast passes or rebound deflections
- Skin abrasions caused by contact with the court or wheelchair parts
- Falls or tip-overs due to quick maneuvers, particularly in fast-paced play
- Fatigue-related incidents, especially in participants with reduced cardiovascular endurance

Prevention strategies:

- Structured warm-ups and cool-downs tailored to upper-body mobility and core engagement
- Technique coaching for throwing, stopping, and directional changes
- Well-maintained wheelchairs with anti-tip bars and secure seating
- Game pacing and regular hydration breaks to prevent exhaustion
- Player rotation to avoid overuse injuries and allow recovery

An inclusive sport is a safe sport — and that begins by planning with every body's limits and potential in mind.



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First Aid Protocols for Inclusive Sessions

Every inclusive Tchoukball session should follow a basic emergency response plan and have clearly assigned roles for trainers and assistants. First aid readiness includes not just physical care, but also emotional support and communication tailored to the needs of people with disabilities.

Essentials of an inclusive first aid protocol:

- **Assess the scene safely:** Ensure no additional harm can occur before intervening. If a wheelchair is tipped or a player has fallen, approach calmly and assess for awareness and breathing.
- **Communicate clearly and calmly:** Explain what you're doing before touching or assisting the player. Use simple, direct language and maintain eye contact. For players with hearing impairments, gestures and written instructions can help.
- **Respect mobility aids:** Never move a player or their wheelchair unless absolutely necessary. Wait for medical assistance if there's any suspicion of spinal or severe joint injury.
- **Involve the participant when possible:** If the person is conscious and responsive, ask what they need. They may know how to adjust their wheelchair, brace, or position to reduce discomfort.
- **Document the incident:** Record time, location, nature of the injury, actions taken, and any follow-up. Use a standardized accident report form when available.

Even when injuries are minor, handling them with care and professionalism reinforces the values of trust, safety, and dignity.





AED Access and Use

Sudden cardiac arrest (SCA) can happen in any setting — including sport. Though rare in non-contact activities like Tchoukball, having an Automated External Defibrillator (AED) nearby can mean the difference between life and death.

AED best practices:

- **Location:** Ensure that an AED is available in or near the sports venue. It should be clearly marked and accessible — including for wheelchair users if self-service is required.
- **Training:** All trainers and assistants should be familiar with AED operation. Devices are designed for ease of use, with voice prompts and automatic detection, but confidence comes with practice.
- **Emergency Plan:** Include AED use in the facility's emergency response protocol. Ensure someone is designated to retrieve and operate the AED in case of an incident.
- **Maintenance:** Verify the AED's battery life and pad expiration dates regularly. A well-placed but non-functional AED serves no purpose.

Inclusion doesn't stop at access to play — it extends to emergency care. Every player deserves to know that if the unexpected happens, they'll receive timely, competent, and respectful assistance.



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Legal and Ethical Responsibilities

Inclusive sport does not exist in a vacuum - it operates within a framework of legal obligations and ethical principles that protect participants' rights and dignity. Trainers, assistants, and organizers involved in wheelchair Tchoukball must be aware of their responsibilities, not only to ensure safety, but also to uphold the values of equality, autonomy, and human respect.

Understanding and applying these principles helps create a culture where trust is earned, diversity is celebrated, and all participants feel secure in their right to belong.

Good Samaritan Practices

In most European countries, Good Samaritan laws offer legal protection to individuals who provide reasonable assistance in an emergency. These laws encourage bystanders — including coaches and assistants — to offer help without fear of liability, as long as their actions are in good faith and not grossly negligent.

In the context of Tchoukball, this means:

- If a player is injured or unwell during play, you are legally permitted to assist, even if you're not a certified healthcare professional.
- You should act within the limits of your training (e.g., administering basic first aid, using an AED, calling emergency services).
- You are expected to avoid actions that could cause further harm, such as moving someone with a suspected spinal injury.

Trainers should familiarize themselves with national and local regulations, but the guiding principle is clear: if someone is in danger, helping them is not only legal — it's ethical.



Consent and Dignity in Care

When providing any form of assistance — whether adjusting a wheelchair, offering first aid, or supporting a distressed participant — consent is essential. This is true for all players, and especially important when working with individuals with disabilities.

Key practices include:

- **Ask before touching:** Even well-intentioned help can feel invasive if not invited. Use simple, respectful language: “Would you like me to help adjust your chair?” or “Is it okay if I take a look at your arm?”
- **Explain your actions:** If urgent care is needed, describe clearly what you’re doing and why. This builds trust and reduces fear.
- **Respect refusal:** Players have the right to decline assistance unless unconscious or in life-threatening danger. In non-critical situations, honor their choice.

Dignity is about more than physical care - it’s about making people feel heard, in control, and respected. By placing autonomy at the heart of interaction, trainers help foster a truly inclusive and empowering environment.





Ensuring Equal Rights and Non-Discrimination

Discrimination, whether intentional or systemic, has no place in inclusive sport. In line with EU values and national legislation, every participant must be treated fairly and equally, regardless of ability, background, gender, age, ethnicity, or any other characteristic.

Inclusive Tchoukball promotes:

- Equal access to equipment, facilities, and playing time
- Zero tolerance for exclusionary language or behavior
- Balanced representation in leadership, coaching, and decision-making roles
- Proactive adaptation of sessions to accommodate diverse needs without segregating or patronizing

Trainers should:

- Educate themselves on the UN Convention on the Rights of Persons with Disabilities (CRPD) and relevant local laws
- Advocate for reasonable accommodations where needed (e.g., extended time, communication support)
- Reflect on their own biases and seek continuous learning

Ultimately, sport should be a mirror of the inclusive society we want to build — one where no one is left on the sidelines.



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Research Report

The TCHAMP project seeks to enhance the participation of individuals with disabilities and those in rehabilitation in health-promoting physical activities that strengthen not only physical well-being but also social inclusion and a sense of belonging within their communities. At the heart of this effort is wheelchair Tchoukball—an inclusive, dynamic sport designed to be accessible across all genders, ages, and levels of physical ability. By promoting such an open and cooperative form of sport, TCHAMP aims to remove barriers, empower individuals, and create positive environments where everyone can engage in physical activity with confidence and enjoyment.



To ensure that the project is grounded in the real needs and lived experiences of its target group, the partners designed and implemented a shared research process. A common online questionnaire was created to explore key dimensions related to sport participation, including personal preferences, motivations, emotional experiences, and the obstacles people with disabilities may face when trying to engage in sport. All five partners contributed to the dissemination of the questionnaire, sharing it widely through their national networks and communication channels aimed at individuals with disabilities.

The result was a sample of 130 responses, of which 129 were considered valid, with the one excluded response coming from a person without a disability. The wide geographical spread and collaborative nature of the data collection make this survey an important foundation for designing more responsive, inclusive sporting initiatives. The following section presents a detailed breakdown of the survey findings.



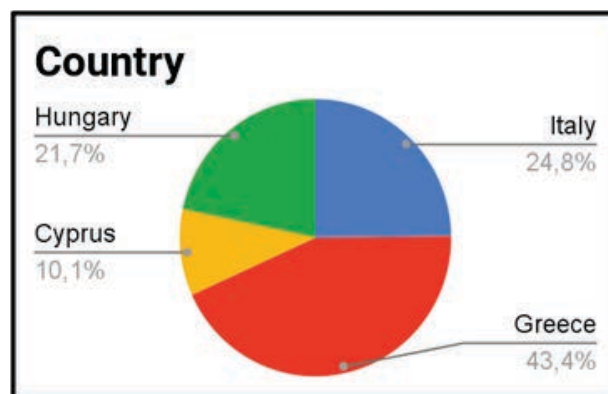
Survey Findings

This section presents a detailed analysis of the responses to each question of the survey. For every item, readers will find a pie chart accompanied by a written interpretation of the data. Each question is examined in terms of both overall trends and country-specific variations, allowing for cross-national comparisons. In some cases, open answers that might have been grouped into broader categories were left distinct in order to preserve the full nuance of the data. A few participants may have misunderstood certain questions, and this is occasionally reflected in their answers. Despite such minor issues, the dataset offers valuable insights into the needs, preferences, and challenges that individuals with disabilities face when it comes to sport participation. The section concludes with key observations that may inform the next steps of the project.

Demographics

Analysis of Question 1: Country

The first question, “Which country do you live in?”, serves as an essential starting point because it defines the geographical framework within which the rest of the responses will be interpreted. Participants could choose one of four possible answers: Greece, Italy, Hungary or Cyprus.



In the final sample of 129 questionnaires, 56 people (about 43 %) reported living in Greece, 32 (25 %) in Italy, 28 (22 %) in Hungary and 13 (10 %) in Cyprus. In other words, almost half of the participants come from Greece, while Cyprus is represented by only one in ten, which is due to the small population of the country.



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Analysis of Question 2: Gender

Question 2 asked participants to indicate their gender, offering the options Male, Female, and Prefer not to say. In the total of one hundred twenty-nine responses, seventy-four people, or roughly fifty-seven percent, identified as male, thirty-nine, about thirty percent, identified as female, and sixteen, just over twelve percent, preferred not to disclose their gender.

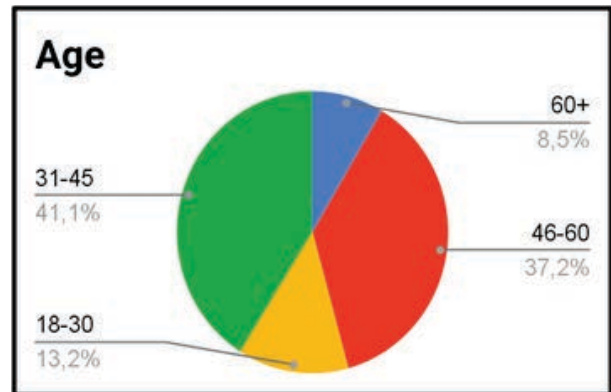
Country patterns differ noticeably. In Greece the distribution resembles the overall picture, yet Greece also contains nearly every undisclosed answer, with about twenty-seven percent of Greek respondents choosing not to reveal their gender. Hungary presents the reverse situation, since women form the majority there at roughly fifty-seven percent and almost no one withholds this information. Italy shows the strongest male predominance apart from Cyprus, as close to two thirds of Italian participants identify as men and none omitted a gender answer. Cyprus, although it contributes only thirteen cases, displays the most pronounced imbalance, with about eighty-five percent identifying as men and no respondent declining to state a gender. These figures reveal a general male majority across the full sample, highlight Hungary as an exception where women outnumber men, and underline how the very small Cypriot sub-sample magnifies any observed skew, so its proportions should be interpreted with caution.





Analysis of Question 3: Age

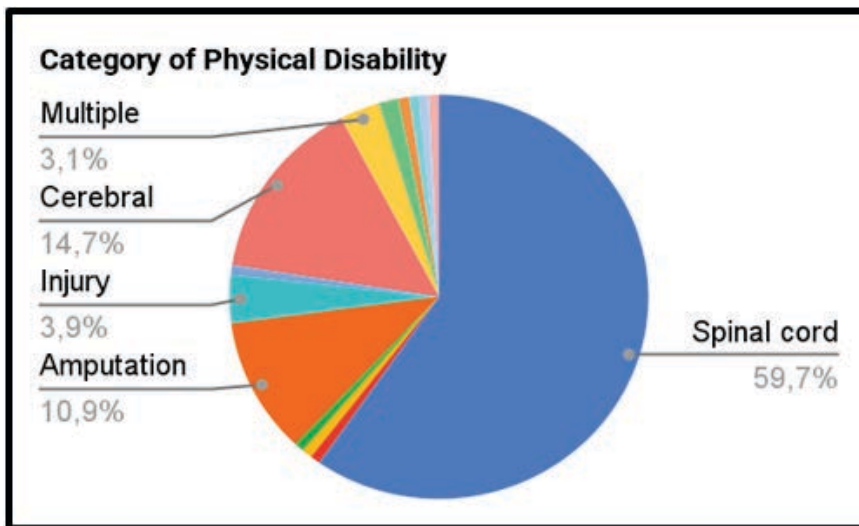
Question 3 asked participants to indicate their age, offering four brackets: eighteen to thirty, thirty one to forty five, forty six to sixty, and sixty plus. Among the one hundred twenty nine respondents, those aged thirty one to forty five form the largest group at a little over forty one percent, followed closely by the forty six to sixty bracket at just above thirty seven percent.



Young adults between eighteen and thirty account for about thirteen percent of the sample, while the sixty plus category represents the smallest share at eight and a half percent. Country patterns bring additional nuance.

In Greece the profile is decidedly middle-aged, since more than half of Greek respondents fall into the thirty one to forty five range and nearly four in ten into the forty six to sixty bracket, leaving very few younger or older participants. Italy skews slightly older: roughly forty one percent of Italians are forty six to sixty, just over twenty eight percent are thirty one to forty five, and the younger and senior brackets each contribute about sixteen percent. Hungary stands out as the youngest cohort; although the thirty one to forty five segment still leads at about thirty nine percent, almost twenty nine percent of Hungarian participants are eighteen to thirty and a similar share are forty six to sixty, with seniors being almost absent. Cyprus, despite its modest representation, resembles Italy in age spread: nearly thirty nine percent of Cypriot respondents are forty six to sixty, about thirty one percent are thirty one to forty five, and the remaining thirty percent split evenly between the youngest and oldest brackets. These findings show that the survey is dominated by middle-aged adults overall, Greece is the most heavily weighted toward that group, Hungary contributes the most youthful voices, and Cyprus, with its small population in the dataset, nevertheless mirrors the older tilt seen in Italy.

Analysis of Question 4: Category of physical disability

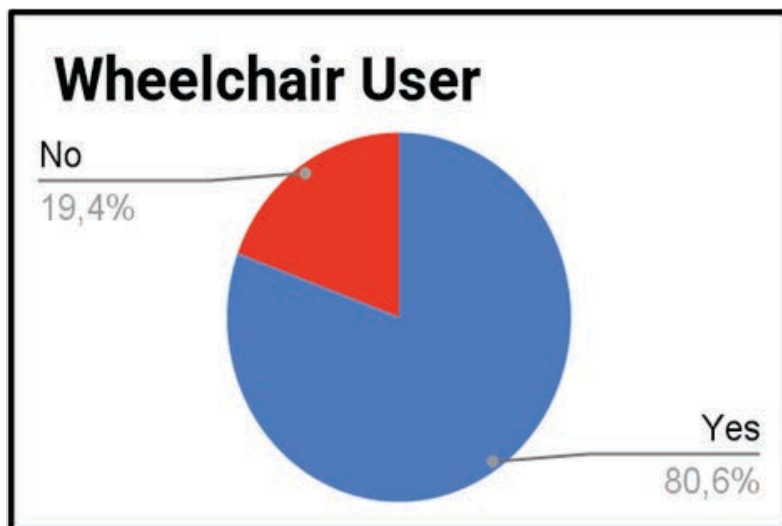


Participants were asked to specify the type of physical impairment that best describes their condition. Out of the one hundred twenty nine respondents, almost sixty percent identified spinal cord injury, roughly fifteen percent reported cerebral palsy, and a little over one in ten cited amputation; all remaining categories together account for the final fifteen percent.

Clear national patterns emerge. Cyprus is the most homogeneous group, as virtually every Cypriot respondent reports a spinal cord injury. Italy is similar, with more than four out of five Italians choosing the same category. Greece shows greater variety: although spinal cord injury still leads at a little over half of Greek answers, one fifth concern amputation and small numbers appear in several other categories. Hungary is the notable outlier, since a majority of Hungarian participants identify cerebral palsy while spinal cord injury ranks a distant second. Overall, the survey is dominated by spinal cord injuries, but Hungary shifts the picture toward neurological conditions, and Greece introduces a meaningful share of amputations, illustrating how disability profiles differ markedly across the four countries.



Analysis of Question 5: Are you a wheelchair user?



The fifth item asked for a simple yes or no. Across the whole sample, one hundred four people, about eighty one percent, answered yes, whereas twenty five, just under nineteen percent, answered no.

National results vary in the expected direction. Every respondent from Cyprus reports using a wheelchair, and Italy follows closely with almost ninety four percent saying yes. Hungary shows three quarters of its participants using a wheelchair, while Greece records the lowest proportion at about seventy one percent, meaning that nearly three in ten Greeks in the study do not rely on a wheelchair for mobility. In sum, wheelchair use is the norm in all four countries, yet its prevalence ranges from universal in Cyprus to somewhat less common in Greece, reflecting the different disability mixes highlighted in the previous question.

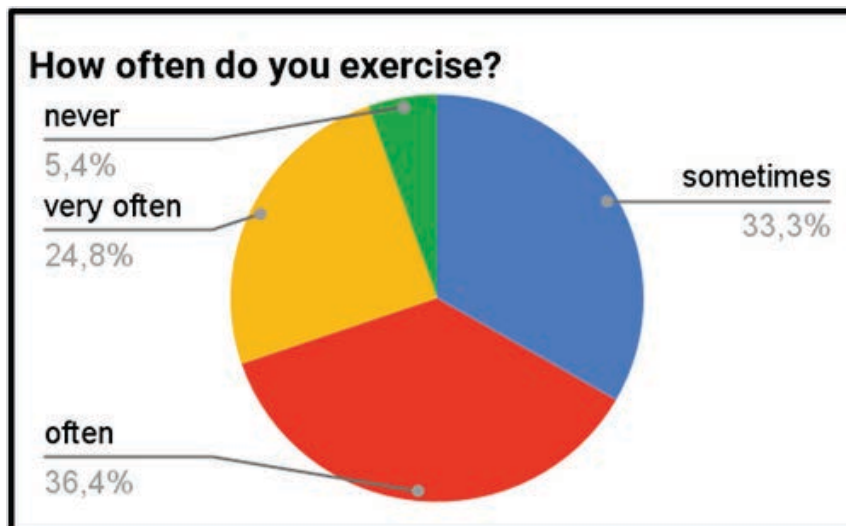


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Participation & Preference in Sport

Analysis of Question 6: How often do you exercise?

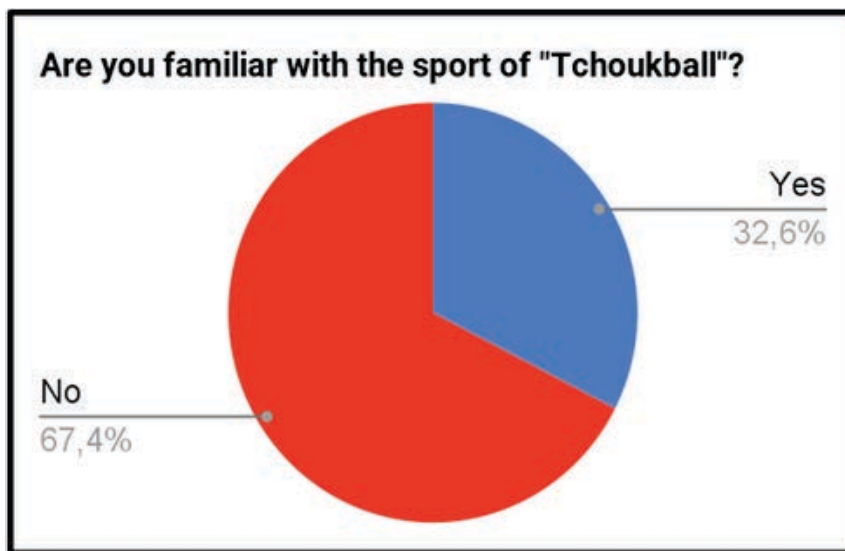


In this question, participants with motor disabilities were asked to indicate how frequently they engage in physical exercise, choosing from four options: never, sometimes, often, and very often. This item provides a useful insight into the level of physical activity among people with disabilities across the four participating countries.

Greece had the highest proportion of respondents selecting "very often", indicating a strong level of engagement in physical activity. Italy and Hungary showed similar patterns, with the majority of respondents choosing "sometimes", and fewer reporting frequent exercise. Cyprus had a more balanced distribution across categories but also had the highest rate of respondents who never exercise, suggesting potential obstacles in that country. Across all countries, the most common response was "often", reflecting a general tendency towards moderate engagement in exercise.



Analysis of Question 7: Are you familiar with the sport of "Tchoukball"?

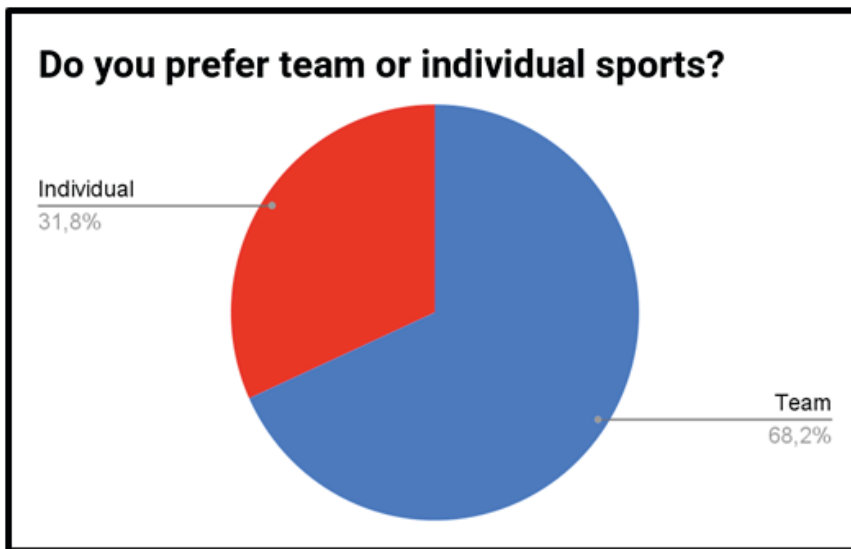


This question is, inquiring if the responders, are familiar with the sport of "Tchoukball" so we can gauge the popularity of the sport among responders.

In both Italy and Hungary we can find the most familiarity with the sport by responders, suggesting it is somewhat known in both countries. On the other side Greece with only two "Yes" and Cyprus with none at all, paint a picture that shows a complete lack of awareness regarding the sport.



Analysis of Question 8: Do you prefer team or Individual sports?

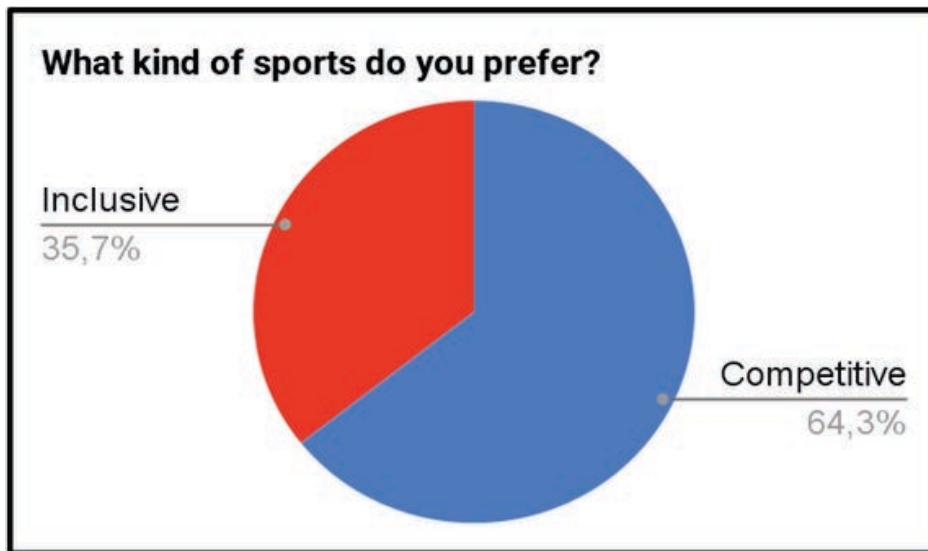


This question is inquiring, if the responders, prefer sports that are individual or in a team. Option where: Individual, Team.

The most popular choice is team sport, receiving about two thirds of all responses. Italy and Greece are especially team oriented, each with well over seventy percent choosing that option. Hungary also favours team play but with a milder margin, and Cyprus again shows the most mixed picture as almost forty percent of its respondents opt for individual participation. Even so, every country records a clear plurality for team sport, suggesting Tchoukball might be a success among all of them.



Analysis of Question 9: What kind of sports do you prefer?



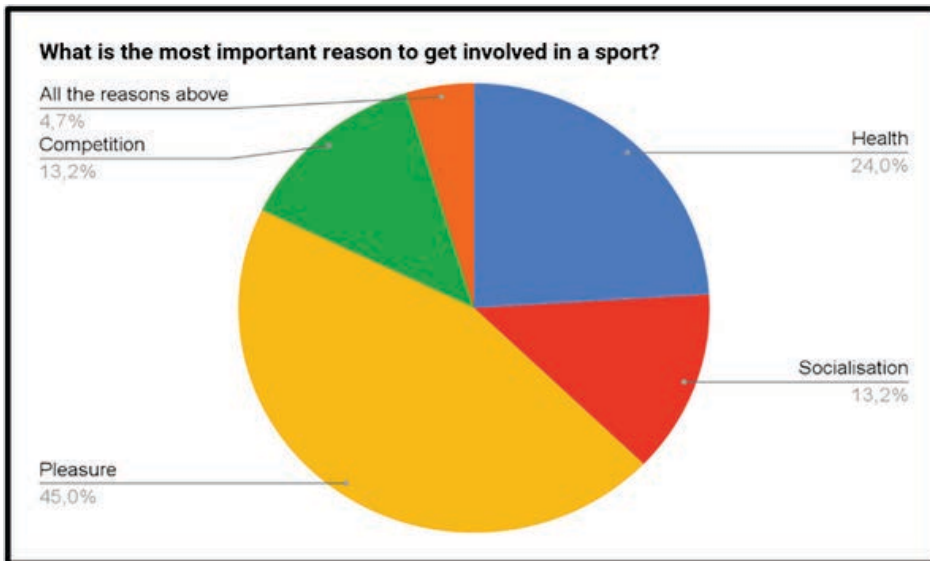
Participants selected either competitive or inclusive. Roughly two out of three favour competitive activities overall. Greece pushes this figure upward because four fifths of Greek answers fall in that category.

Hungary is evenly split between competitive and inclusive preference, Italy shows only a slight tilt toward competition, and Cyprus actually leans the other way as a small majority there prefer inclusive sports. The pattern reveals that while competitive sport dominates the survey as a whole the balance can flip in countries with different sporting cultures or smaller samples.



Analysis of Question 10:

What is the most important reason to get involved in a sport?



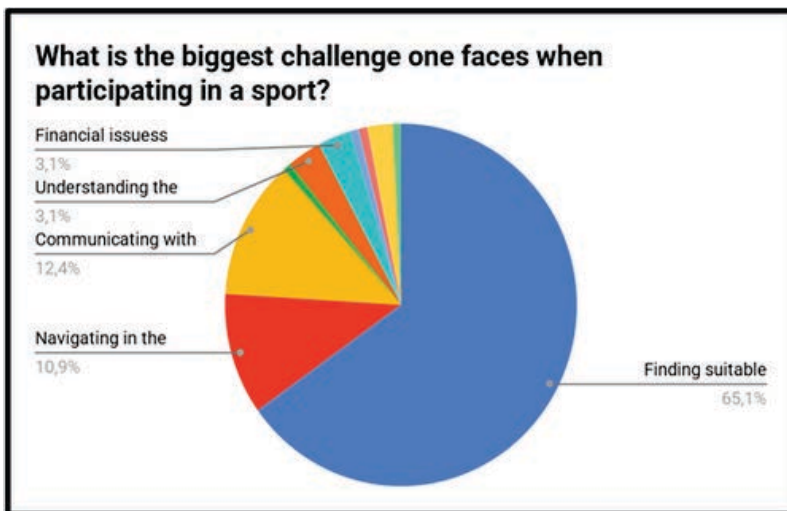
Five motives were offered: health, pleasure, socialisation, competition, and all the reasons above. Pleasure tops the list for the full sample at nearly half of all answers, buoyed chiefly by Greece where it dominates decisively. Hungary presents a dual emphasis, splitting almost evenly between pleasure and health. Italy differs markedly by putting socialisation alongside health at the forefront and giving pleasure a much smaller role.

In Cyprus the leading motive is health, followed closely by pleasure, while competition is scarcely mentioned. Thus enjoyment drives participation on aggregate, health is a strong secondary force particularly in Central and Eastern Europe and Cyprus, social contact is privileged in Italy, and competition ranks low everywhere. The Cypriot figures should be read with caution because the country provides only a tenth of the total responses, yet they still hint at a distinctive focus on wellbeing rather than rivalry.

Obstacles & Challenges

Analysis of Question 11:

What is the biggest challenge one faces when participating in a sport?

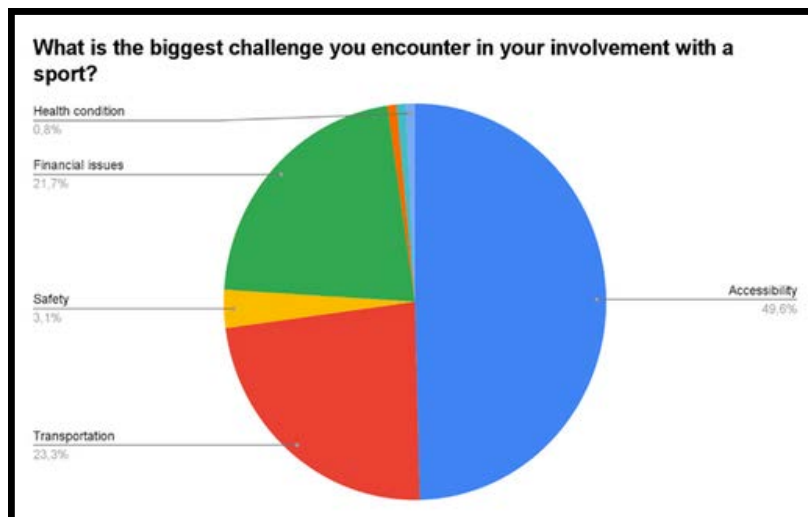


This question focused on identifying the most significant difficulty individuals experience once they are already involved in sport. The options included finding suitable equipment, lack of inclusive teams, lack of trained staff, social stigma, and fear of failure. Among all responses, finding suitable equipment is by far the most commonly cited challenge, accounting for the majority of the answers. The remaining categories are mentioned far less frequently, with lack of inclusive teams and lack of trained staff appearing occasionally, and social stigma or fear of failure being rarely selected. Across countries, the dominance of equipment-related challenges is consistent. In Greece, the vast majority of participants identify finding suitable equipment as the key difficulty. Italy, Hungary, and Cyprus follow the same pattern, with little variation. Other response options are only scattered across countries, and no alternative challenge gathers significant support in any national sub-group.

In conclusion, there is a clear consensus across the sample that the most pressing issue during participation in sport is the lack of appropriate or adapted equipment. This consistent response across all four countries highlights the urgent need for better access to customised or accessible sporting gear to ensure a more inclusive environment for athletes with disabilities.



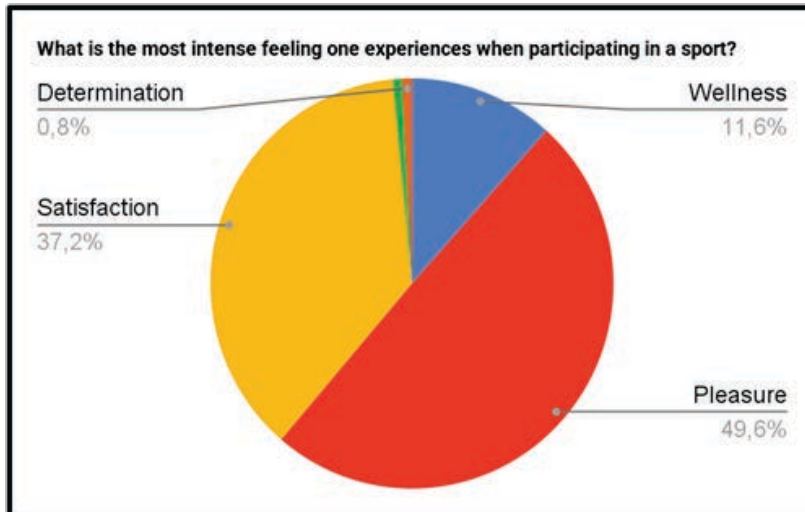
Analysis of Question 12: What is the biggest challenge you encounter in your involvement with a sport?



This question invited participants to identify the main difficulty they face when engaging in sports. Options included accessibility, transportation, safety, lack of information, and lack of adapted equipment. Across the entire sample, accessibility clearly emerges as the most commonly reported challenge, followed by transportation and safety, while lack of information and lack of adapted equipment appear far less frequently. Country-level trends help explain this distribution. In Greece, accessibility dominates overwhelmingly, with the vast majority selecting it as their primary obstacle. Italy shows more diversity, though accessibility still leads, and transportation appears more often than in other countries. Hungary presents a similar picture to Italy, with a notable number of respondents choosing transportation and safety alongside accessibility. Cyprus, while contributing fewer responses overall, follows the general pattern, highlighting accessibility as the key issue, with transportation as a secondary concern.

Overall, accessibility is consistently seen as the central barrier to participation, regardless of country. Transportation and safety also emerge as significant challenges, especially in Italy and Hungary, while other factors such as lack of information or equipment appear far less urgent to the respondents. These findings suggest that removing physical and logistical barriers remains a crucial step toward enabling more equitable access to sport across all four countries.

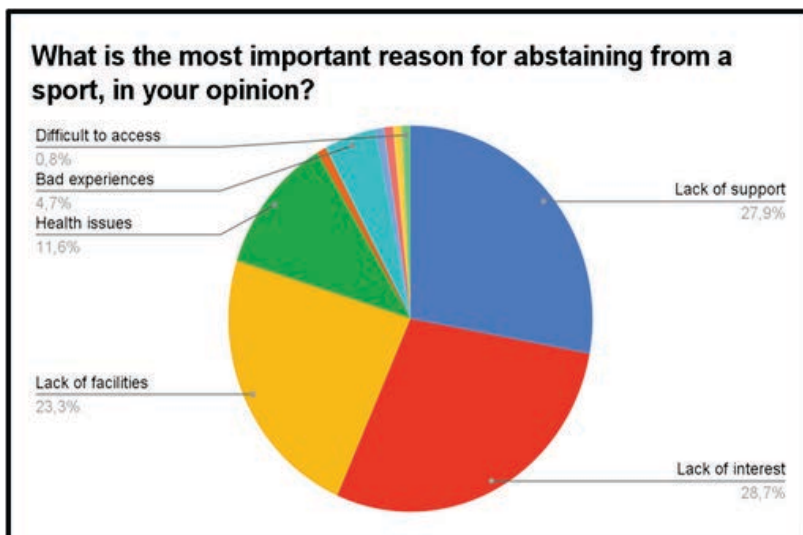
Analysis of Question 13: What is the most intense feeling one experiences when participating in a sport?



Participants were asked to choose a single emotion that best captures their strongest sensation during sport. The options included wellness, pleasure, satisfaction, empowerment, and inclusion. Across the full sample, wellness and satisfaction were the most frequently chosen, followed by pleasure, with empowerment and inclusion receiving only a small number of selections. Greece shows a clear preference for satisfaction, which emerges as the dominant feeling among its respondents. Italy presents a more even distribution, though wellness holds a slight edge. Hungary is distinctive in prioritising wellness, where it ranks clearly first, while satisfaction and pleasure trail behind. Cyprus, with its small sample, mainly reflects satisfaction and wellness, though one or two responses also indicate pleasure and empowerment.

In summary, satisfaction and wellness are the most powerful emotional responses associated with sport in this group, but the emphasis differs by country. Hungary leans more towards a sense of physical or mental well-being, while Greece links sport more directly with the emotional reward of satisfaction. Italy shows a broader emotional spread, and Cyprus, though modest in numbers, fits within the general pattern. Feelings such as empowerment and inclusion are present but relatively rare in this dataset.

Analysis of Question 14: What is the most important reason for abstaining from a sport, in your opinion?



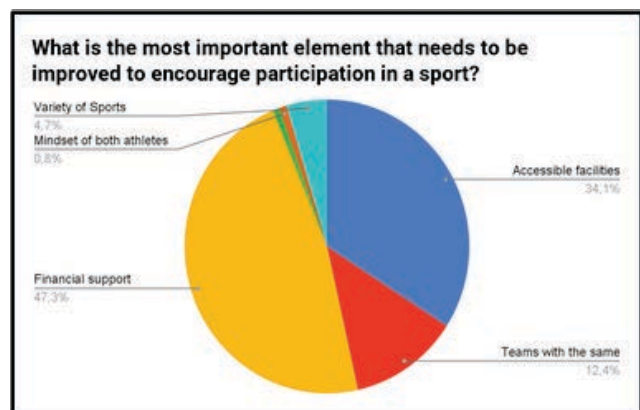
Participants were asked to identify what they believe is the main reason people with disabilities refrain from participating in sport. The available options included lack of support, lack of interest, lack of time, lack of information, and fear of injury. Across the total sample, the most frequently selected reason is lack of support, followed at a distance by lack of interest and fear of injury. Lack of time and lack of information are mentioned far less often. Looking at national differences, Greece overwhelmingly attributes non-participation to lack of support, with very few answers spread across the remaining categories. Italy shows a more balanced perspective, where lack of support is still the most common answer, but fear of injury and lack of interest are also present to a notable degree. Hungary follows a similar trend, placing strong emphasis on lack of support while acknowledging a smaller share for lack of interest. Cyprus aligns almost entirely with the dominant view, with nearly all its respondents citing lack of support.

In summary, the notion that people with disabilities refrain from sport primarily due to a lack of structural or social support is consistent across all four countries. While individual motivations like interest or fear play some role, the findings indicate a shared perception that systemic shortcomings are the main deterrent to wider participation.



Analysis of Question 15: What is the most important element that needs to be improved to encourage participation in a sport?

In this question, participants were asked to select the single most crucial factor that would help increase participation in sport among people with disabilities. The available options included accessible facilities, accessible equipment, trained staff, inclusive teams, and awareness campaigns.



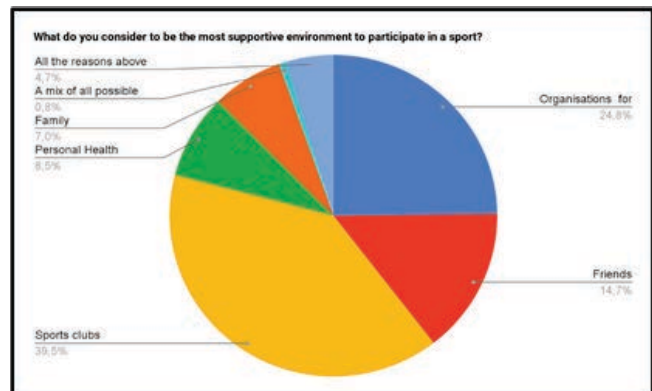
Across the overall sample, accessible facilities were the most frequently selected, followed closely by the option of having teams composed of individuals with the same type of disability. Trained staff and accessible equipment received fewer responses, while awareness campaigns were rarely chosen. National trends support this general picture but also reveal some distinctions. In Greece, the leading answer is teams with the same type of disability, with accessible facilities ranking just behind. Italy, by contrast, places greater emphasis on accessible facilities, with relatively few responses for any other category. Hungary presents a more evenly spread pattern, but accessible facilities still come out on top, followed by trained staff. Cyprus, although contributing a small portion of the data, aligns closely with Greece, with a clear preference for specialized teams and accessible infrastructure.

In summary, across all countries, there is a strong recognition of the need for better physical access and more targeted team structures to foster participation. While training and equipment matter, they appear secondary to the broader issues of inclusion and environmental accessibility. The consistently low support for awareness campaigns suggests that participants see the problem not as lack of visibility but as structural barriers that require concrete, practical solutions.



Analysis of Question 16: What do you consider to be the most supportive environment to participate in a sport?

Participants were asked to choose the setting they believe offers the greatest support for engaging in sport. The available options included sports clubs, schools, local communities, organisations for people with disabilities (or NGOs), and friends. Overall, organisations for people with disabilities emerged as the most commonly selected environment, followed by sports clubs.



Friends and local communities were chosen less frequently, while schools received the fewest mentions. Looking across countries, Greece strongly favours organisations for people with disabilities, with sports clubs ranking a distant second. Italy presents a more diverse picture, with answers distributed across multiple categories, though friends and organisations both feature prominently. Hungary places greater emphasis on sports clubs and organisations, with limited mentions for schools or local communities. Cyprus, despite its smaller sample size, reflects the dominant trend, showing clear support for organisations for people with disabilities and sports clubs.

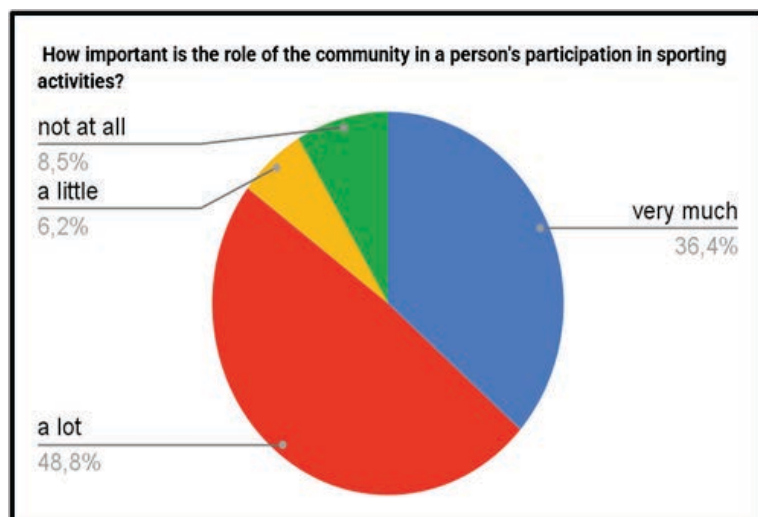
In conclusion, there is widespread agreement that formal structures specifically tailored to the needs of people with disabilities—particularly dedicated organisations—are seen as the most supportive environments for sport participation. While sports clubs also play an important role, more general settings such as schools or communities appear to be seen as less effective in providing meaningful support for inclusive and sustained engagement in sport.



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Analysis of Question 17: How important is the role of the community in a person's participation in sporting activities?



Participants were asked to rate the importance of the community's role in supporting sport participation. The available options were not at all, a little, somewhat, a lot, and very much. Across the full sample, the overwhelming majority selected either very much or a lot, demonstrating a strong consensus on the value of community support. Only a handful of participants chose the lower categories, and virtually no one dismissed the role of the community entirely. At the national level, Greece shows the highest proportion of responses in the very much category, indicating a deeply held belief in the community's importance. Italy follows a similar pattern, though with a slightly more even distribution between very much and a lot. Hungary reflects the same overall trend, with most participants selecting one of the top two levels, while Cyprus, although a smaller group, also strongly aligns with this positive view.

In summary, respondents across all four countries express a near-universal agreement on the vital role of the community in encouraging and supporting participation in sport. This shared perception underscores the importance of local engagement, inclusive social networks, and communal structures in promoting access to and enjoyment of sporting opportunities for people with disabilities.



Conclusions

The survey paints a clear demographic picture. Men account for nearly three in five respondents (seventy-four of one hundred twenty-nine). Women make up roughly one in three, and a small group prefers not to disclose gender. Age is equally concentrated: about four fifths of participants are between thirty-one and sixty years old, which means the sample represents adults in their prime rather than students or retirees.

Disability profiles show wide diversity yet a dominant trend. Thirteen distinct impairment types appear, but six in ten respondents report a spinal cord injury, while fewer than one quarter live with conditions not caused by trauma. This distribution explains why more than eighty percent of the sample uses a wheelchair. The strong overlap between injury-based disabilities and wheelchair use suggests that any intervention benefiting one group is likely to reach the other as well.

Physical activity levels are encouraging. More than half exercise often or very often, and only about five percent never exercise, showing that a culture of regular movement already exists. Nevertheless, familiarity with wheelchair Tchoukball extends to only one third of respondents, which leaves ample room for promotion of the sport.

When it comes to sporting preferences, the community speaks with one voice. Roughly two thirds favour team settings and the same share prefer competitive formats. Pleasure is the leading motive for playing at forty-five percent, followed by health benefits at twenty-four percent. Emotional payoff mirrors these motives: pleasure and satisfaction together account for eighty-five percent of the feelings reported, confirming that positive affect drives participation.



Barriers, however, remain formidable. Finding suitable equipment is by far the largest obstacle, cited by sixty-five percent of participants. Communication hurdles with peers and coaches appear next but at a much lower level, indicating that structural issues outweigh interpersonal ones. Concerning abstention from sport, lack of support and lack of interest run almost even, each mentioned by roughly one third of the sample, while inadequate facilities and health constraints trail behind. Asked what improvements would help most, respondents first point to financial assistance and second to more accessible venues, signalling that money and infrastructure matter more than coaching.

Supportive environments cluster around formal sport contexts. Sports clubs emerge as the most helpful setting, trailed by disability-specific organisations and, at a distance, friends. The same hierarchy appears in perceived entry barriers: accessibility, transport and financial limitations form the top trio. Significantly, eighty-five percent of respondents consider the role of the community decisive, underscoring that social ecosystems rather than isolated individuals determine sporting success.

In summary, the data describe a motivated yet equipment-constrained group of adults who already value exercise and prefer the camaraderie of competitive team play. Their biggest needs revolve around specialised gear, affordable access and barrier-free facilities. Meeting those needs through well-resourced clubs, disability savvy organisations and active community partnerships would unlock their clear desire for more frequent and varied participation.



Suggestions for Future Action

- 1. Create low-cost or subsidised equipment banks** so that wheelchair users and athletes with complex needs can borrow or rent specialised gear rather than purchase it outright.
- 2. Upgrade local facilities with universal design principles** including accessible changing rooms, smooth court surfaces and step-free spectator areas, thereby easing both participation and community engagement.
- 3. Launch targeted awareness drives for wheelchair Tchoukball** in Greece and Cyprus, where familiarity is low, combining demonstration events with peer ambassadors who already enjoy the sport.
- 4. Train coaches in inclusive practice and disability communication** to reduce misunderstandings that currently discourage some athletes from team settings.
- 5. Establish small travel-support funds** that reimburse transport costs, since combined accessibility and transport barriers currently deter one quarter of respondents.

These concrete steps respond directly to the survey's highlighted challenges and, if implemented in concert, would greatly improve equitable access and sustained engagement in sport for people with disabilities.



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Annex

Good Practice - TBI

Q1: What is the name, who was the organiser and main focus of the sports activity/initiative? Which sports or types of exercises does it include (e.g., wheelchair basketball, adapted fitness training)

The initiative was named “Score to include” and organized by TBI for elderly people or with disabilities. Its goal was to make them play together. The program was designed with the primary aim of promoting inclusion, raising public awareness, and supporting WTB development through a fun and accessible activity

Q2: Which groups do you aim to reach (e.g., individuals with mobility impairments, mixed-ability participants, etc.)? How do you ensure that your activity is welcoming and accessible to these participants?

The program primarily targeted individuals with mobility impairments, including those using wheelchairs, but it was also open to individuals without disabilities who wanted to experience the activity from a wheelchair’s perspective. To ensure accessibility, the venues had ramps, wide entrances, and accessible restrooms, while the organizers provided wheelchairs for participants who didn’t own one.

Q3: What are the primary objectives of this inclusive sports activity (e.g., physical fitness, social inclusion, rehabilitation, competitive spirit)? How do you measure whether these objectives are being met?

The main objectives of the initiative were to enhance collaboration, physical rehabilitation and build participants’ confidence, to promote inclusion by bringing together people with and without disabilities, and to raise public awareness about accessibility and equality. Its success was measured through participation, public response, and positive feedback from participants.



Q4: How did you select and prepare the venue to ensure physical accessibility (e.g., ramps, accessible restrooms, parking, etc.)? Which safety considerations or adaptations have you put in place for participants with mobility impairments? Did you consult with experts or partner organizations to identify and address specific needs or challenges?

The venue was chosen based on its accessibility, featuring ramps, parking spaces for people with disabilities, and specialized pathways for easy navigation. Soft flooring and clear signage were added to further enhance accessibility. Safety measures included the provision of first aid and trained staff who assisted participants during the activity.

Q5: How do you prepare coaches, trainers, and volunteers to work effectively with individuals with mobility impairments? What kind of training or resources do they receive (e.g., disability awareness, first aid, inclusive coaching techniques)?

Internal but still professional recruiting to find coaches, medic support and volunteers. Focus on volunteers who were trained during the WTB training' sessions. Moreover they had received indications to attend online self-learning.

Q6: What types of adaptive equipment do you use, if any (e.g., sports wheelchairs, modified sports gear)? How do you source or maintain this equipment to ensure it remains safe and accessible?

The contest used specially adapted wheelchairs with stable bases for better balance and enhanced grip ball to make participation easier. The equipment was regularly maintained and secured through sponsorships and local partnerships.



Q7: How do you promote your activity to potential participants with mobility impairments? Which channels (e.g., social media, local organizations, medical centers) have been most effective for outreach? Do you provide accessible information (e.g., large print, digital formats, clear visual design)?

The initiative was promoted through social networks, posters distributed in physiotherapy centers, and partnerships with organizations supporting people with disabilities. Information was provided in simple language with digital standard and a clear visual design.

Q8: How do you encourage active participation and motivation among athletes or trainees with mobility impairments? Do you incorporate feedback loops (e.g., surveys, focus groups, informal discussions) to continuously improve the experience?

Participants were encouraged to take part through the creation of a friendly and supportive environment, and small prizes or keepsakes were offered at the end of the contest. Feedback was gathered through brief discussions and questionnaires.

Q9: Which stakeholders or partners (e.g., disability-focused NGOs, local government, sports federations) do you collaborate with? How do these partnerships enhance the quality and inclusivity of your sports activities?

Partnerships were established with the Municipality of Saronno, which provided the venue, as well as with NGOs specializing in accessibility issues. The program was also supported by physiotherapists and rehabilitation specialists.



Q10: What methods do you use to evaluate the success of your initiative (e.g., number of participants, qualitative feedback, performance metrics)? Have you observed any tangible outcomes, such as improved community engagement, participant satisfaction, or skill development?

The success of the contest was evaluated based on participation rates, participant satisfaction, and the dissemination of awareness within the community. Participants reported increased self-confidence and improved social interaction.

Q11: What were the main challenges or barriers you faced when planning and implementing this initiative? How did you address or overcome these challenges? What best practices or lessons learned would you share with others seeking to create inclusive sports programs?

Initially, funding and the lack of equipment posed significant challenges. The organizers overcame these difficulties through collaborations with local stakeholders and by raising awareness within the community. Key lessons learned included the importance of working with experts and promoting activities that unite different social groups.

Q12: How do you plan to sustain and possibly expand this inclusive sports program in the future? What recommendations would you give to anyone looking to replicate or scale up your approach?

Plans were made to organize an annual festival that would include other inclusive activities and to expand the contest to other cities in Italy. The organizers encouraged other groups to adopt similar actions and collaborate to promote inclusion in sports.



Q13: Photos of the initiative



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Good Practice - TBH

Q1: What is the name, who was the organiser and main focus of the sports activity/initiative? Which sports or types of exercises does it include (e.g., wheelchair basketball, adapted fitness training)

The program was named "Inclusive Tchoukball?" and organized by Tchoukball Hungary. Its goal was to organize a sport day where people without and with disabilities could understand the sport of tchoukball and play together.

Q2: Which groups do you aim to reach (e.g., individuals with mobility impairments, mixed-ability participants, etc.)? How do you ensure that your activity is welcoming and accessible to these participants?

Everybody was welcome. Individuals with mobility impairments, mixed-ability participants and individuals without disabilities. To ensure the accessibility, it was an outdoor activity. The field was an hard cover field. In the main building, which is accessible, were restrooms, drinking fountain. We also offered wheelchairs for participants, who wanted to play in wheelchair, but did not own one.

Q3: What are the primary objectives of this inclusive sports activity (e.g., physical fitness, social inclusion, rehabilitation, competitive spirit)? How do you measure whether these objectives are being met?

The primary objective is promoting tchoukball and inclusive tchoukball by bringing together people with and without disabilities. In the early stage of the rehabilitation, it is very important to have activities with the family, friends as it happened before the injury. All inclusive activities helping the mental rehabilitation.

We had several new contacts from this event where started tchoukball since the event. So, we feel that the promotion was successful. People enjoyed playing together.



Q4: How did you select and prepare the venue to ensure physical accessibility (e.g., ramps, accessible restrooms, parking, etc.)? Which safety considerations or adaptations have you put in place for participants with mobility impairments? Did you consult with experts or partner organizations to identify and address specific needs or challenges?

We chose a venue which is accessible for wheelchair individuals, so it did not required preparation. It is a rehabilitation center with very good facilities. Every part of the center is accessible. Trained staff assisted participants during the event.

Q5: How do you prepare coaches, trainers, and volunteers to work effectively with individuals with mobility impairments? What kind of training or resources do they receive (e.g., disability awareness, first aid, inclusive coaching techniques)?

Through our partner organizations teachers and coaches are well trained. Volunteers attended a 2 hours workshop on inclusive tchoukball, on techniques to support the players on the field and outside of the field.

Q6: What types of adaptive equipment do you use, if any (e.g., sports wheelchairs, modified sports gear)? How do you source or maintain this equipment to ensure it remains safe and accessible?

We had sport wheelchairs and active wheelchairs that can be used for sport activities. They are safe for use. We had a few of them and partner organizations helped us lending a few more of such wheelchairs. All the equipments are well maintained.



Q7: How do you promote your activity to potential participants with mobility impairments? Which channels (e.g., social media, local organizations, medical centers) have been most effective for outreach? Do you provide accessible information (e.g., large print, digital formats, clear visual design)?

We have partnerships with national organizations supporting students and adults with disabilities. The event was also promoted in social media network and through personal relationships. The registration form was accessible to everyone. We also distributed posters in the rehabilitation centers.

Q8: How do you encourage active participation and motivation among athletes or trainees with mobility impairments? Do you incorporate feedback loops (e.g., surveys, focus groups, informal discussions) to continuously improve the experience?

Encouraging participation, we organized a small tournament at the end of the day to increase challenge and excitement. We also offered small prizes for the participation. Feedback was gathered mostly through informal discussions and questionnaire.

Q9: Which stakeholders or partners (e.g., disability-focused NGOs, local government, sports federations) do you collaborate with? How do these partnerships enhance the quality and inclusivity of your sports activities?

Partnerships were established with local government, rehabilitation center, which provided the venue. We also have established partnership with national federations focusing on students with disabilities and disability focused NGO's. These partnerships are essential for promoting inclusive tchoukball as we have the know-how of the game, but they have the infrastructure and people playing the game.



Q10: What methods do you use to evaluate the success of your initiative (e.g., number of participants, qualitative feedback, performance metrics)? Have you observed any tangible outcomes, such as improved community engagement, participant satisfaction, or skill development?

The success of the day was evaluated based on the participation rate and participant satisfaction. Participant reported increased self-confidence, improved social interaction and community engagement.

Q11: What were the main challenges or barriers you faced when planning and implementing this initiative? How did you address or overcome these challenges? What best practices or lessons learned would you share with others seeking to create inclusive sports programs?

The biggest challenge is to reach people with disabilities and include them in any kind of sport activity. Through the partnerships with other NGO's and federations the information went through and the small communities participated together. The most important lesson we learned was that we can only get ahead by working together, which is good for all.

Q12: How do you plan to sustain and possibly expand this inclusive sports program in the future? What recommendations would you give to anyone looking to replicate or scale up your approach?

Plans were made to organize inclusive sport days in other cities in Hungary and also include other inclusive sports to make the day more inspirative. Collaboration of sport clubs, federation, local government is essential.



Q13: Photos of the initiative



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Good Practice - PASKA

Q1: What is the name, who was the organiser and main focus of the sports activity/initiative? Which sports or types of exercises does it include (e.g., wheelchair basketball, adapted fitness training)

The initiative was named “Shoot for Inclusion” and organized by sport club for people with disabilities AETOI. Its goal was to organize a shooting contest on a basketball hoop from the position of a wheelchair. The program was designed with the primary aim of promoting inclusion, raising public awareness, and supporting rehabilitation through a fun and accessible activity.

Q2: Which groups do you aim to reach (e.g., individuals with mobility impairments, mixed-ability participants, etc.)? How do you ensure that your activity is welcoming and accessible to these participants?

The program primarily targeted individuals with mobility impairments, including those using wheelchairs, but it was also open to individuals without disabilities who wanted to experience the activity from a wheelchair’s perspective. To ensure accessibility, the venues had ramps, wide entrances, and accessible restrooms, while the organizers provided wheelchairs for participants who didn’t own one.

Q3: What are the primary objectives of this inclusive sports activity (e.g., physical fitness, social inclusion, rehabilitation, competitive spirit)? How do you measure whether these objectives are being met?

The main objectives of the initiative were to enhance physical rehabilitation and build participants’ confidence, to promote inclusion by bringing together people with and without disabilities, and to raise public awareness about accessibility and equality. Its success was measured through participation, public response, and positive feedback from participants.



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Q4: How did you select and prepare the venue to ensure physical accessibility (e.g., ramps, accessible restrooms, parking, etc.)? Which safety considerations or adaptations have you put in place for participants with mobility impairments? Did you consult with experts or partner organizations to identify and address specific needs or challenges?

The venue was chosen based on its accessibility, featuring ramps, parking spaces for people with disabilities, and specialized pathways for easy navigation. Soft flooring and clear signage were added to further enhance accessibility. Safety measures included the provision of first aid and trained staff who assisted participants during the activity.

Q5: How do you prepare coaches, trainers, and volunteers to work effectively with individuals with mobility impairments? What kind of training or resources do they receive (e.g., disability awareness, first aid, inclusive coaching techniques)?

Coaches and volunteers attended specialized short online training on inclusive approaches and techniques to support the participation of individuals with mobility impairments and in first aid.

Q6: What types of adaptive equipment do you use, if any (e.g., sports wheelchairs, modified sports gear)? How do you source or maintain this equipment to ensure it remains safe and accessible?

The contest used specially adapted wheelchairs with stable bases for better balance and lighter basketballs to make participation easier. The equipment was regularly maintained and secured through sponsorships and local partnerships.



Q7: How do you promote your activity to potential participants with mobility impairments? Which channels (e.g., social media, local organizations, medical centers) have been most effective for outreach? Do you provide accessible information (e.g., large print, digital formats, clear visual design)?

The initiative was promoted through social networks, posters distributed in physiotherapy centers, and partnerships with organizations supporting people with disabilities. Information was provided in simple language, and registration forms were accessible to everyone.

Q8: How do you encourage active participation and motivation among athletes or trainees with mobility impairments? Do you incorporate feedback loops (e.g., surveys, focus groups, informal discussions) to continuously improve the experience?

Participants were encouraged to take part through the creation of a friendly and supportive environment, and small prizes or keepsakes were offered at the end of the contest. Feedback was gathered through brief discussions and questionnaires.

Q9: Which stakeholders or partners (e.g., disability-focused NGOs, local government, sports federations) do you collaborate with? How do these partnerships enhance the quality and inclusivity of your sports activities?

Partnerships were established with the Municipality of Thessaloniki, which provided the venue, as well as with NGOs specializing in accessibility issues. The program was also supported by physiotherapists and rehabilitation specialists.



Q10: What methods do you use to evaluate the success of your initiative (e.g., number of participants, qualitative feedback, performance metrics)? Have you observed any tangible outcomes, such as improved community engagement, participant satisfaction, or skill development?

The success of the contest was evaluated based on participation rates, participant satisfaction, and the dissemination of awareness within the community. Participants reported increased self-confidence and improved social interaction.

Q11: What were the main challenges or barriers you faced when planning and implementing this initiative? How did you address or overcome these challenges? What best practices or lessons learned would you share with others seeking to create inclusive sports programs?

Initially, funding and the lack of equipment posed significant challenges. The organizers overcame these difficulties through collaborations with local stakeholders and by raising awareness within the community. Key lessons learned included the importance of working with experts and promoting activities that unite different social groups.

Q12: How do you plan to sustain and possibly expand this inclusive sports program in the future? What recommendations would you give to anyone looking to replicate or scale up your approach?

Plans were made to organize an annual festival that would include other inclusive activities and to expand the contest to other cities in Greece. The organizers encouraged other groups to adopt similar actions and collaborate to promote inclusion in sports.



Q13: Photos of the initiative



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