



# PARASPORT NEEDS AND CURRENT STATUS ANALYSIS IN BOSNIA AND HERZEGOVINA



Projekat sufinansira  
Evropska Unija





# Parasport needs and current state analysis in Bosnia and Herzegovina

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Mr.sci Said Fazlagić, General Secretary OK BiH

**Authors:**  
prof.dr. Gordana Manić  
prof.dr Dino Mujkić  
prof.dr. Amra Tuzović  
doc.dr. Vedran Đido  
dr Maja Đurić  
mr.sci Osman Handžić  
Aela Ajdinović, MA, Project coordinator

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## CONTENT

<b>About the PARINSPIRED project</b>	<b>2</b>
<b>The rights and status of persons with disabilities</b>	<b>3</b>
<b>Definition of individuals with disability</b>	<b>3</b>
<b>Sports and sports facilities for individuals with disabilities</b>	<b>4</b>
<b>Athletes with disabilities</b>	<b>4</b>
<b>Accessibility of sports clubs and associations</b>	<b>5</b>
<b>Formal and non-formal education for coaches</b>	<b>6</b>
<b>Sports organisations and their structure</b>	<b>7</b>
<b>Participation in parasport</b>	<b>11</b>
<b>Specificities of coaches for persons with disabilities</b>	<b>16</b>
<b>Skills of coaches of athletes with disabilities</b>	<b>21</b>
<b>Analysis of the skills of coaches of athletes with disabilities</b>	<b>27</b>



## About the PARAINSPIRED project

*The main aim of the project Parainspired! is to support the social integration through encouragement of the sustainable sports exchanges, in order to boost the participation of the persons with disabilities in sports activities in the cross-border region between Serbia and Bosnia and Herzegovina.*

The “Social integration through parasport - Parainspired!” project is funded by European Union funds under the IPA II CBC Programme Serbia-Bosnia and Herzegovina 2014-2020 with the support of the Ministry of European Integration of the Government of the Republic of Serbia and the Directorate for European Integration of Bosnia and Herzegovina.

The project is jointly implemented by the Provincial Secretariat for Sports and Youth of the Autonomous Province of Vojvodina, The Olympic Committee of Bosnia and Herzegovina, European Affairs Fund of the Autonomous Pokrajina Vojvodina and the Municipality of Indjija.

The main aim of the project Parainspired! is to support the social integration through encouragement of the sustainable sports exchanges, in order to boost the participation of the persons with disabilities in sports activities in the cross-border region between Serbia and Bosnia and Herzegovina.

Within the project “Social integration through parasport – Parainspired!” a research has been conducted into the current state and needs of the coaches for the individuals with disabilities, as well as sports clubs and organisations that are operating and have individuals with disabilities among their members.

For the purposes of current situation survey in the CBC Serbia – Bosnia and Herzegovina, the following were considered: the rights and status of persons with disabilities, sports activities for persons with disabilities, categorization of sportspeople with disabilities, the accessibility of sports clubs and associations and possibilities for the formal and informal professional development.

For the needs analysis, special questionnaires were created for the coaches of people with disabilities, as well as for the sports clubs and organisations. 18 coaches of people with disabilities were included in the survey, as well as 13 sports clubs / organisations. The questionnaire was sent via Google forms as well as a Word document sent via email.

## The rights and status of persons with disabilities

The rights of persons with disabilities in Bosnia and Herzegovina are regulated by the United Nations Convention on the Rights of Persons with Disabilities, as well as the state laws. In our country, there is an Action plan for the advancement of the rights and status of persons with disabilities for the Sarajevo Canton for the period from 2018 to 2021, Act on professional rehabilitation and employment of disabled persons, Strategy for the advancement of rights and status of persons with disabilities in the Federation of Bosnia and Herzegovina 2016 - 2021, Convention on the Rights of Persons with Disabilities.

The aim of the Strategy for the advancement of rights and status of persons with disabilities in the Federation of Bosnia and Herzegovina is to improve the rights and status of the persons with disabilities in such a way so they can join and participate in all aspects of society as equals. These aspects include education, culture, sports, public and political work according to the recognised International standards.

Action plan for the advancement of rights and status of persons with disabilities in the Sarajevo Canton 2018 – 2021. In the creation of this Action plan in the field of invalidity, the following were applied: all International documents that cover the rights of people with disabilities, state laws and other regulations from the field. Action plan for the advancement of rights and status of persons with disabilities includes: health, social security, education, culture, sports, recreation, employment, public transport, housing accessibility, city and street infrastructure, access to information and communication options, Braille alphabet, audio format, sign language, provision of necessary aids according to the nature and needs of disability.

### Definition of individuals with disability

An individual with a disability is a person with a permanent physical, mental, sensory, intellectual impairment that limits one or more major life activities through various limitations that disable the individual in their full participation in the society as equals to individuals without disability.

The limitations can originate from physical impairment, difficulties in communication, cognition, self-care, socialization. It is about individuals with physical disability, individuals suffering from chronic illness, individuals with hearing or sight impairment, mentally retarded individuals, autistic individuals and those with severe impairments.

There is an increasing use of the term 'person / individual with special needs', which is the result of more frequent inclusion based on the human rights and it implies equal participation in social life, that is, equal opportunities for all.



## **Sports and sports facilities for individuals with disabilities**

Sports Law of Bosnia and Herzegovina includes Articles that refer to individuals with disabilities. These provide the support for the individuals with disabilities and eliminate discrimination, therefore guaranteeing basic human rights and freedoms.

Federal Ministry of Culture and Sports supports programmes / projects for the people with disabilities, which has significantly contributed to the achievement of top results in sports. During the following strategic development, Federal Ministry of Culture and Sports plans to allocate more funds for the support of projects / programmes in the field of sports for individuals with disabilities.

The priority in this field is to pass the Sports Law of the Federation of Bosnia and Herzegovina, as well as the advancement of the legislative framework on all levels relevant for sports and recreation. Action plan for the advancement of rights and status of persons with disabilities (2018 – 2021) consists of International documents regarding rights of persons with disabilities – state laws and regulations in the field.

According to scientific findings, sports, recreation and culture play a significant role in the overall process of rehabilitation of persons with disabilities, as well as throughout the period of their eventual social adaptation and integration.

According to persons with disabilities, current legal regulations have not regulated the issues properly. Individuals with disabilities are not adequately included in cultural and social activities when it comes to inaccessibility to facilities, undeveloped programmes and insufficient funding. United Nations Convention on the Rights of Persons with Disabilities and its Optional Protocol was adopted on the 13th December 2006, and ratified by Bosnia and Herzegovina on 12th March 2010.

The purpose of the Convention is to promote, protect and ensure full and equal human rights and fundamental freedoms for individuals with disabilities, and to promote the respect of their inborn dignity.

### **Athletes with disabilities**

In Bosnia and Herzegovina, there is a categorisation of athletes with disabilities and it is different for every sport. In case an individual with disability participates in a sport, professional and recreational sports are separated into leagues. Unfortunately, there is no official record of the number of athletes with disabilities, therefore it is impossible to say how many individuals with disabilities take part in professional or recreational sports.



As far as state / federal / canton / municipal institutions that deal with disability are concerned, in Bosnia and Herzegovina, the government institution on the state level is the Ministry of Civil Affairs. There is also the Federal Ministry of Labour and Social Policy, Cantonal Ministry of Labour and Social Policy, Social service and Municipal social security services.

Non-government organisations that deal with this issue include Sports associations (basketball, table tennis and sitting volleyball) – professional level, Alliance of Paraplegics of Bosnia and Herzegovina – recreational level.

Unfortunately, government institutions know very little regarding the number of people with disabilities who actively / recreationally practice sports, and therefore their activities, needs and difficulties. More often than not, it is the non-government institutions that look after these people the most.

### Accessibility of sports clubs and associations

Not a single facility – sports hall, field or changing room is accessible for individuals with disabilities.

Here is a list of clubs that offer sports programmes for persons with disabilities.

Club	Number of members	Number of members with disability	Hours of training
Ski klub osoba sa invaliditetom SARAJEVO	57	42	1-3 times a week
Sportsko invalidsko društvo „Igman“ Hadžići	14	10	1-3 times a week
Klub sjedeće odbojke Bosna	14	11	1-3 times a week
Sportski klub invalida sjedeće odbojke „Sloga“ Gornji Vakuf	30	10	1-3 times a week
Sportski klub invalida sjedeće odbojke "Sinovi Bosne" Lukavac	15	13	1-3 times a week
Plivački klub Spid	161	87	1-3 times a week
Ski klub osoba sa invaliditetom Romanija	7	4	1-3 times a week

Club	Number of members	Number of members with disability	Hours of training
Udruženje Klub košarke u kolicima 3K Sarajevo	88	37	1-3 times a week
Streljački invalidski klub Tuzla	7	7	1-3 times a week
Klub sjedeće odbojke "Zenica 92"	23	14	1-3 times a week
Odbojkaški klub invalida Živinice	29	25	1-3 times a week
Streljački klub osoba sa invaliditetom Zenica	27	27	1-3 times a week
Plivački klub Spid	161	87	1-3 times a week
Ski klub osoba sa invaliditetom Romanija	7	4	1-3 times a week
Strelajčki klub osoba sa invaliditetom	27	11	1-3 times a week

When it comes to accessibility to clubs and associations for persons with disabilities, 9 clubs were visited, most of which are inaccessible for persons in wheelchairs, have neither a ramp nor a lift, and not a single club has special signs or audio signalisation for the blind or visually impaired.

### Formal and non-formal education for coaches

No faculty in Bosnia and Herzegovina has a department for Adaptive sports, nor is there a subject that offers fundamental knowledge for the education for coaches of athletes with disabilities. Meanwhile, in Serbia at the University of Nis, there is a Department for Adaptive Sports.

Nonformal education does not exist for the professional sport, while the education for recreational sport is provided by the Alliance of Paraplegics of Bosnia and Herzegovina.

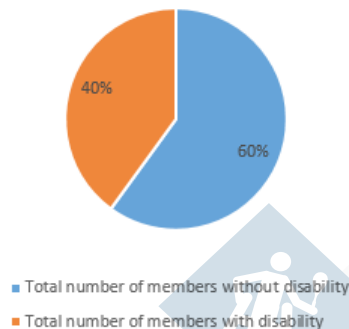
## Sports organisations and their structure

For the purpose of the current situation survey, questionnaires were sent to sports clubs and organisations, with the aim to investigate the structure of sports organisations which have persons with disabilities among their members.

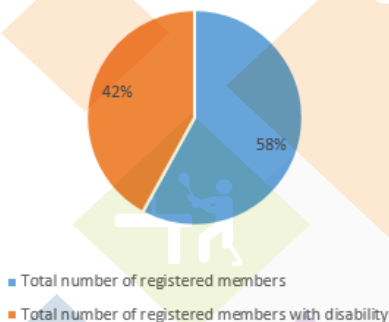
Out of the total number of club members of the surveyed clubs and organisations, 60% are members without disability, while the other 40% are those with disability.

The next step was to find out how many out of the total number of members are registered athletes and registered athletes with disability. Out of the total number of members, less than a half, 45% to be exact, are registered athletes. Out of those, 42% are athletes with disability, which means, out of 499 members, 166 members are athletes with disabilities, that is, 33%. Notably, the numbers come from clubs and organisations that offer sports programmes for persons with disabilities.

Number of members with disability



Number of registered members



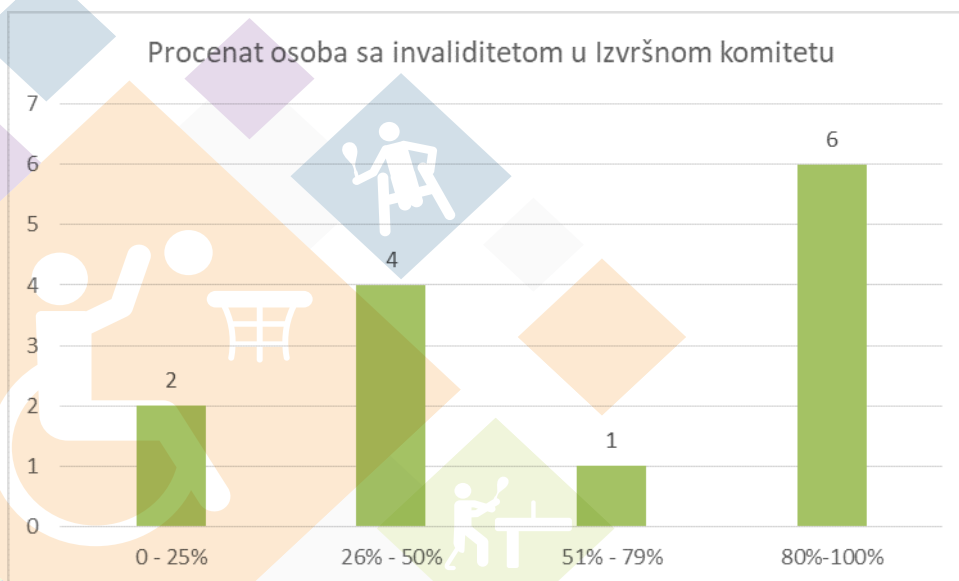


Notably, the numbers come from clubs and organisations that offer sports programmes for persons with disabilities.

Regarding the fees, only two clubs have membership fees. In 11 clubs that do not, the same rules apply to persons with disabilities. Out of the two clubs that charge fees, one has the same fee for both people with and without disabilities, and the other has different fees for persons with disabilities.

We wanted to know the number of people who recreationally do sports in certain sports clubs, however, we were unable to get the needed information since sadly, sports clubs do not register those members who do sports only for recreational purposes.

We investigated the management structure of the clubs / organisations to find out the percentage of persons / athletes with disabilities as members of the Executive committee. Most clubs include over 80% of their members with disabilities in the Executive committee. More precisely, 4 clubs have 100% of their members with disabilities in the Executive committee. Hence the conclusion that in all 13 clubs, persons with disabilities are included in the decision making process.



With regards to strategic development, out of 13 clubs, 7 have the strategic development document, and out of those 7, 6 have defined status and programmes for individuals with disabilities. 11 clubs have defined mission and vision and all these clubs include athletes with disabilities in their representative mission and vision.

In terms of available competitions for persons with disabilities, 10 sports clubs organise competitions whereas only two clubs do not organise events which gather both persons with and without disabilities.

When it comes to the organisation of the joint training for persons with and without disabilities, two clubs responded negatively. One of the reasons for this was a lack of adequate space for training and therefore the impossibility to organise joint trainings.

Unfortunately, in Bosnia and Herzegovina the national competitions are not being organised for every parasport, thus the athletes in paraskiing and paraswimming do not have the possibility to compete at the national level. However, this is not an obstacle to para- athletes to compete at the international competitions.

Interestingly enough, many para-athletes who do not participate in the international competitions state that the reason for this is a lack of classification. As the part of the analysis, it is concluded that the system of classification of para- athletes does not exist in Bosnia and Herzegovina. Therefore, all classifications in para -sport are done during the international competitions and immediately on the spot. The lack of the system of classification is certainly due to the lack of financial resources.

Regardless of the great number of obstacles and the lack of financial resources, a certain number of clubs was the host and the organiser of the international competitions such as European Sitting Volleyball Championship, International Tournament for Bosnia and Herzegovina Independence Day, 1999 European Sitting Volleyball Championship, IWBF Euro league Sarajevo and Banja Luka, etc.

The structure of human resources of the sports clubs and organisations consists totally of 100% volunteers. The number of volunteer members is different for each club, ranging from 2 to 14 volunteers, whose volunteer work participation with athletes with disabilities is mostly more than 75%, out of which 8 clubs mark 100% participation.

*“the lack of rifle range facilities in the city of Tuzla for both air gun shooting as well as for small caliber shooting. We train in the hall of SCBC Mehdan...”*



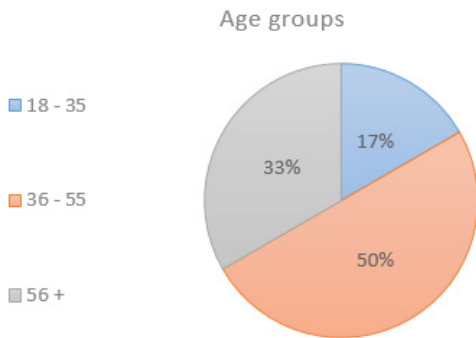
As the answer to the question what is the most necessary for one club in order to work on the development of the participation of the persons with disabilities in sport, clubs state that it is the financial resources, doctors and physiotherapists, coaches, referees and administrators.

In terms of education and training of coaches for persons/athletes with disabilities, the majority of answers were that it was about the practical experience, and if they visited some education courses, then they were the courses organised by the Association and Paralympic Committee.



## Participation in parasport

The first part of the questionnaire for the coaches referred to the analysis on the participation of the interviewees in the parasport activities. Besides basic information such as age and sex, the first part of the analysis was aimed at collecting information on the participation in formal and non-formal education, access to the relevant literature and having the necessary skills.



In relation to the age group, the highest percentage of the interviewees questioned 50 % is between 36 and 55 years. All the interviewees are men.

**Age Groups**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18 - 35	3	16.67	16.67	16.67
36 - 55	9	50.00	50.00	50.00
56 +	6	33.33	33.33	33.33
Total	18	100.0	100.0	100.0

**Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid M	18	100.0	100.0	100.0

Since sitting volleyball is the most developed parasport in Bosnia and Herzegovina, the highest percentage among the interviewees questioned are those who train sitting volleyball, more precisely 44% of the interviewees. Then, 22% train shooting, and 11% train wheelchair basketball.

**Sport which you train**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Alpine skiing	1	5.6	5.6	5.6
Wheelchair basketball	2	11.1	11.1	16.7
Para skiing	1	5.6	5.6	22.2
Para-alpine skiing	1	5.6	5.6	27.8
Para swimming	1	5.6	5.6	33.3
Sitting volleyball	8	44.4	44.4	77.8
Shooting	4	22.2	22.2	100.0
Total	18	100.0	100.0	

Out of 18 interviewees, only one person does not train persons with disabilities. The interviewee's answer was positive to the question whether he/she would like to train persons with disabilities, stating that that would help him explain to other persons with disabilities that having a disability was not an obstacle to practising sport or any other activity and that in that way they were improving the quality of their lives.

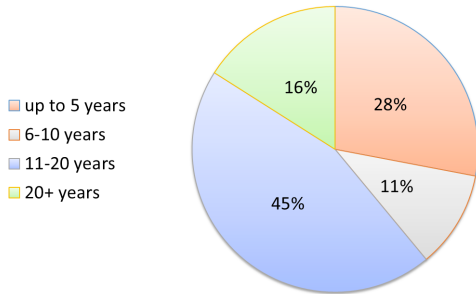
**Do you train persons/athletes with disabilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	17	94.4	94.4	94.4
NO	1	5.6	5.6	100.0
Total	18	100.0	100.0	

*“...In this way I could explain to people that having a disability is not an obstacle to practising sport or any other activity, and that there is always a chance to improve the quality of their lives as much as possible.”*



How long have you been training persons with disabilities



The interviewees who train persons with disabilities have been doing this for about 11 to 20 years, more accurately 47% of them. Other interviewees, 23% have had the experience of up to 5 years, and only 3 interviewees have been training persons with disabilities for more than 20 years, among who are two coaches for sitting volleyball and one for shooting.

How long have you been training persons with disabilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5	5	27.8	27.8	27.8
6-10	2	11.1	11.1	38.9
11-20	8	44.4	44.4	83.3
20+	3	16.7	16.7	100.0
Total	18	100.0	100.0	

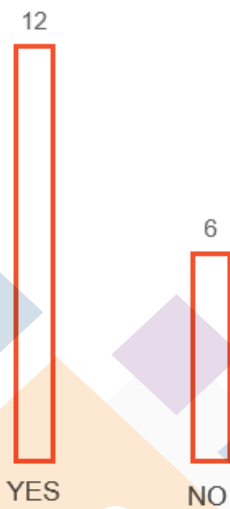
Having high-school education is most common among our interviewees, therefore, 67% have finished high school. 6 of the interviewees have University degrees, among who one holds a Bachelor's and 5 hold a Master's degree.

Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor	1	5.6	5.6	5.6
Master	5	27.8	27.8	33.3
High school	12	66.7	66.7	100.0
Total	18	100.0	100.0	

67% of interviewees responded positively to the question if they had participated in non-formal education. Among the non-formal education mentioned, the largest number is education and seminars for coaches, organized in Bosnia and Herzegovina by sports associations. Only one interviewee attended international seminars, while most of the interviewees highlighted that participating in European and World para-competitions is one form of non-formal education. According to the interviewees' free answers, although the majority of them replied positively to the question, greater participation of coaches for persons with disabilities is necessary at the seminars and non-formal education.

**NON- FORMAL EDUCATION**



For the interviewees who have never participated in non-formal education, it is noted that the education has never been organized for disability sports at the level of association of BIH. Decentralization and complexity of the sport system in Bosnia and Herzegovina is a different analysis, but in this case one should consider that it is necessary for non-formal education to be organized by national sports associations and in this way, ensure that all sports clubs get the opportunity to take part.

**Non-formal education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	12	66.7	66.7	66.7
	NO	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

To the question if the coaches wished to access the necessary reference literature, the answers were equally halved, 50% of the interviewees claim that they have the access to the necessary reference literature whereas 50% of them claim that such access is non-existent.

**Access to the necessary reference literature**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	9	50.0	50.0	50.0
	NO	9	50.0	50.0	100.0
	Total	18	100.0	100.0	

When asked if the interviewees had necessary skills to train persons with disabilities, it is evident that only one answer was no by the interviewee who does not train persons with disabilities. Interviewees have acquired their skills mostly through practical work with persons with disabilities, participation in competitions, whereas rarely have the interviewees acquired their skills, among other things, by attending the seminars or through some form of formal or non-formal education.

*It is necessary for non - formal education to be organized by national sports associations and in this way, ensure that all sports clubs get the opportunity to take part.*

In relation to formal education, and as for the interviewees who have the University degrees, they acquired their formal education at the Faculty of Sports and Physical Education at the University of Sarajevo. Considering the fact that the Faculty of Sports and Physical Education, UNSA (University of Sarajevo) does not have a specially designed programme for working with persons with disabilities, it most probably comes to the individual engagement and interviewees' own interests.

**Skills in training**

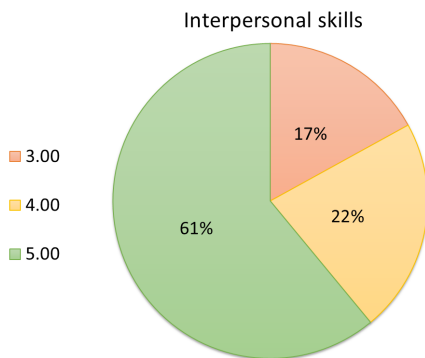
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	17	94.4	94.4	94.4
	NO	1	5.6	5.6	100.0
	Total	18	100.0	100.0	



There are several distinguished seminars as a form of non- formal education: IBBSK ISTANBUL 2015, Halliwick basic course, Zagreb 2017, attendance on the regional and European Paralympic committees, moreover, education within the individual competitions, programmes of Paralympic Committees of BIH as well as the Sports Association of the city of Tuzla.

### Specificities of coaches for persons with disabilities

Sport provides all individuals with the increase of stamina and endurance, maintaining mentally active frame of mind, the increase in self-esteem and overall improvement of the quality of life. When it comes to persons with disabilities, sport has an additional advantage within the rehabilitation programmes for persons with disabilities. Therefore, back in 1984, first games were organized for persons with physical disabilities, Stoke Mandeville Games (SMG), which are held even today as International games.



The relationship between a coach and an athlete is crucial for developing athletes' skills, their sports performance as well as for their psychological and social growth and development. (Jowett, 2007). In order for a coach to have good and long-lasting relationship with an athlete, having interpersonal skills is essentially important.

**Interpersonal skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	3	16.7	16.7	16.7
	4.00	4	22.2	22.2	38.9
	5.00	11	61.1	61.1	100.0
	Total	18	100.0	100.0	

On a scale from 1 to 5, where 1 refers to the answer that this is not at all important, whereas 5 refers to the answer that this is extremely important, it is essential to emphasize that the interviewees, in the most cases 61% said that having interpersonal skills is extremely important, while other interviewees said that having interpersonal skills is important, to a less degree.

The opinion of the interviewees is divided about whether the fact that a coach is at the same time a person with disability plays a role in sport drills of persons with disabilities. 9 interviewees agreed with the fact, while 3 interviewees disagreed, and 6 of them did not have the opinion concerning this matter.



**Is it a facilitative factor when a coach is a person with disability**

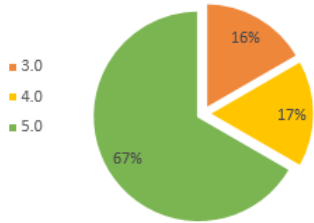
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	5.6	5.6	5.6
2.00	1	5.6	5.6	11.1
3.00	6	33.3	33.3	44.4
4.00	3	16.7	16.7	61.1
5.00	7	38.9	38.9	100.0
Total	18	100.0	100.0	

Most interviewees absolutely agreed with the statement that physical activity positively influence on the mental and physical health of persons with disabilities.

**Benefits of physical activity to mental and physical health**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3.00	2	11.1	11.1	11.1
5.00	16	88.9	88.9	100.0
Total	18	100.0	100.0	

How often do you take part in activities in which you have an opportunity to explain and list the benefits of engaging in physical activities



The benefits of doing physical activity, especially for persons with disabilities are of the extreme importance, therefore we asked our interviewees how often they participated in the activities during which they could tell persons with disabilities how important doing physical activity was.

It is evident that most interviewees promote the benefits of engaging in physical activities regularly and often.

**How often do you take part in activities in which you have an opportunity to explain and list the benefits of engaging in physical activities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	3	16.7	16.7	16.7
	4.00	3	16.7	16.7	33.3
	5.00	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

With regards to the interpersonal skills of the coach, the first impression is very important in establishing a good relation between the coach and the athlete. Most interviewees, i.e. 78% of them, agree that this segment is very important.

**First impression gained when meeting the coach is vital**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	5.6	5.6	5.6
	3.00	3	16.7	16.7	22.2
	4.00	5	27.8	27.8	50.0
	5.00	9	50.0	50.0	100.0
	Total	18	100.0	100.0	

When it comes to the importance of personal assessment of the degree of disability, more than half of the interviewees agree it is important, but at the same time 28% of them do not have a formed opinion, which can suggest that some coaches do not think it is vital for them to assess the degree of disability during the training process, perhaps due to a lack of knowledge in this field.

**Personal assessment of type of disability**

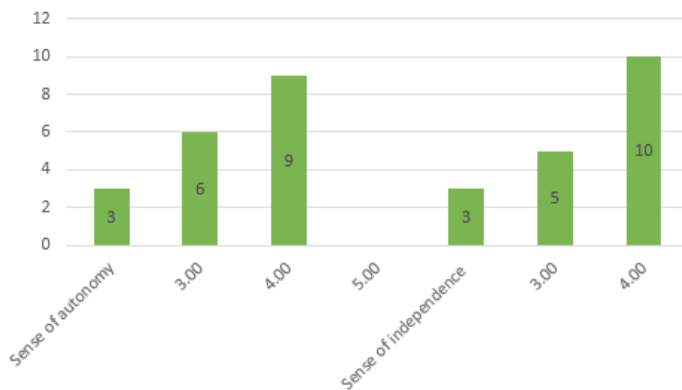
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	5.6	5.6	5.6
	3.00	5	27.8	27.8	33.3
	4.00	3	16.7	16.7	50.0
	5.00	9	50.0	50.0	100.0
	Total	18	100.0	100.0	

Establishing personal relations is extremely important to coaches and 83% of the interviewees confirmed this claim. The assessment of the level of physical readiness of athletes is equally important to the interviewees.

**Importance of establishing personal relations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	3	16.7	16.7	16.7
	4.00	4	22.2	22.2	38.9
	5.00	11	61.1	61.1	100.0
	Total	18	100.0	100.0	

Similar to the assessment of the level of physical readiness of athletes with disabilities, establishing the sense of autonomy with a person/athlete with disabilities is of great importance to 83% of the interviewees. The autonomy of the person in question is their ability to make a decision in relation to the options available at the time. An independent person, with respect to the others, especially the society and community, would be able to make decisions irrespective of the offer. When it comes to the sense of independence, 83% of the interviewees believe that it is of great importance to persons/athletes with disabilities.



**Establishing sense of autonomy in persons/athletes with disabilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	3	16.7	16.7	16.7
	4.00	5	27.8	27.8	44.4
	5.00	10	55.6	55.6	100.0
	Total	18	100.0	100.0	

**Establishing sense of independence in persons/athletes with disabilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	3	16.7	16.7	16.7
	4.00	6	33.3	33.3	50.0
	5.00	9	50.0	50.0	100.0
	Total	18	100.0	100.0	



## Skills of coaches of athletes with disabilities

In order to further analyse the needs of coaches working with persons/athletes with disabilities when it comes to their development or the basic skills and abilities a coach should have, we asked the interviewees to grade a list of skills and abilities on a scale from 1 to 5, where 1 is given to a skill they find very important and 5 is given to a skill they consider less important. An assessment was done for each skill, where each answer 1 and 2 was seen as positive, 3 as neutral, while 4 and 5 were regarded as negative answers.

The skills were grouped in accordance with the similarity of key elements of skills and 17 skills were grouped in 5 categories:

<b>Communication</b>					
Communication skills			Foreign language skills		
<b>Interpersonal skills</b>					
Establishing cooperation and mutual respect among persons/athletes with disabilities			Support and encouragement	Open-mindedness	
<b>Legal aspects</b>					
Familiarity with relevant laws on sport and rights of persons with disabilities		Familiarity with and application of ethical principles and norms		Familiarity with the UN Convention on Rights of Persons with Disabilities	
<b>Specific features of athletes with disabilities</b>					
Familiarity with the specific features of sport		Familiarity with the qualification system		Familiarity with the specific features of a particular type of disability in terms of assistive technology	
<b>Managerial skills</b>					
Leadership	Praise for successful work	Motivation	Negotiating skills	Conflict resolution skills	Problem solving skills

### Communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	66.7	66.7	66.7
	3.00	2	11.1	11.1	77.8
	5.00	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

### Foreign language skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	38.9	38.9	38.9
	2.00	3	16.7	16.7	55.6
	3.00	1	5.6	5.6	61.1
	5.00	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

### Establishing cooperation and mutual respect among persons/athletes with disabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	66.7	66.7	66.7
	2.00	2	11.1	11.1	77.8
	3.00	1	5.6	5.6	83.3
	5.00	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

### Support and encouragement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	66.7	66.7	66.7
	2.00	1	5.6	5.6	72.2
	3.00	1	5.6	5.6	77.8
	5.00	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

**Open-mindedness**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	55.6	55.6	55.6
	3.00	3	16.7	16.7	72.2
	4.00	3	16.7	16.7	88.9
	5.00	2	11.1	11.1	100.0
Total		18	100.0	100.0	

**Familiarity with relevant laws on sport and rights of persons with disabilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	38.9	38.9	38.9
	2.00	3	16.7	16.7	55.6
	3.00	1	5.6	5.6	61.1
	4.00	1	5.6	5.6	66.7
	5.00	5	27.8	27.8	94.4
	7.00	1	5.6	5.6	100.0
Total		18	100.0	100.0	

**Familiarity with and application of ethical principles and norms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	66.7	66.7	66.7
	3.00	1	5.6	5.6	72.2
	4.00	1	5.6	5.6	77.8
	5.00	4	22.2	22.2	100.0
Total		18	100.0	100.0	

**Familiarity with the UN Convention on the Rights of Persons with Disabilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	38.9	38.9	38.9
	2.00	2	11.1	11.1	50.0
	3.00	1	5.6	5.6	55.6
	4.00	2	11.1	11.1	66.7
	5.00	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

**Familiarity with the specific features of sport**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	38.9	38.9	38.9
	2.00	1	5.6	5.6	44.4
	3.00	2	11.1	11.1	55.6
	4.00	3	16.7	16.7	72.2
	5.00	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

**Familiarity with the qualification system**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	50.0	50.0	50.0
	2.00	5	27.8	27.8	77.8
	4.00	2	11.1	11.1	88.9
	5.00	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

**Familiarity with the specific features of a particular type of disability in terms of assistive technology**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	33.3	33.3	33.3
	2.00	1	5.6	5.6	38.9
	3.00	2	11.1	11.1	50.0
	4.00	3	16.7	16.7	66.7
	5.00	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

**Leadership**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	66.7	66.7	66.7
	3.00	2	11.1	11.1	77.8
	4.00	2	11.1	11.1	88.9
	5.00	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

**Praise for successful work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	55.6	55.6	55.6
	2.00	1	5.6	5.6	61.1
	3.00	3	16.7	16.7	77.8
	4.00	1	5.6	5.6	83.3
	5.00	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

#### Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	50.0	50.0	50.0
	3.00	3	16.7	16.7	66.7
	4.00	2	11.1	11.1	77.8
	5.00	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

#### Negotiating skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	61.1	61.1	61.1
	2.00	1	5.6	5.6	66.7
	3.00	1	5.6	5.6	72.2
	5.00	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

#### Conflict resolution skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	55.6	55.6	55.6
	2.00	1	5.6	5.6	61.1
	3.00	3	16.7	16.7	77.8
	4.00	2	11.1	11.1	88.9
	5.00	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

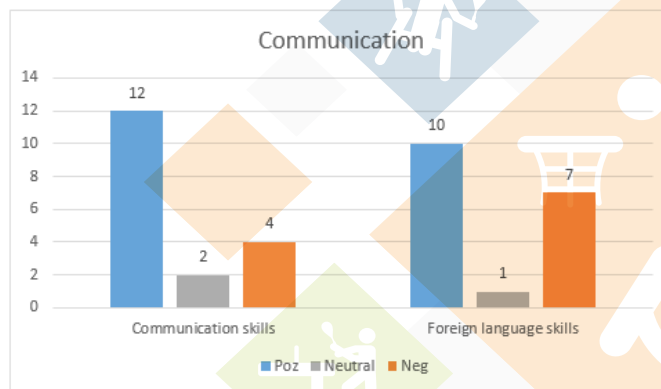
**Problem solving skills**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	8	44.4	44.4	44.4
2.00	2	11.1	11.1	55.6
3.00	2	11.1	11.1	66.7
4.00	3	16.7	16.7	83.3
5.00	3	16.7	16.7	100.0
Total	18	100.0	100.0	

### Analysis of the skills of coaches of athletes with disabilities

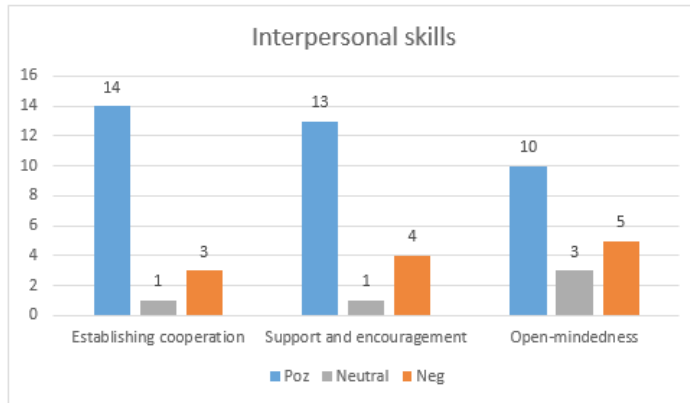
For each of the listed categories we performed an individual analysis of skills belonging to a particular category, as well as a cumulative analysis of data for the particular category. The interviewees assessed the importance of skills on a scale from 1 to 5, where 1 was used for extremely important, 3 was a neutral answer and 5 was not important at all.

The analysis of the obtained results in the category of communication is presented in the graph below for each skill belonging to this category.



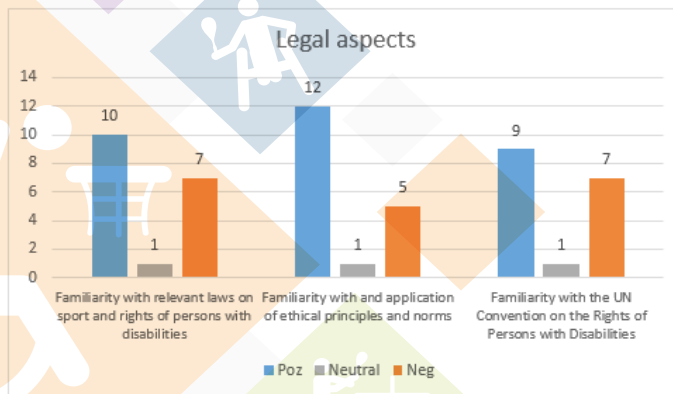
The graph shows that the interviewees believe communications skills are more important than foreign language skills.

The graph below presents the answers related to the category of interpersonal skills



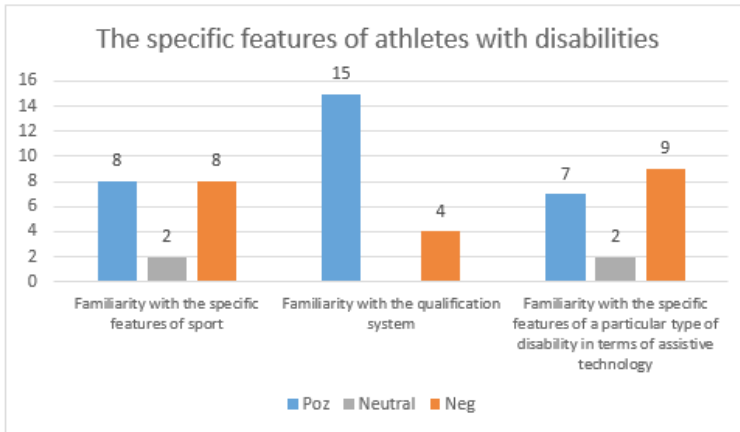
Among the three skills in this category, it is evident that establishing cooperation had most positive answers, while open-mindedness was seen as the least important skill in this category.

In the category of legal aspects, familiarity with and application of ethical principles and norms is seen as one of the most needed skills.

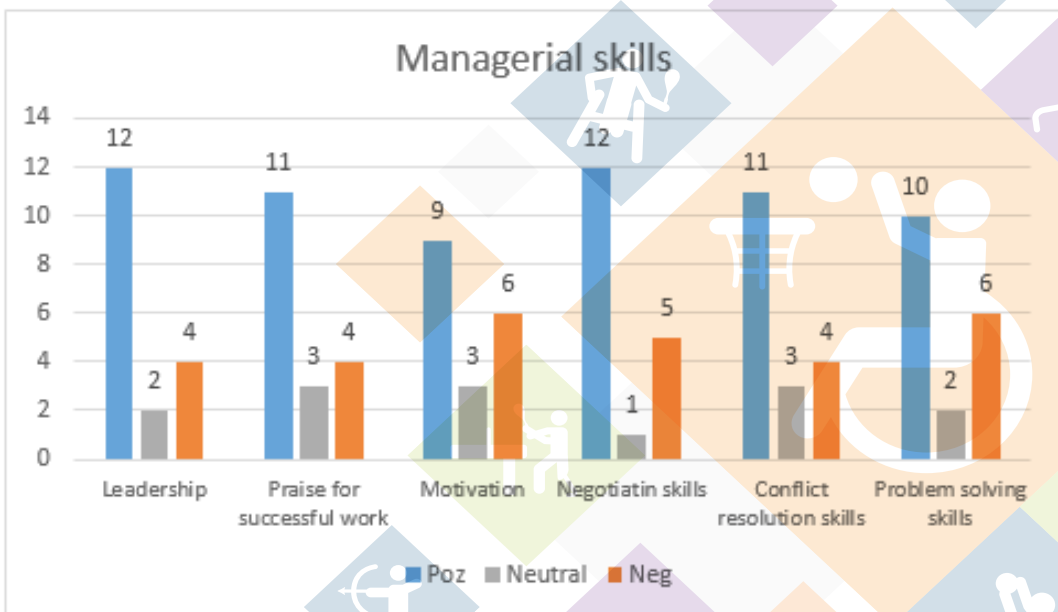




The specific features of athletes with disabilities, a category comprising three skills mostly related to the features of disability and parasport, familiarity with the qualification system is seen as the most important skill by far.

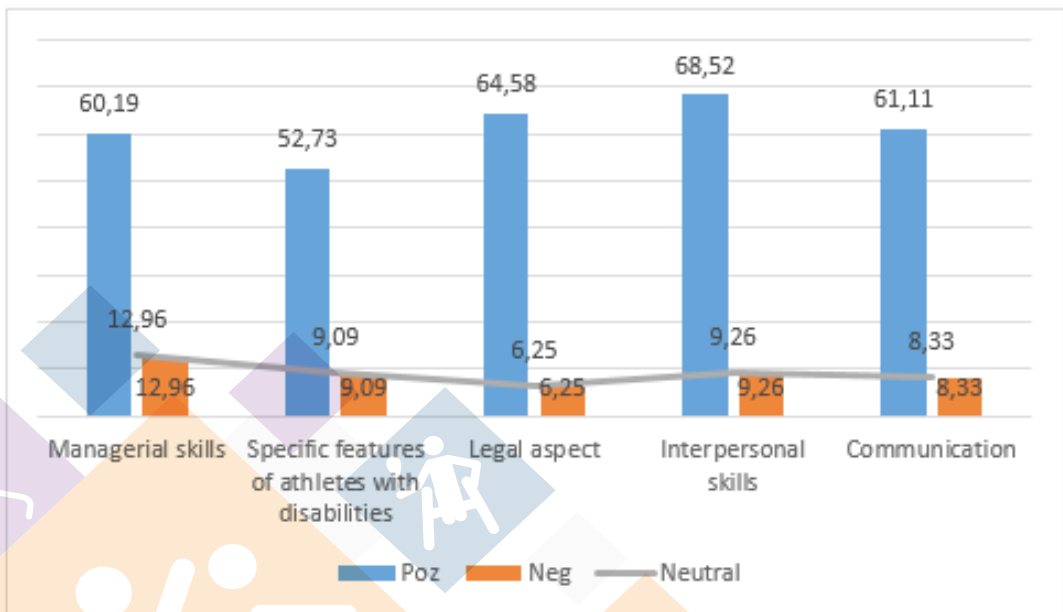


Finally, the fifth category comprises 6 skills closely related to managerial skills. The graph below shows the results related to this category.



Almost every managerial skills is highly regarded among the interviewees, while motivation and problem solving skills were the lowest rated skills of the six. We should take notice of the number of neutral answers, which can be an indicator of the fact that the interviewees were not sure how to assess particular skills, such as praise for successful work, motivation and conflict resolution skills. We can interpret the number of neutral answers as an indicator of a lack of knowledge of particular skills in the training process.

A cumulative analysis of these five categories is shown in the graph below. We can conclude that interpersonal skills are ranked among the most important ones by the interviewees, followed by legal aspects, communication and managerial skills. The lowest-ranked skills are those belonging to the category of the specific features of athletes with disabilities.



Since the number of positive answers for each category was higher than 50% of the total number of answers, it is recommended that each category should be included in the educational material, focusing on the skills that are seen as the most important by the interviewees, and those are:

- Communication: Communication skills
- Interpersonal skills: Establishing cooperation
- Legal aspects: Familiarity with and application of ethical principles and norms
- Specific features of athletes with disability: Familiarity with the qualification system
- Managerial skills: Leadership





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