

SIVO

SPORTEVENTTOOLKIT

Sitting Volleyball for Inclusion and Well-Being



A practical guide for organizing inclusive sitting volleyball events
for people with and without motor disabilities

Project No. 101184810 | ERASMUS-SPORT-2024

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MODULE 01

Toolkit Introduction & Objectives

Prepared by Gülümse Spor Kulübü · Turkey

KEY OBJECTIVES

- Understand the purpose and scope of the SIVO Toolkit
- Identify the role of sitting volleyball in social inclusion
- Navigate the Toolkit structure and find relevant modules
- Connect Toolkit objectives with Erasmus+ Sport goals

01



LEARNING OBJECTIVES

- Understand the purpose, scope, and structure of the SIVO Sport Event Toolkit
- Identify the key values guiding inclusive sitting volleyball events within SIVO
- Recognize sitting volleyball as an instrument of social inclusion
- Describe the target audience and practical application of the Toolkit
- Navigate the Toolkit structure and locate relevant modules confidently
- Connect Toolkit objectives with broader Erasmus+ Sport programme goals

LEARNING OUTCOMES

- Prepared to use the SIVO Toolkit as a practical action guide
- Clear understanding of SIVO project origins, consortium, and European context
- Motivated and equipped to champion inclusive sport events in their communities
- Able to articulate the added value of sitting volleyball to stakeholders

WHY INCLUSIVE SPORT MATTERS

Across Europe, approximately 87 million people live with some form of disability — about 15% of the EU population. Despite this, people with disabilities continue to face widespread barriers to sport participation: inaccessible venues, lack of adapted equipment, limited coach training, and persistent social stigma.

EU Strategy for Rights of Persons with Disabilities 2021–2030

Full and equal participation in sport is a fundamental right. The Erasmus+ Sport programme funds collaborative projects building inclusive sport ecosystems across Europe. The SIVO project (No. 101184810) unites four partner organizations from Italy, Germany, Greece, and Turkey around this mission.

WHAT IS SITTING VOLLEYBALL?

Sitting volleyball has been part of the Paralympic Games since 1980, played by over 10,000 athletes in 75+ countries. Its key advantage: it allows disabled and non-disabled athletes to compete together on equal terms.

- Court: 10m × 6m | Free zone: minimum 3m all sides
- Net height: 1.15m (men) / 1.05m (women) / 1.10m (mixed)
- Torso must remain in contact with the floor at all times
- Equipment-neutral: no prosthetics or technology required
- The floor is the great equalizer — mixed participation by design

THE SIVO TOOLKIT STRUCTURE

The SIVO Sport Event Toolkit is a practical, open-source, multilingual action guide for sports organizations, coaches, trainers, event managers, and volunteers. Any organization — regardless of prior experience — can use it to plan and deliver safe, welcoming, impactful inclusive events.

9 Modules | 4 Partners | 4 Countries

- Modules 1–3: Introduction, Planning, Venue (Gülümse — Turkey)
- Modules 4–5: Participant Engagement, Communication (NGO Nest — Germany)
- Modules 6–7: Equipment, Volunteer Training (University of Verona — Italy)
- Modules 8–9: Safety, Post-Event Evaluation (AETOI — Greece)

CORE VALUES

- Inclusion — Every person has the right to participate on equal terms
- Dignity — Person-first language and respectful engagement always
- Accessibility — Proactively identify and remove all barriers
- Quality — High standards of safety, organization, and experience
- Sustainability — Embed inclusive practices into standard processes

The Toolkit is free in English and translated into Italian, German, Greek, and Turkish.

MODULE 02

Event Planning & Logistics

Prepared by Gülümse Spor Kulübü · Turkey

KEY OBJECTIVES

- Develop a step-by-step plan for an inclusive event
- Define roles and responsibilities across the organizing team
- Create a realistic 12-week event timeline
- Apply pre-event checklists for safety and inclusivity

02



MODULE 02 — LEARNING FRAMEWORK

LEARNING OBJECTIVES

- Develop a comprehensive step-by-step plan for organizing an inclusive sitting volleyball event
- Define and assign roles and responsibilities among organizers, coaches, and volunteers
- Create a realistic event timeline and task distribution plan aligned with resources
- Apply pre-event checklists to ensure all logistical, safety, and inclusivity needs are met
- Identify and address potential logistical barriers affecting participants with motor disabilities

LEARNING OUTCOMES

- Produce a complete event planning document covering all logistical dimensions
- Have a practical checklist-based tool for real event preparation
- Understand how inclusivity affects every stage of logistics
- Confident in delegating responsibilities in a structured, transparent way

6-PHASE PLANNING PROCESS

Phase 1 (M1–M3): Concept & Team Formation

- Define objectives, assemble team, confirm venue, set date

Phase 2 (M2–M5): Logistics Planning

- Book venue, arrange transport, procure equipment, finalize budget

Phase 3 (M3–M6): Participant Outreach

- Open registration, contact disability organizations, confirm participants

Phase 4 (M6–M7): Pre-Event Preparation

- Send packs, confirm accessibility needs, brief volunteers

Phase 5 (M7–M9): Event Delivery

- 3-day tournament: accommodation, catering, medical support

Phase 6 (M9–M10): Post-Event

- Collect feedback, write report, disseminate outcomes

KEY ROLES & RESPONSIBILITIES

- Event Coordinator — Overall oversight, timeline, partner liaison
- Sports Technical Manager — Court setup, scheduling, referees
- Accessibility Officer — Venue checks, mobility support (distinct role)
- Volunteer Manager — Recruit, train, assign, day-of coordination
- Communications Manager — Social media, press, documentation
- Financial Manager — Budget, invoices, final report
- Welfare Officer — First aid, participant wellbeing, emergency protocols

12-WEEK PLANNING TIMELINE

12 Weeks Before

- Define concept and objectives; assemble team; draft budget with 15% accessibility contingency

8–10 Weeks Before

- Book venue with accessibility confirmed in writing; begin equipment procurement

5–7 Weeks Before

- Open registration via accessible channels (digital + paper); recruit and train volunteers

2–4 Weeks Before

- Send participant confirmation packs; final venue walk-through with Accessibility Officer

Event Days

- Day 1: Welcome, orientation, rules briefing, first rounds
- Day 2: Main rounds, skills sessions, educational activities
- Day 3: Finals, awards ceremony, evaluation surveys, closing

Pre-Event Checklist (key items)

- Venue accessibility confirmed | Court dimensions & net height correct
- Participant accessibility needs collected | Accessible transport arranged
- First aid confirmed | Volunteers briefed on disability etiquette
- Feedback survey ready | Photography consent collected from all

01 Group Planning Scenario

Participants are given the scenario: "Plan a 1-day sitting volleyball tournament for 20 participants, half of whom have motor disabilities, in your city." In groups of 3–4 they produce a mini Event Plan covering team roles, timeline, and pre-event checklist. Plans are reviewed against the module criteria by the facilitator.

Venue Accessibility & Physical Adaptations

Prepared by Gülümse Spor Kulübü · Turkey

KEY OBJECTIVES

- Identify key accessibility requirements for inclusive venues
- Explain physical adaptations for sitting volleyball court setup
- Propose low-budget adaptation solutions
- Recognize and overcome common accessibility barriers

03

LEARNING OBJECTIVES

- Identify key accessibility requirements an inclusive venue must meet for sitting volleyball
- Explain physical adaptations required for a sitting volleyball court setup
- Propose low-budget and flexible adaptation solutions for imperfect venues
- Recognize common accessibility barriers and outline strategies to overcome them
- Conduct a structured venue accessibility assessment using a standardized checklist

LEARNING OUTCOMES

- Carry out a practical venue accessibility assessment before confirming a booking
- Set up a sitting volleyball court accommodating participants with motor disabilities
- Library of cost-effective solutions for the most common venue barriers
- Confident in communicating accessibility requirements to venue managers

KEY VENUE REQUIREMENTS

External Access

- Accessible parking within 50m | Drop-off zone with kerb cuts
- Slip-resistant pathway to entrance | Lever or automatic doors
- Ramp at level changes: max gradient 1:12 (ideally 1:20)

Internal Circulation

- Min. 92cm corridor width (single wheelchair); 163cm two-way
- Accessible route: entrance changing rooms toilets court
- Hard, smooth, slip-resistant floor — no carpet or loose mats

Changing Rooms & Toilets

- Accessible toilet: min. 150cm × 150cm turning space + grab rails
- Changing room with bench and clear floor space from wheelchair

Playing Area

- Non-slip floor smooth enough for torso/hip floor movement
- No joins, seams, or height differences within court area
- Min. 2m clearance all sides | Net adjustable to 1.05–1.15m
- Min. 300 lux lighting at floor level, even and non-glaring

PHYSICAL ADAPTATIONS FOR SITTING VOLLEYBALL

- Court: 10m × 6m lines in high-visibility color using athletic tape
- Net posts: 1m outside sidelines, padded per World ParaVolley rules
- Anti-slip tape along court perimeter — prevents sliding into spectators
- Transfer zone near bench: non-slip mat for wheelchair-to-floor
- No foam mats inside court — impede seated floor movement

LOW-BUDGET SOLUTIONS

- Slippery floor Rent interlocking EVA tiles (~€0.50–1/tile)
- No accessible toilet Portable unit hire (~€100–200/day)
- No net system Rope or high-visibility ribbon at correct height
- Poor lighting Rent portable sports lights directed at court
- No accessible changing room Negotiate use of function room

COMMON BARRIERS & SOLUTIONS

- Barrier 1: Managers underestimate needs In-person site visit before booking
- Barrier 2: Last-minute changes 48-hour notice clause in venue contract
- Barrier 3: "Wheelchair accessible" ≠ fully accessible Use full SIVO checklist
- Barrier 4: Sensory accessibility ignored Check for quiet breakout room

01 Barrier Identification Exercise

Present participants with photographs of 5 real sports venues (sourced from open-access image banks). For each venue, ask: "What accessibility barriers can you identify? What solutions would you recommend?" Answers are discussed in small groups.

Participant Engagement & Registration

Prepared by NGO Nest Berlin · Germany

KEY OBJECTIVES

- Define inclusive outreach and participant selection strategies
- Ensure balanced 50/50 participation (disabled/non-disabled)
- Provide guidance on accessible registration processes
- Address ethical considerations, consent, and GDPR

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LEARNING OBJECTIVES

- Support inclusive outreach and participant selection strategies that actively reach people with physical disabilities
- Promote balanced participation — the 50/50 goal — between people with and without physical disabilities
- Ensure that registration processes are accessible and barrier-free for all potential participants
- Address ethical considerations, informed consent, and GDPR compliance in inclusive sport events

LEARNING OUTCOMES

- Design outreach strategies that actively engage people with physical disabilities
- Apply inclusive criteria for participant selection in sitting volleyball
- Implement accessible and user-friendly registration processes
- Apply basic GDPR principles in the context of sports events

INCLUSIVE OUTREACH STRATEGIES

Inclusive sport requires a shift from reactive to proactive engagement. Traditional outreach (standard social media) often fails to reach people with disabilities due to informational, physical, and social barriers.

Practical Guidance

- Targeted Collaboration: partner with disability organizations, rehabilitation centres, and community groups
- Inclusive Imagery: promotional materials showing disabled and non-disabled players together
- Clarity on Support: state exactly what accessibility measures are in place

BALANCED PARTICIPATION — THE 50/50 GOAL

Sitting Volleyball allows mixed participation by design — the floor is the great equalizer. However, balance must be actively managed to prevent the activity from feeling disability-only or able-bodied dominated.

- Aim for 50/50 team composition: disabled and non-disabled athletes
- Avoid separate "disabled" and "able-bodied" training groups
- When everyone is seated, height and standing-speed advantages are removed

ACCESSIBLE REGISTRATION

Registration is often where potential participants are lost. Complex or inaccessible forms create barriers before the event begins.

- Plain Language: avoid technical jargon; clear, direct instructions
- Hybrid Formats: digital AND paper/phone registration options
- Necessary Data Only: ask about specific support needs — not full medical histories

ETHICS, CONSENT & GDPR

Informed Consent Lifecycle

- Explanation: clearly explain the nature of sitting volleyball and physical risks
- Visual Consent: transparent about how photos/videos will be used
- Vulnerability: for minors — guardian consent, voluntary and revocable

GDPR Key Principles

- Lawfulness & Transparency: inform participants WHY data is collected and for HOW LONG
- Data Minimisation: only collect what is strictly necessary
- Secure Storage: encrypted digital storage; never leave lists unattended

Avoid "inspiration porn" — focus on athletes' achievements, not their disability.

01 Reflection Questions

Open-ended group discussion: "How do you convince non-disabled athletes that sitting volleyball is a tough competitive sport?" / "What is one social barrier — beyond physical ramps — that keeps people with disabilities away, and how do you fix it?" / "How can you promote your event without making disabled players look like objects of pity?"

Inclusive Communication Strategies

Prepared by NGO Nest Berlin · Germany

KEY OBJECTIVES

- Apply principles of inclusive and accessible communication
- Use plain language, visual tools, and non-verbal strategies
- Adapt coaching style using the eye-level technique
- Communicate effectively in multilingual environments

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LEARNING OBJECTIVES

- Apply principles of inclusive and accessible communication in sport contexts
- Use plain language and visual tools to enhance participant understanding
- Adapt communication styles using non-verbal strategies in floor-level coaching
- Communicate effectively in multilingual and culturally diverse environments
- Facilitate inclusive communication through practical role-play scenarios

LEARNING OUTCOMES

- Apply inclusive communication principles in sitting volleyball contexts
- Use plain language and visual tools to enhance understanding for all participants
- Adapt coaching style using non-verbal strategies at eye level with players
- Communicate across multilingual and culturally diverse groups effectively

FOUNDATIONS OF INCLUSIVE COMMUNICATION

Every participant — regardless of ability, language, or background — must feel seen, heard, and respected. Inclusive communication is grounded in equity: different players may require different modes of information to perform at their best.

People-First Language

- "A player who uses a wheelchair" — NOT "a wheelchair player"
- Shift focus to the athlete's identity, not their limitation

The Two-Way Street

- Regularly ask: "Is this instruction clear? How can I demonstrate this better?"

PLAIN LANGUAGE ON THE COURT

- Subject-Verb-Object: "Hit the ball to the back line" (not complex instructions)
- Avoid idioms in international environments — stick to literal descriptions
- Consistent terminology: pick one word per action (e.g. "Pass") and keep it

THE EYE-LEVEL COACHING TECHNIQUE

When players are seated on the floor, coaches should sit on a stool or on the floor too. Standing over seated players creates hierarchy. Sitting builds trust.

- Develop a hand signal library: "Rotate", "Time-out", "Good job"
- Teach all signals to players during the very first session

VISUAL TOOLS & TACTILE AIDS

- Tactical whiteboards with magnetic pieces for team rotations
- Floor markings: bright, high-contrast tape for zones and boundaries
- Demo videos of professional sitting volleyball players as imitation tools

MULTILINGUAL & CROSS-CULTURAL STRATEGIES

- Simple English as a bridge: Basic English vocabulary for technical terms
- Multilingual cheat sheets: key terms in EN, IT, DE, EL, TR
- Always ask permission before physically guiding an athlete's movement
- Respect cultural norms on authority, physical contact, and gender dynamics

ROLE-PLAY SCENARIOS

Scenario 1: Visual-Only Challenge

Coach must explain the "No Lifting" rule without speaking — must find effective non-verbal cues.

Scenario 2: Plain Language Feedback

Replace "You're not putting enough power into the swing" with "Hit harder. Hit sooner."

*Two-way street: "Is this instruction clear?
How can I demonstrate this better?"*

01 Role-Play Observation

Participants conduct Scenario 1 (Visual-Only Challenge) and Scenario 2 (Plain Language Feedback). Assessed on non-verbal effectiveness and language clarity.

02 Open Reflection Questions

Discussion: "How did sitting on the floor change how you felt communicating compared to standing up?" / "Why is physical proximity — sitting together — vital for inclusive communication in this sport?"

Adaptive Equipment & Supportive Technologies

Prepared by University of Verona · Italy

KEY OBJECTIVES

- Understand essential and optional equipment for sitting volleyball
- Adapt equipment to different physical needs and ability levels
- Identify low-budget and DIY alternatives to standard equipment
- Apply safety and usability principles when selecting adaptivetools

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LEARNING OBJECTIVES

- Understand the essential and optional equipment required for sitting volleyball activities
- Learn how to adapt standard and low-cost equipment to meet different physical needs
- Identify viable alternative solutions when standard professional equipment is unavailable
- Apply safety and usability principles when selecting, setting up, and using adaptive tools

LEARNING OUTCOMES

- Identify and describe core equipment required for a sitting volleyball session
- Select adaptive tools based on athletes' functional profiles (VS1/VS2)
- Implement low-budget DIY alternatives for nets, balls, court marking, and player gear
- Evaluate safety and usability of all equipment choices for mixed-ability groups

CORE EQUIPMENT STANDARDS

- Court: 10m × 6m with minimum 3m free zone on all sides
- Net: 1.15m (men) / 1.05m (women) / 1.10m (mixed) over centre line
- Ball: official volleyball; lighter/softer variants permitted in training
- Player gear: long pants to prevent floor-movement friction injuries

ADAPTING TO FUNCTIONAL PROFILES

Athletes range from VS1 (significant disability) to VS2 (minimal disability) and non-disabled participants. Equipment adaptation must follow individual functional assessment and dialogue — not medical diagnosis.

- Lighter/softer balls: reduce fear of impact for beginners
- Beach balls: larger surface, slower trajectory — more reaction time
- Adjustable net height: lower for youth or mixed-ability training
- Rubber mats/padding: protect athletes on unsuitable floor surfaces

LOW-BUDGET & DIY ALTERNATIVES

Net Alternatives

- Rope or high-visibility ribbon tied between posts at correct height
- Badminton net (1.55m) — lowered to sitting volleyball height

Ball Alternatives

- Balloons (add coin for weight) — ideal for absolute beginners
- Beach balls — larger, slower, more accessible for positioning
- Lite volleyballs (U12) — softer and more forgiving on arms

Court Marking & Player Gear

- Painter's tape: cheap, visible, removes without floor damage (top recommendation)
- Flat rubber discs or cones for corner marking when tape is prohibited
- Long sweatpants/leggings: protect from friction burns
- Lightweight gloves: protect palms from impact and abrasion

Safety Checklist

- Floor smooth, stable, and non-slip | Equipment inspected before each session
- Net height maintained even with improvised equipment
- Allergen awareness: sensitivity to latex when using balloons

01 Knowledge Quiz

10-item true/false and multiple-choice quiz on equipment standards, adaptations, and safety. Immediate scored feedback provided after completion.

02 Reflection Question

"In a context where you want to play but little equipment is available, describe what adaptation you would implement according to your own needs and explain why."

MODULE 07

Volunteer Training & Awareness Raising

Prepared by University of Verona · Italy

KEY OBJECTIVES

- Define roles and responsibilities of volunteers in inclusive events
- Apply the three-phase training framework (Awareness Skills Practice)
- Conduct awareness-raising exercises on disability and inclusion
- Promote ethical behavior and person-first interaction guidelines

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MODULE 07 — LEARNING FRAMEWORK

LEARNING OBJECTIVES

- Define and communicate essential roles and responsibilities of volunteers in inclusive sitting volleyball events
- Provide a structured practical training framework for inclusive sport environments
- Develop awareness of disability, inclusion, and lived experiences of athletes with impairments
- Promote ethical behavior, person-first language, and respectful interaction guidelines

LEARNING OUTCOMES

- Describe key roles and responsibilities of volunteers in a sitting volleyball event
- Apply the three-phase training framework: Awareness Skills Practice
- Demonstrate awareness of disability challenges through simulation exercises
- Use inclusive person-first language and respectful communication in all interactions
- Identify at least three situations requiring ethical judgment and articulate appropriate responses

VOLUNTEER ROLES

- Logistics & Hospitality: registration, orientation, equipment setup
- Athlete Support: mobility assistance, scheduling, medical liaison
- Accessibility Facilitation: pathways, signage, facilities throughout
- Communication Bridge: accessible formats, signed instructions
- Awareness Ambassador: model inclusive behavior; redirect inappropriate comments

THREE-PHASE TRAINING FRAMEWORK

Phase 1 — Awareness

- Introduction to sitting volleyball: origins, rules, VS1/VS2 classification
- Disability awareness: functional implications in sport, not medical categorization
- Experiential simulation: immersive exercises experiencing movement restrictions

Phase 2 — Skills

- Inclusive communication: person-first language, multimodal approaches
- Assistance techniques: always ASK before helping — never impose
- Conflict de-escalation: maintain calm; address issues with inclusive language

Phase 3 — Practice

- Station simulations: guide visually impaired visitor, athlete support scenarios
- Peer feedback and role assignment with volunteer handbook distribution

AWARENESS-RAISING EXERCISES

Exercise 1 — Seated Movement Challenge

Volunteers play a short sitting volleyball session without using their legs. Creates direct embodied understanding of VS1 athletes' physical challenges. Debrief: What was most challenging? What helped you adapt?

Exercise 2 — Privilege Walk

Facilitator reads statements ("Step forward if you've never worried about venue accessibility"). Creates visual representation of differential access. Followed by discussion on structural barriers and the social model of disability.

Exercise 3 — Language Exercise

Volunteers receive 20 phrases — some person-first, some deficit-focused. In pairs, they find respectful alternatives. Examples: "wheelchair-bound" "wheelchair user"; "suffers from an amputation" "athlete with a leg amputation".

ETHICAL GUIDELINES FOR VOLUNTEERS

- Respect autonomy: NEVER assist without asking first
- Person-first language: "athlete with a disability" not "disabled athlete"
- Maintain confidentiality: no personal/medical info shared
- Avoid inspiration framing: athletes are competitors, not symbols

Volunteers are often the first human contact a participant has with the event. Their attitude shapes the whole experience.

01 Reflection Journal

Each volunteer writes 5–10 sentences: "What is the most significant thing you learned, and how will it change how you act during the event?" Reviewed by the training facilitator.

02 Post-Event Debrief

20-minute group debrief after the event: "What went well in terms of inclusion? What would you do differently? Was there a moment of uncertainty?" Qualitative observations recorded for future training cycles.

Safety, Risk Management & Emergency Planning

Prepared by AETOI Thessalonikis · Greece

KEY OBJECTIVES

- IDENTIFY: spot a hazard before the first whistle blows
- MITIGATE: change the environment to make the hazard irrelevant
- RESPOND: act as a first responder until professionals arrive
- CLARIFY: understand exactly what coaches are — and aren't—liable for

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LEARNING OBJECTIVES

- IDENTIFY: spot a hazard before the first whistle blows
- MITIGATE: change the environment to make the identified hazard irrelevant
- RESPOND: act as a first responder until medical professionals arrive
- CLARIFY: understand exactly what coaches are and are not legally liable for

LEARNING OUTCOMES

- Create Risk Assessments and Emergency Action Plans for motor-disabled participants
- Maintain a Safe-to-Play environment free of hazards, with correctly padded gear
- Identify and manage disability-specific emergencies with professional precision
- Foster a training atmosphere of cultural trust and legal security

HIERARCHY OF CONTROLS

Coaches apply an industrial safety model to the volleyball court — 5 levels of risk mitigation:

- Level 1 — Elimination: remove the hazard (e.g. loose chair from court area)
- Level 2 — Substitution: replace with safer alternative (softer ball for beginners)
- Level 3 — Engineering: isolate people from hazard (padded net poles, floor sockets)
- Level 4 — Administration: change how people work ("no-sliding" drill rules)
- Level 5 — PPE: protect the athlete (mandatory elbow pads, specialized shorts)

6-STEP SAFETY FLOW

- Step 1 — Pre-Session Audit: floor, net, padded zones
- Step 2 — Athlete Status Check: prosthetics, health readiness, skin integrity
- Step 3 — Decision Gate: hazard? Hierarchy of Controls | No hazard? proceed
- Step 4 — Apply Controls: in order of effectiveness
- Step 5 — Active Monitoring: scan for dynamic hazards (sweat, debris)
- Step 6 — Post-Session Review: log near misses; update risk assessment

EMERGENCY ACTION PLAN (EAP) CATEGORIES

- Weather Protocols: lightning, extreme temperatures — clear evacuation steps
- Concussion Management: formal policy, documentation, return-to-play guidelines
- Catastrophic Injury Response: immediate medical plan, family communication
- Mass Casualty Incidents: triage plans, emergency medical coordination

SITTING VOLLEYBALL-SPECIFIC RISKS

Skin Integrity

Constant floor contact creates friction burns and pressure sores. Must be monitored throughout every session. Skin integrity check is part of every Athlete Status Check.

Autonomic Dysreflexia

Potentially serious emergency triggered by minor irritants (tight clothing, kinked catheter). Coaches must recognize symptoms and call for immediate medical response.

Evacuation Plans

Must account for athletes with limited mobility, prosthetic devices, or wheelchairs. All accessible exits must remain unobstructed throughout the event.

- Sweat management: pause session immediately if floor becomes slippery

MODULE 08 — EVALUATION METHODS

01 Post-Event Feedback Survey

Likert-scale and open-ended questions measuring perceived value, clarity, and confidence in applying safety protocols.

02 Knowledge Check

True/false and scenario-based questions on the Hierarchy of Controls and disability-specific medical triggers. Low-stakes assessment measuring actual vs. perceived learning.

03 EAP Simulation

Participants execute a mock Emergency Action Plan. The ultimate test of whether theoretical knowledge translates to real-world action.

04 Open Reflection

"What was the most valuable skill you learned?"
/ "What is one specific safety change you will implement at your facility?"

Post-Event Evaluation & Impact Assessment

Prepared by AETOI Thessalonikis · Greece

KEY OBJECTIVES

- Provide tools for collecting structured participant feedback
- Support organizers in evaluating event outcomes and learning results
- Measure inclusion, participation, and satisfaction levels
- Encourage reflection and continuous improvement for future events

09

LEARNING OBJECTIVES

- Validate physical safety and athlete comfort through evidence-based feedback
- Measure effectiveness of the inclusive environment through specific outcome data
- Track ratio of disabled to non-disabled participants and satisfaction levels
- Create a powerful narrative for stakeholders through documented impact

LEARNING OUTCOMES

- Evidence-Based Validation: concrete proof that events are safe, inclusive, and effective
- Technical Optimization: data-driven improvements to physical event setup
- Athlete Empowerment: identify where participant support is needed most
- Operational Blueprinting: create better documented plans for future events

FORMATIVE vs. SUMMATIVE ASSESSMENT

Formative Assessment (During Event)

Collects real-time data while the event is ongoing. Allows immediate adjustment.

- For Coaches: identify misconceptions (e.g. players lifting pelvis off floor)
- For Athletes: self-reflection and peer feedback during drills
- Methods: verbal check-ins during water breaks, low-stakes quizzes

Summative Assessment (Post-Event)

Evaluates the final level of success after the event concludes.

- For Organizers: final safety records, ratio of integrated play, impact data
- For Athletes/Coaches: final matches, certifications, end-of-program presentations

DIGITAL SURVEY TOOLS

- Google Forms / Microsoft Forms: free, auto-generates charts — best for QR code surveys at event close
- Typeform: one question at a time, mobile-friendly — high completion rates
- Mentimeter / Slido: live polling at closing ceremony — instant word clouds

QUALITATIVE FEEDBACK TOOLS

- Locker Room Debrief (Focus Group): 15-min guided conversation — 2 athletes, 1 referee, 1 volunteer
- Feedback Wall: sticky notes near exit — "What was a win?" / "What needs a fix?"
- Padlet (digital equivalent): anonymous, real-time, visible to all

START–STOP–CONTINUE FRAMEWORK

Categorize all feedback from the organizing committee debrief into three actionable columns:

- START: new ideas — e.g. "Start a dedicated wheelchair repair station"
- STOP: what didn't work — e.g. "Stop using back gym — floor too abrasive"
- CONTINUE: successes — e.g. "Continue mixed-ability team drafting process"

THE IMPACT REPORT

Compile survey data, participation numbers, and qualitative quotes into a 2–3 page document. Serves as historical record for continuous improvement and a vital tool for securing future funding.

Close the loop: send a follow-up email showing participants exactly which changes you're making based on their feedback.

MODULE 09 — EVALUATION METHODS

01 Pre/Post Knowledge Checks

True/false and multiple-choice to measure knowledge retention on disability-specific protocols and safety regulations.

02 Focus Group Debrief

Qualitative stories from a representative mix — 2 athletes, 1 referee, 1 volunteer — identify "friction points" that numbers alone miss.

03 Likert Scale Survey

Statements rated 1–5: "The event was physically accessible." / "I felt safe and supported." / "The rules were explained clearly and fairly."

04 Impact Report Draft

Participants draft a 1-page mini Impact Report summarizing event outcomes, lessons learned, and one specific change they commit to for next time.

WHAT WE HAVE BUILT TOGETHER

The SIVO Sport Event Toolkit represents a collective achievement of four European organisations united by a single conviction: that sitting volleyball is one of the most powerful tools available to build genuine inclusion in sport.

Across nine modules, this Toolkit has provided event organizers, coaches, volunteers, and sport administrators with the practical knowledge, ethical frameworks, and tested tools needed to deliver sitting volleyball events where every participant — regardless of physical ability — feels equally welcomed, supported, and challenged.

From venue accessibility assessments and 12-week planning timelines, to volunteer ethics training and post-event impact reporting, every module has been designed to be immediately actionable. No event is too small. No organization too new. The Toolkit works at all scales.

YOUR NEXT STEPS

- Select the modules most relevant to your next event and read them as a team
- Conduct a venue accessibility assessment using the Module 03 checklist
- Run the volunteer awareness exercises from Module 07 before your first event
- Deliver your inclusive sitting volleyball event and document the impact
- Share your feedback with the SIVO consortium to improve the Toolkit

KEY ACHIEVEMENTS OF THE SIVO PROJECT**4**

Partner countries: Italy, Germany, Greece, Turkey

9

Comprehensive Toolkit modules produced

4

National sitting volleyball tournaments organized

4

Languages the Toolkit is translated into

40+

Participants per national event targeted

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