

**LINKDMT** SRL

## **Research Report**

**“IDENTIFYING THE  
STRENGTHS & WEAKNESSES  
IN THE ACCESSIBILITY OF  
YOUNG PEOPLE WITH  
DISABILITIES IN CURRENT  
SOCIAL INCLUSION PRACTICES”**



**August 31, 2023**

# TABLE OF CONTENTS

<b>01</b>	Abstract
<b>02</b>	Introduction
<b>03</b>	Problem statement
<b>04</b>	Research methodology
<b>06</b>	Results
<b>06</b>	Trends and Preferences of Young People with Disabilities in Europe's Social Inclusion Activities
<b>08</b>	Prevailing Barriers and Challenges Impacting Well-being and Social Integration
<b>09</b>	Key Strengths in Social Inclusion Practices and Opportunities for Enhancement
<b>11</b>	Conclusion
<b>12</b>	References
<b>13</b>	Annex I - Interview topics with young people, educators, and organisations working with youth with disabilities
<b>14</b>	Annex II - List of organisations that supported the implementation of the research

# ABSTRACT

---

This research explores the accessibility and inclusion of young people with disabilities in social inclusion activities, with a particular focus on leisure, dance, and outdoor pursuits. The study aims to identify strengths and weaknesses within current practices and offer insights for a more inclusive future. The problem statement highlights the multifaceted challenges faced by young people with disabilities when attempting to participate in social inclusion activities. These challenges range from fear of liability among program leaders to knowledge gaps among educators, parental and self-doubts, and a scarcity of suitable programs. The consequences of these barriers extend beyond mere obstacles, affecting the well-being and social integration of young individuals with disabilities.

Our research methodology combines primary data from surveys conducted with young people with disabilities, social workers who work with people with disabilities, as well as parents and guardians of people with disabilities in Italy, Croatia, Serbia and Kosovo, with secondary data drawn from various European organisations and institutions. The primary research was conducted with the support of other local organisations from Italy, Croatia, Serbia, and Kosovo while LINK DMT from Italy has led the overall work and processes. This comprehensive approach provides a nuanced understanding of the accessibility and inclusivity landscape. The findings reveal promising trends in the growing commitment to inclusivity. Collaborative initiatives, adaptive technologies, and digital inclusion efforts have expanded access to leisure, dance, and outdoor activities. Young individuals with disabilities express interest in sports, creative expression, outdoor adventures, social engagement, and education. However, challenges persist, underscoring the need for targeted interventions and policy changes. The analysis uncovers the complex web of barriers, from fear of liability to knowledge gaps and a lack of suitable programs, impacting the well-being and social integration of young people with disabilities. Amid these challenges, we identify strengths within current practices, including heightened awareness of inclusion's importance, collaborative efforts, advancements in adaptive technologies, and the dedication of educators and program leaders. These strengths offer opportunities for further enhancement through expanding awareness campaigns, sharing best practices, and embracing universal design principles.

In conclusion, this research underscores the critical role of social inclusion in the lives of young people with disabilities. It advocates for urgent action to address barriers while harnessing strengths, fostering a more inclusive future where young individuals with disabilities can participate fully, grow, and thrive in leisure, dance, and outdoor activities, enriching their lives and our communities

# INTRODUCTION

---

According to the World Health Organisation (WHO) around 15% of the global population – over a billion people – lives with some form of disability, of whom 2–4% experience significant difficulties in functioning. Many of these people require assistive technologies such as low- vision devices, wheelchairs or hearing aids. This number is expected to double to 2 billion by 2050 (“WHO global disability action plan 2014-2021”, 2015)[1]. In today's inclusive and diverse society, the aspiration for comprehensive social inclusion has gained paramount importance, transcending the boundaries of ability and embracing diversity as its core tenet. Within this overarching quest, a pressing concern emerges: the need to facilitate the full participation of youth with mental disability in leisure, dance, and outdoor activities. Unfortunately, current participation rates among this demographic remain dishearteningly low. According to the Council of Europe (2012), a few of the obstacles concerning the integration of young individuals with disabilities that were recognised include a deficiency in motivation from both youth organisations and parents to participate in European non-formal educational events. Additionally, trainers and organisations exhibit unfavourable attitudes or apprehension when it comes to collaborating with individuals with disabilities[2].

Youth work organisations, social workers as well as institutions dealing with the target groups of people with disabilities have continuously offered programmes to address the needs of this group. Similarly, for this research, there are partner organisations from different countries in Europe that directly and indirectly target the community of people with disabilities and involve them in their work and have observed the lack of integration of this community in leisure activities. Several key factors contribute to this situation, including challenges stemming from poor motor coordination, behaviour management difficulties, and the presence of restrictive behaviour patterns. Furthermore, a critical barrier to their engagement lies in the deficiency of knowledge and skills among trainers and educators, particularly in adapting activities to cater to the unique needs of youth with mental disabilities. Breaking down these barriers entails addressing not only practical concerns but also cultural and psychological dimensions. Cultural barriers persist in the form of prevailing societal attitudes and norms, which often perpetuate exclusionary practices. These biases and preconceptions, harboured by mainstream leisure, dance, and outdoor activity providers, as well as other community stakeholders, pose substantial challenges to fostering a truly inclusive environment.

[1] WHO Global Disability Action Plan 2014 - 2021 <https://www.who.int/publications-detail/who-global-disability-action-plan-2014-2021>

[2] Chupina, K., Mucha, P., & Ettema, M. (2012). Inclusion of Young People with Disabilities in the Youth Activities of the Council of Europe (DDCP/EYCB/CMDisability/2012/027). Report. European Youth Centre Budapest.

Significantly, the consequences of limited participation among youth with mental disabilities extend beyond the realm of social inclusion. Their heightened susceptibility to the development of secondary health conditions directly correlates with reduced engagement in physical activities, including outdoor pursuits, extracurricular activities, and dance. Consequently, the incorporation of physical activity into their lives becomes not only a matter of recreation but a vital component of their overall healthy development.

This research embarks on a profound journey into the intricate web of accessibility and inclusion for young individuals with disabilities, recognising the unique challenges faced by youth with mental disabilities. Our study unravels the strengths and weaknesses inherent in the current social inclusion practices within the domains of leisure, dance, and outdoor activities, with a central aim of charting a path toward a more inclusive and holistic future. The research is focused especially in the countries of Italy, Croatia, Serbia and Kosovo, therefore, to analyse the trends and realities of social inclusion of youth with disabilities in certain entertaining and daily activities, as well as the challenges they encounter and accessibility they have

## PROBLEM STATEMENT

---

Despite commendable efforts in recent years, people with disabilities continue to encounter barriers that hinder their access to essential aspects of life. The barriers manifest in various forms, including physical limitations, socio-cultural attitudes, inadequate training, financial constraints, and a dearth of awareness, leading to suboptimal inclusion levels.

The consequence of limited inclusion among young people with disabilities in the social activities is profound, extending beyond the scope of recreation. It has direct implications on their well-being, mental health, and overall quality of life. These activities hold the potential to not only provide enjoyment but also foster personal growth, self-expression, and social integration, which are pivotal for a healthy and fulfilling life. To address this complex issue, this research endeavours to investigate the accessibility of young people with disabilities in current social inclusion practices related to leisure, dance, and outdoor activities. In doing so, it aims to identify key strengths and weaknesses within these practices and assess their implications for the well-being and social integration of young individuals with disabilities.

## Specific Research Questions:

1.

What are the current trends in the participation of young people with disabilities in social inclusion activities in Europe and which activities are these youngsters keener to do?

2.

What are the prevailing barriers and challenges faced by young people with disabilities when attempting to participate in social inclusion/leisure activities, and how do these factors influence their overall well-being and social integration?

3.

What are the key strengths within current social inclusion practices in leisure, dance, and outdoor activities that have contributed to improved accessibility for young people with disabilities, and how can these strengths be leveraged for further enhancement?

These research questions serve as guiding pillars for our comprehensive exploration into the accessibility landscape for young individuals with disabilities in the countries of Italy, Croatia, Serbia and Kosovo. By delving into these areas, we aspire to shed light on the intricacies of inclusion, offering evidence-based insights that can inform policies, practices, and interventions to enrich the lives of these young individuals and promote their holistic development

## RESEARCH METHODOLOGY

---

This exploratory research is characterised by a qualitative approach, involving in-depth interviews and content analysis of secondary data. This research employs a mixed-methods approach, encompassing both qualitative and quantitative methods to gain a holistic understanding of accessibility and inclusion in leisure, dance, and outdoor activities for young people with disabilities.

## Primary Data:

Surveys: The primary data collection method involves surveys conducted among young people with disabilities, social workers who work with people with disabilities, as well as parents and guardians of people with disabilities in Italy, Croatia, Serbia and Kosovo. LINK DMT as the publisher of this research report, had led the research work with the support of other organisations from Italy, Croatia, Serbia, and Kosovo. The list of organisations that supported the implementation of this research is presented in Annex 2. These interviews are designed to gather qualitative data on their experiences, challenges, and perceptions related to accessibility in leisure, dance, and outdoor activities. Statistically, each organisation involved 20-30 young people with disabilities in the research, additional 20 parents and guardians, and 8-10 social workers. The identities of interviewees are kept confidential to protect their privacy. It is worth mentioning that the same interview topics were used for all interviewees in order to have a diverse perspective on the same issues addressed, while the approach of questions within the topics is adapted accordingly. Moreover, when interviewing young people with disabilities, the presence of a parent/guardian or social worker was ensured as a support for this target group in the interview process. An exception is about the questions related to Research Question 3 which were not used for young people but rather for parents and social workers.

## Secondary Data Analysis:

The research also includes a meticulous analysis of secondary data. This entails the review and analysis of existing literature, reports, and publications from European organisations, academic sources, and European institutions such as Eurostat, for a more credible source of statistics and information. We focus on materials that provide contextual insights into accessibility and inclusion practices in these activities across the selected countries.

Through this mixed-methods research, we anticipate shedding light on the strengths and weaknesses of current social inclusion practices. Our findings offer a comprehensive view of the accessibility landscape for young people with disabilities in leisure, dance, and outdoor activities. These insights guide evidence-based recommendations for enhancing accessibility and promoting holistic development for this demographic.

# RESULTS

---

## TRENDS AND PREFERENCES OF YOUNG PEOPLE WITH DISABILITIES IN EUROPE'S SOCIAL INCLUSION ACTIVITIES

In addressing the research question on current trends in the participation of young people with disabilities in social inclusion activities in Europe, it becomes evident that recent years have witnessed significant developments in fostering social inclusion for this demographic. These trends underscore the importance of understanding and catering to the preferences and needs of young individuals with disabilities to ensure their active engagement in inclusive activities.

One noteworthy trend is the growing recognition of the value of inclusive leisure and recreational activities. Organisations, communities, and policymakers across Europe are increasingly acknowledging the significance of creating opportunities for young people with disabilities to participate in various social activities. This recognition aligns with the principles of equality, diversity, and inclusion and reflects a broader societal shift towards promoting inclusivity. Another trend involves the expansion of accessible and adaptive programs. Many European countries have taken proactive measures to enhance the accessibility of social inclusion activities for young individuals with disabilities. This includes the development of adaptive equipment, modifications to facilities, and the implementation of inclusive program designs. These efforts cater to a diverse range of abilities and preferences, ensuring that a broader spectrum of activities is accessible to young people with disabilities.

Furthermore, a trend toward digital inclusion has gained momentum. The increasing integration of technology in social inclusion activities has opened up new avenues for participation. Virtual platforms, online communities, and digital resources are being leveraged to engage young individuals with disabilities in interactive and educational activities. These digital initiatives have proven particularly valuable, especially in times of physical distancing measures. Although there are trends of activities that young people are encountering, the participation level is not the same in all European countries. According to Eurostat (December, 2021), in 2020, the Member States that recorded the highest proportion of people with a disability who were at risk of poverty or social exclusion were: Bulgaria (52.3%), Estonia (40.4%), Latvia (39.3%), Lithuania (38.7%) and Croatia (38.2%)[1]. This article shows a more statistical view for all EU member states in relation to the risk of social exclusion and poverty. The table below represents a detailed view on this regard:

[1] People with disability at higher risk of poverty or social exclusion. (2021, December 3). EC Europa / Eurostat. <https://ec.europa.eu/eurostat/en/web/products-eurostat-news/-/edn-20211203-1>

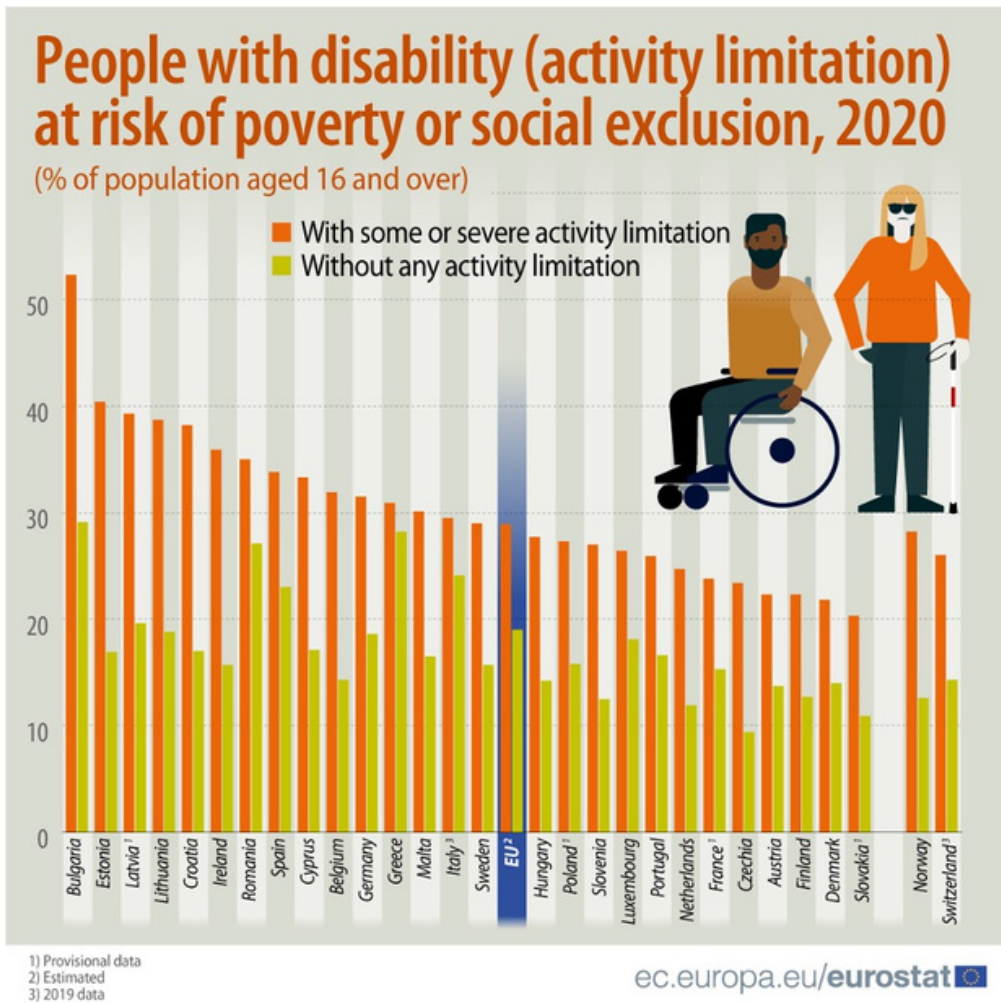


Fig. 1: People with disability at higher risk of poverty or social exclusion. Source: EC Europa / Eurostat. <https://ec.europa.eu/eurostat/en/web/products-eurostat-news/-/edn-20211203-1> (2021, December 3).

The figure shows that the statistics comprise the target groups aged 16 and over. The data shows that a significant high risk stands in all the EU countries.

On the other hand, there is a high interest of young people with disabilities to take part in different social activities. Referring to the primary data conducted with young people with disabilities in our communities, the activities that young people with disabilities are keener to engage in, several patterns emerge. While preferences can vary widely among individuals, there are common trends in activities that attract their interest. These include:

- **Sports and Physical Activities:** Many young individuals with disabilities express a strong interest in sports and physical activities adapted to their needs. This encompasses activities such as adaptive sports, wheelchair basketball, swimming, and inclusive dance.

- **Arts and Creative Expression:** Creative pursuits, such as art, music, and drama, are popular among young people with disabilities. Inclusive art workshops, music therapy sessions, and theatre groups offer opportunities for self-expression and social interaction.
- **Outdoor and Nature-Based Activities:** Exploring nature and outdoor adventures are highly appealing to many. Accessible hiking trails, nature walks, and camping experiences provide a sense of adventure and connection with the outdoors.
- **Social and Peer Engagement:** Young people with disabilities often seek opportunities for socialisation and peer interaction. Inclusive social clubs, gaming groups, and community events that encourage networking are frequently favoured.
- **Educational and Skill-Building Activities:** Activities that offer educational and skill-building opportunities are also well-received. These may include workshops, vocational training programs, and STEM-related activities.

## **PREVAILING BARRIERS AND CHALLENGES IMPACTING WELL-BEING AND SOCIAL INTEGRATION**

In our exploration of the challenges faced by young people with disabilities when attempting to participate in leisure, dance, and outdoor activities, several key barriers have come to light. These barriers significantly influence the well-being and social integration of these individuals. One prominent barrier is the apprehension among leaders of such programs regarding liability and their lack of knowledge about accommodating young people with disabilities. This fear of potential legal issues often leads to a reluctance to make necessary accommodations, hindering the inclusivity of these activities. Additionally, a knowledge gap among program leaders limits their ability to create environments that are welcoming and accessible to all.

Another significant challenge arises from the limited knowledge and training among educators and social workers who play a pivotal role in facilitating the inclusion of young individuals with disabilities. They may lack awareness of the specific needs and capabilities of these individuals, which can hinder their ability to provide appropriate support and accommodations. The deficiency in inclusive teaching methods and strategies further exacerbates this challenge, affecting their confidence and effectiveness. Fears and worries also derive from parents and the young people themselves. Parents may express concerns about their child's safety and well-being when participating in leisure, dance, or outdoor activities, potentially preventing their involvement. On the other hand, young people with disabilities may harbor self-doubt about their abilities and fear negative experiences or discrimination, which can significantly impact their willingness to participate.

Additionally, a notable barrier is the lack of programs tailored to the needs and interests of young people with disabilities. This scarcity limits their opportunities for participation, as they may not find activities that align with their preferences and abilities. Even when programs are available, they may not adequately address the diverse needs of young individuals with disabilities, including those with varying types and degrees of disabilities.

The impact of these barriers on well-being is profound. Young people with disabilities often experience heightened stress, anxiety, and reduced self-esteem due to limited participation opportunities and the fear of exclusion. Moreover, these barriers erode self-esteem and self-efficacy, impacting their confidence and belief in their abilities, ultimately diminishing their quality of life. Socially, these barriers also exert a profound influence. Limited participation opportunities contribute to feelings of isolation, hindering the formation of friendships and social connections. The fear of discrimination and exclusion, both perceived and experienced, shapes the social experiences of young people with disabilities, and the restricted participation in leisure, dance, and outdoor activities affects their engagement with the broader community.

## **KEY STRENGTHS IN SOCIAL INCLUSION PRACTICES AND OPPORTUNITIES FOR ENHANCEMENT**

Our research into current social inclusion practices within leisure, dance, and outdoor activities for young people with disabilities has identified several key strengths that have significantly contributed to improved accessibility and inclusivity. This part of the research was mainly conducted with educators and social workers that work with young people with disabilities and the following part presents the results on the advantages of social inclusion practices and key strengths to enhance these practices among this community.

One notable strength lies in the increased awareness and recognition of the importance of social inclusion. In recent years, there has been a growing acknowledgment among program organisers, educators, and communities about the need to create inclusive environments. This heightened awareness has prompted a shift towards more inclusive policies and practices, fostering greater accessibility for young individuals with disabilities.

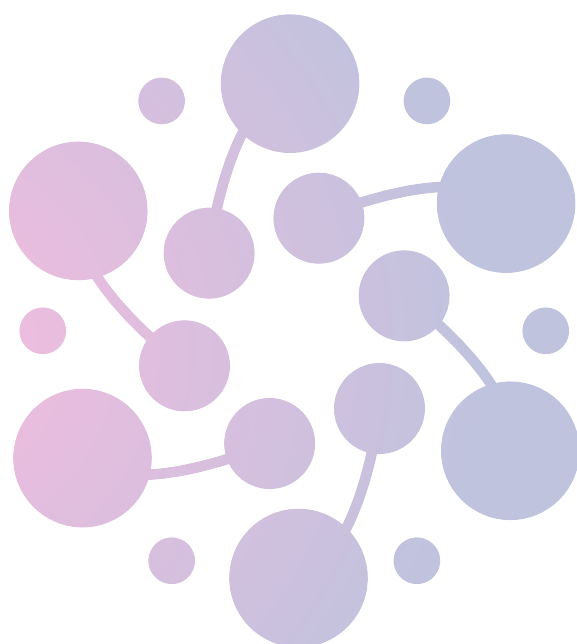
Collaboration and partnerships have emerged as another key strength. Many organisations and stakeholders have recognised the value of working together to promote inclusivity. These collaborative efforts often involve disability advocacy groups, government agencies, and local communities, pooling resources and expertise to create inclusive programs. Such collaborations have played a vital role in expanding access to leisure, dance, and outdoor activities for young people with disabilities

The incorporation of adaptive and assistive technologies represents a significant strength in current practices. Innovations in adaptive equipment and technologies have opened up new possibilities for young individuals with disabilities. These technologies enhance accessibility and participation, allowing for more tailored experiences that cater to specific needs. Leveraging these advancements can further enhance accessibility in these activities.

Moreover, the commitment of educators and program leaders to ongoing learning and professional development is a commendable strength. Many have recognised the importance of staying informed about best practices in disability inclusion. Training and workshops focused on inclusive teaching and program design have equipped educators and leaders with the knowledge and skills needed to accommodate diverse needs effectively.

Building on these strengths, there are several opportunities for further enhancement of social inclusion practices in leisure, dance, and outdoor activities for young people with disabilities. One promising avenue is the expansion of awareness campaigns. Increasing public awareness about the benefits of inclusion and the capabilities of young individuals with disabilities can foster a more inclusive culture. These campaigns can help dispel myths and reduce stigma, promoting acceptance and understanding.

Another opportunity lies in the continued development and sharing of best practices. Organisations and institutions engaged in disability inclusion should actively collaborate and share successful strategies. This knowledge-sharing can help replicate effective models in various settings, leading to broader accessibility and inclusivity. Furthermore, the adoption of universal design principles should be encouraged. Universal design focuses on creating environments and programs that are accessible to everyone, regardless of their abilities. Integrating universal design principles into the planning and implementation of leisure, dance, and outdoor activities can ensure inclusivity.



# CONCLUSION

---

Our research journey has unveiled both challenges and hope in making social inclusion activities accessible to young people with disabilities. We've recognised the vital importance of social inclusion for these individuals and aimed to understand the obstacles and opportunities within current practices. Our journey began by acknowledging the multifaceted challenges young people with disabilities face in participating in social activities. We aimed to understand these barriers, their impact on well-being and social integration, and identify strengths and solutions. We conducted interviews with young people with disabilities across several European countries participating in this research, social workers who work with people with disabilities, as well as parents and guardians of people with disabilities, but also complemented by secondary research from reputable sources, to provide a comprehensive understanding.

Recent years have seen an encouraging trend - a growing commitment to inclusivity. Awareness of the value of inclusive social activities is on the rise across Europe. Collaborative initiatives, adaptive technologies, and digital inclusion efforts have broadened access to leisure, dance, and outdoor pursuits. Activities such as sports, creative expression, outdoor adventures, social engagement, and education have gained traction among young individuals with disabilities. Yet, complex challenges persist, from fear of liability among program leaders to knowledge gaps among educators, parental and self-doubts, and a shortage of suitable programs. These challenges extend beyond mere obstacles, affecting the well-being and social integration of young people with disabilities. Nevertheless, we discovered rays of hope. An enhanced awareness of inclusion's importance, collaborative efforts, advancements in adaptive technologies, and dedicated educators and program leaders are strengths. These offer opportunities for further growth. By expanding awareness, sharing best practices, and embracing universal design principles, we can strengthen inclusivity's foundations.

In conclusion, our research underscores the critical role of social inclusion in the lives of young people with disabilities. Urgent action is needed to address barriers and focus on addressing the needs of these young people for the creation of inclusive environments, and ensuring full participation, growth, and well-being for young individuals with disabilities in leisure, dance, and outdoor activities. This commitment enriches lives and fosters a more inclusive future.

# REFERENCES

- Ability Today. (2022, November 22). Ability Today - By Disabled People for Disabled People. <https://abilitytoday.com/>
- Chupina, K., Mucha, P., & Ettema, M. (2012). Inclusion of Young People with Disabilities in the Youth Activities of the Council of Europe (DDCP/EYCB/CMDisability/2012/027). Report. European Youth Centre Budapest.
- Convention of the Rights of Persons with Disability <https://www.globalhealthrights.org/wp-content/uploads/2013/10/Convention-on-the-Rights-of-Persons-with-Disabilities-CRPD.pdf>
- Disability and access to leisure. (2019, June 14). Iriss. <https://www.iriss.org.uk/resources/esss-outlines/disability-access-leisure>
- Disability Etiquette (2008), [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-213/etiquette.doc](https://www.salto-youth.net/downloads/toolbox_tool_download-file-213/etiquette.doc)
- F. Pramaggiore, P. Vicari; (06/03/2019); <https://laricerca.loescher.it/l-inclusione-degli-alunni-disabili/>
- Fundación ONCE & ILO Global Business and Disability Network. (2019). Making the future of work inclusive of people with disabilities. [https://disabilityhub.eu/sites/disabilityhub/files/making\\_the\\_future\\_of\\_work\\_inclusive\\_of\\_persons\\_with\\_disabilities\\_vf.pdf](https://disabilityhub.eu/sites/disabilityhub/files/making_the_future_of_work_inclusive_of_persons_with_disabilities_vf.pdf)
- Heinen, H. (2014). Social Inclusion of Children and Young People with Disabilities. In Co-operation with the Drafting Group on the Rights of Children and Young People with Disabilities of the Council of Europe Committee of Experts on the Rights of People with Disabilities (CS-RPD). Council of Europe <https://rm.coe.int/1680699416>.
- International Classification of Functioning, Disabilities and Health, <https://www.who.int/classifications/icf/en/>
- International Classification of Impairments, Disabilities and Handicaps, <https://apps.who.int/iris/handle/10665/41003>
- Shirazipour CS, Evans MB, Leo J, Lithopoulos A, Martin Ginis, KA, Latimer-Cheung, AE. Conditions for quality physical activity participation experiences for people with a physical disability: a systematic review.
- Social Enterprise Networking. (2022, January 19). Rural Social Enterprise Hub. <https://ruralsehub.net/project/chapter-social-enterprise-networking/>
- Taliaferro, Andrea & Block, Martin & Moran, Thomas. (2013). Physical activity and youth with disabilities: barriers and supports. The Prevention Researcher. 20. 18-21.
- T-kit on Educational Evaluation in youth Work, accessed on August 2023 from: [https://pjp-eu.coe.int/documents/42128013/47261233/Part2\\_T-Kit10.pdf/2c695894-3014-47fa-a090-570ff9f4f2c8](https://pjp-eu.coe.int/documents/42128013/47261233/Part2_T-Kit10.pdf/2c695894-3014-47fa-a090-570ff9f4f2c8)
- WHO Global Disability Action Plan 2014 - 2021 <https://www.who.int/publications-detail/who-global-disability-action-plan-2014-2021>

# ANNEX I

## INTERVIEW TOPICS WITH YOUNG PEOPLE, EDUCATORS, AND ORGANISATIONS WORKING WITH YOUTH WITH DISABILITIES

This section presents the topics that were used to conduct interviews with young people, social workers, educators and organisations working with youth with disabilities and their parents and guardians. As highlighted in the Research Methodology section, the topics used for each target group are the same (except the questions related to Research Question 3 which were not used for young people), while the approach of conducting interview questions derives.

### Research Question 1: Current Trends in Participation of Young People with Disabilities

- Observations regarding the recent trends in social inclusion activities for young people with disabilities. Positive/negative changes noticed.
- How have collaborative initiatives and adaptive technologies influenced the participation of young individuals with disabilities in leisure, dance, and outdoor activities?
- Could you describe specific examples of activities that have gained popularity among young people with disabilities? Why do you think these activities resonate with them?

### Research Question 2: Prevailing Barriers and Challenges

- In your experience, what are some of the key challenges young people with disabilities encounter when trying to join social inclusion activities?
- Can you elaborate on any fears or concerns expressed by program leaders, educators, parents, or young people with disabilities themselves that hinder participation?
- Have you encountered instances where a lack of suitable programs restricted the participation of young individuals with disabilities? How did this affect their well-being and social integration?

### Research Question 3: Key Strengths within Current Social Inclusion Practices

- What measures have you observed that demonstrate an increased awareness of the importance of inclusion in social activities?
- Can you provide examples of successful collaboration among stakeholders to improve accessibility and inclusivity in social inclusion activities?
- How have advancements in adaptive technologies enhanced the participation experience for young people with disabilities?
- What personal experiences or stories have you come across that highlight the dedication of educators and program leaders in fostering inclusivity?

## ANNEX II

### LIST OF ORGANISATIONS THAT SUPPORTED THE IMPLEMENTATION OF THE RESEARCH

**FONDAZIONE  
DON GIOVANNI ZANANDREA ONLUS, ITALY**



**SAVEZ GLUHIH I NAGLUHIH GRADA  
ZAGREBA / ASSOCIATION OF DEAF AND  
HARD OF HEARING OF CITY ZAGREB,  
CROATIA**



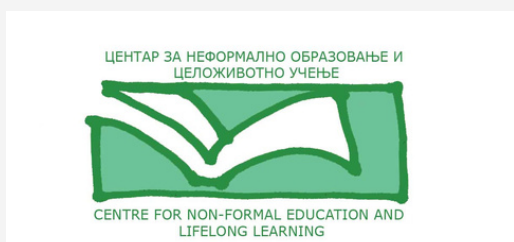
**UDRUGA ZA UNAPRJEĐIVANJE  
SUVREMENIH ŽIVOTNIH VJEŠTINA  
“OSTVARENJE” / ASSOCIATION FOR  
IMPROVEMENT OF MODERN LIVING  
SKILLS “REALIZATION”, CROATIA**



**AKTIVNI MLADI U SREĆNOJ EVROPI /  
ACTIVE YOUTH IN HAPPY EUROPE, SERBIA**



**CENTAR ZA NEFORMALNO OBRAZOVANJE I  
CELOŽIVOTNO UČENJE / CENTRE FOR NON-  
FORMAL EDUCATION AND LIFELONG  
LEARNING, SERBIA**



**BUILDING THE BALKANS, KOSOVO**

