

Guide for broadcasting and commentating of water polo for people with visual disabilities

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About the Project

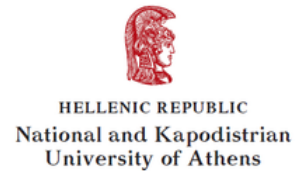
VIWAS is an Erasmus+ SPORT project (Small Cooperative Partnership) carried out by five organizations from Greece, Italy, Croatia and Slovenia, operating in different areas, with different yet complementary competences. Specifically, the National and Kapodistrian University of Athens, two swimming clubs, "Sportno Drustvo Invalid Ljubljana" and "Asterias", "Rjeka Sports Association for persons with disabilities" and Associazione Euphoria, a nonprofit association.

The project focuses on individuals with visual disabilities who are often excluded from participation due to ergonomic and attitudinal barriers, are limited in opportunities to enjoy sports events like water polo and to be active spectators as people without disabilities. The aim of this project is to create a well-structured comprehensive Guide for broadcasting and commentating of water polo for people with visual disabilities. For this purpose, an indicative sample of people with visual disabilities will be trained in basic water polo skills under specially adapted teaching conditions.

At the end, the "processes and practices that work best" will be the basis for developing VIWAS Guide which will be offered as an Open Educational Resource, available in 5 languages (EN, EL, IT, SL, CR) to other professionals of the sport, water polo instructors, athletic commentators, teachers, trainers, managers and staff of non-profit sport organizations, federations, clubs, schools and educational authorities who wish to implement an audio commendation program for fans with visual disabilities in water polo athletic events and it is expected to have a cross sectional as well as longitudinal positive effect to the adapted aquatics.

Project Partnership

THE NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS-SCHOOL OF PHYSICAL EDUCATION AND SPORT SCIENCE (GREECE)



The School of Physical Education and Sport Science belongs to the National and Kapodistrian University of Athens (UoA), which is the oldest institution of higher education in Greece as well as the Balkan peninsula and the Eastern Mediterranean region. The School of Physical Education and Sport Science specializes in the study, research, and teaching of all expressions of Movement of the Human Body through a holistic and in-depth interdisciplinary program that includes the natural sciences, the social sciences, and the humanitarian sciences. The School includes faculty members recognized for their high-quality research and publications. The National and Kapodistrian University of Athens participates in this project with the Laboratory of Adapted Physical Activity/ Developmental and Physical Disabilities which is one of the three basic and independent laboratories of Theoretical Sciences Sector of Physical and Sport Science School of UoA. The Laboratory activities include education not only for undergraduate, but also postgraduate students. Moreover, the Laboratory enhances the value of education and research in the Physical and Sport Science School, elaborates research educational programs for postgraduate students in Adapted Physical Education, specializes Physical Education Teachers and Coaches and engages in basic and applied research in Adapted Physical Education while implementing numerous European and international programs.

ASTERIAS (GREECE)



Asterias a swimming club in Katerini, which offers swimming lessons for children from the age of two, disabled children (mostly ambulatory) and adults. It is equipped with facilities for disabled people. Its Managing Director is specialized in biomechanics of swimming and has realized analysis for children with cerebral palsy. Both he and the head coach have been e honored by the Ministry of education for the program of teaching swimming in the elementary schools of Greece.

EUPHORIA NET srl (ITALY)



Euphoria started as a non-profit organisation but thanks to its experience since 2019 it has become a company that aims to promote and give visibility to European issues, encouraging debate, awareness and change of mindset through dissemination activities, communication and information campaigns, established local and European networks and decentralised cooperation activities. The company organises various events especially in the field of education, training, European citizenship and youth policies. In cooperation with other associations, companies, professional associations and universities, Euphoria has developed tailor-made courses for teachers, headmasters and school administrative staff on European projects and opportunities. They travel all over Italy to deliver their training courses and to Europe to implement EU projects.

ŠPORTNO DRUŠTVO INVALID LJUBLJANA (SLOVENIA)



Športno društvo Invalid Ljubljana was founded in 1949 by military war wounded who survived World War II. The Association's experienced staff organizes sports activities for persons with disabilities that are adjusted to the individual's needs. One of the club's goals is to allow people with disabilities to improve their motor skills, to relax their muscles and to promote their social inclusion so that they will feel accepted by the society. Moreover, many members of the club compete at local, national level and international level. Lastly, one of their members has completed the norm for the World Cup of deaf and hard-of-hearing and another one is fighting for a norm to compete at the Paralympic Games.

RIJEKA SPORTS ASSOCIATION FOR PEOPLE WITH DISABILITIES (CROATIA)



Rijeka sports association for people with disabilities was founded in Rijeka, Croatia in 1984 with a primal goal to promote sports among young people especially among those with various types of disabilities. It has a mission to integrate people with disabilities in society through sports, and to give a contribution to equal rights of all citizens and prevent social exclusion of people with disabilities. There are 19 sports clubs within the association which include: wheelchair tennis, athletics, table tennis, boccia, Alpine skiing, equestrian, swimming, shooting, sports for the deaf and sports for the blind. They organize sporting activities for persons with disabilities in the Primorje – GorskiKotar Region and competitions on all levels for all sports under the wing of Croatian Paralympic Committee and Croatian Sports Union for Deaf People. Lastly, the organization has experience in European Union funded projects, in organizing and managing various sport events, local competitions and coordinating sport clubs.

Guidelines on how to do an audio description of water polo for visually impaired people

Things you need to consider and study

- Study the literature about blindness
- Study the history and the basic rules of the game
- Study the do and don'ts of blindness
- Watch a water polo game with an expert.
- Make some basic training of water polo skills with the visually impaired or blind person. (recommended but not mandatory)
- Do the pre-game preparations
- During the broadcasting focus on the guidelines presented below and address all points.
- Perform a post-game evaluation from the visually impaired persons using the suggested questionnaire that is included in the Guide.

Literature review regarding the shortcomings in the socialization due to visual disability and the positive impact of sports on both the individual and the community

- 1. Introduction**
- 2. The characteristics of blindness**
- 3. The socialization of visually impaired individuals and physical activity**
- 4. Final Remarks**
- 5. References**

1. Introduction

Many researchers state that the relationship with the environment depends on the processing and integration of afferent information from 3 systems: visual, vestibular, and proprioceptive. The sense of sight is of fundamental importance in society, which is organized mainly according to those who have vision and is considered a vehicle of communication in worldwide (Constâncio, 2010; Juodzbalienė & Muckus, 2006). The visual function is the capacity of individuals to give meaning to physical stimuli captured by the eye. "The light energy is captured by the photoreceptor cells of the retina (rods and cones) are transmitted to the occipital area (visual cortex) where it is integrated with information from the other senses" (Ladeira & Queiroz, 2002).

Sight, according to Kyroussi (2017), is the dominant sense of man. It is reported that 80% of the information received daily by humans is received through the visual system. Vision is characterized as a "dynamic process that allows us to collect and process information from the environment where we live and then plan and execute our movements (reaction) within it" (Kyroussi, 2017, p. 4).

Papadopoulos (2000) states that the human brain is in constant operation, using the visual representations that receives from its internal and external environment, in order to adapt the human body to every change of internal and external conditions it is called to face. The above position is reinforced by the position of other researchers, according to which «visual perception is an active process, in which the individual collects information as it interacts with the environment. Then, this information is transmitted to the brain, united, and it allows the identification of people or objects (Efsthathiou, 2007; 2013).

2. The characteristics of blindness

The terminology to define the various degrees of visual impairment is not homogeneous; many authors base their definitions in visual acuity and visual field. Several measurements evaluate one or more visual functions, such as central visual acuity, color perception, opening up the visual field and binocular vision. The assessment of visual impairment usually done by determining the visual acuity and the opening of the visual field (Constâncio, 2010). Visual acuity is the ability of a person has to perceive and discriminate details of an object at a certain distance. Visual field is the "angular distance that the eye can cover the person with the normal 180 ° without moving his head" (Ladeira & Queiroz, 2002). An individual may be considered blind when an eye has a corrected visual acuity of 1 / 10 (0.1), and whose visual field is reduced to 20 ° (Masi, 2002). Visual perception is determined by a number of environmental factors and personality which in turn influence their assessment qualitative and . quantitative (Ramos, 2008).

Lack of vision in a person creates serious effects on the development of their motor, mental, psychological and social characteristics. Depending on the age of the individual, the above characteristics are not affective in a similar way. The person who is congenitally blind has the ability through systematic education to acquire experience and knowledge, to develop all their other sensory abilities in such a way as to "substitute" some of their functions, which were usually served by vision (Koutsouki, 2008).

The characteristics of people with visual impairments can be divided into even more specific categories. The first is cognitive characteristics, the second is academic characteristics, the third is social and emotional characteristics, and the fourth is behavioral characteristics. Blindness or low vision has a major impact on cognitive development, mainly in three areas: a) the range and variety of experiences, b) the mobility and c) the interaction with the environment. In the first category, the experiences that a person with a visual disability acquires are through touch and hearing.

In the ability to move, the blind has difficulty moving in time and freely in their environment, limiting their motor status. Finally, interaction with the environment is an important area, as vision allows the rapid collection of information from a distance, which is more difficult for people with visual impairments. In the category of academic characteristics reference is made to reading and writing. Individuals with visual impairments have difficulty reading and writing compared to people with normal vision. In the category of social and emotional characteristics, social behavior is related to the observation of social and cultural events but also their representations. Finally, it is the behavioral characteristics, where the visual disability does not cause significant behavioral problems or disorders, yet some people with visual disabilities exhibit stereotypical or repetitive behaviors (Moutsaki, 2017). One of the great difficulties that a blind child has to face is the understanding of space in the perception of their body, the motor inactivity, and the bad posture (Sotiriadis, 1993; Argyropoulos et al., 2014).

Also, linguistic development, cognitive and perceptual abilities, emotional and social development and evolution, motor behavior, are areas that can be affected by visual impairment (Sotiriadis, 1993; Tzinarelis, 2005). According to Bateman (1965) "the language of the blind is no different from that of the sighted" (normal language development). In the other view, "the language of the blind is different, without meaning that it is inferior to the seeing" (Sotiriadis, 1993).

In terms of cognitive and perceptual abilities, we know that the mental, and behavioral development of a person depends on a significant degree on their vision. 85% of the information received by the brain is a product of its visual system and only 15% comes from the other senses (hearing, touch, taste and smell). However, lack of vision does not automatically mean low intelligence or problem perception. The blind child has the opportunity through their own different way to develop their cognitive content, their memory and imagination, as well as the internal representations of their environment (Papadopoulos, 2000; Sotiriadis, 1993).

3. The socialization of visually impaired individuals and physical activity

Many barriers are encountered by the blind in relation to physical activity, among which can be highlighted: the lack of understanding and knowledge required by society, fear and anxiety caused by the disability, dependence and exposed its deficiency (Constâncio, 2010). In terms of emotional behavior and social adjustment, there are people who exhibit a more extroverted behavior, and they are friendlier, or others who are more closed to themselves. A big role in their socialization is played by their attitude or how society behaves towards them. We should never forget that the blind person is a person who “sees” without sight and is worthy of equal treatment. Children or adolescents with visual impairments experience communication difficulties and unequal behavior from the world of the sighted, which negatively affects the normal development of their personality. Finally, it is worth mentioning that if body language does not have common elements with that of their peers, they are likely to encounter difficulties in socializing (Sotiriadis, 1993; Takouridou, 2013).

Regarding the social interaction / socialization and the limitations that a visually impaired person may face, we observe that the visually impaired person should receive specific training for the social skills that they will be called upon to accomplish. Students are asked to face challenges at all academic levels, which are inextricably linked to society. For this reason, teachers should frame their students' education in such a way as to improve their social skills in the best possible way. Collaborative learning (group collaboration) can offer a visually impaired person the opportunity to develop on their own without being dependent on another person or other people (Takouridou, 2017).

A person with a visual disability to develop their social skills should initially expand the environments with which they come into contact with (home, school, etc.) and participate in all group activities, interacting with children and people with formal education.

Also, using specific vocabulary they will be able to express themselves more easily towards others and to be understood. These will therefore be able to help develop the social skills of visually impaired people with the rest of the social environment.

People with visual impairments often face problems related to their access to sports venues, cultural institutions, the internet, vocational rehabilitation facilities, etc. In Greece according to relevant legislation on accessibility, article 21- paragraph 6, "people with disabilities have the right to enjoy measures that ensure their autonomy, professional integration and participation in the social, economic and political life of the country" (<https://www.maty.gr/>).

In terms of motor behavior and development, as a matter of fact, vision plays an important role in a child's motor development. By limiting it, many gaps are created in their motor development and behavior. Vision is completely different. The qualitative differences that are recorded are due to: a) the lack of visual stimuli, b) the inability to imitate patterns of motor behavior, c) the lack of practice and d) the lack of self-confidence (Papadopoulos, 2000; Sotiriadis, 1993; Takouridou, 2013). In motor behavior and development of the visually impaired individual or blind, activities such as swimming, running, dancing and football seem to be appropriate for the cultivation of their physical and mental abilities, enabling them to integrate smoothly into the social environment. Sport has a beneficial effect on people who have problems with their vision or are blind in order to help them to reduce their mobility limitations, and to give them opportunities for socialization and communication, to stimulate self-awareness and a sense of social sensitivity to the rest of society (Seham & Yeo, 2015).

Swimming is a natural activity with healing properties for both the ordinary and the special population. Swimming is essential for everyone to know, regardless of gender, age, physical or mental abilities (Vute, 2017). Exercise in the water and other liquid activities have a dual role, that is, therapeutic and recreational - means of training in the case of almost all disabilities (Sozou, 2012).

The adapted sports experiences that have been modified or specially designed to go against the special needs of visually impaired individuals. Except from the physical and psychological rehabilitation may adopt the characteristics of integration (where people with disabilities interact with non-disabled people) or segregated features (which only include people with disabilities). The practice of motor activities is one of the main tools for people with disabilities - such as empowerment, rehabilitation, and social interaction. The gains of participation in leisure activities and sports, whether in the sensorimotor and / or psychosocial are noticeable (Abrantes et al, 2006).

Swimming and water activities have been of great importance to the overall development of people with visual impairments. They contribute to improving the notion of the body, make it easier to breathe control, control of head movement, relaxation, increased strength and muscular endurance, flexibility, mobility, self-esteem, confidence and facilitate social inclusion. They can be practiced at any age and physical condition, bringing benefits that directly influence their daily activities, encouraging and facilitating the social interaction of people (Abrantes et al, 2006).

4. Final Remarks

All humans need to move, and vision loss may impose some movement restrictions which need to be compensated. The benefits that can be reaped through participation in water games can be physical, psychosocial, cognitive, and recreational. For people with disabilities and especially those who have problems with their eyesight or are blind, the pool means freedom of movement and gives a sense of success by enhancing their self-image and physical condition (Sozou, 2012). The use of swimming as motor activity for people with visual impairment is highly recommended, as this is a sport that allows for independence and autonomy of its practitioners and provides many benefits that are linked to safety and quality of life. Swimming is a great sport to make of inclusion of blind and visually impaired in the sport.

Overall, sports activities have features such as rules, forms of learning, training, competition, and other factors that favor their inclusion in the environment of physical activity focused on health or learning for the competitive sports environment (Abrantes et al, 2006).

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Do and Don'ts with persons who are blind

When speaking with a person who is Blind:

- DO identify yourself, especially when entering a room. Don't say (not even as a joke) "Do you know who I am?", "Do you know who this is?"
- DO speak directly to the individual. Do not speak through a companion. Unless they are hard of hearing, they can speak for themselves.
- DO give specific directions like, "The desk is five feet to your right," as opposed to saying, "The desk is over there."
- DO give a clear word picture when describing things to an individual with vision loss. Include details such as color, texture, shape and landmarks.
- DO touch them on the arm or use their name when addressing them. This lets them know you are speaking to them, and not someone else in the room.
- DON'T shout when you speak. They can't see but often have fine hearing.
- DON'T be afraid to use words like "blind" or "see." Their eyes may not work, but it is still, "Nice to see you."

If you see a Blind person who seems to be in need of assistance:

- DO introduce yourself and ask the person if he needs assistance.
- DO provide assistance if it is requested.
- DO respect the wishes of the person who is blind.
- DON'T insist upon trying to help if your offer of assistance is declined.

If a Blind person asks you for directions:

- DO use words such as "straight ahead," "turn left," "on your right."
- DON'T point and say, "Go that way," or, "It's over there."

If you are asked to guide a Blind person:

- DO allow the person you are guiding to hold your arm and follow as you walk.
- DO move your guiding arm behind your back when approaching a narrow space so the person you are guiding can step behind you and follow single file.
- DO hesitate briefly at a curb or at the beginning of a flight of stairs.
- DO tell the person you are guiding whether the steps go up or down.
- DO allow the person you are guiding to find the handrail and locate the edge of the first step before proceeding.
- DON'T grab the person you are guiding by the hand, arm, or shoulder and try to steer him.
- DON'T grab the person's cane or the handle of a dog guide's harness.

General guidelines:

- DON'T pet, feed, or distract a guide dog. They are not pets; they are working companions on whom a Blind person depends.
- DO treat Blind people as individuals. People with visual disabilities come in all shapes, sizes, and colors. They each have their own strengths and weaknesses, just like everyone else.

Basic knowledge about the sport

International history of the sport

History of water polo game. The water polo game has a long history that goes back to the mid-19th century. It first started in England because swimming races were declining in popularity, it was not as interesting for an audience to watch individuals compete against time as it was to watch people compete against each other. At the beginning of 20th century it became popular across Atlantic Ocean as well, and then across the globe. Men's water polo was among the first team sports introduced at the modern Olympic Games in 1900. Today water polo is being played in many countries in several age categories, the players are both male and female, and it is considered to be one of the most demanding sports when it comes to physical and psychological aspects of the game. Water polo is run by the Fédération internationale de natation, acronym FINA and the European Swimming Federation (Ligue européenne de natation, acronym LEN). The Olympic Games have been on the program since 1900, and women have been performing since 2000. The World Cup has been played since 1973, the European Championship since 1926. The European Champions Cup has been played since 1963/64 (since the 2003 Euroleague), and the National Cup Winners' Cup since 1974.

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History of the sport in the partner countries

Croatia

Water polo, Team Sport with most trophy in Croatia. The umbrella organization for water polo in Croatia is the Croatian Water Polo Association. Croatian water polo players compete as a club in the Croatian Championship and the Croatian Cup, the Adriatic League, the Euroleague and the LEN Cup, representatively in the world league and buy them at European and world championships and the Olympic Games. For the development of water polo, infrastructural capacities are needed, primarily indoor swimming pools, which have Zagreb, Split, Rijeka and Dubrovnik for

holding water polo matches even in winter. Amateur or recreational water polo is extremely popular in summer and in many smaller measures along the Croatian coast. Every summer, the most famous amateur water polo competition - the Wild League - is held on Dubrovnik's beaches and bathing areas. Croatian water polo players won the most medals at world championships, as many as seven, with two gold medals, while at the Olympic Games they were gold in 2012 in London, and twice they were second (2016, 1996)

Italy

In Italy, water polo started becoming popular at the end of the 19th century. An exhibition match took place in Milan in 1899 and the press commented on this new kind of sport as alike to soccer but more tiring and difficult.

The first appearance of the Italian National Waterpolo Team was at the Olympic Games in 1920. The first match was played against Spain which run for 1-1 but in the extra time, however, the Italian players did not want to go on the field because of the icy water. Still, the match ended with another goal by the Spanish. After losing the first match, Italy took part in the bronze medal tournament, where Greece won 5-1.

At the European Championships in Munich, in 1947, Italy had its first podium, winning a gold medal and remaining for all five matches of the tournament. The year after the team joined the Olympic Games in London and took the nickname of "Settebello". The nickname is supposed to derive from a very popular card game that players apparently played during their travels. After passing the first round by beating Australia (9-0) and drawing with Yugoslavia (4-4), they entered the second one where they won by a narrow margin against Hungary. In the semifinal, they won against France (5-2) and Egypt (5-1). In the final round, they became Olympic champions for the first time.

After an underwhelming European Championship, in 1952 the Italian team won the bronze medal, under the super powers Hungary and Yugoslavia. This trend continued until the memorable gold medal at the 1960 Rome Olympic Games. In front of their home crowd, the national team went through both the first and second phases of the tournament undefeated. In the final round they were up against the strongest teams in the world.

They defeated Yugoslavia and the Soviet Union. The last match was against Hungary. This ended in a draw (3-3), but gave Italy the mathematical victory of the title. At the end of the match, the team, captained by Salvatore Gionta, jumped into the water to celebrate the historic result.

The following decade was unfortunately marked by failures and missed podiums.

At the 1975 World Championships, Italy won the bronze medal, taking advantage of Yugoslavia's elimination in the preliminary phase of the competition, and in the same year they also won gold at the Mediterranean Games. In 1978, the Azzurri won their first historic gold medal at the World Championships in West Berlin, once again beating their eternal European rivals by just one point. In 1979, FINA inaugurated a new competition called the World Cup, to which Italy was admitted even though it arrived at the 6th place.

At the end of the 1970s, the so-called 'Setterosa', the Italian national women's water polo team, was born.

In the 1990s, the myth of the Settebello reached its peak when, coached by Ratko Rudić, it managed to conquer the Grand Slam that began with the gold medal at the 1992 Barcelona Olympics. Italy went through three victories (against the Netherlands, Cuba and Greece) and two draws (with Hungary and Spain) in the preliminary round; they beat Spain (9-8) at the finals, with the decisive goal in the third overtime by Ferdinando Gandolfi. This success was followed by a series of victories: the following year the Settebello won its only World Cup, a few months later the gold medal at the European Championship in Sheffield, in 1994 the gold medal at the World Championship in Rome, and finally another's continental triumph in Vienna 1995. At the 1996 Olympics in Atlanta, the Italian national team won the bronze medal, but in the following years there was a drop in performance. It will take about more than ten years to see a renaissance of the team.

The decade from 1994 to 2004 was instead the most successful time for Setterosa, coached by Pierluigi Formiconi. They won the European title four times in 1995, 1997, 1999 and 2003, and came second in 2001, two world championships in 1998 and 2001 and gold at the Athens Olympics in 2004.

In 2010 Campagna changed Settebello team by calling numerous young players. After failing to qualify for the World League finals, Italy won the eight-nation friendly tournament in July and returned to the podium in

In 2010 Campagna changed Settebello team by calling numerous young players. After failing to qualify for the World League finals, Italy won the eight-nation friendly tournament in July and returned to the podium in September at the 2010 European Championships in Zagreb, winning silver medal. In 2011 the Settebello took part in the World League finals in Florence, where they won their second silver medal in the competition, beating Serbia (9-8) in the final. A month later, the two national teams met again in the final of the World Championships in Shanghai. Italy became world champion for the third time, beating the Serbs (7-8) after extra time. Captain Stefano Tempesti was elected best goalkeeper and best player of the world championship.

In July, Italy took home a bronze medal in the friendly eight-nation tournament, before earning a silver medal at the 2012 London Olympics after losing the final (8-6) to Croatia. Sandro Campagna's team became world champions again at the Korean World Cup in 2019, improving on their excellent Olympic bronze medal from three years earlier. The Settebello won the gold - their fourth in history - beating Spain 10-5 in a dominant final. In Gwangju the Azzurri - who fielded three veterans of the 2011 gold in Shanghai: Figlioli, Figari and Aicardi - managed to contain the Iberian superattack (90 goals in the tournament, forty more than Italy) and imposed their defensive skills.

Slovenia

A good decade after the First World War, water polo was played only in Ljubljana. Most sources say that the play was brought to Ljubljana by students who studied abroad around 1920 (Jenšterle et al., Newsletter of the Water Polo Association of Slovenia, EP in water polo, 2003).

Similarly, the first water polo ball came to Ljubljana from a rough, impregnated and red dyed fabrics, the rules of the new game and of course a big wave of enthusiasm on the game of water polo (Jenšterle et al., Newsletter of the Water Polo Association of Slovenia, EP in water polo, 2003). In those days, it was considered that with every new sport emerged, by that is also meant water polo, are mainly played by wealthier people. So was the Ljubljana Academic sports club (LAŠK) the first club in Slovenia to start playing water polo in 1920, but only for fun (Stanišič, 1986).

In the same period, Ljubljana water polo players found a place to play at the mouth of the Mali Graben to the Ljubljanica, "at Špica". Members of the Ljubljana Sports Club (LŠK), whose original function was rowing, they were the ones who brought water polo to Ljubljana. They had suitable conditions, water, solid material base and enthusiasm for the game to develop (Jenšterle et al., Newsletter of the Water Polo Association of Slovenia, EP in water polo, 2003).

For the competition, the field was arranged by stretching the ropes that were across the Ljubljanica lined with planks to float on the water. The water polo gate floated on water, however they had a lot of trouble rolling over. They didn't practice every day like they do today's water polo players, but only when they wanted to go into the water with a ball. Exercises for the most basic ball techniques came into the training program only after several years.

Ljubljana Sports Club (LŠK) was not only the first, but also the strongest team in Slovenia.

Soon after them, two more clubs were formed - Ljubljana's Ilirija and ASK Primorje.

Before the Second World War, they played water polo in Trbovlje, where they had two clubs.

One was ŠD Trbovlje, which was richer, the other was the workers' club ŠD Amater (Jenšterle et al., Newsletter of the Water Polo Association of Slovenia, EP in water polo, 2003).

The first Slovenian championship in swimming, diving and water polo took place on the 19th and 20th August 1922 in Bled. Water polo players were supposed to play at the swimming pool of the Hotel Toplice (Jenšterle et al., Newsletter of the Water Polo Association of Slovenia, EP in water polo, 2003).

Slovenian water polo player Miran Fuks was also a member of the Yugoslav national team at the 1936 Olympics in Berlin.

Slovenian water polo referee Božo Kramaršič judged at the same Olympic Games (Jenšterle et al., Information Bulletin of the Water Polo Association of Slovenia, EP in water polo, 2003).

Slovenia played its first national team match in 1937 with the national team of Graz or Carinthia. The match was won by the national team of Slovenia

with the result 10: 0 (Jenšterle et al., Newsletter of the Water Polo Association of Slovenia, EP in water polo, 2003).

After the Second World War, in 1946, water polo flourished in Slovenia. Many new swimming clubs were established in which water polo was also cultivated.

They started the water polo game in:

- ŽPK Ljubljana (Railway Swimming Club),
- VK Triglav,
- PVK Koper,
- PK Neptun Celje,
- PK Celulozar Krško,
- TVD Partizan Piran,
- TVD Partizan Renče,
- ŠD Polet Maribor,
- PK Kamnik.

In 1946, the most successful water polo team was founded, which marked the development

Slovenian water polo in the past 60 years. The credit for this went to the Carniolan sports workers (Jenšterle et al., Newsletter of the Water Polo Association of Slovenia, EP in water polo, 2003).

After 1951, two Slovenian clubs flourished, named ŽPK from Ljubljana and Triglav from Kranj. With the arrival of Djordje Ivkovič, Triglav became the highest quality club in Slovenia. With the arrival of Mirko Mirkovič from Zagreb, Ljubljana's ŽPK also started playing quality water polo. In addition to the already mentioned clubs, also Maribor's sports association Polet was strong. Thus, in that period, there were three water polo clubs that helped to qualitative progress.

Twenty-four years later, new clubs were formed. These were:

- VK Slovan from Ljubljana,
- VK Vodovodni stolp Kranj,
- VK Žusterna from Koper.

The Water Polo Association of Slovenia has been active since 1973, when it was founded by Slovenians water polo clubs. Until then, water polo clubs operated within the Swimming Federation Slovenia. It has been operating as an independent national industry association ever since.

The Water Polo Association of Slovenia had the following presidents:

- Mate Bečić (1974-1980),
- Jože Jenšterle (1980-1981),
- Janez Kovačič (1981-1982),
- Jože Jenšterle (1982-1989),
- Iztok Kraševac (1989-1993),
- Jože Jenšterle (1993-2003),
- Matjaž Rakovec (2003-2008).

Since the existence of the Water Polo Association of Slovenia, its main task has been the development of water polo in Slovenia (Jenšterle et al., Information Bulletin of the Water Polo Association of Slovenia, EP in water polo, 2003).

In the 1960s, 1970s and 1980s, the following Slovenian water polo players competed for the Yugoslav youth national team: Tomo Balderman, Ljubo Čalič, Bojan Leskovar, Miro Malavašič, Zmago Malavašič, Viktor Mohorič, Boris Stariha, Vinko Šorli, Karlo Švarc , Janez Švegelj, Jože Velikonja and Tugo Vidic (Jenšterle et al., Information Bulletin of the Water Polo Association of Slovenia, EP in Water Polo, 2003).

In the 1990s, Roman Naglič, Tomaž Lašič, Igor Štirn, Krištof Štromajer and Primož Tropan.

After 1990, several more clubs were established in Slovenia:

- VK Portorož,
- VK Kranj 90
- VK Probanka Leasing Maribor,
- VK Mogota Ljubljana,
- VK Tivoli- Olimpija,
- VK Nova Gorica,
- VK Kokra in

- VK Molet Koper

Of course, there were a few other water polo sections in the history of Slovenian water polo, which unfortunately did not work for more than a few years. These were Partizan Murska Sobota, Rudar Velenje, Gregorčič Jesenice, Domžale and Slatina Radenci (Jenšterle et al., Information Bulletin of the Water Polo Association of Slovenia, European Water Polo Championship, 2003).

After Slovenia's independence, the Slovenian national water polo team played its first official match under the flag of the new state on July 4, 1992. The Slovenian water polo team competed against Austria and won 29: 6. National team was formed from Tadej Peranovič, Krištof Štromajer, Primož Tropan played for Tomaž Lašič, Matjaž Homovec, Branko Hajdinjak, Marko Štrkalj, Igor Štirn, Jure Gantar, Jože Starman, Aleš Stopar, Peter Bolčič and Uroš Čadež.

Slovenia had its first appearance at the European Water Polo Championships in 1999 in Florence (Italy), where our water polo players, led by Igor Štirn, won 11th place. This was also the greatest success of the Slovenian water polo team.

A very special event for Slovenian water polo took place in 2003, when Slovenia hosted the best European national teams in Kranj (men's part) and Ljubljana (women's part). Slovenia thus became the third country on the Old Continent, after Italy (1999) and Hungary (2001), to organize an "independent" (without swimming, diving, compliance swimming and long-distance swimming) European water polo championship.

At that time, for the first time in history, Slovenia had both male and female representatives at the European Championships in 2003. In the end, the men's part of the national team won 12th place, and the women's 8th place.

In the 68 years (from 1935 to 2003), the Slovenian national team played 155 official national team matches, recording 87 victories and 62 defeats. Slovenia also played a draw six times (Jenšterle et al., Information Bulletin of the Water Polo Association of Slovenia, European Water Polo Championship, 2003).

Greece

Water polo was introduced to Greece at the time of the establishment of the Hellenic Swimming Federation in 1927.

The organization of domestic championship was historically by:

1. 1926-27: Panhelladiko Championship (held by SEGAS)
2. 1927-28 to 1965-66: Panhellenic Championship (held by Hellenic Swimming Federation)
3. 1966-67 to 1985-86: A Ethniki
4. 1986-87 to present: A1 Ethniki

A' Ethniki (National Division) started in 1967, but the Greek championship started in 1923 as a Panhellenic Championship.

The Hellenic Swimming Federation declares all championship winning teams as champions from 1928 and onwards.

The A1 Ethniki often referred to as the Greek Water Polo League, is the highest professional water polo league in Greece.

It is run by the Hellenic Swimming Federation. It is considered one of the top national leagues in European water polo, as its clubs have made significant success in European competitions.

Throughout the years a view of the Greek teams as presented in Greek National League are (in hierarchy of the number of presence):

Olympiacos Piraeus S.F.P., Ethnikos Piraeus, O.F.P.F., N.C. Chios, N.C. Patras, Panathinaikos N.C., Vouliagmeni A.N.O., Glyfada A.O., Paleo Faliro N.C., Chania, P.A.O.K. Thessaloniki, Panionios G.S.S, Iraklis Thessaloniki, N.A.O. Kerkyra, N.C. Volos, N.C. Kalamaki, Aris Thessaloniki, N.C. Ydraikos, N.C. Chalkida, O.F.Thalassiss, K.O. Poseidon Ilision, Ilisiakos A.O. N.E. Patras, Apollon Smyrni, E.N.O. Egyptians, N.O. Argostoli, A.O. Nireas Chalandriou, N.O. Mytilene, G.N.O. Aris Nikea, G.S.Peristeri, N.O. Larissa, G.S. Nireas Lamia, G.S. Ilioupoli, A.E.K., O.Y.K. Volos, O.F.I., A.F.M.S. Phoenix Piraeus

In terms of national team competition, Greek water polo teams have appeared in the Olympic Games more often than any other national sports team.

The Greece men's national water polo team has participated in 16 of 27 official men's water polo tournaments. Their best result is the 2nd place at

the 2020 Olympics in Tokyo, after losing 13–10 to Serbia in the gold medal game.

The Greeks have secured a quarter-finals' presence in six occasions.

The sport is second only to basketball in Olympic Games achievements among teamsports6th place at the Atlanta Olympic Games in 1994).

The Greece women's national water polo team also represents Greece in international women's water polo competitions. Since the mid-1990s, Greece have emerged as one of the leading powers in the world, becoming World Champions after their gold medal win at the 2011 World Championship.

They have also won the silver medal at the 2004 Summer Olympics, the gold medal at the 2005 World League, 3 silver medals at the 2010, 2012 and 2018 European Championships and the gold medal at the 2018 Europa Cup.

Greek Women's Water Polo is A1 League (is the premier championship for women's water polo teams in Greece. It was founded in 1988, and it is currently contested by eight teams. Greek League is ranked as one of the top national domestic leagues in European water polo. The champion, the runner-up and the third-placed team qualify for the LEN Euro League The first champion was Ethnikos Piraeus

Furthermore, in international men's club competition, Vouliagmeni and Olympiakos water polo clubs were respectively champions and runners-up in Europe in 1997 and 2001.

Despite water polo's excellent record in major global competitions, few spectators attend games regularly (this includes the men's A1 Division matches).

This has led to entrance to most official games being free of charge at all levels of competition (with the exception of a few very important games).

Furthermore, the regular television broadcast of one weekly match from the men's A1 Division in the 1996-97 national championship season was terminated because of low viewing figures.

Rules and Whistles

ORDINARY FOUL-WHISTLE

Ordinary fouls occur when a player impedes or otherwise prevents the free movement of an opponent who is not holding the ball but has it in or near their possession. The most common is when a player reaches over the shoulder of an opponent in order to knock the ball away while in the process hindering the opponent. Offensive players may be called for a foul by pushing off a defender to provide space for a pass or shot. The referee indicates the foul with one short whistle blow and points one hand in the direction of the attacking team (standing roughly in line with the position of the foul), who retain possession.

OFFENSIVE FOUL WHISTLE

Offensive (or Turnover or Contra) Fouls When calling a turnover foul, the referee must ensure that the teams clearly understand the situation to avoid any confusion; this by correct use of whistle and signals.

PENALTY (MAJOR) FOUL WHISTLE

If a defender commits a major foul within the six-meter area that prevents a likely goal, the attacking team is awarded a penalty throw or shot.[1] This is usually when the attacking player is impeded in taking a shot at goal, from behind or the side. According to the FINA rule changes in 2019, the referee no longer has any discretion in awarding a penalty (e.g., taking into account whether a goal was likely or not). An attacking player lines up on the five-meter line in front of the opposing goal.

EXCLUSION PLAYER WHISTLE

Exclusion is committed when the defensive player 'holds (especially with two hands), sinks or pulls back' (a key phrase in water polo) the offensive player. This includes swimming on the other player's legs or back, stopping the other player from swimming or otherwise preventing the offensive player from preserving his advantage. A referee signals a major foul by two short whistle bursts, then a long burst, and indicates that the player must leave the field of play and move to the penalty area for twenty seconds.

The referee will first point to the player who commits the foul and will blow the whistle, then they will point to the ejection corner and blow the whistle again. The player must move to their re-entry area without impacting the natural game play and in reasonable time (or a penalty is given). A player that has been ejected thrice must sit out the rest of the match.

OFFSIDE (ORDINARY FOUL) WHISTLE

Players can be called for an ordinary foul if they move inside the 2 m line without a teammate and a teammate passes them the ball. This is water polo's equivalent of "offsides".

WATER POLO TRAINING

Indicative skills and knowledge of water polo for visually impaired and/or blind people

Water polo swimming skills

Breathing

- blowing air through your mouth with your mouth immersed in water - holding on to the edge of the pool
- blowing a balloon through your nose with your face immersed in water - holding the edge of the pool
- dive lightly without holding and submerge your head

Floating

- floating on the back
- floating on the belly

Propelling

Water polo crawl (chest) is the basic way a player moves in the water during the game. The strokes with the hands are wider, short and fast, and the upper arm with the forearm approximately closes the right angle, which achieves rapid changes in speed and direction of movement, as well as

efficiency in manipulating the ball. Strong leg movements with a slightly larger amplitude than in swimming and at greater depths enable optimal body position. The back water polo crawl is characterized by a sitting position on the back, with the head out of the water. Short and strong hand strokes are most often used by players when they want to get rid of the opponent, and when preventing and following counterattacks.

Water polo Rules

Study for yourself the basic whistles

Basic rules of the game

- The goal of the game is to score as many goals as possible. The match is played for 32 minutes and is divided into four quarters, each lasting 8 minutes. At the beginning of each quarter, one player from each team swims from the goal to the middle of the court where the ball is; the player who swims to the ball first wins it that way and his team goes on the attack first.
- It is played in a rectangular pool of varying dimensions, with a minimum depth of 1.8 meters. The matches are divided into quarters, each lasting 8 minutes. Water polo involves swimming (with or without a ball), throwing, receiving, and shooting the ball with one hand. Because water polo is a contact sport, minor offenses are common, and exclusions are common during which a player is excluded from the game for 20 seconds. Special water polo equipment consists of a water polo ball, a water polo cap and goals, which float on water or are attached to the edge of the pool.

Officials and their roles (referee, goal judge, timekeeper, secretary)

For competitions organized by the International Water Polo Organization (FINA), the officials are two judges, two goal (line) judges, timekeepers, and secretaries, each with their own powers and duties.

Water polo referees

The referees of the water polo match must have complete control of the game. Their jurisdiction over the players must last the entire time they and the players are on the swimming pool. All decisions of the judges must be final and their interpretations of the rules during the match must be mandatory. Judges must not assume actual events but must interpret what is observed in the way they know best. The referees must whistle to start and restart the game, award goals, goalkeeper throws, throws from the side (whether the goalkeepers gave the signal or not), neutral throws and violations of the rules of the game. The referee may change his decision by taking the ball and returning it to the game. The referees must fail to award a particular offense if in their view this would be an advantage to the team that committed the offense. Referees must not award a simple foul when there is still the possibility of playing the ball.

Note: Referees must apply this principle to the full: For example, they must not award a foul in favor of a player who is in possession of the ball and advancing towards the opponent's goal, as this is considered to favor the team that committed the foul. The referees have the authority to exclude any player from the game in accordance with the relevant article. If a player refuses to leave the game, the game must be stopped. The referees have the authority to remove any player, substitute, spectator or official from the pool area

Line referee

The position of the goal (line) judge. Goalkeepers or line judges must take their seats on the side of the swimming pool where the scoreboard is located, on the goal line and at the ends of the court.

The duties of goal judges are:

- raising the hand to a vertical position given when the players have correctly taken their place on the goal line at the beginning of the quarter,
- raising both hands in a vertical position to give a sign for an incorrect start or restart,

- hand in a horizontal position in the direction of the attack to give a signal for a goal throw,
- hand in a horizontal position in the direction of the attack to give a signal to throw from the corner (corner),
- by raising and crossing both hands in a vertical position to give a sign to hit,
- raising both hands in a vertical position to give a signal for incorrect entry of the excluded player or his replacement.

Each goal referee must have a sufficient number of balls which, in the event that the ball being played leaves the court, he must immediately pass the second ball to the goalkeeper for the goal throw, or to the nearest player of the team in the corner kick. He must do the same by order of the judge.

Timekeepers

The duties of the timekeeper during the match are:

- measure the exact time of the actual duration of the game, the coach's break (time out) and rest between quarters,
- measure the time of continuous possession of the ball for each team,
- measure the time flow of excluded players in accordance with the rules and announce the expiration of that time and the time of re-entry of excluded players or their replacements,
- clearly announce the start of the last minute of the match and the last minute of the second overtime,
- whistle to mark the end of each coaching break (time out).

Secretary

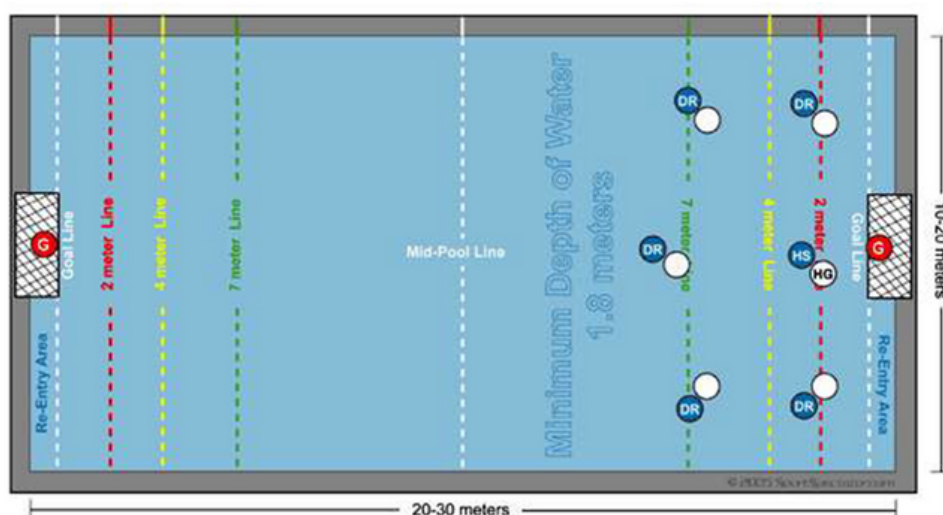
The secretary provides his/her advice to the water polo management on how they can achieve a smooth realisation of the water polo game. The secretary also also works as a go-between between the water polo players and management. Also, he/she has meetings with the water polo management as and when required.

Dry land water polo skills and drills

Perception of the field

1. Coaches must use a sounding ball with vivid colors.
2. Provide a tactile representation of the field for exploring. Give the meaning of space, analogies (Picture 1) and mapping the game. Tactile boards can be easily made with any means.

Picture 1. Dimensions of the Water polo field



Source: [https://www.sportspectator.com/fancentral/waterpolo/guide04.html?](https://www.sportspectator.com/fancentral/waterpolo/guide04.html?fbclid=IwAR1C64FA8JOYUjxFXFIV-0vyStNcbsXQW30mc1w7v_YhIYBb7ppdHASBa58)

[fbclid=IwAR1C64FA8JOYUjxFXFIV-0vyStNcbsXQW30mc1w7v_YhIYBb7ppdHASBa58](https://www.sportspectator.com/fancentral/waterpolo/guide04.html?fbclid=IwAR1C64FA8JOYUjxFXFIV-0vyStNcbsXQW30mc1w7v_YhIYBb7ppdHASBa58)

Some key factors to consider when making a tactile map:

- It should be portable or at least manageable.
- It should be durable enough
- Determine what is important to place on the map such as landmarks, intersections, and obstacles. Use various textures to replicate or symbolize these objects.
- The use of a key can assist your trainee in identifying the objects.
- Make sure to leave at least 5 mm of space between objects for readability.
- Try to make the map to scale.
- Try to orient the map using cardinal directions with the top of the map facing north.
- Take into consideration your trainees' needs by using contrasting colors, braille labels, or using large print.
- You can use paper, textured paper, felt, foam (the adhesive kind is wonderful), glue gun (makes beautiful streets), puff paint (less likely to burn you), foam stickers, Velcro, recycled items, popsicle sticks, etc.

Indicative examples follow below:

- **Magnetic tactical board**

Picture 2. Magnetic tactical board



Source: https://www.g-sport.si/timski-sport/sportni-pripomocki/trenerske-takticne-table/trenerjeva-takticna-tabla-za-vaterpolo-45-x-30-x-2-cm-magnet?fbclid=IwAR3p9L0tecfcTkpdDk_ALpW8NxHJ__yls7pK-d_Zd6jfuggCnoNHktl-dok

- **Draw on the back of the blind or partially sighted persons a water polo field on a scale.**

Picture 3. Drawing on the back of the blind or visual impaired persons



Source: Schmidt, G., 2008, p.19

Individual tactic

- Exercise passing, acceptance and shooting for goals.
- Use a real water polo goal post outside the pool if possible. Feel the goal post, measure its dimensions by walking. Shoot for goal.

Team tactic

- Draw a semi-circle in the field, put the person to move in the semi-circle in order for the person to understand the zone defense system.
- Exercise the man-to-man tactic for defense.
- Exercise the same tactics when attacking.

In the pool water polo skills and drills

Apparatus

- Touch and wear the water polo cap.
- Touch the protective plastic located in the ears' area of the water polo cap.
- Feel the ball with the two hands
- Experience the friction of the ball in the participants' hand

Orientation in the pool

- Swim the field at each direction
- Elements of technique with the ball, shooting on goal.

Man-to-man drills

- Swimming with a teammate
- Passing

Positions

- Explain the positions in the water (goalkeeper, left wing, left driver, point, right driver, right wing, and a center forward in the middle). Put the participants in every position and let them swim around to understand the limits of each position.
- Exercise the same drill with an opponent

Defensive tactics

- Use material from terminology

Offensive tactics

- Use material from terminology

Faults

Exercise the most common faults like:

- hitting the hand of the opponent
- holding the ball with the two hands
- submerging the ball
- submerging the opponent

Match day environment

Each player is arranged to cover its own space and defense. Probably they orient themselves around the field where they can move, along the lines and around the goal.

Indicative terminology that will be used for auditing. Some of them can be experienced by the participants in the water.

5 on 6 Defense - Defense which occurs when a player is ejected, and the player's team has to play with 5 players for 20 seconds. Defense is playing with a person down

6 on 5 Offense - Offense which occurs when a player on the opposing team is ejected for 20 seconds. Offense is playing with a person up.

Assist - A pass to a teammate that leads directly to the scoring of a goal.

Back Door - On weak side (off ball side) player swims behind his or her player where he or she can accept a pass for a quick shot. (See Blind Pig)

Backhand - A type of shot or pass in which a player throws the ball behind him or her.

Bait - Play in manner to make an opponent wrongfully think you are not a threat to intercept or to block his or her pass.

Ball Side - Side of your opponent that is closest to the ball. It is best when driving to drive on the ball side.

Ball Under - Technical foul called for taking the ball under water when tackled by an opponent.

Cage - Another name for the water polo goal.

Center Back - Defender whose primary responsibility is to guard the offensive 2 meter person.

Center Forward - Player whose primary offensive position is on opponents 2M/Y line.

Check - Place hand or forearm on chest of opponent to hinder drive and to maintain defense position

Cherry Picker - Player who does not cover back on defense and who is hoping for a turnover which will allow him or her to score unguarded.

Crash - To drop or slough in an aggressive manner toward the Center Forward.

Donut - A goal scored over the goalkeeper's head when the goalkeeper has both hands up and crossed by his or her head trying for the block. The arms look similar to a donut.

Draw A Foul - By cunning or force, a player is able to make an opponent cause a foul or a turnover.

Dribble - To move the ball through the water by swimming with it in front of the body between arms.

Drive - Front court player facing his or her opponent attempts to aggressively swim by him or her to a position of advantage.

Egg Beater Kick - Type of support kick which is best described as an alternating frog or breaststroke kick.

Ejection - A player is removed from the water by the referee for 20 seconds of playing time because of a rule violation. (See Exclusion)

Exclusion - A player is removed from the water by the referee for 20 seconds of playing time because of a rule violation.

Fake - To make believe that you are going to pass, shoot, drive, or make any move in order to fool an opponent.

Foul - Breach of rules of the game for which a free throw, an ejection, or a penalty shot is the outcome.

Foul and Drop - Defender fouls his or her opponent to stop progress of ball and then drops to help defend other opponents

Free Throw - A free pass awarded to a player because of a rule violation by his or her defender. Opponents must not interfere with taking of the throw.

Hips Up - A prone treading position with the hips at water level which is essential for good offensive and defensive play.

Inside 2 M/Y Line - Offensive player moves inside opponents 2 M/Y line before the ball is inside the 2 M/Y line which results in a turnover.

Inside Water - When an offensive player is between his or her defender and the defender's goal he or she has inside water.

Man to Man Defense - Each defensive player is assigned a player who he or she defends during play. This is opposed to guarding an area as in a zone defense.

Period - Rules divide the game into four periods of time called quarters.

Press - To play a very tight player to player defense beginning when the offensive goalie tries to make pass to his or her teammates.

Pump - To move the arm to simulate a shot on goal in an attempt to get the goalkeeper to commit.

Rebound - A defensive move to eliminate the shooter or a defensive person from retrieving a rebound after goalie block or barred shot. The defensive player cuts in front of the shooter or another offensive player immediately after shot is taken.

Release - Offensive maneuver used to free oneself from an opponent so he or she is free to receive the ball.

Set or Setter - Field player whose primary offensive position is on the opponents 2 M/Y line.

Steal - A statistic recorded when a defender takes the ball from player he or she is guarding.

Substitution - Can be done at any time. The sub must be in the ejection area for a switch with the player who is being substituted.

Turn An Opponent - Offensive maneuver used to gain advantage by using leverage or momentum to turn opponent.

Two Hands - Use of two hands by a player other than a goalie to catch or play the ball will result in a turnover. If the infraction occurs inside the 4 M/Y line a penalty shot is awarded.

Wet Pass - Pass from one player to another player which lands in the water as it is received. This is the predominate type of pass made to the 2 M/Y player.

Zone Offense - An offense designed to operate against an opponent's zone defense

Pre-game preparation

Equipment

Pear to pear side by side

Use headphones

Use wi-fi and a relative app

Access to the pool

Arrange transportation

Meeting point

Check the Access to the facilities

Choose the sitting place to the deck or near by the pool.

Prearrange all the above by visiting the place a day before the game.

Broadcasting (Pre-game & game)

Describe the:

Form: characters, places, text or any other shape or object of the match game.

Motion: action, time or anything that moves or is indicated by movement.

Colour: of everything consist of the game, surroundings etc.

Sound: visual sound, i.e., sound that is identified only visually.

What you describe break it down into four major components- when, where, who and what also include noises that cannot be identified immediately, subtitles, signs, written message and significant symbols.

Who

The characters

Their clothing and style

Their body language

Their physical features

Their age

Their expression

Where

Places, scenery, atmosphere, interior decoration, etc., and more particularly, changes of places.

When

Time frame: past, present, future, the season and time of the day.

What

The action taking place, displacements, and any visible but soundless reactions which are often the most important descriptions

Always focus on the ball.

Tips

- Do some social discussion not necessarily related to the game.
- Use the magnetic board.
- Discuss the rules using the actual game

Post-game evaluation

VIWAS Feedback Questionnaire

1. At what degree the broadcasting covered your needs either by being at the match or hearing it remotely ?

Poor

Fair enough

Good

Very good

Excellent

2. Please evaluate your experience from the broadcasting of the water polo game from 1 to 5 (from bad to excellent)

3. How was the accessibility chain to the athletic facility ?

Poor

Fair enough

Good

Very good

Excellent

4. Age of responded

Less than 18

18-30

31-50

Over 50

5. Education level

Secondary Education

Bachelor

Master

PhD

Evaluation results for broadcasting water polo games to people with visual impairments

Note: For the purposes of VIWAS all partially blind participants must be totally blindfolded.

In general, the use of the VIWAS Guide should be adapted to each participant's level of visual impairment.

Croatia, Greece, and Slovenia had the obligation to broadcast a water polo game to people with visual impairments. Right soon after "attending" the game a questionnaire was given to participants to evaluate the process of broadcasting, along with the accessibility chain.

Croatia

The RIJEKA SPORTS ASSOCIATION FOR PEOPLE WITH DISABILITIES sent four (4) completed questionnaires. They were all adults between 31- 50 years old. Their education level was secondary education for two (2) of them, and bachelor's for the rest two (2).

The first question concerned the degree that broadcasting covered the needs of people with vision problems. Three (3) out of four (4) answered that broadcasting covered their needs to an excellent degree, whilst one (1) to a very good degree.

The second question was about evaluating their experience from the broadcasting of the water polo game. Results revealed that two (2) of them evaluated their experience at a very good level and two (2) at an excellent level.

The third question referred to the accessibility chain of the facility. Again, two (2) of the participants rated the accessibility of the facility as very good, while the other two (2) rated it as excellent.

Slovenia

The ŠPORTNO DRUŠTVO INVALID LJUBLJANA (SLOVENIA) sent five (5) filled-in questionnaires. Two (2) of them were less than 18 years old, one (1) between 18- 30 years old, one (1) between 31- 50 years old, and one (1) over 50 years old. Their education level was secondary education for three (3) of

them and a bachelor's degree for two (2) of them.

The first question concerned the degree that broadcasting covered the needs of people with vision problems. One of them (1) answered that broadcasting covered their needs to an excellent degree, three (3) answered to a very good degree, whilst one (1) to a good degree.

The second question was about evaluating their experience from the broadcasting of the water polo game. Results revealed that three (3) of them evaluated their experience at an excellent level, and two (2) at a very good level.

The last question referred to the accessibility chain of the facility. All the participants rated the accessibility of the facility as excellent.

Greece

THE NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS-SCHOOL OF PHYSICAL EDUCATION AND SPORT SCIENCE sent nine (9) completed questionnaires. One (1) was over 50, six (6) of them were between 31- 50 years old, and two (2) were between 18- 30 years old. Their education level was university education (bachelor's degree) for eight (8) of them and for one (1) was secondary education.

The first question concerned the degree that broadcasting covered the needs of people with vision problems. Three (3) out of nine (9) answered that broadcasting covered their needs to an excellent degree, whilst one (1) to a very good degree and 5 to a good degree.

The second question was about evaluating their experience from the broadcasting of the water polo game. Results revealed that six (6) of them evaluated their experience at a very good level and three (3) at an excellent level.

The third question referred to the accessibility chain of the facility. One (1) of the participants rated the accessibility of the facility as very good, five (5) as good, and the other three (3) rated it as bad.

In total there were 18 completed evaluation questionnaires.

Analyzed total results for each question of the questionnaire are mentioned below:

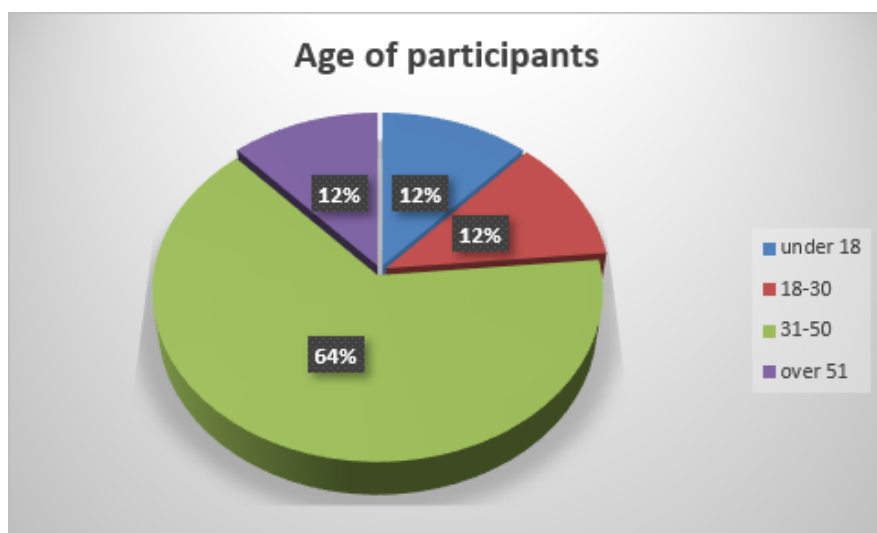
1. Age of the participants:

under 18: 3

18-30: 2

31-50: 11

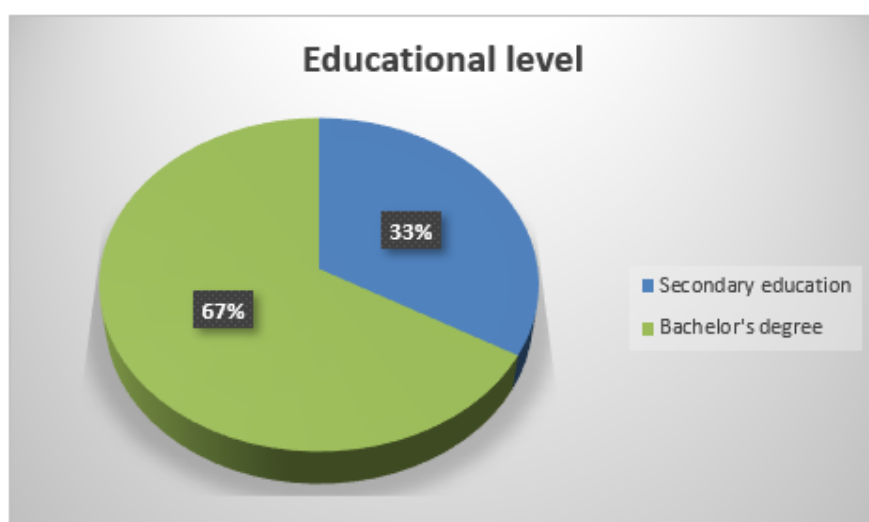
over 51: 2



2. Educational level:

Secondary education: 6

Bachelor's degree: 12

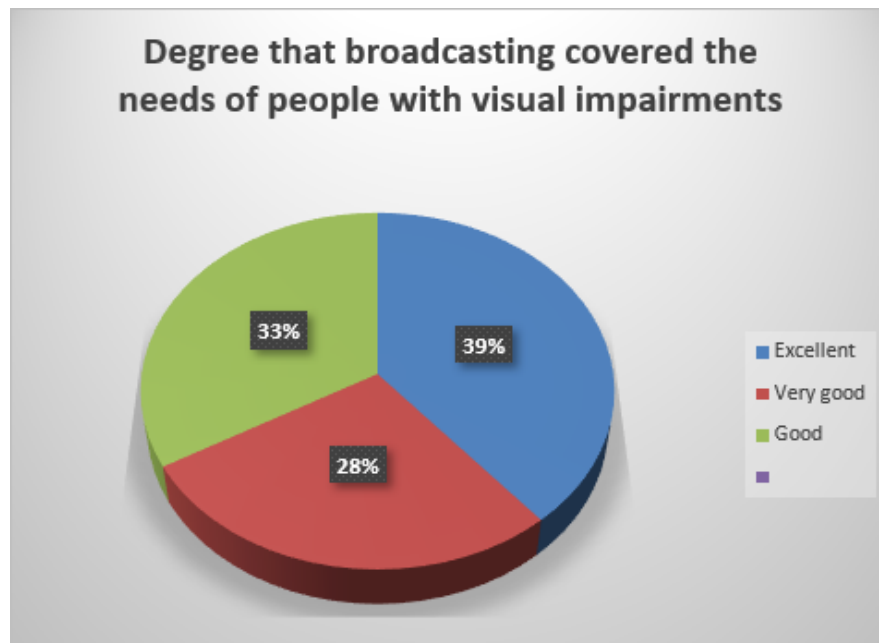


3. Degree that broadcasting covered the needs of people with vision problems:

Excellent: 7

Very good: 5

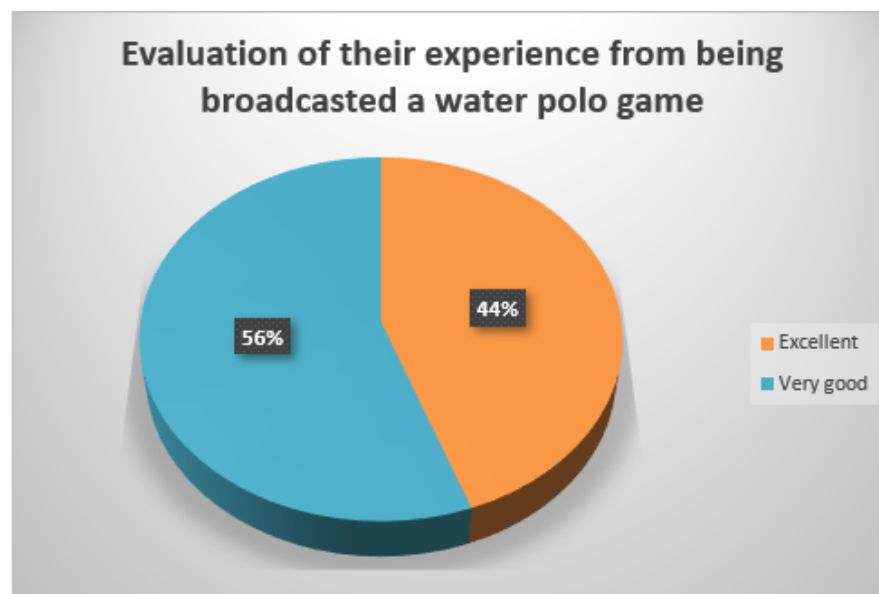
Good: 6



4. Evaluation of their experience from the broadcasting of the water polo game:

Excellent: 8

Very good: 10



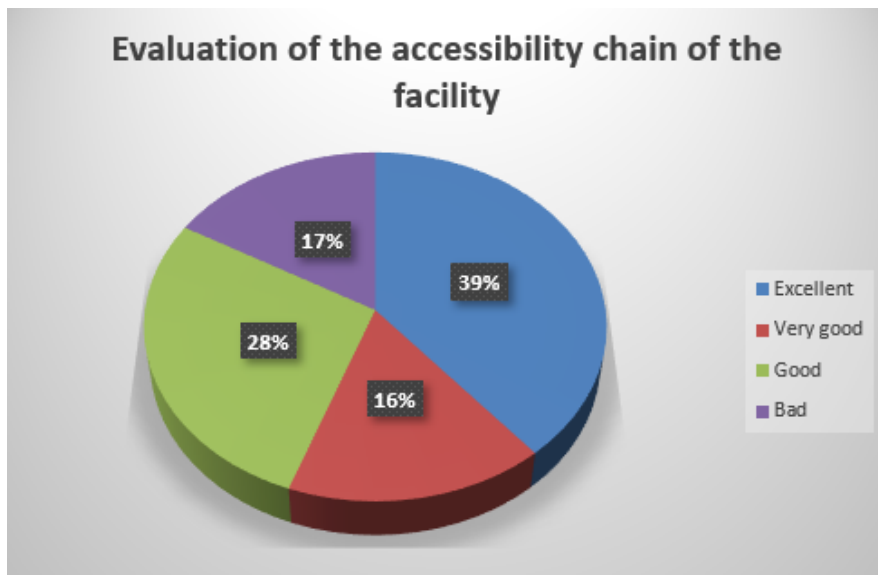
5. Evaluation of the accessibility chain of the facility:

Excellent: 7

Very good: 3

Good: 5

Bad: 3



It seems that broadcasting a water polo game was an excellent or a very good experience for all participants. The methodology that was chosen for broadcasting was suitable and seems to cover the needs of people with visual impairments.

The evaluation of the accessibility chain of the facilities reveals differences between countries and drives the necessity for applying standards at the facilities that will host such broadcasting events. That may ensure that broadcasting a water polo game will occur without obstacles and will remain an excellent experience for these people.



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