



PLAY SOCIAL
INCLUSION & COMMUNITY



**ASSOCIAÇÃO
JORGE PINA**
DESPORTO COMO VALOR DE IGUALDADE



AGENȚIA NAȚIONALĂ PENTRU SPORT

D4 TRAINING BOOKLET AND TESTEMONIALS



Co-funded by
the European Union



PROJECT NO. 101183594

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01 INTRODUCTION

The PlaySocial project, funded under the Erasmus+ Sport programme (Project No. 101183594), aims to promote social inclusion and equal opportunities through sport, with a particular focus on engaging vulnerable and underrepresented communities.

Implemented through a partnership between the Jorge Pina Association (Portugal) and the Romanian National Sports Agency, the project responds to the growing need for more inclusive, accessible, and community-driven sport practices across Europe.

In many contexts, despite the recognized value of sport as a tool for social development, significant barriers continue to limit participation. These barriers affect individuals based on factors such as disability, socio-economic conditions, age, or social background, preventing equal access to sport and its associated benefits.





PlaySocial addresses this challenge by positioning sport as a vehicle for inclusion, empowerment, and community cohesion, promoting approaches that adapt to the needs of participants rather than requiring participants to adapt to rigid systems.

Within this framework, capacity building plays a central role. The project focuses on equipping local stakeholders – including coaches, educators, and community leaders – with the knowledge, skills, and tools necessary to design and implement inclusive sport activities.

The training programme developed under PlaySocial represents a key component of this strategy, combining theoretical knowledge, practical methodologies, and experiential learning to ensure real and sustainable impact.

This deliverable, D4 – Training Booklet and Testimonials, documents this training process, presenting its structure, content, methodology, and outcomes, while also capturing the experiences and perspectives of the participants involved. Through this approach, the project contributes to the development of more inclusive sport ecosystems, aligned with the priorities of the Erasmus+ programme and broader European policies promoting inclusion, participation, and social cohesion.

02 PURPOSE AND SCOPE

This deliverable plays a central role within the project's capacity-building dimension, ensuring that the training implemented is not only recorded, but also transformed into a practical, accessible, and transferable resource for a wider audience beyond the direct participants of the project.

The main purpose of this booklet is threefold.

Firstly, it aims to systematize the training content, organizing the concepts, materials, and methodologies delivered during the programme into a clear and coherent structure. This allows stakeholders to understand the logic, objectives, and design of the training process.

Secondly, it seeks to support knowledge transfer and capacity building, by providing practitioners — including coaches, educators, NGOs, and community leaders — with concrete tools and approaches to develop inclusive sport activities in their own contexts.



Thirdly, the deliverable captures the qualitative impact of the training, through the inclusion of testimonials and reflections from participants. These elements provide insight into the changes in knowledge, attitudes, and practices, demonstrating the effectiveness and relevance of the training intervention.

In terms of scope, this deliverable includes:

- The overall structure and objectives of the training programme
- The conceptual foundations of social inclusion through sport
- The methodologies and pedagogical approaches applied
- The key training content and practical tools developed
- The profile and engagement of participants
- The perceived impact of the training, supported by participant feedback



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TRAINING PROGRAMME OVERVIEW

The PlaySocial training programme was designed as a targeted capacity-building intervention, aimed at equipping local stakeholders in Romania with the necessary knowledge, skills, and practical tools to promote inclusive sport practices within their communities.

The design of the programme was based on the recognition that, although sport is widely acknowledged as a powerful tool for social inclusion, many practitioners at the grassroots level lack structured methodologies and practical experience to effectively engage diverse and vulnerable groups. This gap highlights the need for training approaches that combine conceptual understanding with practical application.





In response to this need, the PlaySocial training programme was structured to provide a comprehensive and progressive learning experience, enabling participants to move from awareness and understanding to practical implementation and action.

The training was delivered through a blended learning approach, combining online and face-to-face components. This format ensured both flexibility and depth of engagement:

- The online phase introduced participants to key concepts, frameworks, and theoretical foundations related to social inclusion through sport
- The face-to-face phase, implemented in Romania, focused on practical application, interactive learning, and real-life simulations

This combination allowed participants to consolidate knowledge and immediately apply it in a practical and collaborative environment.



The programme was structured into a series of interconnected modules, each addressing a key dimension of inclusive sport practice:

- Introduction to the PlaySocial project and its objectives
- Understanding social inclusion, diversity, and equity
- Designing inclusive sport activities
- Planning and delivering inclusive events
- Team management and communication strategies

Each module was designed to contribute to the development of specific competencies, ensuring that participants were not only exposed to theoretical concepts, but also able to translate them into practical actions.

The overall learning pathway followed a logical progression:
Awareness → Understanding → Skill Development → Practical Application → Community Action

This progression ensured that the training was not limited to knowledge acquisition, but instead focused on generating real behavioural change and practical impact.

Furthermore, the training programme emphasized active participation, collaboration, and peer learning, creating a dynamic environment where participants could exchange experiences, reflect on challenges, and co-create solutions adapted to their local contexts.

By combining structured content, practical methodologies, and interactive learning processes, the PlaySocial training programme provided a solid foundation for the development of inclusive sport initiatives, contributing directly to the achievement of the project's objectives.





04 **TRAINING FRAMEWORK AND LEARNING OBJECTIVES**

The training framework is grounded in a competency-based approach, focusing not only on the acquisition of knowledge, but also on the development of practical skills and attitudes necessary to promote inclusive sport practices in real-world contexts.

4.1 Training Objectives

The training programme was developed to achieve the following core objectives:

- To increase awareness of social inclusion challenges and barriers within sport contexts
- To promote understanding of key concepts such as inclusion, diversity, and equity
- To equip participants with practical tools for designing and implementing inclusive sport activities
- To strengthen the capacity of local stakeholders to engage vulnerable and underrepresented groups
- To foster a culture of inclusion, collaboration, and community engagement through sport

4.2 Learning Outcomes

By the end of the training programme, participants were expected to achieve the following learning outcomes:

- Demonstrate a clear understanding of the principles of social inclusion through sport
- Identify and analyse barriers to participation in their local contexts
- Design and adapt sport activities to meet the needs of diverse participant groups
- Apply inclusive methodologies in the planning and delivery of sport sessions and events
- Communicate effectively with diverse groups, promoting respect and participation
- Reflect critically on their own practices and identify areas for improvement

4.3 Alignment with Project Objectives

The training framework was designed to directly support the achievement of the project's specific objectives:

- Capacity building of local agents → through structured training and skill development
- Promotion of active participation → by equipping stakeholders to engage diverse groups
- Development of an adaptable inclusion model → by providing tools and methodologies that can be applied and replicated



4.4 Competencies Developed

The training programme contributed to the development of key competencies, including:

Technical Competencies

- Inclusive sport activity design
- Adaptation of rules, materials, and environments
- Event planning and implementation

Social and Communication Competencies

- Interpersonal communication
- Teamwork and collaboration
- Conflict resolution

Personal and Attitudinal Competencies

- Empathy and openness to diversity
- Awareness of inclusion challenges
- Commitment to inclusive values

4.5 Learning Approach

The training framework integrates different dimensions of learning:

- Cognitive (knowledge and understanding)
- Practical (application and skills)
- Reflective (self-awareness and critical thinking)

The PlaySocial training programme is grounded in a solid conceptual framework that recognizes sport as a key instrument for promoting social inclusion, equal opportunities, and community cohesion. This approach is aligned with European and international priorities, ensuring both relevance and consistency with broader policy objectives.

Within the context of the project, social inclusion is understood as the process of enabling all individuals to participate fully and meaningfully in sport, regardless of their background, abilities, or circumstances. This perspective is supported by three interconnected principles: inclusion, diversity, and equity. Inclusion ensures participation for all, diversity recognizes and values differences, and equity focuses on adapting opportunities to individual needs.

Despite the widely acknowledged benefits of sport, participation is still limited for many individuals due to a range of barriers. These barriers may be structural, such as lack of accessible infrastructure or resources, or social, including discrimination, stereotypes, and lack of confidence. Understanding and addressing these barriers is essential to designing effective and inclusive sport initiatives.



In this context, sport is positioned as a powerful tool for social transformation. Beyond physical activity, it contributes to personal development, strengthens social relationships, promotes teamwork and respect, and supports the inclusion of individuals who might otherwise be excluded. The PlaySocial project builds on this understanding, promoting sport as a means of empowerment and community engagement.

The training programme is also aligned with key European and international frameworks, including the European Union's policies on equality and inclusion, the United Nations Convention on the Rights of Persons with Disabilities, and the recommendations of the World Health Organization. This alignment reinforces the relevance of the project and ensures that its approach contributes to wider societal goals.

06

TRAINING METHODOLOGY AND PEDAGOGICAL APPROACH

The methodology adopted recognizes that effective capacity building requires more than the transmission of knowledge. It requires active engagement, practical experience, and critical reflection. For this reason, the training combined structured theoretical input with interactive and experiential learning processes.

At its core, the programme followed a “learning by doing” approach, enabling participants to actively engage with the content and apply concepts in simulated and real scenarios. This approach ensured that participants were not passive recipients of information, but active contributors to the learning process, bringing their own experiences and challenges into the training environment.

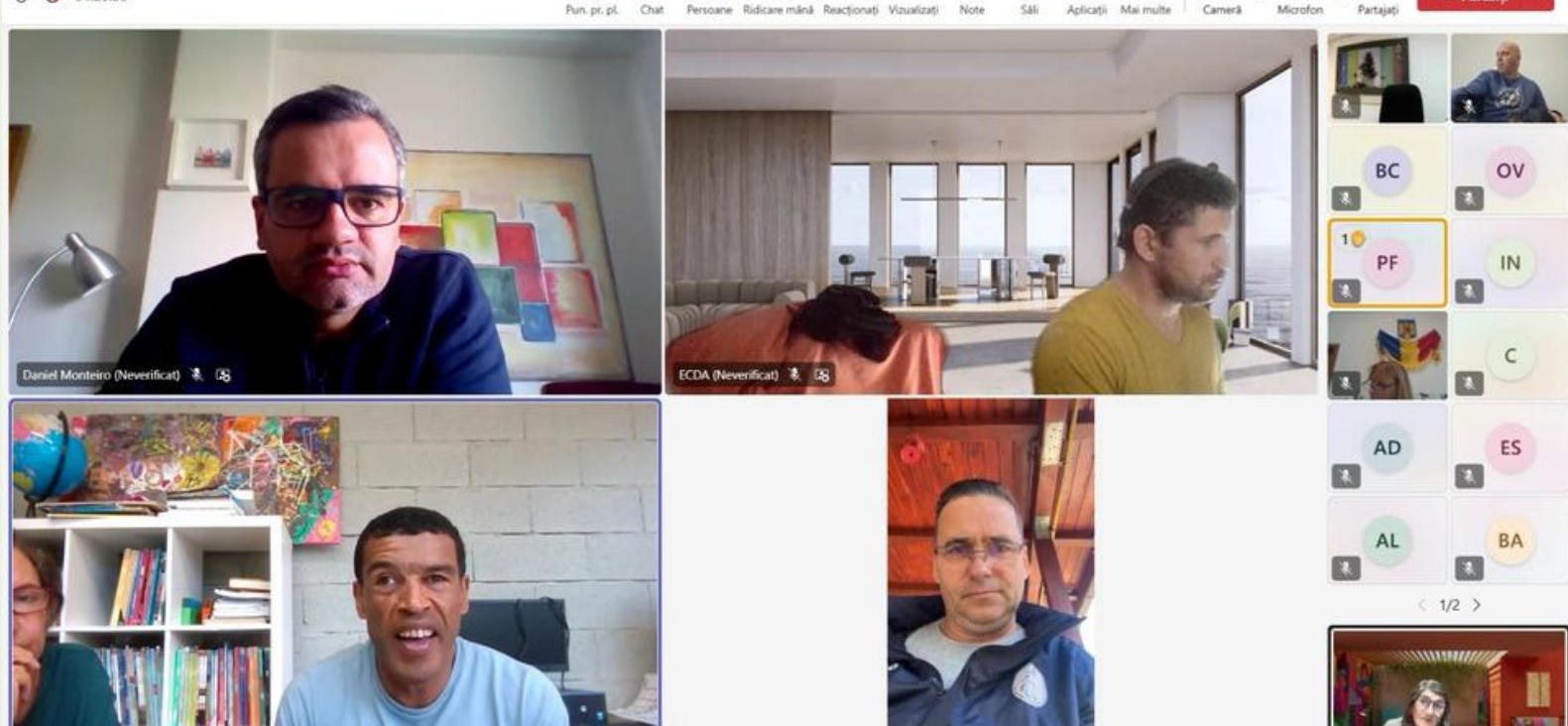


The pedagogical model was structured around three complementary dimensions: knowledge acquisition, practical application, and reflective learning, ensuring a comprehensive and balanced learning experience.

The knowledge dimension introduced participants to key concepts related to social inclusion, diversity, and equity, as well as the principles and frameworks guiding inclusive sport practices.

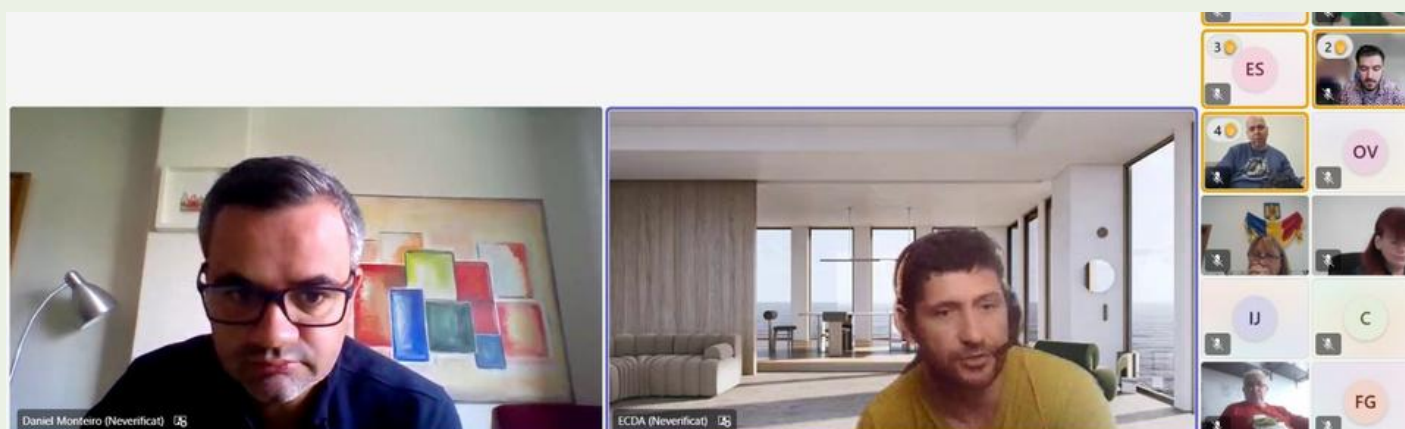
The practical dimension enabled participants to apply these concepts through hands-on activities, including the design of inclusive sport sessions, adaptation of exercises, and simulation of real-life scenarios. These activities allowed participants to test solutions, experiment with adaptations, and develop confidence in applying inclusive methodologies. The reflective dimension encouraged participants to critically analyse their own practices, identify existing barriers, and explore context-specific solutions. This process supported deeper understanding and contributed to long-term behavioural change.

The training also promoted collaborative and peer learning, creating opportunities for participants to exchange experiences, share challenges, and co-develop practical solutions. This collaborative environment strengthened engagement and fostered a sense of shared responsibility for promoting inclusion.



A variety of interactive methods were used throughout the training, including group discussions, case studies, role-playing, and practical simulations. These methods supported different learning styles and ensured high levels of participation and engagement.

The blended format of the programme further reinforced its effectiveness. The combination of online sessions and face-to-face training allowed participants to first acquire conceptual knowledge and then apply it in a practical, interactive setting, with immediate feedback and guidance.





07

TRAINING & CAPACITY BUILDING ACTIVITIES

7.1 Overview of the Training Activity

The training activity aimed to strengthen participants' competencies in designing, implementing, and facilitating inclusive sport and outdoor activities, with a particular focus on accessibility, social inclusion, and engagement of participants with diverse needs.

The training combined theoretical input with practical application, ensuring that participants not only acquired knowledge but also developed hands-on skills relevant to real-life contexts.



7.2 Key Training Topics

The training programme was structured around several core thematic areas:

a) Social Inclusion through Sport

Participants explored the role of sport as a tool for:

- Social integration
- Community engagement
- Empowerment of disadvantaged groups

b) Principles of Inclusive and Accessible Activity Design

Participants were introduced to:

- Concepts of inclusion and accessibility
- Adapting activities to different abilities
- Ensuring equal participation opportunities

c) Universal Design and Adaptation Strategies

The training addressed:

- Universal design principles in sport
- Flexibility in activity planning
- Tailoring experiences to diverse participant profiles

Participants learned how to design activities that are inherently inclusive rather than adapted afterwards.

d) Planning and Delivery of Sport Activities

Participants developed skills in:

- Structuring sessions and events
- Managing groups with diverse needs
- Ensuring safety and engagement

e) Outdoor and Nature-Based Activities

The training highlighted:

- The benefits of outdoor environments for well-being
- Methods for organizing inclusive nature-based activities
- Risk management and environmental awareness

7.3 Methodological Approach

The training followed a non-formal education approach, combining:

- Interactive presentations
- Group discussions
- Practical exercises
- Experiential learning activities

This approach ensured high levels of participation, reflection, and knowledge retention.

7.4 Skills and Competences Developed

As a result of the training, participants developed:

- Improved understanding of inclusive sport practices
- Ability to design and adapt activities
- Increased awareness of social inclusion challenges
- Enhanced facilitation and communication skills



7.5 Impact of the Training

The training contributed to:

- Strengthening partner capacity to deliver inclusive sport initiatives
- Increasing confidence in working with diverse target groups
- Creating a shared understanding among partners

7.6 Supporting Materials

The full training content is available in the annexes:

- Annex A – Training Presentation Slides

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PARTICIPANT PROFILE AND ENGAGEMENT

The training programme engaged a diverse group of participants, reflecting the project's commitment to promoting inclusion and reaching a broad range of stakeholders involved in sport and community development.

Participants were primarily composed of local actors operating in the fields of sport, education, and social intervention. This included coaches, physical education teachers, community leaders, NGO representatives, and individuals involved in grassroots initiatives. The diversity of profiles contributed to a rich learning environment, fostering the exchange of perspectives and experiences.





Particular attention was given to ensuring the participation of individuals working with, or representing, vulnerable and underrepresented groups. This included participants engaged with people with disabilities, youth at risk, and communities facing social or economic challenges. By involving these profiles, the training ensured a strong connection between the content delivered and real community needs.

The level of engagement observed throughout the training programme was consistently high. Participants actively contributed to discussions, shared practical experiences, and demonstrated strong interest in applying inclusive approaches within their own contexts.

The interactive and participatory nature of the training played a key role in fostering this engagement. Activities such as group work, practical exercises, and simulations encouraged collaboration and active involvement, enabling participants to move beyond theoretical understanding and develop practical skills.

In addition, the training environment promoted openness, mutual respect, and collaboration, creating a safe space for participants to exchange ideas, reflect on challenges, and explore solutions collectively.

Feedback collected during and after the training indicates a high level of satisfaction among participants. Many reported increased confidence in their ability to design and implement inclusive sport activities, as well as a stronger awareness of the importance of inclusion in their professional practice.



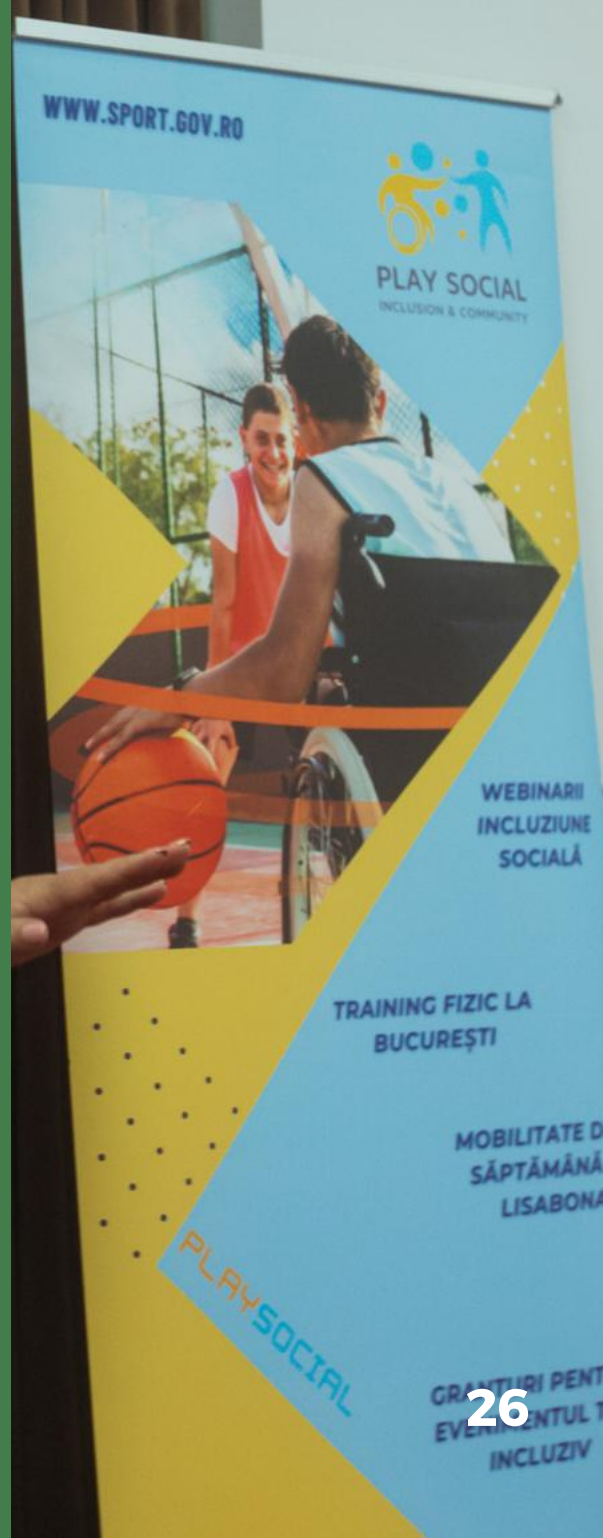
PARTICIPANT SELECTION PROCESS

The selection of participants for the training programme was carried out through a structured and targeted approach, ensuring alignment with the project's objectives and the needs of the identified target groups.

A public call was published for applicants to come forward and sign up for the training and take part in the selection process.

The selection process prioritized candidates who demonstrated a clear motivation to promote inclusive practices and who were in a position to apply the acquired knowledge within their professional or community contexts.

Particular attention was given to individuals working with vulnerable or underrepresented groups, including people with disabilities, youth at risk, and socially disadvantaged communities.



09

TESTIMONIALS AND PARTICIPANT FEEDBACK

Feedback was collected through informal discussions, interactive sessions, and reflective moments throughout the training process. This allowed participants to express their perspectives in a natural and open environment, contributing to a more accurate understanding of the training's impact.

Overall, participants reported a high level of satisfaction with the training programme, particularly highlighting its practical approach, relevance to their daily work, and the opportunity to engage with diverse perspectives.

Several participants emphasized the value of gaining concrete tools and strategies that could be directly applied in their professional contexts. The focus on real-life scenarios and practical exercises was frequently mentioned as one of the most beneficial aspects of the training.





MARIANA SOLOMON

"My name is Mariana Solomon, I work in the field of sport and I was a participant in the European project PLAYSOCIAL.

The project was based on the presentation of real examples of success, combined with regular physical activity carried out in a safe and inclusive environment. It contributed to increasing motivation to take on an active role in promoting inclusion within the local community, as well as to strengthening social involvement and cohesion among community members.

The information provided by the project mentors and coordinators was interactive and had a real, practical impact, which was later translated into the organisation of inclusive projects at county level, in Constanța.

I strongly recommend the continuation of the project and the implementation of as many inclusion initiatives as possible in both urban and rural communities, in order to raise public awareness of the benefits and importance of inclusion through sport activities.

Thank you for the opportunity to be part of this project!"



ADRIAN DINU

"Initially, I had certain fears caused by prejudices and previous experiences, such as feeling overlooked or struggling to adapt to a fast-paced environment.

However, what I encountered was clear explanations, a relaxed yet productive atmosphere, involved colleagues, and a living example of the saying: when you think you can't go on anymore, you still have a little more to give.

One major strength of the project was, in my opinion, the evaluation process, which was democratic and participatory, based on clear and transparent indicators.

I sincerely hope to have the opportunity to take part again in projects that are so well designed and implemented."

PLAYSOCIAL IN ROMANIA: WHEN SPORT BECOMES A LANGUAGE OF INCLUSION

Turning Movement into Meaning

In Romania, PLAYSOCIAL has proven that sport can be far more than competition or performance. Implemented by the National Agency for Sport (ANS) in partnership with the Jorge Pina Association (Portugal) and funded by the Erasmus+ Programme of the European Union, the project has transformed sport into a powerful tool for social inclusion, education, and community building.

Between 2024 and 2026, PLAYSOCIAL brought together coaches, educators, students, institutions, people with disabilities, seniors, children at risk, and international experts—creating a shared space where movement meant connection, dignity, and opportunity.





Building Capacity: Training Those Who Change Communities

The Romanian implementation of PLAYSOCIAL began with a clear goal: to empower people who work directly with communities.

Learning Together – Online Training (May 2025)

In May 2025, more than 40 representatives of Romanian sport structures took part in online training sessions focused on:

- inclusive sport methodologies,
- working with vulnerable groups,
- transforming sport activities into tools for social participation.

These sessions created a shared foundation of values and knowledge, preparing participants for hands-on learning.

From Theory to Practice – National Training in Bucharest (12 June 2025)

On 12 June 2025, Bucharest hosted one of the most important moments of the project: the PLAYSOCIAL National Training, held at the “Lia Manoliu” National Sports Complex.

From the initial group, 20 highly motivated participants were selected to continue their learning journey. Coaches, community leaders and institutional representatives worked side by side with international trainers, learning how to design inclusive sport programmes that respond to real social needs.

The training was led by an exceptional international team:

- **Jorge Pina**, Paralympic athlete and #BeActive Ambassador, whose personal story of resilience inspired everyone in the room;
- **Ivo Quendera**, national paracanoe coach with decades of experience in adapted sport;
- **Daniel Monteiro**, sports management expert and former professional basketball player;
- **Prashant Kumar**, specialist in ethics, integrity and European sport projects.

Participants did not just listen—they experimented, adapted exercises, reflected, and designed their own inclusive initiatives. For many, this training marked a shift in perspective: inclusion was no longer an abstract concept, but a practical responsibility.





Inclusion in Action: Pilot Events in Romania

PlaySocial at UNEFS – Bucharest (5 December 2025)

In December 2025, PLAYSOCIAL came alive on stage at the National University of Physical Education and Sport (UNEFs).

The inclusive event brought together around 200 participants, including:

- children and young people with Down syndrome,
- adults living with Parkinson's disease,
- university students, professors, artists and volunteers.
- Dance, gymnastics, applied kinesitherapy, acrobatics and music blended into a warm, emotional performance created together, not for others.

For students, it was learning “from the field”. For participants with special needs, it was visibility, joy and confidence.



Inclusion in Action: Pilot Events in Romania

“Why Bridge?” – Inclusion Through the Sport of the Mind

Another innovative PLAYSOCIAL initiative was the inclusive bridge event organised in partnership with the Romanian Bridge Federation.

Beyond a central conference in Alba Iulia, the project became a caravan, reaching a family-type children’s home. There, bridge was introduced not as a complex game, but as:

- a school of teamwork,
- a training for memory,
- a bridge between generations.

Children learned that their abilities matter and that passion can open unexpected doors—even towards national teams. The message was simple and powerful: “Bridge is for everyone.”

ÎN AȘTEPTAREA LUI MOȘ CRĂCIUN

SPECTACOL CULTURAL SPORTIV UNIFICAT



5 DECEMBRIE, ORA 16:00

STRADA CONSTANTIN NOICA 140, BUCUREȘTI

unefs.ro

associacaojorgepina.com/erasmus



A Shared Vision

PLAYSOCIAL is not just a project.

It is a growing community of people who believe that sport can change lives—one training, one event, one shared movement at a time.

As Romania continues this journey alongside its European partners, one thing remains clear:

When sport is inclusive, society becomes stronger.

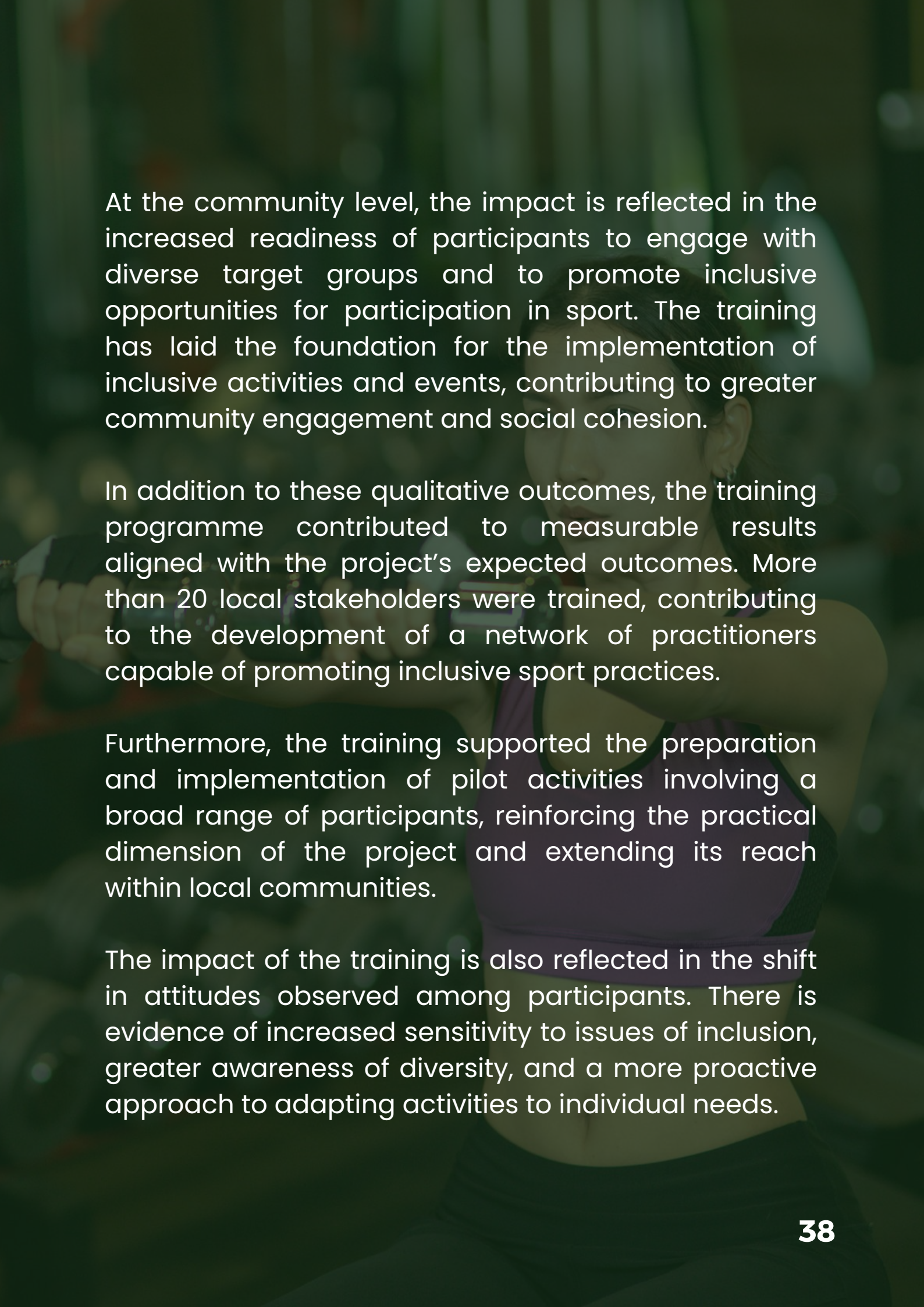
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IMPACT ASSESSMENT OF THE TRAINING PROGRAMME

The PlaySocial training programme generated a significant positive impact on participants, partner organizations, and the wider community, contributing directly to the achievement of the project's objectives. The impact of the training can be understood across three main levels: individual, organizational, and community.

At the individual level, participants demonstrated a clear increase in knowledge, skills, and awareness related to inclusive sport practices. The training enabled participants to better understand the barriers to participation and to develop practical strategies to address them. In addition, participants reported increased confidence in their ability to design and implement inclusive activities, as well as a stronger commitment to promoting inclusion within their professional roles.

At the organizational level, the training contributed to strengthening the capacity of partner institutions and local stakeholders to deliver inclusive sport initiatives. By equipping participants with practical tools and methodologies, the programme supported the integration of inclusive practices into existing activities and programmes. This has the potential to improve the quality, accessibility, and reach of sport initiatives within the participating organizations.

A woman with dark hair, wearing a purple sports top, is shown from the chest up, performing a bicep curl with a dumbbell. The background is blurred, suggesting an indoor gym or community center setting. The text is overlaid on the left side of the image.

At the community level, the impact is reflected in the increased readiness of participants to engage with diverse target groups and to promote inclusive opportunities for participation in sport. The training has laid the foundation for the implementation of inclusive activities and events, contributing to greater community engagement and social cohesion.

In addition to these qualitative outcomes, the training programme contributed to measurable results aligned with the project's expected outcomes. More than 20 local stakeholders were trained, contributing to the development of a network of practitioners capable of promoting inclusive sport practices.

Furthermore, the training supported the preparation and implementation of pilot activities involving a broad range of participants, reinforcing the practical dimension of the project and extending its reach within local communities.

The impact of the training is also reflected in the shift in attitudes observed among participants. There is evidence of increased sensitivity to issues of inclusion, greater awareness of diversity, and a more proactive approach to adapting activities to individual needs.



Importantly, the training programme has created a multiplier effect. Participants are now in a position to transfer the knowledge and skills acquired to their own organizations, colleagues, and communities. This significantly enhances the long-term impact of the project beyond the initial group of participants.

The combination of knowledge acquisition, practical application, and behavioural change demonstrates that the training programme has been both effective and relevant. It has contributed not only to individual development, but also to the creation of more inclusive sport environments.

Overall, the impact assessment confirms that the PlaySocial training programme has successfully achieved its intended outcomes, providing a strong foundation for the sustainability and scalability of the project's results.

11

SUSTAINABILITY AND TRANSFERABILITY

The sustainability of the training programme has been embedded from the outset through the deliberate design of its content, methodology, and outputs as replicable and adaptable resources, rather than one-off interventions.

A key sustainability factor lies in the capacity-building approach adopted. By training local stakeholders who are directly involved in sport, education, and community-based activities, the project ensures that knowledge and practices remain active beyond the project lifecycle. These individuals are positioned to integrate inclusive methodologies into their ongoing work, effectively acting as multipliers within their respective organizations and communities.

The training programme has been structured in a way that facilitates practical integration into existing systems. Rather than introducing isolated activities, the methodologies and tools developed are designed to be embedded into current sport programmes, educational initiatives, and community interventions. This significantly increases the likelihood of continued use and long-term impact





The development of structured outputs, particularly the Training Booklet and the PlaySocial Manual, further strengthens sustainability. These resources provide clear guidance, practical tools, and tested approaches that can be reused, adapted, and implemented by a wide range of stakeholders. Their accessibility ensures that the knowledge generated through the project remains available beyond the initial group of participants.

From a transferability perspective, the PlaySocial model has been designed to be context-sensitive but not context-dependent. While the training was implemented in Romania, its principles, methodologies, and tools are applicable across different geographical, social, and institutional contexts. The focus on universal design, adaptability, and participant-centred approaches enables stakeholders from other regions to replicate and tailor the model to their specific needs.

Furthermore, the project contributes to the creation of a shared framework for inclusive sport practices, which can be scaled through future collaborations, partnerships, and funding opportunities. The cross-border nature of the consortium reinforces this potential, demonstrating that the model is already viable in different national contexts.



Another critical aspect of sustainability is the continuity of partnerships established during the project. The collaboration between the Jorge Pina Association and the Romanian National Sports Agency provides a strong foundation for future initiatives, including the potential expansion of training activities, joint projects, and the scaling of inclusive sport programmes.

The project also lays the groundwork for future strategic development, including the possibility of expanding the PlaySocial model to additional countries and target groups. The structured nature of the training and its documented outcomes make it particularly suitable for integration into larger-scale initiatives or future Erasmus+ projects.

Ultimately, the sustainability and transferability of the PlaySocial project are ensured through a combination of human capacity, practical tools, institutional integration, and strategic vision, allowing its impact to extend well beyond the duration of the project.



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CONCLUSIONS AND RECOMMENDATIONS

The PlaySocial training programme demonstrated that inclusive sport is both feasible and highly effective when supported by structured methodologies, practical tools, and a participant-centred approach.

The implementation of the training confirmed that one of the main challenges in promoting inclusion is not the lack of willingness among practitioners, but rather the lack of practical knowledge and guidance. Once equipped with appropriate tools and frameworks, participants showed a strong capacity to adapt their practices and engage diverse target groups.

The combination of theoretical input, practical application, and peer learning proved to be a highly effective model for capacity building. Participants were able to translate knowledge into action, reinforcing both their confidence and their ability to implement inclusive approaches in their local contexts.



The training also highlighted the importance of creating inclusive and supportive environments, where participants feel valued, respected, and actively involved. This was a key factor in ensuring high levels of engagement and meaningful learning outcomes.

Overall, the PlaySocial training programme successfully contributed to strengthening the capacity of local stakeholders and laid the foundation for more inclusive sport practices within participating communities.

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RECOMMENDATIONS

Based on the implementation of the training programme and the feedback collected, the following recommendations are proposed:

- Inclusive sport practices should be integrated into existing programmes rather than treated as separate or additional initiatives. This ensures sustainability and long-term impact.
- Training programmes should prioritize practical and experiential learning approaches, enabling participants to apply knowledge directly in real-life contexts.
- Inclusive design should be considered from the outset when planning activities, ensuring accessibility and participation for all without the need for later adaptations.
- Organizations should invest in continuous capacity building, supporting the ongoing development of inclusive competencies among staff and stakeholders.
- Cross-sector collaboration should be strengthened, particularly between sport, education, health, and social sectors, to address inclusion in a more comprehensive and coordinated manner.
- Monitoring and evaluation mechanisms should be embedded in all activities, combining quantitative indicators with qualitative feedback to support continuous improvement.
- Participants and beneficiaries should be actively involved in the design and evaluation of activities, ensuring that initiatives are responsive to real needs.
- The PlaySocial model should be further developed, scaled, and adapted to new contexts, including additional regions and target groups, maximizing its impact at a broader level.



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The content of this publication reflects the views only of the authors, and the European Union and the European Education and Culture Executive Agency (EACEA) cannot be held responsible for any use which may be made of the information contained therein.

All materials and outputs produced within the PlaySocial project have been developed in compliance with the communication and visibility requirements of the Erasmus+ programme, ensuring proper acknowledgment of EU support.



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Objectives of today's session

- Overview of the Project and Objectives
- Understanding Social Inclusion through Sports
- Case Studies: Successful Practices

Context: Why Social Inclusion and Sports?

- 1 in 5 people in Europe face some form of exclusion (Eurostat).
- Sports have proven to break barriers, unite communities, and promote participation.
- However, many groups (people with disabilities, low-income communities, minorities) are still underrepresented in sports.

PLAYSOCIAL

Funded under Erasmus+ Sport

Consortium of Jorge Pina Association (PT) & Romanian National Sports Agency

Duration: 18 months

Focus: social inclusion through accessible and inclusive sports initiatives

General Objective:

“To develop and implement an innovative model for social integration through sports in Romania, inspired by the best practices of the Jorge Pina Association.”

Specific Objectives

- 1. Empower Local Agents** – train coaches, educators, and leaders.
- 2. Encourage Active Participation** – inclusive sports events for all.
- 3. Develop an Adaptable Inclusion Model** – flexible tools that respond to local vulnerabilities.

Expected Outcomes

- 20+ local sports agents trained
- 2 pilot events with 300+ participants
- Publication of “*Let’s Play Together*” inclusive sports manual
- Strong cross-border partnership between PT and RO
- Enhanced community participation in sport

Agenda

- 19 May – Online
- 22 May – Online
- 12 June – presential Romania





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THANK YOU



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Or use **Kahoot! app**

What is Social Inclusion?

Inclusion: Ensuring full, equal participation of all individuals

But how 



What is Social Inclusion?

Diversity: Embracing differences (age, ability, culture, etc.)

how



What is Social Inclusion?

Equity: Providing resources and opportunities based on need

How to
go forward





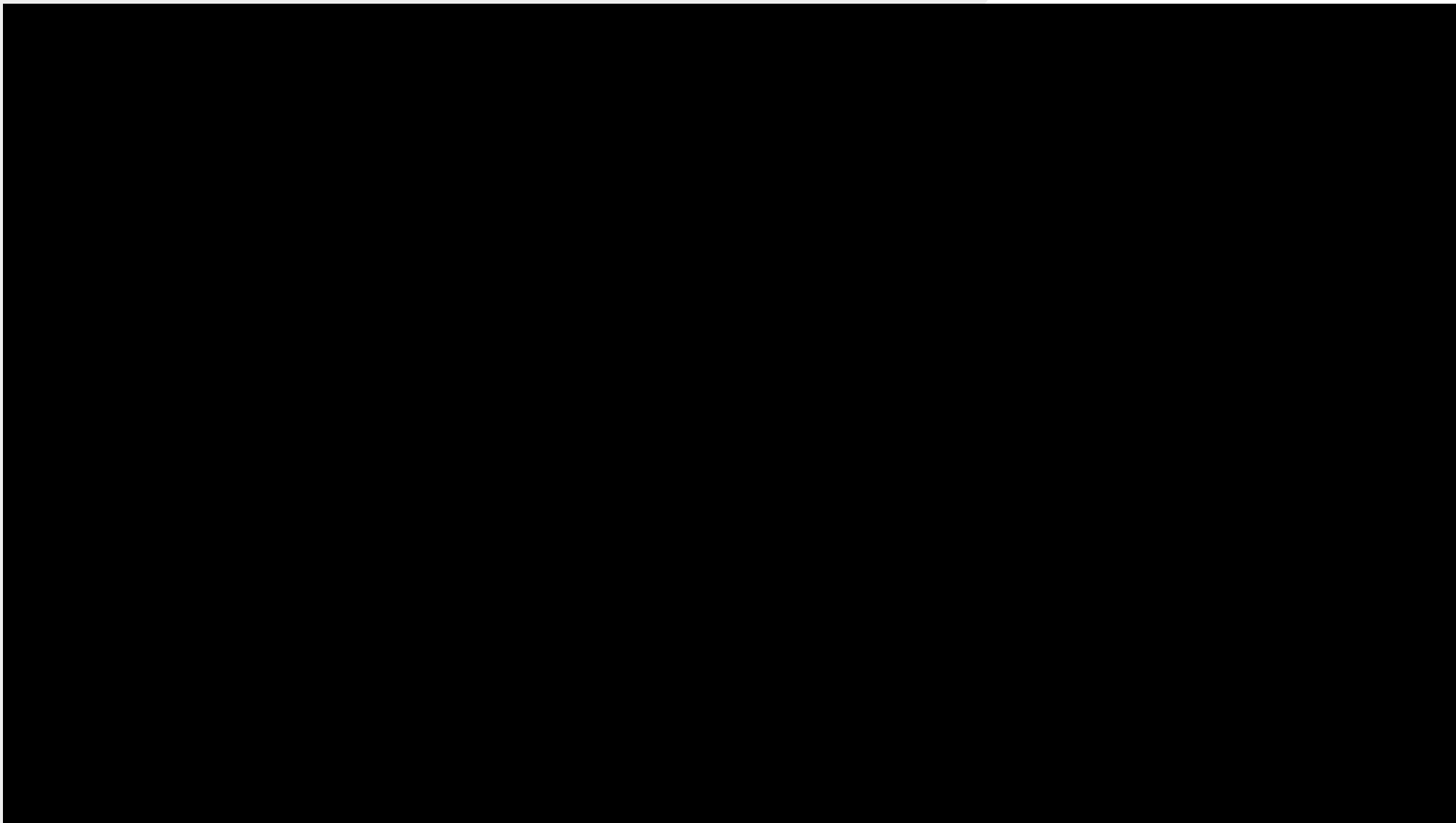
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Barriers & Accessibility

There are two main barriers that hinder access to sports practice for people with disabilities, thus presenting more unfavorable health values: **objective barriers** (1) and **subjective barriers** (2).



- (1) The first encompasses issues such as mobility in the natural or built environment, accessibility to public facilities, particularly of a social, cultural and sporting nature.
- (1) The second concerns attitudes and behaviours in the face of rejection and discrimination or acceptance, social inclusion and participation.



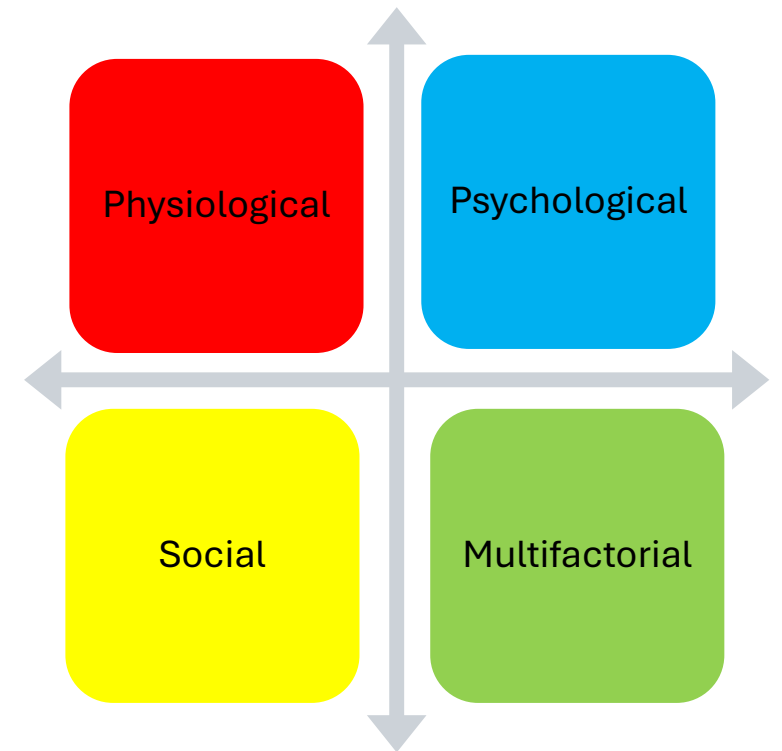
Why use Sport?



Why Sport?

Benefits for Disadvantaged Communities Content:

- Improves physical and mental health
- Builds self-esteem and confidence
- Strengthens social bonds and reduces isolation
- Encourages leadership and teamwork
- Provides positive role models





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INCLUSION & COMMUNITY

ERASMUS + SPORT

Project: 101183594



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Base for development and “underground pillars”

- ❑ “Union of Equality” - Strategy for the Rights of Persons with Disabilities 2021-2030

<https://www.accessibletourism.org/?i=enat.en.news.2237>

- ❑ Convention on the Rights of Persons with Disabilities (UN), adopted in December 2006

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- ❑ World Health Organization (WHO) – “World Summary Report”

[World Report on Disability Summary \(who.int\)](http://www.who.int/world-report-on-disability)

Designing Inclusive Sports Activities

1) Principles of universal design in sports

2) Tools for creating accessible and engaging activities



Principles of Universal Design in Sports

1. Equitable Use
2. Flexibility in Use
3. Simple and Intuitive
4. Perceptible Information
5. Tolerance for Error
6. Low Physical Effort
7. Size and Space for Approach and Use

PRINCIPLES OF UNIVERSAL DESIGN IN SPORTS



EQUITABLE USE

Designs are useful for all users



FLEXIBILITY IN USE

Designs accommodate a wide range of preferences



SIMPLE AND INTUITIVE USE

Designs are easy to understand, regardless of experience or ability



PERCEPTIBLE INFORMATION

Designs communicate necessary information effectively



TOLERANCE FOR ERROR

Designs minimize hazards and risks



SIZE AND SPACE FOR APPROACH AND USE

Designs provide clear lines of sight and accessible equipment



LOW PHYSICAL EFFORT



Designing Inclusive Sports Activities

1. Assess Participant Needs
2. Set Inclusive Objectives
3. Adapt the Activity
4. Foster an Inclusive Environment
5. Encourage Universal Design
6. Engage Stakeholders
7. Monitor and Evaluate



Practical demands:

1. Sport Adaptation
2. Material and session Adaptation
3. Activity (class/training) adaptation
4. Activity Access
5. Transfer and Autonomy for participants
6. Person-Centred Approach



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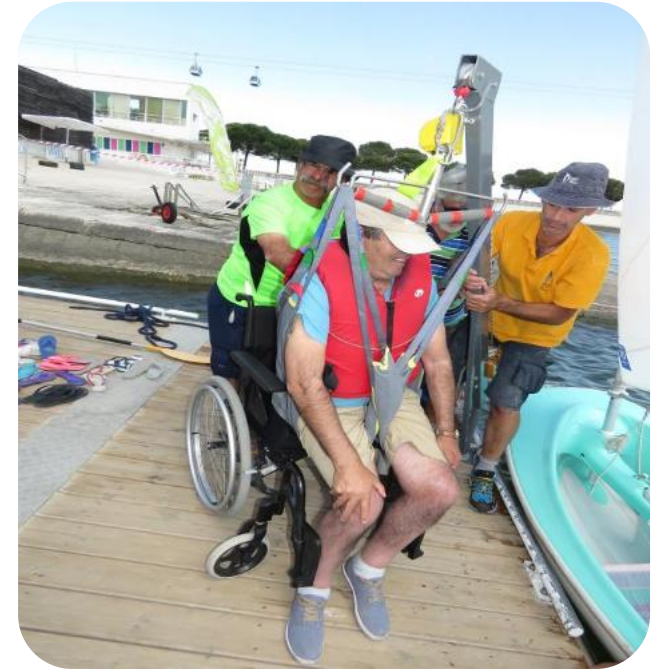
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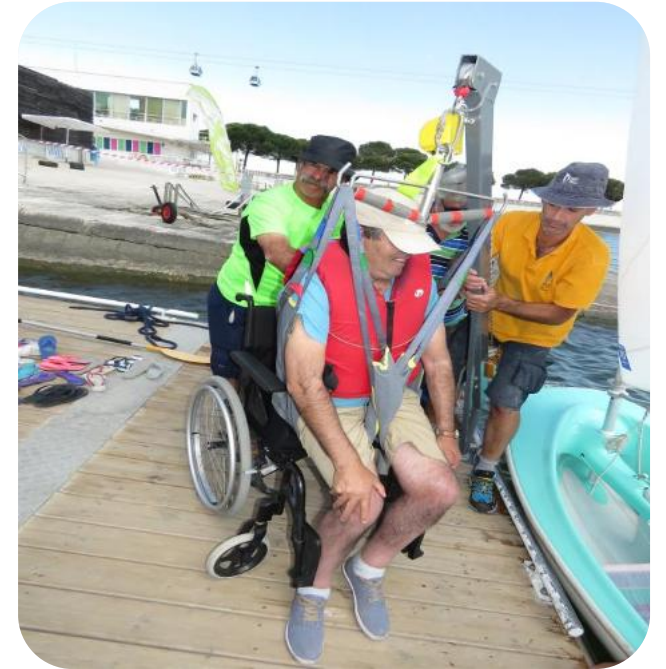
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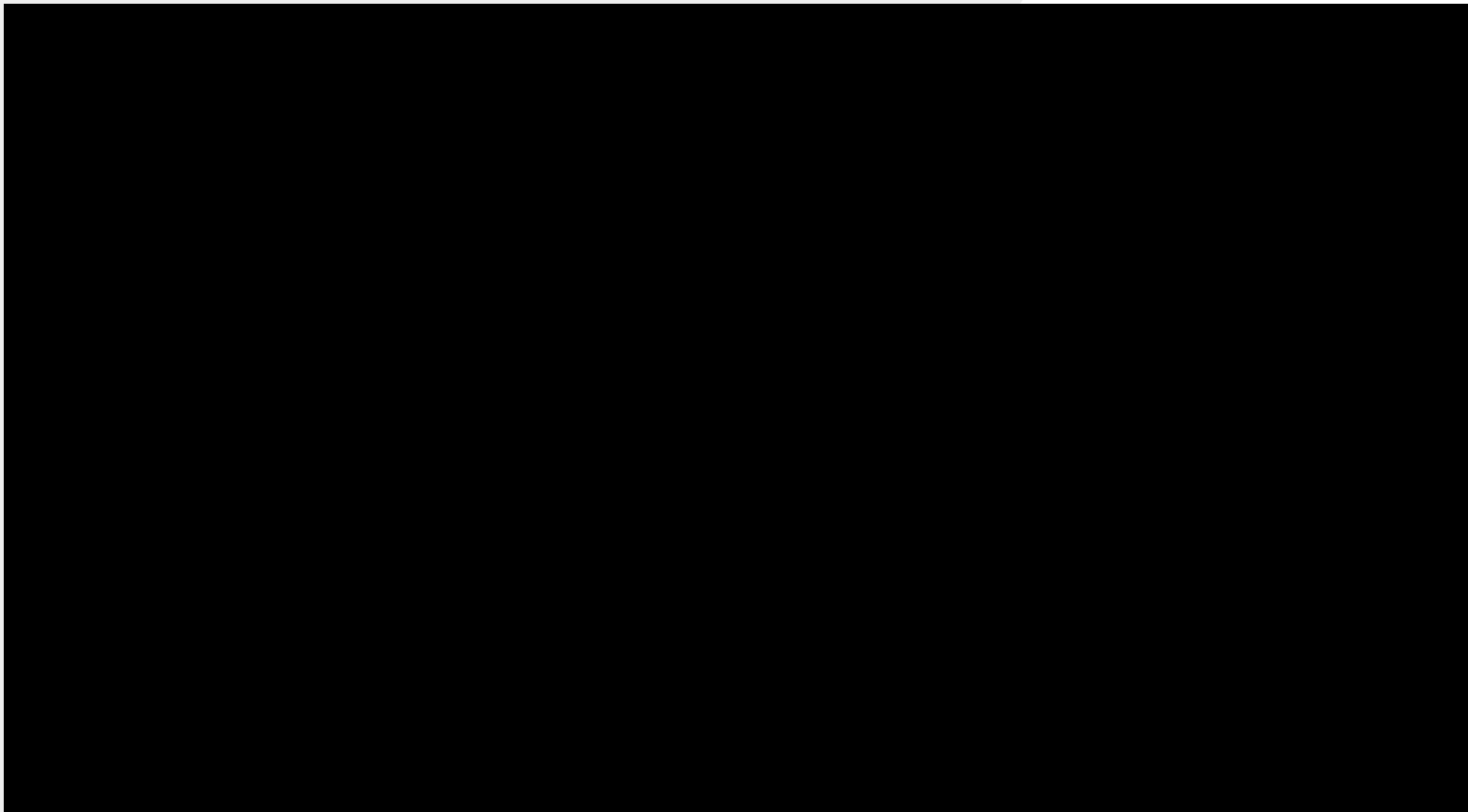


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Planning Inclusive Events

1) Logistics and Accessibility

2) Stakeholder Engagement Strategies

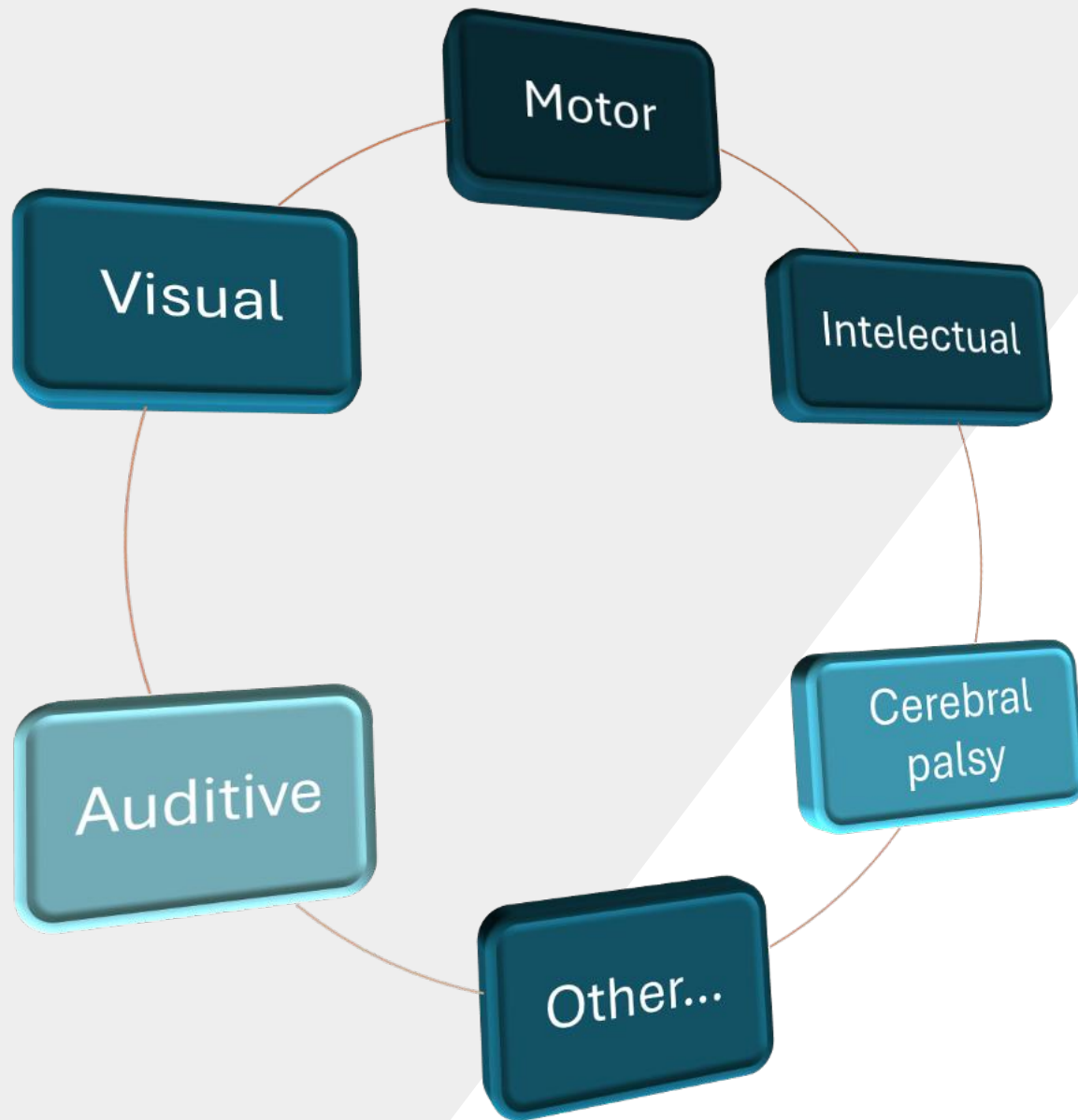




What type of actions



Co-funded by
the European Union



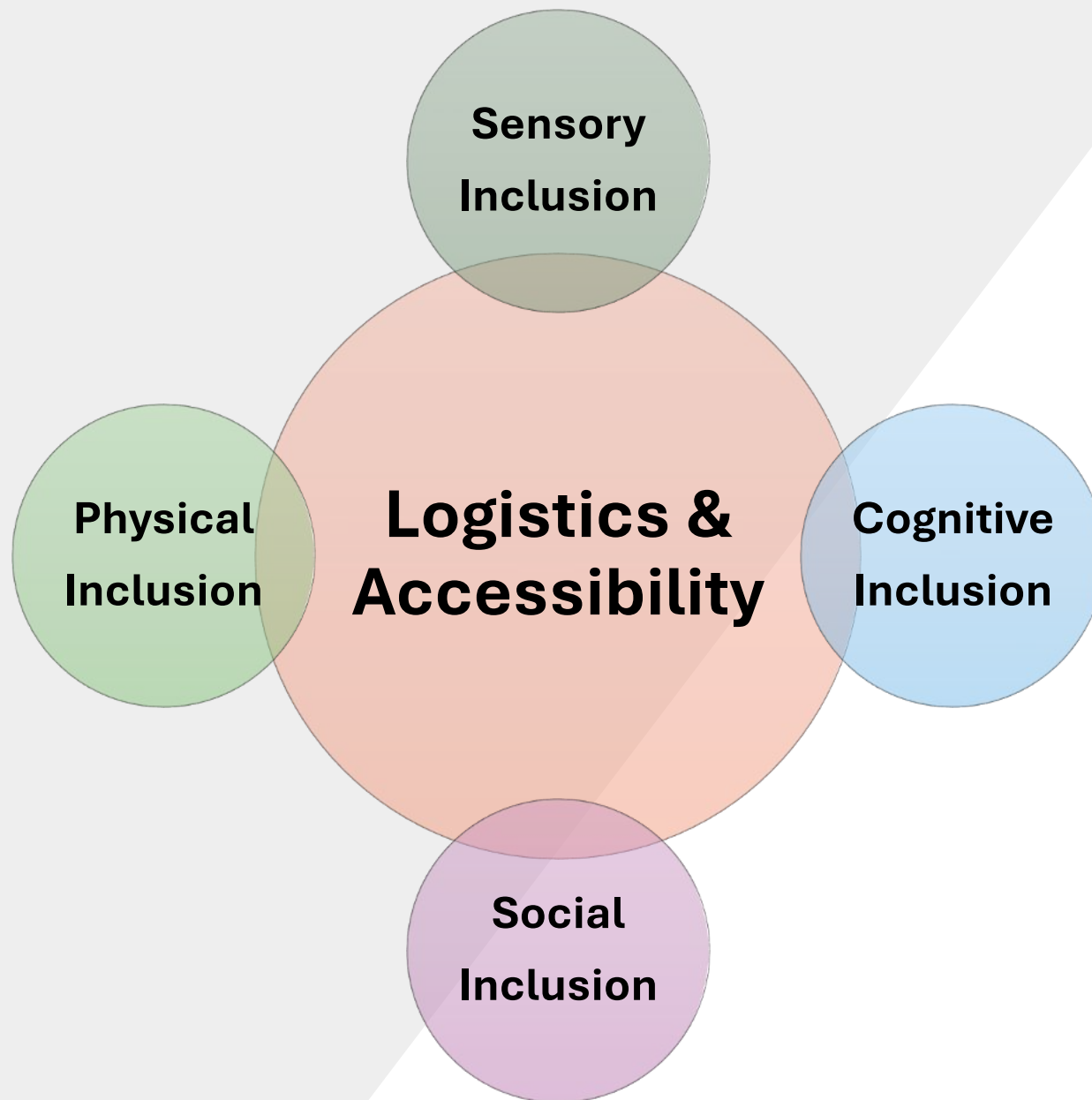
What type
of population

Or
Functional
Profile

Planning with anticipation!!

- 1. BENEFITS (Micro and Macro)**
- 2. PREVENTION & SAFETY**
- 3. TECHNICAL AIDS AND PRODUCTS**
- 4. FUNCTIONAL PROFILE**
- 5. PROMOTE PARTICIPATION**





❖ Pre-Planning & Needs Assessment

Objective: Identify participant needs and set inclusive goals from the outset.

❖ Venue Selection & Layout

Objective: Ensure the physical space is fully accessible.

❖ Equipment & Sport Modifications

Objective: Ensure inclusive participation regardless of ability.

❖ Staffing & Volunteer Readiness

Objective: Equip personnel to support diverse needs.



❖ Communication & Information Accessibility

Objective: Ensure all information is available in accessible formats.

❖ Facilities & Amenities

Objective: Provide inclusive support services.

❖ Event Schedule & Flow

Objective: Allow enough flexibility and support throughout the event.

❖ Feedback & Continuous Improvement

Objective: Learn and improve inclusion efforts post-event.



it **ALL**
starts with an
IDEA



Optional Tools & Templates

- Accessibility Checklist Template
- Inclusive Equipment Inventory Log
- Participant Needs Tracker
- Volunteer Disability Training Tracker
- Post-Event Accessibility Report Template

Collaborative Networking refers to the intentional building of relationships and partnerships among individuals, organizations, and sectors to share resources, knowledge, and expertise. It emphasizes open communication, mutual trust, and joint problem-solving.

Multidisciplinary Teams involve professionals from diverse fields—such as healthcare, education, social work, accessibility, and event planning—working together to address complex issues from multiple perspectives. Each team member contributes their specialized knowledge while respecting and integrating the input of others.



STAKEHOLDERS ENGAGEMENT STRATEGIES

PLANNING EVENTS FOR PERSONS WITH DISABILITY



**CONSULT PEOPLE
WITH DISABILITY**



**COLLABORATE WITH
DISABILITY
ORGANIZATIONS**



**INVOLVE
CAREGIVERS**



**ENGAGE DISABILITY
SERVICE PROVIDERS**



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Monitoring and Evaluation

1) Setting KPIs for inclusion-focused sports activities

2) Collecting and analyzing participant feedback



Monitoring and Evaluation

1) Setting KPIs for inclusion-focused sports activities

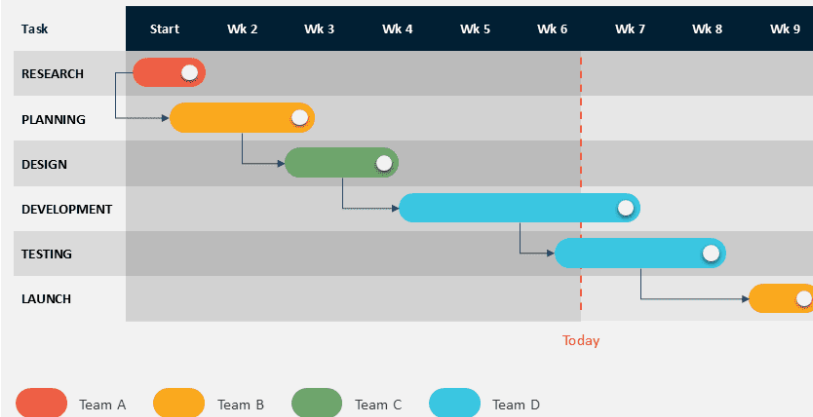
KPI stands for:

Key Performance Indicator.

What are KPI



Project Development Timeline – Slide Template

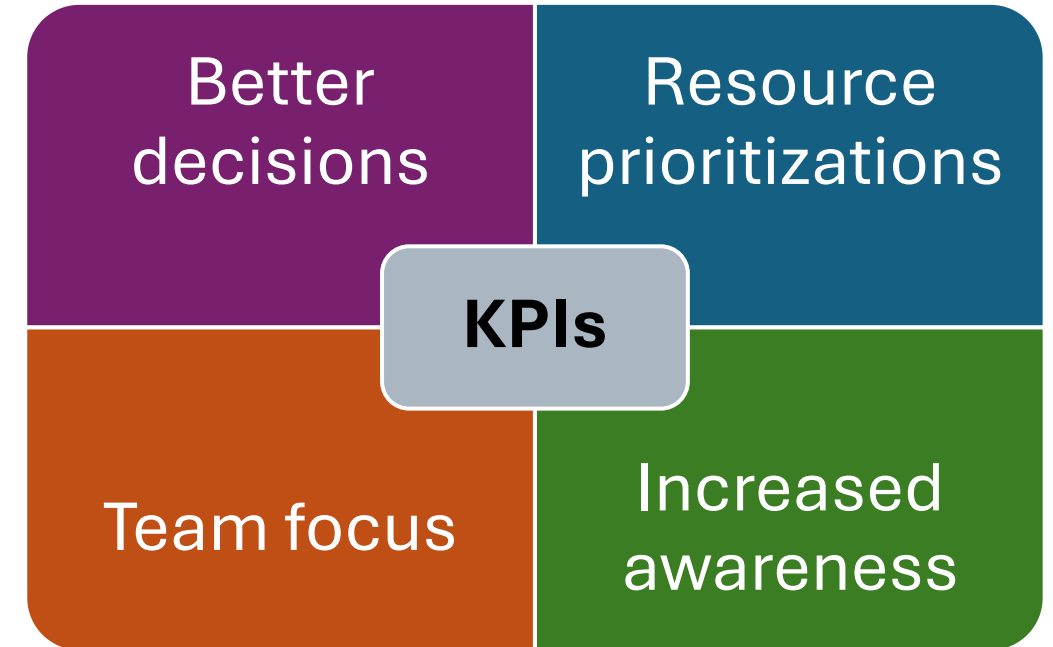


Monitoring and Evaluation



2) Collect and analyze participant feedback

Why are KPI important



Monitoring and Evaluation

1) Setting KPIs for inclusion-focused sports activities

1. Participation & Access
2. Community Engagement & Outreach
3. Inclusion Perception & Culture
4. Program Design & Delivery
5. Impact & Long-term Outcomes

How to set
KPIs



Monitoring and Evaluation

KPIs

1. Participation & Access

Objective: Measure the reach and diversity of participants.

- Participant Demographic Representation (%)
- Participation Growth Rate (by target group)
- Program Accessibility Score (1–5)
- Drop-out Rate (by demographic)

Monitoring and Evaluation

KPIs

2. Community Engagement & Outreach

Objective: Evaluate how well the program connects with diverse communities.

- Number of Community Partnerships
- Outreach Event Frequency
- Conversion Rate from Outreach (%)
- Community Satisfaction Index

Monitoring and Evaluation

KPIs

3. Inclusion Perception & Culture

Objective: Understand how welcome and safe participants feel.

- Inclusive Climate Survey Score
- Reported Inclusion Incidents (per 100 participants)
- Staff/Coach Inclusion Training Completion Rate (%)
- Sense of Belonging Index

Monitoring and Evaluation

KPIs

4. Program Design & Delivery

Objective: Ensure programs are tailored to inclusive practices.

- Program Adaptation Rate (%)
- Participant Feedback Utilization Score
- Coach Diversity Index
- Inclusive Equipment Availability (%)

Monitoring and Evaluation

KPIs

5. Impact & Long-term Outcomes

Objective: Track sustainable change and integration.

- Retention Rate (12+ months)
- Progression Rate to Leadership Roles (%)
- Life Skill Development Score
- Employment/Education Linkage (%)



Monitoring and Evaluation

1) Setting KPIs for inclusion-focused sports activities

KPI Monitoring Best Practices

- Disaggregate all KPIs by key demographics (age, gender, ethnicity, disability, socio-economic status).
- Use both quantitative (stats) and qualitative (testimonials, case studies) data.
- Set SMART targets: Specific, Measurable, Achievable, Relevant, Time-bound.
- Review annually and revise based on evolving inclusion goals.



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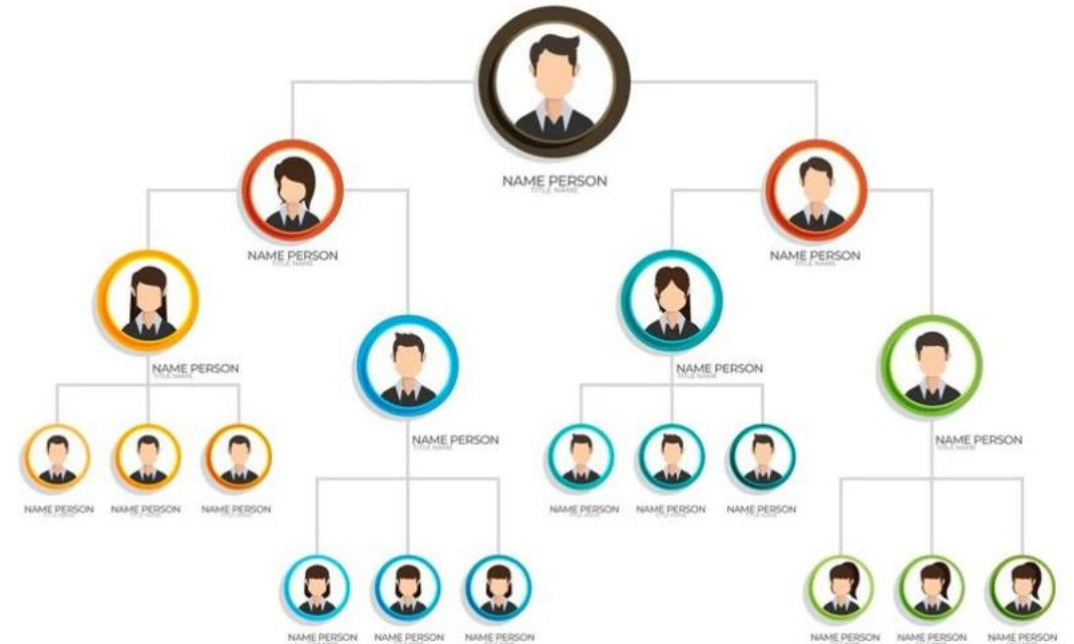
What Is Team Management?

- The ability to organize, guide, and support a group of people toward a shared goal
- Key elements: structure, communication, delegation, trust, support
- Applicable to NGOs, schools, community projects, sports, etc.



Basic Team Structure

- Roles & responsibilities: Leader, coordinator, technical expert, support staff, volunteers
- Clear division of tasks
- Balance between hierarchy and collaboration



Effective Coordination

- Set clear objectives and timelines
- Use shared calendars and check-ins
- Document everything (roles, deadlines, feedback)
- Avoid micromanagement – promote ownership



- Inspires trust and respect
- Focuses on the team
- Listens and encourages feedback
- Creates a positive, collaborative environment
- Involves the team in decisions
- Helps people grow



- Commands respect through position
- Focuses on results
- Gives orders, doesn't listen much
- Creates a controlled, sometimes tense environment
- Makes decisions alone
- Focuses on their own growth

Task Distribution in Practice

- Match tasks to people's skills and interests
- Clarify expectations and timelines
- Use a task tracker or checklist
- **Examples? who handles logistics, communication, activities, follow-up**

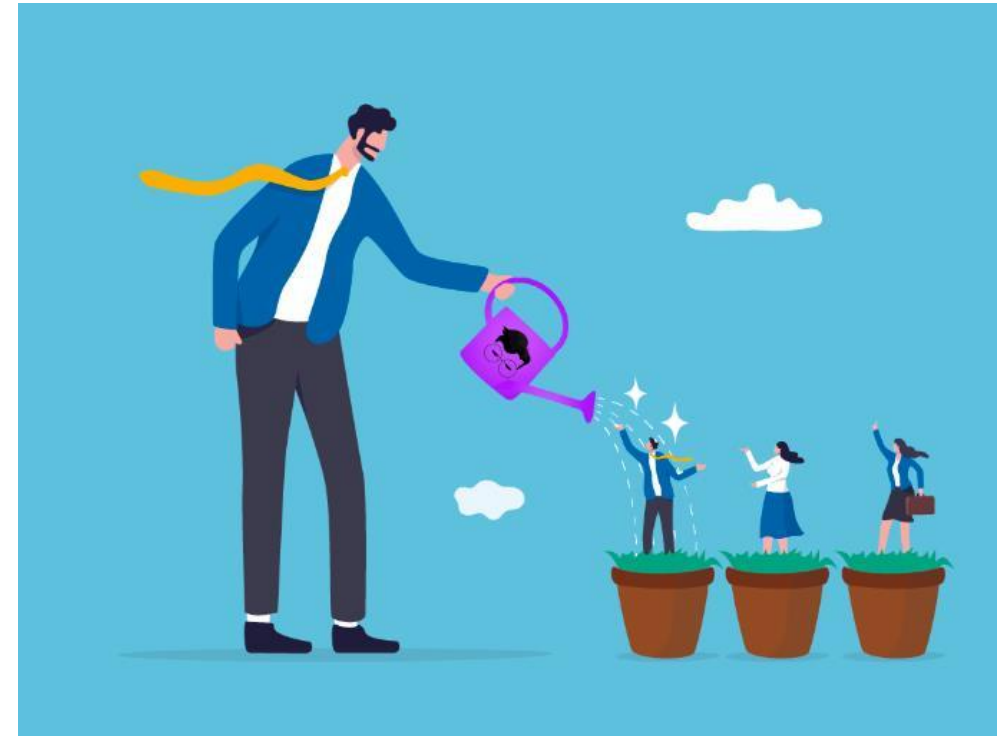
Team Communication

- Choose simple tools (e.g., WhatsApp, email, shared docs)
- Keep everyone informed, but don't overload
- Use clear language and visual formats when needed
- Respect different communication styles (verbal, written, etc.)



Training Your Team

- Onboarding: introduce the mission, roles, and procedures
- Practical training: safety, inclusion, task-specific skills
- Encourage questions and feedback
- Refresh training regularly



Common Challenges

CHALLENGE	SOLUTION
Conflicts	Listen and Adjust
Confusion	Written Plan / Key Messages
Burnout	Monitor and Support
Lack of Engagement	Give Ownership and Involve in Decision

Your Final Challenge!

On June 12th, I will be with you in person for a very special moment:

You will have the opportunity to pitch an idea for an inclusive event that promotes physical activity and participation for people with disabilities.

The best part? We will select two proposals to receive real support, mentorship, and funding to help bring your event to life.

This is not a simulation – it's a real chance to make impact in your community!

✓ What you should include in your pitch:

- **Event Name & Objective** – What is your event and why does it matter?
- **Target Audience** – Who will participate (e.g., children, youth, mixed ability groups)?
- **Activities** – What will happen during the event?
- **Team Roles** – Who is responsible for what?
- **Inclusion Plan** – How will you make the event accessible and inclusive?
- **Basic Budget or Needs** – What kind of support or materials might you need?
- **Visual Assistance** – Flyer or Poster (not mandatory)

Practical exercise!

“Imagine you are organizing a small inclusive community event — for example, an outdoor sports activity, open day, or awareness session.

You have a team of 4 people (including yourself).

Your goal is to: 1 Assign team roles 2 Distribute key tasks 3 Plan a very basic event outline

Be creative but keep it simple. Use what we’ve discussed about clear roles, communication, and task planning.”

Team Management

- Don't assume – always clarify
- Regularly reflect and adjust
- Build relationships, not just roles.

**KEEP IT
SIMPLE**



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