

Introduction

Verdis 101133371

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them



Co-funded by
the European Union



SALTA**FRONTEIRAS**
ASSOCIAÇÃO



MIHI
MAKE IT HAPPEN INFINITY

Guidelines for Inclusive and Sustainable Sports

Verdis 101133371



Co-funded by
the European Union



SALTA**FRONTEIRAS**
ASSOCIAÇÃO



MIHI
MAKE IT HAPPEN INFINITY

Index

Introduction 1.1 Project
Context 1.2 General and
Specific Objectives 1.3
Relevance of the Document

Methodology 2.1 Approach
Used 2.2 Data Sources and
Evidence 2.3 Structure of
the Document

Adapted Sport and Sustainability
3.1 The Role of Adapted Sport in
Inclusion 3.2 Sustainability in the
Sports Context 3.3 Inspiring
Examples of Good Practices

Activities Performed
4.1 Local Activities 4.2
Virtual Activities 4.3
Transnational Activities

Practical Guidelines 5.1
Planning Inclusive Activities 5.2
Adapting Infrastructure and
Equipment 5.3 Strategies for
Environmental Sustainability

Tools and Resources 6.1
Inclusive Games and
Dynamics 6.2 Planning
Checklists 6.3 Evaluation
and Monitoring Tools

Case Studies and Results

7.1 Local Impacts 7.2 Regional and Transnational Impacts 7.3 Examples of Inclusion and Sustainability

Recommendations 8.1 For
Sports Organizations 8.2
For Educators and Schools
8.3 For Public Policies

Conclusion 9.1 Final
Reflections 9.2 Next
Steps for Inclusion and
Sustainability

10. Bibliography

11. Acknowledgments 11.1

Partners and Funders 11.2

Participants and Volunteers

This document, entitled "VERDIS – Guidelines for Inclusive and Sustainable Sports," was created within the scope of the VERDIS project, an innovative initiative funded by the Erasmus+ Sport 2023 - SSCP program, which promotes small-scale strategic cooperation. The main objective of this project was to address challenges related to social inclusion and environmental sustainability through adapted sports, creating opportunities for the active participation of people with disabilities and promoting environmentally responsible sports practices.

The guide is the result of a transnational collaboration between organizations from Portugal, Latvia, and Turkey, consolidating good practices, evidence, and experiences gathered throughout the project. This document aims to serve as a practical and replicable tool for professionals, organizations, and communities, aligning with the European priorities of inclusion, sustainability, and equal opportunities, as outlined in the Strategy for the Equality of Persons with Disabilities 2021-2030, the European Green Deal, and the Sustainable Development Goals (SDGs).

1.1 Project Context

The VERDIS project – Bridging Education, Inclusion and Sustainability in Adapted Sports was designed to address two central challenges: the social inclusion of people with disabilities in sports and the integration of environmental sustainability into sports practices. Despite the recognition of sports as a powerful tool for social transformation, physical, cultural, and structural barriers continue to limit the full participation of people with disabilities. At the same time, traditional sports practices often overlook environmental responsibility, resulting in significant impacts on resource consumption, waste management, and carbon emissions.

Developed in the context of European goals, VERDIS combines the creation of accessible sports practices with innovative sustainability strategies. This project is a small-scale transnational cooperation initiative, coordinated by Salta Fronteiras (Portugal), in partnership with MIHI (Latvia) and SAREM (Turkey), combining experiences and expertise that maximized the impact of the actions.

Consortium Partners

- Salta Fronteiras (Portugal): Project coordinator, with expertise in adapted sports, sustainability, and social inclusion, led the transnational mobilities and the development of the "Guidelines for Inclusive and Sustainable Sports" guide.
- MIHI (Latvia): Specialized in outdoor practices and environmental sustainability, contributed with activities that highlighted the connection between nature, sports, and inclusion.
- SAREM (Turkey): A leader in adapted sports, SAREM organized training focused on boccia and other inclusive practices, raising awareness in communities about the importance of inclusion.

Methodology and Approach

The methodological approach of VERDIS was based on the combination of formal, non-formal, and informal education, applied in local, virtual, and transnational sessions. This structure promoted:

- Capacity building for coaches and educators to implement inclusive and sustainable sports practices.
- Active participation of people with disabilities in the planning and execution of activities, ensuring that solutions were practical and adapted to their needs.
- The creation of sustainable sports environments that reflect the values of inclusion and environmental responsibility.

Impact and European Alignment

The VERDIS project is aligned with the priorities of the European Union, particularly the Strategy for the Equality of Persons with Disabilities 2021-2030, the European Green Deal, and the SDGs, reinforcing:

The importance of equal opportunities and the elimination of barriers for people with disabilities.

The promotion of responsible and environmentally sustainable sports practices.

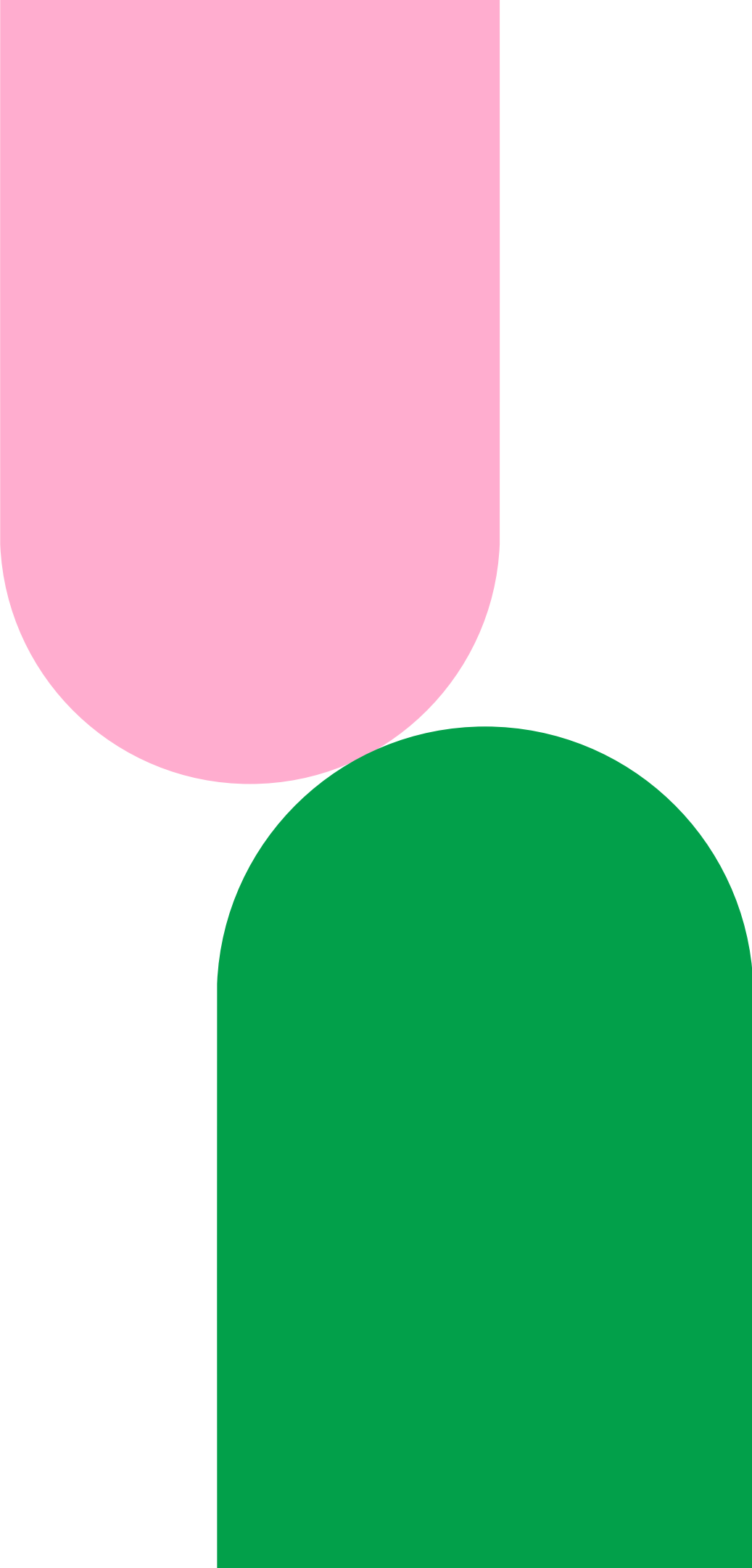
The strengthening of transnational cooperation and the exchange of good practices.

The project's context reflects a profound commitment to social and environmental transformation, consolidating adapted sports as a tool to achieve a more inclusive and sustainable society.



1.2 General and Specific Objectives

The VERDIS project was structured with a general objective and a series of specific objectives that guided all its actions.



General Objective

Promote social inclusion and environmental sustainability in sports, with a focus on adapted sports, ensuring equitable access for people with disabilities and integrating environmentally responsible practices.

Specific Objectives

Develop and implement adapted and sustainable sports practices that are accessible to people with disabilities.

Train sports coaches, teachers, and volunteers to organize and lead inclusive and environmentally conscious activities.

Reduce social and cultural barriers that limit the participation of people with disabilities in sports contexts.

Create pedagogical tools and materials, such as inclusive and sustainable guidelines, to facilitate the replication of the practices developed.

Promote environmental awareness in sports by integrating sustainability principles into all activities.

Strengthen transnational collaboration between European partners, promoting the exchange of good practices and the development of replicable solutions.

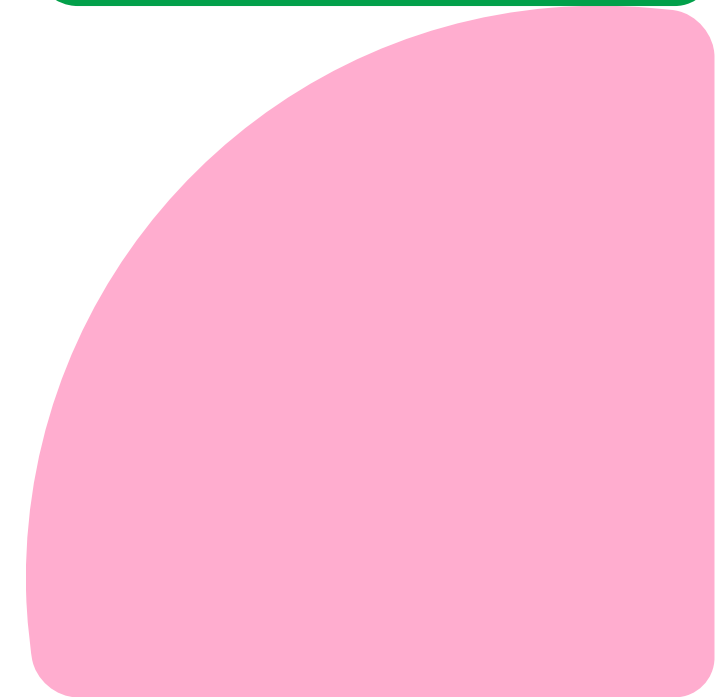


1.3 Relevance of the Document

This document reflects the essence of the VERDIS project, providing a comprehensive overview of its foundations, methodologies, and results. Its relevance is highlighted in three main dimensions:

Tool for Inclusion and Sustainability

The guide presents methodologies and good practices that integrate social inclusion and environmental sustainability in sports, particularly in adapted sports. This focus ensures that the document serves as a practical reference for organizations and communities aiming to promote equality and environmental responsibility.





Alignment with European Strategies

The relevance of the project is intrinsically linked to its alignment with the priorities of the European Union:

- Strategy for the Equality of Persons with Disabilities 2021-2030, which promotes equal opportunities and the elimination of barriers.
- European Green Deal, which encourages sustainable practices across all sectors, including sports.
- Sustainable Development Goals (SDGs), particularly goals related to health, gender equality, reducing inequalities, and climate action.

Practical and Transferable Resource

The document was designed as a practical tool, gathering clear guidelines, evidence, and examples of activities that can be replicated in other contexts. It is intended for professionals, educators, sports coaches, and local communities, offering concrete strategies to foster inclusion and sustainability.

Transversal Impact By integrating adapted sports, social inclusion, and environmental sustainability, VERDIS demonstrates how these dimensions can be interconnected to generate a positive impact. The project contributes to a fairer, more equitable, and more conscious society, with results that go beyond the communities directly involved, promoting cultural and structural changes across Europe.

2.1 Methodology Used

The methodology of the VERDIS project – Bridging Education, Inclusion and Sustainability in Adapted Sports was designed based on complementary pedagogical approaches: formal, non-formal, and informal education. This strategic combination ensured that the project could adapt to the realities and needs of different participants and contexts, providing an inclusive, dynamic, and action-oriented learning process. The project's approach valued transnational collaboration, active participation from all involved, and the use of innovative and sustainable practices in adapted sports.

These strategies ensured that the project actions were people-centered, promoting not only inclusion but also environmental awareness and skills development.

Formal education: This method was used to structure training sessions for sports coaches, teachers, and other professionals. These sessions were based on academic content and rigorous methodologies, ensuring the transfer of specialized knowledge and the technical empowerment of participants.

Non-formal education: As the primary method for implementing the project activities, non-formal education applied participatory dynamics, interactive workshops, and practical activities, creating a more flexible learning environment adapted to local realities.

Informal education: This type of learning occurred spontaneously and transversally during social interactions, transnational mobilities, and day-to-day activities. The exchange of experiences and socializing between participants from different cultures enriched the educational process.

This triple approach reinforced the importance of inclusive learning and community involvement, while fostering the adoption of environmentally sustainable practices, both in the planning and execution of activities.

2.2 Data Sources and Evidence

To ensure that the VERDIS project was based on solid foundations and relevant evidence, data collection was done using a mixed approach, combining primary and secondary data sources. This method allowed for the analysis of both the qualitative and quantitative aspects of the project's practices and impacts.

Primary Data Sources:



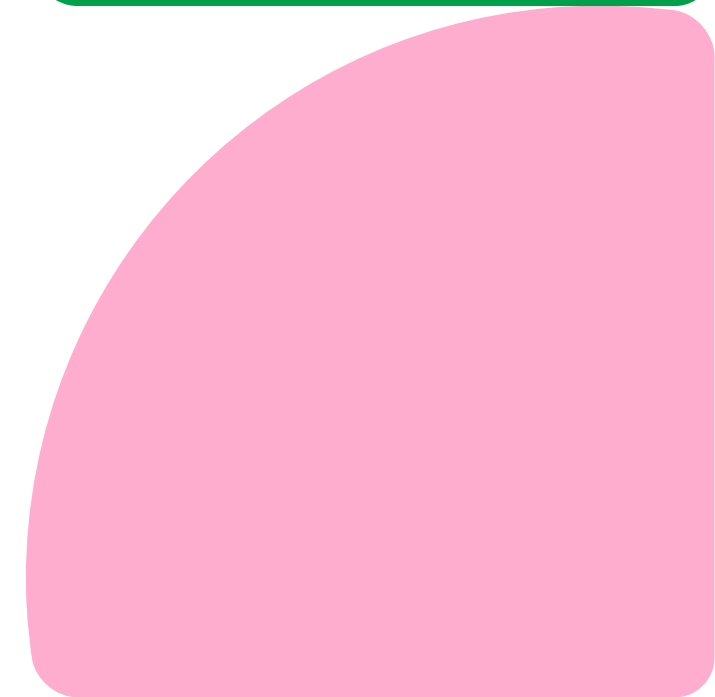
Surveys and questionnaires: These instruments were applied to sports coaches, participants, volunteers, and partners to collect data on perceptions, needs, and outcomes. The analysis of this data helped identify gaps and validate the adopted strategies.

Semi-structured interviews: Conducted with stakeholders and professionals involved in the project, these interviews provided a more in-depth perspective on the challenges and best practices associated with adapted sports and sustainability.

Direct observations: Activities were monitored to document interactions and practical adaptations, offering insights into how the inclusive methodologies were applied in both local and transnational contexts.

Secondary Data Sources:

- Strategic documents from the European Union, such as the Strategy for the Equality of Persons with Disabilities 2021-2030 and the European Green Deal, which framed the project within global policies and goals.
- Academic literature and case studies related to adapted sports, inclusive practices, and environmental sustainability, which provided theoretical foundations and practical evidence for the development of the project.
- Reports from previous projects and European good practices, which served as benchmarks for the design and implementation of activities.



The collected data was analyzed through both quantitative and qualitative methods, ensuring triangulation and validity of the results. This process ensured that all interventions were grounded in reliable evidence and aligned with the real needs of the participants.

2.3 Structure of the Document

This document, Guidelines for Inclusive and Sustainable Sports, was created to compile the main actions, results, and learnings of the VERDIS project – Bridging Education, Inclusion and Sustainability in Adapted Sports, an innovative project that combines social inclusion, environmental sustainability, and adapted sports. Structured in a clear and practical way, this guide is designed to be a useful resource for organizations, professionals, and communities interested in replicating and expanding the good practices developed.

The structure of the document was designed to ensure an accessible, smooth, and informative read. It starts with an introduction that contextualizes the project, describing the challenges, general and specific objectives, and the relevance of this initiative within the European context. This opening chapter positions VERDIS as a concrete response to the priorities and goals of the European Union, aligning with policies such as the Strategy for the Equality of Persons with Disabilities 2021-2030 and the European Green Deal.

In the section dedicated to the methodology, the pedagogical approaches adopted – formal, non-formal, and informal – are described, and how these were applied in various contexts various Activities, from Local to Transnational

The document also presents the data sources and evidence that supported the implementation of the project, reinforcing the reliability and relevance of the achieved results. Finally, this chapter includes an explanation of the document's organization, facilitating navigation through the topics addressed.

The chapter on adapted sports and sustainability explores the role of adapted sports in promoting social inclusion, highlighting its positive impact on the well-being and integration of people with disabilities. It also analyzes the importance of sustainability in the sports context, presenting inspiring examples of good practices that combine accessibility and environmental responsibility.

The activities carried out are described at different levels – local, virtual, and transnational – highlighting initiatives that involved participants from various communities and promoted the exchange of experiences and knowledge. These practical examples demonstrate how the project was implemented in a participatory and innovative way.

The practical guidelines include detailed instructions on how to plan inclusive activities, adapt infrastructure and equipment, and incorporate environmental sustainability strategies. These guidelines were developed based on the evidence collected throughout the project and are designed to be a replicable resource for other contexts.

In the section on tools and resources, inclusive games and dynamics, planning checklists, and evaluation and monitoring tools are presented, which can be used by organizations and educators to implement similar practices.

The case studies and results illustrate the impact of the project at different levels, from local communities to transnational collaboration. Examples of inclusion and sustainability are presented, demonstrating the transformative potential of adapted sports.

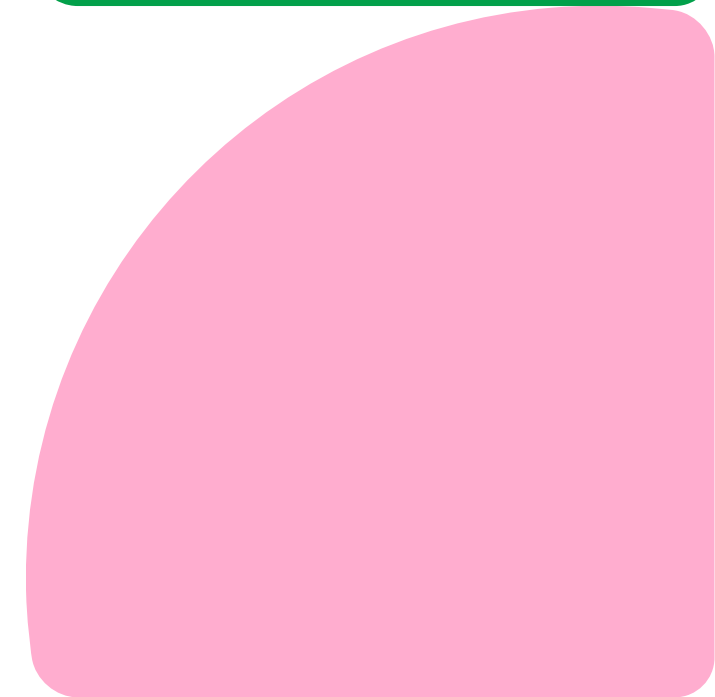
Finally, the recommendations offer practical suggestions for sports organizations, educators, schools, and public policy formulation to promote inclusion and sustainability. The conclusion reflects on the successes and challenges of the project and points to the next steps to continue building a more inclusive and environmentally responsible future.

The document ends with appendices that include templates, forms, and additional resources, as well as an acknowledgments section, recognizing the efforts of partners, funders, participants, and volunteers who made this project possible.

With this comprehensive structure, the document not only serves as a record of the actions and achievements of the VERDIS project but also as a practical tool to inspire and support future initiatives in the field of inclusion and sustainability in sports.

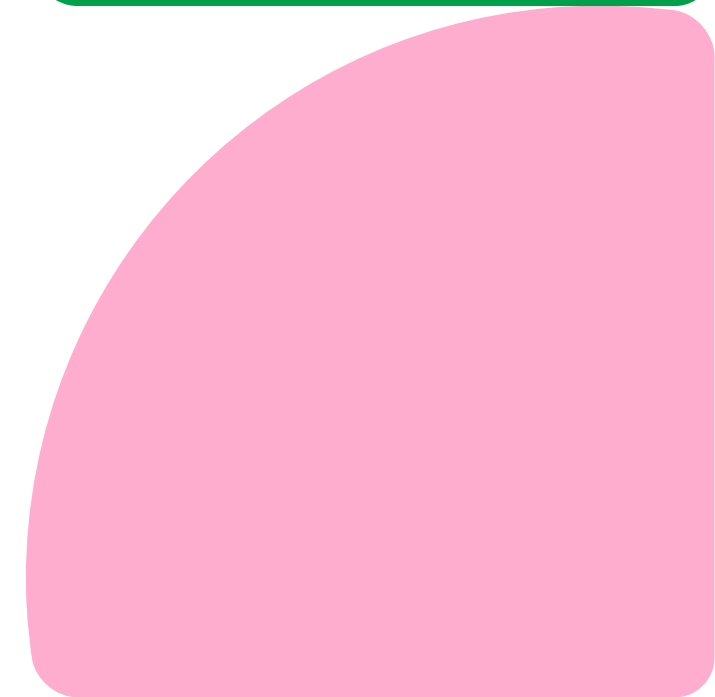
3. Adapted Sports and Sustainability

Adapted sports present themselves as an essential tool in promoting social inclusion and raising awareness for equality, while environmental sustainability emerges as a transversal dimension that strengthens responsible sports practices. This chapter explores, in detail and based on the data collected and the practices implemented in the VERDIS project, the role of adapted sports in inclusion, the relevance of sustainability in the sports context, and examples of good practices that integrate these principles.



3.1 The Role of Adapted Sports in Inclusion

Adapted sports are one of the pillars in building a more inclusive society, recognized as a driver of social and personal transformation. It challenges physical, social, and cultural barriers, allowing people with disabilities to actively participate in society and demonstrate their abilities in adapted sports environments.



Social Inclusion and Active Participation

Social inclusion, promoted through adapted sports, reinforces the values of equality, empathy, and cooperation. Within the scope of the VERDIS project, activities were created that:

Promoted equal participation: By adapting rules, equipment, and teaching methods, it was ensured that all participants, regardless of their abilities, had access to the activities.

Reduced prejudices: The interaction between people with and without disabilities in inclusive activities created opportunities for mutual learning and empathy building.

Strengthened community ties:
Adapted sports, by involving
local communities, promoted
the creation of social networks
that support inclusion.

A decorative graphic on the right side of the slide, consisting of two overlapping rounded shapes. The top shape is orange and the bottom shape is yellow. Both shapes have a rounded top and a straight bottom edge.

Personal Development and Well-Being

The benefits of adapted sports go beyond the social impact, directly contributing to personal development:

- Improved physical and mental health: Studies show that regular participation in adapted sports improves mobility, reduces stress, and increases emotional well-being (Sherrill, 2004).
- Increased self-esteem and autonomy: Overcoming challenges in sports environments promotes confidence and independence in participants.
- Empowerment: Adapted sports activities encourage participants to overcome personal barriers, developing resilience and leadership skills.

Education and Awareness

Adapted sports also act as an educational and awareness-raising tool, being one of the central strategies of the VERDIS project.

Awareness for Inclusion: During the activities and seminars, participants without disabilities were able to better understand the challenges faced by people with disabilities. Practical Simulations: In the seminar, participants were trained to prepare and simulate local sessions, with the aim of replicating good practices and increasing impact in their communities. Attitude Transformation: Through adapted sports, prejudices and stigmas regarding people with disabilities were challenged and reduced.



3.2 Sustainability in the Sports Context

Environmental sustainability in sports is an essential factor in ensuring that sports activities promote not only social well-being but also the protection of natural resources and the minimization of environmental impacts.

Environmental Challenges in Sports

Sports events, including adapted sports, can have significant environmental impacts:

- Excessive resource consumption: Water, energy, and disposable materials are often used intensively.
- Waste production: Sports events generate large amounts of waste, including single-use plastics.
- Carbon footprint: Associated with the transportation of participants, teams, and equipment.

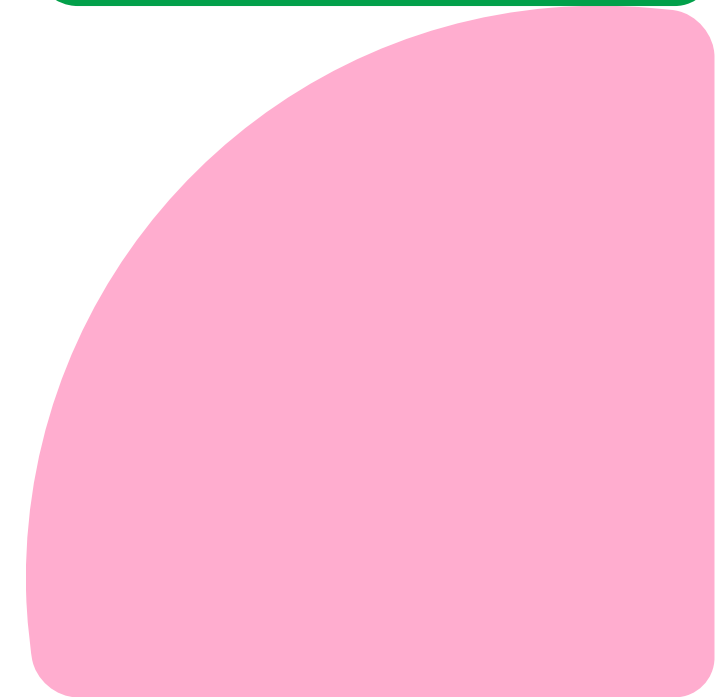
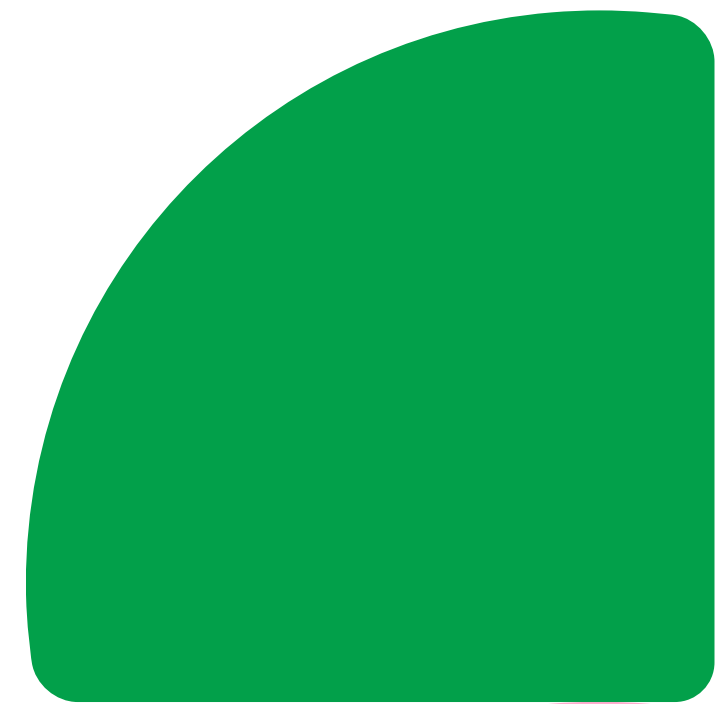
Sustainable Strategies in Adapted Sports

As part of the VERDIS project, strategies were implemented to integrate inclusive and sustainable sports practices:

- Use of recyclable materials: In the development of adapted equipment and the design of activities.
- Adaptation of infrastructures: Opting for the reuse of existing spaces, minimizing the need for new constructions.
- Environmental awareness: The inclusion of workshops and educational activities highlighted the connection between sports practices and environmental responsibility.

Sustainability and Inclusion: A Transformative Synergy

The integration of inclusive and sustainable practices in adapted sports, as demonstrated in the VERDIS project, reinforces the commitment to the Sustainable Development Goals (SDGs). The alignment with goals related to health, equality, and climate action shows that it is possible to create a positive impact across multiple dimensions.



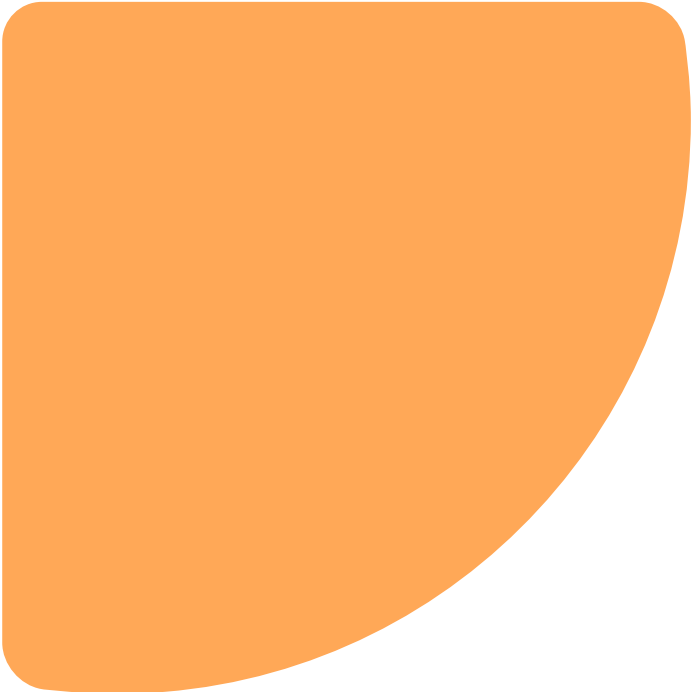


3.3 Inspiring Examples of Good Practices

The VERDIS project implemented practices that combine social inclusion and environmental sustainability, standing out for its innovation and positive impact. These inspiring examples are replicable models for other organizations.

Green Circuit: A Sensory Journey Through Adaptive Sport

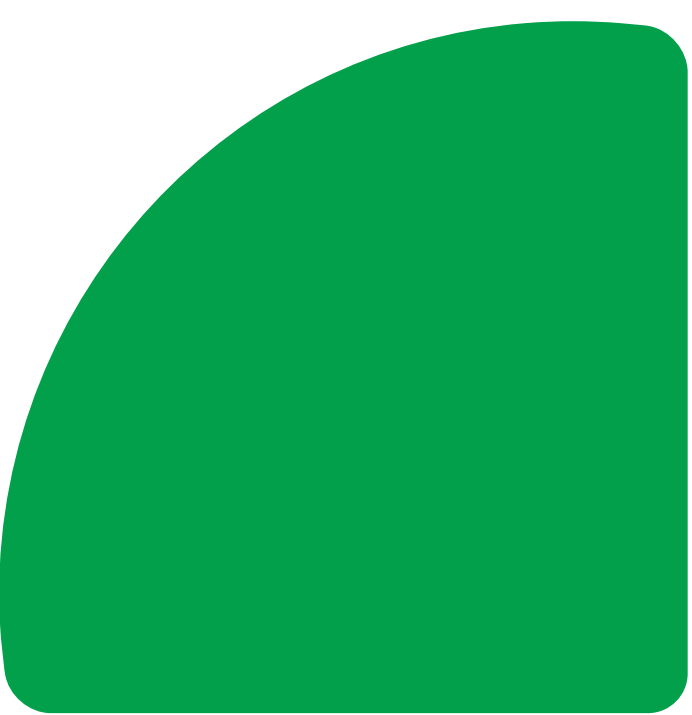
This activity stood out for its unique and highly impactful approach, integrating inclusion and sustainability:



Objectives:

Provide a sensory experience that allowed participants without disabilities to understand the barriers faced by people with disabilities.

Raise awareness about the importance of social inclusion and sustainability in sports.





Results:

During the mobility, 98% of participants considered this activity one of the most important due to its educational and emotional impact.

The use of recycled materials reinforced the project's commitment to sustainability.





Capacity Building:

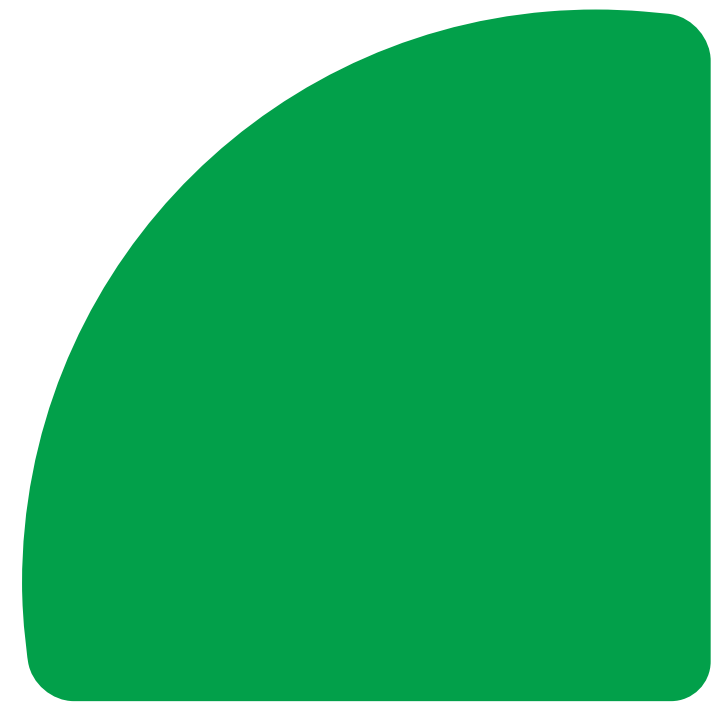
In the seminar, participants were able to prepare and simulate local sessions, ensuring knowledge transfer and replicating the activity in their communities.

Transnational Mobilities

The mobilities carried out as part of the VERDIS project contributed to:

Capacity building for coaches and volunteers: Involved training on inclusive and sustainable practices.

Exchange of experiences: Facilitating the dissemination of good practices among international partners.

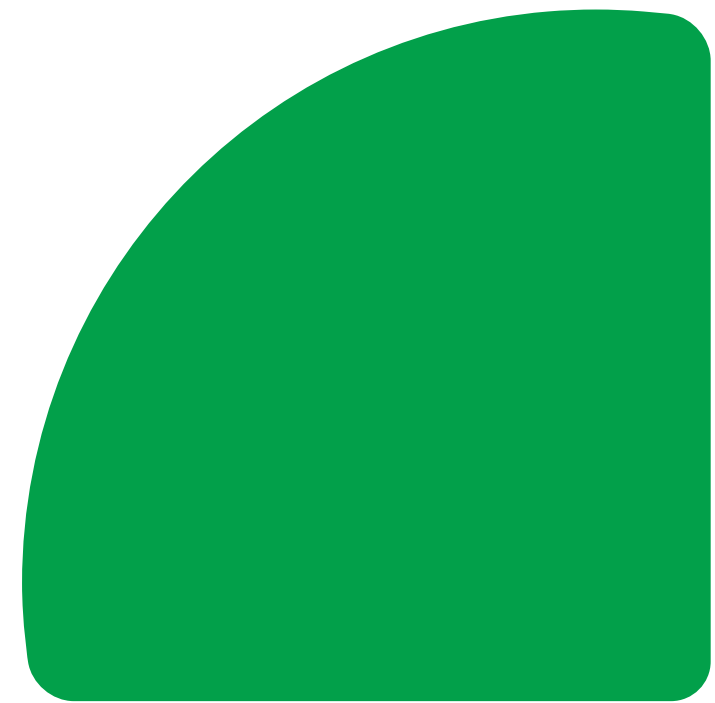
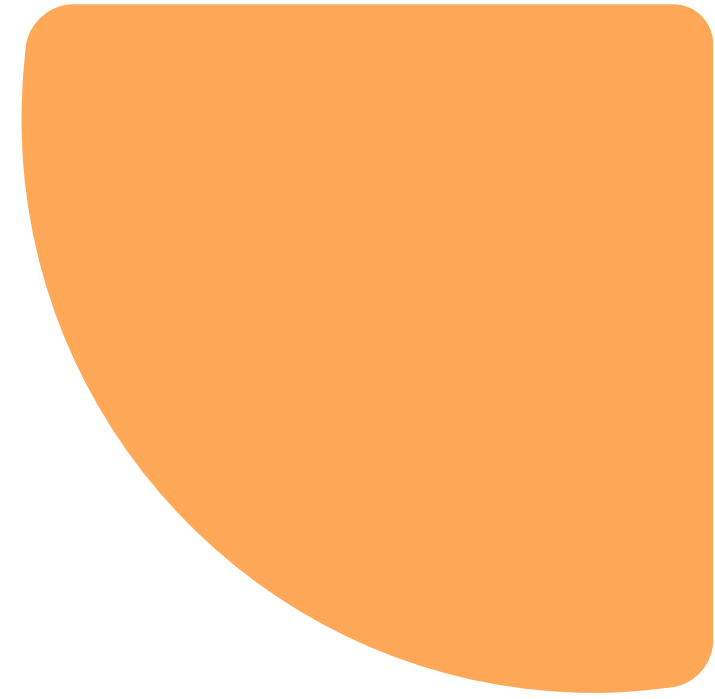


Sustainable Community Events

Events organized locally demonstrated the transformative impact of adapted sports:

Social integration: Involved participants of different ages and cultural backgrounds.

Environmental sustainability:
Implemented measures to reduce environmental impact, such as using biodegradable materials.

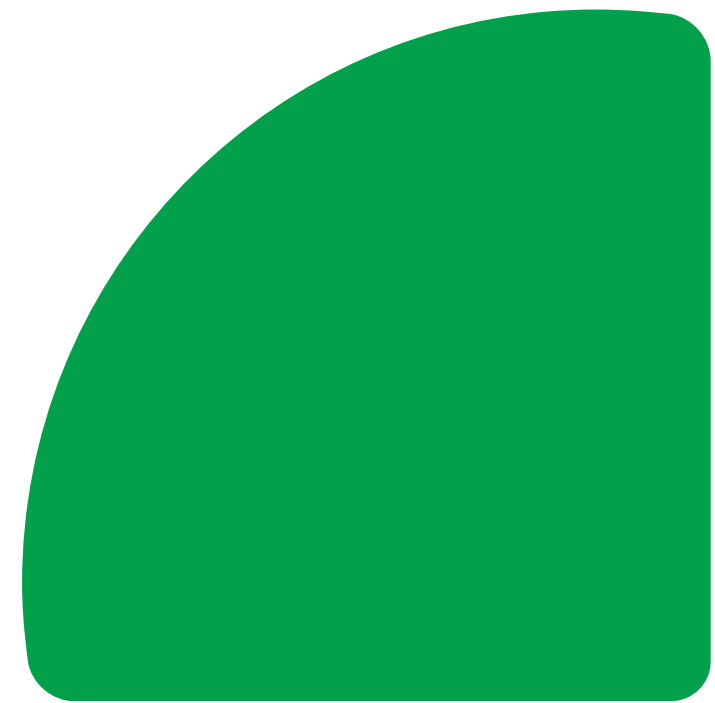
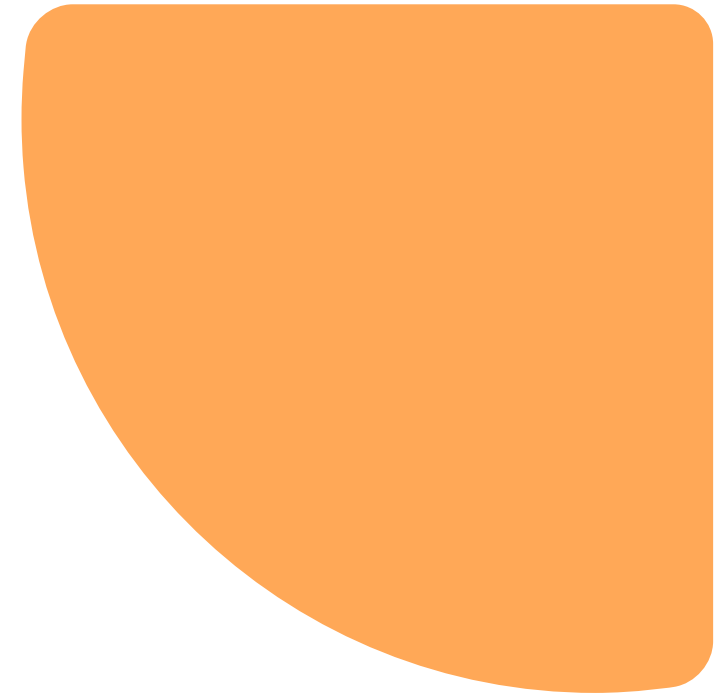


Local and Community Partnerships

Partnerships with schools, local associations, and authorities ensured:

Continuity of inclusive practices: Infrastructure was adapted to host adapted sports sustainably.

Community mobilization: Support networks were strengthened, promoting a cultural shift towards inclusion.



4. Activities Performed



Co-funded by
the European Union



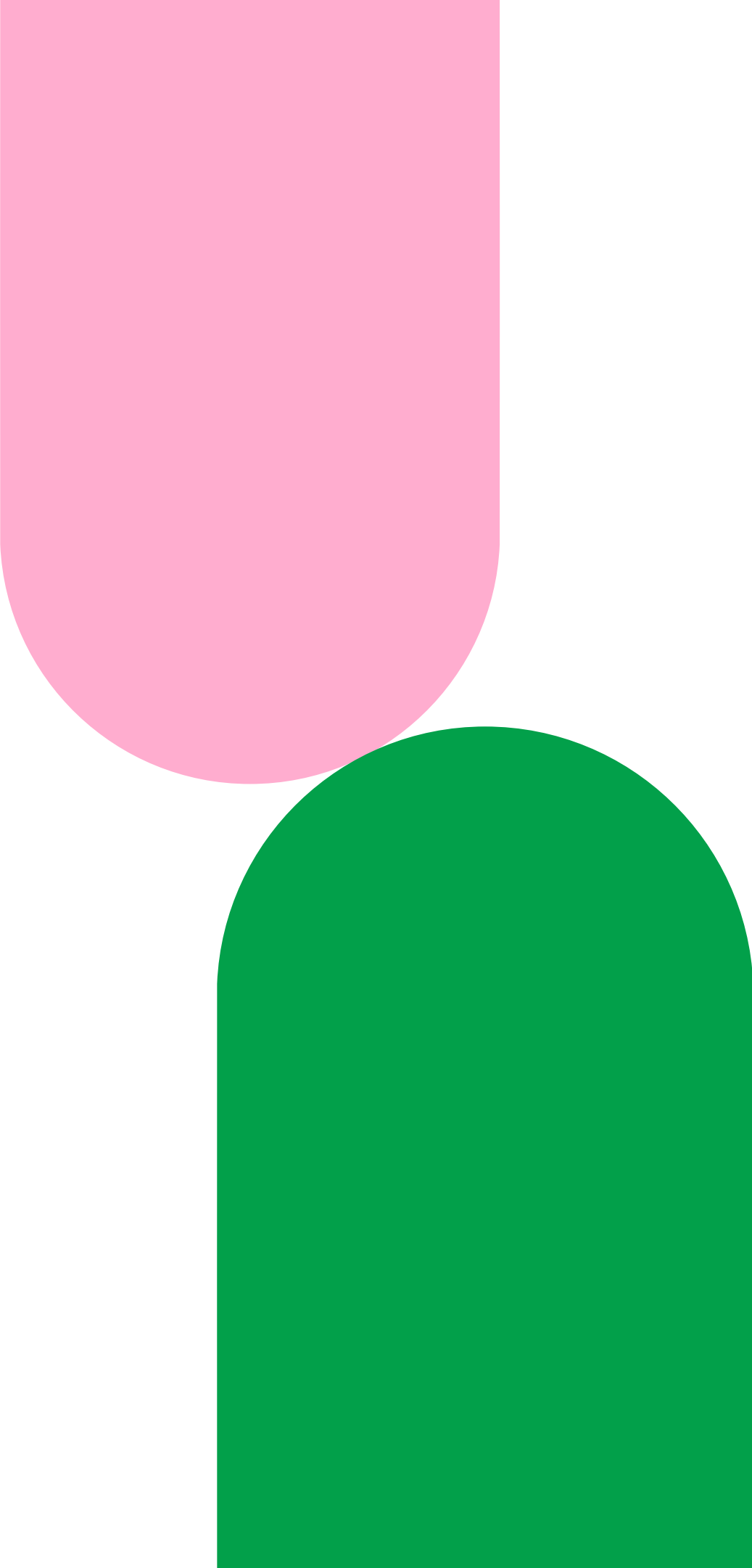
SALTA**FRONTEIRAS**
ASSOCIAÇÃO



MIHI
MAKE IT HAPPEN INFINITY

The VERDIS project: Bridging Education, Inclusion and Sustainability in Adapted Sports implemented local, virtual, and transnational activities carefully designed to promote social inclusion and environmental sustainability in adapted sports. Each partner in the consortium played a key role, contributing with their expertise and local contexts to enrich the project's practices. These activities not only empowered the participants but also created a solid foundation for replicating good practices.

The culmination of these actions is reflected in the present guide, titled "Guidelines for Inclusive and Sustainable Sports," which compiles the main results and guidelines from the project.



4.1 Local Activities

The local activities were organized independently by each partner, reflecting the specific realities and needs of each context, while also preparing participants for the transnational mobilities.

Portugal (Salta
Fronteiras)

Non- Formal Education Sessions:

- Introduction to Sustainability: Practical sessions taught key concepts of environmentally responsible practices in sports, presenting examples applicable to participants' daily lives.
- Participatory Dynamics: World café and sustainable team building activities provided a reflective environment and idea exchange, promoting critical thinking about local challenges and solutions.
- Basic English Sessions: Aimed at preparing participants with disabilities and their families for the mobilities, classes covered essential vocabulary and phrases.

Logistical and Inclusive Preparation:

Participants with disabilities played an active role in selecting and adapting the location for the mobility, ensuring full accessibility. This involvement created an inclusive space and empowered the coordination team to understand the specific needs of the group.

Simulations of Future Activities were carried out, allowing for practical adjustments and identifying solutions before the transnational mobilities.

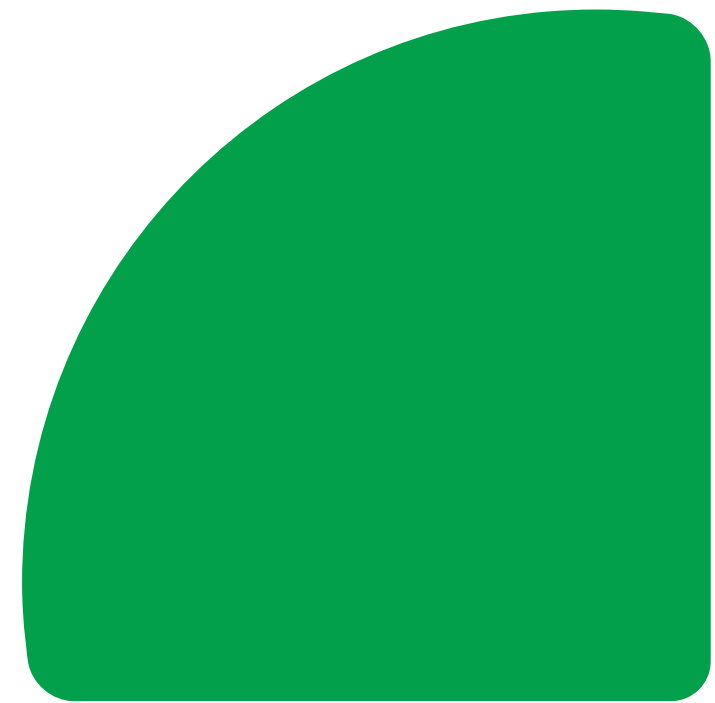
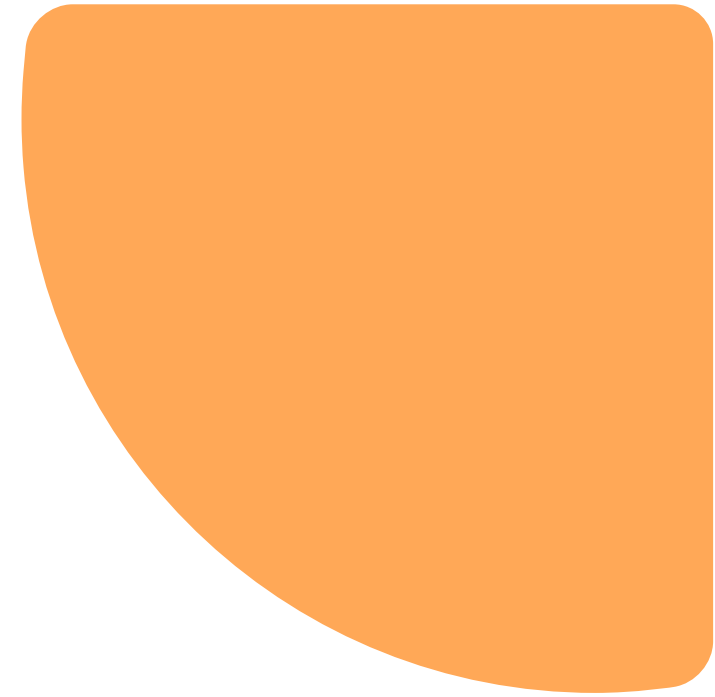
Informal Moments and Socialization:
Meals and small social gatherings
complemented the formal dynamics,
strengthening interpersonal
relationships among participants and
creating an atmosphere of trust and
collaboration.

Latvia (MIHI)

MIHI, an expert in outdoor practices and inclusion through nature, stood out by organizing:

Sessions in Natural Environments:
Sports activities in parks and green spaces, promoting sustainability and inclusion in outdoor contexts.

Workshops on Social Inclusion:
Focusing on how to adapt outdoor activities for people with disabilities, creating enriching experiences.

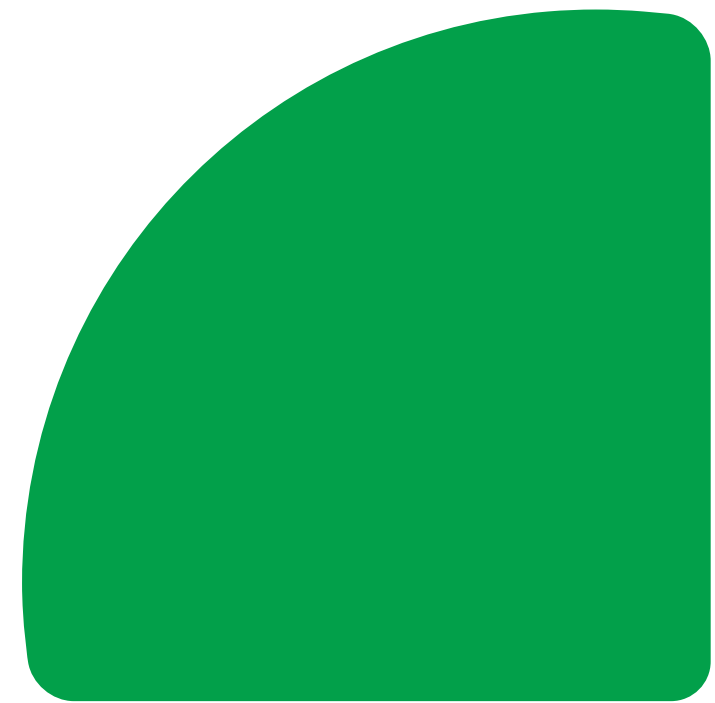
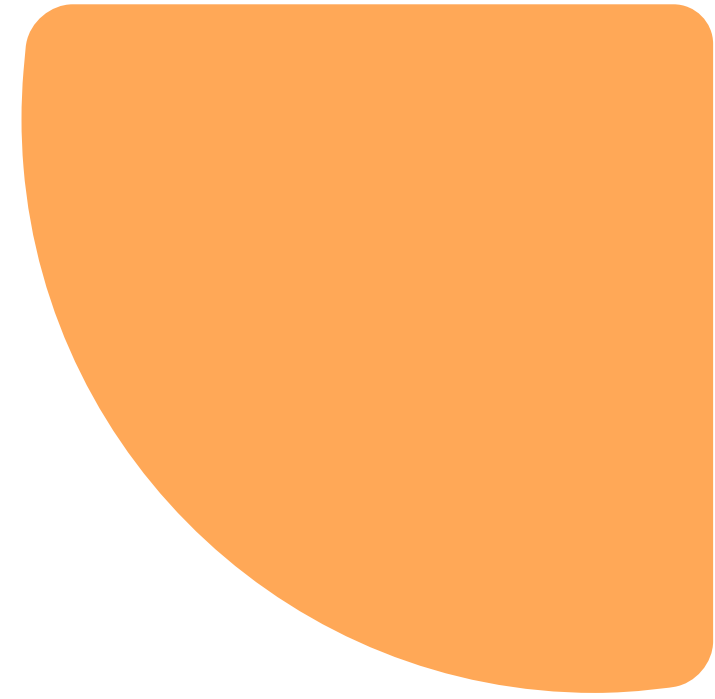


Turkey (SAREM)

SAREM, with extensive experience in adapted sports, contributed with:

Workshops on Boccia and Adapted Sports: Practical sessions that taught how to implement inclusive activities for people with disabilities.

Community Awareness: Involving young people and families in events that promoted sports as a tool for inclusion.



4.2 Virtual Activities

The virtual activities connected partners and participants, ensuring continuous preparation and knowledge exchange.

Kick-Off Meeting: The initial meeting aligned the project's objectives and strategies among the partners, establishing responsibilities and presenting the general dynamics of the project.



Virtual Preparation Sessions: Before the transnational mobilities, participants joined virtual sessions that facilitated:

Presentation of each partner and their local realities.

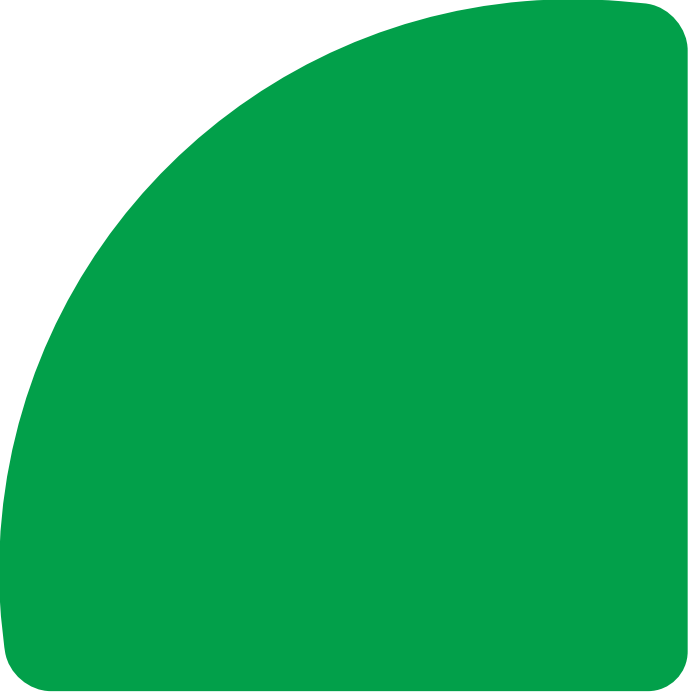
Interactive discussions to align expectations and goals for the mobilities.



Post-Mobility Meetings:

Reflections on the results of activities and adjustments to future strategies.

Planning strategies for disseminating best practices and ensuring the continuity of the project's impact.



4.3 Transnational Activities

The transnational mobilities were carried out in Portugal, led by Salta Fronteiras, providing participants with intensive training moments and experience sharing.

Capacity Building Seminar:

Inclusion and Sustainability Training: Sessions led by experienced facilitators, covering inclusive and sustainable practices in adapted sports.

Simulation of Local Sessions: Participants tested dynamics like the Green Circuit, receiving feedback to improve implementation.

Experience Exchange: Interaction between partners and participants fostered the sharing of best practices and cultural enrichment.

Follow-Up Mobility:

The follow-up mobility, also held in Portugal, was the culmination and dissemination moment of the project:

Implementation of the Green Circuit:
Participants designed and organized a sensory maze that simulated the challenges faced by people with disabilities. This activity was presented to the community and stakeholders, promoting interaction and awareness.

Presentation of the Guidelines: During this mobility, the "Guidelines for Inclusive and Sustainable Sports" guide was presented, gathering the project's best practices and opening space for feedback from the community and stakeholders.

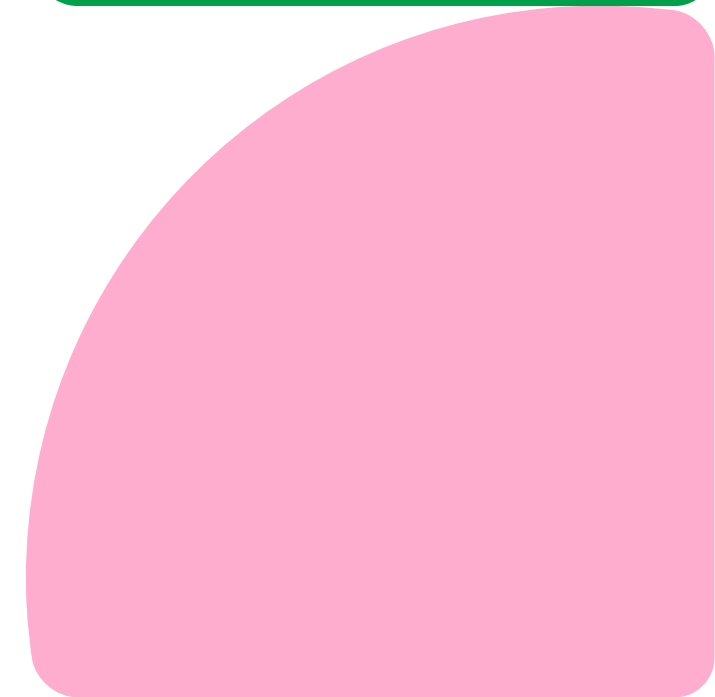
Community Engagement: The final event involved the active participation of the local community, strengthening the connection between adapted sports and social responsibility.

The activities carried out as part of the VERDIS project highlight the strength of collaboration and the integration of inclusive and sustainable practices in adapted sports. The follow-up mobility, as the culmination of the project, was a key moment to involve the community and share the results through the "Guidelines for Inclusive and Sustainable Sports." This guide, created from practical experiences and transnational exchanges, is a valuable resource to promote inclusion and sustainability in future projects.

Through the active involvement of participants and their communities, the project reinforced the importance of adapted sports as a tool for social and environmental transformation.

5. Practical Guidelines

The "Guidelines for Inclusive and Sustainable Sports" were designed to empower sports coaches, educators, project managers, and communities, providing practical tools to implement inclusive and sustainable sports activities. The document reflects the best practices developed within the VERDIS project and follows the guidance of the Erasmus+ program, aligning with European goals for inclusion and sustainability.



5.1 Planning Inclusive Activities

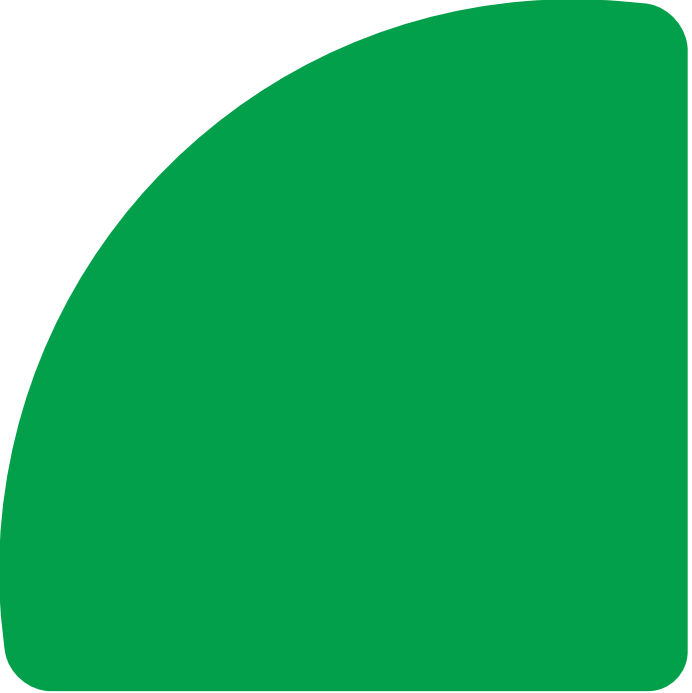
Effective planning is the foundation for creating activities that promote inclusion, respecting the diversity of participants and their varying abilities.



Designing Adapted Activities

Needs Analysis: Conduct consultations with participants and their families to understand their specific barriers and needs, such as mobility, communication, and accessibility.

Co-designing Activities: Involve participants with disabilities in the planning process, promoting their autonomy and ensuring that the activities reflect their perspectives.





Creating Inclusive Methodologies

Adopt participatory approaches, such as role-playing, team building, and world café, to stimulate collaboration and dialogue among participants.

Incorporate diverse pedagogical tools, such as visual and auditory materials, to make activities more accessible.





Training and Capacity Building for Facilitators

Provide ongoing training on inclusive practices, adapting content to the level of experience of the coaches.

Offer workshops on accessible communication, including basic sign language and strategies for engaging participants with cognitive disabilities.





Monitoring and Evaluation

Develop clear and adaptable success indicators to measure the impact of activities in terms of inclusion and participant engagement.

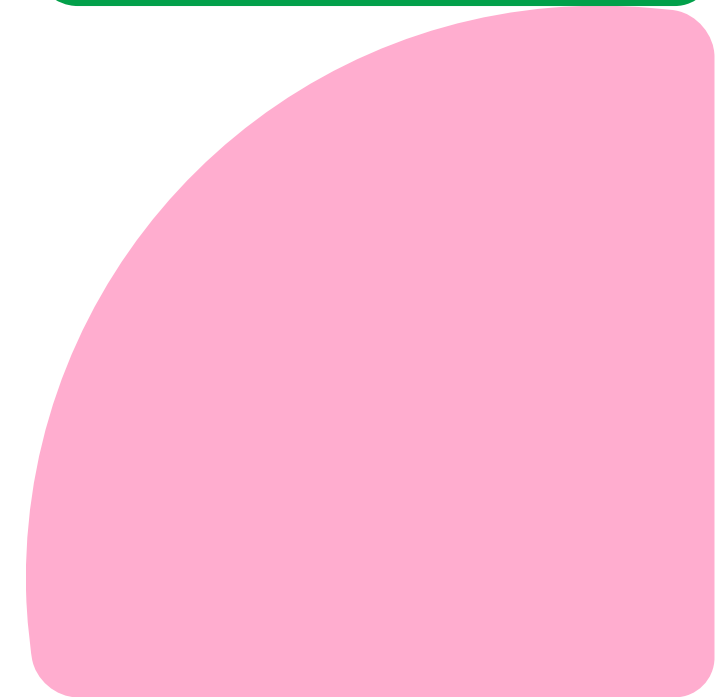
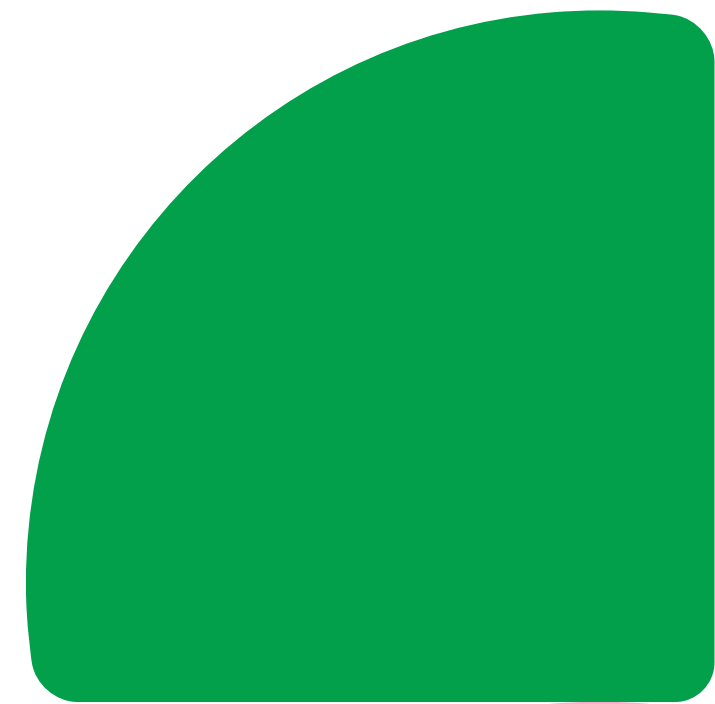


5.2 Adaptation of Infrastructure and Equipment

The adaptation of infrastructure and equipment plays an essential role in eliminating barriers and creating accessible sports spaces.

Accessible Infrastructure

Planning and Prior Assessment: Ensure that locations are accessible to everyone, with ramps, non-slip floors, and adapted restrooms. Multisensory Areas: Incorporate spaces that engage different senses, such as sensory relaxation zones, promoting inclusive experiences.

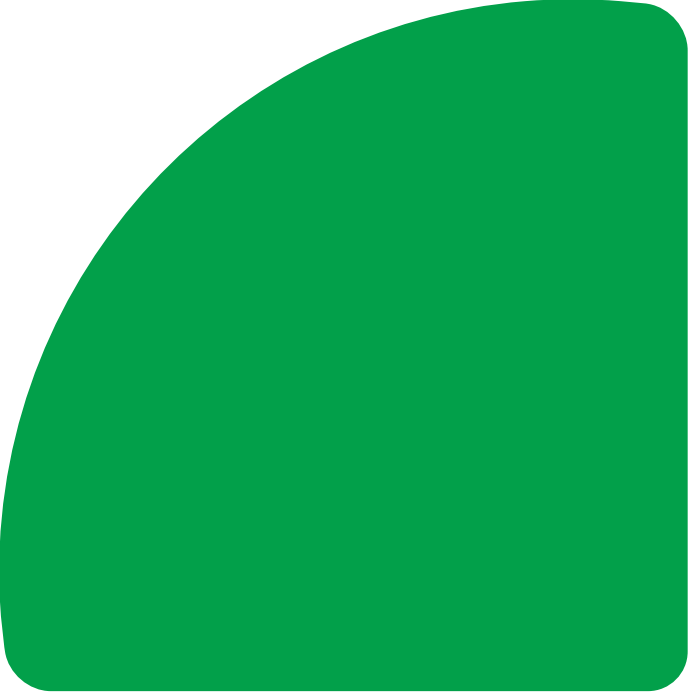




Specific Equipment

Acquisition of Adapted Equipment: Prioritize adjustable and safe equipment, such as sports wheelchairs and boccia balls.

Sustainable Solutions: Invest in recyclable or reusable materials, aligning accessibility with environmentally responsible practices.





Maintenance and Sustainability

Implement a regular maintenance plan to extend the lifespan of equipment and infrastructure.

Ensure responsible management of waste generated by equipment use, promoting reuse whenever possible.





5.3 Strategies for Environmental Sustainability

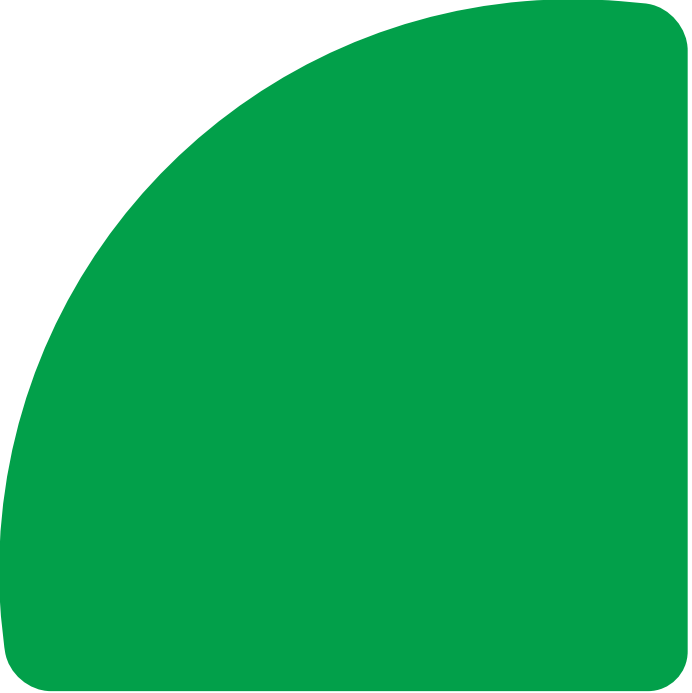
Integrating sustainability into the planning and execution of sports activities is essential to mitigate environmental impacts and raise awareness among participants.



Resource Management

Energy and Water: Promote the efficient use of energy and water by using technologies such as LED lighting and water recycling systems.

Conscious Consumption: Reduce the use of disposable materials, opting for reusable and biodegradable alternatives.





Sustainable Mobility

Encourage the use of public transport or bicycles for traveling to events and sports activities.

Plan activities in locations close to participants to minimize long-distance travel.

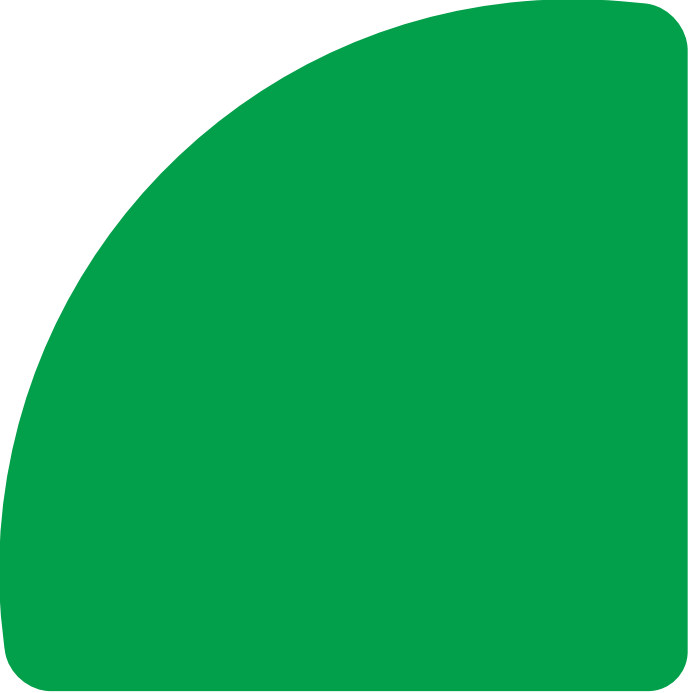




Environmental Education

Thematic Workshops: Integrate educational activities addressing sustainability, such as recycling, waste management, and responsible consumption.

Interactive Games and Dynamics: Use playful tools to teach sustainable practices in an engaging and practical way.





Sustainable Events

Organize events with a low environmental impact, incorporating solutions such as sustainable catering and recycled materials.

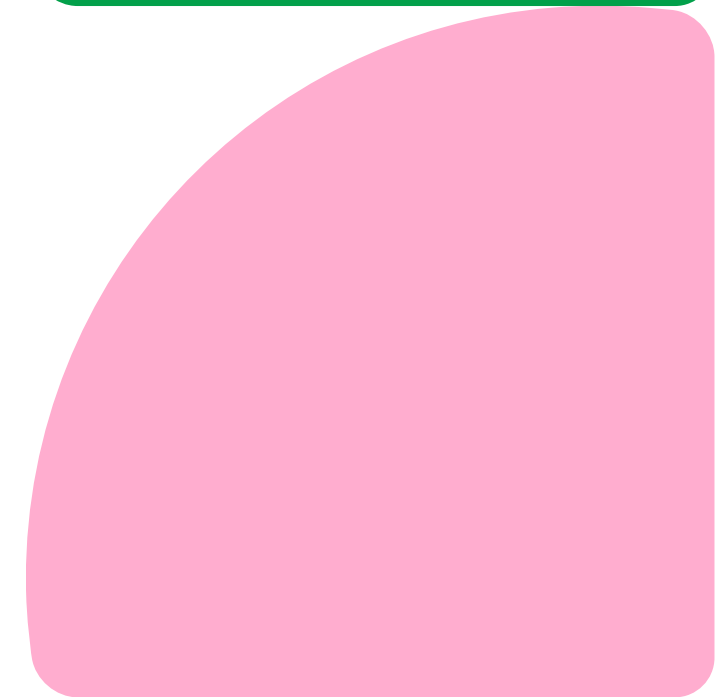
Involve the community in clean-up and environmental preservation initiatives, aligning sports with ecological awareness.



The guidelines presented here are a synthesis of the inclusive and sustainable practices developed within the scope of the VERDIS project. These recommendations aim to empower professionals and organizations to create sports experiences that not only respect the diversity of participants but also contribute to environmental preservation. Replicating these practices in different contexts will strengthen the impact of sports as a tool for social and ecological transformation.

6. Tools and Resources

The "Guidelines for Inclusive and Sustainable Sports" were developed to provide practical tools and resources to support the implementation of inclusive and sustainable sports activities. These guidelines reflect the experiences of the VERDIS project and are reinforced by good practices and widely recognized pedagogical principles. The focus is on offering clear and accessible methodologies, adapted to the needs of people with disabilities and integrated with environmentally responsible practices.



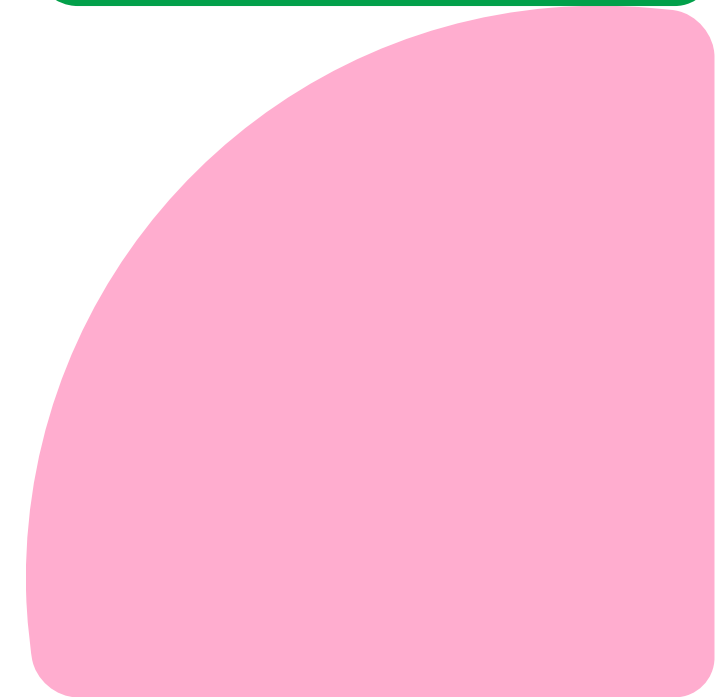


6.1 Inclusive Games and Dynamics

Inclusive games and dynamics are essential to engage all participants, regardless of their abilities. Through games, environments of collaboration, empathy, and learning are created.

Concept and Importance

According to Sherrill (2004), adapted games are powerful tools to strengthen self-esteem, promote social interaction, and reduce prejudices against people with disabilities. By adapting games to the needs of participants, meaningful experiences can be created that go beyond traditional barriers.



Practical Examples

Sensory Maze (Green Circuit): This activity consists of a circuit with different sensory stations that simulate the barriers faced by people with disabilities. It promotes empathy by allowing participants to experience challenges related to mobility and the senses. Adaptations: Each station can be adjusted to involve visual, tactile, auditory, or motor stimuli, ensuring the inclusion of all.

Cooperative Games: Dynamics that eliminate competition and encourage collaboration among participants with different skill levels. Example: Throwing games where everyone contributes to achieving a common goal.

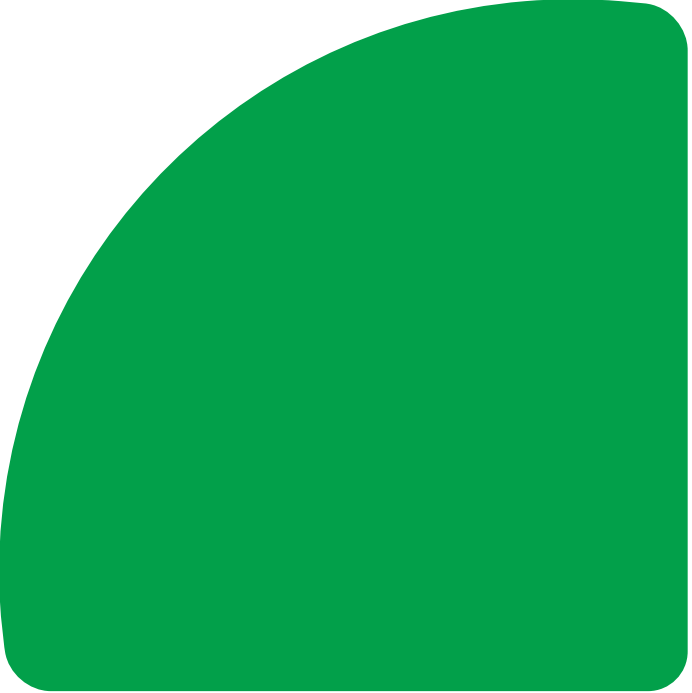
Inclusive Boccia: This adapted sport, recognized by the International Paralympic Committee, was widely used in the project to integrate participants with and without disabilities. Flexible rules and adjustable equipment allowed for inclusion.



Implementation

Trained Facilitators: It is essential that facilitators are prepared to adjust the rules and guide participants with specific needs.

Visual and Tactile Instructions: Visual and tactile materials complement oral explanations, making instructions accessible to participants with different levels of understanding.





6.2 Planning Checklists

Checklists are indispensable tools for ensuring success in planning and executing inclusive and sustainable activities. They allow technicians to identify key elements in advance and adjust details to meet the group's needs.

Essential Elements of the Checklists

Inclusive Planning:

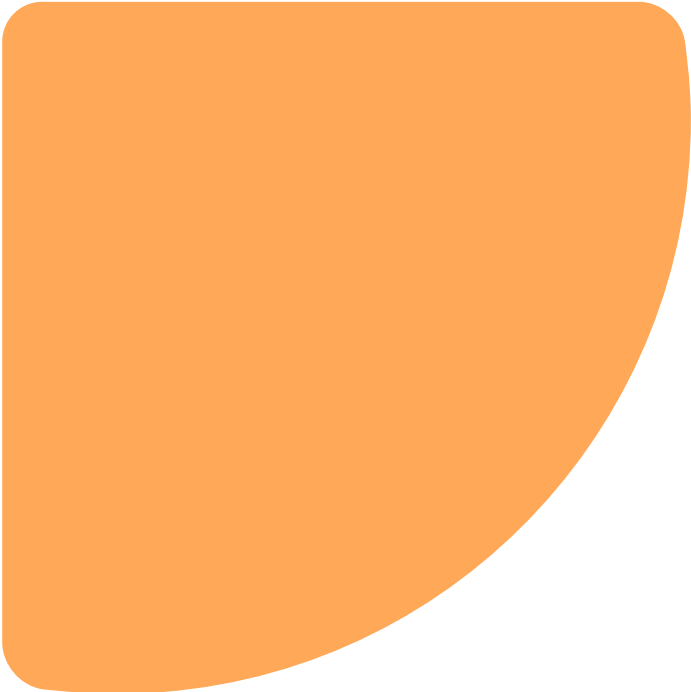
- Does the location have full accessibility (ramps, adapted restrooms, non-slip floors)?
- Are the activities adjustable to include people with different levels of ability?
- Are the materials safe and adapted to the participants' needs?

Sustainability:

- Are recyclable and biodegradable materials included?
- Has resource consumption, such as energy and water, been minimized in the planning?

Team Preparation:

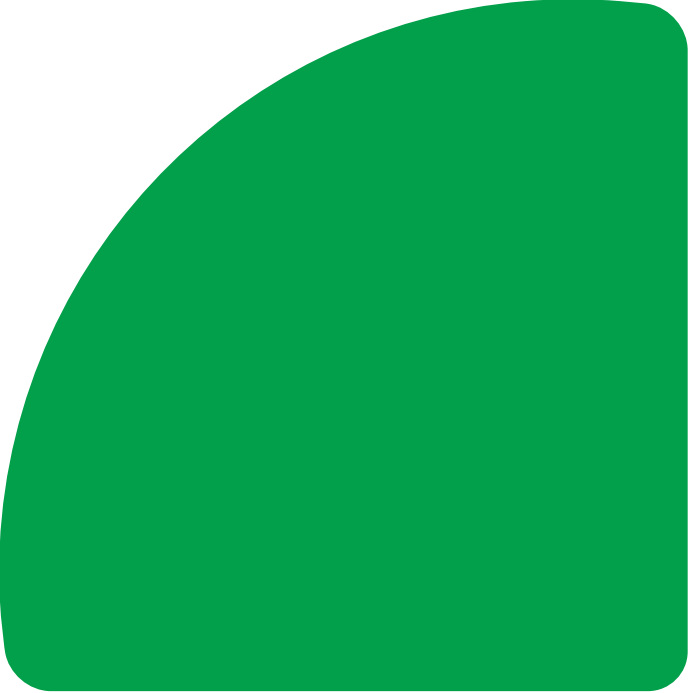
- Have facilitators and volunteers received adequate training in inclusive practices?
- Are additional support resources available, such as sign language interpreters or personalized assistance?



Advantages of Using Checklists

Barrier Prevention: Checklists help identify and address potential problems before they arise.

Efficient Organization: They ensure that all details are considered, reducing the risk of mistakes or omissions.



Practical Application

Before Activities: Used to plan and organize details.

During Activities: Serve as a quick reference to monitor progress.

After Activities: Used to evaluate the fulfillment of objectives.

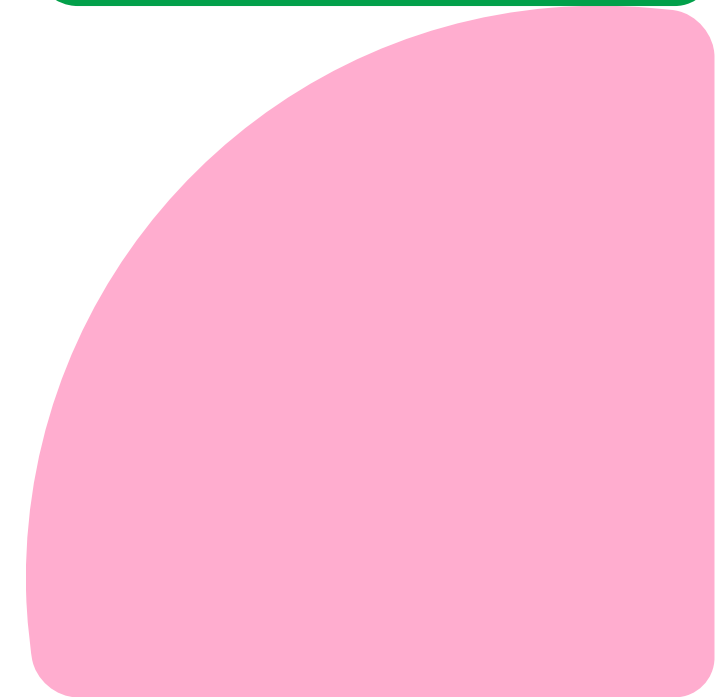


6.3 Evaluation and Monitoring Tools

Evaluation and monitoring are crucial steps to ensure the quality and impact of activities. In the VERDIS project, these tools were adapted to the realities of the participants, prioritizing accessible and inclusive methods.

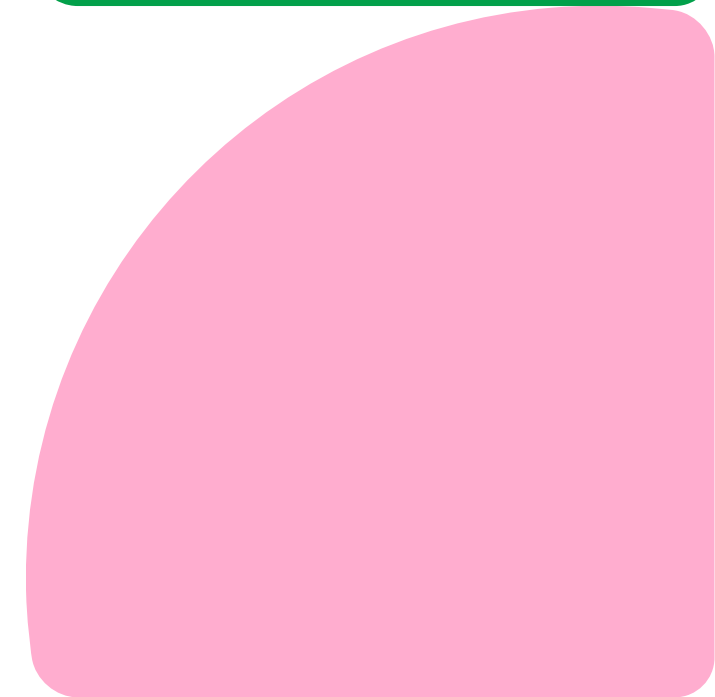
Accessible Approach

According to Misener and Darcy (2014), evaluation in inclusive projects should be centered on the experiences of the participants, ensuring that their perspectives are heard. In the case of VERDIS, unwritten methods, such as conversational feedback and direct observation, were prioritized.



Methods Used

- Conversational Feedback: Facilitators gathered opinions from participants during and after activities, promoting open and accessible dialogues. This method was particularly effective for participants with motor or cognitive limitations that make using written or digital tools difficult.
- Direct Observation: Continuous monitoring of interactions and participant engagement, recording qualitative observations.
- Collective Reflection Sessions: Organized moments after activities to gather group feedback, with technicians and participants sharing their experiences.



Impact Indicators

Inclusion:

- Degree of involvement and satisfaction of participants.
- Reports of improvement in social interaction and the feeling of belonging.

Sustainability:

- Amount of waste generated and reduction strategies implemented.
- Number of sustainable practices adopted in the event.

Capacity Building:

- Number of technicians and volunteers trained in inclusion.
- Adaptation of sports practices based on project learnings.

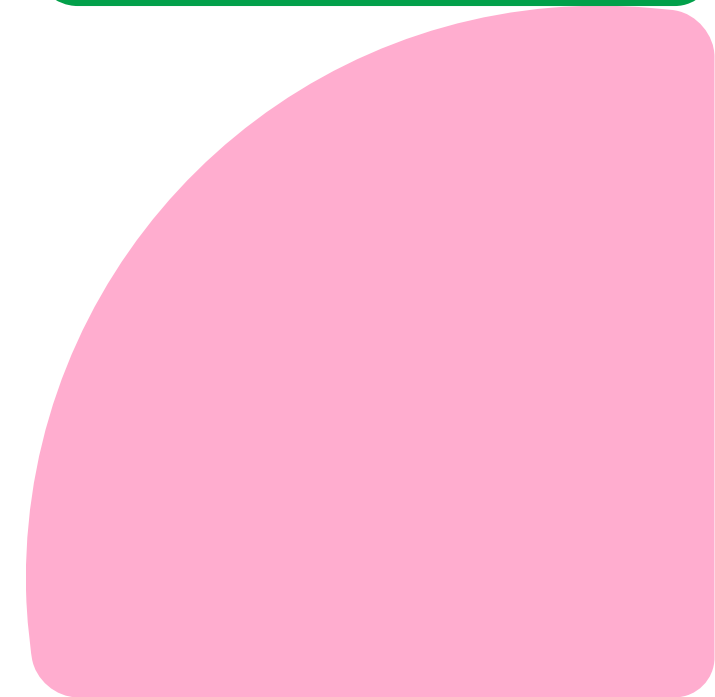
Simple and Accessible Reports

The final reports summarized the evaluation results, highlighting best practices and areas for improvement. These documents were presented in an accessible manner, using clear and visual language, ensuring that everyone involved could understand the results.

The tools and resources presented reflect the practical experience of the VERDIS project and are aligned with recognized pedagogical principles and good practices. Through inclusive games, organized checklists, and accessible evaluation methods, these guidelines offer concrete solutions for implementing sports activities that promote inclusion and sustainability. These practices not only respond to the needs of participants but also create replicable models for future projects, ensuring a positive social and environmental impact.

7. Case Studies and Results

The VERDIS project – Bridging Education, Inclusion and Sustainability in Adapted Sports stood out for creating a significant impact at various levels, establishing itself as a model of good practices for social inclusion and environmental sustainability in adapted sports. This chapter presents an in-depth analysis of local, regional, and transnational impacts, details the effects of key activities carried out, and explores how the legacy of the project will continue to transform communities and future practices.



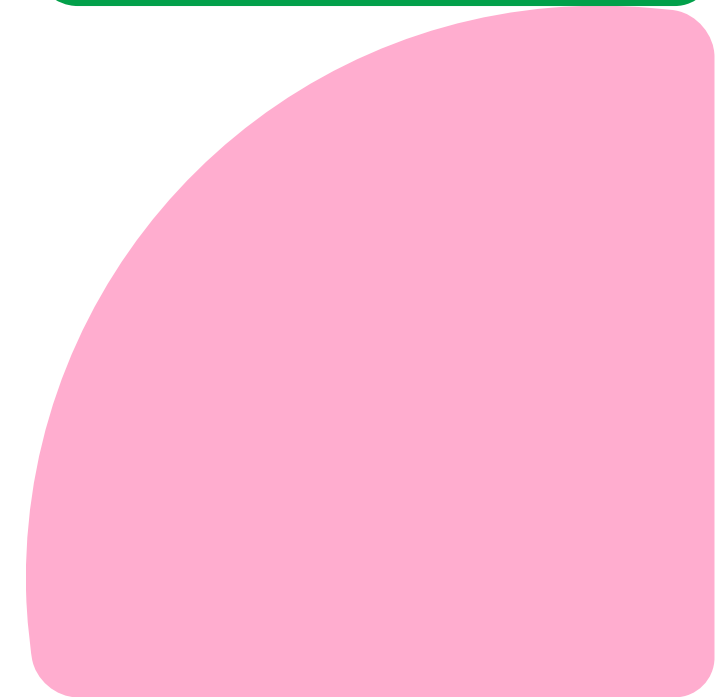


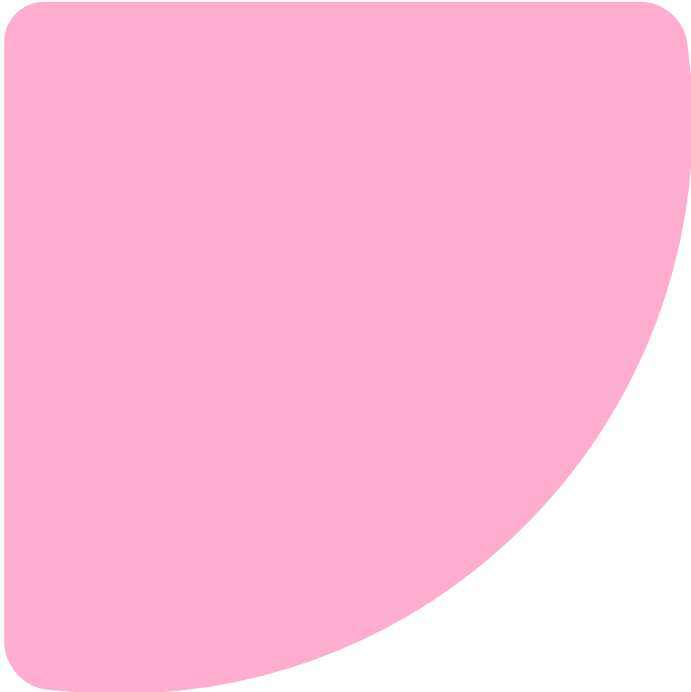
7.1 Local Impacts

The local impacts were particularly transformative, with activities directly involving participants with and without disabilities, families, stakeholders, and the community.

Emotional and Social Impact

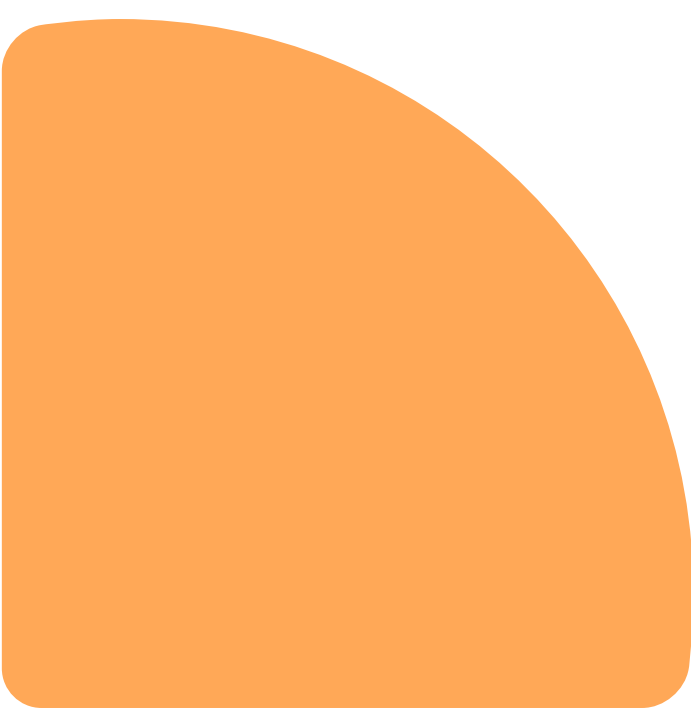
Green Circuit: A Tool for Emotional Transformation: The Green Circuit was designed to raise awareness among participants without disabilities by replicating the physical and sensory barriers faced daily by people with disabilities. This experience promoted a powerful emotional connection, challenging prejudices and encouraging deep reflections on accessibility and equality. Testimonials: Participants reported that the experience led them to question discriminatory practices and adopt a more inclusive stance. Many highlighted that the circuit was a “turning point” in their perception of inclusion.



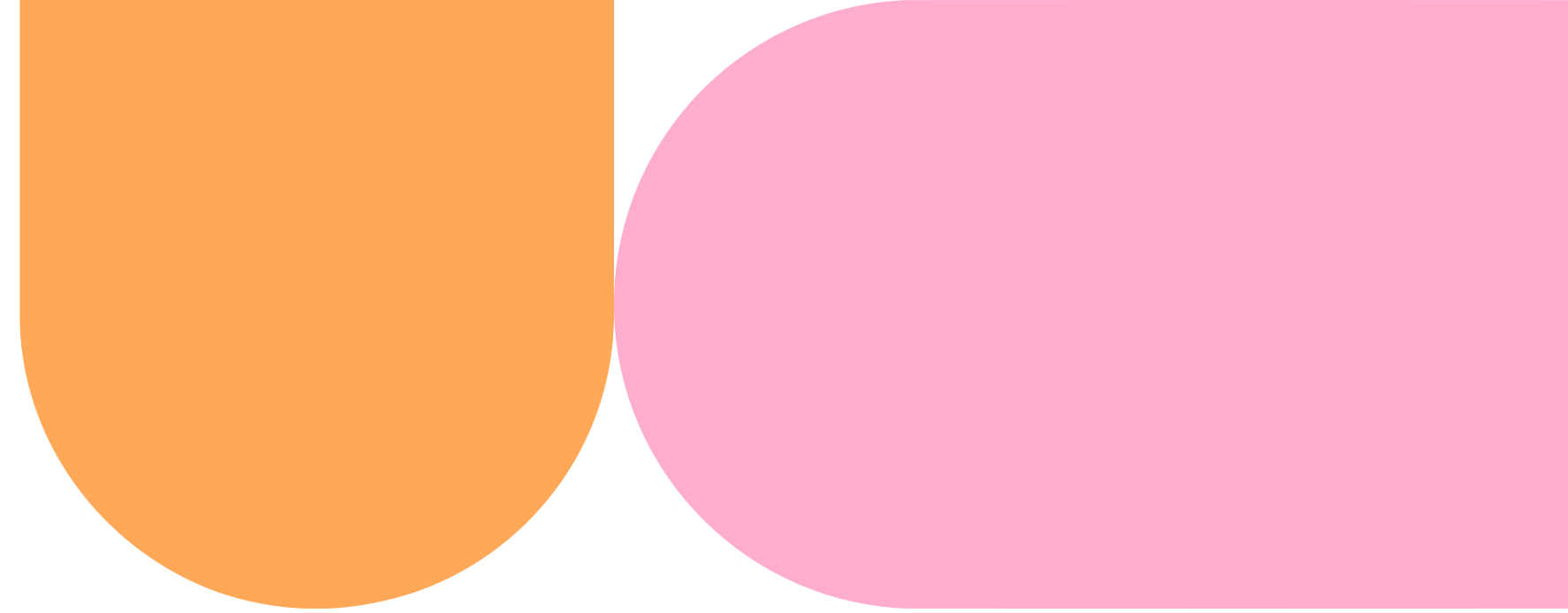


Impact on Social Interaction: Local sessions and the boccia tournament provided opportunities for meaningful interactions between different groups. These activities helped eliminate social barriers, creating a space of equality and mutual respect.

Stakeholders and Participants: The participation of stakeholders in practical activities, such as the tournament, reinforced the dialogue about the importance of inclusive policies and infrastructure.



Impact on Infrastructure and Accessibility

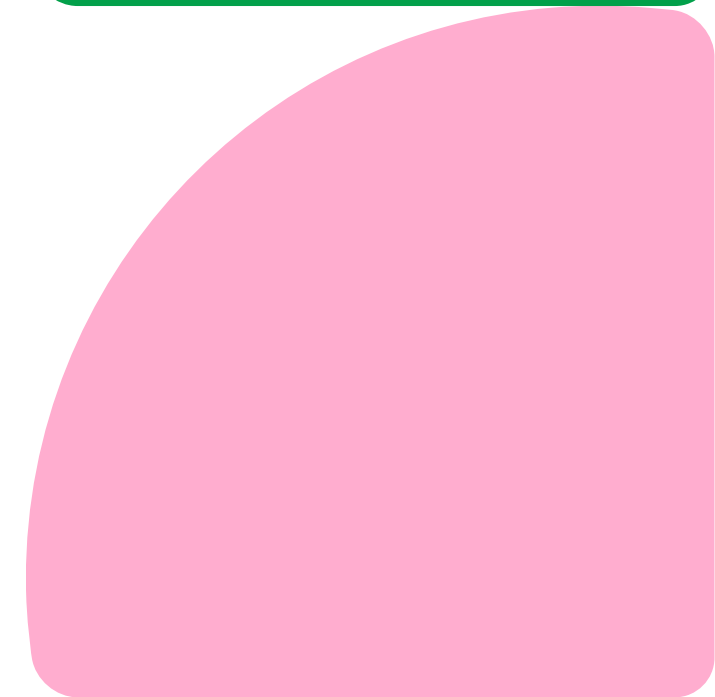


Improved Infrastructure: The spaces used for activities were adapted with direct contributions from participants with disabilities, ensuring full accessibility. These improvements, which are permanent, were one of the most tangible legacies of the project.

Legacy: The local community now has inclusive spaces that can host future sports and social initiatives.

Educational and Sustainability Impact

- Sustainability Capacity Building: Participants and families were introduced to sustainable practices, such as waste separation and the use of recyclable materials, which have now become part of local routines.
- Educational Dynamics: Tools like world café and inclusive games helped integrate the concept of sustainability into the daily lives of participants.
- Critical Analysis: While the local impacts were profound, the continuity of these changes will depend on continued support from local authorities and the community's ability to maintain adapted infrastructures and replicate activities.

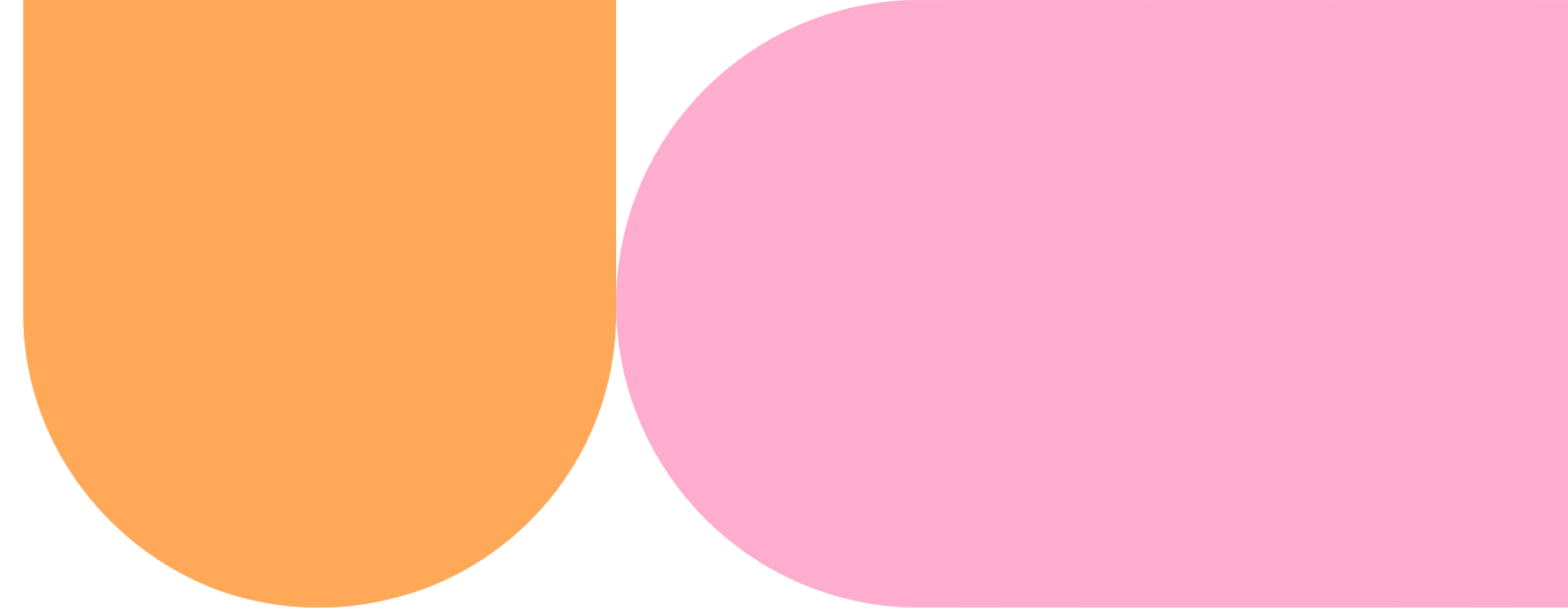




7.2 Regional and Transnational Impacts

The regional and transnational impacts reflect the success of international collaboration and the dissemination of best practices.

Strengthening Transnational Partnerships



Knowledge Exchange: Collaboration between Salta Fronteiras (Portugal), MIHI (Latvia), and SAREM (Turkey) allowed for the exchange of methodologies and innovative practices, such as the use of outdoor spaces to promote inclusion and integrating adapted sports into community events.

Impact: Technicians and educators trained during the project reported an increase in their ability to adapt activities for different contexts.



International Capacity Building

Transnational Mobilities provided space for intensive training and cultural exchange. Participants reported that the activities inspired them to adopt inclusive practices in their own contexts.

Dissemination and Replication



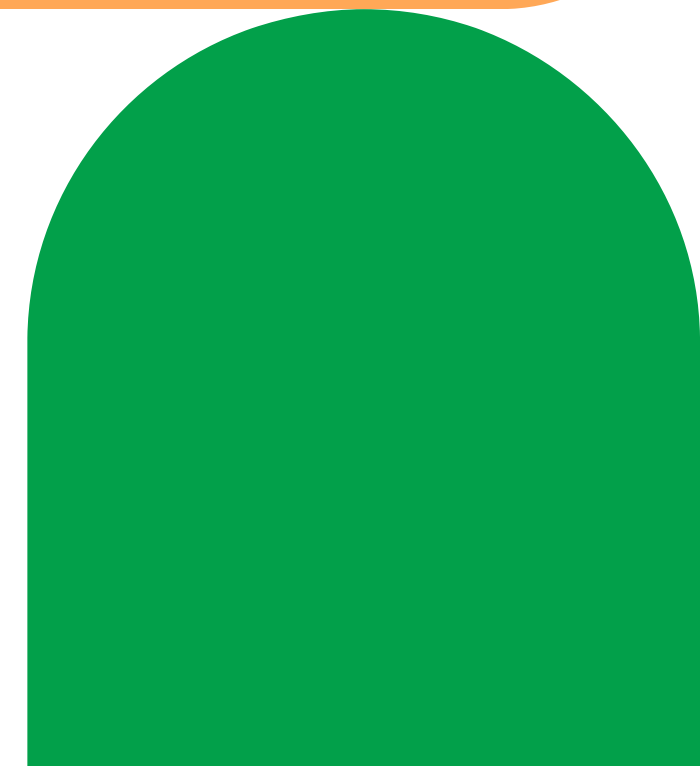
Co-funded by
the European Union



SALTAFRONTEIRAS
ASSOCIAÇÃO



MIHI
MAKE IT HAPPEN INFINITY



Green Circuit Model: The circuit was replicated in local events in Latvia and Turkey, adapting to the cultural and social realities of each country. This replication demonstrates the versatility and effectiveness of the model.

Political Impact: The project aligned with European policies, showing how local initiatives can contribute to global goals of inclusion and sustainability.

Critical Analysis: Despite the success of dissemination, the adaptation of some practices revealed challenges related to cultural differences and access to resources. These factors highlight the importance of flexibility and ongoing support in transnational projects.

7.3 Examples of Inclusion and Sustainability

Green Circuit: Transformation and Empowerment The Green Circuit became an iconic example of how inclusive practices can emotionally impact and promote lasting changes:

Emotional Impact: The activity explored emotions such as vulnerability, resilience, and overcoming challenges, creating a lasting emotional connection among participants. Participants without disabilities reported that the experience inspired them to advocate for inclusive policies and adopt more accessible practices in their work and personal lives.

Sustainability: The construction of the circuit with recyclable materials demonstrates the commitment to environmentally responsible practices. Reusing the circuit in future events ensures the continuity and expansion of the impact.

Boccia Tournament: Connection and Reflection

Social Approach: The tournament was an opportunity for stakeholders and participants to interact as equals. This experience reinforced the idea that adapted sports can be a powerful tool for breaking down social barriers.

Practical Impact: Many stakeholders reported that the tournament inspired them to implement inclusive practices in their own organizations.



Reflection and Commitment

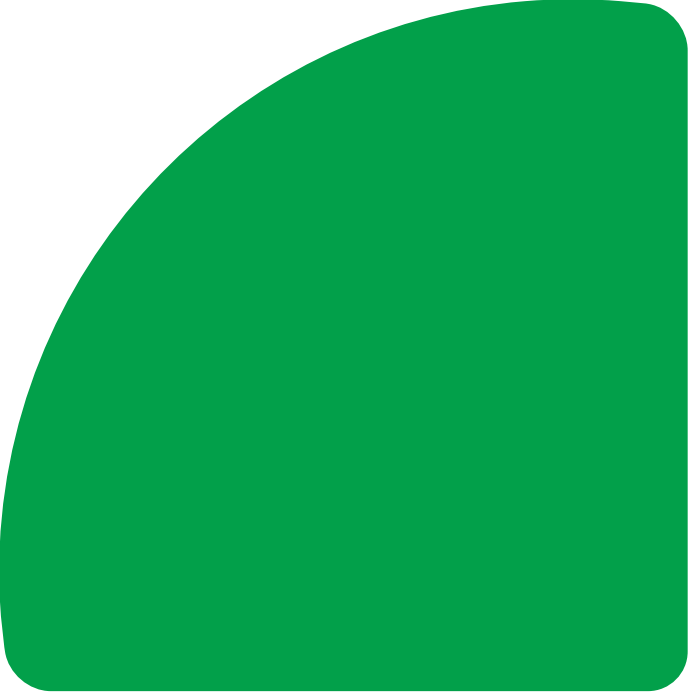
During the tournament, informal conversations between participants and stakeholders generated concrete commitments to continue supporting inclusion and sustainability.



Sustainable Practices

Resource Management: Events prioritized reducing waste and using biodegradable materials, creating a replicable model for future initiatives.

Local Promotion: Involving local producers in event logistics strengthened the circular economy, integrating social and environmental sustainability.



Long-Term Impact

The VERDIS project created
a solid foundation for long-
term impact across
multiple dimensions:

Educational Legacy: The training sessions have the potential to continue influencing educators, technicians, and communities, ensuring that inclusive and sustainable practices are widely replicated.

Attitude Change: The emotional and social impact of the Green Circuit and the bocchia tournament will continue to resonate, encouraging changes in local and regional policies.

Partnership Expansion: The transnational network created by the project can be used for new initiatives, broadening the reach and effectiveness of the practices developed.

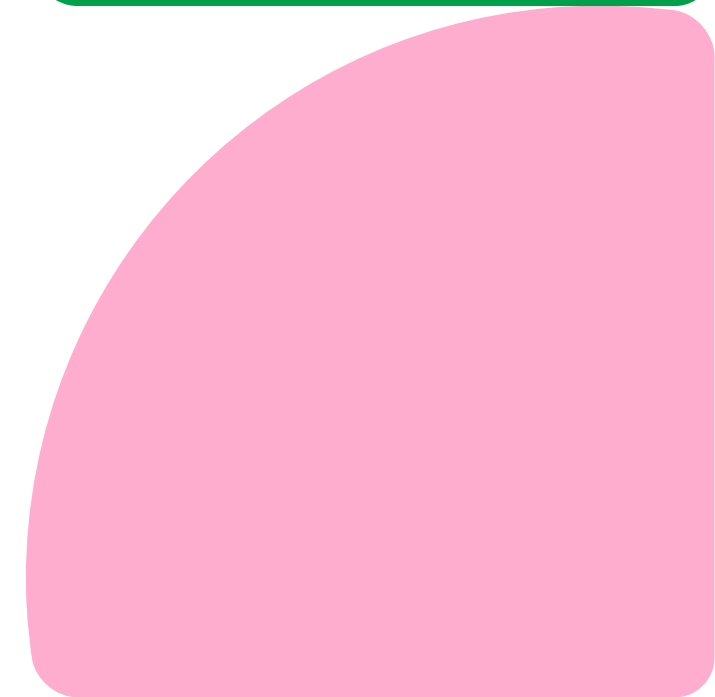
Critical Analysis

To maximize long-term impact, it is essential to create continuous monitoring and evaluation strategies, as well as ensure funding and institutional support to replicate activities in new contexts.

The VERDIS project demonstrated how adapted sports can transform communities by promoting inclusion, empathy, and sustainability. Tools like the Green Circuit and the boccia tournament are concrete examples of practices that connect emotions, promote equality, and encourage concrete actions for a more inclusive society. Long-term, the impact of VERDIS will depend on continuous partnerships, adequate funding, and a strategic vision to ensure its legacy continues to inspire social and environmental change globally.

8. Recommendations

The following recommendations reflect the learnings from the VERDIS project – Bridging Education, Inclusion and Sustainability in Adapted Sports and are based on European principles of inclusion and sustainability, specific guidelines for Erasmus+ cooperation projects, and relevant scientific literature. The goal is to guide sports organizations, educators, schools, and policy makers in adopting transformative practices, ensuring that the project's impact continues to inspire and promote structural changes in the long term.



8.1 For Sports Organizations

Ongoing Capacity Building and Inclusive Training Sports organizations should prioritize continuous training for technicians, coaches, and volunteers, addressing topics such as:

Practice Adaptation:
Methods for adjusting
activities and equipment to
the needs of people with
disabilities (Sherrill, 2004).

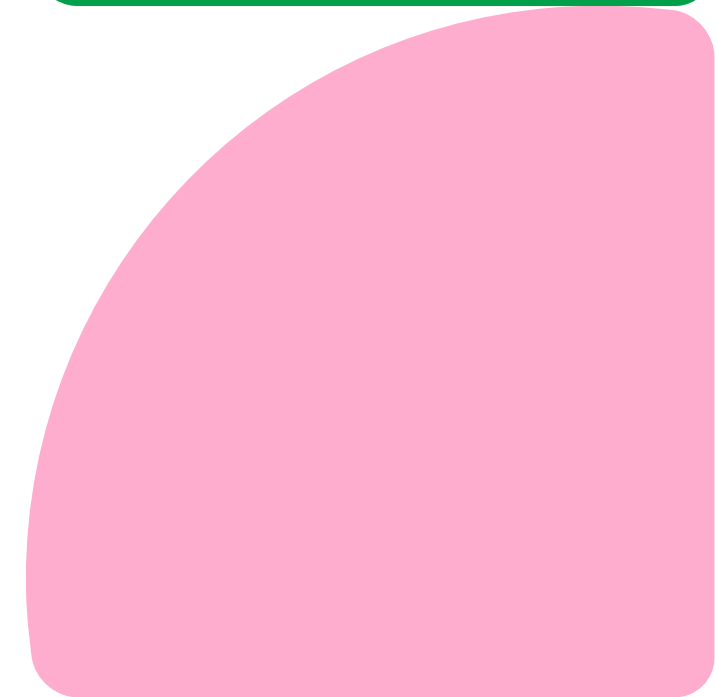
Empathy and Awareness:
Practical tools to foster
empathy among participants
and coaches, based on
activities like the Green Circuit.

Sustainability in Sports: Strategies to reduce the environmental impact of sports events, including the use of recyclable materials and efficient resource management (Misener & Darcy, 2014).

Example from VERDIS: The training sessions during the capacity building seminar were essential for preparing technicians and volunteers to implement adapted and sustainable activities, ensuring greater impact in local communities.

Inclusive and Sustainable Infrastructure

- Universal Accessibility: Develop fully accessible spaces, including ramps, adapted restrooms, tactile floors, and visual and tactile signage.
- Sustainable Materials: Incorporate solutions like reusable floors and sustainable energy systems for sports infrastructures (Florian & Black-Hawkins, 2011).
- Example from VERDIS: The adaptation of spaces for activities, guided by participants with disabilities, ensured that their needs were met and created a replicable model for other organizations.





Promotion of Empathy and Inclusion Activities

Awareness Activities: Include dynamics such as the Green Circuit and adapted games in sports events to educate the public and create empathy.

Support for Adapted Sports: Invest in inclusive sports like boccia, promoting tournaments that involve both people with disabilities and stakeholders.





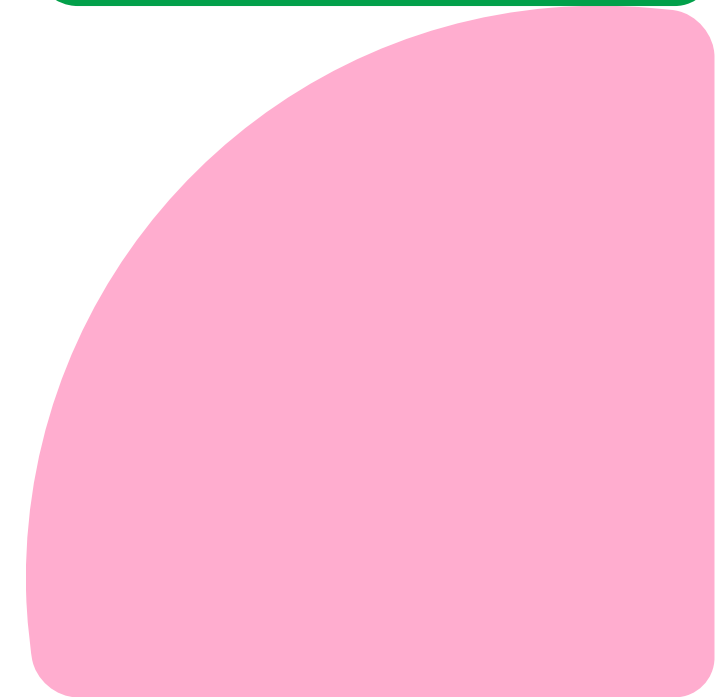
Networks and Partnerships

Collaborate with international and local organizations to share best practices and innovate in the implementation of adapted and sustainable sports.

8.2 For Educators and Schools

Integrating Inclusion and Sustainability into the Curriculum

- Practical Activities: Incorporate inclusive practices like the Green Circuit and role-playing dynamics into the curriculum, aligning with the Sustainable Development Goals (SDGs).
- Adapted Sports: Create curricular spaces for sports like boccia, integrating them into school programs to promote equality and interaction.
- Impact from VERDIS: The implementation of non-formal education sessions showed that inclusive activities can transform attitudes in educational environments.

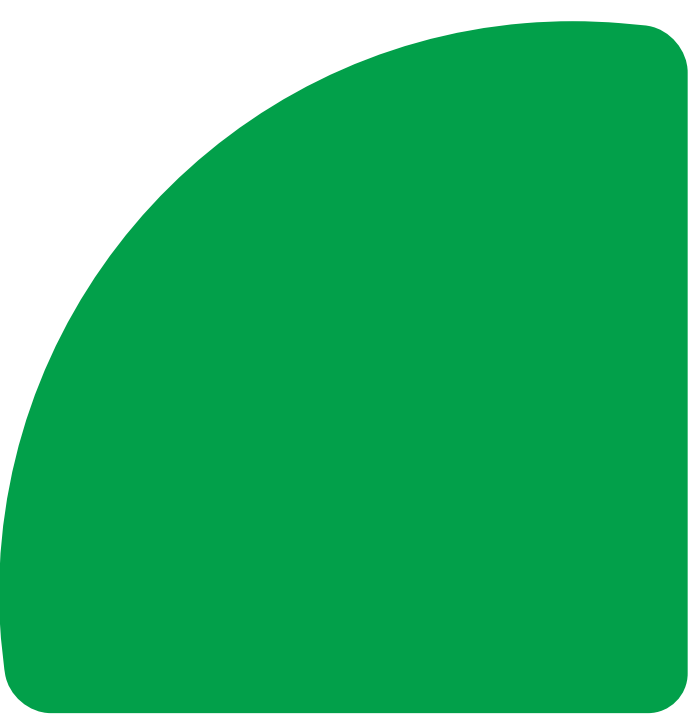




Training for Teachers and Educators

Regular Capacity Building: Promote continuous training on inclusive teaching, content adaptation, and sustainable practices.

Resource Development: Provide practical guides, such as the Guidelines for Inclusive and Sustainable Sports, to support teachers in implementing adapted activities (European Commission, 2021).

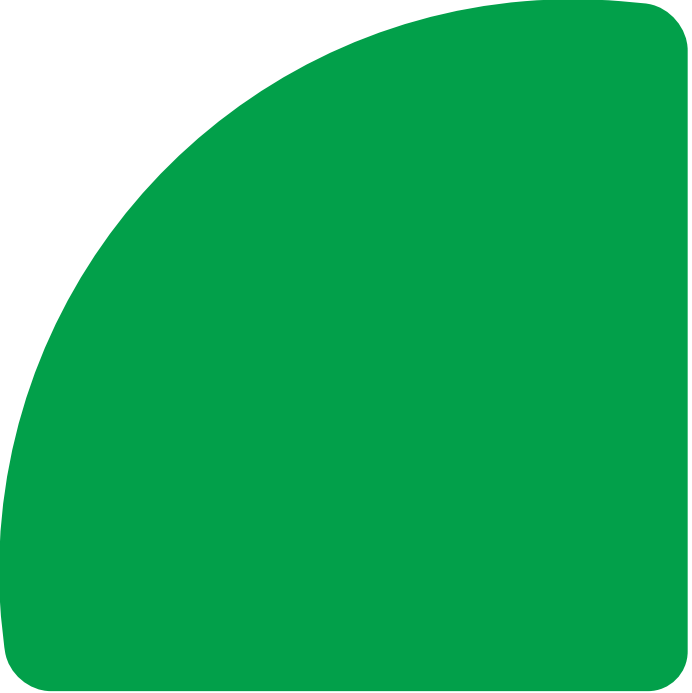




Community Engagement in Schools

Inclusive Events: Organize themed days and sports competitions involving students, families, and educators, promoting a sense of inclusive community.

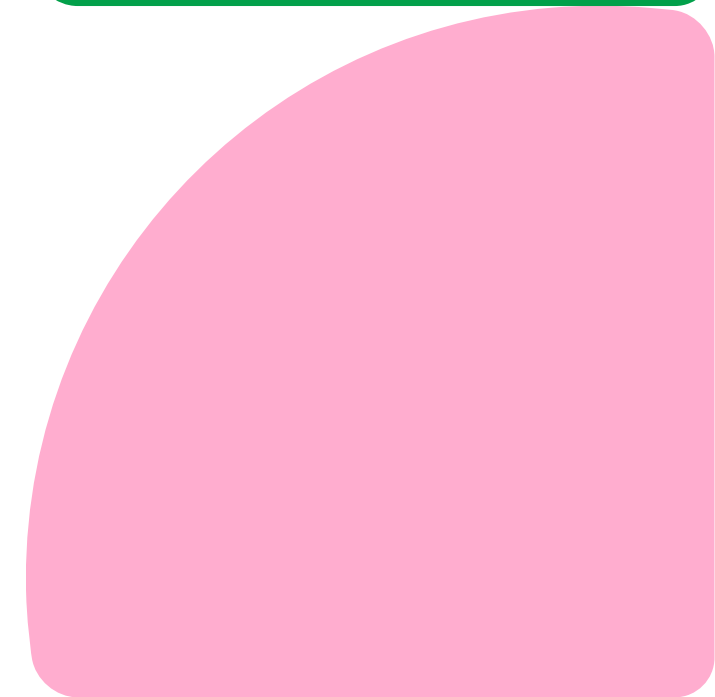
Participatory Feedback: Incorporate feedback from students with disabilities and their families to improve school practices.



8.3 For Public Policies

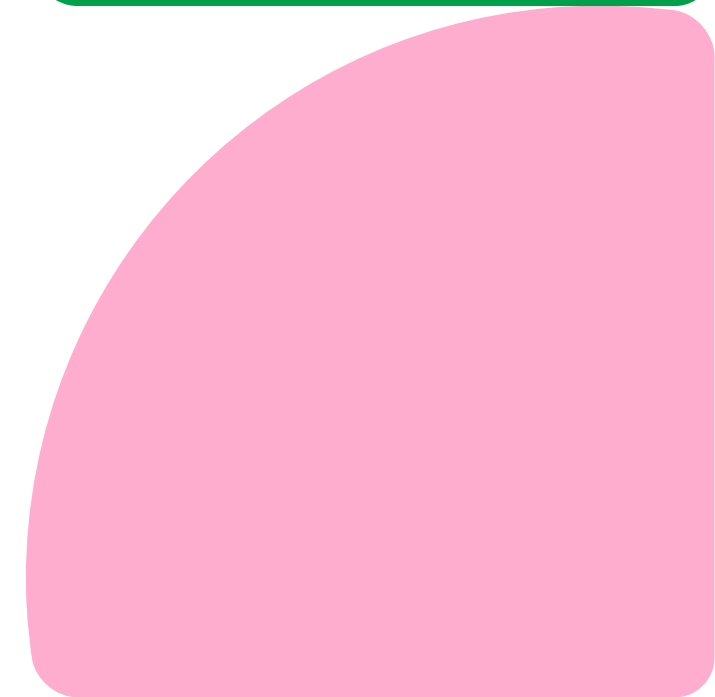
Development of Accessibility Policies

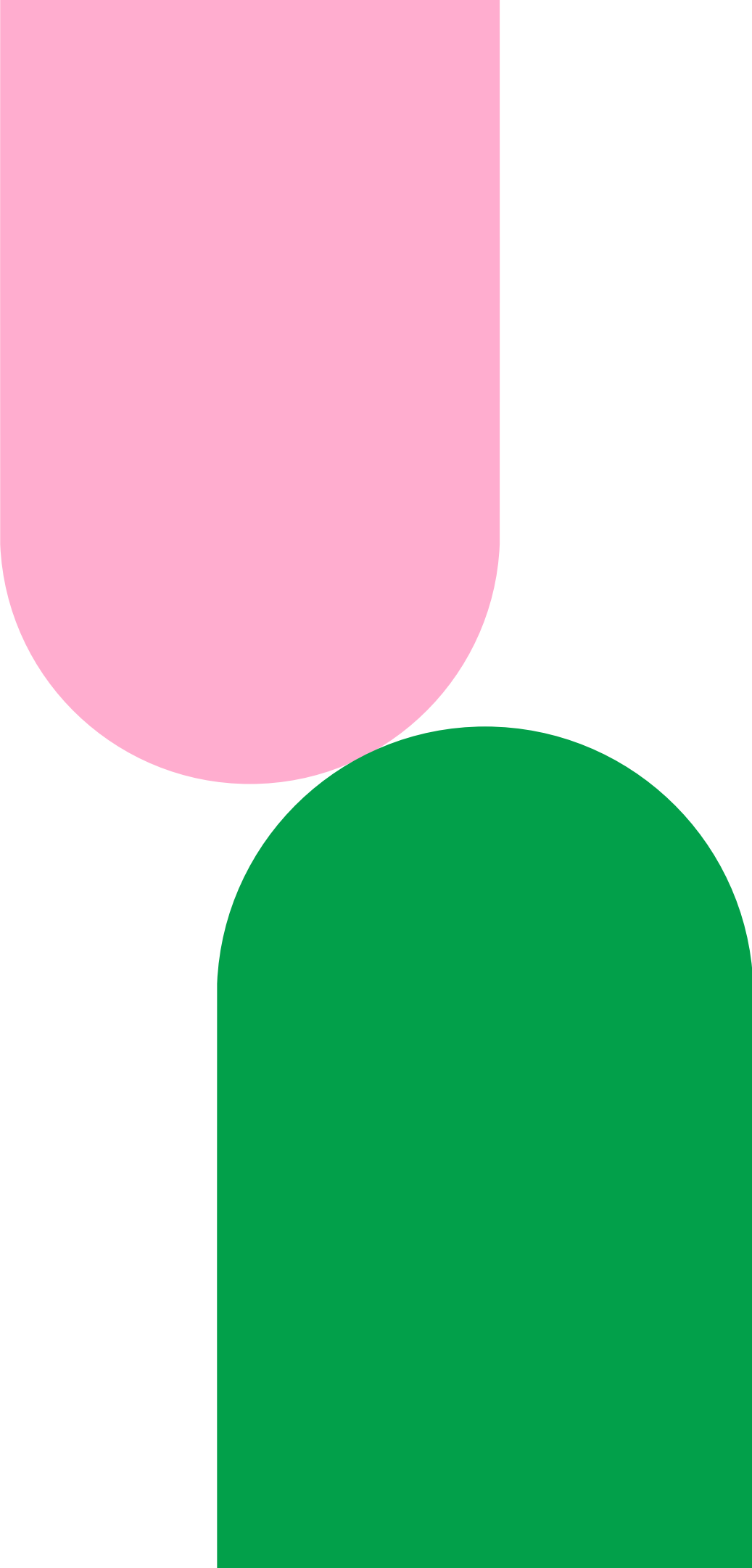
- Universal Infrastructure: Create legislation that requires full accessibility in public and sports spaces.
- Financial Incentives: Establish funds dedicated to the development of inclusive infrastructures and the promotion of adapted sports.
- Funding and Support: Advocate for the continued funding of similar projects, highlighting the positive impact on the emotional and social well-being of participants.



9. Conclusion

The VERDIS project – Bridging Education, Inclusion and Sustainability in Adapted Sports demonstrated that the combination of inclusion and sustainability can transform communities, promote empathy, and create innovative solutions in adapted sports. This conclusion summarizes the emotional, social, and structural impacts achieved during the project and presents the next steps needed to ensure that this legacy inspires long-term changes. The unique experience lived by the participants, especially the athletes with disabilities, highlighted the transformative power of inclusive, sustainable, and collaborative practices.





9.1 Final Reflections

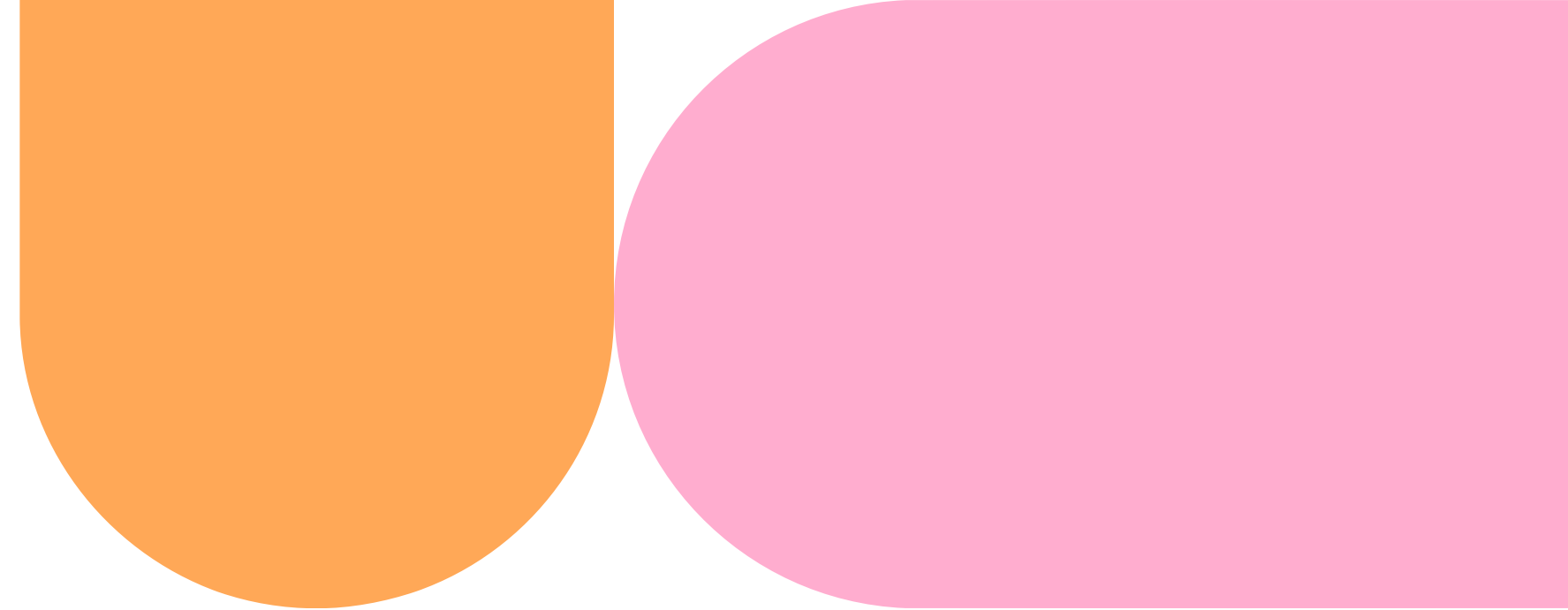
The emotional impact of the project was evident at all levels, with testimonies highlighting the depth of the experiences lived by participants, stakeholders, and communities.

Acceptance and Emotional Transformation

VERDIS proved to be a space of love, acceptance, and emotional transformation. For many participants with disabilities, especially young people with cerebral palsy, the mobility week was described as "the best experience of their lives." This feeling was fueled by:

Social Acceptance: The continuous interaction with participants without disabilities, technicians, and stakeholders during activities like the Green Circuit and the boccia tournament provided a sense of belonging and appreciation.

Overcoming Challenges: Adapted sports activities created opportunities to demonstrate resilience, boosting self-confidence and a sense of purpose.



The Role of Play and Socializing

Adapted sports, especially boccia, stood out as a means of connection:

Relaxation and Equality: The boccia tournament was a pivotal moment to break social barriers and create emotional bonds. Stakeholders and participants played together, promoting equality and empathy.

Daily Socializing: Shared meals, informal conversations, and group dynamics created an atmosphere of trust and collaboration, strengthening interpersonal relationships.

Overcoming Challenges and Learnings

Language: Linguistic diversity was initially a challenge, especially for participants with disabilities who did not speak English. However, translators and collaborative efforts allowed participants to develop basic English skills over the week, growing more confident in their ability to express themselves.

Full Inclusion: Overcoming language barriers was a practical example of how inclusion goes beyond physical adaptations, extending to communication and interpersonal engagement.

9.2 Next Steps for Inclusion and Sustainability

The legacy of the VERDIS project requires continuous commitment to ensure that the impacts generated are amplified and sustainable in the long term.

Promote
Inclusion as the
Norm

Replication and Scalability: Tools like the Green Circuit and the bocchia tournament should be integrated into educational, community, and sports contexts, adapting to local and regional needs.

Curricular Integration: Inclusive activities should be incorporated into school curricula and sports training programs to promote empathy and understanding from an early age (Florian & Black-Hawkins, 2011).

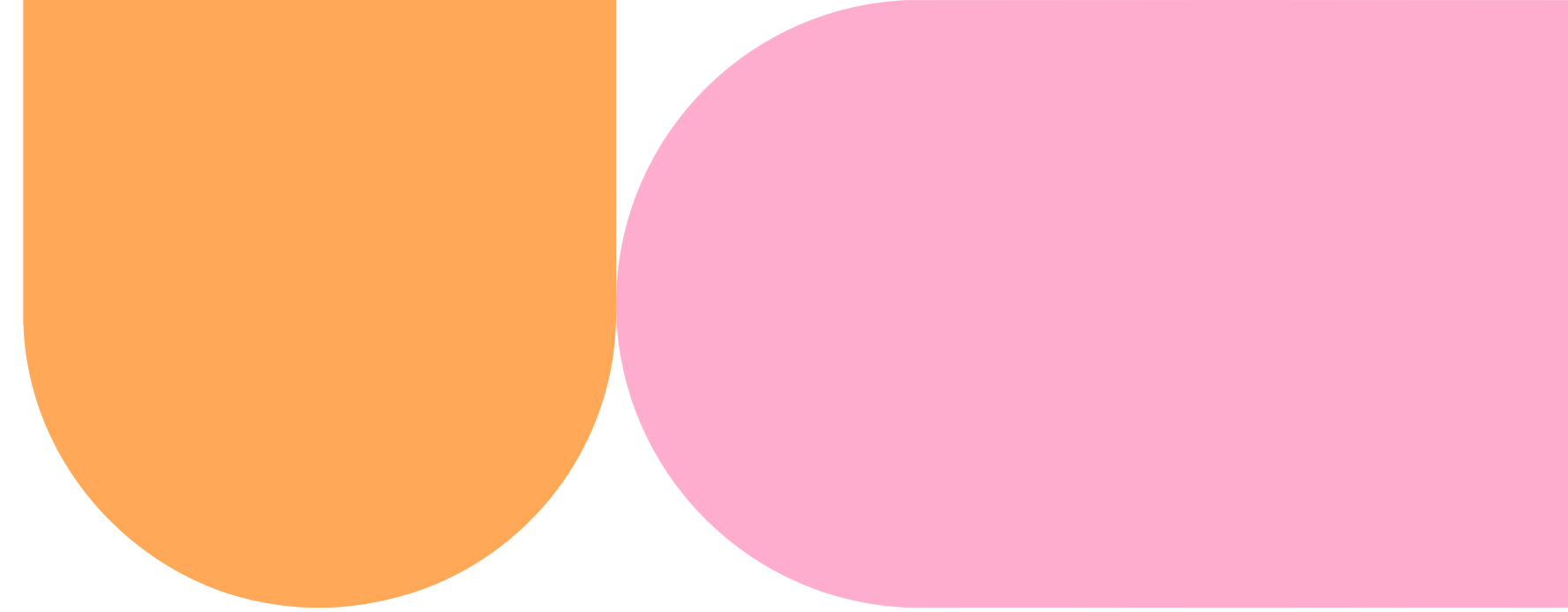
Continuous Capacity Building:
Continue training technicians,
educators, and volunteers in inclusive
and sustainable practices, ensuring
that the project's methodologies are
widely disseminated.

Environmental Sustainability as a Central Pillar

Resource Management: Encourage the adoption of environmentally responsible practices in sports events, such as using recyclable materials, reducing waste, and promoting a circular economy (Misener & Darcy, 2014).

Education for Sustainability: Expand educational activities on sustainability, integrating them into sports and community events.

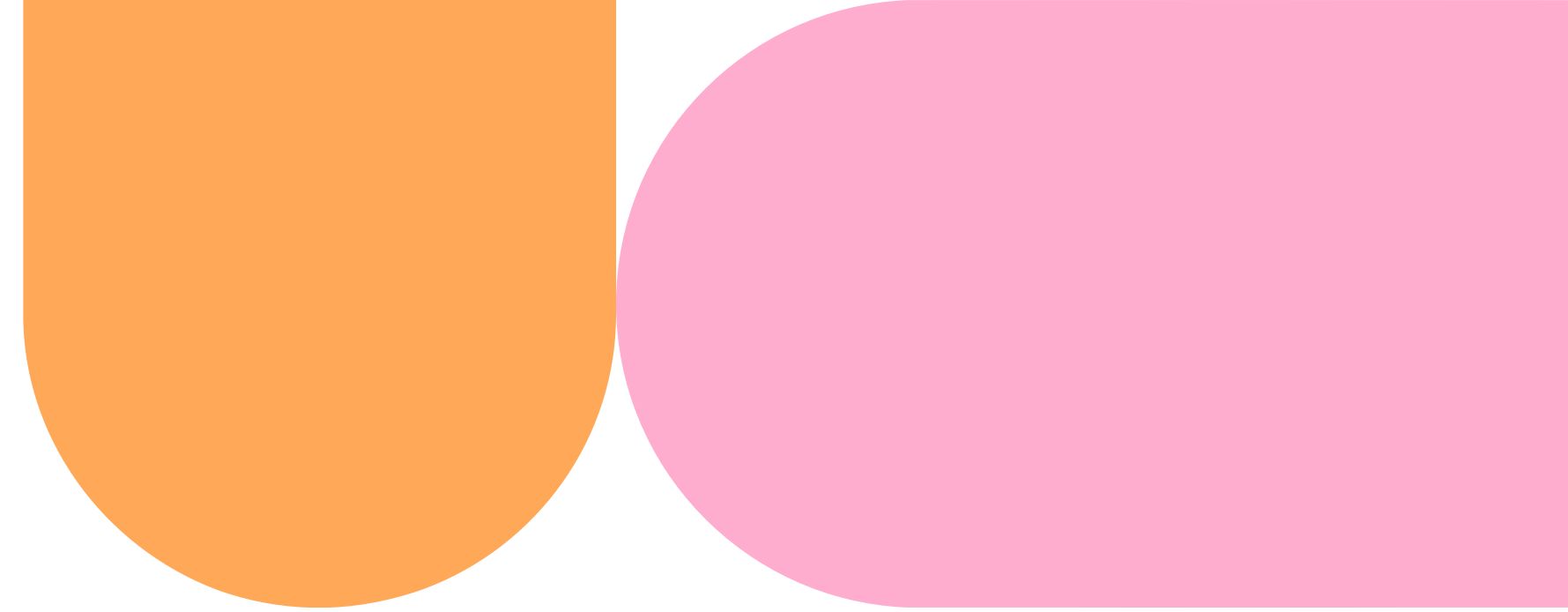
Strengthen Networks and Partnerships



Transnational Expansion: The partnerships established in the VERDIS project can be expanded to include new organizations and countries, promoting the ongoing exchange of best practices.

Local Initiatives: Continue involving local communities in inclusive events, strengthening support networks and increasing the social impact.

Continuous Monitoring and Evaluation



Long-Term Impact: Develop specific indicators to measure the emotional, social, and environmental impacts of the project, ensuring that the results are replicable and adaptable (European Commission, 2021).

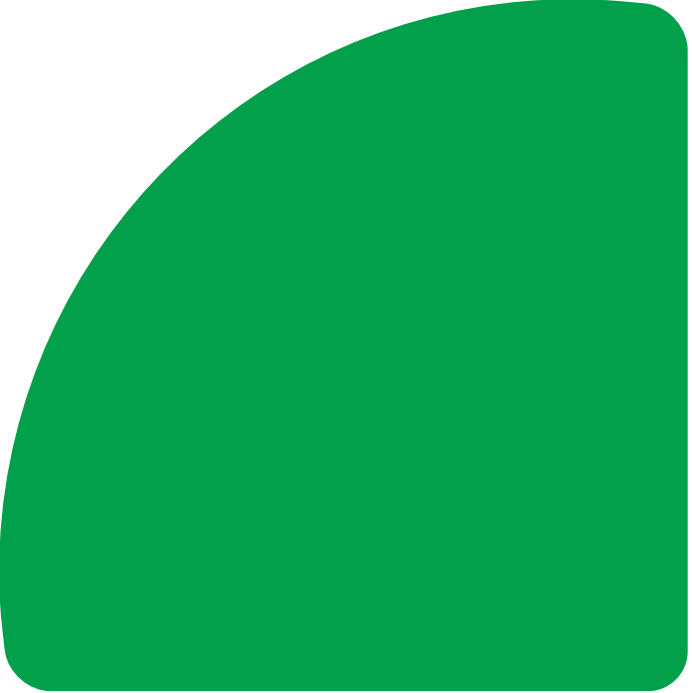
Dissemination of Results: Produce accessible reports and practical guides based on the project's experiences to support organizations and public policies.



Alignment with Public Policies

Advocacy and Awareness: Use the results of VERDIS to influence public policies that promote inclusion and sustainability in sports.

Funding and Support: Advocate for ongoing funding of similar projects, highlighting the positive impact on the emotional and social well-being of participants.



Long-Term Impact

The VERDIS project established a model that can be replicated and expanded, with potential impact across various areas:

Attitude Transformation: The emotional impact generated by the Green Circuit and the bocchia tournament will continue to inspire changes in perceptions and attitudes towards inclusion and accessibility.

Community Empowerment: The active inclusion of people with disabilities in planning and executing activities demonstrated that communities can become more resilient and inclusive when everyone has a voice.

Social and Environmental Sustainability: By integrating sustainable practices, the project demonstrated how inclusive events can also be environmentally responsible.

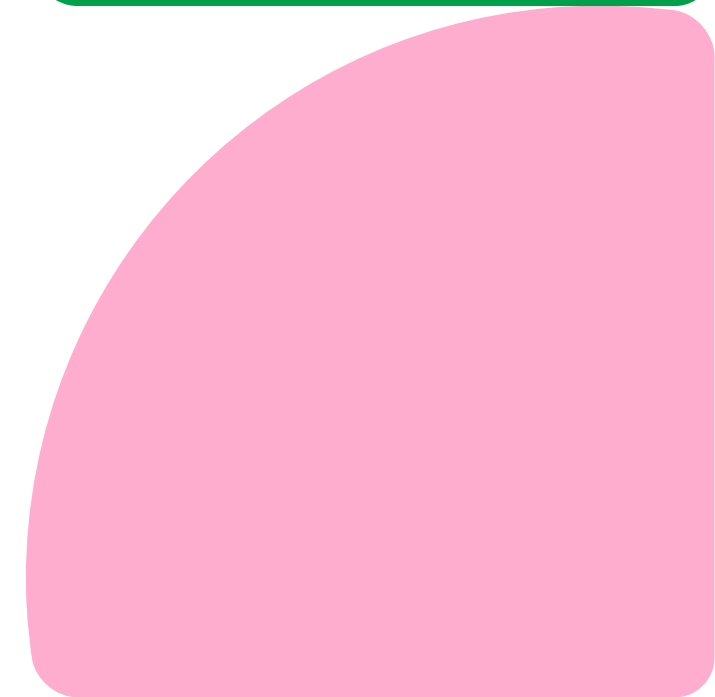
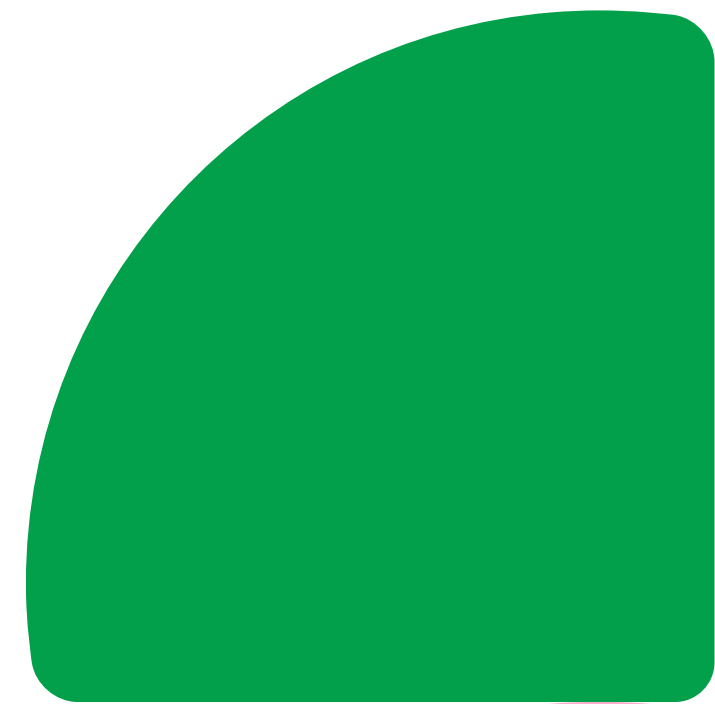
Final Conclusion

The VERDIS project was not just a program; it was a social transformation movement, marked by moments of overcoming, connection, and mutual learning. By promoting inclusion and sustainability in an integrated manner, the project created deep bonds between participants and left a legacy that transcends geographical and cultural boundaries. The love and acceptance shown throughout the project, especially in the context of daily socializing and sports activities, revealed the human potential to overcome barriers and build a more equitable future.

The next steps, focusing on replication, continuous capacity building, and alignment with public policies, are crucial to ensure that the impact of VERDIS continues to grow and inspire future generations.

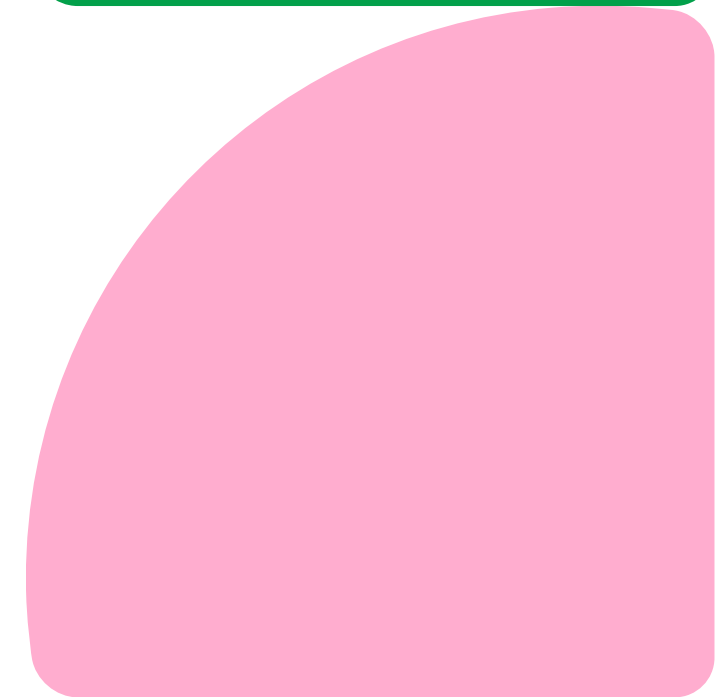
9. References

European Commission. (2021). Erasmus+ Programme Guide 2021–2027. European Union. Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *Cambridge Journal of Education*, 41(2), 161–175.
<https://doi.org/10.1080/0305764X.2011.571083> Misener, L., & Darcy, S. (2014). *Managing disability sport: From international to local perspectives*. Routledge. Sherrill, C. (2004). *Adapted physical activity, recreation, and sport: Crossdisciplinary and lifespan*. McGraw-Hill.



10. Acknowledgments

This project would not have been possible without the dedication, collaboration, and support of many people and organizations who came together to make a difference. Our journey of inclusion and sustainability is a reflection of a collective effort involving partners, funders, volunteers, participants, and communities, both locally and internationally.



10.1 Partners and Funders



We would like to express our deepest gratitude to our partners and funders, whose trust and commitment were essential to the success of this project. We thank the Felgueiras City Council for their unwavering support and their essential role in facilitating the integration of community actions focused on inclusion and sustainability. The support of the City Council strengthened our ability to carry forward a project that transformed the way people with disabilities are included in sports and social activities.

FC Porto, our sports partner, deserves a special thanks for their contribution to promoting inclusive sports, providing participants with disabilities the opportunity to integrate into meaningful sports events, as well as training participants during the seminar through a session. We express our sincere gratitude to local businesses, for their essential support at various stages of the project, offering resources and facilitating the sustainable development of our activities. Your partnership made a big difference in implementing the sustainable practices we advocate.

We would also like to express our deep gratitude to the European Commission, whose co-funding, under the sport programs, made this project a reality. Without the European Commission's funding, we would not have been able to achieve the extent of actions we accomplished. The Commission's support is a reflection of its continued commitment to promoting inclusive and sustainable practices in sports across Europe. We also thank SAREM and MIHI, organizations whose partnerships were crucial to the realization of the project.

SAREM was fundamental in supporting accessibility and inclusion, ensuring that activities were adapted to maximize participant engagement. MIHI contributed their vast knowledge and resources to the development of activities that involved both local and international youth, ensuring the quality and innovation of our inclusive practices.

10.2 Participants and Volunteers

To the local and international participants, we extend our sincerest thanks. Your active participation and dedication in each activity were essential to the success of the project. Each of you, by bringing your energy, experiences, and unique perspectives, helped transform our actions into a true celebration of inclusion and sustainability. To all the volunteers, who worked tirelessly to ensure everything was carried out excellently, we thank you for your effort, passion, and commitment.

In particular, we thank the Salta Fronteiras boccia team, whose athletes and families played a central role in all activities, sharing not only their knowledge and skills but also their strength and determination, which inspired everyone around them. To the international participants, who traveled from different parts of Europe and beyond, thank you for joining us. Your presence not only enriched the project with new ideas and experiences but also strengthened the network of inclusion, creating bonds that go beyond geographical borders.

Your participation was vital in promoting intercultural understanding and the exchange of experiences around inclusion and sustainability. To the international volunteers, who, with their youthful spirit and willingness to make a difference, helped energize the project and create an inclusive environment for all participants, our deepest thanks. You are examples of solidarity and how collaboration between different cultures and backgrounds can generate a positive impact.

To all those involved

Finally, but by no means least, we thank everyone who, directly or indirectly, contributed to the success of this project. To the participants, volunteers, institutional partners, and co-funders, your constant support and dedication are what make this project possible. Together, we made history by promoting inclusion, sustainability, and sports as tools for social transformation. Your collaboration was key to the success of this project, and the positive change we generated together will continue to resonate in the communities and lives of those who had the opportunity to participate and directly benefit from our activities.

