RESEARCH & CASE STUDIES COMPENDIUM

GP2P - Eco-sports and social inclusion: Green Paths to Peace

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Prepared as an analytical background document supporting project delivery, learning design and dissemination under the Erasmus+ small-scale partnerships in sport framework.

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Executive Summary

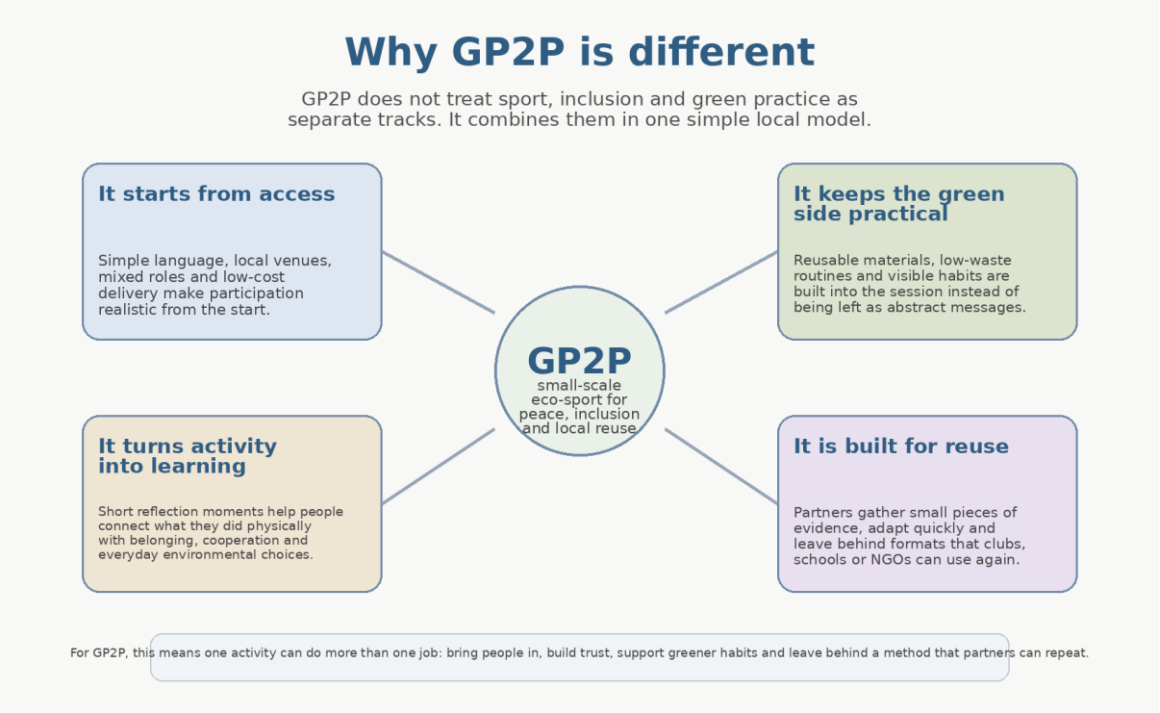
The Green Paths to Peace (GP2P) project general objective is to enhance the integration of eco-friendly sports practices and promote social inclusion, particularly for marginalized youth, by developing innovative educational methodologies, creating a digital learning platform, and organizing sustainable sports events. The Green Paths to Peace (GP2P) project arise from the need to address pressing issues such as youth social inclusion, sustainability, and environmental awareness across Europe. These issues have been exacerbated by the ongoing challenges posed by the COVID-19 pandemic and other global crises like the Ukraine conflict. One of the main priorities of the Erasmus+ Sport Small Scale Partnerships call is the promotion of social inclusion through sport, especially for marginalized groups. The GP2P project contributes to this priority by targeting marginalized youth, including those who are refugees, youth with disabilities, and economically disadvantaged youth. According to the European Commission's Social Inclusion and Social Protection report, youth from marginalized backgrounds often face significant barriers to participation in mainstream activities, including sports. In particular, the Social Inclusion Strategy (2020) highlights the need for targeted actions to foster social cohesion, especially in youth who are at risk of social exclusion. The project will engage these youth groups in eco-sports activities, ensuring their active participation in sports events and educational opportunities. By doing so, it will create a platform for building self-esteem, leadership, and community integration. The project's community-based eco-sports events will bring together diverse groups of youth, helping to break down barriers and promote mutual respect and understanding. Some of the key elements of the projects can be summarized as follows:

Document purpose	To provide a concise but evidence-based compendium linking eco-sports, social inclusion, grassroots practice and project design implications for GP2P.
Analytical basis	Desk research using European Commission, EACEA, WHO/Europe, UEFA, Erasmus+ project-result documents, selected academic literature and organisational practice examples.
Core deliverable logic	Needs analysis; policy and theory review; seven European case studies; cross-case findings; competence mapping; implementation recommendations and monitoring indicators.

- Problem: Across Europe, many people still do not take part in sport regularly, and access is far from equal. At the same time, local sport actors are being asked to work in greener ways with very limited time and resources.
- What GP2P does: GP2P brings these two issues together through small, local activities that combine participation, inclusion and simple environmental practice.
- What is new: The project does not treat sustainability as a side message. It tests a model where greener choices are part of the activity itself and help create a stronger sense of shared responsibility.
- What partners will test: The strongest cases reviewed for this compendium point in the same direction—keep entry barriers low, make sessions easy to join, support facilitators, and build in short moments for reflection and habit change.
- Expected effect: If GP2P works well, partners will finish with more than a pilot. They will have a format that can be reused locally, adapted by other organisations and explained in simple, practical terms.

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At a glance: analytical implications for GP2P



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1. Introduction and project context

GP2P sits in a very practical space: it links participation in sport with social inclusion and everyday environmental responsibility. That makes the project timely, but more importantly, useful for local community.

For the project partners, this matters because inclusion and sustainability do not need to be separated as different topics. GP2P can treat them as part of one experience: people join, feel welcome, take part, and leave with a few greener habits or choices made more visible.

Our project is already part of the Erasmus+ sport landscape as a funded small-scale partnership. So the real task is not to justify the idea from scratch, but to turn it into a model that works clearly and credibly in local environments.

The project sits where three practical conversations meet: how to widen participation, how to make sport greener in realistic ways, and how to turn a small pilot into something other groups can actually reuse.

This compendium is written with specific purpose. It pulls together the most useful ideas, examples and tools for partners who need to plan activities, explain their choices and show what changed.

Practical significance of GP2P

- keep the project logic visible in every local pilot, not only in the final report;
- connect sport, inclusion and sustainability inside the same participant experience;
- give each partner a clear practical role such as outreach, facilitation, gathering of evidence or local dissemination.

Why the topic is timely

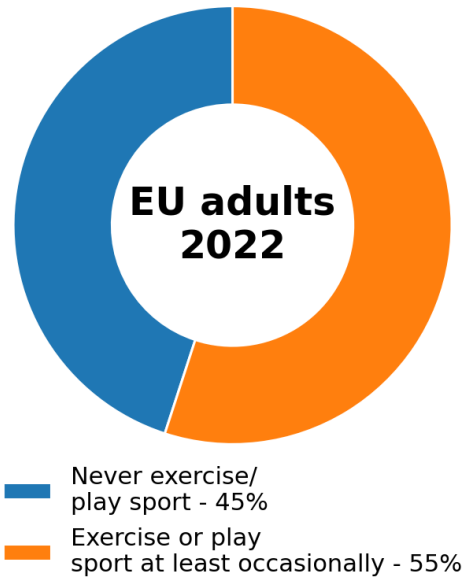
The European Commission's 2022 Special Eurobarometer found that 45% of respondents in the EU never exercise or play sport. This is not just a health statistic. It is also a participation and equity issue, because inactivity is unevenly distributed across age, income, gender, confidence, disability and place-based opportunity structures (please see Figure 1).

WHO/Europe has linked insufficient physical activity to a major disease and economic burden. Its 2023 WHO-OECD launch materials state that every third person in the EU has insufficient physical activity, while the Regional Director later noted that meeting WHO recommendations could save more than 10,000 premature deaths per year and around EUR 8 billion in healthcare expenditure across the EU.

At the same time, the sport sector is under pressure to address its own environmental contradictions. Sport can promote healthy lifestyles, outdoor connection and community stewardship, yet it can also generate travel emissions, waste, energy use, water consumption and infrastructure legacies that are environmentally costly. For grassroots organisations, the challenge is not to imitate large-event sustainability systems, but to translate the logic of greener sport into manageable routines, formats and choices.

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Figure 1. Physical activity participation in the EU



Source: derived from the European Commission's 2022 Special Eurobarometer on Sport and Physical Activity.

Working definition used in this compendium

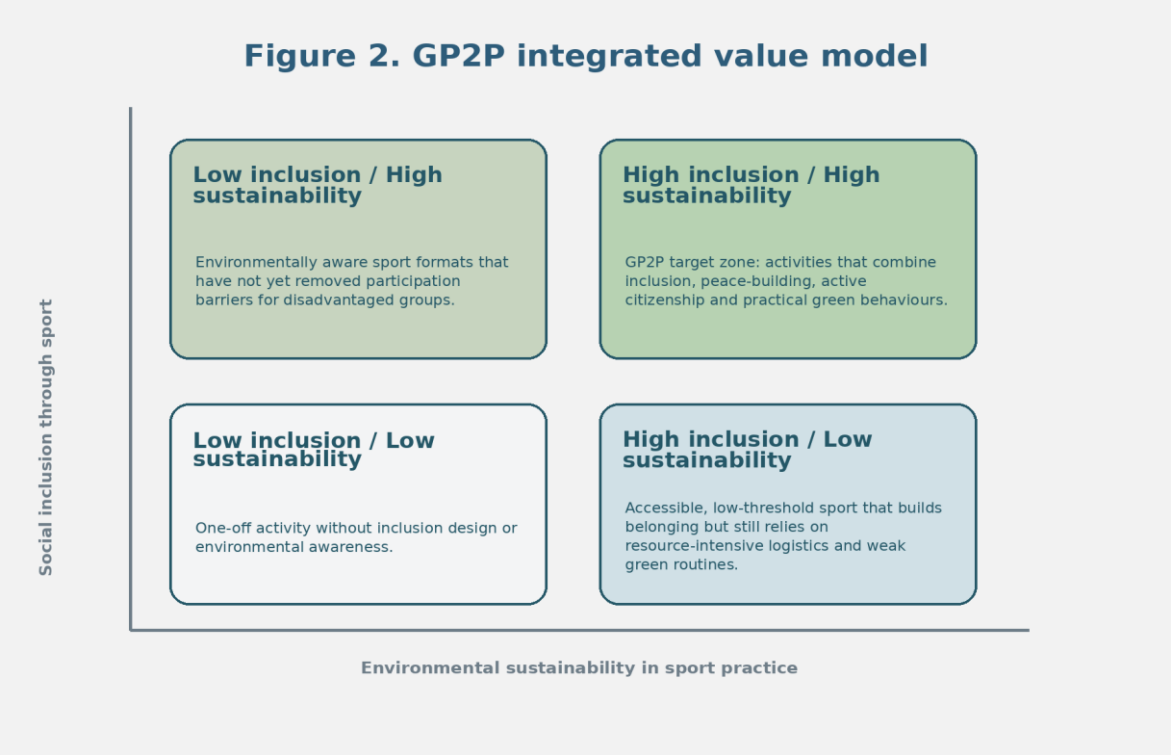
Here, eco-sports means sport and physical-activity formats that try to reduce avoidable environmental harm while also building awareness, habits and values linked to sustainability. Social inclusion means organised efforts to make participation feel safe, reachable and meaningful for people who are often excluded, underrepresented or less likely to stay involved.

Meaning for our project:

- participants should notice the inclusive and green choices around them without feeling they are in a lecture;
- small details matter: accessible instructions, shared roles, reusable materials, care for the local space and a short reflection at the end;
- the format should feel simple enough that a school, club or NGO could copy it later.

The strength of this project lies in putting these two ideas together. When the project works well, inclusion and environmental practice reinforce each other. A shared outdoor activity, a low-waste routine or a short reflection moment can support belonging and greener habits at the same time.

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The diagram illustrates the strategic position GP2P should aim for: high inclusion and high sustainability.

2. Policy and theoretical framework

2.1 European policy context

The European sport policy environment increasingly treats sport as a social and environmental policy field, not just a leisure domain. The official EU Sport page on social inclusion states that sport and physical activity promote tolerance, solidarity and inclusion, and that they create opportunities for marginalised and underprivileged groups, including migrants and people at risk of discrimination, to interact and integrate with other social groups.

At the same time, the European sport model is now framed in explicitly normative terms. According to the European Commission, the model is designed to foster a fair, inclusive and sustainable sport environment. This matters because it links the legitimacy of sport in Europe to values and governance choices, not only to participation volume or competitive success.

The environmental dimension has also matured. European Commission background papers on green transition and sport argue that sport organisations should both green their own facilities and activities and contribute more broadly to transition management in society. In practice, this includes issues such as transport, energy use, circularity, waste management, spatial planning, nature connection and the use of sport as a behavioural and educational platform.

For Erasmus+ small-scale partnerships, the implication is straightforward: projects like GP2P should be able to explain not just what they will do, but why their work is socially relevant, how it addresses common priorities, and how the project methodology leads from needs identification to monitored outcomes.

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2.2 Social inclusion through sport

Sport can support inclusion because it creates repeated social contact. People may not sign up for a formal support programme, but they will often join a team activity, a walk, a run or an outdoor session if it feels safe, familiar and welcoming.

That does not mean sport is inclusive by default. Writers such as Spaaij, and reviews on disability and participation, show that outcomes depend on design: who can access the activity, how people are treated, what assumptions are built in, and whether participants are respected rather than expected to simply fit in.

For GP2P, the practical question is simple: what helps people feel able to join, stay involved and gradually take a more active role?

2.3 Environmental sustainability in sport

In sustainability, the key shift is from talking about green values to changing everyday routines. In sport, that means looking at travel, materials, waste, energy use and venue choices, not just awareness messages.

At grassroots level, this has to stay practical. A small club may not measure everything, but it can choose reusable materials, reduce printing, favour local venues, encourage walking or shared transport, and connect sessions to care for nearby spaces.

For GP2P, that is the most useful lesson: the goal is not perfection. The goal is to make greener choices visible, doable and easy to repeat.

2.4 Why the two agendas belong together

The link between eco-sports and social inclusion is stronger than it first appears. Both agendas depend on accessibility, local relevance, collective action and behaviour change. Both are weakened when interventions are overly technical, top-down or detached from the realities of participants. And both become stronger when activity formats are regular, low-threshold and community-owned.

Sport in parks, schoolyards, neighbourhood spaces or local green areas can be environmentally lighter than infrastructure-heavy formats, while also being easier to access for people with fewer resources. Shared maintenance of spaces, litter-pick components, active travel and reflection tasks can create common purpose across diverse participants. This is where GP2P can be distinctive: not by treating sustainability as a separate lecture, but by making it a lived feature of inclusive sport practice. In simpler terms, GP2P is responding to four things at once: people not moving enough, people not always feeling they belong, clubs not always knowing how to work greener, and facilitators needing practical tools.

3. Analysis of the needs

A credible analysis of the needs for our project has to connect four gaps: insufficient physical activity, unequal access and social exclusion, weak sustainability routines in everyday sport practice, and limited educational resources for facilitators who want to address both inclusion and environmental behaviour at once.

The point is not that every country or community experiences these gaps in the same way. Rather, the evidence shows that they recur across Europe in different forms, making them legitimate targets for a transnational small-scale partnership.

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3.1 Low physical activity and unequal participation

The Eurobarometer result that 45% of people in the EU never exercise or play sport remains one of the clearest signals of unmet need. WHO/Europe reinforces the urgency by linking insufficient activity to noncommunicable disease and avoidable healthcare costs. Among children and adolescents, WHO notes benefits not only for physical health but also for cognitive development, self-esteem, academic achievement and social integration, while continuing to recommend an average of 60 minutes per day of moderate-to-vigorous activity across the week.

For GP2P, the relevance is twofold. First, projects that widen participation are still needed on public-health grounds alone. Second, the people most likely to benefit from community-based sport are often also those who face practical and psychological barriers to entry: cost, low confidence, lack of transport, weak local provision, poor prior experiences, cultural distance or uncertainty about whether they truly belong.

3.2 Social exclusion of youth and vulnerable groups

European practice on sport and inclusion repeatedly focuses on migrants, refugees, people with disabilities, women and girls, ethnic minorities, low-income communities and young people facing social vulnerability. The policy language is important here: inclusion is not only about opening the door to a session. It is about enabling meaningful participation, reducing isolation and building durable relationships.

This is visible in the history of the #BeInclusive EU Sport Awards, which recognise projects working with groups with fewer opportunities and in social difficulty, including migrants, refugees, ethnic minorities and people with disabilities. It is also visible in Erasmus+ project-result materials where sport is used as a vehicle for intercultural dialogue, disability inclusion, value-based learning and social connection.

The need for GP2P is therefore not hypothetical. There is already a strong European practice field showing demand for accessible, relational and non-formal sport formats. What remains in shorter projects is the need to create models that are transferable, locally realistic and educationally coherent.

3.2.1 Marginalised youth groups and barriers that GP2P should name explicitly

For GP2P, the phrase 'marginalised youth' should not stay generic. In reality, the project is likely to meet several overlapping groups: refugees and asylum-seeking adolescents, young people with disabilities, NEETs, girls who leave sport in adolescence, youth from rural or remote areas, and young people from low-income or otherwise unstable social settings. Erasmus+ inclusion guidance treats participants with fewer opportunities as those who face social, economic, cultural, geographical, educational, health-related or disability-related barriers to participation (European Commission, 2021b). That matters because the barriers are not the same for every group. For youth refugees, the first barrier is often trust, followed by language, transport, information gaps and uncertainty about whether the activity is really meant for them. For youth with disabilities, the main problem is often not motivation but inaccessible space, unsuitable instructions, lack of adapted equipment or unqualified staff. For NEETs, low confidence, unstable daily routines, mental strain and weak institutional ties can make regular attendance fragile. For rural youth, the deciding issue may simply be distance, travel cost and the lack of nearby sport opportunities. For girls, safety, privacy, family expectations, time pressure and the absence of female role models are often decisive, and UNESCO reports that 49% of girls drop out

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of sport during adolescence while a recent EU - Council of Europe update notes that women and girls make up only 31% of all sports federation members (UNESCO, 2024b; European Commission, 2025e).

Our project should therefore respond with targeted outreach and targeted design, not only with inclusive language. That means working through schools, municipalities, refugee-support actors, disability organisations, youth centers and trusted community mediators. It also means flexible timings, simple registration, travel-conscious venue choice, and a basic accessibility check before each event. In some settings, female facilitators or peer leaders will make a practical difference to girls' participation and retention. In others, multilingual communication or family-facing information will matter more. The project should also treat belonging as an outcome in its own right. A participant who comes back, volunteers, or brings a friend is often showing meaningful inclusion before any formal competence indicator moves. For the partners involved in the project, the practical question is simple: can a young person from one of these groups join without needing extra motivation, extra money or extra explanation.

3.3 Sustainability deficits in sport practice

Although the sustainability debate is now common in major events and elite sport communication, many grassroots organisations still lack practical tools to translate the agenda into everyday routines. European Commission materials on green transition and sport, as well as Erasmus+ project outputs such as Eco-Friendly Sports, show that there is demand for actionable guidance: how to organise greener activities, how to combine physical activity with environmental learning, how to communicate with participants, and how to build habits rather than one-off awareness.

The gap is especially visible in small organisations that rely on volunteers, use borrowed or municipal facilities and operate with very limited administrative capacity. For them, environmental expectations can feel abstract unless they are broken down into simple design choices and facilitation routines.

3.4 Skills and resource gaps among facilitators

Across the cases, coaches, youth workers and community facilitators need more than enthusiasm. They need simple methods, reflection tools, language-sensitive communication, inclusion protocols and enough confidence to run mixed groups well. For GP2P, this means facilitator support is not a side issue. It is part of the delivery model itself.

This point is central for GP2P. A project can organise attractive pilot events, but its longer-term value depends on whether partners can package learning into replicable formats for other organisations. The need is therefore not only 'more activities', but also better facilitation capacity.

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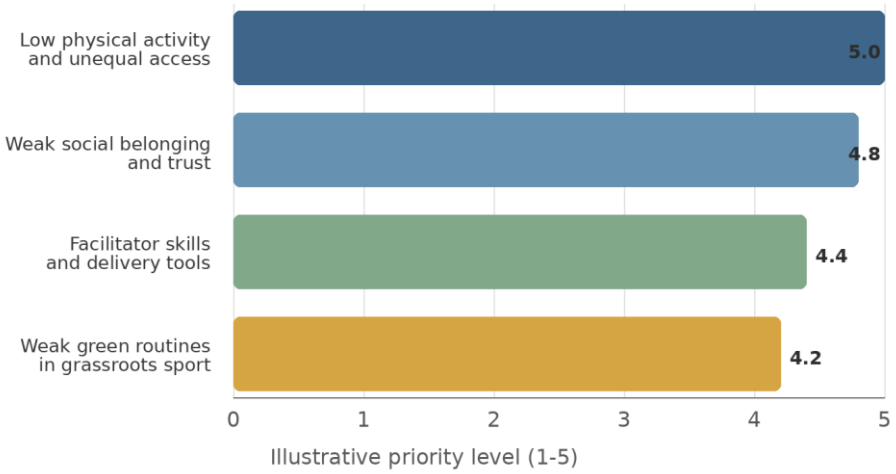


Figure 5. GP2P delivery priorities derived from the needs analysis. Illustrative scoring based on the compendium's synthesis of access, inclusion, facilitation and sustainability needs.

In the context of the project partners, each site should turn these priorities into a one-page local snapshot: who is least likely to join, what blocks participation, and which green routines are realistic in that setting. This keeps the project grounded and prevents the needs analysis from staying too general.

Analysis of the needs matrix

Need	Evidence base	Why it matters for GP2P
Insufficient physical activity	45% of EU respondents never exercise or play sport; every third person in the EU has insufficient physical activity.	GP2P can use low-threshold formats to reach inactive or irregularly active participants.
Weak social belonging	EU policy and practice repeatedly position sport as a route to inclusion for migrants, minorities, people with disabilities and vulnerable youth.	The project should build structured contact, mutual support and a sense of belonging, not just attendance.
Weak green routines in grassroots sport	Policy papers and project outputs show a need for simple, workable sustainability practices in clubs and local events.	GP2P should model feasible 'green routines' that small organisations can adopt immediately.
Facilitator skills gap	European projects invest in manuals, trainer guidance and non-formal learning tools.	The project's legacy depends on training facilitators, not only on organising sessions.

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4. Methodology

Methodology for the project GP2P

- the project does not need heavy research design to produce useful evidence;
- it needs a small shared template, the same core indicators across partners and regular partner reflection after each pilot cycle;
- that level of evidence is realistic for a 12-month small-scale partnership and still strong enough for reporting and reuse.

This compendium is based on desk research. The method is intentionally light because GP2P is a small-scale partnership and needs a format that is realistic as well as credible. Sources were selected for policy relevance, credibility, European applicability and practical usefulness. Priority was given to European Commission, EACEA and WHO/Europe materials, along with UEFA and organisational practice documents that offered usable examples rather than theory alone.

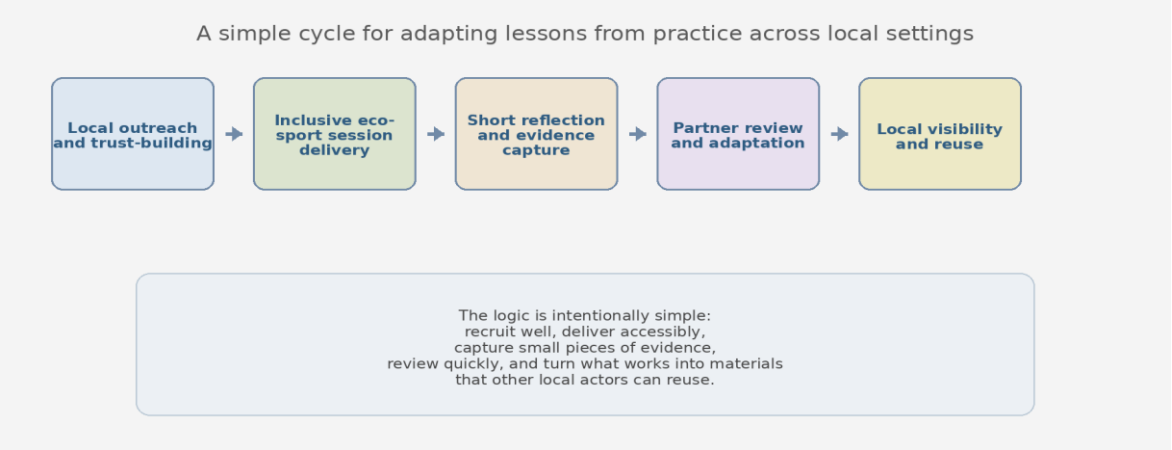


Figure 6. Practical partner cycle for GP2P delivery and adaptation.

The case studies were chosen to give our project with a useful spread of examples rather than a statistically representative sample. The set includes major-event practice, club-level sustainability, Erasmus+ outputs, migrant and refugee integration models, disability inclusion and low-threshold community participation. That mix reflects the kind of choices the GP2P partners are more likely to face in real delivery.

To keep the comparison practical, each case was reviewed across five dimensions: access, inclusion design, environmental practice, learning or competence development, and transferability for grassroots organisations. For GP2P, this makes the evidence easier to turn into local decisions instead of leaving it at the level of general inspiration.

There are limits to this approach. Many practice examples report activities and stories more readily than long-term outcomes. Some organisational websites are descriptive but not independently evaluated. For GP2P, that is still workable. The point here is not to claim perfect proof. It is to gather enough solid patterns to support sensible design choices, partner coordination and reporting.

How the methodology aligns with Erasmus+ expectations

The Erasmus+ Programme Guide expects projects to explain their methodology, needs analysis, monitoring arrangements, quality assurance and evaluation approach, alongside both qualitative and quantitative indicators. GP2P does not need a heavy research design to meet that expectation. It does

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need a clear and shared way of showing what was done, who took part, what changed and what can be reused.

So this compendium is more than background reading. In the context of the project partners, it can work as a planning tool, a delivery guide and a reference point for final reporting. That makes it more useful for GP2P than a purely academic review would be.

5. European case studies

Case 1. UEFA EURO 2024 (Germany): sustainability scaled into event governance

The UEFA EURO 2024 sustainability strategy set out an ambitious vision: to become a reference point for event sustainability in sport and a driving force for sustainable development in German and European society. The later ESG reporting phase signaled that this was not treated as a side campaign; UEFA reported a EUR 29.6 million investment in sustainability, while the EURO 2024 Climate Fund concluded with EUR 7.925 million invested in grassroots sustainability projects.

The relevance of this case for our project is not that a small-scale grassroots project should copy a mega-event. Rather, EURO 2024 shows what becomes possible when sustainability is embedded in governance, budget lines, legacy planning and verification systems. It also demonstrates that environmental action in sport can create downstream benefits for grassroots structures rather than remaining locked inside event operations.

For GP2P, the transferable lesson is the importance of making sustainability operational and visible. Even at small scale, this means assigning responsibilities, identifying a minimum set of green standards, budgeting for sustainable choices where necessary, and thinking about post-project legacy rather than only delivery during the grant period.

Case 2. Forest Green Rovers (England): club identity built around sustainability

Forest Green Rovers has become one of the most cited European examples of sustainability as club identity rather than isolated project activity. According to the club and EU sport communication, its model includes the use of green electricity and carbon-neutral gas, an organic pitch and rainwater collection for irrigation. The club explicitly frames sustainability as core to everything it does, and its approach has been publicly highlighted by UEFA and the European Commission as a visible example of climate-conscious sport practice.

What makes the case analytically useful is that sustainability is not hidden backstage. It shapes operations, communication, brand narrative and fan experience. This matters because behaviour change in sport is easier when participants and communities can see that environmental values are not merely stated but normalised in everyday practice.

The limit of this model, from a GP2P perspective, is that it rests on a distinctive institutional identity and relatively high organisational coherence. Grassroots projects cannot replicate a professional club model in full. They can, however, borrow the principle of visible coherence: consistent green choices, repeatable messages and a recognisable culture of environmental responsibility.

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Case 3. Eco-Friendly Sports (Erasmus+): grassroots methods for linking sport and environmental education

The Erasmus+ Eco-Friendly Sports project is one of the most directly relevant precedents for GP2P. Its stated objectives included improving the knowledge and experience of sports-club representatives and youth workers about eco-friendly sport, supporting physical and mental health, building sustainable cities and contributing to the social inclusion of young people from disadvantaged backgrounds. The final report states that the project involved 8 organisations from 8 countries, organised 48 local events and involved 1,041 participants.

Importantly, the project did not stop at advocacy. It developed practical outputs, including a 24-workshop Eco-Friendly Sports Program for Youth and a Sport and Nature Education Program for trainers, sports experts and youth workers. It also compiled good practices and advice on how to organise eco-friendly sport events, how to make regular activities greener, and how to integrate environmental education into sport and physical activity.

This case is highly transferable because it shows that sustainability and inclusion can be translated into programme architecture: workshops, events, trainer materials, surveys, examples and media outputs. For GP2P, it underlines the value of creating facilitation tools that are directly usable by non-specialists.

Case 4. INAMOS: from European policy to local sports-club practice for newly arrived migrants

INAMOS ('Integration of Newly Arrived Migrants through Organised Sport') is especially valuable because it tries to bridge academic analysis and everyday club reality. Its first stakeholder validation report states explicitly that the project sought not only to conduct research on sports clubs, but research for sports clubs. The online validation process reached clubs and federations in six countries - Denmark, Germany, Norway, Serbia, Sweden and Switzerland - and generated 22 responses.

The project is relevant to GP2P because it takes implementation seriously. Stakeholders were asked what information clubs needed, how they preferred to receive project results, and whether they would rather see real-life best-practice examples or general guidance on problems and solutions. The feedback suggested that practitioners considered the questions highly relevant and needed results that were understandable, transferable and useful in local settings.

INAMOS therefore demonstrates an important design principle: inclusion projects work better when the knowledge-production process includes clubs early and treats them as practical users, not passive recipients. For GP2P, this supports participatory design, multilingual materials where needed, and dissemination formats that go beyond formal reports.

Case 5. Social Inclusion through Adapted Sport (SITAS): disability inclusion through adapted basketball

The SITAS project shows how adapted sport can be used to address isolation, equal opportunity and leadership development among young people. The handbook describes the project as promoting social change through adapted basketball for young men and women aged 15-28 and reports visible results including an exchange of good practices and knowledge, the development and implementation of new tools for coaches and sport organisations, and the laying of foundations for a long-lasting international network.

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The case is particularly relevant because it links inclusion to structured capacity-building. The project included seminars, coach training, a closing seminar and supporting materials for participants and accompanying staff. Its objectives combined social inclusion with mutual understanding, international exchange and the acquisition of knowledge, skills and leadership attitudes through sport and non-formal education.

For GP2P, the lesson is that inclusion requires specific design choices, not generic openness. Adaptation, staff preparation, participant support materials and a clear educational rationale all matter. Even where GP2P does not focus specifically on disability sport, SITAS offers a strong model of intentional inclusion.

Case 6. Sport for Intercultural Dialogue (Sport ID): sport as a platform for migrant and refugee integration

Sport ID provides a useful bridge between policy discourse and field examples. Its handbook identifies aims such as sharing best practice on integration, inclusion and socialisation through sport within the EU, alerting citizens to the social role of sport in promoting intercultural contact, networking organisations and preparing professional education in the field. The handbook also documents examples and findings across multiple partner countries.

The case is rich in transferability because it makes the European practice landscape visible. The handbook notes that in the UK and Italy there are long-standing official and non-governmental initiatives that support integration through sport. It gives concrete examples, including a Spanish network that has completed more than 100 development projects and helped more than 160,000 people, and a Belgian club model serving around 700 young people per year, with over 1,300 since the beginning of the project, many of them unaccompanied minors.

For GP2P, Sport ID shows the value of working with a practice inventory, not only a local pilot. It also highlights that intercultural dialogue needs facilitation and contextual understanding. Sport creates a common language, but that language still needs structure, trust and intentional follow-up.

Case 7. parkrun and low-threshold community participation in Europe

Although parkrun is a global charity rather than an EU-funded project, it offers one of the clearest models of inclusive, low-threshold and repeatable community activity relevant to Europe. The organisation states that more than 11 million people are registered, more than one million different people have volunteered, and donations have helped establish more than 270 parkruns in areas of deprivation. It presents itself as a free, weekly community event in open spaces where people can walk, jog, run or volunteer.

Plain-language takeaway for GP2P

- keep entry easy;
- keep the green routines concrete and visible;
- repeat the activity enough times for trust, confidence and habit to build;
- show partners what to capture after each session so learning is not lost.

The case matters because it reduces multiple barriers at once: cost, pressure, performance anxiety and uncertainty about belonging. Its language of inclusion is explicit: everyone is welcome, nobody comes last and volunteering is as legitimate as running. In several European countries participation has also continued to grow, with official parkrun communications noting substantial growth in Germany and the Netherlands and a strong presence in Ireland and other countries.

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For GP2P, the main lesson is that inclusive design often looks simple from the outside. Regularity, open space, volunteer culture, flexible ways of taking part and a non-intimidating entry point can be more powerful than complex programming. Combined with local sustainability messages and stewardship practices, this model is particularly adaptable for peace-building and neighbourhood engagement.

5.1 Reading the European cases through a marginalised-youth lens

When the European cases are read specifically through a marginalised-youth lens, they do not all offer the same value for this project. INAMOS is powerful on newly arrived migrants because it asks what clubs actually need to do differently if they want inclusion to work in ordinary local structures (Ehnold, Gohritz, Jarck and Schlesinger, 2021; Ehnold et al., 2023). SITAS is the clearest case on disability inclusion because it combines adapted sport with coach preparation and supporting materials instead of assuming that open access alone is enough (Basketball Club for People with Disabilities Levski et al., 2022). Sport ID is especially useful for refugee and migrant youth because it treats sport as a platform for intercultural dialogue, not just shared activity (Sport ID Project, 2018). Eco-Friendly Sports is more relevant for disadvantaged youth in a broader sense because it shows how low-cost workshops, trainer materials and local events can combine participation with environmental learning (Eco-Friendly Sports Project, 2022a; Eco-Friendly Sports Project, 2022b). Parkrun is not a youth-targeted programme in a narrow sense, but it demonstrates how a free, repeatable and non-intimidating format lowers entry barriers for people who may feel that organised sport is not for them (parkrun Global, 2026a; parkrun Global, 2026c).

At the same time, the cases also reveal clear gaps that this particular project should address more directly. The majority do not speak enough about NEETs as a distinct group. Only a few deal explicitly with rural transport barriers. Gender-sensitive design is present in the wider literature, but not equally visible across all the cases gathered here. That is why our project should not copy one model in full. A stronger route is to combine the best parts of several models: targeted outreach from INAMOS, adaptation and staff preparation from SITAS, intercultural trust-building from Sport ID, practical environmental routines from Eco-Friendly Sports, and low-threshold entry from parkrun. Read this way, the case-study section becomes much more useful for project delivery. It shows not only which practices look good on paper, but which design choices are likely to help different groups of marginalised young people join, stay and benefit.

5.2 Brief global perspective beyond Europe

A short global lens strengthens rather than weakens the European analysis. At United Nations level, the most recent reporting on sport for development and peace treats social inclusion, gender equality, peacebuilding, crime prevention and sustainable communities as linked priorities rather than separate agendas (UN DESA, 2024a; UN DESA, 2024b). That wider framing is close to the logic behind this project. In the Middle East, UNICEF's Football and Social Cohesion Project in Lebanon provided football and life-skills support to 3,600 Lebanese and Syrian children across 60 public schools, and one festival alone brought together 220 adolescents from 18 schools (UNICEF Lebanon, 2016). The programme is especially relevant because it used sport to reduce tension between host and refugee communities and explicitly presented the activity as a positive alternative to violence and frustration. A more recent example comes from Egypt, where UNICEF reported that the 'Maharty...Lyaqty' sport for development boot camp engaged 5,243 young people, including 1,104 refugees and migrants, and 68% of participants were girls (UNICEF MENARO, 2025). That example matters because it combines inclusion, life skills, healthy lifestyles and social cohesion in one delivery model.

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A third global reference point is UNHCR's sport work in displacement settings. Through the Sport for Protection Toolkit and the UNHCR Sport Strategy 2022-2026, sport is framed not as entertainment on the margins, but as a practical protection tool that should respond to local needs, link with safeguarding and fit into wider support systems (UNHCR, 2019; UNHCR, 2022a). For our project, these non-European examples add two important messages. First, sport-based inclusion becomes stronger when it responds to conflict, displacement or social tension in concrete local terms. Second, peace-building and participation can sit inside the same activity design. This global perspective therefore improves the usefulness of the compendium. It shows that the GP2P model belongs to a wider field of practice where sport is already being used to build trust, reduce exclusion and create safer local relationships.

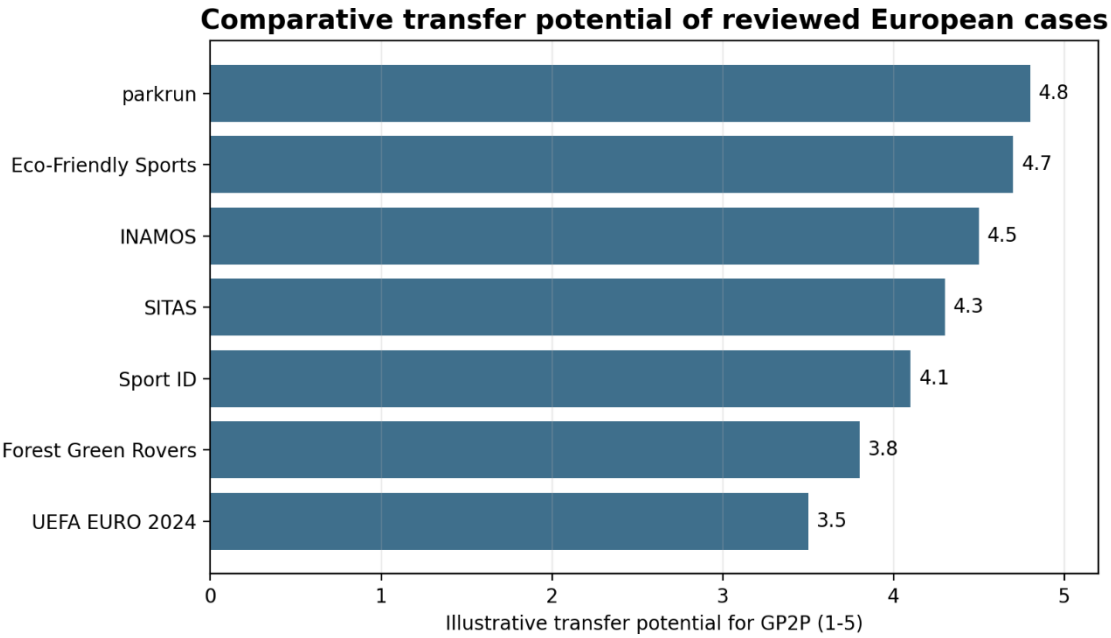


Figure 7. Comparative transfer potential of the reviewed cases for GP2P. Scores are illustrative and derived from the compendium's own assessment of usability in a small-scale partnership. Put simply, the projects that work best are the ones that make it easy to join, easy to understand and easy to repeat.

Comparative case-study matrix

Case	Core innovation	Inclusion dimension	Environmental dimension	Transferable lesson
UEFA EURO 2024	Sustainability built into event governance and legacy	Accessible social programming and grassroots climate fund legacy	Dedicated ESG strategy and funded climate action	Assign responsibility and budget to sustainability
Forest Green Rovers	Sustainability as club identity	Community learning through visible norms	Energy, pitch, water and whole-club narrative	Make green choices visible and consistent

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Eco-Friendly Sports	Trainer tools and youth workshop programme	Disadvantaged youth included in design	Environmental education embedded in activity	Produce usable methods, not only messages
INAMOS	Research for clubs, not only about clubs	Focus on newly arrived migrants	Indirect; mostly through practical project design	Co-design with practitioners and end users
SITAS	Adapted basketball and coach preparation	Socially weak and disabled youth	Low direct emphasis	Inclusion needs adaptation and staff support
Sport ID	Cross-country inventory of integration practice	Migrants, refugees and intercultural dialogue	Low direct emphasis	Use examples and partner knowledge to scale learning
parkrun	Free, repeatable community activity	Open participation and volunteering	Low-resource outdoor model	Simplicity, regularity and belonging matter

6. Cross-case results and analysis

Across the case studies, five recurring findings stand out. First, inclusion is strongest where access barriers are reduced in practice, not just in principle. Free or low-cost access, welcoming communication, multiple ways of participating and familiar community settings matter as much as programme content.

Second, environmental sustainability becomes credible when it is operationalised. Large events can do this through strategy, budgets and reporting; grassroots organisations do it through routines, venue choices, travel norms, materials, facilitation habits and visible behavioural cues. The scale changes, but the logic does not.

Third, the most transferable models invest in intermediaries. Coaches, volunteers, youth workers and local organisers are the people who translate values into lived practice. Case studies that included guidance, training modules, toolkits or structured facilitation materials produced stronger legacies than those relying on inspiration alone.

Fourth, repeated participation is more valuable than one-off exposure. Models such as parkrun or structured workshop series create familiarity, confidence and habit formation. This is especially important for participants who may not initially identify as 'sporty' or who have experienced exclusion elsewhere.

Fifth, the strongest initiatives make social and environmental learning visible but manageable. They do not overload participants with abstract theory. Instead, they connect concrete actions - shared transport, reusable bottles, green spaces, inclusive team norms, peer encouragement, reflection tasks - to wider values.

Key success factors

A first success factor is low-threshold entry. Projects that welcome people regardless of ability, confidence or prior sporting identity are more likely to achieve inclusion goals. This is why language,

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fee structures, venue choice and flexible participation roles are not administrative details; they are core inclusion mechanisms.

A second success factor is local relevance. Environmental behaviour is easier to change when linked to visible local spaces and everyday choices. Similarly, social inclusion becomes more tangible when activities are embedded in real neighbourhood relationships rather than short-term performative events.

A third success factor is role clarity. Participants, facilitators and partner organisations need to understand what the activity is trying to achieve beyond 'doing sport'. The clearer the project's dual-purpose logic, the easier it becomes to maintain coherence between social inclusion and sustainability.

Recurring implications

The case studies also reveal predictable implications. Projects often face difficulties in sustaining participation beyond the novelty phase, particularly when transport, time poverty or weak local partner networks are not addressed. Environmental ambitions can also become symbolic if staff are enthusiastic but underprepared.

Another implication is over-complexity. Grassroots actors may disengage when sustainability language sounds technical or when inclusion language remains too abstract. Practicality is therefore not a simplification of quality; it is a condition for quality at local level.

Finally, monitoring is often underdeveloped. Many initiatives can describe what they did, but fewer can show consistent evidence on who changed, what habits shifted, which participants stayed involved and how green practices were sustained. GP2P can improve on this by planning indicators from the start. For GP2P, these frameworks are useful only if they help partners describe learning in everyday language that facilitators can actually use.

6.1 Peace-building, trust and social cohesion as explicit analytical results

Sport enters peace-building not because games automatically resolve conflict, but because well-facilitated activity creates repeated, low-stakes contact around shared rules. The latest United Nations reporting on sport for development and peace now treats peacebuilding and crime prevention as one of the five main global areas of impact, alongside social inclusion, gender equality and sustainable communities (UN DESA, 2024). UNESCO's Charter makes a similar point by stating that sport can contribute to development, peace and post-conflict objectives when programmes are ethically designed and safely delivered (UNESCO, 2015). For our project, the practical outcome is that peace should be visible in the session design, not only in the project title. That means mixed teams, rotating roles, shared responsibility, clear ground rules, and short debriefs on fairness, respect and cooperation. It also means planning for tension rather than pretending it will never appear. In mixed groups that include youth refugees, youth from low-income settings or participants who do not know one another. Trust usually grows through repetition and predictability rather than through one symbolic event.

The Lebanon football example is useful here because it explicitly framed sport as a way to reduce tension and offer a positive alternative to violence between communities (UNICEF Lebanon, 2016). Sport ID points in the same direction inside Europe: intercultural contact works better when it is structured, named and followed up (Sport ID Project, 2018). In this particular project, peace-building should therefore be understood as a sequence of small, observable outcomes: feeling safe enough to join, working with someone different, handling frustration without escalation, and seeing a shared public space as common rather than divided. These are modest outcomes, but they are real. They also fit the scale of a small partnership. If partners capture them through short reflection prompts and observation

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notes, the peace dimension of GP2P will become much easier to show in both delivery and final reporting.

6.2 Gender equality, safe participation and digital support across the findings

Gender equality and digital access should be treated as design conditions, not as side topics. Across Europe, women and girls represent only 31% of sports federation members, and UNESCO reports that 49% of girls drop out of sport during adolescence (European Commission, 2025e; UNESCO, 2024b). For this project, that means a general invitation to participate will not be enough. In some sites, girls may need safer timings, women facilitators or peer leaders, family-facing communication, privacy when changing, and clear anti-harassment rules if participation is to feel realistic rather than symbolic (European Commission, 2022c; UN Women and UNESCO, 2023). The UN Women - UNESCO handbook is direct on this point: safe spaces and threat-free participation are basic conditions for girls and women to stay in sport (UN Women and UNESCO, 2023). The digital dimension also needs to be made more visible. Erasmus+ now encourages the use of digital tools and learning methods to complement physical activities, improve cooperation and raise the quality of project delivery (European Commission, 2025f).

In connection to our project, that digital layer can stay simple and useful. It can include short online facilitator briefings, multilingual registration or information forms, shared digital session cards, small libraries of inclusive exercises, and post-event reflection tools that do not create heavy reporting burdens. At the same time, the project should not assume equal digital access. Rural youth, newly arrived refugees and low-income families may rely on shared devices, limited data or unstable connectivity. That is why digital support should stay mobile-friendly, low-bandwidth and optional rather than becoming a new barrier. Used well, the digital layer can widen access to learning, help partners stay aligned and make the project easier to replicate after the funded phase.

7. Educational competences relevant to our project

To strengthen educational coherence, GP2P can draw on established European competence frameworks rather than inventing a project-specific language from scratch. Two frameworks are particularly relevant: GreenComp, the European sustainability competence framework, and LifeComp, the framework for personal, social and learning-to-learn competence. Together they offer a strong basis for designing sessions, reflection tools and facilitator guidance.

GreenComp provides a reference framework for sustainability competences and organises 12 competences into four areas. LifeComp defines nine competences across personal, social and learning-to-learn domains. Used together, they allow GP2P to frame eco-sports not only as behaviour change but as competence development.

Why competence framing matters

Competence frameworks are useful because they help partners describe learning outcomes with more precision. Instead of stating that participants will 'learn about sustainability' or 'be more inclusive', the project can specify that they will develop, for example, empathy, collaboration, self-regulation, future thinking, valuing sustainability and collective action.

This is especially important in non-formal sport settings, where learning is often experiential and relational. A competence lens helps facilitators turn experience into intentional learning without making the activity feel like classroom teaching.

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Competence mapping for GP2P

Framework	Relevant competence areas	Application in GP2P
GreenComp	Embodying sustainability values; embracing complexity; envisioning sustainable futures; acting for sustainability.	Use in eco-challenges, shared stewardship tasks, reflection on local environmental choices and future-oriented project actions.
LifeComp	Personal, social and learning-to-learn competences such as empathy, communication, collaboration, growth mindset and self-regulation.	Use in team tasks, peace-building exercises, conflict-sensitive facilitation, debriefs and peer support.
EntreComp (optional)	Initiative, creativity, mobilisation of resources, working with others.	Useful where GP2P wants participants to design or lead community micro-actions beyond the sport session.

8. Recommendations for implementation

1. Design every activity around dual outcomes.

Each GP2P activity should carry one clear inclusion aim and one clear sustainability aim. That keeps the project focused. It also stops the green side from becoming decorative and the inclusion side from becoming too vague.

2. Use a low-threshold participation model.

Keep costs low, use familiar local spaces when possible, allow different participation roles and use language that reduces performance anxiety. For GP2P, joining should feel manageable from day one.

3. Train facilitators, not only participants.

For GP2P, facilitator preparation should cover inclusion language, safeguarding, simple green-event protocols, short debrief techniques, conflict-sensitive communication and adaptation strategies for mixed groups. A strong session usually depends less on complexity and more on calm, prepared delivery.

4. Build learning into the activity flow.

Short reflection moments before, during and after activities usually work better than separate theory blocks. In GP2P, participants should be able to connect what they did physically with what they noticed socially and environmentally.

5. Co-design with local partners and target groups.

Following the logic seen in INAMOS, involve clubs, facilitators and community actors early in deciding what information they need, which barriers matter locally and what delivery format feels realistic. This makes GP2P more grounded from the start.

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6. Produce reusable outputs.

Final project message

- GP2P will be strongest when the consortium keeps the model modest, practical and easy to repeat;
- the value of the project is not in sounding highly technical, but in showing that inclusive eco-sport can work in ordinary local settings with limited resources;
- that is exactly what makes the approach transferable.

Develop compact handbooks, session cards, facilitator briefs and case summaries that are easy to pick up and reuse. In the context of the project partners, a short usable resource is often more valuable than a long text that nobody opens later.

7. Document simple but meaningful indicators.

Track who joins, who comes back, what behaviour changes are reported, which green routines were used and what participants say about belonging, confidence and cooperation. These are the kinds of signals GP2P can realistically gather without overloading delivery teams.

8. Create a visible local legacy.

Where possible, connect sessions to local spaces and visible community benefit: cleaner shared areas, stronger local partnerships, recurring activity slots or participant-led micro-actions. That is where GP2P can feel real rather than symbolic.

9. Disseminate through stories and tools together.

Stories help people care, but tools help them repeat the work. GP2P dissemination is stronger when short narratives sit next to usable templates, visual examples and simple delivery tools.

9.1 How this compendium should feed directly into the specific outputs of this project

This compendium should be used as a working design document for the four visible outputs of our project, not as a stand-alone background text. First, it gives the digital handbook a clearer structure: target-group profiles, barrier checklists, peace-building prompts, green-event routines and short monitoring questions can all be taken directly from the analysis and converted into usable pages. Second, it gives the training platform concrete content for facilitators, youth workers and partner staff, especially on inclusive delivery, conflict-sensitive communication, safeguarding and local environmental choices. Third, it gives the curriculum a stronger spine. The competence section already points to GreenComp and LifeComp, but the revised analysis now shows much more clearly where refugee inclusion, disability-sensitive adaptation, girls' participation, digital access and peace-building should appear in the learning flow (European Commission, Joint Research Centre, 2022; European Commission, Joint Research Centre, 2020). Fourth, it gives the eco-sports events a much more explicit design logic: each event can now be planned around a target group, a peace objective, a small set of circular green routines and a short reflection moment.

That stronger link between research and outputs matters because this project will be judged in practice by whether those elements work together at delivery level. For our partners, the best use of the

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compendium is operational. One partner may translate the case-study lessons into facilitator cards. Another may use the barrier analysis to improve outreach to girls, refugee youth or rural participants. Another may use the monitoring guidance to shape the platform templates and reporting flow. Another may use the peace-building section to build reflection prompts into event debriefs. In that sense, the compendium is not separate from implementation. It is the bridge that connects analysis to the digital handbook, the platform, the curriculum and the events themselves.

9.2 Circular economy principles that our project can apply at event level

If this project aims to align more clearly with the European Green Deal, the environmental part should move beyond general green awareness and use a simple circular-economy logic. The core sequence is practical: reduce what is not needed, reuse what already exists, repair when possible, recycle correctly, and source locally when that lowers waste and transport pressure (European Circular Economy Stakeholder Platform, 2020; European Commission, 2023; European Commission, 2021). For small sport events, this does not require a complicated system. It starts with decisions like borrowing equipment before buying new items, choosing refill points instead of single-use bottles, using durable signs, avoiding unnecessary printing, planning waste sorting in advance, and favoring local venues that participants can reach on foot, by bicycle or through shared transport. Where materials are needed, modular and reusable kits are better than one-off purchases. Where refreshments are offered, local sourcing and minimal packaging should become the default. Where event branding is needed, fewer reusable items are usually more consistent with the project values than cheap disposable merchandise.

This is also an area where young people can take visible roles. Participants can help manage refill stations, sort materials, track reusables, or map lower-waste travel options for the next session. That approach is more educational than simply telling people to care about the environment. It makes the circular-economy tangible in a community setting. For this project, the right standard is not perfection. The right standard is repeatable improvement that small organisations can keep after the project ends. If each partner can document a short list of circular routines that stayed in place across several events, the environmental value of our project will become much easier to explain and much harder to dismiss as symbolic.

Suggested monitoring indicators

Dimension	Indicator examples	Data source	Frequency
Reach	Number of participants; share from target groups; gender and age spread where appropriate.	Registration sheets; partner logs	Each activity cycle
Retention	Repeat participation rate; volunteer conversion; partner continuation interest.	Attendance records	Monthly / per pilot
Inclusion	Self-reported sense of belonging, confidence, feeling welcomed, intercultural contact.	Short pre/post or post-session surveys	Baseline and endline
Environmental practice	Use of reusables, waste sorting, active/shared travel, printed-material reduction.	Facilitator checklist; observation	Each event

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Learning	Evidence of reflection, sustainability understanding, teamwork and peer support.	Reflection cards; facilitator notes	Each event / endline

9. Conclusion

The case for GP2P is solid. European policy, public-health evidence, project practice and competence frameworks all point in the same direction: sport can create social value and learning, but only when the design is intentional. Inclusion does not happen automatically, and neither does sustainability.

What makes GP2P distinctive is that it does not choose between the two agendas. It treats greener sport practice and social inclusion as connected routes to stronger communities and more peaceful everyday relations. That combination is timely, but it is also practical.

The next challenge is execution. If GP2P keeps activities accessible, trains facilitators well, makes green behaviour visible and easy to follow, and documents outcomes with modest but meaningful indicators, it can leave behind a model that grassroots actors can genuinely use. That is the real value of a small-scale partnership: not size for its own sake, but transferability.

9.1 European added value, scaling potential and long-term impact

Our project also has a clear European added value that goes beyond a single local pilot. The problems it addresses - low participation, unequal access, weak green routines and fragile social cohesion - appear across many contexts in Europe, but not always in the same combination. That is precisely why a transnational small-scale partnership is useful. It allows partners to compare what works with refugee youth, girls, youth with disabilities, rural participants or mixed community groups instead of testing one isolated format. The evidence base already points to scalable components. Eco-Friendly Sports reported 48 local events and 1,041 participants, UNICEF's Lebanon and Egypt examples show how sport can reach 3,600 children in one country context and 5,243 young people in another, while UEFA's EURO 2024 Climate Fund left EUR 7.925 million for grassroots sustainability action (Eco-Friendly Sports Project, 2022a; UNICEF Lebanon, 2016; UNICEF MENARO, 2025; UEFA, 2025). The project will work at a much smaller scale, but that is not a weakness if the model stays clear and practical.

Its long-term value lies in producing a format that smaller clubs, schools, NGOs and municipalities can understand and adapt without special infrastructure. The project can also strengthen European cooperation in practical ways through shared facilitator language, shared monitoring templates, shared digital resources and shared examples of low-cost green delivery. For the target groups, that matters because support becomes more consistent. A refugee teenager, a girl who has left sport, or a young person from a remote area benefits when participation feels safer, simpler and more predictable across settings. For European policy, this project adds a concrete grassroots example of how inclusion, peace-building and climate-conscious sport can be combined rather than treated as separate agendas. If the consortium documents its results well, the project can leave behind both local benefit and a transferable micro-model for future European projects.

Appendix A. Expanded theory of change for GP2P

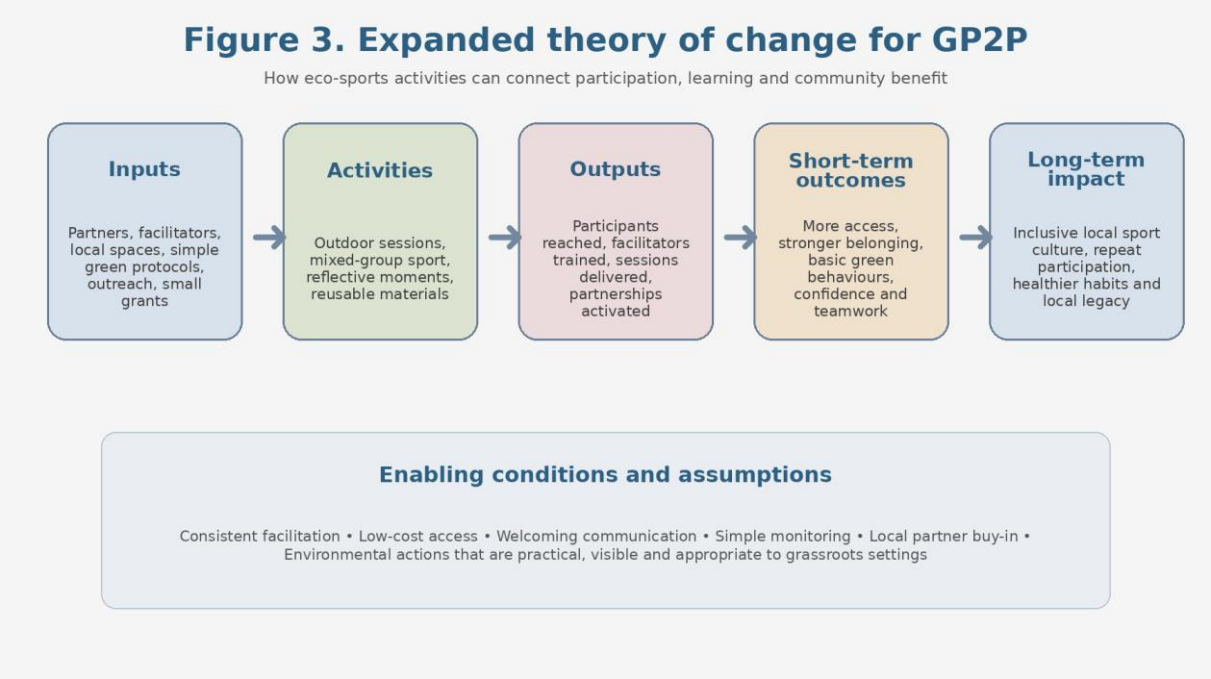
This research not only explains why GP2P is justified, but also show how change is expected to happen in practice. The theory-of-change lens is useful because eco-sports projects often pursue outcomes that

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are relational, behavioural and contextual at the same time. Participants are expected to become more active, feel more included, and adopt more sustainable habits, yet these effects depend heavily on facilitation quality, partner coordination and the local environment.

Our project, the most realistic pathway begins with low-threshold activities in accessible spaces and mixed participation formats. These activities create immediate outputs such as attendance, facilitator engagement and visible green routines. If the sessions are well structured, they can also generate short-term outcomes: improved belonging, stronger peer interaction, better confidence in joining sport, and concrete environmental behaviours such as reusable bottle use, waste sorting or more sustainable travel choices. Over time, repeated participation is expected to strengthen local social ties and normalise greener habits in community sport settings.

The figure below translates this logic into a practical delivery chain. It also makes explicit the enabling conditions behind the model. This is important for Erasmus+ projects, because promising ideas often fail not through weak intention but through untested assumptions. The GP2P model works best where local partners help with outreach, facilitators keep activities welcoming, and environmental expectations remain simple enough to be repeated consistently rather than presented as one-off awareness messages.



Source: author synthesis based on European Commission and WHO/Europe guidance on inclusion, sustainability and health-promoting sport.

Analytical assumptions behind the model

Three assumptions deserve particular attention. First, access comes before attitudinal change. Participants who feel uncertain, unwelcome or financially excluded are unlikely to remain long enough for either inclusion or environmental learning to take root. Second, facilitators are the crucial transmission point between project design and participant experience. WHO/Europe's recent sequence of guidance for federations, coaches and sports-club managers is particularly relevant here because it shows that policy, management and coaching each shape whether health, inclusion and everyday behaviours are reinforced consistently (WHO/Europe, 2023; WHO/Europe, 2024c; WHO/Europe, 2025c).

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Third, this project should assume that visible local benefit matters more than abstract messaging. Community sport participants are more likely to connect with eco-sport practices when they can see a cleaner venue, a better organised shared space, lower waste or easier access for newcomers. This aligns with the broader EU sport policy emphasis on solidarity, accessibility and sustainability within the European sport model (European Commission, 2025b; European Commission, 2025d).

Level	Main change expected	What has to be true	Practical evidence to collect
Participant	Higher confidence, repeat attendance, simple green routines	Activities feel safe, relevant and manageable	Attendance, return rate, short reflections, observation notes
Facilitator	More confident delivery of inclusive eco-sport methods	Facilitators receive simple tools and coaching	Training attendance, self-assessment, delivery checklists
Organisation	Partners coordinate outreach, logistics and visibility	Roles are clear and local stakeholders stay engaged	Partner meeting notes, joint actions, dissemination outputs
Community	Shared spaces feel more welcoming and visibly cared for	Activities connect to local needs and not only to project reporting	Photos, local feedback, follow-up requests, repeat collaborations

Appendix B. Monitoring, evaluation and learning framework

Small-scale partnerships are often strongest when their monitoring systems remain proportionate. GP2P does not need a heavy evaluation architecture, but it does need a credible framework that can show who was reached, what changed, and which practices were actually implemented. A useful principle is to combine output, outcome and learning indicators. Outputs describe delivery. Outcomes describe early change. Learning indicators capture what the partnership discovered about what works in particular contexts.

The case studies reviewed in the main report suggest that monitoring often breaks down for one of two reasons. Either projects collect too little data and cannot show meaningful progress, or they collect too much and create a burden that local partners cannot sustain. The framework below therefore prioritises a compact set of indicators that can be gathered through sign-in sheets, facilitator logs, short participant pulse surveys, photo documentation and brief debrief notes after activities.

For Erasmus+ purposes, the framework also needs to support transferability. That means documenting not only whether an activity was delivered, but which design choices appeared to support inclusion and sustainability simultaneously. The most valuable learning question for GP2P is not simply whether participants liked the activity, but which combinations of outreach, facilitation, space use and green routines produced repeatable local value.

Suggested indicator table

Process	Indicator	Why it matters	Suggested source	Review timeline

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Reach	Number of participants by activity and locality	Shows delivery scale and coverage	Registration sheets / attendance list	After each session
Inclusion	Share of participants from target groups with fewer opportunities	Tests whether outreach is reaching intended groups	Voluntary registration categories / partner referral data	Monthly
Retention	Repeat participation rate	Better proxy for real engagement than one-off attendance	Attendance tracking across sessions	Monthly
Belonging	Participants reporting that they felt welcome and included	Captures the relational quality of delivery	2-3 item pulse survey or exit card	At activity end
Environmental practice	Number of green routines implemented per event	Shows whether sustainability is operationalised	Facilitator checklist	After each session
Behaviour change	Participants reporting one behaviour they intend to continue	Links activity to everyday practice	Reflection cards / short interviews	At activity end
Facilitator capacity	Facilitators reporting improved confidence in inclusive eco-sport delivery	Measures training value and replication potential	Pre/post self-rating	At training points
Partnership quality	Number of local partners actively contributing space, outreach or volunteering	Tests local anchoring and sustainability	Partner log / meeting minutes	Quarterly
Legacy	Requests to repeat, adapt or continue activities after pilot phase	Signals durability beyond the funded period	Follow-up emails, partner commitments, reuse records	Endline

Minimal data-collection package

A light-touch data package is usually sufficient: one attendance template, one facilitator delivery checklist, one participant pulse survey with a small number of items, one partner meeting log, and a short endline reflection template. This keeps reporting consistent across partners while reducing the risk that valuable qualitative observations are lost.

Where children or vulnerable groups take part, data collection should stay proportionate and privacy-aware. GP2P does not need invasive personal data to demonstrate value. Anonymous or pseudonymised responses, aggregate counts and carefully worded reflective prompts are usually enough. The main

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purpose of monitoring is to improve delivery and demonstrate responsible implementation, not to build a complex research database.

Appendix C. Implementation roadmap for a 12-month partnership

A 12-month small-scale partnership has limited time for experimentation, so sequencing matters. The first months should not be overloaded with public-facing delivery before local conditions are prepared. A sensible GP2P roadmap begins with partner alignment, baseline mapping and outreach planning; then moves into facilitator preparation and pilot design; and only then scales into repeated delivery, reflection and dissemination.

The roadmap below translates that principle into a practical rhythm. It assumes that different partners may host different numbers of sessions, but that all partners use a shared minimum package: common participation principles, a short green-event checklist, a basic monitoring template and a simple reflection routine. This shared core is what allows local flexibility without losing project coherence.

Phase	Indicative timing	Core tasks	Main outputs
1. Mobilise	Months 1-2	Partner kick-off, target-group mapping, role clarification, local venue scan, baseline template agreement	Shared implementation pack; local needs snapshot
2. Prepare	Months 2-3	Facilitator induction, outreach messages, safeguarding check, pilot-session design	Facilitator brief; communication materials; pilot plan
3. Pilot	Months 3-5	Run small test sessions in each site, collect rapid feedback, adapt logistics and messaging	Pilot notes; revised session cards; early case examples
4. Deliver	Months 5-9	Implement repeated sessions, community actions and local partner engagement	Participant reach; repeat attendance; visible green routines
5. Consolidate	Months 8-10	Compare site learning, identify stronger formats, produce reusable tools	Toolkit drafts; comparative learning memo
6. Disseminate	Months 10-11	Local showcase, stories, case summaries, stakeholder outreach	Dissemination package; local visibility outputs
7. Close and continue	Months 11-12	Endline review, partner commitments, legacy planning and final reporting	Endline report; continuation options; final compendium evidence

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Operational design principles

Across all phases, our project should protect a balance between structure and adaptability. Partners need enough common structure to make results comparable, but enough room to respond to weather, venue realities, different participant groups and local partnership opportunities. The implementation sweet spot is therefore a shared framework with locally tailored sessions rather than a rigid single format.

The roadmap also implies that dissemination should begin before the end of the project. Photo evidence, short stories, facilitator reflections and mini case notes should be captured during delivery, not reconstructed at the final stage. This makes final reporting stronger and also helps partners identify what is genuinely reusable rather than what only sounded good in planning.

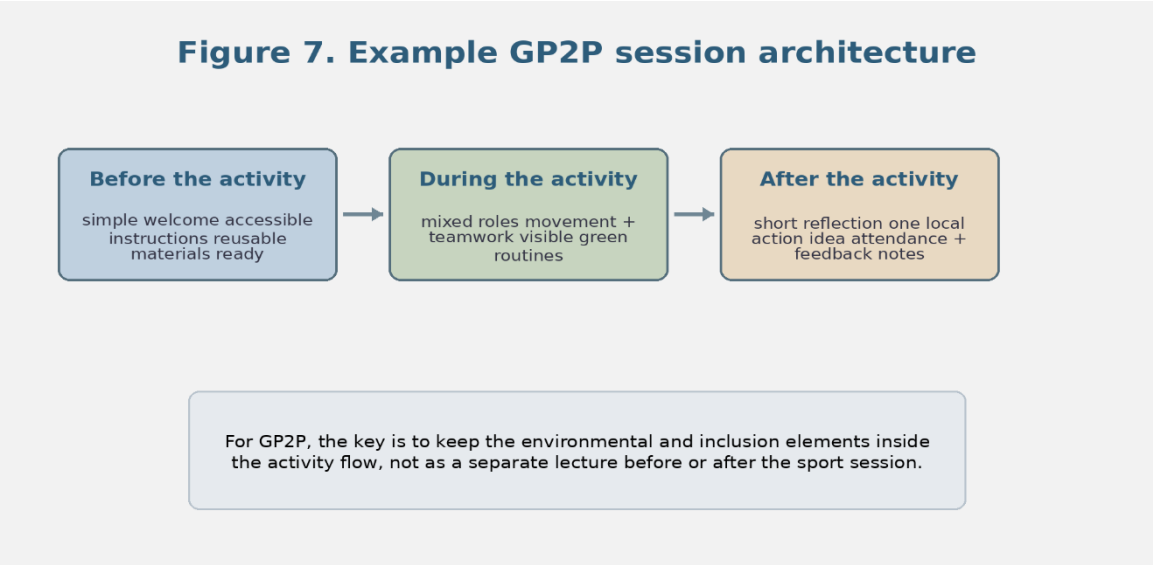


Figure 8. Example GP2P session architecture linking participation, inclusion, green practice and reflection in one simple flow.

Appendix D. Risk, ethics and safeguarding considerations

Projects built around community participation, public space and mixed target groups need a practical risk and ethics framework. This is not a bureaucratic add-on. It is part of what makes inclusion credible. Participants who feel unsafe, stigmatised or unclear about expectations will not remain engaged, and facilitators who lack support may default to exclusionary habits without intending to do so.

For GP2P, the central risk domains are likely to be uneven outreach to target groups, environmental requirements that become too complicated, safeguarding gaps, volunteer fatigue, weak follow-up after pilot sessions and inconsistent documentation between partners. None of these risks is unusual. The important point is to anticipate them and define proportionate responses early.

Risk	Practical challenges	Likely effect on project quality	Practical solutions
Access and inclusion	Target groups hear about activities too late or through unsuitable channels	Low participation from people with fewer opportunities	Use trusted intermediaries, simple language and partner referrals

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Safeguarding	Unclear responsibilities with minors or vulnerable adults	Reduced trust and avoidable harm	Named safeguarding lead, staff briefing, escalation process
Environmental overload	Too many green requirements for a small grassroots setting	Facilitators drop routines or treat them as symbolic	Limit to a short repeatable checklist and visible priorities
Venue/logistics	Outdoor sessions disrupted by weather or inaccessible locations	Activity cancellation or exclusion of some participants	Keep backup venue options and accessibility check before launch
Facilitator capacity	Volunteers feel underprepared for mixed-group delivery	Uneven session quality and participant dropout	Provide short training, peer support and session cards
Partnership coordination	Partners implement different standards and tools	Weak comparability and reporting gaps	Use a shared minimum package and monthly review points
Data/privacy	Too much personal data collected or stored inconsistently	Ethical concerns and reporting risk	Collect only necessary data; use aggregate or anonymous formats
Legacy	Activities stop once funding ends	Low long-term value and limited transferability	Seek host organisations, repeatable low-cost formats and early continuation planning

Why ethics and climate practice should be treated together

There is also a conceptual reason to present ethics, inclusion and environmental practice together. All three concern the conditions under which participation becomes meaningful. A venue may look sustainable on paper but still be socially excluding. Conversely, an activity may be socially warm yet environmentally careless in ways that undermine its educational value. Good GP2P delivery requires both dimensions to be considered together rather than sequentially.

This approach is consistent with the wider direction of EU sport policy and with WHO/Europe's health-promoting sport guidance, which increasingly emphasise supportive environments, not only isolated interventions (European Commission, 2025b; WHO/Europe, 2023; WHO/Europe, 2025c).

Appendix E. Sample pilot activity blueprint

To make the compendium more practically usable, the table below translates the analytical findings into a sample pilot format that local partners could adapt. The aim is not to prescribe one model but to demonstrate how inclusion, activity design and environmental practice can be held together within a single session flow.

The sample format assumes a low-cost outdoor or semi-outdoor activity for mixed participants, including newcomers. It gives facilitators room to adapt the sport element while preserving the same logic: welcome, orient, move, cooperate, reflect and close with one concrete takeaway.

Session	Activity	Results

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Arrival and welcome	Simple registration, name check, water point, orientation to venue and norms	Reduces uncertainty and establishes a welcoming tone
Inclusive warm-up	Low-pressure movement with choice of intensity	Allows mixed abilities to join without embarrassment
Team challenge 1	Small-group task using minimal equipment and rotating roles	Builds cooperation and prevents dominance by the most confident participants
Eco-action moment	Short visible practice such as sorting waste, refill routine or discussion of travel choices	Makes sustainability operational rather than abstract
Team challenge 2	Activity adapted to local sport preference and participant profile	Keeps engagement high while preserving local relevance
Reflection circle	Prompt on belonging, fairness, local space and one thing participants would repeat	Turns activity into learning and provides qualitative feedback
Closing information	Share next session date, partner contacts and support options	Supports retention and continuation
Facilitator debrief	Short note on inclusion, sustainability and logistics	Generates usable monitoring data without heavy reporting

Adaptation options

The same blueprint can be adapted for youth, mixed intergenerational groups, refugee inclusion settings, disability-inclusive sessions or school-community formats. The key is to keep the participation threshold low and the environmental routine visible but light. The activity should feel like real community sport, not a lecture wrapped in movement.

Partners can also rotate the local sport content while retaining the same reflective structure. This creates a useful balance between ownership and comparability: each site feels authentic, but each site still contributes evidence to a shared project model.

Appendix F. Dissemination and local legacy framework

Dissemination is often treated as the final communication phase of a project, yet for GP2P it should function as a continuation strategy. If local actors can quickly understand what the project did, why participants valued it and how the activity can be repeated at low cost, then dissemination becomes part of legacy rather than only visibility.

The strongest dissemination package for GP2P would combine three layers: short public-facing stories that make the approach relatable; practical tools that help clubs, schools or community groups try the format; and comparative insights showing what changed across sites. Together, these layers support both accountability and replication.

Legacy	Output	Main audience	Success outcome

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Story	Short participant stories, photo cards, social posts, mini videos	Local community, municipalities, general public	People can quickly understand the human value of the project
Practice	Session cards, facilitator brief, green-event checklist, outreach template	Clubs, youth workers, schools, NGOs	Others can repeat the format with minimal support
Evidence	Compendium, comparative matrix, endline learning note	Funders, policy actors, partner organisations	The project can explain what worked and under which conditions
Partnership	Local showcase or exchange event	Local stakeholders and future collaborators	Partners identify concrete continuation options
Education	Competence mapping and reflection prompts	Trainers, educators, community facilitators	Learning outcomes become visible and reusable
Continuation	Simple memorandum or intent statement for post-project use	Host organisations and local authorities	At least some activities or tools continue after funding

A useful legacy question for each partner is therefore: what can continue with almost no additional funding? The answer may be one recurring community session, a facilitator guide, a local partner coalition or the integration of a green checklist into existing club practice. Small-scale partnerships rarely create durable legacy through scale alone; they create it by leaving behind routines that are simple, credible and locally owned.

This emphasis on reuse also fits the logic of the BeInclusive and BeActive award landscapes, where the most visible projects are often those that combine social purpose with formats that others can understand and adapt (European Commission, 2025c; European Commission, 2025d).

Appendix G. Stakeholder engagement and partner role matrix

The practical success of the project GP2P will depend on how well stakeholders are engaged across the project cycle. The case studies in the main report repeatedly show that inclusion and sustainability become fragile when ownership is concentrated in a single enthusiastic actor. A more resilient model is one in which municipalities, schools, clubs, youth organisations, target-group intermediaries and volunteers each understand what they are contributing and what they can realistically continue after the funded phase.

For that reason, a partner matrix is not just a management tool; it is part of the intervention design. It clarifies where access is built, who legitimises participation for target groups, who can host or support local activity, and who is able to keep some routines in place afterwards. In small-scale Erasmus+ projects this clarity often matters more than formal complexity.

The table below is deliberately operational. It can be adapted by each consortium partner and used as a standing review tool during monthly coordination. The goal is to reduce ambiguity and prevent diffusion

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of responsibility, especially in relation to outreach, safeguarding, venue logistics and continuation planning.

Stakeholders	Role in GP2P	What they need from the project	Signs for successful partnership
Project partners	Overall coordination, local delivery, reporting and tool adaptation	Clear division of tasks, shared templates and realistic timelines	Tasks completed on time and tools used consistently
Municipalities / local authorities	Access to public spaces, local legitimacy, links to community priorities	Simple explanation of local benefit and low administrative burden	Venue support, attendance at local showcase, follow-up interest
Schools / youth centres	Participant referral, communication to families, support for mixed groups	Safe and understandable formats, clear schedules and staff contacts	Repeat referrals and willingness to host or co-promote sessions
Sports clubs / coaches	Session delivery, adaptation of activities, role modelling	Practical session cards, manageable green routines, peer support	Coaches continue to use parts of the format after pilot phase
Community NGOs / target-group mediators	Trust-building with underrepresented or vulnerable groups	Respectful communication, inclusion-sensitive outreach and flexibility	Improved attendance from target groups and better retention
Volunteers / peer leaders	Welcome, logistics, modelling positive behaviour	Simple briefings, recognition and role clarity	Lower facilitator burden and stronger participant experience
Families / caregivers	Encouragement, continuity, practical support for attendance	Clear information, confidence in safety and relevance	Higher repeat participation and fewer drop-outs

A useful coordination habit is to review the matrix after every cluster of activities and ask three short questions: who was not sufficiently involved, where did responsibility become unclear, and which relationship seems promising for continuation after the project? This turns stakeholder mapping into a learning practice rather than a one-off planning exercise.

Appendix H. Evidence grading and transfer potential matrix

Not all evidence carries the same weight, and not all promising practices transfer equally well into a small-scale partnership. One weakness in many applied compendia is that they treat every example as equally relevant. For GP2P, a more useful approach is to distinguish between: evidence that demonstrates policy importance; evidence that shows implementation methods; and evidence that reveals practical constraints at grassroots level.

The matrix below grades the main evidence families used in this compendium according to two questions: how strong they are for justifying GP2P, and how directly they help a partnership make decisions. This distinction matters. A Eurobarometer or WHO policy document may be strong on

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strategic relevance but less specific on field-level delivery. By contrast, project handbooks and implementation guides may be more directly actionable even when they provide less formal evaluative evidence.

Using this kind of matrix during the project can also improve dissemination quality. It helps partners explain not only what they did, but why particular design choices were grounded in certain types of evidence. That is particularly useful for audiences such as municipalities, schools or sport organisations that may wish to replicate only selected elements of the model.

Evidence	Illustrative examples used in the compendium	Strength for strategic justification	Strength for practical transfer	Main caution
EU policy and survey evidence	Erasmus+ Programme Guide, Eurobarometer, EU sport policy pages	High	Medium	Explains why the issue matters but not exactly how to deliver local activity
WHO public-health and implementation guidance	WHO/Europe reports and club/coach/manager guides	High	High	Needs adaptation to local sport and volunteer realities
Erasmus+ project results and handbooks	Eco-Friendly Sports, INAMOS, SITAS, Sport ID	Medium to high	High	Some projects describe outputs better than long-term impact
High-visibility organisational cases	UEFA EURO 2024, Forest Green Rovers	Medium	Medium	Useful for inspiration, but some features depend on larger resources or strong brand identity
Low-threshold community practice	parkrun and similar open participation models	Medium	High	Simple design is powerful, but context still shapes who joins and stays
Local project monitoring	Attendance, pulse surveys, facilitator logs, partner notes	Medium	High	Valuable only if collected consistently and interpreted carefully

For GP2P, the most robust evidence strategy is therefore mixed-method and layered. It makes sense to keep using official EU and WHO sources to frame need and relevance, while relying on practical implementation guides and project-result materials to shape tools, training and delivery choices. Local monitoring should then test whether those design choices hold in the partner contexts.

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This layered approach also supports more natural, credible writing in the final project outputs. Instead of repeating generic claims, the partnership can show a clear chain from strategic need, to delivery model, to locally observed results. That is often what makes a compendium persuasive to both expert and non-expert readers.

Appendix I. Facilitator training curriculum and competence links

The main report argues that facilitators are the hinge between project design and participant experience. For that reason, a short but deliberate facilitator curriculum should be treated as core infrastructure rather than optional support. In a small-scale partnership, even a half-day induction plus a short follow-up clinic can materially improve inclusion quality, consistency of green routines and the usefulness of monitoring data.

A good curriculum for this project should not attempt to turn facilitators into environmental experts or social workers. It should instead equip them to deliver welcoming sessions, explain a few practical sustainability routines, adapt activities for mixed participation, recognise basic safeguarding issues and capture concise observations after delivery. This aligns well with the competence framing already outlined in the compendium, especially the links to GreenComp and LifeComp.

Training	Indicative focus	Linked competence area	Example solutions
1. GP2P concept and values	Why eco-sports and inclusion are pursued together; project logic and partner expectations	Values, collaboration, systems thinking	Facilitator can explain the purpose of the session in clear everyday language
2. Welcoming and inclusive delivery	How to reduce anxiety, adapt for mixed abilities, and create respectful group norms	Empathy, communication, diversity awareness	Facilitator uses accessible instructions and low-threshold entry routines
3. Practical green-event habits	Simple routines on travel, waste, reusables, materials and local-space care	GreenComp: embodying sustainability, taking action	Facilitator applies a short green checklist during each activity
4. Reflection and debrief	How to use short prompts before and after activity without turning the session into a lecture	Learning to learn, critical reflection	Participants leave with one concrete takeaway and facilitator captures learning notes
5. Safeguarding and ethics	Boundaries, escalation routes, basic risk awareness, privacy-sensitive data handling	Personal and social responsibility	Facilitator knows when to escalate and what data not to collect
6. Monitoring and adaptation	Attendance, pulse checks, observation notes, identifying what to change next time	Systems thinking, problem solving	Facilitator completes a short post-session log that supports project learning

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In practice, the training can be delivered as a compact blended package: a short live induction, a one-page facilitator brief, one model session card, and a brief follow-up reflection after the first pilot. This is usually sufficient for grassroots contexts and avoids the common problem of overtraining facilitators with material they cannot operationalise.

The competence link is important for dissemination as well. If GP2P can show that facilitators gained concrete capabilities rather than merely attending a briefing, the project's learning logic becomes clearer and more transferable.

Appendix J. Documentation and reporting template for small-scale delivery

One reason small partnerships struggle at reporting stage is that evidence is collected in incompatible formats across sites. A common documentation template reduces that problem and also makes writing the final compendium easier. The template below is intentionally modest. It asks each partner to document only what is necessary to explain what happened, what changed and what should be repeated or adjusted.

The template can be used after each activity cluster or at monthly intervals. Its value lies in combining quantitative and qualitative observations in one place. Numbers show scale and repetition; short notes show why the numbers matter.

Template	What to record	Usefulness for the final report
Activity profile	Date, location, target group, partner involved, type of sport/activity	Provides comparable basic context across sites
Participation snapshot	Number attending, approximate participant mix, repeat participants	Supports reach and retention analysis
Inclusion note	Who appeared comfortable or hesitant, and what adaptation helped	Captures design features that affect belonging
Green practice note	Which sustainability routines were actually implemented	Prevents vague claims about eco-friendly delivery
Facilitator reflection	Two or three lines on what worked and what should change	Generates practical transfer knowledge
Partner / stakeholder note	Any useful response from municipality, school, NGO, club or family contact	Shows local anchoring and continuation potential
Illustrative evidence	One photo, quote or example story where appropriate and ethically suitable	Strengthens dissemination and narrative reporting

Used consistently, this kind of template can generate surprisingly rich evidence base without overburdening local teams. It also supports cleaner final writing because claims can be tied to observed patterns rather than reconstructed from memory at the end of the project.

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For GP2P, this is especially important because the project's value lies not only in its message but in its replicability. Clear documentation helps future users understand the minimum ingredients of the model and the local conditions under which it worked best.

Appendix K. Indicative KPI dashboard for partner reviews

To close the practical annexes, the dashboard below shows how a partner-level review sheet could summarise progress without creating a complex monitoring burden. The purpose is not to reduce the project to numbers, but to give partners a quick shared snapshot that can trigger discussion during coordination meetings.

A dashboard of this kind is most useful when reviewed alongside short qualitative notes. It helps identify whether low attendance is actually a recruitment problem, a scheduling problem, an accessibility problem or a session-design problem. In other words, it supports interpretation rather than replacing it.

Dashboard	Possible measure	Simple interpretation	Suggested action
Reach	Number of participants this month	Are activities visible and easy to join?	Review outreach channels and referral partners
Repeat attendance	Share of returning participants	Did people want to come back?	Review welcome routines, timing and follow-up communication
Target-group inclusion	Presence of intended groups with fewer opportunities	Is outreach reaching the right people?	Use trusted intermediaries and adapt messages
Green routine consistency	How often agreed eco-practices were implemented	Is sustainability staying practical and visible?	Reduce complexity and focus on 3-4 routines
Facilitator confidence	Short self-rating after delivery	Do facilitators feel equipped?	Offer peer support or short follow-up clinic
Local partner activation	Number of active local supporters or hosts	Is the project becoming locally owned?	Clarify asks and identify one concrete next step for each partner
Continuation signal	Any request to repeat or host again	Is there visible legacy potential?	Capture the opportunity and explore low-cost continuation

Because this dashboard is compact, it can be embedded directly into a monthly partner call or shared spreadsheet without much preparation. That makes it realistic for a 12-month small-scale partnership and increases the chance that monitoring remains active throughout delivery rather than collapsing into last-minute reconstruction.

In final reporting, dashboard trends can also help structure narrative analysis. They provide a bridge between raw delivery records and the broader interpretive claims made in the compendium.

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