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**DEVELOPING SPORTS ACTIVITIES  
WITHIN TRAINING PROGRAMS TO  
SUPPORT THE INTEGRATION OF  
VULNERABLE ADULTS**



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Co-funded by  
the European Union

## **DEVELOPING SPORTS ACTIVITIES WITHIN TRAINING PROGRAMS TO SUPPORT THE INTEGRATION OF VULNERABLE ADULTS**

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Project no: 101134754 POP-UP: "Sport for empowerment and for hoping-up your personal and professional pathway" ERASMUS-AG-LS (Deliverable 2.3)

e-ISBN 978-83-936808-9-4

Institute for the Development of Sport and Education (IRSIE)

Warsaw, 2025



Co-funded by the  
European Union

*This project has been funded with support from the European Commission. This publication only reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

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## Summary

The report titled "Developing Sports Activities Within Training Programs to Support the Integration of Vulnerable Adults" outlines the objectives, methodology, and findings of Work Package 2 of the project "Sport for Empowerment and for Hoping-Up Your Personal and Professional Pathway" (POP-UP), co-funded by the Erasmus Plus Programme. This project focuses on utilizing sports as a tool to empower vulnerable groups, such as unemployed individuals and people with disabilities, fostering their social and professional integration.

The report is structured as follows: First, a brief overview of the POP-UP project is provided. Second, the rationale for the study is discussed in Chapter 2. This is followed by a detailed description of the methodology, including focus group interviews (FGIs) conducted with target groups and professionals, the implementation of sports activities, and the evaluation process using observation grids and self-administered questionnaires (Chapter 3). Chapter 4 presents the results of the research action, with outcomes divided into findings on sporting activities for unemployed individuals and those for people with disabilities. Finally, the conclusions focus on recommendations for developing sports programs and facilities as integral components of training and integration schemes. The report concludes with a list of references and appendices, which include the research tools used in the study.

## About POP-UP project

The "Sport for empowerment and for hoping-up your personal and professional pathway" (POP-UP) project is a collaborative partnership co-funded by the Erasmus Plus Programme of the European Union. The project has been, and will be, implemented in 2023, 2024 and 2025. This chapter provides a brief overview of the project.

## Objective and Work Packages of POP-UP project

The objective of the POP-UP project is to support the development of physical and sporting activities for people supported in training or socio-professional integration schemes, in order to "reveal" positive effects on their pathways, both professional and personal, and to support the dynamics of emancipation and success for individuals.

Specifically, it aims at developing tools, activities and methodologies that will help develop the practice of sport and support the acquisition of socio-professional skills through sport, among vulnerable, low-skilled groups enrolled in training or socio-professional integration programs.

Responsibilities in the project are shared, based on the complementary nature of the players (Integration / Sport) within the following work packages (WP) presented in Table 1.

Table 1. Description of the work packages and responsible organizations for fulfilling them

WP no	Name of the WP
WP1	Project management and coordination
WP2	Research-Action "How to develop physical activities in training-integration pathways":
WP3	Teaching tools and resources
WP4	Practical guide for coaches
WP5	Communication and dissemination

## Partners

This project's consortium is composed by organizations with previous experiences in managing international projects, and with specific competencies in empowering people (especially the ones more at risk of social exclusion) and/or using sport as a tool for education (Table 2). Each partner has some specific features that makes it complementary to the other organizations: this way the partners could benefit from each other, exchanging know-how and good practices on different topics related to sport and education.

Table 2. Members of the POP-UP project

<b>Organization</b>	<b>Role</b>	<b>Location</b>
AID Coordination	Coordinator	Belgium
Enterprise for Vocation and Transition (EVT)	Partner	Italy
Institute for the development of Sport and Education (IRSIE)	Partner	Poland
Bulgarian Sports Development Association (BSDA)	Partner	Bulgaria
Clubul Sportiv Experienta Multisport (CSEM)	Partner	Romania
Unis vers le Sport	Partner	France

# 1. Background

In today's increasingly sedentary world, participation in sport and physical activity has transcended the boundaries of personal choice and emerged as a critical social issue and an integral component of public health policy. This shift reflects a growing recognition of the role that physical activity plays not only in enhancing individual health but also in addressing broader public health challenges. Public health organizations and government policies worldwide have embraced this perspective, as evidenced by strategic initiatives aimed at integrating physical activity promotion into their overarching health frameworks (Biernat & Piątkowska, 2020). Institutions such as the World Health Organization (WHO) and local public health agencies have repeatedly underscored the significance of physical activity as a powerful preventive measure against a wide array of chronic diseases. These include conditions such as obesity, type 2 diabetes, cardiovascular disease, and mental health disorders – ailments that collectively account for a substantial proportion of global morbidity and mortality (Grima, Grima, Thalassinou, Seychell, & Jonathan, 2018; Mahindru, Patil, & Agrawal, 2023; Santos et al., 2024; WHO, 2018). The WHO's global recommendations on physical activity advocate for regular movement across all age groups, emphasizing its role in mitigating health risks and improving quality of life. (WHO, 2018).

Scientific research further highlights the critical link between physical inactivity and the development of chronic conditions. Studies reveal that sedentary lifestyles are a major risk factor for non-communicable diseases, with profound implications for both individual well-being and public health systems (Andersen, Riddoch, Kriemler, & Hills, 2011; Warburton & Bredin, 2017). The economic burden associated with treating these preventable diseases also underscores the importance of prioritizing physical activity in health policies. For instance, healthcare costs related to managing obesity and diabetes are escalating, placing immense strain on public health budgets.

Recognizing the multifaceted benefits of physical activity, public health policies are increasingly adopting a holistic approach. Beyond disease prevention, they emphasize the positive effects of regular activity on mental health, social cohesion, and even economic productivity. Schools, workplaces, and communities are being targeted with tailored interventions to foster environments that encourage active living. These include implementing policies that support active commuting, providing access to recreational spaces, and promoting structured exercise programs.

Ultimately, positioning physical activity as a cornerstone of public health policy represents a proactive approach to tackling some of the most pressing health challenges of the modern era. By addressing the root causes of physical inactivity and fostering cultures that prioritize movement, governments and public health organizations can contribute to healthier, more resilient populations while alleviating the burden on healthcare systems worldwide.

Due to the growing concerns over the significant health consequences associated with insufficient physical activity, governments and international organizations worldwide have increasingly prioritized the promotion of physical activity within their public health strategies. This emphasis reflects the alarming rise in sedentary behaviors and their direct link to a range of non-communicable diseases (NCDs), which are among the leading causes of mortality and morbidity globally. Physical inactivity has been identified as a major risk factor for a host of

chronic conditions, including cardiovascular diseases, type 2 diabetes, obesity, and certain types of cancer, posing a serious challenge to global health (Dumith, Hallal, Reis, & Kohl, 2011; Kohl et al., 2012). The WHO highlights the severity of this issue, estimating that physical inactivity contributes to approximately 5% of all deaths worldwide. This figure underscores the pressing need for coordinated, evidence-based efforts to encourage more active lifestyles, particularly as modern lifestyles and urbanization have further reduced opportunities for physical activity. Addressing this issue requires a multi-sectoral approach that integrates health, education, urban planning, and transportation policies to create environments that support and facilitate regular physical activity for all population groups (WHO, 2018).

Public health programs at regional, national, and even global levels are increasingly adopting a multi-faceted approach to promote regular physical activity as a cornerstone of healthier living. Recognizing the complex factors contributing to physical inactivity, governments and health organizations are implementing diverse strategies to foster active lifestyles among their populations. One critical element of these strategies is the development and improvement of recreational infrastructure. Investments in parks, cycling paths, pedestrian-friendly zones, and sports facilities play a key role in making physical activity accessible and convenient. Such infrastructure not only encourages individuals to incorporate physical activity into their daily routines but also fosters community engagement by creating safe and enjoyable spaces for exercise and social interaction. In addition to infrastructural initiatives, public awareness campaigns have emerged as an essential tool in promoting the importance of regular physical activity. These campaigns are designed to educate communities about the wide-ranging benefits of staying active, including the prevention of chronic diseases, enhancement of cardiovascular and musculoskeletal health, and improvements in mental well-being (Ding et al., 2016). Through targeted messaging on various platforms, including social media, television, and public events, these campaigns aim to inspire behavior change, particularly in urban environments where sedentary lifestyles have become the norm.

Modern urbanization often exacerbates physical inactivity due to factors such as limited access to safe recreational spaces, heavy reliance on motorized transportation, and desk-bound jobs. Public health programs aim to counteract these challenges by encouraging active commuting options, such as walking and cycling, and by integrating physical activity initiatives into workplaces, schools, and community centers. Research suggests that access to well-designed, inclusive recreational spaces is a powerful motivator for physical activity, as it reduces barriers such as safety concerns, time constraints, and financial limitations (Giles-Corti et al., 2016). By addressing these barriers and tailoring interventions to meet the specific needs of diverse populations, public health programs can effectively combat the physical inactivity epidemic and its associated health risks.

Sport and physical activity hold particular importance for groups vulnerable to social exclusion, a key focus of the POP-UP project. These vulnerable groups encompass a diverse range of individuals who face significant societal barriers, which limit their ability to fully participate in social, economic, and cultural life. Such barriers may stem from systemic inequalities, stigmatization, or a lack of access to supportive resources (Baker, Mead, & Campbell, 2002; Mechanic & Tanner, 2007). Vulnerable populations include people experiencing poverty, homelessness, unemployment, chronic illnesses, or mental health conditions. Additionally, they encompass individuals subject to social marginalization, such as ethnic minorities, the elderly, and those reintegrating into society following incarceration (Baker

et al., 2002; Mechanic & Tanner, 2007). The concept of vulnerability is inherently multidimensional, reflecting the dynamic interplay between an individual's available resources and the challenges they encounter. These resources – or the lack thereof – may be personal (e.g., physical and mental health, education), social (e.g., support networks, community ties), or economic (e.g., income, housing stability). The challenges, on the other hand, may arise from systemic barriers, discrimination, or the effects of broader societal factors such as economic downturns or political instability (Mechanic & Tanner, 2007). This complexity underscores the necessity of tailored approaches to address the needs of vulnerable groups, particularly through inclusive initiatives like sport and physical activity.

Sport and physical activity have the unique potential to serve as tools for empowerment and inclusion for vulnerable populations. Beyond the physical health benefits, participation in these activities fosters social interaction, builds confidence, and strengthens community bonds. For individuals facing marginalization or isolation, such as the homeless or the elderly, these opportunities can be transformative, providing a sense of belonging and purpose. For ethnic minorities or individuals reintegrating after incarceration, sport can offer a platform for rebuilding social connections and challenging stereotypes.

Furthermore, sport-based interventions can help mitigate the structural disadvantages faced by these groups. For example, organized sports programs in underserved communities can provide safe spaces, mentorship, and access to critical resources. Similarly, initiatives targeting mental health conditions or chronic illnesses can use physical activity as a therapeutic tool, promoting recovery and resilience. These programs often function most effectively when integrated into broader strategies addressing the root causes of vulnerability, such as poverty, unemployment, or inadequate healthcare.

In the context of the POP-UP project, the emphasis on sport and physical activity as a means of addressing social exclusion reflects a broader commitment to equity and social justice. By prioritizing the needs of vulnerable groups, such initiatives can help dismantle the barriers that perpetuate exclusion, fostering more inclusive and resilient communities.

Socially vulnerable individuals face a multitude of daily stressors that significantly impact their overall well-being. These stressors often stem from economic hardships, such as unemployment or underemployment, physical or mental health limitations, substandard living conditions, and low social status. Such challenges are compounded by social-specific stressors, including limited access to supportive social networks, experiences of social exclusion, and instances of discrimination or cultural discord. These circumstances create an environment where individuals struggle to manage the demands of daily life effectively (Feinberg, Jones, Greenberg, Osgood, & Bontempo, 2010; Hawkins, Catalano, & Arthur, 2002). They may also experience social-specific stressors like limited social support, social exclusion, and instances of discrimination or cultural discord (Baker et al., 2002). One of the key challenges faced by socially vulnerable individuals is the lack of robust social networks. These networks typically provide emotional support, practical assistance, and a sense of belonging – critical resources for coping with stressors. Without these, individuals are often left with inadequate coping mechanisms, which can lead to heightened stress levels, a diminished sense of competence, and lower self-esteem (Mechanic & Tanner, 2007). This situation is exacerbated by negative interactions with social institutions, such as family, schools, and healthcare systems, which may reinforce feelings of disconnection and disempowerment. Vulnerable individuals often perceive these institutions as unresponsive to their needs, further limiting their ability to access support and resources (Haudenhuyse, Theeboom, & Nols, 2013).

The effects of these compounded stressors extend to both mental and physical health. Socially vulnerable populations are at higher risk for mental health issues such as anxiety, depression, and chronic stress, as well as physical health problems like cardiovascular diseases and weakened immune systems. Poor access to healthcare and preventive services only amplifies these risks, creating a vicious cycle where health challenges exacerbate social and economic vulnerabilities, and vice versa (Schipper, 2019). Additionally, these individuals may develop a sense of hopelessness, limited aspirations, and reduced motivation to pursue opportunities, further entrenching their disadvantaged status.

Addressing the needs of socially vulnerable individuals requires comprehensive policies and interventions that consider the intersectionality of their challenges. Programs aimed at improving access to affordable housing, healthcare, and education can help alleviate the structural causes of vulnerability. At the same time, community-based initiatives that foster social inclusion, build supportive networks, and provide opportunities for skill development are critical. Interventions like these can empower individuals, enhance their coping mechanisms, and improve both their mental and physical health outcomes.

Furthermore, integrating sport and physical activity into intervention strategies offers an innovative approach to addressing these challenges. Participation in such activities can promote social cohesion, build self-esteem, and provide a sense of purpose, creating pathways for reintegration into society. By recognizing the multifaceted nature of vulnerability and addressing its root causes, policymakers and practitioners can create more equitable systems that foster resilience and break cycles of disadvantage (Schipper, 2019).

For socially vulnerable groups, regular physical activity offers a wealth of benefits that extend beyond physical health. It serves as a powerful platform for fostering self-confidence, promoting independence, and enhancing social skills. Engaging in physical activity or organized sports helps individuals build resilience by demonstrating their capabilities and achieving personal milestones, which in turn boosts their self-esteem and sense of empowerment (Stonerock, Hoffman, Smith, & Blumenthal, 2015). Moreover, the structured nature of sports and group activities provides opportunities to develop interpersonal skills and strengthen relationships, key factors in overcoming feelings of isolation and disconnection.

Research highlights the mental health benefits of regular physical activity, particularly in its ability to reduce stress and anxiety. By promoting the release of endorphins, physical activity enhances mood and alleviates symptoms of depression, contributing to a better overall quality of life. Beyond individual well-being, physical activity fosters group engagement and a sense of belonging, which are particularly significant for individuals facing social exclusion. These activities provide a communal environment where participants can share experiences, support one another, and form meaningful connections, thereby counteracting the negative effects of social isolation (Eime, Young, Harvey, Charity, & Payne, 2013; Schuch et al., 2016). Physical activity also plays a crucial role in promoting social integration, especially among older adults, people with disabilities, and marginalized groups. Organized sports and recreational activities create inclusive spaces where individuals can feel accepted and valued, irrespective of their backgrounds or abilities. These environments encourage the breaking down of stereotypes and prejudices, fostering a culture of inclusivity and mutual respect (Taub & Greer, 2000). For older adults, such activities provide a sense of purpose and a structured routine, while for individuals with disabilities, they offer opportunities to showcase their strengths and challenge societal misconceptions.

Beyond these direct benefits, participation in sports and physical activity also promotes the development of essential life values, such as respect, cooperation, and responsibility. These values are integral to building cohesive and supportive communities, as they encourage understanding and collaboration across diverse groups. Through team-based activities, individuals learn to work towards common goals, resolve conflicts constructively, and appreciate the contributions of others. This shared experience helps to break down social barriers and cultivate a spirit of solidarity and collective achievement (Coté & Fraser-Thomas, 2007).

All in all, physical activity and sport have emerged as some of the most effective countermeasures against the increasingly sedentary lifestyles prevalent in developed countries. With the modern reliance on technology and urbanized living reducing opportunities for movement, these activities play a critical role in addressing the associated health risks and improving overall well-being. (Kohl et al., 2012). Despite various public health initiatives aimed at encouraging active lifestyles, global trends in physical activity remain concerning. For instance, data from 2016 indicated that more than one in three adults (35.4%) in the 27 EU Member States were classified as insufficiently active, reflecting the persistent challenges in promoting widespread participation in physical activity (European Commission, 2017). Data from the latest Eurobarometer survey reported that, in 2022, four in ten (38%) adults in the EU exercise or play sport at least once a week, including 6% who do so at least five times per week (European Commission, 2022). Almost half of the respondents (45%) claimed that they never exercise or play sport. In addition, half of respondents (50%) reported to do other physical activities, such as cycling, dancing or gardening, at least once a week, while 31% never did this kind of activity at all. This trend is troubling, given that insufficient physical activity substantially raises the risk of developing non-communicable diseases (NCDs) such as hypertension, type 2 diabetes, and cardiovascular diseases (WHO, 2018). NCDs not only represent a significant health risk but also pose a considerable financial burden on healthcare systems, highlighting the importance of promoting physical activity as a preventive measure.

Keeping all of this in mind, the POP-UP project, "Sport for Empowerment and for Enhancing Your Personal and Professional Pathway," serves as a powerful example of how sport can be harnessed to transform lives, particularly among vulnerable groups. By emphasizing the multifaceted benefits of physical activity, the project underscores the role of sport not only in improving health but also in fostering personal growth, social integration, and employability. Through carefully designed physical and sports activities, the initiative seeks to address the unique challenges faced by individuals engaged in training programs or socio-professional integration schemes.

The POP-UP project aims to leverage the inherent strengths of sport to create a supportive environment where participants can unlock their potential and achieve meaningful progress in their personal and professional lives. By providing structured opportunities for engagement, the project helps individuals build essential life skills such as teamwork, leadership, and resilience. These experiences are instrumental in boosting self-confidence and nurturing a sense of independence, both of which are critical for individuals striving to overcome barriers to social and economic inclusion.

A central goal of the project is to foster a dynamic of empowerment and personal success. By integrating sport into training and integration schemes, participants are encouraged to develop not only their physical fitness but also their emotional and social well-being. These activities promote social interaction and build community connections, offering



participants a sense of belonging and support. This is particularly important for those who have experienced marginalization, as the project helps create pathways for reintegration into society.

Moreover, the POP-UP project recognizes the connection between personal development and professional opportunities. By equipping individuals with transferable skills such as discipline, communication, and problem-solving, the project enhances employability and facilitates smoother transitions into the workforce. Participants gain practical experience and a renewed sense of purpose, which can be instrumental in securing stable employment and achieving long-term personal and professional goals.

Through its innovative approach, the POP-UP project highlights the transformative potential of sport as a tool for empowerment. It provides a holistic framework that addresses not only immediate physical and social needs but also the broader challenges of social exclusion and economic instability. By prioritizing the well-being, skills, and aspirations of its participants, the project contributes to building more inclusive and resilient communities, demonstrating how sport can be a catalyst for meaningful change.

## 2. Methodology of the Research Action

In light of the project's feasibility considerations, the partners, during the initial project meeting held in Bologna in February 2024, decided that the target groups for WP2 would include unemployed individuals and people with disabilities. The research activities outlined in WP2 involved the following steps, executed by all partners in the POP-UP project:

1. Conducting semi-structured focus group interviews (FGI) with two target groups: unemployed individuals and people with disabilities, as well as professionals experienced in working with these populations.
2. Implementing sports activities specifically tailored for the unemployed and people with disabilities.
3. Evaluating the impact of these sporting activities through observations by both third-party evaluators and feedback from the participants themselves.

These steps led the partners to develop shared recommendations and targeted guidelines, applicable both across the consortium and within each country, to support the effective implementation of inclusive, tailored activities within training and integration pathways. These recommendations serve as a foundation for creating activities that are not only adapted to the needs of the target groups but are also inclusive and supportive of each individual's path toward social and professional integration.

### 2.1. Study design and data analysis of FGIs

In order to reach the aim altogether 25 semi-structured face-to-face interviews were conducted with:

- 14 interviews with the public (including the unemployed and people with disabilities),
- 11 interviews with the professionals having experience in working with the abovementioned groups (Table 3).

Table 3. Number of FGIs and interviewees

	Professionals		Public	
	No interviews	No interviewees	No interviews	No interviewees
Belgium	1	4	4	18
Bulgaria	2	9	2	8
France	4	20	3	15
Italy	2	8	2	10
Poland	1	4	2	11
Romania	1	5	1	5
TOTAL	11	50	14	67

Altogether 50 professionals and 67 people from vulnerable groups were reached. FGIs were carried out between April and September 2024. The interviews were semi-structured so that the questions asked to the participants were approximately the same, but there was still room for valuable insights of the respondents themselves and it was possible to ask in further detail to the answers given (Brinkmann, 2014).

Our focus group research rigorously followed the methodological guidelines suggested by Krueger and Casey (2009), particularly the use of five types of questions: 1) Opening questions – asking participants to introduce themselves; 2) Introductory questions regarding the role of sport and physical activity in their lives; 3) Transition questions about participants' experiences in sport and their motivation to engage in physical activity; 4) Key questions focusing on barriers to participating in sports, the skills that could be developed through sport participation, and specific programs that may offer support; and 5) Closing questions proposing recommendations for future actions. The interview templates for all FGIs are provided in Appendix A.

The purposive sampling was used. Each partner independently selected the participants of the interviews, both public to make it feasible and meet the requirements set by the project. Partners collected written consents from participants for the study.

Before the interview, the respondents received information about the study and informed consent was discussed orally. It was ensured that the data would be treated anonymously and that participants had the right to disengage from the research at any time. The interviews lasted between 40 and 90 minutes. All interviewers followed the instructions created by the WP2 leaders (Appendix B).

To analyze the FGIs, we employed thematic analysis as outlined by Brooks et al. (2015). Preliminary coding of the data was conducted, and emerging themes were organized into meaningful clusters. The WP2 leaders developed a template for quantitative thematic analysis of the FGIs, with separate templates for the public (unemployed individuals and people with disabilities) and professionals (see Appendix C). Partners of POP-UP project were asked to describe the sample, methodology, and findings of their studies, categorized into four

themes, and to prepare their national reports. Subsequently, WP2 leaders conducted a joint analysis of all FGs (see 3.1. and 3.2).

## 2.2. Sporting activities

In the next step, during the second project meeting in Warsaw in June 2024, the partners planned sports activities for the two target groups. These included a variety of activities (both individual and team sports) tailored by each partner (Table 4). The implementation of these activities by the partners took place from June to October 2024, with each partner conducting each planned activity at least once.

Table 4. Sporting activities planned within POP-UP project

Partner	Sporting activity
Belgium	Relax sports, Boxing, Climbing
Bulgaria	Basketball, Badminton, Swimming
France	Fitness, Handball, Football, Volley, Basket Ball, Boxing
Italy	Relax sports, Dancing
Poland	Fitness, walking football, Outdoor pedagogy
Romania	Fitness, walking, Running

A total of 148 people participated in sports activities (including 78 unemployed individuals and 70 with disabilities). Activities in individual and team sports were conducted by a total of 40 coaches, including 14 working with unemployed individuals and 26 working with people with disabilities.

## 2.3. Evaluation of sporting activities

After the sporting activities were conducted in each partner country, they were evaluated using observation grids provided by the WP2 leaders (Appendix D). The evaluation was performed by the group's observers and focused on the following areas:

- Individual dynamics – participation and problem behaviors (number of trainers interventions and strategy).
- Group dynamics – observations related to how the group interacted and functioned together.
- Success – observations concerning the group's achievements during the activity.
- Impact – observations regarding the effects of the activity on the participants and their environment.

- Difficulties – challenges and problems observed during the activity.

Altogether, 22 observation grids were collected for the sports activities described in the point 2.2.

POP-UP partners were also interested in how participation in sports activities, both individual and group-based, could influence the development of potential skills that enable marginalized groups to re-enter the labour market. The analysis was conducted separately for unemployed individuals and those with disabilities, in two categories – individual sports and team sports.

To this end, the POP-UP group partners developed two evaluation tools: one for observers of the activities and another for the beneficiaries themselves (Appendix E). The grid helps standardize the observation process and ensures that diverse factors such as age, disability type, and developmental level are considered. The tool is integral to linking sporting activities to measurable outcomes in personal and skill development for individuals with disabilities.

Data was collected using an online questionnaire created via Google Forms. The study was conducted from October 3 to November 28, 2024. In total, data was collected from:

- 24 observers (10 evaluations of activities involving unemployed individuals and 14 evaluations of activities involving people with disabilities),
- 136 beneficiaries (including 75 unemployed individuals and 61 participants with disabilities).

The data analysis was performed using the computer software JASP version 0.19.1.0 (JASP Team, 2024). Descriptive statistics involved calculating frequencies and means.

## 3. Results of the Research Action

### 3.1. FGIs with the public (T2.2)

The aim of FGIs conducted with the public was to discuss people's relationship with sport and physical activity, their perception of competition and physical effort, their sporting experiences and what hinders them from practicing (physical, psychosocial, financial, cultural).

#### 3.1.1. FGIs with the unemployed

##### **Current and past engagement in physical activities**

Participants predominantly engage in activities associated with domestic management, such as caring for children, managing the household, and running errands. While these tasks demand physical effort, they are not considered formal sports activities. Hobbies like occasional walks or rare participation in football or yoga were also mentioned, but overall, engagement in structured sports is minimal.

Physical activities such as walking and gardening are more common than structured sports among the participants. Health issues and financial constraints are key reasons for the limited engagement in regular sports. Many participants noted that while they might not engage in traditional sports, they viewed household tasks like cleaning as a form of physical exertion. Only one participant reported regular sports activity.

Despite low participation in formal sports, participants unanimously recognized the benefits of physical activity. They agreed that engaging in physical activity felt good, contributed to their well-being, and often served as a replacement for medication. For the few who participated, sports became an important part of maintaining physical health and managing stress, though structured sports were not widely practiced in their routines.

For participants who did engage in physical activities, it played a vital role in their weekly routines. Activities like walking, cycling, and light exercises helped maintain physical health and reduce stress. However, the lack of motivation, family responsibilities, and health concerns were significant barriers for many, leading to sporadic participation. Social and familial support were found to be strong motivators for those involved in group activities.

Participants expressed positive feelings about physical activity when they managed to engage in it. They associated exercise with joy, accomplishment, and mental health benefits such as stress relief. However, many participants faced barriers like fear of judgment, low confidence, or physical discomfort, which prevented them from engaging in regular sports activities.

Those who recently participated in sports were motivated by both intrinsic and extrinsic factors. Personal health goals, enjoyment of the activity, and social encouragement were common motivators. Group sports and social activities also fostered a sense of community and encouraged continued participation. However, overcoming initial barriers often required setting small, manageable goals and seeking support from friends or family.

In summary, while participants acknowledge the importance of physical activity, most do not engage in regular sports due to health, financial, and motivational barriers. For those who do participate, sports provide a sense of well-being, structure, and social interaction.

### **Barriers to participation in sports or physical activities**

The barriers to participating in physical activities stem from a complex mix of personal, financial, and social factors that prevent many unemployed individuals from engaging in regular sports or exercise.

A common barrier to engaging in physical activity is the lack of motivation, compounded by low self-esteem. Many participants expressed a desire to be more active but often delayed starting due to a lack of drive. This procrastination is often rooted in a deeper fear of judgment and discomfort in public spaces. Participants worried about being perceived negatively by others while exercising, which deterred them from participating in group activities or going to public sports venues.

Chronic health conditions and physical limitations are significant obstacles for many. Some participants reported physical pain or long-term health conditions that made it difficult for them to engage in regular sports or exercise. This, in turn, worsened their physical and mental health, leading to a cycle of inactivity and declining well-being.

Participants noted that social isolation and a lack of a support system significantly impacted their ability to participate in sports. Those who had friends or family to exercise with found it easier to stay active, while those lacking such support struggled to maintain motivation. The absence of social connections made it challenging to establish a consistent physical activity routine.

The comfort of home and established routines, particularly during periods of unemployment, were highlighted as barriers to physical activity. Participants admitted that it was easier to remain in the comfort of their homes rather than push themselves to exercise. The lack of structure in their daily lives often reinforced this inertia, making it difficult to break out of sedentary habits.

Though not always directly mentioned, financial limitations were implicitly acknowledged as a barrier. Participating in sports often involves costs, whether for memberships, equipment, or transportation to facilities. For those without stable income, such expenses are prohibitive, limiting their ability to access sports or fitness activities.

Participants spoke about psychological barriers such as fear of failure and past negative experiences with sports. This created a reluctance to join group activities or start new fitness routines. Some felt intimidated by the prospect of exercising in front of others, leading to a hesitancy to engage in physical activity.

#### **MAIN BARRIERS**

- **Lack of motivation and self-esteem**
- **Health issues and physical limitations**
- **Social isolation and lack of support**
- **Comfort and routine**
- **Financial constraints**
- **Psychological barriers**
- **Economic challenges, social phobia, and limited infrastructure**

Economic factors, including the cost of licenses, subscriptions, and necessary equipment, were recognized as significant barriers for unemployed individuals. Social phobia, encompassing a lack of motivation, fear of judgment, and unhealthy lifestyle habits, also played a major role in preventing participation. Participants often felt that sports facilities were not designed for people in socially fragile situations or that they were excluded based on physical ability or background. The lack of infrastructure and programs tailored to their needs further exacerbated this issue.

### **Impact on physical and mental health and skills development through sports participation**

Overall, the impact of sports on both physical and mental health, as well as on skill development, was profound. Participants gained not only physical fitness and improved health but also personal growth, confidence, and a range of valuable skills that they could apply in other areas of their lives.

Participants universally acknowledged that engaging in sports and physical activities positively influenced their physical health. They experienced improvements in physical fitness, endurance, and overall health, such as better sleep, increased energy, and enhanced daily functioning. Sports activities were seen as preventive measures against health conditions like heart disease and diabetes. Involvement in sports made participants more aware of their bodies' needs, and they became more respectful of their physical well-being.

#### **MAIN IMPACT**

- **Physical health benefits**
- **Mental health benefits**
- **Development of skills through sports participation**
- **Communication skills**
- **Overcoming barriers and building confidence**
- **Practical application of skills**
- **Impact on young people**
- **Skill development in young people**

The mental health benefits of sports were equally significant. Participants shared that physical activity helped reduce stress, alleviate depression, and improve their overall mood. Engaging in physical activities provided an emotional boost, offering a sense of accomplishment and mental stability. Physical activities like group sports also fostered social interactions and a sense of community, which further enhanced emotional well-being. Overall, the participants saw a strong connection between physical activity and mental resilience, with benefits in one area positively impacting the other.

Participation in sports led to the development of both personal and social skills. In terms of teamwork and leadership, sports provided opportunities for individuals to collaborate, communicate, and take on leadership roles in group activities. This experience translated to real-life situations where participants applied these skills in their professional and personal lives.

Communication skills were also honed through sports, especially in activities that required group coordination. Verbal and non-verbal communication improved, making participants more effective in their interactions in various contexts. Importantly, participants



noted that the skills developed through sports were transferable, benefiting them in areas like work, education, and family life.

Sports also played a crucial role in overcoming psychological barriers. Several participants mentioned that engaging in sports helped them combat low self-esteem and fear of judgment. For example, one participant noted that through regular practice in krav maga, she gained confidence and improved her self-assurance. This newfound confidence not only enhanced her physical abilities but also boosted her overall sense of self-worth.

Sports participation also led to the development of practical skills such as event organization, teamwork, and leadership. These skills were directly applicable to community projects, family life, and work-related activities. Some participants shared personal success stories of how sports helped them develop resilience, determination, and perseverance, all of which positively influenced their professional and personal lives.

For young people, participation in sports was viewed as critical for both physical and mental health. They saw physical activities as essential for preventing diseases and promoting overall fitness, as well as for enhancing mental focus, attention, and memory. Regular sports activities also helped young people regulate emotions, manage stress, and build mental strength, which contributed to their ability to overcome challenges like addiction or laziness.

Young people participating in sports developed valuable personal and social skills. Sports activities encouraged commitment, goal-setting, perseverance, and time management. The collective nature of group sports fostered communication, teamwork, respect, and cooperation. Individual sports, on the other hand, helped build autonomy, resilience, stress management, and a desire to improve.

### **Recommendations and future directions**

To encourage greater participation in sports and physical activities among unemployed individuals, several key recommendations emerged from the focus group discussions.

Participants emphasized the importance of social support in fostering commitment to physical activities. Having friends, family members, or organized groups to exercise with was identified as a strong motivator. Structured group activities or community clubs could provide this social support and create accountability. For example, participants noted that group hikes or exercise sessions led by friends kept them engaged and motivated.

It is essential to develop accessible and inclusive sports programs tailored to different physical abilities and health conditions. Many participants noted that chronic health issues limited their ability to engage in regular physical activities. Offering low-impact or adaptive sports options would allow individuals with physical limitations to participate comfortably. Programs should also be mindful of the diverse needs of the unemployed population, ensuring no physical prerequisites are required for participation.

Financial barriers were identified as a significant obstacle to sports participation. Many unemployed individuals lack the resources to afford gym memberships or equipment. Offering free or subsidized programs, community sports, or equipment loans could help mitigate these challenges. Providing financial incentives, such as bonuses for participating in sports activities, might further encourage commitment.

The focus group revealed the positive mental health benefits of sports, such as stress relief and improved mood. Promoting these mental health benefits could serve as an effective motivator for participation. Integrating mental health support, such as counseling or mindfulness programs, alongside physical activities would further encourage individuals to engage in sports as a therapeutic outlet.

Participants expressed concerns about judgment and low self-esteem as barriers to participation. Creating sports programs that foster a non-judgmental, supportive environment is crucial. Emphasizing personal well-being over competition, celebrating individual progress, and creating inclusive spaces where participants feel comfortable would help overcome these psychological barriers.

### ***Specific Programs and Support***

Local governments, non-profits, and healthcare providers could collaborate to organize community-based initiatives like walking groups, outdoor exercise classes, or local sports clubs. These initiatives provide accessible opportunities for physical activity within a supportive community.

Workshops that combine physical activities with skill development – such as teamwork, leadership, or communication training – would offer a dual benefit. Participants can develop life skills while staying active, making sports participation more purposeful and attractive.

Establishing mentorship programs where experienced individuals guide newcomers can provide motivation and practical advice. Peer support groups could offer a sense of community, shared goals, and encouragement, increasing overall participation.

## **RECOMMENDATIONS**

- **Social support and group activities**
- **Accessible and inclusive programs**
- **Promoting mental health benefits**
- **Creating safe and non-judgmental spaces**

## **SPECIFIC PROGRAMS**

- **Community-based initiatives**
- **Skill development workshops**
- **Mentorship and peer support programs**
- **Encouraging skill development and well-being**
- **Overcoming barriers**

To promote skill development through sports, it is crucial to offer free or low-cost access to sports infrastructure and activities. The focus group emphasized that sports participation improves self-confidence, discipline, communication, and teamwork skills. Organizing workshops, group activities, and mentorship programs can help participants further develop these skills.

Addressing the common barriers, such as lack of infrastructure, time, and financial resources, is essential. Offering free access to outdoor activities, creating inclusive environments that respect individual rhythms, and ensuring activities are financially accessible are key strategies. Additionally, programs should balance individual and group activities to meet diverse needs.

In conclusion, sports participation not only improves physical and mental health but also fosters the

development of transferable life skills such as leadership, teamwork, and communication. With the right support, accessible programs, and financial incentives, more unemployed individuals can benefit from engaging in regular physical activities, leading to enhanced well-being and skill development.

## SUMMARY

Participants in the study primarily engaged in domestic management tasks and occasional physical activities such as walking or gardening, with formal sports participation being minimal. Health issues, financial constraints, and a lack of motivation were identified as key barriers to regular sports involvement. While participants recognized the benefits of physical activity, many struggled to maintain consistent routines due to these challenges. For those who did engage, physical activity played a significant role in managing stress and maintaining physical health, though motivation often depended on social support from friends or family.

Barriers to participation included psychological obstacles like fear of judgment and social isolation, as well as financial limitations that made accessing sports programs difficult. The impact of sports on both physical and mental health was profound for those who participated, with improvements in physical fitness, stress management, and social skills like teamwork and communication. Participants also noted that sports helped build confidence and resilience, translating to other areas of life, such as work and family responsibilities.

To encourage more participation, recommendations included offering accessible, low-cost sports programs, promoting the mental health benefits of physical activity, and creating non-judgmental, supportive environments. Community-based initiatives and mentorship programs were highlighted as key strategies to foster engagement and help unemployed individuals develop valuable skills while improving their overall well-being.

### 3.1.2. FGIs with people with disabilities

#### **Current and past engagement in physical activities**

All participants demonstrated a strong connection to physical activity, with regular participation in sports being a key part of their routine. Their involvement is motivated by the enjoyment of the activities and the excitement of participating in sports competitions, which gives them a sense of pride and accomplishment. Participants expressed a mix of emotions, from joy and relaxation to nervousness during competitions, but overall, they felt proud of their achievements, including earning medals in various events.

#### **Barriers to participation in sports or physical activities**

The participants in the interviews highlighted several barriers that limit their engagement in sports and physical activities. While they consider the sports facilities themselves to be accessible, they expressed a reliance on their parents for transportation and support, acknowledging that without their help, they would not be able to attend. Participants also noted that when their parents are unavailable, they are forced to skip activities, which limits their regular participation. Some mentioned feeling nervous about new environments and unfamiliar situations when attending sports competitions, further highlighting the emotional challenges associated with participation.

#### **MAIN BARRIERS**

- **Logistical challenges**
- **Social barriers**
- **Psychological barriers**

Many sports facilities lack essential accommodations such as ramps, elevators, or adaptive equipment, making them inaccessible to individuals with physical disabilities. Transportation is another major hurdle, as reliable options to reach sports venues are often limited. Financial constraints also play a role, with the costs of participation, equipment, and travel being prohibitive for many low-income families.

Social barriers, including stigma and discrimination, further discourage participation. Negative attitudes or exclusionary behaviors can make individuals with disabilities feel unwelcome, leading to a lack of motivation to join in sports or physical activities. Additionally, many people are unaware of available programs and the benefits of physical activity, meaning that even when opportunities exist, they are often overlooked. Limited social support can exacerbate this issue, as individuals without encouragement from family or friends may feel isolated and unmotivated to participate.

Many individuals with disabilities experience low self-confidence and fear failure or embarrassment, which can deter them from engaging in physical activities. Mental health issues such as anxiety and depression can make it even more difficult for individuals to take the first step toward participation. Negative past experiences in sports can also create long-standing fears and reluctance to engage again.

To address these barriers, professionals recommend several strategies. Improving accessibility through facility upgrades, such as adding ramps, elevators, and adaptive

equipment, is crucial. Mobile sports programs that bring activities to local community centers or schools can help reduce transportation barriers. Offering subsidized or free programs, including equipment loans, can make participation more affordable for low-income families. Flexible scheduling and providing childcare during activities are also important in making sports more accessible for both individuals with disabilities and their families. These solutions aim to create a more inclusive environment and make sports and physical activities feasible for all participants, regardless of their challenges.

### **Impact on physical and mental health and skills development through sports participation**

Participants in the focus groups reported numerous benefits from engaging in sports and physical activities. Physically, they noticed improvements in their ability to move more easily, feeling healthier, lighter, and more agile. Additionally, they expressed the joy of having fun with friends, participating in competitions, and winning medals, which reinforced a sense of accomplishment and pride. Socially, participants highlighted how sports provided opportunities to communicate, learn new things, and meet new people, contributing to their overall sense of happiness and well-being.

On a personal growth level, participants shared that through sports, they learned how to swim, play basketball, and ski, all of which contributed to their physical abilities, such as running more easily or scoring in basketball. Beyond physical skills, sports participation fostered qualities like trust, courage, and a desire to help others. Success in competitions and winning medals further bolstered their self-esteem and confidence.

The impact of sports on both physical and mental health is evident in these experiences. By participating in regular physical activities, individuals can improve not only their physical strength and mobility but also their emotional resilience and social connectedness. Sports provide an outlet for stress relief and mental relaxation, helping individuals feel more confident, self-assured, and socially engaged. Raising awareness about these benefits through community outreach and campaigns can further increase participation.

From a skills development perspective, sports participation enhances several transversal skills. Participants reported improvements in communication, teamwork, and collaboration, which are vital in both sports and broader life contexts. Additionally, they developed problem-solving and critical thinking abilities, adaptability, and leadership skills. Emotional intelligence, empathy, and conflict resolution also improved as participants navigated group dynamics in inclusive environments. Time management, self-motivation, and initiative were further strengthened through the demands of regular sports practice and competitions.

Overall, sports participation not only positively affects physical and mental health but also plays a crucial role in fostering a wide range of essential life skills. These skills help individuals build confidence, resilience, and a strong sense of community, enhancing their personal and social well-being.

## **Recommendations and future directions**

Participants expressed a need for more opportunities to engage in physical activities, particularly by increasing practice hours and offering new group experiences. They emphasized the importance of diversifying the activities to better meet their specific needs and encouraged the involvement of more trainers and organized events. Participants and professionals agreed that creating more inclusive and diverse opportunities would significantly enhance engagement for people with disabilities.

### RECOMMENDATIONS

- **Enhance accessibility**
- **Financial support**
- **Flexible scheduling**
- **Awareness campaigns**

### ***Key recommendations for encouraging participation and skill development:***

- Workshops and training sessions: Offer targeted workshops to focus on developing specific skills like leadership, teamwork, and problem-solving.
- Group projects: facilitate group-based activities to enhance collaboration, adaptability, and cooperation by working towards common goals.
- Mentorship programs: Pair participants with mentors who provide guidance and feedback, supporting personal growth and skill development.
- Stress management and emotional resilience: Introduce techniques for managing stress, improving emotional intelligence, and building resilience through mindfulness or relaxation exercises.
- Goal-setting exercises: Encourage participants to set personal and professional goals, develop action plans, and practice time management to foster a sense of purpose and direction.
- Interactive seminars and panels: Host seminars with experts to inspire participants and provide insights into effective leadership and problem-solving.

### ***Further recommendations for overcoming barriers:***

- Improve sports facilities by ensuring they are equipped with ramps, elevators, and adaptive equipment. Consider mobile sports programs to reduce transportation barriers by bringing activities directly to community centers or schools.
- Offer subsidized or free programs, and develop equipment loan programs to reduce the financial burden on low-income families. Partnerships with local businesses can help secure sponsorship for sports gear.

### RECOMMENDATIONS

- **Enhance accessibility**
- **Financial support**
- **Flexible scheduling**
- **Awareness campaigns**

- Provide sports activities at different times, including evenings and weekends, to accommodate parents with busy schedules. Offering childcare during activities would further support parents' participation.
- Increase public awareness about the benefits of physical activities and available programs through targeted campaigns in schools, community centers, and social media. Engage local influencers to promote participation and foster a more inclusive sports culture.

By implementing these strategies, organizations and professionals can foster greater participation in sports and physical activities, helping to improve the physical, emotional, and social well-being of people with disabilities.

## SUMMARY

Participants regularly engaged in physical activities, enjoying sports and competitions, which provided pride and a sense of accomplishment. However, they faced barriers such as relying on parents for transportation, inaccessible facilities, financial constraints, and social stigma. Psychological challenges, like low self-confidence and fear of failure, further limited participation.

Sports positively impacted both physical and mental health, improving mobility, self-esteem, and social connections. Participants also developed important skills like teamwork, communication, and leadership, contributing to personal growth.

To improve engagement, participants requested more opportunities, practice hours, and diverse activities. Professionals recommended enhancing accessibility, offering financial support, flexible scheduling, and targeted awareness campaigns to boost participation and inclusivity. These strategies aim to improve the well-being of people with disabilities through increased access to sports.

## 3.2. FGIs with the professionals (T2.3)

The aim of FGIs conducted with professionals was to collect and analyze the various relevant experiences and identify generic success factors and perceived benefits for the public in terms of education and training through sport.

### 3.2.1. FGIs with the professionals having experience in working with the unemployed

#### **Importance and benefits of sports and physical activity for the unemployed**

Physical activity serves as a powerful tool for improving both physical and mental well-being, particularly for vulnerable populations such as the unemployed. In addition to its health benefits, sports provide structure, routine, and a sense of purpose, all of which are often lost during periods of unemployment. This report explores the pedagogical, physical, emotional, and mental benefits of sports for the unemployed, emphasizing the key life skills and positive values developed through regular participation.

#### ***Key benefits of sports and physical activity***

- Physical activity is a practical and engaging way to impart essential life skills. It offers opportunities for personal development, fostering discipline, responsibility, and perseverance.
- Participation in sports instills critical values such as respect, teamwork, and responsibility. These values help bridge the gap between unemployed individuals and their more fortunate peers, encouraging personal growth and the capacity for professional integration.
- Physical activity encourages individuals to take care of their bodies, a practice often neglected during unemployment. Through sports, they learn the importance of self-care, which contributes to both physical health and improved self-esteem.
- Sports and physical activity are often viewed as secondary or leisure activities. However, for the unemployed, they provide essential

#### **BENEFITS**

- **Pedagogical aspect**
- **Positive influence on values**
- **Relearning self-care**
- **Restoring the value of physical activity**
- **Gentler activities and inclusivity**
- **Disconnecting the mind**
- **Stress management**
- **Physical and mental transformation**



benefits that go beyond recreation. Physical activity is a key factor in regaining routine and promoting long-term well-being.

- Tailoring sports to the abilities and needs of individuals ensures inclusivity. Gentler activities, adapted for various physical capacities, make participation more accessible and encourage consistent involvement.
- Physical activity provides a mental break, helping individuals to disconnect from stress and negative thoughts. It forces participants to focus inward, promoting a better understanding of their physical and emotional states.
- Physical exercise is a critical component of stress management. It allows individuals to release built-up tension, manage anxiety, and develop relaxation techniques that can be applied in both personal and professional settings.
- Regular participation in sports not only improves physical fitness but also facilitates mental and emotional transformation. This process helps unemployed individuals regain self-worth, confidence, and a positive outlook on life.

### ***Skills developed through participation in sports***

- Group sports foster collaboration and mutual support, which are vital in professional environments. Learning to work towards a common goal builds a sense of camaraderie and cooperation.
- Effective communication is essential in sports and can be transferred to professional and personal settings. Clear, concise interaction is necessary for both success in games and in the workplace.
- Sports provide opportunities for individuals to take on leadership roles, whether leading a team or guiding group activities. These experiences develop the confidence and decision-making skills needed for leadership in professional contexts.

#### **SKILLS**

- **Teamwork**
- **Communication**
- **Leadership**
- **Discipline and responsibility**
- **Goal setting and self-improvement**

– Regular participation in sports fosters discipline, responsibility, and commitment, which are necessary traits for professional life. The routines and goals in sports mirror those needed to thrive in the workforce.

– Sports encourage individuals to set and achieve personal goals. This process boosts self-esteem and motivates continuous self-improvement, which is particularly beneficial for those facing uncertainty in their career paths.

### ***Impact on Mental and Emotional Well-Being***

- Physical activity provides a social outlet, reducing feelings of isolation and depression that often accompany unemployment. The sense of belonging and community fostered through sports can significantly improve mental health.
- Sports provide a space where individuals can experience success and accomplishment, leading to improved self-esteem. This increase in confidence helps the unemployed feel more capable and motivated to re-engage with the job market.
- Physical activity helps individuals manage their emotions and relieve stress. Regular exercise boosts mood through the release of endorphins, promoting emotional stability and reducing anxiety.
- Sports provide structure and routine, which are often missing during unemployment. A regular schedule of physical activity encourages individuals to organize their time more effectively and set meaningful goals.

#### **MENTAL AND EMOTIONAL WELL-BEING**

- **Combating isolation and depression**
- **Improving self-esteem and confidence**
- **Emotional regulation and stress relief**
- **Structured lifestyle and routine responsibility**

### **Engagement and participation of the unemployed in sports and physical activities**

#### ***General Observation about Engagement***

Engagement in sports and physical activities among unemployed individuals varies widely. While the potential benefits of participation, such as improved mental and physical well-being, are significant, actual involvement tends to be low. Barriers such as financial constraints, time limitations, low self-esteem, and fear of social stigma often prevent full engagement. Many unemployed individuals feel marginalized or disconnected from society, which can hinder their willingness to participate in group activities.

#### ***Facilitated or Witnessed Programs***

Professionals interviewed had limited experience with programs specifically designed for unemployed individuals, but they have engaged with similar initiatives targeting vulnerable populations, such as disabled individuals or their caregivers. These programs, while not exclusive to the unemployed, highlight the importance of accessibility and inclusion in encouraging participation.

For example, group activities like stair climbing or senior trips have been organized, indirectly involving unemployed individuals. Programs that are free of charge and adapted to the participants' fitness levels and personal situations are seen as particularly effective. The professionals working with socially vulnerable groups often emphasize the variety of

workshops offered, which aim to provide enjoyment, build skills, and create a supportive environment for participants.

In these programs, physical activity is supplemented by personal development workshops and healthy lifestyle education. These complementary sessions help maximize the impact of the physical activities, offering participants both physical and emotional benefits. Additionally, some programs for youth include activities that promote social responsibility, involving participants in initiatives that support other vulnerable groups. The programs tend to focus on weekly engagement, providing consistency and structure for participants while offering opportunities for both individual growth and community building.

### **Challenges and barriers to participation**

Professionals working with unemployed individuals and other vulnerable groups face numerous challenges when trying to encourage participation in sports and physical activities. These challenges stem from a combination of personal, economic, and environmental factors that limit engagement. Among these challenges there are:

- A major barrier, particularly for individuals with caregiving responsibilities, such as parents of disabled children, is the lack of time. These individuals often prioritize caregiving over their own needs, leaving little time for personal activities, including physical exercise.
- Many unemployed individuals face significant financial difficulties, which make participation in sports and physical activities seem unattainable. The costs associated with equipment, facility fees, and transportation can pose a substantial barrier, especially when basic needs take priority.
- Low self-confidence is prevalent among unemployed individuals, often exacerbated by feelings of shame and isolation. The social stigma attached to unemployment can deter people from engaging in group activities, as they may feel self-conscious about their abilities or appearance, or fear judgment from others.
- Many individuals face physical limitations or transportation challenges that hinder their ability to access sports facilities or programs. This barrier further isolates them from participating in beneficial physical activities, particularly when public services or facilities are not easily accessible.
- Some unemployed individuals suffer from poor physical health, which limits their ability to engage in sports or physical activities. Chronic health conditions or physical limitations can make it difficult to find appropriate and adapted activities that suit their abilities.

#### **MAIN BARRIERS**

- **Lack of time**
- **Financial constraints**
- **Low self-esteem**
- **Mobility issues**
- **Physical condition and health problems**

### ***Effective strategies for overcoming barriers***

Professionals have developed several effective strategies to address the challenges faced by unemployed individuals in participating in sports and physical activities:

1. **Financial accessibility:** Providing free or subsidized programs removes the cost barrier, making participation more feasible for unemployed individuals.
2. **Flexible scheduling:** Offering activities at various times accommodates different schedules, especially for those with caregiving responsibilities.
3. **Supportive and non-judgmental environment:** Creating a welcoming atmosphere helps reduce feelings of self-consciousness and builds participants' confidence, encouraging consistent engagement.
4. **Group participation:** Group activities foster a sense of community and mutual support. Participants motivate each other and build social connections, helping to combat isolation.
5. **Motivational tools:** Sharing success stories and personal testimonials from individuals who have benefited from sports participation can inspire others to get involved.
6. **Partnerships with local organizations:** Collaborating with employment offices, social services, and community groups helps reach potential participants and provides broader support.
7. **Engaging and fun activities:** Introducing cooperative games and emphasizing fun makes participation enjoyable, while giving meaning to each exercise helps participants understand the benefits.
8. **Confidence-building framework:** Implementing a trust framework that allows flexibility (e.g., using a "Joker card" to opt out of an exercise) can build confidence while ensuring participants are engaged in a structured environment.

### **Recommendations and future directions**

Reflecting on the discussion, several key recommendations emerge for organizations and professionals aiming to integrate sports and physical activities into their work with the unemployed.

#### ***Recommendations for organizations:***

- Create support programs that integrate employment support with sport, health, lifestyle, and mental well-being. Address multiple aspects of participants' lives to provide a holistic approach to their needs.
- Innovate and diversify the range of sports activities, emphasizing the recreational and health benefits of physical activity. Establish partnerships with transport services to facilitate mobility and offer financial aid or free equipment to make participation more accessible.

- Provide continuous education for professionals to enhance their skills in communication, management of risky behaviors, and the use of motivational tools to better engage vulnerable populations.
- Tailor interventions to the individual needs of participants, considering their personal experiences and skills. This ensures that the programs remain relevant and effective for each person’s situation.
- financial, physical, and logistical barriers by offering free or subsidized programs, transportation options, and accessible facilities to encourage broader participation.
- Form partnerships with employment offices, social services, and healthcare providers to extend the reach of programs and offer comprehensive support to participants.

## RECOMMENDATIONS FOR ORGANISATIONS

- **Develop comprehensive programs with 360° care**
- **Facilitate access to sports**
- **Strengthen professional training**
- **Use personalized approaches**
- **Ensure accessibility**
- **Collaborate with local organizations**
- **Diversify offerings**

- Develop a wide range of activities that cater to various interests and abilities, ensuring flexibility in timing and structure to meet diverse participant needs.

## RECOMMENDATIONS FOR PROFESSIONALS

- **Build trust**
- **Use motivational approaches**
- **Foster community engagement**
- **Promote healthy lifestyles**
- **Provide engaging tools and materials**
- **Monitor progress and adapt interventions**
- **Involve participants in planning**

### *Recommendations for professionals*

- Take time to understand participants’ fears, motivations, and personal circumstances. Establish a relationship based on trust to encourage active engagement in sports and physical activities.
- Apply motivational techniques like motivational interviewing to help participants reflect on their goals and take initiative. Encourage them to evaluate their thoughts and actions critically, promoting self-improvement.
- Encourage participation in group activities to reduce isolation and build a sense of belonging. Group dynamics can significantly enhance motivation and sustained engagement.
- Educate participants on the importance of a balanced diet and regular exercise through workshops and practical sessions. Encourage them to integrate healthy habits into their daily routines.

- Use visual aids, success stories, and interactive tools to make information accessible and engaging. These tools can motivate participants by showing tangible benefits of their involvement in physical activities.
- Regularly assess participants' progress and adjust interventions based on evolving needs and feedback. Continuous monitoring helps keep the programs effective and relevant to participants' goals.
- Engage participants in the planning and development of programs to ensure that their preferences and needs are met. This also increases ownership and commitment to the activities.

By following these recommendations, organizations and professionals can create more inclusive and supportive environments for vulnerable populations. These strategies help remove barriers, foster motivation, and increase long-term engagement in sports and physical activities, improving participants' overall well-being.

#### SUMMARY

Sports and physical activity provide essential benefits for unemployed individuals by improving physical and mental well-being. They offer structure, routine, and a sense of purpose that is often lost during unemployment. Engaging in sports helps build essential life skills such as discipline, teamwork, and responsibility, while also boosting self-care and self-esteem.

Sports foster mental resilience, helping individuals manage stress, disconnect from negative thoughts, and feel part of a community. Despite these benefits, barriers such as time constraints, financial issues, and low self-esteem often limit participation. However, strategies like offering free programs, flexible schedules, and creating supportive environments can encourage engagement.

Organizations should focus on creating accessible, holistic programs that integrate employment support with physical activities, while professionals can motivate individuals through personalized approaches and community-building efforts. These strategies help unemployed individuals regain confidence, routine, and a positive outlook.

### 3.2.2. FGIs with the professionals having experience in working with people with disabilities

#### **Importance and benefits of sports and physical activity for people with disabilities**

The analysis of the FGIs on the significance of physical activity for people with disabilities highlights the multi-dimensional benefits of sports, not only in terms of physical health but also psychological well-being, social development, and skill enhancement. Key themes that emerged from the analysis include improved self-confidence, interpersonal relationships, physical health, and cognitive-emotional development.

- All interviewees emphasized the positive psychological and emotional effects of physical activity on people with disabilities. Physical activity provides an opportunity for participants to challenge themselves and discover new capabilities, leading to increased self-confidence and emotional resilience. Engaging in activities like yoga enables individuals to have a more profound connection with their body, enhancing proprioception and fostering emotional expression. This connection between the body and mind is critical in enabling individuals to move beyond the view of their bodies as limited or non-functional and instead focus on their potential.
- Inclusion in sports activities, particularly in mixed-ability groups, improves the social dynamics of both individuals with disabilities and their able-bodied peers. Participants develop greater empathy, cooperation, and understanding of others' boundaries, fostering a more collaborative and inclusive environment. Additionally, sports create opportunities for individuals with disabilities to expand their social circles, engage in meaningful interactions, and build relationships beyond their usual surroundings.
- Regular participation in physical activity, whether through trekking, yoga, or team sports, promotes physical health and motor skills for people with disabilities. Interviewees noted the importance of challenging the motor and nervous systems to keep the body vital and functioning. Activities help to strengthen gross and fine motor skills, improve coordination (e.g., hand-eye coordination), and lead to greater physical independence. Importantly, physical activity helps participants overcome the perception of their bodies as inherently flawed or in need of care, allowing them to explore both limitations and strengths.
- Physical activity plays a key role in the development of cognitive and emotional regulation skills. Interviewees highlighted how movement helps individuals with disabilities develop better control over their emotions, manage stress, and regulate their behavior. Yoga and breathing exercises, in particular, were noted for helping individuals

**BENEFITS**

- **Psychological and emotional impact**
- **Social and relational benefits**
- **Physical and motor development**
- **Cognitive and emotional benefits**
- **Skill development and independence**
- **Impact on group dynamics and inclusion**

- harmonize their cognitive processes with their emotional and physical responses. This improves not only self-regulation but also cognitive focus and mental clarity, which are beneficial for daily tasks and learning.
- Through sports, people with disabilities develop key life skills that improve their independence and self-sufficiency. Interviewees noted how physical activity enhances leadership skills, teamwork, and motivation to take initiative. These skills translate into increased independence in performing daily tasks and lead to improved social and personal functioning. Furthermore, the increased resilience and confidence gained from sports participation enable individuals to face challenges with greater determination.
  - The inclusion of people with disabilities in group activities was consistently mentioned as having a positive impact on the group as a whole. Interviewees reported that integrating disabled participants with able-bodied peers improves group cooperation, empathy, and social cohesion. Rather than fostering competition, these mixed-ability settings create a collaborative environment where everyone is encouraged to succeed, fostering a non-judgmental, supportive space.

### **Engagement and participation of people with disabilities in sports and physical activities**

In general, participation and motivation in sports and physical activities among people with disabilities have been positive, with consistent attendance in many programs. However, several challenges were identified, primarily related to participants' ability to access activities independently. Many individuals with disabilities require the presence of a caregiver or educator to assist them in attending sessions, but this support is not always available, limiting their participation. Additional challenges were observed at the beginning of programs, where participants showed initial resistance due to unfamiliarity or a lack of interest in the proposed activities. Over time, this resistance decreased as individuals became more familiar with the programs. Fatigue, caused by physical characteristics, medical conditions, or the effects of medication, also presented obstacles in some cases, especially for people with Down Syndrome who struggled with prolonged physical exertion.

Despite these challenges, there were notable successes during the activities. For example, in one dance workshop, a participant who was usually disengaged and prone to expressing stress physically through harm participated actively. She showed a newfound ability to interact with others gently, using her fingers to engage delicately rather than harmfully. This small but significant shift highlighted the potential of physical and sensory activities to foster personal growth. Another instance involved a participant who initially refused to complete a trek, but with support from an operator, he continued the journey, demonstrating resilience and cooperation. These moments of success illustrate how physical activities can promote emotional regulation, cooperation, and self-awareness.

In the programs observed, professionals noted that participation tended to improve over time, with increased engagement, better relationships among participants, and noticeable improvements in well-being. People with disabilities often experienced enhanced self-confidence, improved relationship skills, and greater empathy and cooperation within group activities. Physical activity provided a structured opportunity for participants to challenge themselves, increase their social connections, and foster a sense of community. Programs



such as trekking and yoga also offered sensory and motor benefits, helping individuals develop body awareness, regulate emotions, and refine motor skills.

Several programs were highlighted for their impact, including weekly sessions organized by the Bravii Sports Club Association, where participants engaged in activities ranging from general physical development to team sports like basketball. Other professionals mentioned their involvement in events like the Special Olympics and an annual event titled "Equal Chances for Everyone," where hundreds of participants with intellectual disabilities showcased their commitment to sports. These events not only demonstrated participants' abilities but also helped foster relationships, encourage teamwork, and create positive experiences in a supportive environment.

Overall, engagement in sports for people with disabilities is characterized by a desire to participate, and when given the necessary support and structure, individuals show significant progress. Despite initial challenges, participants are motivated, form meaningful connections, and develop key life skills through their involvement in physical activities.

### **Challenges and barriers to participation**

People with disabilities often face a range of challenges when it comes to participating in sports or physical activities. These barriers can be physical, social, logistical, or psychological in nature, and they significantly affect the level of engagement in physical activities:

- Many sports venues lack adapted facilities, equipment, or programs suitable for people with disabilities, making it difficult for them to participate in activities.

#### **BARRIERS**

- **Accessibility issues**
- **Lack of specialized programs**
- **Social barriers**
- **Physical limitations**
- **Inadequate support**
- **Parental concerns**
- **Transportation and logistics**
- **Financial constraints**
- **Motivation and self-esteem**
- **Health and medical needs**

– There is often a shortage of sports programs specifically tailored to children and adults with disabilities, limiting the availability of appropriate activities.

– Social stigma and exclusion can prevent people with disabilities from forming friendships and integrating into teams, making participation in group sports difficult.

– Due to the nature of their disabilities, some individuals may find certain physical activities too challenging, requiring adjustments or alternative approaches.

– A lack of trained coaches and staff knowledgeable about the inclusion of people with disabilities hinders effective participation and the ability to offer tailored support.

– Parents may have concerns about the safety or suitability of certain sports for their children, which can affect their willingness to enroll them in activities.

- Accessing sports venues or activities often requires transportation assistance or additional support, creating logistical barriers.
- The costs of adaptive equipment, specialized programs, or transportation can be prohibitive for some families, making it difficult for them to afford sports activities.
- People with disabilities may struggle with motivation or self-esteem, particularly if they have experienced exclusion or failure in past physical activities.
- Managing health conditions or specific medical needs while participating in sports can be complicated and requires careful planning and support.

### ***Strategies to overcome barriers***

To address these challenges and increase participation in sports for people with disabilities, various strategies can be employed:

- **Simple and specific communication:** Use clear, simple directions to help participants understand and engage in activities. Building a trusting relationship with participants by creating a safe, supportive environment is crucial.
- **Playful and cooperative atmosphere:** Foster a non-competitive, welcoming environment that encourages cooperation, teamwork, and enjoyment. This can help participants feel more comfortable and engaged in activities.
- **Gradual introduction to activities:** Present activities with gradually increasing difficulty, offering positive reinforcement throughout. Provide opportunities for rest and relaxation during physical exertion to prevent burnout and increase comfort.
- **Personalized support:** Tailor activities and approaches to each participant's individual needs. Ask participants directly what support they need to overcome specific challenges, making them active participants in finding solutions.
- **Inclusive group activities:** Organize mixed-ability groups, where people with disabilities can participate alongside family members, caregivers, or others who support them. This not only makes the environment more welcoming but also allows individuals to access activities they might not be able to do independently.
- **Involvement of parents and caregivers:** Encourage the active involvement of parents and caregivers in sports activities. This can help motivate participants and provide necessary support, as well as demonstrate the importance of physical activity.
- **Training for coaches and staff:** Offer specialized training for coaches and staff on the specific needs and characteristics of people with disabilities. This ensures that they are equipped to support participants effectively.
- **Parental engagement:** Work to shift the mentality of parents who may underestimate their children's capabilities. Involving parents in the process and educating them on the benefits of sports participation is crucial.
- **Positive reinforcement and motivation:** Continuously encourage participants, providing regular feedback and celebrating small successes. Motivation can also be

bolstered by offering opportunities for participants to compete or attend events, boosting their confidence and sense of accomplishment.

- **Competitions and social events:** Creating opportunities for competition and social interaction helps build a sense of community, encourages regular participation, and gives people with disabilities a chance to showcase their abilities.

By implementing these strategies, barriers to sports participation for people with disabilities can be minimized, promoting inclusion, personal growth, and improved physical and mental health outcomes. The involvement of family, trained professionals, and a supportive environment can significantly improve engagement and success in sports activities for people with disabilities.

## **Recommendations and future directions**

### ***Key recommendations for organizations***

1. Professionals working with vulnerable populations should integrate sports and physical activities into their support programs. This inclusion can help improve both physical and emotional outcomes.
2. All staff, including coaches, should receive training on the specific needs and characteristics of people with disabilities, ensuring they are equipped to offer appropriate support.
3. Facilities should be adapted to be welcoming and accessible, with appropriate modifications to accommodate individuals with different needs.
4. Encouraging teams where both able-bodied people and those with disabilities participate fosters inclusivity and cooperation, offering new perspectives and resources in group activities.
5. Increase awareness and publicize events and activities for people with disabilities through better outreach, ensuring that people with disabilities and their families receive information directly, rather than solely through caregivers.
6. Since people with disabilities often rely on caregivers to access physical activities, involving and motivating caregivers and families is crucial for sustained participation.

### **RECOMMENDATIONS FOR ORGANISATIONS**

- **Integrate physical activities into support programs**
- **Expand disability-specific training**
- **Create more inclusive spaces**
- **Foster mixed-ability teams**
- **Promote awareness**
- **Engage families and caregivers**

### **Key recommendations for professionals**

1. Physical activities should be introduced alongside traditional educational programs for people with disabilities, contributing to their overall development.
2. Professionals should approach their work with patience and openness, recognizing that progress might be slow but rewarding. Celebrating small successes is key.
3. Tailoring activities to the specific needs of participants ensures that each individual can engage in meaningful ways, allowing them to work within their capabilities while also challenging themselves.
4. Professionals should foster a supportive, inclusive environment that emphasizes respect, cooperation, and diversity. Encouraging mixed-ability participation can help build empathy and mutual understanding.
5. Regular feedback and encouragement during activities help build self-confidence and motivation for people with disabilities, promoting sustained engagement.

### **RECOMMENDATIONS FOR PROFESSIONALS**

- **Incorporate physical activities into educational plans**
- **Focus on patience and empathy**
- **Adapt activities to individual needs**
- **Develop inclusive sports programs**
- **Provide continuous encouragement**

The thematic analysis highlights the significant benefits that sports provide to people with disabilities, including physical, mental, and emotional improvements. Professionals who integrate physical activity into their work with people with disabilities see positive outcomes, such as increased confidence, better social skills, and improved health. However, the challenges of accessibility, inadequate support, and caregiver involvement persist.

To address these issues, organizations must focus on making sports programs more inclusive, accessible, and well-publicized. By implementing strategies such as disability-specific training for coaches, engaging families, and providing financial assistance, organizations can help ensure more meaningful participation. Future research should focus on expanding these programs, studying their long-term impact, and identifying new ways to integrate able-bodied individuals and people with disabilities in sports activities.

In conclusion, sports and physical activities offer significant benefits for people with disabilities, but overcoming barriers requires collaboration, adaptive strategies, and community support.

## SUMMARY

The analysis of FGIs highlights the significant benefits of sports and physical activities for people with disabilities, improving not only physical health but also psychological well-being, social relationships, and cognitive-emotional development. Participation in activities like yoga enhances self-confidence, emotional resilience, and body-mind connection, allowing individuals to focus on their potential rather than their limitations. Socially, mixed-ability groups foster empathy, cooperation, and expanded social connections.

Physical activity promotes motor development, improves coordination, and increases physical independence. It also helps individuals regulate emotions, enhance cognitive clarity, and develop life skills such as leadership, teamwork, and independence, contributing to overall personal growth.

However, people with disabilities face barriers like accessibility issues, lack of specialized programs, social stigma, physical limitations, and inadequate support. Strategies to overcome these include providing clear communication, fostering inclusive environments, personalized support, and involving families and caregivers. Training coaches to meet specific needs and promoting awareness are also crucial.

Organizations should integrate physical activities into their support programs, provide disability-specific training, create inclusive spaces, and promote awareness. Professionals should incorporate physical activities into educational plans and approach their work with empathy and patience to support individuals' growth effectively.

### 3.3. Sporting activities for the unemployed and people with disabilities

#### 3.3.1. Skills developed through sporting activities by the unemployed

After the sporting activities were conducted in each partner country, they were evaluated using observation grids provided by the WP2 leaders (Appendix D). The evaluation was performed by the group's observers and focused on the following areas:

- Individual dynamics – participation and problem behaviours (number of trainers interventions and strategy).
- Group dynamics – observations related to how the group interacted and functioned together.
- Success – observations concerning the group's achievements during the activity.
- Impact – observations regarding the effects of the activity on the participants and their environment.
- Difficulties – challenges and problems observed during the activity.

Observers of the sports activities rated the participation of unemployed individuals very positively in both individual and team sports (Table 5). Only the demonstration of transversal skills during the activity, feeling of physical well-being, and the activity calling on transversal skills were rated lower in individual sports compared to team sports.

Table 5. The frequency (percentage of "yes" responses) for various skills observed in individual and team sports activities performed by unemployed individuals

	Frequency – yes (%)	
	Individual	Team
Individual dynamics (no problems)	100.0	100.0
Group dynamics		
Collaboration	100.0	100.0
Communication	100.0	100.0
Participation	100.0	100.0
Success	100.0	100.0
Impact		
Demonstration of transversal skills during the activity	75.0	100.0
Feeling of physical well-being	75.0	100.0
Feeling of mental well-being	100.0	100.0
Difficulties		
The activity interests/makes you want to participate	100.0	100.0
The activity is suitable (level of difficulty/accessibility)	100.0	100.0
The implementation conditions (material, supervision, infrastructure, etc.) are sufficient	100.0	100.0
The activity calls on transversal skills	75.0	100.0
Other difficulties	0.0	0.0

As for individual dynamics the respondents declared no problems in this issue.

## **Individual sports**

### Group dynamics

The analysis of collaboration and interaction among unemployed individuals participating in individual sports activities highlights notable patterns regarding group dynamics and cooperative engagement. While individual sports typically emphasize personal performance, various levels of interaction and collaboration were observed depending on the context and structure of the activities.

In many cases, individual sports foster a sense of responsibility and mutual trust, particularly when activities require participants to rely on one another, even in non-team-based settings. Structured exercises that integrate personal reflection, connection with the environment, and collective engagement encourage participants to progress from focusing on self-awareness to active cooperation with others. This progression contributes to building interpersonal relationships and a sense of group solidarity.

Activities that incorporate collective rituals or shared goals are particularly effective in creating a secure and inclusive environment. Such frameworks allow participants to transition from working on their own abilities to collaborating in group settings, promoting a stronger sense of belonging and cohesion. Interactions often include adapting to others' capabilities, providing encouragement, and engaging in joint efforts to achieve shared objectives. These elements underline the social benefits of individual sports when designed to include collaborative components.

The analysis of communication within individual sports activities among unemployed participants highlights the critical role of interpersonal exchanges in creating a supportive and engaging environment. Communication, both verbal and non-verbal, was observed as a key factor in facilitating collaboration, emotional expression, and mutual understanding during these activities.

Participants frequently engaged in verbal exchanges, motivating and encouraging one another throughout the sessions. These moments of interaction created a positive atmosphere, fostering connections and promoting a sense of shared purpose. Conversations often extended beyond the immediate tasks, with participants sharing their physical and emotional experiences, as well as broader reflections on the activity, which were met with respect and understanding.

Non-verbal communication also played a significant role, as participants utilized body language, eye contact, and physical gestures to convey messages and coordinate actions. Exercises designed to enhance non-verbal communication were particularly effective in building trust and reinforcing group dynamics, encouraging participants to explore alternative forms of expression and connection.

The analysis of participation within individual sports activities highlights a high level of engagement and involvement among the observed participants. Across various sessions, participants demonstrated enthusiasm and commitment to the activities, adapting their efforts to their own abilities and personal limits.

Participation was consistent, with all individuals taking part in the exercises during the sessions. While the intensity and performance varied depending on personal capacity, each

participant showed dedication and active involvement throughout the activities. Notably, participants not only followed the prescribed exercises but also demonstrated initiative by continuing to practice during breaks and voluntarily showcasing their skills, which reflects their intrinsic motivation and interest.

The observations also revealed a strong curiosity and willingness to deepen their understanding of the activities. Participants frequently inquired about the sport, its techniques, equipment, and further opportunities for learning, illustrating their eagerness to engage beyond the immediate context of the sessions.

In conclusion, while individual sports primarily focus on personal development, they can also foster collaboration and social cohesion when designed to include group-oriented elements. This highlights their dual role in promoting both physical and social well-being, offering opportunities for personal growth and community connection among unemployed individuals. Communication was found to be a key aspect of individual sports, enhancing task execution and building social bonds. Both verbal and non-verbal exchanges supported collaboration, strengthened relationships, and created a sense of community among participants. Overall, the findings show that unemployed individuals displayed high levels of involvement, enthusiasm, and proactive engagement in individual sports. Many extended their participation beyond structured sessions, demonstrating the potential of these activities to inspire motivation, personal growth, and lasting interest.

### Success

The analysis of success within individual sports activities reveals that participants generally achieved the objectives and tasks associated with their respective sessions. Success, in this context, was measured not only by task completion but also by personal growth, skill improvement, and collaborative or strategic engagement.

In all observed activities, participants completed the exercises as instructed, demonstrating focus, determination, and adaptability. The attentiveness to instructions, particularly in technically demanding activities, highlighted the participants' commitment to achieving the goals of the session. This suggests that clear guidance and structured support are critical factors in facilitating success.

Certain activities emphasized personal development and well-being rather than competition. Objectives such as improved physical fitness, better breathing, stress reduction, enhanced concentration, and increased self-confidence were central to these activities. Success was thus defined by individual progress and collective effort rather than measurable outcomes like scoring points.

Other activities incorporated elements of strategy, perseverance, and mental and physical resilience. Participants were observed to push beyond their limits, utilizing teamwork or internal motivation to overcome challenges and achieve the desired outcomes. The ability to inspire and support one another was also recognized as a significant aspect of success in these settings.

In summary, success in individual sports activities is multifaceted, encompassing task completion, skill enhancement, personal growth, and collective engagement. Participants demonstrated the ability to meet objectives, often exceeding their own expectations through focus, collaboration, and determination, underscoring the value of these activities in promoting both individual and group accomplishments.



## Impact

The analysis of the demonstration of transversal skills during individual sports activities indicates varying levels of skill application depending on the nature and structure of the activity. These transversal skills, which are essential for both personal and professional development, were observed in specific activities while being less evident in others.

In some activities, participants had limited opportunities to showcase transversal skills due to the individual nature of the exercises or the absence of tasks requiring broader competencies such as teamwork or communication. However, in more dynamic and interactive activities, transversal skills were prominently demonstrated.

Participants displayed skills such as strategic thinking, collaboration, and healthy competition, which were essential for completing group or paired tasks. Motivation, inspiration, and perseverance were also key traits observed, with individuals actively supporting one another and persisting through challenges.

Respect for rules and instructions was another notable skill, with participants adhering to guidelines, respecting time constraints, and showing patience and understanding for others' needs. This was further complemented by effective communication, trust-building, responsibility, and concentration, all of which played a crucial role in ensuring the success of tasks and fostering a positive group dynamic.

The analysis of the feeling of physical well-being among participants in individual sports activities reveals varied experiences, primarily related to the physical demands of the activities and their impact on participants' overall mood and relaxation.

Participants often reported feelings of fatigue, particularly following intense exercises. However, this tiredness was frequently accompanied by a sense of physical well-being, as noted by participants in fitness sessions who expressed feeling good despite their tiredness. This suggests a positive association between physical exertion and subjective well-being.

In certain activities, physical relaxation and reduced tension were observed as notable outcomes. Participants displayed visible signs of relaxation, such as lowered shoulders and improved posture, reflecting a release of physical stress and increased comfort. This indicates the potential for such activities to promote not only physical but also emotional relaxation.

Laughter and moments of joy during activities were also observed as indicators of well-being. The presence of laughter suggests that participants experienced a sense of enjoyment and comfort during their involvement, further contributing to their overall sense of physical and emotional health.

While some participants did not explicitly verbalize feelings of physical well-being, their remarks about fatigue and cardiovascular engagement indirectly highlighted the physical impact of the activities. These observations suggest that participants were aware of the physiological benefits of their efforts, even if they did not directly articulate them.

The analysis of the feeling of mental well-being among participants in individual sports activities demonstrates a strong positive impact across all observed cases. Participants consistently exhibited signs of happiness, inclusion, and mental relaxation, which contributed to an overall sense of mental well-being.

A key indicator of mental well-being was the visible enjoyment and satisfaction of participants. Smiles and laughter were commonly observed, indicating that participants were

engaged and content during the activities. Furthermore, no signs of exclusion or discomfort were noted, which suggests that the activities were inclusive and supportive environments for all participants.

Expressions of pride and a sense of accomplishment were significant aspects of mental well-being. Participants frequently mentioned feeling capable and appreciated the encouragement they received from instructors and peers. This sense of being supported fostered increased confidence and self-esteem, contributing positively to their mental health.

The physical release experienced during certain activities also had a notable effect on mental well-being. Activities that allowed participants to "let go" physically were associated with a parallel mental release, helping to alleviate stress and promote relaxation. This dual impact of physical exertion and mental relief underscores the therapeutic value of individual sports in enhancing mental health.

In conclusion, the demonstration of transversal skills varied across activities, with collaborative and interactive settings offering more opportunities for participants to showcase these essential competencies. This underscores the potential of individual sports to develop transferable skills that support personal growth and social integration. Individual sports activities also foster physical well-being through exertion, relaxation, and enjoyment. While the intensity of exercises may lead to fatigue, the sense of accomplishment and physical release enhances the overall experience, promoting both physical and emotional health. Additionally, individual sports provide significant mental health benefits by encouraging enjoyment, inclusion, and self-confidence. The combination of physical activity, social support, and personal achievement creates a positive environment that promotes mental relaxation and emotional well-being.

### Difficulties

The analysis of the interest and willingness to participate in individual sports activities highlights a strong engagement and enthusiasm among participants. Across all observed activities, participants demonstrated a genuine interest in the sessions and expressed a desire for continued or expanded involvement.

Many participants actively sought opportunities to extend their engagement with the activities. For instance, requests for additional sessions reflected their enthusiasm and enjoyment. This eagerness indicates that the activities were well-received and provided meaningful value to the participants.

In some cases, participants went beyond immediate participation and expressed a deeper interest in learning more about the activity. They inquired about techniques, practices, and even opportunities for regular involvement outside of the current context. This curiosity and proactive behavior suggest that the activities resonated with the participants and sparked a lasting interest.

Furthermore, participants' involvement was observed to be consistent and adapted to their individual abilities. Regardless of skill level or prior experience, participants engaged with the activities to the best of their capacity, showcasing a willingness to explore and enjoy the process.

The analysis of the suitability of individual sports activities, in terms of their level of difficulty and accessibility, reveals that the activities were generally well-adapted to the diverse

needs and abilities of participants. However, the adaptability varied depending on the nature of the activity.

Activities were designed to accommodate different levels of physical capability. Options for easier and more challenging variations of exercises allowed participants to engage in a way that was comfortable and achievable for them. This approach ensured inclusivity and supported participants in gradually exploring their limits without undue pressure.

In some cases, additional measures were implemented to address specific physical constraints. For instance, accommodations such as the use of chairs, mats, or cushions enabled participants with physical discomfort to remain engaged without feeling isolated. The emphasis on respecting personal boundaries and taking breaks when needed further contributed to creating a supportive environment.

While most activities were accessible and adaptable, some posed inherent challenges. Activities requiring advanced mobility or involving psychological barriers, such as fear of heights, highlighted the need for careful consideration of individual suitability. These activities could be made more inclusive with modifications, but certain participants might find them less appropriate depending on their personal circumstances.

Participants were consistently encouraged to listen to their bodies and set personal limits. While activities often pushed individuals to challenge themselves, they were given the freedom to pause or stop when necessary. This balance between encouraging effort and respecting individual capacities was effective in maintaining both engagement and safety.

The analysis of the implementation conditions for individual sports activities, including materials, supervision, and infrastructure, highlights a generally positive environment that effectively supported participant engagement and ensured safety and comfort.

In most cases, the physical infrastructure was well-suited to the activities. Comfortable and adequately equipped spaces, such as well-lit and spacious rooms with appropriate flooring, created an inviting environment for participants. Access to various tools and materials, such as chairs, balls, scarves, and other accessories, enhanced the versatility and inclusiveness of the activities. These conditions allowed participants to fully engage while accommodating different needs and preferences.

Supervision was another critical factor contributing to the success of the activities. Observations indicated that instructors were highly attentive to the participants' physical health and individual capacities. Encouraging and positive, they maintained a supportive atmosphere, motivating participants while ensuring that safety protocols were observed. The ratio of trainers to participants was appropriate, allowing for individualized attention and guidance when necessary.

Certain activities required specialized infrastructure and equipment. For instance, climbing necessitated access to a facility that met specific safety standards, as well as trained instructors to handle technical requirements and ensure participant security. While such requirements might present logistical challenges, they are crucial for maintaining safety in these types of activities.

The analysis of transversal skills demonstrated during individual sports activities highlights the significant development and application of various competencies that extend beyond the immediate context of the activities. These skills encompass personal, interpersonal, and group dynamics, reflecting their broad relevance and value.

Participants displayed a wide array of transversal skills, including teamwork, collaboration, and group cohesion. These competencies were essential in fostering mutual support and achieving shared objectives. Respect for others, adherence to rules, and maintaining fairness (fair play) further reinforced a positive and inclusive environment, promoting harmonious interactions among participants.

Personal skills such as perseverance, resilience, and the ability to adapt and rebound were frequently observed. These traits enabled participants to push through challenges, manage their limits, and develop confidence in their abilities. Additionally, the activities encouraged self-awareness and the ability to articulate one's boundaries, which are crucial for both personal and professional growth.

Other skills included time management, punctuality, and maintaining focus and concentration. Participants demonstrated the ability to work within time constraints and respect allocated spaces, ensuring an organized and efficient flow of activities. These behaviors reflected a disciplined and responsible approach to the tasks at hand.

Relaxation and trust-building were also central aspects of the activities, fostering mental well-being and a supportive atmosphere. Participants learned to relax, trust others, and align their body language and verbal communication with their intentions, enhancing their overall communication skills and self-expression.

In conclusion, individual sports activities effectively engage participants, inspiring full involvement through meaningful experiences, opportunities for growth, and an inclusive environment. This motivates participants to explore these activities further, both during and beyond structured sessions. The suitability of individual sports was largely ensured through thoughtful adaptation and supportive approaches. While most activities were accessible to participants of varying abilities, some required additional adjustments, emphasizing the importance of flexibility and personalized accommodations to make physical activities inclusive and beneficial for all. The implementation conditions for individual sports activities were generally well-organized. Adequate facilities, sufficient materials, and attentive supervision created a supportive framework, ensuring safety, comfort, and engagement. These factors highlight the critical role of comprehensive planning and resource allocation in successful program delivery. Finally, individual sports provide a platform for cultivating valuable transversal skills, including teamwork, perseverance, adaptability, and trust-building. These competencies enhance the experience and equip participants with skills transferable to broader personal and professional contexts.

## **Team sports**

### Group dynamics

The analysis of collaboration in team sports activities among unemployed participants highlights the significant role these activities play in fostering interaction, cooperation, and teamwork. Team sports provided numerous opportunities for participants to engage with one another, building a collaborative spirit and working toward shared objectives.

Participants demonstrated a strong sense of comfort and camaraderie, particularly in environments where pre-existing relationships were established through prior involvement in similar programs. This familiarity enhanced the cooperative experience, allowing participants to engage seamlessly and enjoyably while contributing enthusiastically to collective goals.

Team sports activities also emphasized adaptability, as participants were required to collaborate with different individuals and groups during various tasks. These interactions were approached with excitement and willingness, illustrating the participants' openness to forming connections and working cohesively with others. This adaptability reinforced the capacity of team sports to develop collaboration skills and promote effective teamwork.

Inclusive participation was a hallmark of these activities, with all individuals actively engaging in exercises and team efforts. The collective nature of team sports ensured that every participant could contribute meaningfully, fostering a sense of unity and mutual support. Spontaneous feedback and reflections at the conclusion of sessions further enhanced the collaborative experience, highlighting the value of shared engagement and goal setting.

The analysis of communication in team sports activities among unemployed participants highlights a high degree of interaction and exchange, integral to fostering collaboration, understanding, and team cohesion. Communication was a central component, naturally integrated into tasks and exercises, and played a pivotal role in the success of the activities.

Participants engaged actively in dialogue throughout the sessions, ensuring that everyone had the opportunity to contribute. Open and inclusive communication created a supportive and interactive environment where mutual understanding and respect were prioritized. Verbal and non-verbal exchanges facilitated the sharing of information, ideas, and encouragement, reinforcing the collaborative nature of team sports.

Team sports activities also emphasized adaptability and active listening, with participants demonstrating attentiveness and a willingness to understand and respond to one another. These skills were essential for creating unity within the group and for achieving shared objectives. The dynamic nature of communication in these activities allowed participants to refine their interpersonal skills and build stronger team bonds.

The encouragement of open dialogue further supported relationship-building and collective understanding. Participants expressed their thoughts, expectations, and feelings, ensuring that all voices were heard and respected. This process strengthened connections within the group and highlighted the importance of communication as a tool for fostering teamwork and achieving collective goals.

The analysis of participation in team sports activities among unemployed individuals highlights a high degree of engagement, enthusiasm, and adaptability. Participants consistently demonstrated a willingness to fully engage in tasks, regardless of external conditions or individual differences, showcasing the inclusive and motivational nature of these activities.

Participants approached the activities with evident excitement and eagerness, reflecting genuine interest and readiness to participate actively. Their involvement was characterized by inclusivity, as all individuals, regardless of varying physical abilities, contributed to the success of the sessions. This collective effort fostered a strong sense of unity and collaboration, integral to achieving shared goals.

Team sports activities also showcased participants' motivation and proactive attitudes toward completing tasks and reaching objectives. Their collaborative spirit and teamwork were essential in creating a supportive and cooperative environment, allowing them to effectively work together toward common aims.

Even under challenging circumstances, such as unfavorable weather, participants exhibited resilience and adaptability. While initial reluctance was observed, they quickly

embraced the activity, demonstrating a strong commitment and positive attitude. This adaptability further reinforced their collective effort and determination.

In conclusion, team sports activities proved to be a powerful tool for fostering collaboration, mutual support, and a shared sense of purpose among unemployed participants. The consistent participation, adaptability, and enthusiasm displayed highlight their potential to enhance social cohesion and teamwork, equipping participants with valuable skills for personal and collective growth. Additionally, team sports provided an effective platform for developing communication skills. By encouraging open dialogue, mutual support, and collaborative exchanges, these activities underscored the critical role of communication in building relationships, promoting teamwork, and achieving shared goals. Participation in team sports activities was characterized by active involvement, inclusivity, and a strong sense of teamwork. These activities fostered motivation, resilience, and collaboration, demonstrating their potential to build engagement and a vibrant community spirit among participants.

### Success

The analysis of success in team sports activities among unemployed participants demonstrates that the tasks and objectives set for each session were consistently achieved. Participants effectively combined technical and soft skill development with teamwork and adaptability to accomplish their goals.

Participants fully engaged with the activities, completing all tasks as planned and demonstrating a strong ability to follow instructions and adapt to the requirements of the exercises. Their commitment to achieving the objectives was evident through their active participation and the collective effort to meet the challenges presented during the sessions.

Team sports activities showcased participants' adaptability and focus on respecting guidelines, which enabled them to adjust their strategies and actions to succeed in various tasks. Their collective drive and motivation to achieve shared objectives fostered a sense of accomplishment and encouraged them to work cohesively as a team, striving for success both individually and collectively.

In conclusion, team sports activities consistently supported the achievement of goals and the development of essential skills among unemployed participants. By integrating technical abilities with collaboration, problem-solving, and adherence to instructions, these activities effectively promoted goal-oriented behavior and reinforced the value of teamwork, adaptability, and persistence.

### Impact

The analysis of the demonstration of transversal skills during team sports activities among unemployed participants highlights the significant development and application of competencies that extend beyond the immediate context of the activities. Team sports served as an effective platform for participants to showcase and enhance a wide range of essential soft skills.

Participants consistently demonstrated teamwork and active listening, which were critical for understanding and adapting to the rules and instructions. These skills fostered collaboration and a constructive group dynamic, enabling participants to work cohesively

toward shared objectives. The alignment of physical and mental effort within a collective team spirit further reinforced their ability to function effectively in group settings.

Team sports activities also emphasized the development of key soft skills, such as communication (both verbal and non-verbal), cooperation, leadership, and problem-solving. These skills were integral to completing tasks and achieving group goals, highlighting the importance of collaboration, critical thinking, and adaptability in a team environment.

Participants frequently exhibited resilience, particularly in challenging conditions, maintaining motivation and a positive attitude despite obstacles. Respect for rules, initiative, and the ability to function as effective team players were also prominently displayed, contributing to a structured and inclusive environment where everyone could actively participate.

The analysis of the feeling of physical well-being during team sports activities among unemployed participants highlights their positive impact on physical health and overall comfort. Participants consistently demonstrated signs of enjoyment, satisfaction, and improved well-being as a direct result of their involvement in the activities.

Team sports created opportunities for physical activity that were not only beneficial for health but also enjoyable and engaging. Participants often expressed a sense of fulfillment and energy after sessions, with moments of laughter and joy reinforcing the positive atmosphere. There were no indications of physical discomfort or dissatisfaction, further emphasizing the effectiveness of team sports in promoting physical well-being.

The collective nature of team sports played a key role in fostering positive experiences. The sense of accomplishment achieved by successfully completing tasks and collaborating with teammates elevated participants' moods and encouraged a feeling of vitality. By the end of the sessions, participants often displayed positive energy and jovial attitudes, highlighting the uplifting nature of the activities.

The analysis of mental well-being during team sports activities highlights their significant positive impact on participants' emotional health and personal development. Team sports provided an inclusive and engaging environment that promoted enjoyment, self-confidence, and resilience while minimizing signs of mental distress or discomfort.

Participants consistently displayed high levels of enthusiasm and satisfaction throughout the activities. The inclusive nature of team sports ensured that no one felt excluded, fostering a sense of belonging and collective engagement. The atmosphere encouraged social interactions, shared experiences, and mutual support, which further contributed to the participants' positive mental state.

Engaging in team sports also served as an opportunity for personal growth. Participants demonstrated improved self-confidence, with many overcoming mental barriers such as frustration or self-doubt through the support of their teammates and the pleasure derived from the activities. The shared objective of working together toward a common goal reinforced their emotional resilience and ability to adapt to challenges.

In conclusion, team sports activities offered participants a valuable platform to demonstrate and develop transversal skills such as communication, leadership, cooperation, resilience, and adaptability. These competencies not only improved the outcomes of the activities but also equipped participants with transferable skills applicable in personal and professional contexts. Additionally, team sports significantly enhanced participants' physical well-being by combining exercise with enjoyment, teamwork, and a sense of achievement. The positive feedback and observed benefits highlight their effectiveness in promoting physical

health while creating an engaging and rewarding experience. Overall, team sports fostered a positive mental environment by blending physical activity with social connection and teamwork. This combination allowed participants to experience fulfillment, joy, and motivation, making team sports a powerful tool for enhancing mental well-being and building a sense of community.

### Difficulties

The analysis of the interest and engagement generated by team sports activities among unemployed participants highlights their ability to capture attention and inspire active involvement. These activities effectively motivated participants, fostering curiosity and enthusiasm for the tasks and challenges presented.

Participants expressed interest in team sports from the outset, often intrigued by the descriptions of the activities. This initial curiosity translated into active participation, with individuals fully engaging in the tasks and eagerly anticipating subsequent exercises. The structured progression of activities maintained their attention and sustained their enthusiasm throughout the sessions.

In the context of task-based activities, participants demonstrated curiosity about upcoming challenges. This anticipation contributed to their engagement, as they remained focused and eager to explore new aspects of the activities. The sense of discovery and variety in tasks further reinforced their willingness to participate actively.

Team sports also provided an opportunity for participants to push their limits and achieve personal fulfillment. The drive to overcome challenges and see their efforts translate into success was a powerful motivator, encouraging them to fully commit to the activities and take pride in their accomplishments.

The analysis of the suitability of team sports activities for unemployed participants demonstrates that these activities were thoughtfully designed to accommodate varying levels of ability while maintaining accessibility and engagement for all individuals. The balance between challenge and inclusivity was a key factor in ensuring meaningful participation.

The activities were structured with adaptable variations, allowing each participant to engage at a level that aligned with their abilities. This approach ensured that everyone could feel valued and capable, fostering a sense of accomplishment through the successful execution of tasks. The inclusivity of the activities created an environment where all participants could contribute meaningfully to the group's progress.

Clear communication and gradual progression in the level of difficulty were essential components of the activities. Instructions were easily understood, and tasks were designed to align with participants' capabilities. This careful planning ensured that no individual faced undue difficulty, allowing everyone to remain fully involved and engaged.

The analysis of the implementation conditions for team sports activities among unemployed participants reveals that the materials, supervision, and infrastructure provided were sufficient to support the successful execution of the activities. These conditions created an environment conducive to engagement, safety, and inclusivity.

The infrastructure and materials used during the activities were well-suited to the needs of the participants and the nature of the sports. Equipment and facilities were adequately



prepared and appropriately adapted, ensuring that all participants could fully engage in the activities without any significant barriers or limitations.

The simplicity and accessibility of the implementation processes also contributed to the effectiveness of the activities. The straightforward setup and use of resources facilitated smooth execution, allowing participants and organizers to focus on the experience and objectives of the sports without unnecessary complications.

The analysis of team sports activities among unemployed participants highlights their effectiveness in fostering and utilizing a wide range of transversal skills. These activities provided an environment that encouraged the development of personal, interpersonal, and cognitive competencies, all of which are applicable beyond the sports context.

Participants demonstrated significant growth in self-confidence, showcasing their ability to manage stress and emotions effectively during the activities. This emotional resilience was a key aspect of their engagement, enabling them to navigate challenges while maintaining focus and composure.

Interpersonal skills were prominently developed through active listening, verbal and non-verbal communication, empathy, and flexibility. The collaborative nature of team sports required participants to adapt to different situations and interact effectively with their teammates, fostering a sense of mutual support and understanding. Empathy and a spirit of kindness further strengthened these interactions, creating a cohesive and inclusive team dynamic.

Conflict resolution and problem-solving were also integral to the activities, allowing participants to address challenges constructively. These situations provided opportunities to practice critical thinking and negotiation skills, enhancing their capacity to navigate complex scenarios both in and outside the context of sports.

In conclusion, team sports activities successfully captured the interest of unemployed individuals, fostering curiosity, enthusiasm, and sustained engagement. Through engaging descriptions, varied tasks, and opportunities for personal growth, these activities proved effective in promoting motivation and participation. Team sports also struck a balance between difficulty and accessibility, making them inclusive for a diverse group of participants. By incorporating adaptability, clear communication, and a supportive structure, these activities encouraged participation and fostered a sense of achievement among all participants. The implementation conditions for team sports were well-designed, with appropriate infrastructure, accessible materials, and seamless organization. This ensured a positive and supportive environment, maximizing the impact of these activities on participants. Overall, team sports served as a platform for demonstrating and refining a range of transversal skills. Competencies such as adaptability, communication, empathy, and conflict resolution not only enhanced the experience but also equipped participants with valuable tools for personal and professional growth.

### 3.3.2. Skills developed through sporting activities by the unemployed as perceived by observers and beneficiaries

In the next step the observers were asked to identify whether the activity revealed the following skills in the beneficiaries, taking into account their abilities and specific context (e.g., age, disability, level of development). If so, they were asked to rate the level using the following

scale: 1. Weak manifestation (very rare or almost absent); 2. Occasional (appears from time to time); 3. Regular events (constant presence) and 4. High-profile event (strong presence). The following areas of skills were evaluated:

- Organisational skills: These skills are observed in the management of tasks or the social interactions of beneficiaries.
- Language skills: These refer to the ability of beneficiaries to use and understand language at their level and according to their abilities.
- Reflective skills: These are linked to the ability to think, understand, and learn from situations.
- Personal skills: These are observed in the personal development of beneficiaries, including their confidence, resilience, and emotional management.

### Observers

In the opinion of the observers of the sporting activities the group of the unemployed all skill areas were frequently identified (mostly 100% "yes") across both individual and team sports, reflecting their universal relevance across participants and contexts (Table 6).

Table 6. The frequency (percentage of "yes" responses) and the mean level for various skills observed in individual and team sports activities performed by unemployed individuals

	Frequency – yes (%)		Level (mean)	
	Individual	Team	Individual	Team
<b>Organisational skills</b>				
Leadership	100.0	100.0	3.0	2.8
Autonomy	100.0	100.0	3.4	3.2
Adaptation	100.0	100.0	3.6	3.2
Cooperation	100.0	100.0	3.8	3.4
<b>Language skills</b>				
Use of language	100.0	100.0	2.8	3.0
Language comprehension	100.0	100.0	3.2	3.2
Expression using communication codes	100.0	100.0	3.0	3.4
<b>Reflective skills</b>				
Information and knowledge management	100.0	100.0	3.4	2.8
Compliance with instructions, rules and procedures	100.0	100.0	3.2	3.4
Ability to integrate new learning	100.0	100.0	3.6	3.0
<b>Personal skills</b>				
Self-confidence	100.0	100.0	3.4	2.8
Taste for effort, perseverance, resilience	100.0	100.0	3.4	3.6
Managing emotions	90.0	100.0	3.4	3.0

In both individual and team sports, participants exhibit organizational skills, but the focus differs depending on the context (Figure 1). Leadership is consistently demonstrated across both types of activities. In individual sports, leadership involves self-directed actions, such as planning and executing tasks independently. In team sports, leadership focuses on

guiding, organizing, and motivating other team members. Autonomy is more pronounced in individual sports, as participants must manage their tasks and progress without external input. In team sports, autonomy is still present but occurs within a collaborative framework, where individuals must balance self-reliance with group interdependence. Adaptation is a critical skill observed in both settings. In individual sports, participants adapt to changing circumstances independently, often relying on their problem-solving skills. In team sports, adaptation is more group-oriented, requiring individuals to align with the team's changing strategies and dynamics. Cooperation is naturally more prominent in team sports, where participants must work collaboratively, share responsibilities, and support one another to achieve a common goal. In contrast, individual sports do not inherently require cooperation, as the focus is primarily on personal performance.

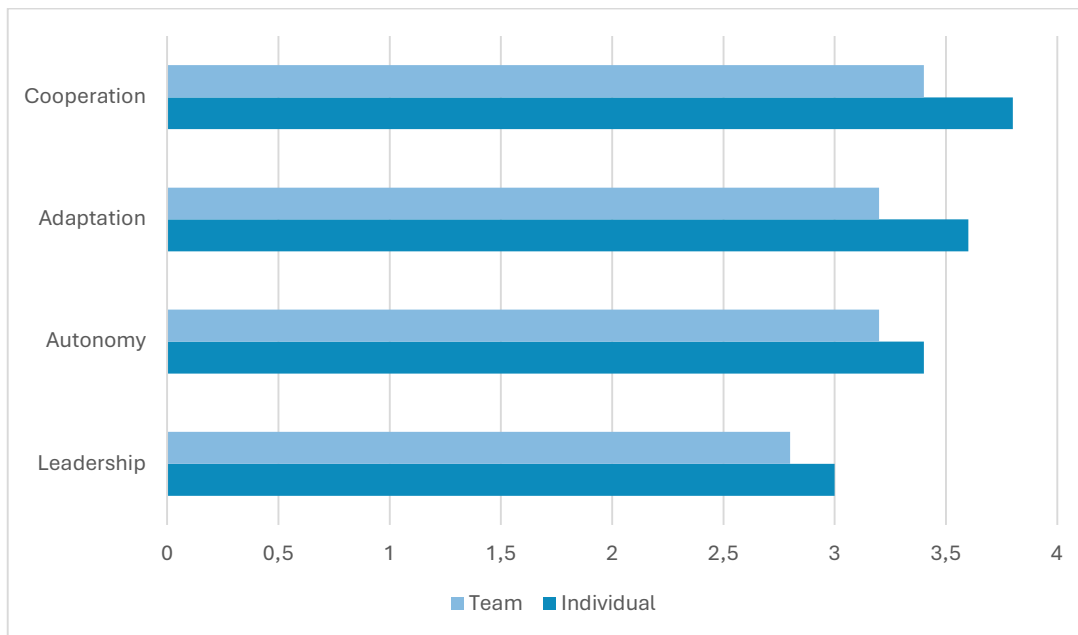


Figure 1. The mean level for organisational skills observed in individual and team sports activities performed by unemployed individuals

Language skills are essential in both individual and team sports but are utilized differently (Figure 2). The use of language is more developed in team sports because participants need to communicate effectively with teammates, convey strategies, and coordinate actions. In individual sports, language use is limited to personal expression, such as interacting with coaches or reflecting on performance. Language comprehension is also more critical in team sports, as participants must understand and follow instructions, feedback, and team strategies. In individual sports, comprehension is still necessary but typically involves understanding personal instructions or feedback from a coach. Expression using communication codes, such as listening, turn-taking, and respecting communication norms, is more evident in team sports. These activities require participants to adhere to group communication standards to maintain effective teamwork. In individual sports, this skill is less emphasized as the focus remains on personal communication needs.

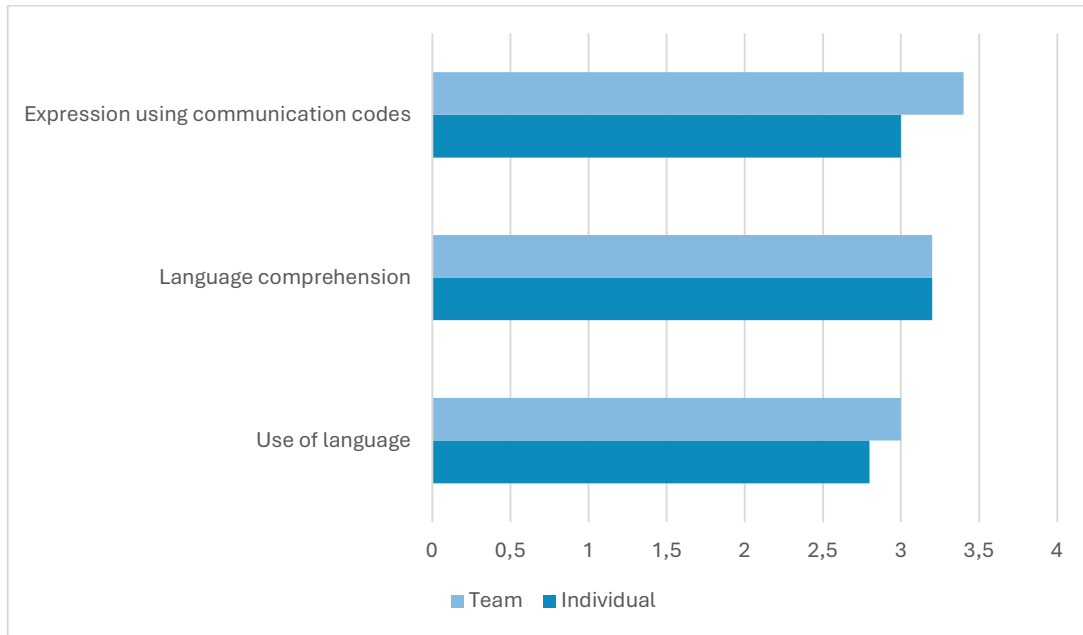


Figure 2. The mean level for language skills observed in individual and team sports activities performed by unemployed individuals

Reflective skills, such as managing information and integrating new learning, are vital in both individual and team sports (Figure 3). Information and knowledge management is more pronounced in individual sports, where participants must independently organize and use information to improve their performance. In team sports, this skill is applied collectively, with participants contributing to group decision-making and strategy development. Compliance with instructions, rules, and procedures is important in both contexts, but it is slightly stronger in team sports due to the structured nature of group activities. Adhering to shared rules and instructions is essential for maintaining team coordination and success. The ability to integrate new learning is more prominent in individual sports. Participants have greater opportunities to learn and practice new skills at their own pace, allowing for deeper assimilation of knowledge. In team sports, learning is often shared and collective, focusing on integrating new strategies or techniques as a group.

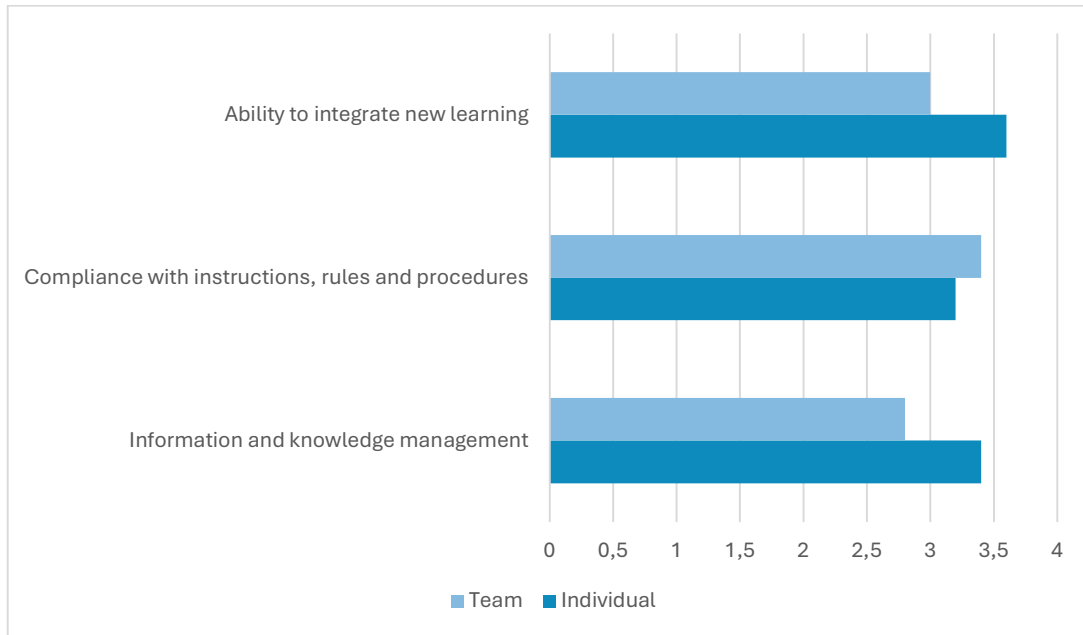


Figure 3. The mean level for reflective skills observed in individual and team sports activities performed by unemployed individuals

Personal skills, such as self-confidence, resilience, and emotional management, are developed differently in individual and team sports. Self-confidence tends to be stronger in individual sports, as participants rely solely on their abilities and decision-making without external support. This independence fosters a greater sense of personal assurance. In team sports, confidence is built through group dynamics, encouragement, and collaboration. Taste for effort, perseverance, and resilience is slightly more developed in team sports. The social and competitive environment of group activities encourages participants to persist and overcome challenges together. Individual sports also build resilience, but the focus is on personal determination and overcoming individual obstacles. Managing emotions is an essential skill in both contexts, but the focus differs. In individual sports, participants learn to regulate their emotions independently, fostering personal emotional control and resilience. In team sports, emotional management is practiced within group interactions, where participants must navigate social dynamics and maintain emotional balance in collaborative settings.

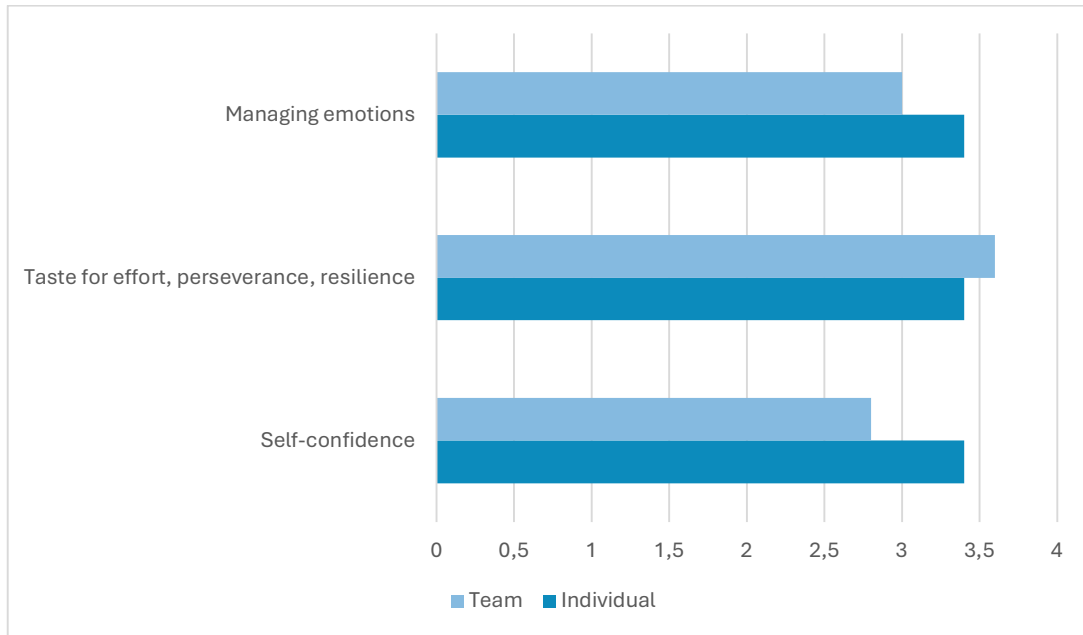


Figure 4. The mean level for personal skills observed in individual and team sports activities performed by unemployed individuals

To conclude, individual and team sports both contribute significantly to skill development but in complementary ways. Individual sports emphasize personal growth, fostering skills such as autonomy, self-confidence, and reflective thinking. Participants learn to manage their performance independently and adapt to challenges on their own. Team sports, on the other hand, emphasize social and collaborative skills, such as cooperation, communication, and emotional regulation. These activities encourage participants to work together, follow shared rules, and develop resilience in a group setting.

Both types of sports provide valuable opportunities for skill development, supporting employed individuals in building a well-rounded set of abilities that benefit both personal and professional life.

### Beneficiaries

As far as organisational skills are concerned, leadership is more commonly perceived as developed in individual sports compared to team sports (Table 7).

Table 7. The frequency (percentage of "yes" responses) and the mean level for various skills observed in individual and team sports activities performed and declared by unemployed individuals

	Frequency – yes (%)		Level (mean)	
	Individual	Team	Individual	Team
<b>Organisational skills</b>				
Leadership	53.5	46.9	3.0	2.4
Autonomy	86.0	93.8	3.0	2.8
Adaptation	95.3	96.9	3.2	3.0
Cooperation	86.0	93.8	3.3	2.9
<b>Language skills</b>				
Use of language	76.7	81.3	3.2	2.4
Language comprehension	100.0	100.0	3.4	3.1
Expression using communication codes	100.0	100.0	3.6	3.5
<b>Reflective skills</b>				
Information and knowledge management	97.7	100.0	3.4	3.1
Compliance with instructions, rules and procedures	95.3	87.5	3.6	2.9
Ability to integrate new learning	95.3	93.8	3.4	3.1
<b>Personal skills</b>				
Self-confidence	95.3	90.6	3.4	2.9
Taste for effort, perseverance, resilience	97.7	100.0	3.5	3.4
Managing emotions	100.0	96.9	3.4	3.2

Individual sports provide opportunities for self-directed leadership, such as managing personal goals, while team sports focus less on leadership but emphasize following group dynamics. Autonomy is strongly associated with both individual and team sports. In individual sports, autonomy is developed through self-management and responsibility for personal performance. In team sports, autonomy is fostered within a collaborative framework. Both types of sports are highly rated for promoting adaptation skills. Individual sports focus on personal adaptability, while team sports highlight the ability to adjust to group dynamics and changing strategies. As expected, cooperation is more frequently associated with team sports, as it inherently requires collaboration and teamwork. Individual sports focus less on cooperation due to the solitary nature of participation.

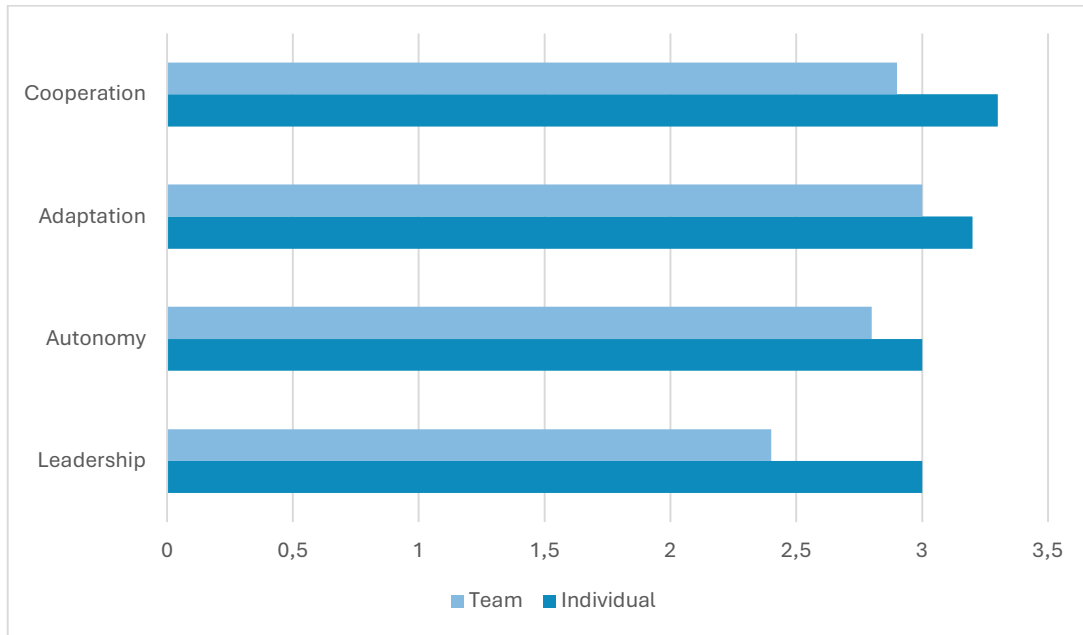


Figure 5. The mean level for organisational skills observed in individual and team sports activities performed and declared by unemployed individuals

In case of language skills team sports are more frequently perceived as developing language skills, as participants must actively communicate with teammates and coaches. Individual sports focus on language use in more limited contexts, such as self-reflection or interactions with coaches (Figure 6). Both individual and team sports are highly rated for improving language comprehension. Team sports require understanding instructions in dynamic group settings, while individual sports emphasize comprehension in one-on-one interactions. Team sports are perceived as slightly better at fostering expression using communication codes, as participants practice structured communication skills such as turn-taking, active listening, and respectful dialogue.



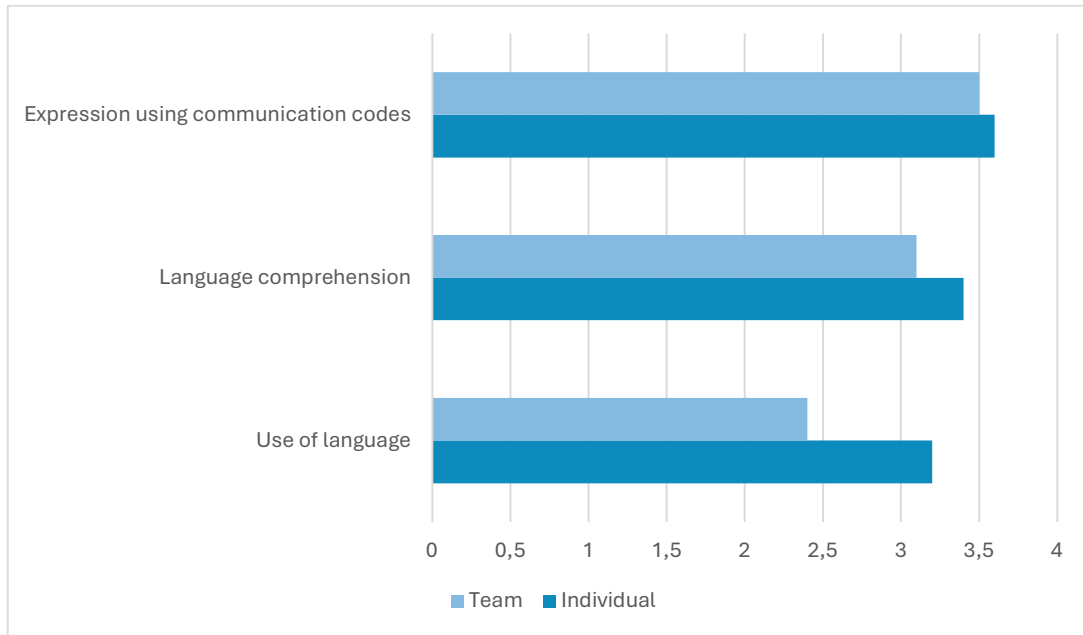


Figure 6. The mean level for language skills observed in individual and team sports activities performed and declared by unemployed individuals

In the area of reflective skills individual sports are slightly more effective in fostering this skill, as participants independently manage and apply feedback to improve performance (Figure 7). Team sports emphasize shared decision-making and collective knowledge application. Team sports are perceived as more structured, emphasizing adherence to rules and coordination. Individual sports also promote compliance but in a more personal, self-directed manner. Individual sports excel in self-paced learning and the application of new skills. Team sports also foster this ability, but the focus is on learning within a collaborative environment.

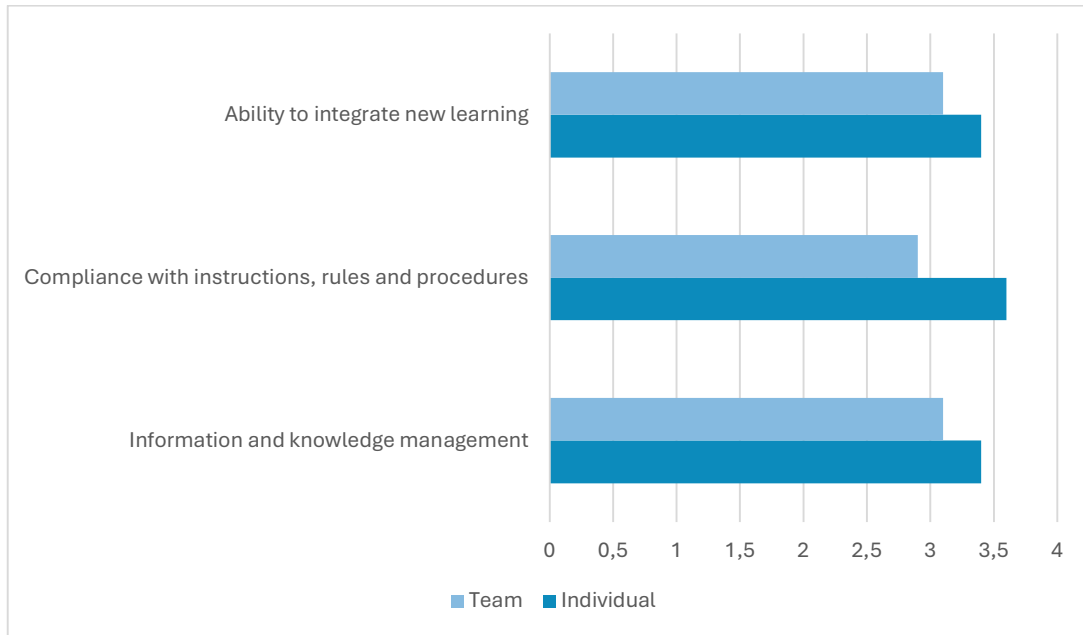


Figure 7. The mean level for reflective skills observed in individual and team sports activities performed and declared by unemployed individuals

As for personal skills individual sports are seen as slightly better for building self-confidence, as participants rely solely on their abilities and decisions (Figure 8). Team sports also promote confidence through group support and shared success. Both individual and team sports are highly effective at fostering perseverance and resilience. Team sports provide motivation through social interaction and shared goals, while individual sports encourage personal determination and grit. Emotional management is strongly developed in both contexts. Individual sports emphasize personal emotional control, while team sports teach participants to regulate emotions in social and competitive group settings.

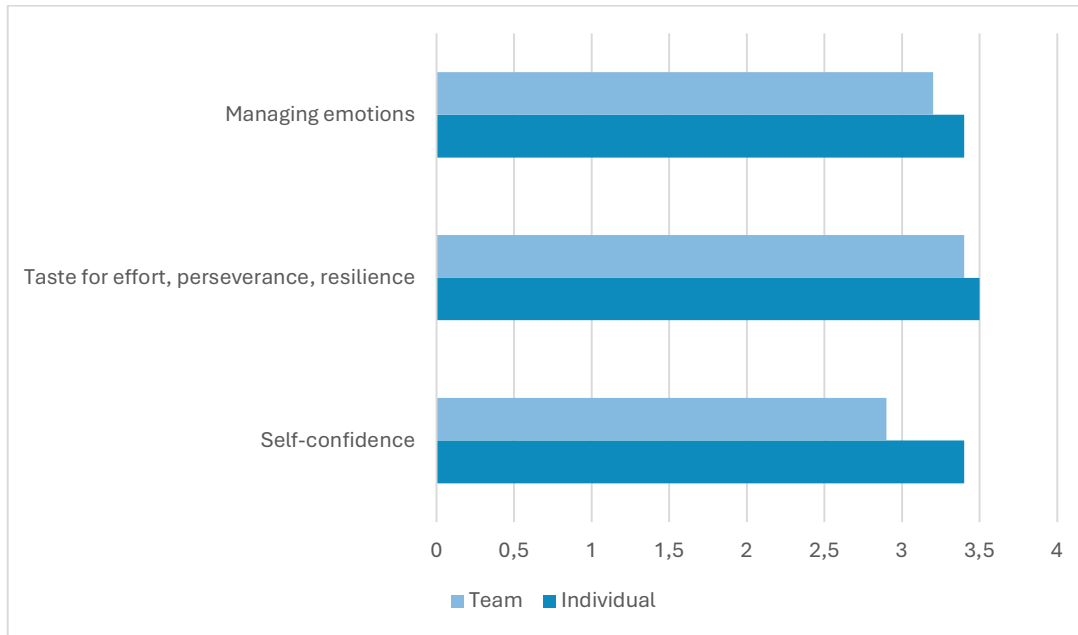


Figure 8. The mean level for personal skills observed in individual and team sports activities performed and declared by unemployed individuals

Unemployed individuals recognize that individual sports help develop self-reliance, personal growth, and reflective skills that are crucial for self-management and independent problem-solving in the workplace. Team sports, on the other hand, are perceived as better for fostering collaboration, communication, and emotional regulation, which are essential for teamwork and adaptability in professional environments.

Both types of sports offer valuable skill-building opportunities, making them complementary tools for unemployed individuals seeking to enhance their employability and return to the labour market.

### 3.3.3. Skills developed through sporting activities by people with disabilities

Individual and team sports for people with disabilities excel in group dynamics, showing strengths in collaboration, communication, and participation (Table 8). Success is more prominent in team sports compared to individual sports. Both types of sports equally demonstrate transversal skills, but team sports show a stronger impact on physical well-being. Mental well-being is positively observed in both types of activities, although it is slightly less pronounced in individual sports. Individual sports face more challenges related to suitability, implementation conditions, and minor additional difficulties, which are not reported in team sports.

Table 8. The frequency (percentage of "yes" responses) for various skills observed in individual and team sports activities performed by people with disabilities

	Frequency – yes (%)	
	Individual	Team
Individual dynamics (no problems)	75.0	100.0
Group dynamics		
Collaboration	100.0	100.0
Communication	100.0	100.0
Participation	100.0	100.0
Success	75.0	100.0
Impact		
Demonstration of transversal skills during the activity	100.0	100.0
Feeling of physical well-being	100.0	100.0
Feeling of mental well-being	88.0	100.0
Difficulties		
The activity interests/makes you want to participate	100.0	100.0
The activity is suitable (level of difficulty/accessibility)	88.0	100.0
The implementation conditions (material, supervision, infrastructure, etc.) are sufficient	75.0	100.0
The activity calls on transversal skills	88.0	100.0
Other difficulties	13.0	0.0

## Individual sports

### Group dynamics

The analysis of individual sports activities among individuals with disabilities highlights the presence of collaboration and mutual support, even in settings primarily focused on personal achievement. While the emphasis of these activities is on individual progress, participants consistently demonstrated a willingness to engage with and encourage one another, fostering a sense of community and cooperation.

Participants frequently supported their peers, offering assistance, encouragement, and motivation during various tasks. This behaviour created a positive and inclusive environment, allowing individuals to feel comfortable and valued within the group. Instances of sharing materials, waiting patiently, and respecting each other's needs further reinforced the collaborative spirit present in these activities.

Even in moments where independence was prioritized, participants found opportunities to collaborate, whether by engaging in paired exercises, taking turns, or helping those who required additional support. These interactions contributed to a sense of belonging and mutual respect among the participants.

Occasional challenges, such as moments of impatience or difficulty in interaction, were effectively addressed with the guidance of supervisors. This not only resolved conflicts but also provided opportunities for participants to learn and grow in their ability to cooperate and engage positively with others.

The analysis of communication in individual sports activities among individuals with disabilities highlights the significant role of interaction and exchange in fostering mutual

understanding, support, and engagement. Despite the individual nature of the activities, participants actively communicated with one another in various ways, contributing to a positive and inclusive environment.

Participants frequently used verbal encouragement, gestures, and shared feedback to support their peers. These forms of communication fostered mutual respect and strengthened the sense of connection within the group. In activities requiring artistic or collaborative components, communication extended to sharing personal feelings and moods, which were then creatively transformed into movement or expression. This process encouraged deeper emotional connections and self-expression while maintaining a respectful and supportive atmosphere.

Challenges in communication were observed among some participants, particularly those with severe disabilities, expressive difficulties, or social anxiety. However, these challenges did not hinder their ability to engage in the activities or interact with others. The group dynamic allowed for adjustments and accommodations, ensuring that all participants could contribute and feel included.

In more structured settings, participants communicated instructions or corrections to their peers, reinforcing the importance of teamwork and collective effort. This exchange of guidance and feedback not only improved task execution but also strengthened participants' ability to collaborate and communicate effectively.

The analysis of participation in individual sports activities among individuals with disabilities highlights a high level of engagement, enthusiasm, and perseverance across various tasks. Participants demonstrated a strong willingness to actively involve themselves in the exercises, showcasing commitment and determination to carry out the required actions despite individual challenges.

Participants consistently expressed excitement and eagerness to take part in the activities, embracing opportunities for regular involvement and skill development. Their active engagement often extended beyond basic participation, with some individuals taking on leadership roles or contributing to group dynamics in meaningful ways.

While many participants were familiar with the exercises, some faced difficulties in following instructions or completing tasks independently. However, with guidance and additional support from coaches or supervisors, they were able to adapt, overcome challenges, and fully engage in the activities. This supportive approach ensured inclusivity and encouraged perseverance, with no participants feeling discouraged or giving up during the sessions.

Throughout the activities, participants demonstrated a strong commitment to improvement and personal growth. Their consistent effort and determination to perform tasks effectively reflected their motivation to succeed. For those requiring extra assistance, the structured support enabled them to actively engage and achieve progress alongside their peers.

In conclusion, individual sports activities for individuals with disabilities successfully balanced personal development with opportunities for collaboration. The presence of mutual support and interaction emphasized the social value of these activities, fostering a sense of belonging, trust, and collective progress alongside individual growth. Additionally, these activities effectively promoted communication and mutual understanding. Through both verbal and non-verbal exchanges, participants supported one another, shared experiences, and cultivated a sense of inclusion, highlighting the role of communication in enhancing both social and functional outcomes. Moreover, individual sports encouraged active participation and

perseverance among participants with disabilities. The inclusive design of the activities, combined with their enthusiasm and dedication, ensured meaningful engagement and showcased the potential of sports to support personal growth and achievement.

### Success

The analysis of success in individual sports activities among individuals with disabilities highlights the consistent achievement of tasks and objectives across various exercises. Participants demonstrated noticeable progress in skill development, physical capabilities, and self-awareness, supported by structured guidance, positive reinforcement, and a collaborative environment.

The activities were designed to accommodate varying levels of ability, ensuring that all participants had the opportunity to engage meaningfully and achieve their goals. Positive reinforcement from coaches and peers played a crucial role in motivating participants, fostering a sense of accomplishment and confidence as they progressed through the tasks.

Participants exhibited improvements in coordination, endurance, technique, and self-regulation, showcasing their ability to adapt and grow within the structured environment. Even when challenges arose, additional guidance and tailored explanations helped participants overcome obstacles and successfully complete their tasks.

Inclusivity was a cornerstone of the activities, ensuring that individuals with varying degrees of impairment or disabilities could participate and succeed. By creating an adaptive and supportive framework, participants were encouraged to work at their own pace while still achieving meaningful progress and a sense of fulfillment.

In conclusion, individual sports activities for individuals with disabilities effectively promoted success by combining structured guidance, positive reinforcement, and inclusive design. These factors enabled participants to develop skills, gain confidence, and experience a sense of achievement, underscoring the value of such activities in fostering personal growth and well-being.

### Impact

The analysis of individual sports activities among individuals with disabilities highlights the significant development and demonstration of transversal skills. These activities, while focused on individual performance, created opportunities for participants to enhance competencies that are essential for personal growth and social interactions.

A key skill consistently observed was adaptability and flexibility. Participants effectively managed changes and transitions within the activities, even when additional guidance was required. Their ability to adjust to new rules or tasks underscored their resilience and determination to engage meaningfully with the challenges presented.

Communication and teamwork were also prominent, despite the individual nature of the activities. Participants engaged in both verbal and non-verbal exchanges, cooperating with peers and instructors to achieve their goals. This fostered a supportive and collaborative environment, strengthening mutual understanding and connections among participants.

Problem-solving and emotional regulation were frequently demonstrated, as participants navigated challenges requiring critical thinking and creativity. Maintaining

composure and effectively managing emotions during these situations contributed to a positive atmosphere and reinforced the inclusive nature of the activities.

Participants also showcased self-motivation and initiative, actively engaging in exercises and demonstrating a commitment to improving their performance. Leadership skills were observed when participants guided or supported their peers, highlighting their capacity to contribute to group dynamics while focusing on their individual progress.

The analysis of individual sports activities among individuals with disabilities highlights a significant improvement in participants' physical well-being. Regular engagement in these activities consistently led to positive changes in energy levels, physical comfort, and overall body awareness, demonstrating the broad physical benefits of participation.

Participants frequently reported enhanced energy levels and vitality, reflecting the invigorating effects of consistent physical activity. Improvements in endurance and stamina were also notable, allowing participants to perform tasks with greater ease and confidence in both the activities and their daily lives.

The activities contributed to improved coordination, flexibility, and posture, which collectively enhanced participants' mobility and physical comfort. These gains fostered a sense of freedom and ease in movement, reinforcing the value of regular, structured physical activity.

A deeper sense of connection and comfort with the body was also a recurring theme. Participants described feelings of relaxation, lightness, and presence in their bodies, highlighting the activities' role in fostering a positive relationship with physical well-being. This increased bodily awareness encouraged participants to engage more fully with their physical capabilities, boosting confidence and overall satisfaction.

The analysis of individual sports activities among individuals with disabilities highlights their profound positive impact on mental well-being. Participants consistently reported increased confidence, reduced stress and anxiety, and enhanced emotional resilience, demonstrating the significant psychological benefits of engaging in such activities.

The activities provided an effective outlet for emotional regulation, helping participants feel calmer and manage their thoughts more effectively. Reduced levels of anxiety and stress were commonly noted, allowing participants to experience greater mental clarity and control over their emotions.

A substantial boost in self-confidence was observed as participants successfully completed tasks and reached personal goals. This sense of accomplishment and satisfaction fostered a positive self-image and reinforced motivation for continued engagement in the activities.

The activities also had a notable effect on participants' mood, creating feelings of joy and positivity both during and after the sessions. This enhanced emotional state reflects the role of physical activity in promoting mental relaxation and a sense of fulfillment.

Additionally, participants experienced a stronger sense of social connection and belonging. The shared environment of individual sports activities allowed for meaningful interactions, mutual encouragement, and a sense of community, amplifying the benefits of the experience and fostering a supportive atmosphere.

In conclusion, individual sports activities fostered a wide range of transversal skills, including adaptability, communication, teamwork, problem-solving, emotional regulation, and self-motivation. These competencies not only enhanced participants' success within the

activities but also contributed to their broader personal and social development, highlighting the value of such sports in building comprehensive life skills. Additionally, individual sports activities significantly improved the physical well-being of individuals with disabilities. Participants experienced increased energy, improved coordination, enhanced flexibility, and a deeper connection to their bodies, demonstrating the holistic health and emotional benefits of these activities. Furthermore, individual sports played a key role in enhancing the mental well-being of participants with disabilities. By boosting confidence, reducing stress, improving mood, and strengthening social bonds, these activities proved to be a powerful tool for fostering emotional health and resilience.

### Difficulties

The analysis of individual sports activities among individuals with disabilities highlights their ability to generate and sustain interest, encouraging active and meaningful participation. Participants consistently demonstrated enthusiasm, curiosity, and perseverance, even when faced with challenges, showcasing the engaging and motivating nature of these activities.

The accessible and inclusive design of the activities played a key role in maintaining participants' interest. Tasks were structured to align with participants' abilities while fostering a sense of accomplishment. Participants exhibited determination to complete exercises, willingly repeating tasks, when necessary, often with the support and encouragement of coaches and supervisors. This perseverance highlighted their commitment and motivation to succeed.

Curiosity and anticipation of subsequent tasks further stimulated engagement, with participants showing eagerness to progress and improve. The structured and skill-building nature of the activities created a dynamic and stimulating environment that kept participants motivated and actively involved, even when initial challenges were present.

A strong sense of enjoyment and energy was evident among participants. The shared experience of engaging in physical activity within a supportive environment contributed to their motivation and positive attitude. The opportunity to connect with peers and partake in group-oriented aspects of the activities further enhanced their appeal and sustained participants' interest.

The analysis of individual sports activities among individuals with disabilities highlights their overall suitability and accessibility, demonstrating thoughtful alignment of tasks with participants' diverse abilities and needs. The activities were structured to provide an inclusive environment, ensuring that participants could engage meaningfully while also being appropriately challenged.

The level of difficulty was carefully managed to accommodate varying skill levels among participants. Most individuals were able to follow instructions independently, while those requiring additional support received guidance from coaches, supervisors, or peers. This flexibility ensured that all participants could actively participate, fostering a sense of inclusion and accomplishment.

The activities respected participants' individual limits and characteristics, enabling them to explore their potential within a safe and supportive framework. Tasks were divided into manageable components, allowing participants to focus on achievable goals while gradually building their skills and confidence.



Clear instructions repeated when necessary, and visual demonstrations were effectively used to address diverse communication and comprehension needs within the group. For participants who faced greater challenges in understanding or performing tasks, tailored guidance and peer support ensured full engagement and participation. This approach not only enhanced accessibility but also reinforced a sense of community and collaboration.

The analysis of the implementation conditions for individual sports activities among individuals with disabilities highlights that all necessary elements, including materials, supervision, and infrastructure, were effectively provided to ensure a safe, inclusive, and engaging environment. These well-prepared conditions were fundamental to the success of the activities and the meaningful participation of all individuals involved.

Facilities were well-maintained and appropriately adapted to meet the diverse needs of participants, creating a comfortable and accessible space for the activities. The provision of suitable materials and equipment further ensured that participants could fully engage, supporting both skill development and enjoyment.

Supervision played a critical role in the success of the activities. Coaches and supervisors provided attentive and tailored guidance, helping participants navigate challenges and engage with tasks confidently. The additional contribution of volunteers was particularly valuable, offering extra support and reinforcing the inclusive nature of the activities. This collaborative approach ensured that all participants, regardless of their individual abilities, received the assistance they needed to participate safely and effectively.

The combination of well-prepared infrastructure, appropriate resources, and dedicated supervision created an environment that prioritized safety, inclusivity, and engagement. These conditions allowed participants to focus on their personal growth and enjoyment while fostering a sense of trust and belonging.

The analysis of individual sports activities among individuals with disabilities highlights their significant role in developing and engaging a range of transversal skills. These skills, essential for personal growth and social interaction, were consistently demonstrated and cultivated throughout the activities, reflecting the holistic value of such sports.

Participants showcased communication skills, engaging in verbal and non-verbal interactions with peers and supervisors to navigate tasks and challenges. This fostered mutual understanding, teamwork, and an environment of collaboration.

Adaptability and flexibility were prominently observed as participants adjusted to changes in instructions, tasks, or their surroundings. Even in instances where individuals initially struggled, such as managing impatience or understanding directions, they successfully adapted with the support of supervisors, highlighting their ability to grow and learn from experiences.

Perseverance and self-motivation were evident in participants' determination to complete tasks and overcome difficulties. These qualities reflected their commitment to personal development and the positive reinforcement offered by the structured activities.

Emotional regulation and empathy were also key skills fostered during the activities. Participants learned to manage their emotions effectively, especially in group settings, while demonstrating understanding and support for their peers. These skills contributed to building a positive and inclusive group dynamic.

Additionally, activities promoted decision-making and time management, as participants engaged in structured tasks requiring focus, prioritization, and efficient use of time.

These competencies were crucial for the successful execution of individual goals and contributed to the overall development of personal and social skills.

In conclusion, individual sports activities successfully captured and sustained the interest of individuals with disabilities. By providing an engaging, inclusive, and supportive environment, these activities fostered motivation, perseverance, and enthusiasm, ensuring meaningful and lasting participation for all involved. These activities were thoughtfully designed to balance accessibility with challenge, tailoring tasks to individual abilities while offering appropriate support. This inclusive and collaborative approach promoted engagement, skill development, and meaningful participation across the group. The implementation conditions for individual sports were comprehensive, with well-maintained facilities, suitable materials, and attentive supervision. This created a positive and supportive environment, ensuring meaningful participation and success for all participants. Additionally, individual sports effectively nurtured a range of transversal skills, including communication, adaptability, perseverance, emotional regulation, empathy, decision-making, and time management. These competencies not only enhanced performance during the activities but also supported broader personal and social development, highlighting the value of such sports for holistic growth.

## **Team sports**

### Group dynamics

The analysis of collaboration in team sports activities among individuals with disabilities highlights the inclusive and interactive nature of these activities. Participants engaged actively in the basketball training, contributing to a cohesive and cooperative environment that encouraged teamwork and mutual support.

Each participant was able to collaborate with others to the extent permitted by their personal abilities, ensuring that everyone was included and valued within the team. This adaptability allowed for meaningful interaction among team members, fostering a sense of unity and shared purpose.

The structure of the activity emphasized mutual cooperation, as participants worked together to achieve common goals while respecting each other's capabilities. This inclusive approach not only facilitated collaboration but also strengthened the interpersonal bonds within the group, creating a supportive and engaging atmosphere.

The analysis of communication in team sports activities among individuals with disabilities highlights a strong level of interaction and exchange. Participants actively engaged in communication both with their teammates and with the coaches, fostering an environment of collaboration and mutual understanding.

The active dialogue among participants facilitated coordination and teamwork, allowing them to work effectively toward shared objectives. Verbal exchanges were complemented by gestures and other forms of non-verbal communication, ensuring that all participants could contribute to the interaction regardless of their specific abilities.

Communication with the coaches was also a key aspect of the activities. Participants actively sought guidance, provided feedback, and expressed their needs, creating a dynamic and interactive learning environment. This open exchange of information enhanced the overall effectiveness of the training and strengthened the connection between participants and their instructors.

The analysis of participation in team sports activities among individuals with disabilities highlights a high level of engagement and involvement. All participants actively took part in the trainings, demonstrating enthusiasm and a willingness to engage fully in the activities.

The inclusive structure of the activities ensured that every participant could contribute meaningfully, regardless of individual abilities. The focus on creating an accessible and supportive environment allowed participants to actively carry out tasks and exercises, fostering a sense of accomplishment and belonging.

Moreover, the enjoyment expressed by participants during the active sessions further underscores their positive experience. The combination of active involvement and enjoyment highlights the value of these activities in promoting both physical engagement and emotional well-being.

In conclusion, team sports activities provided an excellent platform for individuals with disabilities to interact and collaborate. By accommodating diverse abilities and promoting teamwork, these activities fostered social cohesion and highlighted the value of collective effort and inclusion. Additionally, team sports created a supportive framework for active communication. Continuous dialogue and interaction enabled participants to collaborate effectively, build meaningful relationships, and strengthen their sense of inclusion and teamwork. Finally, team sports successfully encouraged active participation among individuals with disabilities. By offering an inclusive and engaging environment, these activities motivated participants to involve themselves fully, promoting physical activity alongside a sense of satisfaction and enjoyment.

### Success

The analysis of success in team sports activities among individuals with disabilities highlights the substantial progress made by participants in achieving the objectives of the activities. Through active participation and mutual support, the group successfully met the goals set for each session.

Participants demonstrated marked improvement in skill development, showcasing their ability to refine technical and tactical aspects of the sport. This progress reflected their commitment to learning and applying new techniques, contributing to the overall success of the activities.

Teamwork played a pivotal role in achieving the desired outcomes. The participants worked collaboratively, supporting one another and leveraging their collective strengths to complete tasks and meet objectives. This sense of unity not only enhanced performance but also reinforced the importance of collaboration in achieving shared goals.

The activities also contributed to building participants' confidence. Successfully completing tasks and progressing in the sport instilled a sense of accomplishment and self-assurance, further motivating them to continue participating and striving for improvement.

In conclusion, team sports activities among individuals with disabilities effectively fostered success through skill development, teamwork, and confidence-building. The group's ability to achieve the objectives of the activities underscores the value of these sports in promoting both personal growth and collective achievement.

## Impact

The analysis of team sports activities among individuals with disabilities highlights the significant development and application of transversal skills throughout the activities. Participants demonstrated strong communication skills, actively engaging with one another through verbal and non-verbal interactions to ensure effective collaboration and coordination. Teamwork and collaboration were central to the activities, as participants worked collectively to achieve shared objectives, supporting and relying on one another to strengthen the group dynamic.

Problem-solving skills were evident as participants navigated challenges and adapted strategies to overcome obstacles, showcasing critical thinking and creativity in a team setting. Adaptability and flexibility were equally prominent, with participants adjusting to varying tasks, roles, and circumstances, allowing them to remain engaged and effective in diverse scenarios.

Empathy and emotional intelligence were key contributors to the inclusive and supportive environment, with participants displaying understanding and consideration for their teammates. These qualities fostered strong interpersonal relationships and a positive team atmosphere. Leadership skills also emerged as participants took initiative, motivated others, and guided their teams toward success, highlighting their ability to contribute meaningfully to group efforts.

Time management was demonstrated as participants adhered to schedules and efficiently completed tasks within designated time frames, balancing focus and effort to meet objectives. Self-motivation and initiative further drove engagement, as participants actively sought ways to contribute to their teams and make meaningful progress in the activities.

The analysis of team sports activities among individuals with disabilities highlights their positive impact on participants' physical well-being. Engaging in these activities led to enhanced levels of physical health, improved coordination, and an overall sense of vitality. Participants reported feeling energized and physically refreshed as a result of the increased activity levels, which contributed to their overall sense of well-being.

Additionally, the physical nature of the exercises allowed participants to develop and refine their motor skills, leading to noticeable improvements in coordination and physical capability. The opportunity to actively engage in structured and inclusive sports provided a meaningful way to boost physical fitness while fostering confidence in their abilities.

The sense of accomplishment gained from completing tasks and participating in team efforts further reinforced the participants' physical well-being. Achieving personal and group goals contributed to their overall satisfaction and encouraged continued involvement in the activities.

The analysis of team sports activities among individuals with disabilities highlights their significant positive impact on mental well-being. Participants demonstrated noticeable improvements in confidence, finding empowerment through active engagement and achievement during the activities. This boost in self-assurance contributed to their overall sense of mental health and motivation.

The activities also facilitated stress reduction, providing a constructive outlet for participants to release tension and focus on enjoyable and collaborative tasks. The structured yet inclusive environment fostered a sense of calm and relaxation, allowing participants to benefit from the mental reprieve offered by the sessions.

A heightened sense of joy and inclusion was another key outcome, with participants expressing satisfaction and happiness throughout their involvement. The opportunity to interact with others in a supportive team setting created a strong sense of belonging, further enhancing their emotional well-being.

In summary, team sports activities provided a valuable platform for individuals with disabilities to develop and showcase a diverse range of transversal skills. Competencies such as communication, teamwork, problem-solving, adaptability, empathy, leadership, time management, and self-motivation not only enhanced the success of the activities but also contributed to participants' personal growth and broader skill development. Team sports significantly improved the physical well-being of individuals with disabilities by encouraging increased activity levels, better coordination, and a heightened sense of vitality and accomplishment. These benefits highlight the role of such activities in promoting both physical health and personal development. Furthermore, team sports effectively supported the mental well-being of participants by fostering increased confidence, reduced stress, and a sense of joy and inclusion. These outcomes demonstrate the value of team sports in building emotional resilience and strengthening social connections.

### Difficulties

The analysis of team sports activities among individuals with disabilities highlights their ability to sustain participants' interest and encourage active participation, despite occasional challenges. While some participants experienced difficulties maintaining focus or adapting to specific tasks, the overall design of the activities fostered engagement and motivation.

The inclusive and engaging nature of the activities played a crucial role in maintaining participants' willingness to participate. The structured yet adaptable approach ensured that each individual could find meaningful ways to engage, which helped overcome moments of distraction or difficulty.

The sense of community and shared purpose within the group further supported participants' interest. The opportunity to work collaboratively toward common goals, combined with the encouragement from teammates and instructors, reinforced their commitment to the activities and kept them actively involved.

The analysis of team sports activities among individuals with disabilities highlights their suitability in terms of difficulty and accessibility. The activities were thoughtfully designed to align with the participants' abilities, creating an environment that was both inclusive and encouraging.

The manageable level of difficulty ensured that all participants could engage meaningfully without feeling overwhelmed, while still being gently challenged to develop their skills. This balance between accessibility and challenge was instrumental in promoting active involvement, enabling participants to feel capable and motivated throughout the sessions.

The structured approach and consideration of individual needs allowed for effective participation across a diverse group of individuals. The inclusive design ensured that no one was excluded, fostering a sense of equality and teamwork within the group.

The analysis of the implementation conditions for team sports activities among individuals with disabilities indicates that they were more than sufficient to support successful participation and engagement. The materials provided were well-suited to the activities,

ensuring that participants had access to the necessary equipment to perform tasks effectively and safely.

Supervision was attentive and tailored to the needs of the participants, with instructors offering appropriate guidance and support throughout the sessions. This level of oversight fostered a safe and encouraging environment, enabling participants to confidently engage in the activities.

The infrastructure used for the activities was also well-suited to the requirements of the participants, providing a comfortable and accessible space for training. The combination of suitable facilities, quality materials, and dedicated supervision ensured the smooth and effective execution of the sports sessions.

The analysis of team sports activities among individuals with disabilities highlights their effectiveness in fostering a wide range of transversal skills that extend beyond the context of the activities. Participants consistently demonstrated and developed valuable competencies that are applicable in various areas of their lives. Communication skills were central to the activities, as participants engaged in verbal and non-verbal exchanges to coordinate efforts and ensure effective teamwork. Teamwork and collaboration were equally prominent, with participants working together to achieve shared goals while demonstrating mutual support and cooperation.

The activities also encouraged problem-solving, requiring participants to think critically and creatively to overcome challenges and adapt strategies to meet objectives. Adaptability and flexibility were key skills demonstrated, as participants adjusted to different roles, tasks, and circumstances, effectively navigating dynamic environments. Empathy and emotional intelligence were evident through interactions within the team, with participants showing understanding and consideration for their teammates. These qualities contributed to a supportive and inclusive atmosphere, enhancing the overall group dynamic.

Leadership skills emerged as participants took initiative, guided others, and motivated their teams, underscoring their ability to contribute meaningfully to collective efforts. Time management was also a notable skill, with participants efficiently completing tasks within given time frames and balancing focus and effort to meet activity objectives. Self-motivation and initiative further drove engagement, as participants actively sought ways to contribute and excel during the activities.

In conclusion, team sports activities successfully sustained participants' interest and motivated them to engage, even when faced with challenges. The inclusive and dynamic design of the activities, coupled with a supportive team environment, highlighted the value of these sports in fostering sustained participation and enthusiasm. The activities were well-suited to the abilities of individuals with disabilities, balancing difficulty with accessibility. This thoughtful approach encouraged participation, facilitated skill development, and fostered a sense of accomplishment among all participants. The implementation conditions for team sports activities were exemplary, exceeding requirements to ensure meaningful and inclusive participation. These conditions created a positive and supportive environment that was essential to the success of the activities. Moreover, team sports effectively developed and utilized a broad range of transversal skills, including communication, teamwork, problem-solving, adaptability, empathy, leadership, time management, and self-motivation. These competencies not only enhanced the success of the activities but also equipped participants with valuable skills for personal and professional growth.

### 3.3.4. Skills developed through sporting activities by people with disabilities as perceived by observers and beneficiaries

#### Observers

In the group of people with disabilities all skill areas were frequently identified (mostly 100% "yes") across both individual and team sports, reflecting their universal relevance across participants and contexts (Table 9).

Table 9. The frequency (percentage of "yes" responses) and the mean level for various skills observed in individual and team sports activities performed by people with disabilities

	Frequency – yes (%)		Level (mean)	
	Individual	Team	Individual	Team
<b>Organisational skills</b>				
Leadership	100.0	100.0	2.3	2.3
Autonomy	100.0	100.0	2.5	2.0
Adaptation	100.0	100.0	2.4	2.5
Cooperation	90.0	100.0	2.7	2.0
<b>Language skills</b>				
Use of language	100.0	100.0	2.3	1.8
Language comprehension	100.0	100.0	2.7	2.3
Expression using communication codes	100.0	100.0	2.6	2.0
<b>Reflective skills</b>				
Information and knowledge management	100.0	100.0	2.8	2.5
Compliance with instructions, rules and procedures	100.0	100.0	2.7	2.5
Ability to integrate new learning	100.0	100.0	2.6	2.5
<b>Personal skills</b>				
Self-confidence	100.0	100.0	2.3	2.5
Taste for effort, perseverance, resilience	100.0	100.0	2.4	3.0
Managing emotions	100.0	100.0	2.4	2.8

As far as organisational skills are concerned, leadership skills are equally present in both individual and team sports (Figure 9). In individual sports, leadership involves self-motivation and decision-making, while in team sports, it includes organizing and inspiring teammates. Unemployed individuals participating in individual sports exhibit strong autonomy as they are required to take responsibility for their performance independently. Team sports also develop autonomy, but it is slightly less emphasized due to the shared nature of tasks. Adaptation is a significant skill in both types of sports. Individual sports focus on personal adaptability to various challenges, while team sports require participants to adjust to group dynamics and situational changes. Cooperation is predominantly observed in team sports, where unemployed individuals collaborate with teammates to achieve shared goals. In individual sports, this skill is less prominent as the focus is on personal performance.

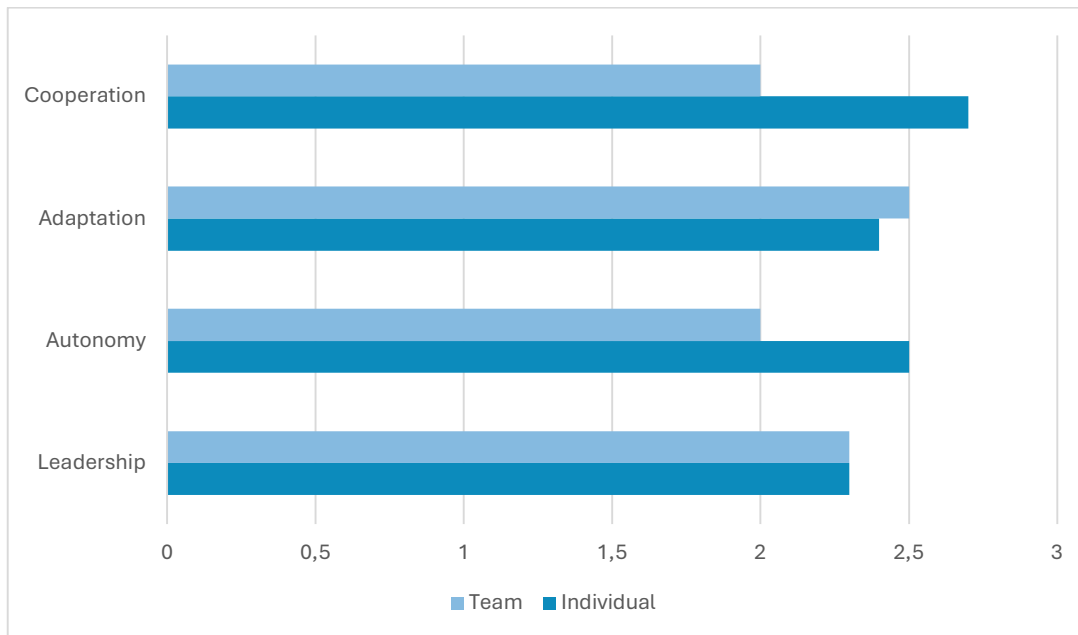


Figure 9. The mean level for organisational skills observed in individual and team sports activities performed by people with disabilities

As for language skills observed consistently in both contexts, team sports provide more opportunities to use language actively, as participants need to communicate strategies and instructions with teammates (Figure 10). In individual sports, language use is limited to interactions with coaches or self-expression. Team sports enhance language comprehension, as participants must understand instructions and feedback from multiple sources. Individual sports focus on comprehending instructions primarily from coaches or self-directed guidelines. Team sports foster stronger communication code skills, as participants practice turn-taking, active listening, and respectful exchanges within a group. Individual sports emphasize communication primarily for personal reflection or progress.



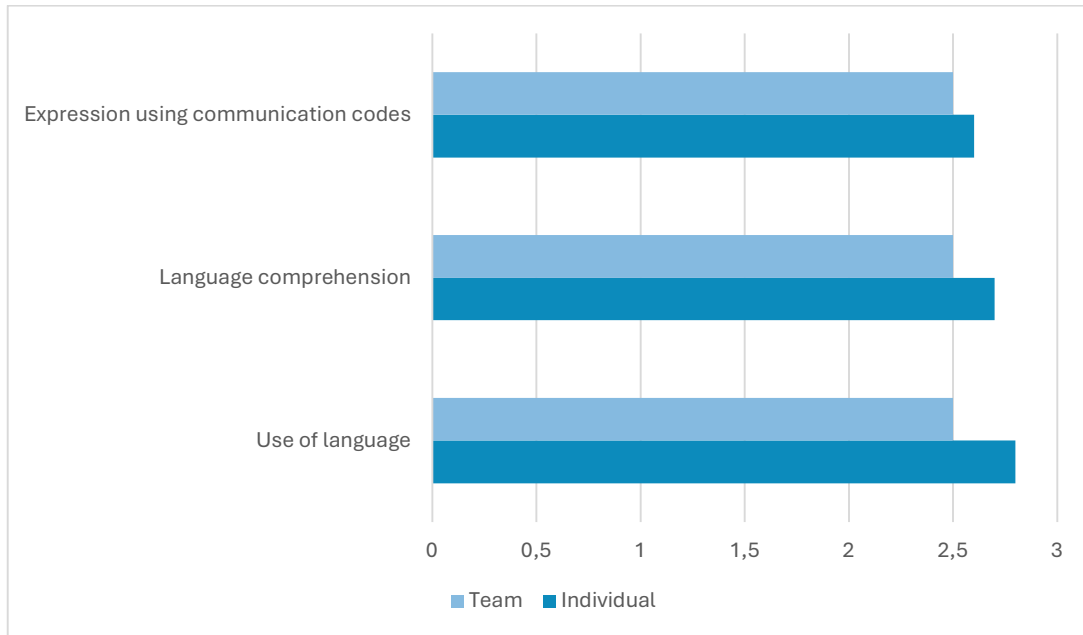


Figure 10. The mean level for language skills observed in individual and team sports activities performed by people with disabilities

Reflective skills, such as organizing and utilizing information, are more pronounced in individual sports, where unemployed individuals independently analyze and apply feedback to improve their performance (Figure 11). Team sports emphasize these skills in a group context, where decisions and information are shared. Compliance with instructions, rules, and procedures is equally important in both contexts. Team sports highlight adherence to collective rules and structured coordination, while individual sports focus on personal accountability. Individual sports encourage self-paced learning, where participants independently practice and apply new skills. In team sports, new learning is integrated through collaborative exercises and shared strategies.

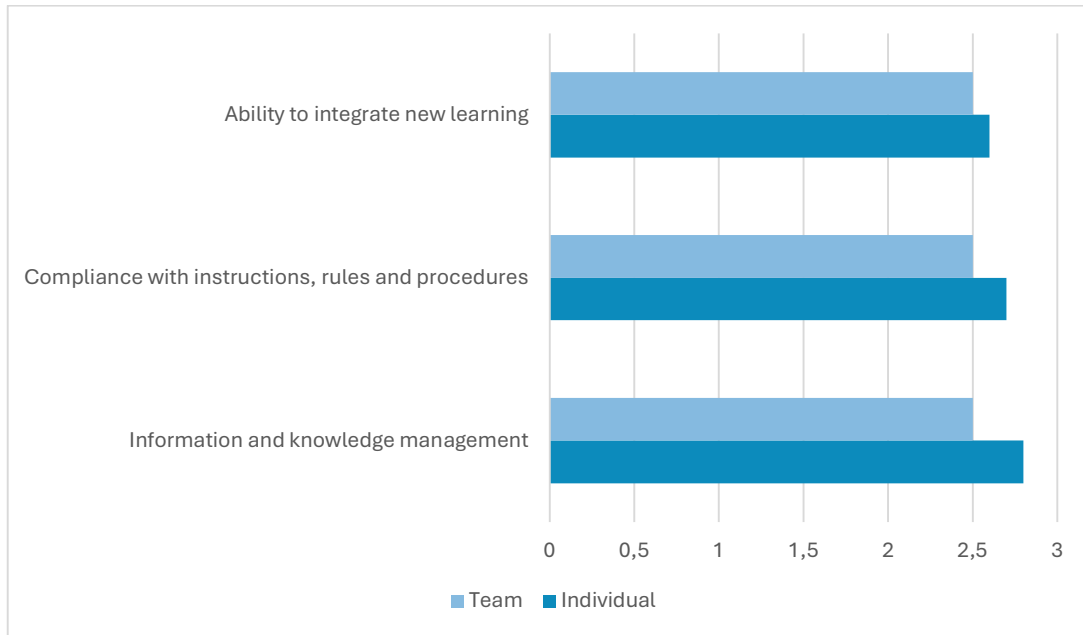


Figure 11. The mean level for reflective skills observed in individual and team sports activities performed by people with disabilities

As far as personal skills are concerned, self-confidence is developed in both contexts. Individual sports help unemployed individuals build confidence through independent achievements, while team sports provide encouragement and validation through group interactions (Figure 12). Taste for effort, perseverance, and resilience are slightly more pronounced in team sports, as participants face challenges within a dynamic and often competitive environment. Individual sports also build these skills through personal dedication and goal setting. Emotional management is critical in both settings. Individual sports emphasize personal emotional control, while team sports teach participants to regulate emotions in group interactions and under social pressure.

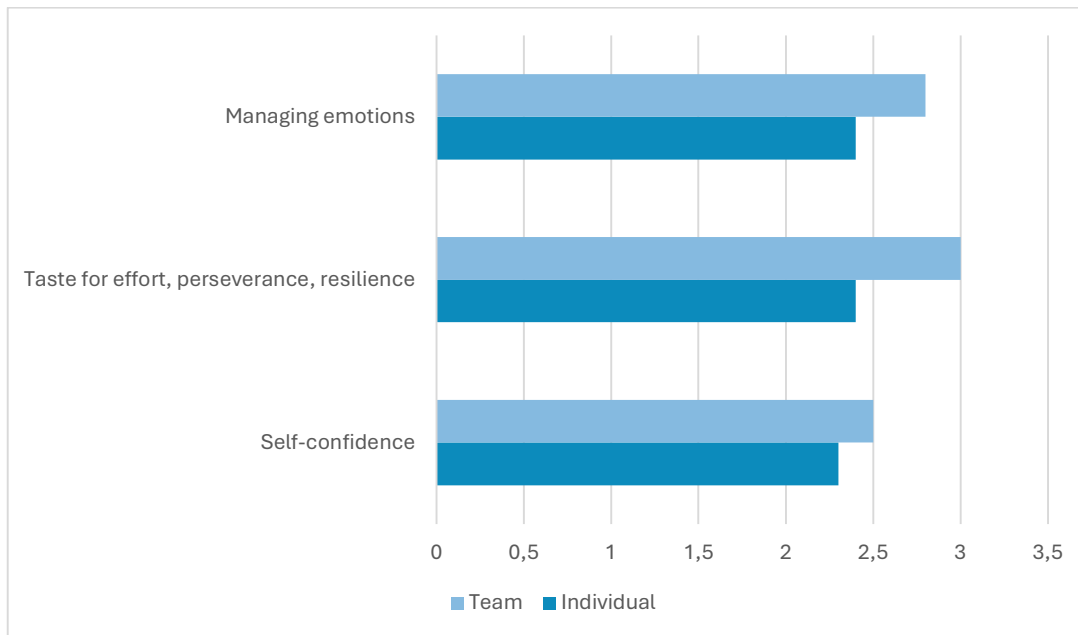


Figure 12. The mean level for personal skills observed in individual and team sports activities performed by people with disabilities

To sum up, most skills were observed universally (100%) across both individual and team sports, except for cooperation in individual sports (90%). Individual sports tended to rate higher for skills requiring personal initiative, such as leadership, autonomy, and language use. Team sports showed higher ratings in skills involving collaboration and emotional management, such as cooperation, resilience, and managing emotions.

This analysis highlights the complementary benefits of individual and team sports in skill development for people with disabilities. Individual sports foster personal and reflective growth, while team sports enhance social and emotional skills.

### Beneficiaries

As far as organisational skills are concerned, leadership is more frequently observed in team sports compared to individual sports (Table 10).

Table 10. The frequency (percentage of "yes" responses) and the mean level for various skills observed in individual and team sports activities performed and declared by people with disabilities

	Frequency – yes (%)		Level (mean)	
	Individual	Team	Individual	Team
<b>Organisational skills</b>				
Leadership	66.7	78.4	2.0	1.8
Autonomy	79.2	86.5	2.3	1.9
Adaptation	91.7	86.5	2.4	2.0
Cooperation	95.8	89.2	2.9	2.0
<b>Language skills</b>				

Use of language	100.0	94.6	2.7	1.9
Language comprehension	100.0	100.0	3.0	2.3
Expression using communication codes	95.8	97.3	2.9	2.3
Reflective skills				
Information and knowledge management	91.7	97.3	2.8	2.2
Compliance with instructions, rules and procedures	87.5	89.2	2.8	2.1
Ability to integrate new learning	95.8	94.6	2.6	2.1
Personal skills				
Self-confidence	95.8	100.0	2.6	2.1
Taste for effort, perseverance, resilience	95.8	100.0	2.7	2.4
Managing emotions	87.5	91.9	2.7	2.2

However, the mean level of development is slightly higher in individual sports, where participants engage in self-directed leadership and decision-making (Figure 13). Team sports offer opportunities for group coordination but result in a slightly lower mean level. Autonomy is more frequently observed in team sports, but the mean level is higher in individual sports. This reflects the self-reliance required in individual activities compared to the shared responsibilities in team settings. Adaptation is frequently observed in both types of sports. Individual sports show a slightly higher mean level, suggesting that participants in these settings develop stronger personal flexibility. In team sports, adaptation focuses on adjusting to group dynamics and shared goals. Cooperation is a highly observed skill in both contexts, with team sports slightly leading in frequency. The mean level of cooperation is higher in team sports, which naturally require collaboration and interaction.

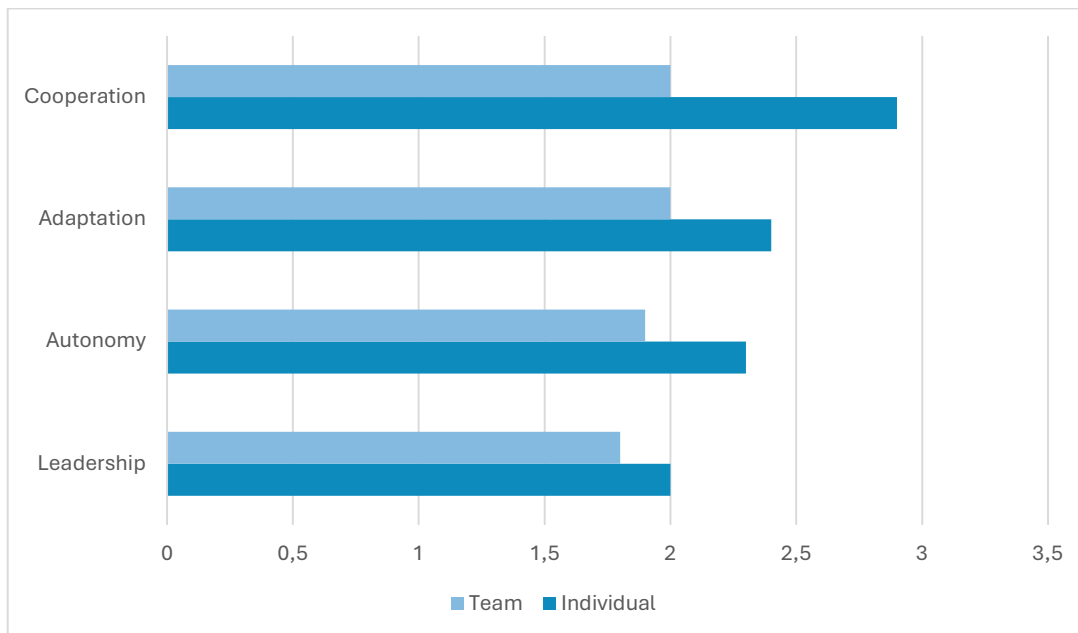


Figure 13. The mean level for organisational skills observed in individual and team sports activities performed and declared by people with disabilities

As for language skills, Individual sports are more frequently associated with language use, as participants must independently express themselves. However, the mean level is higher in team sports, where communication is critical for coordinating actions and understanding teammates (Figure 14). Language comprehension is consistently observed at high levels in both individual and team sports. Team sports, however, are rated slightly higher in terms of mean level due to the need to follow complex group instructions and strategies. This skill is more frequently observed in team sports, with a slightly higher mean level compared to individual sports. Team sports require participants to follow structured communication norms, such as turn-taking and active listening.

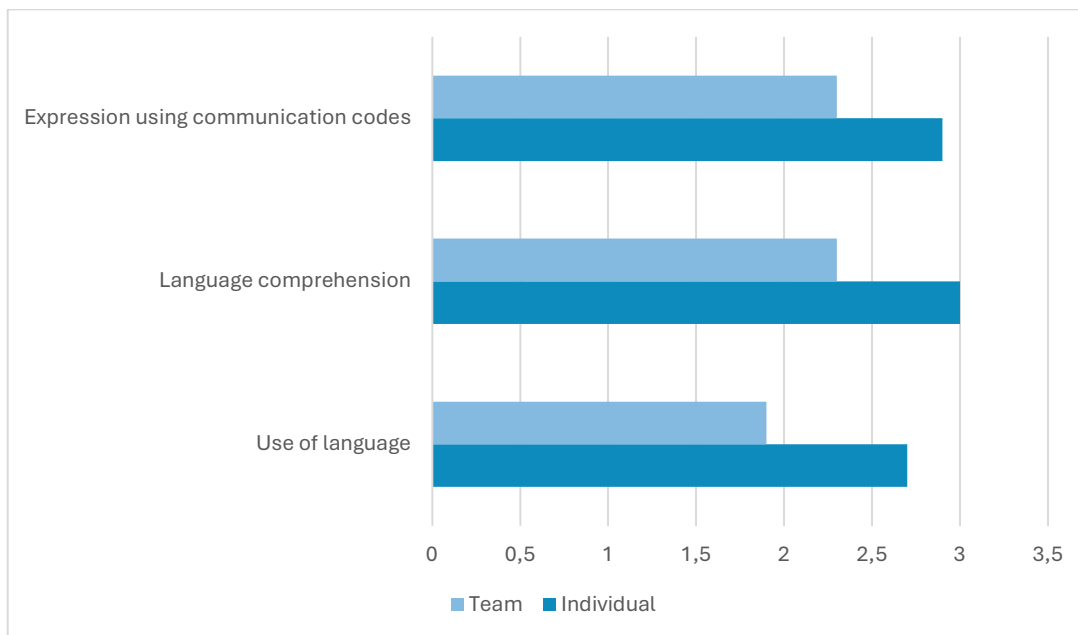


Figure 14. The mean level for language skills observed in individual and team sports activities performed and declared by people with disabilities

Reflective skills, particularly information and knowledge management, are more frequently observed in team sports. However, individual sports show a slightly higher mean level, as participants manage and apply information independently (Figure 15). The skill of compliance with instructions, rules, and procedures is frequently observed in both types of sports, with team sports showing slightly higher frequency and mean levels. The structured nature of team sports requires participants to follow rules and group instructions closely. The ability to integrate new learning is frequently observed in both contexts. Individual sports show a slightly higher mean level, as participants are responsible for self-directed learning and applying new knowledge at their own pace.

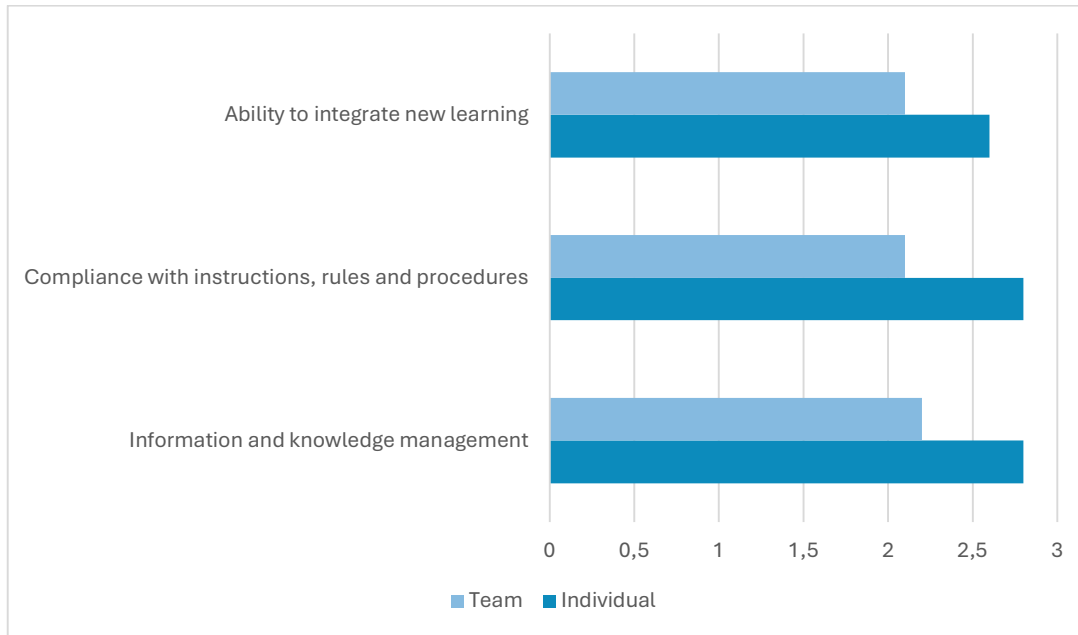


Figure 15. The mean level for reflective skills observed in individual and team sports activities performed and declared by people with disabilities

In case of personal skills, self-confidence is frequently observed in both types of sports, with a higher mean level in individual sports (Figure 16). This suggests that individual activities are particularly effective at boosting personal assurance through independent achievements. The taste for effort, perseverance, and resilience is highly observed across both contexts, with similar mean levels. Team sports encourage resilience through group motivation, while individual sports emphasize personal perseverance. Emotional management is frequently observed in both contexts. Individual sports focus on personal emotional regulation, while team sports help participants manage emotions in a social and dynamic group environment.

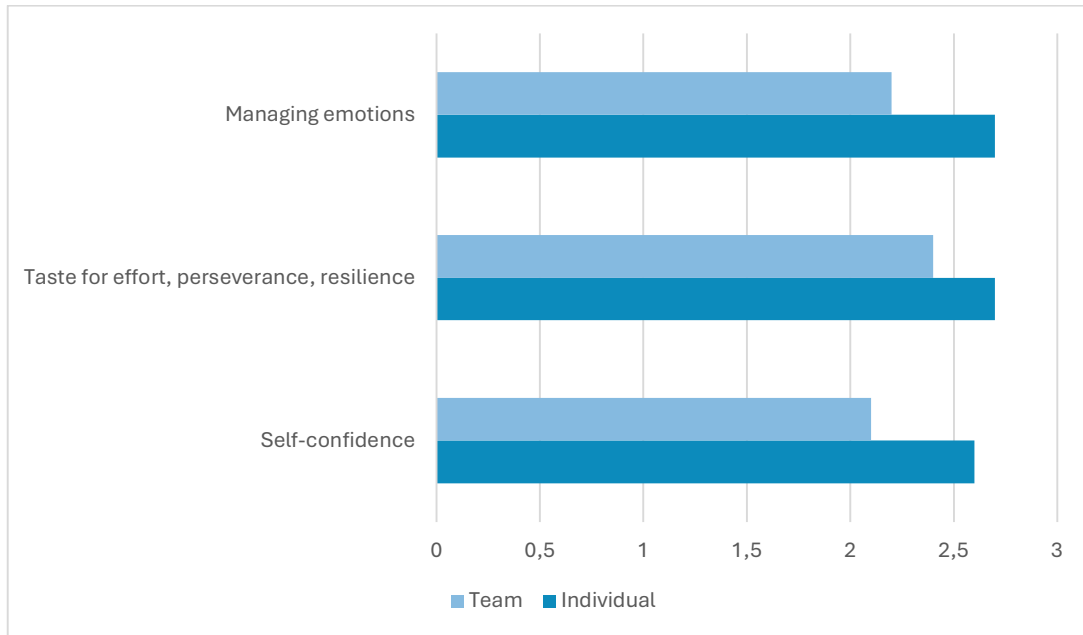


Figure 16. The mean level for personal skills observed in individual and team sports activities performed and declared by people with disabilities

In conclusion most skills are observed frequently in both individual and team sports, with some variations. Team sports are more often associated with social and cooperative skills, while individual sports focus on self-reliance and reflective skills. Individual sports generally show higher mean levels for skills related to autonomy, adaptation, and self-confidence, emphasizing personal growth. Team sports demonstrate higher levels for cooperation, language comprehension, and emotional management, highlighting the collaborative and communicative nature of group activities.

This data underscores how individual and team sports offer complementary benefits for people with disabilities, supporting their skill development and potential reintegration into the labour market

## Conclusions. Recommendations for developing sports facilities as part of training and integration programmes

### Recommendation 1 – Adapt sports activities

#### Design sports activities specifically adapted to the needs of vulnerable people, taking into account their physical abilities and interests

Adapting sports activities is essential to ensure that programs meet the specific needs of vulnerable people.

Here's how to develop this recommendation:

##### **Needs assessment**

- Ability analysis: Conduct assessments to determine participants' physical abilities and interests. These can be questionnaires, interviews or observation sessions.
- Identification of barriers: Identify potential barriers to participation, such as mobility issues, social fears, or past negative experiences with sport.

##### **Designing inclusive activities**

- Variety of activities: Offer a range of activities, including individual sports, team sports, and adaptive exercises. For example, offer yoga classes, group games, or outdoor activities.
- Difficulty level: Adjust the difficulty level of activities to suit all skill levels using progressions and modifications as needed. This allows everyone to participate without feeling discouraged.

##### **Use of suitable equipment**

- Specialized equipment: Provide equipment that facilitates participation, such as lightweight balls, disability supports, or adaptive sports equipment.

##### **Encouraging active participation**

- Establish support groups: Create small activity groups to encourage social interaction and peer support, this can help overcome participation anxiety.
- Celebrate achievements: Recognize and celebrate individual and collective progress (e.g., learning new skills, ongoing participation...)

##### **Feedback and adjustments**

- Listening: Regularly collect feedback from participants on the proposed activities. This can be done through anonymous questionnaires or group discussions.
- Ongoing adjustments: Be prepared to adjust activities based on feedback and changing needs of participants, ensuring that the program remains relevant and engaging.



## **Conclusion**

The adaptation of sports activities is a dynamic process that requires constant attention to the needs of the participants. By creating an inclusive and accessible environment, programs can not only improve the physical health of vulnerable people, but also build their confidence, resilience, and sense of belonging.

## **Recommendation 2 – Provide access to resources**

### **Ensure adequate access to resources, including sports facilities, equipment, and mentorship opportunities, to support active participation**

Providing adequate access to resources is essential to support the participation of vulnerable people in sport activities.

Here's how to develop this recommendation:

#### **Provision of sports equipment**

- Equipment loan programs: Establish equipment loan systems, allowing participants to access necessary equipment for free, reducing financial barriers.

#### **Access to sports facilities**

- Partnerships with local structures: Work with schools, community centres and sports clubs to ensure facilities are available and accessible to vulnerable people.

#### **Logistics and transport support**

- Organized transportation: Implement transportation solutions to help participants get to sports activities, especially for those with limited access to public transportation.
- Community Transportation Partnerships: Partner with local transportation services to offer discounts or free transportation to participants.

#### **Training and awareness**

- Training workshops: Facilitate workshops to teach participants how to use equipment properly and maximize the benefits of sports activities.
- Awareness campaigns: Introduce participants to the physical and mental health benefits of physical activity, encouraging them to engage and take advantage of available resources.

#### **Psychological and emotional support**

- Access to support services: Provide mental health resources, such as coaching sessions or support groups, to help participants overcome psychological barriers to participation.

## **Conclusion**

Ensuring adequate access to resources is essential to enable vulnerable people to actively participate in sport activities. By providing the necessary equipment, facilitating access to facilities, supporting logistics, and providing training and psychological support, programs

can create an inclusive and nurturing environment that promotes participation and improves individual well-being.

### Recommendation 3 – Create inclusive environments

#### Foster welcoming and safe environments to encourage participation by removing physical and social barriers

Creating inclusive environments is key to promoting the participation of vulnerable groups in sport activities.

Here's how to develop this recommendation:

##### **Physical accessibility**

- Adapted infrastructure: Ensure that sports facilities are accessible to all (ramps, lifts, adapted toilets, etc.). The layout of the spaces must allow easy access for people with reduced mobility.

##### **Welcoming atmosphere**

- Culture of caring: Promote a culture of inclusion and respect within programs where every participant feels valued and supported. This can be achieved by training volunteers and supervisors in empathy and awareness.
- Highlight success stories: Sharing testimonials and success stories from participants can encourage others to engage and feel part of the community.

##### **Program flexibility**

- Flexible schedules: Offer flexible schedules for activity sessions to accommodate participants' various commitments, such as family responsibilities or work obligations.

##### **Social inclusion**

- Mentorship and sponsorship: Establish mentorship programs where more experienced participants can guide newcomers, strengthening social connections and integration.

##### **Psychological and emotional support**

- Build a support network: Create support groups where participants can share their experiences and encourage each other, strengthening a sense of community.

#### **Conclusion**

Ensuring adequate access to resources is essential to enable vulnerable people to actively participate in sport activities. By providing the necessary equipment, facilitating access to facilities, supporting logistics, and providing training and psychological support, programs

can create an inclusive and nurturing environment that promotes participation and improves individual well-being.

## Recommendation 4 – Promote social cohesion

### Use sport as a tool to strengthen community ties and foster social integration by organizing events that bring diverse groups together

Promoting social cohesion is essential to strengthen community ties and include vulnerable people in sports activities.

Here's how to develop this recommendation:

#### **Organize community events**

- **Inclusive sport events:** Create accessible sporting events, such as tournaments, open houses, or sports festivals, that encourage the participation of diverse social and cultural groups.
- **Intergenerational Activities:** Offer activities that bring together participants of different ages, promote intergenerational interactions and strengthen social connections.

#### **Creation of practice groups**

- **Local Sports Clubs:** Encourage collaboration among local sports clubs that bring together people with common interests, helping to create support networks and lasting friendships.

#### **Awareness and education**

- **Awareness workshops:** Organize workshops to educate participants and the community about diversity and inclusion, highlighting the benefits of sport for social cohesion.
- **Sport Values Training:** Train participants in the values of sport, such as sportsmanship, respect, and teamwork, to promote positive and inclusive behaviour.

#### **Partnering with local organizations**

- **Working with NGOs:** Partnering with non-governmental organizations, schools and community institutions to expand the reach of programs and strengthen synergies.
- **Support from local authorities:** Work with local authorities to promote policies that improve access to sport and support initiatives that strengthen social cohesion.

#### **Establish mentorship and sponsorship programs**

- **Mentorship programs:** Develop mentorship programs where experienced participants help newcomers integrate by offering support and guidance.
- **Participant sponsorship:** Encourage sponsorship of participants by community members, fostering personal connections and a sense of belonging.

### **Conclusion**

Promoting social cohesion through sport is essential to creating inclusive and supportive communities. By organizing events, training people in practice, raising awareness and building partnerships, programs can not only increase the participation of vulnerable people,

but also strengthen social connections, improve collective well-being and contribute to a more resilient social fabric.

## Recommendation 5 – Promote multisectoral support

### Encourage a multisectoral approach that integrates health, education and sport to maximize the impact of programs

Multi-sectoral support is crucial to maximise the impact of sports programmes for vulnerable people.

Here's how to develop this recommendation:

#### **Cross-sectoral collaboration**

- Sport and Health Partnerships: Promote collaborations between sport organizations and public health institutions to highlight the health benefits of physical activity (e.g., joint awareness campaigns on the importance of exercise can be organized).
- Integration into education: Work with educational institutions to integrate sport activities into school curricula, thereby promoting holistic youth development and access to sport resources.

#### **Mobilizing financial resources**

- Seeking funding: Identify and secure funding from a variety of sources, such as government grants, EU funds, or private partnerships, to ensure the sustainability of the program.
- Sponsorships and donations: Build relationships with local businesses to sponsor sporting events or provide equipment, building community support.

#### **Creation of collaborative networks**

- Sharing platforms: Establish platforms where stakeholders from various sectors (sport, health, education, social services) can share best practices, resources, and case studies.
- Cross-sector training: Organize training sessions for professionals from different sectors to better understand each other's challenges and work more coherently.

#### **Personalized approaches for participants**

- Individual assessments: Conduct individualized assessments to identify participants' specific needs and refer them to appropriate services (e.g., mental health, social support, job training).
- Ongoing follow-up: Regularly follow up with participants to assess their progress and provide personalized support in collaboration with social workers or counsellors.

#### **Stakeholder engagement**

- Involve local communities: Include community members in the design and implementation of programs to ensure they meet local needs and gain community support.
- Dialogue with policymakers: Maintain a regular dialogue with policymakers to advocate for the inclusion of sports activities in public policies, with a focus on their benefits for the health and well-being of vulnerable populations.

## **Conclusion**

Multisectoral support is essential to improve the effectiveness and sustainability of sports activity programmes for vulnerable people. By building strong partnerships, mobilizing resources, and adopting tailored approaches, organizations can create an environment conducive to engagement and inclusion, while maximizing the social and health benefits of sport initiatives.

## **Recommendation 6 – Train professionals**

**Train facilitators and professionals to work with these audiences, with a focus on inclusion and awareness of the challenges faced by these groups**

The training of professionals is crucial to the success of sports activity programmes for vulnerable people.

Here's how to develop this recommendation:

### **Specialized training programs**

- Relevant content: Develop training programmes that specifically address the needs of vulnerable populations, including modules on mental health, disabilities and the dynamics of social exclusion.
- Active teaching methods: Use interactive learning methods such as case studies, simulations, and hands-on labs to improve participant engagement.

### **Diversity awareness**

- Cultural sensitivity training: Include training on cultural diversity and unconscious bias to help professionals understand the unique challenges faced by different vulnerable populations.
- Encourage empathy: Promote empathetic and respectful approaches in interactions with participants to create an environment of trust and safety.

### **Effective communication techniques**

- Communication skills: Train professionals in appropriate communication techniques, such as active listening and constructive feedback, to improve interactions with participants.
- Conflict management: Integrate modules on conflict management and problem solving to equip professionals to effectively navigate delicate situations.

### **Continuing education and professional development**

- Access to training resources: Offer continuing education opportunities, such as workshops, conferences, and webinars, to ensure professionals stay informed about best practices and new research.
- Community of practice: Create networks or communities of practice where professionals can exchange ideas, share experiences, and discuss challenges encountered.

### **Evaluation of the effectiveness of training**

- Participant Feedback: Gather feedback from trained professionals on the effectiveness of training programs and their impact on practice.

- Monitoring practices: Establish mechanisms to evaluate the application of skills acquired in the programmes, allowing for adjustments based on field experience.

### **Conclusion**

Investing in the training of professionals is essential to maximize the impact of sports activities on vulnerable people. By ensuring that facilitators have the necessary skills, sensitivity, and tools, programs can create an inclusive and supportive environment, promoting participant engagement, personal development, and social integration.

## Recommendation 7 – Ensure ongoing evaluation

### Establish ongoing evaluation mechanisms to measure the impact of sport activities and adjust programs based on participant feedback

Ongoing evaluation is crucial to measure the impact of sport activities and ensure that programmes are effectively meeting the needs of vulnerable groups.

Here's how to develop this recommendation:

#### **Establish Key Performance Indicators (KPIs)**

- Set clear goals: Set specific, measurable, achievable, relevant, and time-bound (SMART) goals for sport programs (e.g., increase participation rates by 20% in one year, improve participant satisfaction by 15%).
- Define KPIs: Use a combination of quantitative (e.g., number of participants, frequency of sessions) and qualitative (e.g., participant satisfaction, skills development) metrics for a complete overview.

#### **Data collection**

- Collection tools: Implement tools such as questionnaires, one-on-one interviews, focus groups to gather feedback from participants and facilitators.
- Collection frequency: Schedule regular evaluations (e.g., quarterly, semi-annually) to track program progress and participant development, allowing for real-time adjustments.

#### **Data analysis and interpretation**

- Outcome analysis: Analyze the data collected to identify trends, strengths and weaknesses in the programs. These may include comparisons between groups of participants or activities.
- Contextual interpretation: Interpret the results in the context of the specific needs of vulnerable groups, taking into account the unique challenges they face.

#### **Feedback and adjustments**

- Sharing participant feedback: Share the results of the evaluation with participants, involve them in the evaluation process, and encourage them to provide feedback on proposed improvements.
- Data-driven adjustments: Make changes to programs based on evaluation results.

## Documentation and sharing of best practices

- Evaluation reports: Prepare detailed evaluation reports that document results, lessons learned, and best practices. These reports can serve as references for other organizations aiming to develop similar programs.
- Community sharing: Sharing results and best practices with other stakeholders, including community-based organizations, training institutions, and policymakers, to foster knowledge exchange.

### Conclusion

Ongoing evaluation is a key element in ensuring the relevance and effectiveness of sport activity programmes for vulnerable people. By implementing robust evaluation systems, organizations can not only measure the impact of their initiatives, but also adapt to the changing needs of participants, improving the sustainability and success of their programs.

All in all, the recommendations made in the final report on the development of sports activities to support the integration of vulnerable populations underline the importance of a holistic and inclusive approach. With the right measures in place, programmes can truly transform the lives of participants, promoting not only their physical well-being, but also their social and professional integration.

The proposed recommendations highlight the need for a comprehensive and concerted approach to maximizing the impact of sport programs. This involves adapting activities to the specific needs of each individual, taking into account their physical, psychological and social capacities. By incorporating adaptive equipment, accessible infrastructure, and flexible schedules, these initiatives help reduce barriers to participation and encourage active engagement.

Creating inclusive environments plays a key role in making sport a space of caring and respect. Through a welcoming culture, mentoring programmes and opportunities for sharing, sports activities become places for intercultural and intergenerational exchange, thus promoting social cohesion.

The report also highlights the importance of multi-sectoral support, where sport is part of a network of actors from the fields of health, education, and social services. This synergy, combined with the commitment of local authorities and policymakers, ensures that the necessary resources are mobilised to sustain and expand the programmes.

Training competent professionals, who are aware of the needs of vulnerable populations, is another crucial dimension. These facilitators and supervisors play a fundamental role as pillars of these initiatives, thanks to their skills in communication, diversity management and personalized support.

Finally, the ongoing evaluation of programmes is an essential element in ensuring their relevance, effectiveness and long-term impact. By establishing monitoring mechanisms and incorporating feedback from participants, programs can evolve to better meet the expectations and needs of their beneficiaries.

In conclusion, sports activities, when integrated into a coherent and inclusive strategy, can become a real driver of social transformation. They not only support vulnerable people in their integration process, but also strengthen the values of solidarity and diversity within

communities. For this vision to become a reality, it is necessary to mobilize all stakeholders around a common ambition: to build sustainable programs that combine individual well-being, social integration and collective development.



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# Appendix A

## Interview template for FGI with the public

### 1. FGI with unemployed

#### **Opening Questions:**

1. Can you briefly introduce yourself and share one hobby or interest you have?
2. How do you typically spend your day?

#### **Introductory Questions:**

3. What role does physical activity or sports play in your daily or weekly routine?
4. Can you share your general feelings or thoughts about engaging in sports or physical activities?

#### **Transitional Questions:**

5. Have you participated in any sports or physical activities recently? If so, what motivated you to participate?
6. In your opinion, what are some barriers or challenges that make it difficult for unemployed individuals to engage in sports or physical activities?

#### **Key Questions:**

7. How do you think participating in sports or physical activities can impact your physical and mental health?
8. Do you believe that skills developed through sports participation, such as teamwork, leadership, and communication, can be beneficial in other areas of life? Please explain.
9. Have you ever considered or experienced sports as a way to develop new skills or improve existing ones? Can you share a specific example?
10. In your view, what could be done to encourage more unemployed individuals to participate in sports or physical activities? Are there any specific programs or support you think would be helpful?

#### **Closing Questions:**

11. Reflecting on our discussion, how likely are you now to consider sports participation as a way to develop skills or enhance your well-being?

12. Is there anything else you would like to share about your experience or thoughts on physical activity, sports, and skills development that we haven't covered?

## **2. FGI with people with disabilities**

### **Opening Questions**

1. Could you please share your name and a bit about your interests or hobbies?
2. What does a typical day look like for you?

### **Introductory Questions**

3. How do you currently engage with physical activity or sports, if at all?
4. Can you share any experiences you've had with physical activities or sports in the past?

### **Transitional Questions**

5. How accessible do you find sports facilities and activities in your area?
6. Have you ever faced any barriers or challenges when trying to participate in physical activities or sports?

### **Key Questions**

7. In your opinion, what benefits, if any, does participating in sports or physical activities offer to individuals with disabilities?
8. Have you or someone you know experienced personal growth or skills development through sports participation? Can you share more about that experience?
9. What types of support or accommodations would make sports and physical activities more accessible and enjoyable for you?
10. How do you think sports organizations can better cater to the needs of people with disabilities?
11. Are there specific sports or physical activities you're interested in but feel you cannot participate in due to your disability? What would help bridge that gap?

### **Closing Questions**

12. Is there anything that could encourage you more to participate in physical or sports activities?

13. Do you have any suggestions for organizations or communities on how they can promote inclusivity in sports?
14. Is there anything we haven't discussed that you think is important to mention regarding physical activity and sports participation for people with disabilities?

Interview template for FGI with the professionals

### **3. FGI with professionals working with people with disabilities**

#### **Opening Questions**

1. Could you please introduce yourself and describe your role in working with people with disabilities?
2. What motivated you to work in this field?

#### **Introductory Questions**

3. In your experience, how important is physical activity for the disabled groups you work with?
4. Can you share a general observation about the engagement of people with disabilities in sports and physical activities?

#### **Transitional Questions**

5. Have you facilitated or witnessed any sports or physical activity programs specifically designed for disabled individuals? If so, could you describe them?
6. What challenges do you face in encouraging participation in these activities among the populations you work with?

#### **Key Questions**

7. From your perspective, what skills can people with disabilities develop through participating in sports and physical activities?
8. How do you assess the impact of sports participation on the mental and emotional well-being of the people you work with?
9. Can you share a success story or a positive outcome resulting from the involvement of a disabled individual or group in sports activities?
10. What strategies have you found effective in overcoming barriers to sports participation for people with disabilities?

11. In your opinion, what more can be done to improve access and encourage more meaningful participation in sports and physical activities for these groups?

### **Closing Questions**

12. Is there any aspect of sports and physical activity's role in working with people with disabilities that we haven't covered but you think is important to mention?

13. Reflecting on our discussion, what would be your key recommendation to organizations or professionals looking to integrate sports and physical activities into their work with people with disabilities?

## **4. FGI with professionals working with unemployed people**

### **Opening Questions**

1. Could you please introduce yourself and describe your role in working with unemployed people?
2. What motivated you to work in this field?

### **Introductory Questions**

3. In your experience, how important is physical activity for the unemployed people you work with?
4. Can you share a general observation about the engagement of unemployed individuals in sports and physical activities?

### **Transitional Questions**

5. Have you facilitated or witnessed any sports or physical activity programs specifically designed for unemployed groups? If so, could you describe them?
6. What challenges do you face in encouraging participation in these activities among the populations you work with?

### **Key Questions**

7. From your perspective, what skills can unemployed individuals develop through participating in sports and physical activities?
8. How do you assess the impact of sports participation on the mental and emotional well-being of the people you work with?
9. Can you share a success story or a positive outcome resulting from the involvement of an unemployed individual or group in sports activities?

10. What strategies have you found effective in overcoming barriers to sports participation for unemployed individuals?

11. In your opinion, what more can be done to improve access and encourage more meaningful participation in sports and physical activities for these groups?

### **Closing Questions**

12. Is there any aspect of sports and physical activity's role in working with unemployed people that we haven't covered but you think is important to mention?

13. Reflecting on our discussion, what would be your key recommendation to organizations or professionals looking to integrate sports and physical activities into their work with unemployed individuals and/or groups?

## Appendix B. Focus group interview – instructions

### 1. Objectives

- **Beneficiaries:** We need to find out what the attitude towards sports is, how sport influences one's life, what are the boundaries when it comes to participation in sports
- **Professionals:** We need to find out what are the best ways and means to work with vulnerable people
- FGIs are supposed to give us the key information about the beneficiaries and proper ways of working with them. Later, we use the gathered data to set up and prepare good environment around our proposed activities

### 2. Plan the Focus Group

- **Select Participants:**
  - Beneficiaries: the group must consist of **at least** 5 people
  - Professionals: the group must consist of **at least** 4 people
- **Choose a Moderator:** Select a moderator who is not only knowledgeable about the topic but also skilled in guiding discussions and managing group dynamics.
- **Choose the Observer/s:** Select **at least** one person who is going to note the answers given by interviewees but also any specific ways of behavior during the interview (specific mimics, nonverbal communication).
- **The Guide:** we have prepared 4 different guides for semi-structured interviews. Two guides are for FGI with beneficiaries (unemployed people and people with disabilities), another two for FGI with professionals (people working with unemployed people and people with disabilities). Each guide consists of introduction of the project aim, list of questions divided chronologically into stages (Opening questions, Introductory questions, Transition questions, Key questions, Ending questions)
- **Recording:** For those partners who can record the FGI **it is possible (not obligatory)**. Remember that you need the written consent from each participant to record the data.

### 3. Logistics

- **Schedule the Session:** Find a date and time that's convenient for most participants. FGI if in-person meetings are not feasible.
- **Choose a Venue:** Select a quiet, comfortable location free from distractions. Ensure it's accessible to all participants.
- **Send Invitations:** Provide participants with details about the session, including the purpose, venue, date, time, and any compensation.



#### 4. Conduct the Focus Group

- **Introduction:** Start the session by introducing yourself and the purpose of the focus group. Outline the guidelines for the interview, such as one person speaking at a time, the possibility of not answering the question when it's uncomfortable for the interviewee etc.
- **Warm-up Questions:** Begin with general, easy-to-answer questions to make participants feel comfortable.
- **Main Discussion:** Use the questions from your guide to steer the conversation. Encourage everyone to participate but allow the interview to flow naturally. Don't push anyone to answer (observe their attitude, try to make everyone comfortable).
- **Closing:** Conclude with a summary of key points and thank the participants for their time.

#### 5. Analyze and Report

- **Data Analysis:** Transcribe the session recordings. Analyze the data to identify themes, patterns, and insights related to your objectives.
- **Report Findings:** Prepare a report summarizing the findings, including direct quotes from participants to support your conclusions. Offer recommendations based on the insights gained.

#### 6. Follow-up

- **Thank Participants:** Send a thank-you note to participants after the session.
- **Share Results:** Consider sharing the findings with participants if it's appropriate and was promised during recruitment.

## Appendix C

### Template for quantitative thematic analysis. FGI with the unemployed

#### Characteristics of the sample

We use purposive sampling in which researchers intentionally select participants with specific characteristics or unique experiences related to the research question. The goal is to identify and recruit participants who can provide rich and diverse data to enhance the research findings.

Please include details about the sample, such as the number of participants, their description, and the criteria for their selection.

*Can you briefly introduce yourself and share one hobby or interest you have?*

*How do you typically spend your day?*

#### Methodology

Describe how the data was collected and analysed. Describe the setting where the focus groups took place and any measures taken to create a comfortable environment for participants. Indicate the length of each focus group session. Describe how the sessions were recorded (e.g., audio, video) and the process for transcribing the recordings. If applicable, outline the ethical considerations, including informed consent, confidentiality, and how participants' anonymity was protected. Were there any communication challenges?

#### Findings

Describe the findings related to this theme and include direct quotes from participants to illustrate key points. Discuss similarities and differences within the theme. Ensure each theme is clearly defined and distinct from others. If applicable, describe any sub-themes that emerged within the main themes.

#### Theme 1. Current and past engagement in physical activities

*This team captures respondents' general attitudes and feelings toward engaging in sports and physical activities, providing a baseline understanding of their current level of engagement and interest. It examines what drives some individuals to engage in these activities.*

*What role does physical activity or sports play in your daily or weekly routine?*

*Can you share your general feelings or thoughts about engaging in sports or physical activities?*

*Have you participated in any sports or physical activities recently? If so, what motivated you to participate?*

Write bullet points. Bullet points should be high-impact statements about your content.

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## **Theme 2. Barriers to participation in sports or physical activities**

*This theme identifies the barriers to participation in sports and physical activities among unemployed individuals.*

*In your opinion, what are some barriers or challenges that make it difficult for unemployed individuals to engage in sports or physical activities?*

Write bullet points. Bullet points should be high-impact statements about your content.

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## **Theme 3. Impact on physical and mental health and skills development through sports participation**

*This theme focuses on the perceived impact of sports and physical activities on the physical and mental health of unemployed individuals. It examines the potential for sports and physical activities to contribute to skill development among unemployed individuals. It looks at specific skills such as teamwork, leadership, and communication, and how these skills can be beneficial in other areas of life, including employment. Participants' experiences and examples of skill development through sports are highlighted.*

*How do you think participating in sports or physical activities can impact your physical and mental health?*

*Do you believe that skills developed through sports participation, such as teamwork, leadership, and communication, can be beneficial in other areas of life? Please explain.*

*Have you ever considered or experienced sports as a way to develop new skills or improve existing ones? Can you share a specific example?*

Write bullet points. Bullet points should be high-impact statements about your content.

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#### Theme 4. Recommendations and future directions

*In your view, what could be done to encourage more unemployed individuals to participate in sports or physical activities? Are there any specific programs or support you think would be helpful?*

*Reflecting on our discussion, how likely are you now to consider sports participation as a way to develop skills or enhance your well-being?*

Write bullet points. Bullet points should be high-impact statements about your content.

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#### **(Discussion?) Conclusions**

*Interpret the themes in the context of the research questions and objectives. Discuss how the themes address the research questions and contribute to the understanding of the topic. Discuss the implications of your findings for theory, practice, or future research. Suggest areas for future research based on your findings and the identified themes.*

*Summarize the key findings from the thematic analysis. Provide any final reflections on the significance of the study and its contributions to the field.*

## Template for quantitative thematic analysis. FGI with the professionals

### Characteristics of the sample

We use purposive sampling in which researchers intentionally select participants with specific characteristics or unique experiences related to the research question. The goal is to identify and recruit participants who can provide rich and diverse data to enhance the research findings.

Please include details about the sample, such as the number of participants, their description, and the criteria for their selection.

*Could you please introduce yourself and describe your role in working with unemployed people?*

*What motivated you to work in this field?*

### Methodology

Describe how the data was collected and analysed. Describe the setting where the focus groups took place and any measures taken to create a comfortable environment for participants. Indicate the length of each focus group session. Describe how the sessions were recorded (e.g., audio, video) and the process for transcribing the recordings. If applicable, outline the ethical considerations, including informed consent, confidentiality, and how participants' anonymity was protected. Were there any communication challenges?

### Findings

Describe the findings related to this theme and include direct quotes from participants to illustrate key points. Discuss similarities and differences within the theme. Ensure each theme is clearly defined and distinct from others. If applicable, describe any sub-themes that emerged within the main themes.

#### **Theme 1. Importance and benefits of sports and physical activity for vulnerable groups**

*This theme explores the perceived importance of physical activities for vulnerable groups, highlighting the skills developed through participation (such as teamwork, communication, and leadership) and the positive impact on mental and emotional well-being.*

*In your experience, how important is physical activity for the unemployed people you work with?*

*From your perspective, what skills can unemployed individuals develop through participating in sports and physical activities?*

*How do you assess the impact of sports participation on the mental and emotional well-being of the people you work with?*

Write bullet points. Bullet points should be high-impact statements about your content.

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## **Theme 2. Engagement and participation of vulnerable groups in sports and physical activities**

*This theme examines the levels of engagement and participation of vulnerable populations in sports and physical activities. It includes general observations about their involvement, descriptions of specific programs, and success stories that illustrate the positive outcomes of participation.*

*Can you share a general observation about the engagement of unemployed individuals in sports and physical activities?*

*Have you facilitated or witnessed any sports or physical activity programs specifically designed for unemployed groups? If so, could you describe them?*

*Can you share a success story or a positive outcome resulting from the involvement of a vulnerable individual or group in sports activities?*

Write bullet points. Bullet points should be high-impact statements about your content.

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### **Theme 3. Challenges and barriers to participation**

*This theme identifies the various challenges and barriers that prevent vulnerable populations from participating in physical activities. It also explores the strategies and interventions that have been effective in overcoming these obstacles. The theme addresses logistical, social, and psychological barriers, offering insights into how these can be mitigated to enhance participation.*

*What challenges do you face in encouraging participation in these activities among the populations you work with?*

*What strategies have you found effective in overcoming barriers to sports participation for unemployed individuals?*

Write bullet points. Bullet points should be high-impact statements about your content.

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### **Theme 4. Recommendations and future directions**

*This theme focuses on recommendations and future directions for improving access to and participation in sports and physical activities among vulnerable populations. It includes additional important aspects of the role of physical activities that may not have been covered, as well as key recommendations for organizations and professionals. The theme aims to provide actionable insights and strategies for enhancing the effectiveness of physical activity programs.*

*Is there any aspect of sports and physical activity's role in working with vulnerable groups that we haven't covered but you think is important to mention?*

*Reflecting on our discussion, what would be your key recommendation to organizations or professionals looking to integrate sports and physical activities into their work with vulnerable populations?*

*In your opinion, what more can be done to improve access and encourage more meaningful participation in sports and physical activities for these groups?*



Write bullet points. Bullet points should be high-impact statements about your content.

- .
- .
- .
- .

### **(Discussion?) Conclusions**

*Interpret the themes in the context of the research questions and objectives. Discuss how the themes address the research questions and contribute to the understanding of the topic. Discuss the implications of your findings for theory, practice, or future research. Suggest areas for future research based on your findings and the identified themes.*

*Summarize the key findings from the thematic analysis. Provide any final reflections on the significance of the study and its contributions to the field.*

## Appendix D

### Activity observation grid

Pop-UP - Activity observation grid				
<b>Structure</b>				
<b>Date</b>				
<b>Activity</b>				
<b>Number of participants</b>				
<b>Group profile</b>	<b>Unemployed</b>			
	<b>Disabled</b>			
<b>Observation areas</b>	<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
<b>Group dynamic</b> (Observation related to how the group interacts and functions together)	<b>Collaboration</b> Team members interact and collaborate together			
	<b>Communication</b> Participants exchange with each other			
	<b>Participation</b> Participants get involved in the activity and try to do/carry out actions			
<b>Success</b> (Observations related to the group's achievements during the activity)	Depending on the nature of the activity, are the tasks and objectives achieved (scoring a point, defending, progressing in an area, etc.)			
<b>Impact</b> (Observations on the effects of the activity on the participants and their environment)	Demonstration of transversal skills during the activity			
	Feeling of physical well-being			
	Feeling of mental well-being			
<b>Difficulties</b>	The activity interests/makes you want to participate			
	The activity is suitable (level of difficulty/accessibility)			

(Challenges and problems observed during the activity)	The implementation conditions (material, supervision, infrastructure, etc.) are sufficient			
	The activity calls on transversal skills			
	Other difficulties			

# Appendix E

## Skills observation grid for observers

### SKILLS OBSERVATION GRID OBSERVERS

#### Instructions

Your role is to identify whether the activity reveals the following skills in the beneficiaries, taking into account their abilities and their specific context (age, disability, level of development, etc.). Answer **Yes** or **No**. If the answer is Yes, rate the level observed on a scale of 1 to 4:

- 1: Weak manifestation (very rare or almost absent)
- 2: Occasional (appears from time to time)
- 3: Regular events (constant presence)
- 4: High-profile event (strong presence)

#### A. Organizational skills

These skills are observed in the management of tasks or the social interactions of beneficiaries.

##### Leadership

**Definition:** Ability to lead or organize a group, take initiative.

**Adaptation:** If the beneficiaries are young or disabled, leadership can include taking simple initiatives such as encouraging others or proposing ideas.

**Example:** Proposes solutions, takes the floor to organize others.

##### Assessment :

Yes

No

Level:  1  2  3  4

##### Autonomy

**Definition:** Ability to perform tasks without assistance.

**Adaptation:** For beneficiaries with learning difficulties or limitations, autonomy could be measured by the ability to ask for help only when needed.

**Example:** Manages tasks independently or with little assistance.

##### Assessment :

Yes

No

Level:  1  2  3  4

##### Adaptation

**Definition:** Ability to adapt to change.

**Adaptation:** For beneficiaries who have difficulty managing transitions, adaptation can include the ability to cope with small changes with support.

**Example:** Accepts changes in instructions or tasks without excessive agitation.

##### Assessment :

Yes

No

Level:  1  2  3  4

**Cooperation**

**Definition:** Ability to collaborate with others.

**Adaptation:** For young or socially challenged recipients, this may include simple behaviors such as sharing materials or politely asking for help.

**Example:** Participate in teamwork by helping or listening to others.

**Assessment :**

Yes

No

Level:  1  2  3  4

**B. Language skills**

These skills refer to the ability of beneficiaries to use and understand language, at their level and according to their abilities.

**Use of language**

**Definition:** Ability to use language to express oneself.

**Adaptation:** For beneficiaries with expressive difficulties, language use can be assessed by taking into account alternative forms of communication (gestures, pictograms, digital tools).

**Example:** Use words, gestures or images to express yourself.

**Assessment :**

Yes

No

Level:  1  2  3  4

**Language comprehension**

**Definition:** Ability to understand instructions or verbal exchanges.

**Adaptation:** For beneficiaries with comprehension difficulties, the assessment may include the ability to follow simple instructions, even with visual aids or repetition.

**Example:** Follows instructions, with or without visual aid.

**Assessment :**

Yes

No

Level:  1  2  3  4

**Expression using communication codes**

**Definition:** Ability to respect communication rules such as listening and respect.

**Adaptation:** For beneficiaries with behavioral or social difficulties, this skill can be observed by efforts to wait their turn, listen without interrupting, or moderate their tone of voice.

**Example:** Waits his turn to speak, respects others in exchanges.

**Assessment :**

Yes

No

Level:  1  2  3  4

### C. Reflexive skills

These skills are linked to the ability to think, understand and learn from situations.

**Definition:** Ability to organize and use the information provided.

**Adaptation:** For beneficiaries with special educational needs, information management can include understanding basic concepts with adapted aids (visuals, gestures, repetition).

**Example:** Classifies or uses information in a way appropriate to his level.

**Assessment :**

Yes

No

Level:  1  2  3  4

**Compliance with instructions, rules and procedures**

**Definition:** Ability to follow instructions.

**Adaptation:** Compliance with instructions can include reminders or visual aids for beneficiaries requiring more structured supervision.

**Example:** Follows instructions with or without help.

**Assessment :**

Yes

No

Level:  1  2  3  4

**Ability to integrate new learning**

**Definition:** Ability to assimilate new skills or knowledge.

**Adaptation:** For beneficiaries in specific learning situations, assimilation can be assessed by visible efforts to reproduce a new skill or learning with support.

**Example:** Apply a new skill with support or guidance.

**Assessment :**

Yes

No

Level:  1  2  3  4

### D. Personal skills

These skills are observed in the personal development of beneficiaries, including their confidence, resilience and emotional management.

**Self-confidence**

**Definition:** Personal assurance in actions or interactions.

**Adaptation:** For beneficiaries with low self-confidence, this may include taking small initiatives or participating without excessive fear of error.

**Example:** Actively participates, proposes an idea or attempts to complete a task alone.

**Assessment :**

Yes

No

Level:  1  2  3  4

**Taste for effort, perseverance, resilience**

**Definition:** Ability to persevere in the face of difficulties.

**Adaptation:** For beneficiaries in situations of stress or rapid discouragement, perseverance can include the effort to try a task again despite failure or difficulty, even with encouragement.

**Example:** Try again after an error or failure with support.

**Assessment :**

Yes

No

Level:     1    2    3    4

**Managing emotions**

**Definition:** The ability to recognize and manage emotions.

**Adaptation:** In recipients with emotional difficulties, this skill may include efforts to control intense reactions or express emotions appropriately.

**Example:** Acknowledges emotions and tries to manage them with or without help.

**Assessment :**

Yes

No

Level:     1    2    3    4

## Self-assessment of beneficiary skills

### SELF-ASSESSMENT OF BENEFICIARY SKILLS

#### **Instructions :**

Reflect on the activity you've just completed and evaluate some of the skills yourself. For each skill, tick **Yes** or **No** depending on whether you felt you were able to use it during the activity. If the answer is Yes, evaluate the level by choosing a number between **1** and **4**:

- 1: I had a hard time (I didn't feel comfortable or needed a lot of help)
- 2: I made some effort (I managed with a little help)
- 3: I did well (I felt fairly comfortable and was able to do it almost by myself)
- 4: I did very well (I felt confident and did everything on my own)

#### **A. Organizational skills**

##### **Leadership (taking initiative)**

*Did I take the initiative during the activity?*

Example: I organized others or suggested ideas

**Evaluation :** Yes / No ; Level : 1 - 2 - 3 - 4

##### **Autonomy (working alone)**

*Did I manage to do my tasks without needing much help?*

**Evaluation :** Yes / No ; Level : 1 - 2 - 3 - 4

##### **Adaptation (Change or adjust)**

*Did I manage to adapt when there were changes or difficulties?*

Example: when instructions changed or something unexpected happened

**Evaluation :** Yes / No ; Level : 1 - 2 - 3 - 4

##### **Cooperation (working with others)**

*Did I work well as part of a team?*

Example: I helped others, shared my ideas or listened to others.

**Evaluation :** Yes / No ; Level : 1 - 2 - 3 - 4

#### **B. Language skills**

##### **Use of language (Expressing oneself)**

*Did I use my words to express myself or share my ideas during the activity?*

**Evaluation :** Yes / No ; Level : 1 - 2 - 3 - 4

##### **Language comprehension (understanding instructions)**

*Did I understand the instructions or explanations during the activity?*

**Evaluation :** Yes / No ; Level : 1 - 2 - 3 - 4

##### **Expression using communication codes (Listening to and respecting others)**

*Have I listened to others and respected their opinions?*

Example: I didn't interrupt and I was kind.

**Evaluation :** Yes / No ; Level : 1 - 2 - 3 - 4



## C. Reflexive skills

### **Information and knowledge management (Understanding and using information)**

*Did I understand the information I received and was I able to use it during the activity?*

**Evaluation** : Yes / No ; Level : 1 - 2 - 3 - 4

### **Compliance with instructions, rules and procedures (Follow the rules)**

*Did I follow the instructions and rules without needing reminders?*

**Evaluation** : Yes / No ; Level : 1 - 2 - 3 - 4

### **Ability to integrate new learning (Learning something new)**

*Did I learn anything new during the activity?*

Example: A new skill, a new way of doing things

**Evaluation** : Yes / No ; Level : 1 - 2 - 3 - 4

## D. Personal skills

### **Self-confidence (Having confidence in myself)**

*Did I have the confidence to carry out the tasks or to speak in front of others?*

**Evaluation** : Yes / No ; Level : 1 - 2 - 3 - 4

### **Taste for effort, perseverance, resilience (Don't give up)**

*Did I keep trying even when it was difficult?*

Example: I didn't give up despite the obstacles

**Evaluation** : Yes / No ; Level : 1 - 2 - 3 - 4

### **Managing emotions**

*How well did I control my emotions during the activity?*

Example: I didn't show too much frustration, anger, sadness, etc.

**Evaluation** : Yes / No ; Level : 1 - 2 - 3 - 4



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