

A ball for all: the event

D2.6 – Project Output 9

Practitioners' Manual



**Co-funded by
the European Union**

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

Table of Contents

General Information	4
For Practitioners in Sport	4
Golden Rules for Practitioners.....	10
Social Media	11
Website.....	11
Awareness Campaign.....	13
Digital Awareness Competition	14
Promo Video for the "A ball for all" European wide Event	17
Final Video with Testimonies.....	18
Press Releases and Newsletters	19
Registration of NPE EWE.....	21
Communication Plan of the "A ball for all" European wide Event	24
“Social Media Table”	26
“Article Table”	35
Dissemination Strategy	38
Sustainability Roadmap	42
M&E Data	43
Safeguarding Child and Youth Protection Policy	44
Ensuring Child Protection.....	44
Safeguarding Why	53
Safeguarding How Playlist	57
Case Study with Interactive Video.....	57
GRiiiS’ Safeguarding Child Protection Policy	58
GDPR.....	61
Print Outs for Sighted/in Braille System and with Tactile Drawings and Gadgets for the VI.....	63
Gallery	65
Co-funding/ Fundraising/ Crowd-funding “Adopt a ball”	67
Visual Identity: Project Logo	68
Update Mapping Schools where VI are Together with Sighted Children 5-18	69
Memorandum of Understanding (MoU) with Associated Partners	76
Impact Toolkit	77
Practical Tips.....	84
Quantitively and Qualitative Key Performance Indicators (KPIs)	96
Information Pack and Minutes of TPM of the "A ball for all" European wide Event	97



Practitioners' Manual on the Online Educational Moodle Platform.....	98
Project Plan for Quality Assurance	99
Budget Plan	100
Cost Management Plan	100
Evaluation Plan	100
Internal Communication Plan	101
Monitoring and Evaluation and Learning Plan (MEL)	102
Participants Performance Plan (PPP)	103
Project Status Report	104
Process Improvement Plan	105
Procurement Plan.....	106
Quality Control Process	107
Consortium Agreements and Service Level Agreements for Risk Assessment Plan	108
Staffing Plan and Roles.....	110
Time Schedule Management Control	111
Green-Keeping Plan.....	111



General Information

Creating inclusive sport opportunities for children with visual impairment requires more than adapting activities or equipment. It begins with understanding the principles of inclusion, recognising the diversity of experiences among children with visual impairments, and developing the knowledge and confidence needed to create welcoming and accessible environments.

This chapter provides the foundational information that educators, coaches, accompanying persons, volunteers, and other practitioners need before planning and delivering inclusive sport activities. It explores the importance of inclusion in sport, the rights of children to participate in physical activity, and the benefits that inclusive sport brings to all participants. The chapter also introduces key principles of inclusive practice, including person-centred approaches, effective communication, respect for individual needs, and the promotion of independence and active participation.

In addition, readers will find practical guidance on creating inclusive environments, using appropriate language and communication strategies, and preparing activities that are safe, accessible, and meaningful. By understanding these core concepts, practitioners will be better equipped to remove barriers, respond to individual needs, and create positive sporting experiences where every child can participate, develop skills, build relationships, and enjoy the benefits of sport.

For Practitioners in Sport



The right of every child to participate in sport and physical activity

Participation in sport and physical activity is a fundamental right of every child. International frameworks, including the United Nations Convention on the Rights of Persons with Disabilities and the Convention on the Rights of the Child, emphasize the right of children with disabilities to access recreation, leisure, and sporting activities on an equal

basis with others. Inclusive sport is not a favour or a special service; it is a way of ensuring that all children have equal opportunities to learn, develop, belong, and enjoy the benefits of movement and play.

Benefits of inclusive sport for all participants

Inclusive sport benefits everyone involved, not only children with visual impairments. Participation in inclusive activities promotes physical fitness, confidence, independence, teamwork, and social skills. At the same time, peers without disabilities develop empathy, cooperation, respect for diversity, and communication skills. Inclusive environments encourage creativity, problem-solving, and mutual support, helping all participants grow as individuals and community members.



Focus on abilities rather than limitations

Inclusive sport begins with recognising what a child can do rather than focusing on what they cannot do. Every child has strengths, interests, and talents that can be nurtured through sport. By identifying abilities and adapting activities when necessary, practitioners can create opportunities for meaningful participation and success.

Person-centred approach

Children with visual impairments are not a homogeneous group. Each child has different abilities, experiences, preferences, and support needs. A person-centred approach involves getting to know the individual child, listening to their views, and adapting activities based on their unique circumstances rather than making assumptions based on their impairment.

Independence and choice

Inclusive sport should support children to make decisions, take initiative, and participate as independently as possible. Practitioners should provide support when needed while avoiding unnecessary assistance. Encouraging children to make choices about activities, roles, and participation helps build confidence, self-determination, and ownership of their learning and sporting experiences.

Dignity, respect, and equal participation

Every child deserves to be treated with dignity and respect. Inclusive sport means ensuring that children with visual impairments are valued members of the group, with equal opportunities to participate, contribute, and succeed. Adaptations should facilitate participation without creating segregation, stigma, or reduced expectations.



Respectful terminology

Language shapes attitudes and expectations. Practitioners should use respectful and person-centred language that acknowledges the individual before the impairment. It is often best to follow the preferences of the child and their family regarding terminology. Avoid language that portrays disability as a tragedy, limitation, or source of pity.

How to introduce yourself

When meeting a child with a visual impairment, always introduce yourself clearly by stating your name and role. Since visual cues may not be available, it is helpful to identify yourself when joining a conversation and to inform the child when you are leaving. This supports orientation, trust, and effective communication.

Giving verbal instructions effectively

Clear verbal communication is essential in inclusive sport. Instructions should be specific, concise, and given in logical steps. Instead of relying on visual demonstrations alone, describe movements, positions, directions, and expectations using clear language. Allow time for questions and clarification when needed.

Describing spaces, movements, and activities

Children with visual impairments may need additional information to understand the environment and activity. Practitioners can support participation by describing the layout of the space, the location of equipment, the position of other participants, and the sequence of actions involved in an activity. Consistent and accurate descriptions help children develop confidence and spatial awareness.

Asking before providing assistance

Well-intentioned assistance is not always needed or wanted. Practitioners should ask whether support is required before intervening and respect the child's response. This promotes autonomy, dignity, and trust while ensuring that support is provided appropriately and effectively.



Physical accessibility

A physically accessible environment allows children to move safely and confidently within the activity space. This may involve removing obstacles, ensuring clear pathways, providing tactile or auditory markers, and maintaining consistent organisation of equipment and facilities.

Emotional safety

Children are more likely to participate actively when they feel accepted, respected, and valued. Practitioners should foster a culture where mistakes are viewed as part of learning, diversity is welcomed, and every participant feels comfortable expressing themselves and asking for support when needed.

Predictability and structure

Clear routines and structured activities can help children feel secure and prepared. Explaining the schedule, objectives, transitions, and expectations in advance allows participants to orient themselves and engage more confidently in the activity.

Clear communication

Inclusive environments rely on clear, consistent, and accessible communication. Information should be provided in ways that all participants can understand, using verbal explanations, demonstrations, tactile exploration, or other methods as appropriate.

Encouraging peer support

Peers play an important role in creating inclusive experiences. Encouraging teamwork, cooperation, and mutual assistance helps build social connections and reduces barriers to participation. Peer support should be encouraged in ways that promote equality and friendship rather than dependency.



Understanding individual needs and preferences

Before planning an activity, practitioners should seek to understand the child's strengths, interests, previous experiences, and support needs. This information helps create activities that are meaningful, enjoyable, and appropriately challenging.

Consultation with the child and family

Children and their families are valuable sources of knowledge about what works best. Consulting them before activities begin can provide important insights regarding communication methods, mobility, adaptations, medical considerations, and personal preferences.

Risk Assessment

Safety is important in all sporting activities. Risk assessment should identify potential barriers and hazards while considering practical strategies to reduce risks. The goal is not to eliminate all risk but to create conditions where children can participate safely and confidently.

Adaptation versus overprotection

Adaptations can remove barriers and support participation, but excessive protection can unintentionally limit opportunities for learning, independence, and growth. Practitioners should aim to strike a balance between safety and meaningful participation, maintaining high expectations while providing appropriate support.

Preparing materials and equipment

Thoughtful preparation of equipment and materials can significantly improve accessibility. Depending on the activity, this may include using balls with sound, tactile markers, high-contrast materials, adapted instructions, or additional orientation opportunities. Small adjustments can often make a substantial difference in participation and enjoyment.



Golden Rules for Practitioners

These are the 10 pieces of advice for Practitioners:

- Ask, don't assume.
- Speak directly to the child.
- Focus on abilities.
- Explain the environment clearly.
- Promote independence.
- Adapt the activity, not the expectations.
- Encourage peer interaction.
- Safety and inclusion go hand in hand.
- Every child is different.
- Inclusion is a process of learning together.



Social Media

The social media profiles on Facebook and Instagram that serve as a central source for information about the project are utilized for the purpose of the project and regularly share engaging content such as project updates, activities, photos, videos, event highlights, news updates and success stories. Use inclusive language and visuals to connect with a diverse audience, including individuals with disabilities, ensuring continuity and in turn a greater reach and association of activities to the project. In addition, the YouTube profile is used for dissemination, sharing video content related to the project.

Promotion materials are online and offline friendly and are consistent in image and message. As stated, to maximize impact, the project uses both online and offline methods to reach and engage with the target audience, stakeholders and the general public.

These efforts are implemented through the following links:

-  <https://www.facebook.com/aballforallyouthorama>
-  <https://www.instagram.com/aballforall.eu/>
-  <https://www.youtube.com/@aballforall>

Website

For the dissemination and diffusion of the results of the project, the static A ball for all website has been updated and translated to all the languages of the associated partners from 30 (out of 33 in Erasmus+ total) Program countries <https://aballforall.com/index.html>. A separate section was created on the website <https://aballforall.com/a-ball-for-all-2026-event-with-30-countries.html>, where more information about the project and the associated partners can be found, with a link for the newly dynamic website that was created for the project <https://aballforall.moodlecloud.com/login/index.php>, where more information and updates about the progress of the project results and outputs can be found there.

In the newly dynamic website are uploaded the project results and outputs (bilingual – Greek and English) as downloadable materials, enabling flexible, inclusive and accessible learning throughout the project lifecycle and supporting long-term sustainability by ensuring that all outputs remain available beyond the project's implementation period, contributing to the project's digital transformation, capacity building and European dissemination strategy and the related links are as follows:

-  <https://aballforall.moodlecloud.com/course/section.php?id=35> (volunteers section)
-  <https://aballforall.moodlecloud.com/course/section.php?id=36> (mentors section)
-  <https://aballforall.moodlecloud.com/course/section.php?id=37> (educators section)
-  <https://aballforall.moodlecloud.com/course/section.php?id=38> (parents section)
-  <https://aballforall.moodlecloud.com/course/section.php?id=39> (practitioners section)



- ✚ <https://aballforall.moodlecloud.com/course/section.php?id=40> (good practices section)
- ✚ <https://aballforall.moodlecloud.com/course/section.php?id=49> (evaluation section)

These resources ensure widespread dissemination of project information and facilitate active engagement with the target audience.



Awareness Campaign

Visually impaired individuals are achieving great success in sports and various other fields. They excel in sports just like anyone else. While engaging in sports and other activities, visually impaired individuals experience a range of emotions in their independent movements. Encouraging healthy individuals to empathize with these emotions and share in them as "Compassionate" partners help foster a greater understanding of visually impaired individuals as people who can be understood and empathized with.

During the "A ball for all" European wide Event, the awareness campaign provides an important opportunity to understand the experiences of visually impaired individuals and support them.

This groundbreaking initiative transcends borders, bringing together communities from countries in a shared vision of inclusivity and empowerment.

As part of the awareness campaign, we have prepared a series of videos with the participants of the associated partners.

The following links feature the participants saying "thank you" in the 30 countries' languages:

-  <https://www.youtube.com/watch?v=Wbr465Ck0ow>
-  <https://fb.watch/HKPnNnpzd8/>
-  <https://www.instagram.com/aballforall.eu/reel/DZLHJHoNyd8/>

The following links feature the participants saying "A ball for all" in the 30 countries' languages:

-  <https://www.youtube.com/watch?v=vdNaKfBG-bg>
-  <https://fb.watch/HKPqIsiYFJ/>
-  <https://www.instagram.com/aballforall.eu/reel/DZPVkl-N3ji/>

The following links feature the 30 countries' participants interviews from the Erasmus+ Sport "A ball for all" European wide event:

-  <https://www.youtube.com/watch?v=gTDxIJ1TvGY>
-  <https://fb.watch/HKPn54LgkU/>
-  <https://www.instagram.com/aballforall.eu/reel/DZHmAliNv39/>
-  <https://aballforall.moodlecloud.com/mod/url/view.php?id=349>



Digital Awareness Competition

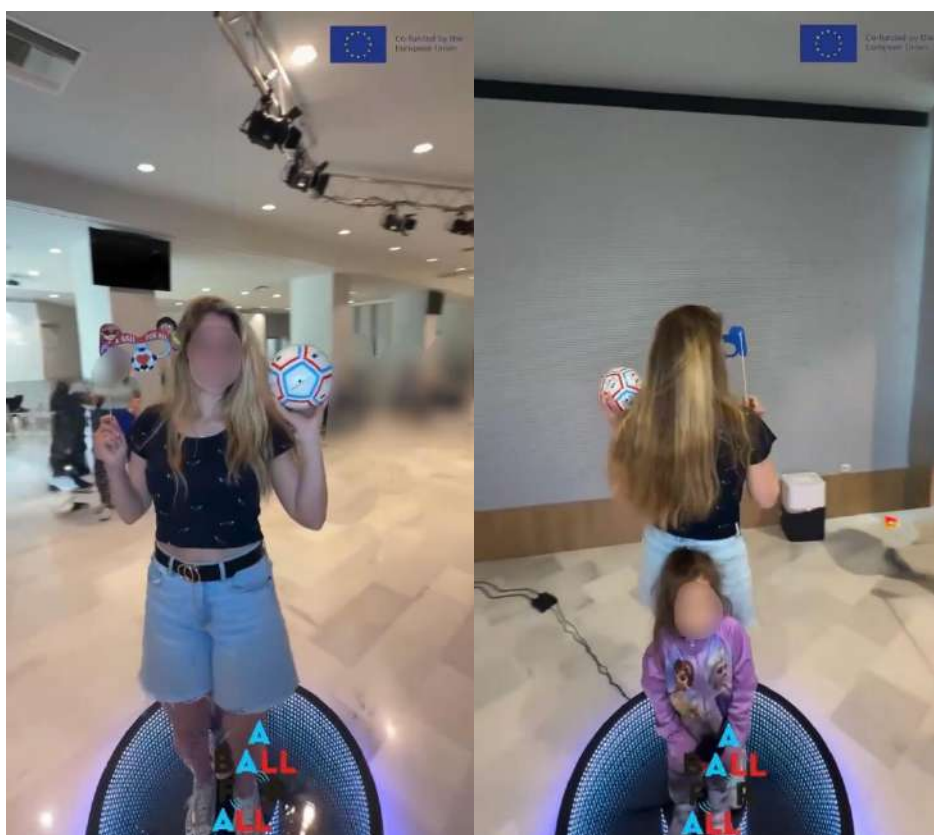
The Digital Awareness Competition is an integral part of the project seeks to engage participants, urging them to showcase their support for the cause and innovative digital content to be created. The primary objective of the Digital Awareness Competition is to raise awareness about the importance of inclusivity in sports, particularly for the Visually Impaired children and to broaden the reach of the project across the 30 countries participating.

During the "A ball for all" Erasmus+ Sport European widest ever Event, we experienced some unforgettable moments that will last in our memories forever, as part of the digital awareness competition that was implemented during the project. Associated partners were encouraged to share their experiences and stories.

All the participants really enjoyed the digital awareness competition, and the "winners" were the youngest participant and her mother — what an inspiring story!

The following links feature the digital awareness competition from the Erasmus+ Sport "A ball for all" European wide event:

- ✚ <https://www.facebook.com/reel/1451769149591786>
- ✚ <https://www.facebook.com/reel/4397237107271349>
- ✚ <https://www.instagram.com/aballforall.eu/reel/DYfKkB0tQy1/>
- ✚ <https://www.facebook.com/reel/998706666015940>
- ✚ https://www.instagram.com/aballforall.eu/reel/DYhX_NMtqd8/



Indicative photos



The "winners" of the digital awareness competition (the youngest participant and her mother) *celebrate together with the legal representative and the mascot*



Co-funded by the
European Union



Co-funded by
the European Union

Promo Video for the "A ball for all" European wide Event

To promote the project, a promotional social message video has been recorded (in Greek and English) and shared on social media accounts, as well as aired on nationwide TV as part of social responsibility, given that the national television channel was the main media partner. The aim of the project is to promote equality and inclusivity for visually impaired individuals in the field of sports. This video showcases how the project is making a difference and achieving its objectives, encouraging viewers to join the campaign. Shared on social media, this video reaches a wider audience, increasing awareness of the project and creating impact within the community.

The following videos present the promotional action for the EwE in Greek and English, in which a legend in blind football field, Dimitris Salpigidis, member of the technical team of the Greek FA, football legend and scorer of the FIFA World Cup and Loukia Kasamaki, a totally blind girl 13 years old and a role model, participated in as they are both project ambassadors.

Related links are as follows:

-  <https://www.youtube.com/watch?v=3at3aov5Ddl>
-  <https://www.youtube.com/watch?v=slxvdendBxM>
-  <https://www.facebook.com/reel/935065669256368>
-  <https://www.instagram.com/aballforall.eu/reel/DWn6ygUjQnW/>
-  <https://fb.watch/HKM1tIPgQB/>



Final Video with Testimonies

As part of the initiative, a final video with testimonies will be produced by GRiiiS at the end of the project and will be uploaded on YouTube and social media platforms for greater dissemination. This video will serve as a comprehensive recap of the project, highlighting key moments, presentations, and interviews. By showcasing the significance and impact of the project, the video aims to engage viewers and encourage them to actively participate in our cause. Once shared on social media, the video link will be made available, allowing the audience to access and engage with the content, further amplifying the reach and impact of our initiative.

For this reason, a demonstration video has already been created.

Related link is as follows:

 <https://www.youtube.com/watch?v=IhXXR7r3XV0>



Press Releases and Newsletters

To reinforce dissemination and community engagement, to provide updates, announcements and exclusive content related to the EwE and to ensure that project news receives prominent coverage, press releases and newsletters were prepared and distributed to various media outlets.

These press releases and newsletters features highlights from recent activities, latest developments, achievements, upcoming events, and opportunities for involvement, emphasizing the importance of inclusivity in sports.

Following the distribution of the press releases, we monitored the coverage and compiled a list of published articles or news segments. The links to these news pieces are shared across the social media platforms, allowing the audience to access and engage with the coverage. By sharing these links, we aim to not only showcase the project's progress but also to further raise awareness and garner support from the community.

On the following pages a table with all the links related to the articles and press releases is attached, ensuring the digital communication and dissemination strategy of the project.



Co-funded by
the European Union

«A Ball for All»: Δράσεις για την ισότιμη συμμετοχή στο παιχνίδι στο Πανόραμα

EPT3

ΘΕΣΣΑΛΟΝΙΚΗ

05/05/26 12:20

Ενημέρωση

05/05 13:22



Σύνταξη: Αλεξάνδρα Μπλέτσου



Co-funded by
the European Union

Registration of NPE EWE

At the online bilingual (Greek and English) educational Moodle Platform are uploaded all Project Results and the outcomes of both Work Packages, making it accessible to everyone with the goal of promoting inclusion through education. The Moodle Platform is a way of promoting the "A ball for all" European wide Event project, as it is used also with dissemination purposes. Apart from the uploaded Project Results, the training outcomes are transferred in the newly designed platform.

The Moodle based Platform is an interactive learning area, where participants can learn in different ways, according to their learning styles and preferences. It provides activities like quizzes, interactive presentations, audiovisual files, forums for interaction & spaces for open discussions, so as to target as many of the target groups needs as possible.

Landing page: <https://aballforall.moodlecloud.com/login/index.php>

Related links are as follows:

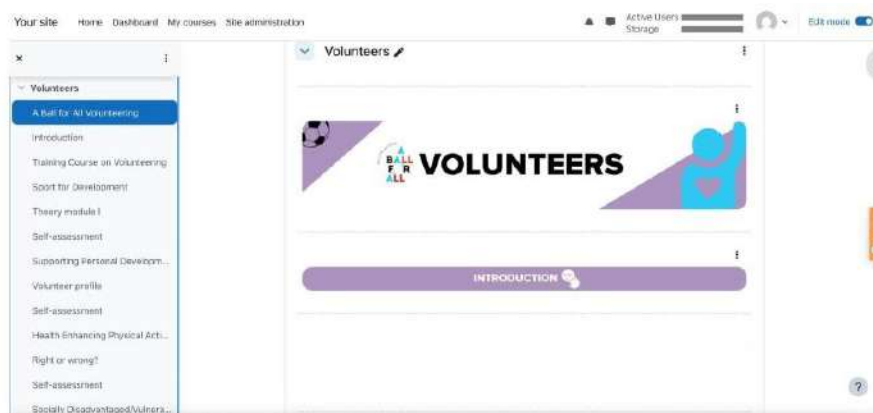
 <https://www.facebook.com/reel/1490132686075829>

 <https://www.instagram.com/aballforall.eu/reel/DWBsVz8DR3j/>



A Ball For All Moodle

Course structure and graphics



Co-funded by
the European Union

Your site Home Dashboard My courses Site administration

Active Users Storage

Training module for young volunteers

Mentors

- A Ball for All Mentors
- Introduction
- A Mentor Training Programme
- Self Assessment
- Mini Blind Football and Innovati...
- What is A Ball for All?
- Self Assessment
- Supporting National Mentors
- The basic Elements of Mentoring
- Self Assessment
- Timeline for National Mentors
- 10 Tips for Successful Mentoring
- Self Assessment

MENTORS

INTRODUCTION

Your site Home Dashboard My courses Site administration

Active Users Storage

Educators

- A Ball for All Educators
- Introduction
- General Information
- Self Assessment
- Digital Gamification
- Let's Play
- Audio Play 1
- Let's Listen
- Audio Play 2
- Let's Listen One more Time
- Exercise Book
- Let's Practice
- Self Assessment

EDUCATORS

INTRODUCTION

General Information

Self Assessment

DIGITAL GAMIFICATION

Your site Home Dashboard My courses Site administration

Active Users Storage

Parents

- A Ball for All Parents
- Introduction
- General Information
- Self Assessment
- Academy
- How does it work
- Handbook
- Tips for Parents
- Self Assessment
- Good Practices
- Learning From Others
- Background

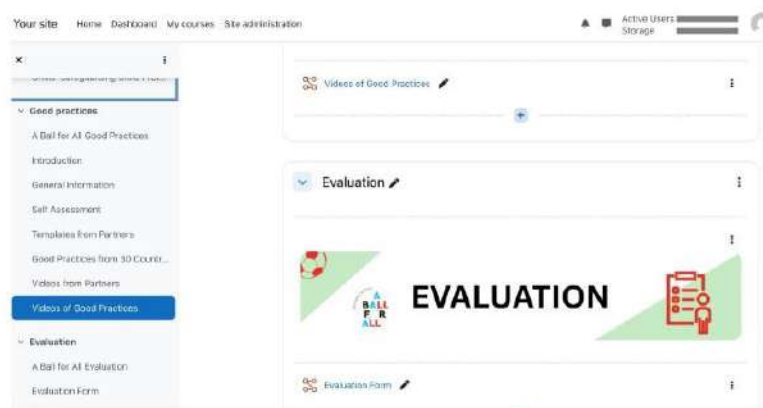
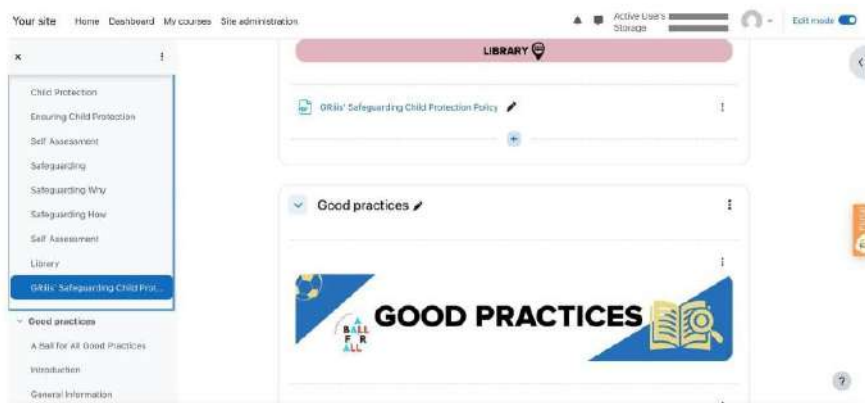
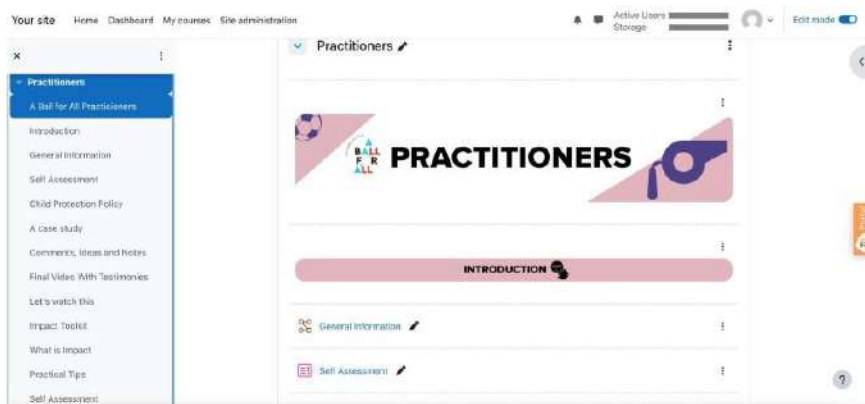
PARENTS

INTRODUCTION

General Information

Self Assessment





Communication Plan of the "A ball for all" European wide Event

The communication, dissemination, visibility strategy and communication and dissemination activities carried out throughout the project timeline and content was produced as part of the "Practitioners' Manual" deliverable of 231 pages and of the "Communication Material" of 59 pages.

Regarding social media, 113 posts were shared on Facebook and 77 on Instagram, 20 videos on YouTube, the number of press releases, newsletters and articles were 39. 3 case studies were presented as part of the parents' academy and an interactive one as part of the child protection policy.

The project ambassadors are Stratos Chatziapostolidis a totally blind Paralympic winner, a legend in blind football field, Dimitris Salpigdis, member of the technical team of the Greek FA, football legend and scorer of the FIFA World Cup and Loukia Kasamaki, a totally blind girl 13 years old and a role model, who is also the ambassador of the A ball for all international campaign.

For the greater dissemination and diffusion of the results of the project during its lifecycle, every 3 months for 1 month, the social message of the project is being reproduced by all the local and nationwide TV and radio stations and below is the approval by the National Council for Radio and Television for the months of January and April.



The following videos present interviews conducted live in prime-time zone, during the EwE, by the national television channel with the Mayor of the Municipality where the applicant organization is based, a football legend who was present, the organization's young



ambassador and Visual Impaired children, who participated in the EwE and we estimate more than 100,000 views.

Related links are as follows:

-  <https://www.youtube.com/watch?v=i79nl7aC9uk>
-  <https://www.youtube.com/watch?v=zncbWubxjwM>
-  <https://www.youtube.com/watch?v=y3SASYwz-RQ>
-  <https://www.youtube.com/watch?v=uHiw3KNq7Ks>
-  <https://www.facebook.com/aballforallyouthoroma/posts/pfbid07WtS7WpvCnuU8iv1SfkCa2gc4d9LjwTWX2SBYAwfrXEeN6XKDRb6rZwzKppK3oBEI>
-  <https://www.ertnews.gr/video/ekprosopoi-30-xoron-sto-panorama-gia-ti-drasi-mia-mpala-gia-olous/>

During the Q&A session of the first online meeting, we agreed with all associated partners that, since the project is mono-beneficiary and they are not co-beneficiaries, they cannot post on their official websites and social media platforms (e.g., football federations, universities, paralympic committee), but the participants from the associated partners to post on their own personal social media accounts. Together with the participants, we produced a series of videos, as listed below.

The following links feature the 30 countries' participants interviews from the Erasmus+ Sport "A ball for all" European wide event:

-  <https://youtu.be/gTDxIJ1TvGY>
-  <https://fb.watch/HKPn54LgkU/>
-  <https://www.instagram.com/aballforall.eu/reel/DZHmAliNv39/>
-  <https://aballforall.moodlecloud.com/mod/url/view.php?id=349>

The following links feature the participants saying “thank you” in the 30 countries’ languages:

-  <https://youtu.be/Wbr465Ck0ow>
-  <https://fb.watch/HKPnNnpzd8/>
-  <https://www.instagram.com/aballforall.eu/reel/DZLHJHoNyd8/>

The following links feature the participants saying “A ball for all” in the 30 countries’ languages:

-  <https://youtu.be/vdNaKfBG-bg>
-  <https://fb.watch/HKPqIsiYFJ/>
-  <https://www.instagram.com/aballforall.eu/reel/DZPVkl-N3ji/>

The tables below provide some links to the ways in which the results of the project have been shared and disseminated in the context of the external communication plan.



“Social Media Table”

Date	Description	Link
10/10/2025	Facebook post	https://www.facebook.com/reel/1707710923226813
10/10/2025	Instagram post	https://www.instagram.com/aballforall.eu/reel/DPo4IIQDaK8/
17/10/2025	Facebook post	https://www.facebook.com/photo/?fbid=1273319468163020&set=a.636355948526045
17/10/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DP6Ey4GjXsf/
22/10/2025	Facebook post	https://www.facebook.com/photo/?fbid=1277851487709818&set=a.636355948526045
22/10/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DQG3DttDZsX/
29/10/2025	Facebook post	https://www.facebook.com/photo/?fbid=1284201157074851&set=a.636355948526045
29/10/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DQZLjErDYDG/
1/11/2025	Facebook post	https://www.facebook.com/photo/?fbid=1286954756799491&set=a.636355955192711
5/11/2025	Facebook post	https://www.facebook.com/photo/?fbid=1290397126455254&set=a.636355948526045
5/11/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DQq9LbwjR1x/
10/11/2025	Facebook post	https://www.facebook.com/photo/?fbid=1294919706002996&set=a.636355948526045
10/11/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DQ3-h8DDdRE/
17/11/2025	Facebook post	https://www.facebook.com/photo/?fbid=1301023445392622&set=a.636355948526045
17/11/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DRKFF68DakF/
24/11/2025	Facebook post	https://www.facebook.com/photo/?fbid=1307086688119631&set=a.636355948526045
24/11/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DRcDv55DTiF/
28/11/2025	Youtube post	https://www.youtube.com/watch?v=FMMfP7A5UJ4
29/11/2025	Facebook post	https://fb.watch/HKIh2_v0Y-/
2/12/2025	Facebook post	https://www.facebook.com/photo/?fbid=1313845447443755&set=a.636355955192711
6/12/2025	Facebook post	https://www.facebook.com/photo/?fbid=1316893067138993&set=a.636355955192711
10/12/2025	Facebook post	https://www.facebook.com/reel/893825496317926
10/12/2025	Instagram post	https://www.instagram.com/aballforall.eu/reel/DSFQeYIjSLf/
12/12/2025	Facebook post	https://www.facebook.com/reel/1550571655989877

12/12/2025	Instagram post	https://www.instagram.com/aballforall.eu/reel/DSKXcfADdh4/
15/12/2025	Facebook post	https://www.facebook.com/photo/?fbid=1323716963123270&set=a.636355948526045
15/12/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DSSG1n_jQNu/
17/12/2025	Facebook post	https://www.facebook.com/photo/?fbid=1325442079617425&set=a.636355948526045
17/12/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DSXltDUDXMA/
17/12/2025	Facebook post	https://www.facebook.com/photo/?fbid=1325446482950318&set=a.636355948526045
17/12/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DSXmCUdQFd/
17/12/2025	Facebook post	https://www.facebook.com/photo/?fbid=1325450716283228&set=a.636355948526045
17/12/2025	Instagram post	https://www.instagram.com/aballforall.eu/p/DSXmX6OjQDj/
22/12/2025	Facebook post	https://www.facebook.com/photo/?fbid=1329527305875569&set=a.636355955192711
29/12/2025	Facebook post	https://www.facebook.com/photo/?fbid=1334252142069752&set=a.636355955192711
7/1/2026	Facebook post	https://fb.watch/HKKv3HNrQB/
9/1/2026	Facebook post	https://www.facebook.com/photo/?fbid=1343056517855981&set=a.636355948526045
9/1/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DTS0VSsjbRJ/
11/1/2026	Facebook post	https://www.facebook.com/photo/?fbid=1344601497701483&set=a.636355948526045
11/1/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DTYHoAhjXOU/
11/1/2026	Facebook post	https://www.facebook.com/photo/?fbid=1344607427700890&set=a.636355948526045
11/1/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DTYI5eNDQc5/
14/1/2026	Facebook post	https://www.facebook.com/photo/?fbid=1346813724146927&set=a.636355948526045
14/1/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DTfplr_DVby/
16/1/2026	Facebook post	https://www.facebook.com/reel/2164317854386985
16/1/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DTkYKUQDQKo/
19/1/2026	Facebook post	https://www.facebook.com/photo/?fbid=1350734290421537&set=a.636355948526045
19/1/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DTsBsF2jVtl/
19/1/2026	Facebook post	https://www.facebook.com/photo/?fbid=1350738280421138&set=a.636355948526045
19/1/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DTsCmyTDbvl/



28/1/2026	Facebook post	https://www.facebook.com/photo/?fbid=1358650789629887&set=a.636355948526045
28/1/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DUDsc6zidYy/
3/2/2026	Facebook post	https://www.facebook.com/photo/?fbid=1363438785817754&set=a.636355948526045
3/2/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DUSeogljVLz/
8/2/2026	Facebook post	https://www.facebook.com/photo/?fbid=1368289225332710&set=a.636355955192711
9/2/2026	Facebook post	https://www.facebook.com/photo/?fbid=1369077491920550&set=a.636355948526045
9/2/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DUiZnsLjQT5/
16/2/2026	Facebook post	https://www.facebook.com/photo/?fbid=1375742741254025&set=a.636355948526045
16/2/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DU08QWkjSh-/
25/2/2026	Facebook post	https://www.facebook.com/photo/?fbid=1383258100502489&set=a.636355948526045
25/2/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DVLSalQDeT1/
2/3/2026	Youtube post	https://www.youtube.com/watch?v=QB-qoPODeqc
2/3/2026	Facebook post	https://www.facebook.com/photo/?fbid=1387676240060675&set=a.636355948526045
2/3/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DVYLRMXDfzH/
9/3/2026	Facebook post	https://www.facebook.com/photo/?fbid=1393429622818670&set=a.636355948526045
9/3/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DVqt91ZDepT/
11/3/2026	Facebook post	https://www.facebook.com/reel/1453830529564063
11/3/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DVv3oABDUVh/
15/3/2026	Facebook post	https://www.facebook.com/reel/981519394551176
16/3/2026	Facebook post	https://www.facebook.com/photo/?fbid=1399079075587058&set=a.636355948526045
16/3/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DV81hYxDRLB/
18/3/2026	Facebook post	https://www.facebook.com/reel/1490132686075829
18/3/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DWBsVz8DR3j/
22/3/2026	Facebook post	https://www.facebook.com/photo/?fbid=1404435108384788&set=a.636355955192711
23/3/2026	Facebook post	https://www.facebook.com/photo/?fbid=1405131908315108&set=a.636355948526045
23/3/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DWOXI2HDTzR/



26/3/2026	Facebook post	https://www.facebook.com/reel/1223264729890154
26/3/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DWWF-L8Da5Y/
28/3/2026	Facebook post	https://www.facebook.com/photo/?fbid=1409783947849904&set=a.636355955192711
30/3/2026	Youtube post	https://www.youtube.com/watch?v=3at3aov5DdI
30/3/2026	Youtube post	https://www.youtube.com/watch?v=slxvdendBxM
30/3/2026	Facebook post	https://www.facebook.com/photo/?fbid=1411252914369674&set=a.636355948526045
30/3/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DWgPL1NjU3I/
2/4/2026	Facebook post	https://www.facebook.com/reel/935065669256368
2/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DWn6vgUjQnW/
4/4/2026	Facebook post	https://www.facebook.com/reel/1285640590019076
4/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DWtCUI7jaKf/
5/4/2026	Facebook post	https://fb.watch/HKM1tIPgQB/
6/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1417414310420201&set=a.636355948526045
6/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DWzFI37DRp0/
7/4/2026	Facebook post	https://www.facebook.com/reel/1503446511410531
7/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DW09imYDTht/
7/4/2026	Facebook post	https://www.facebook.com/reel/1481451230365304
7/4/2026	Instagram post	https://www.instagram.com/tv100.skg/reel/DW1iTh2jKCz/
8/4/2026	Youtube post	https://www.youtube.com/watch?v=rYd6C6aO4aA
8/4/2026	Facebook post	https://fb.watch/HKM7PVmvkT/
8/4/2026	Facebook post	https://www.facebook.com/story.php?story_fbid=1257001216619528&id=100069289836558&mibextid=wwXlfr&rdid=uPjt2ByEMtvQ0slb#
9/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1419674193527546&set=a.636355955192711
11/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1421019816726317&set=a.636355955192711
12/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1421865486641750&set=a.636355955192711
13/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1422678929893739&set=a.636355955192711



13/4/2026	Facebook post	https://www.facebook.com/100064451988862/posts/1384020283756358/?mibextid=wwXlfr&rdid=aGyAgKY4kEOWtWtV#
13/4/2026	Facebook post	https://www.facebook.com/story.php?story_fbid=981296937581846&id=100071046470948&mibextid=wwXlfr&rdid=8A2xVKrXqlChnLSL#
14/4/2026	Facebook post	https://www.facebook.com/aballforallyouthorاما/posts/pfbid02YaFj1PwVWx7HA6maskSNGvuqvLjiYCx8jtbaGJ3P9cxisPJs8g78E2BJTULnVxoMI
14/4/2026	Facebook post	https://www.facebook.com/100044147300582/posts/1541049294043299/?mibextid=wwXlfr&rdid=oymksy9usube6rA6#
15/4/2026	Facebook post	https://www.facebook.com/aballforallyouthorاما/posts/pfbid02zatB53rC1dPsd3bqsWJNo7M2mP3Sx1XFVJ3sjQwmSCHRsc8zw6LtSDdJoGkgEoFFI
15/4/2026	Facebook post	https://www.facebook.com/aballforallyouthorاما/posts/pfbid02b4xXDvxsc9fGjmRtGsBLwFkWdfu6fiPDeaJY8murR9L13hti6aqmid6XNyQezDI
16/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1425357072959258&set=a.636355948526045
16/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DXMASnKDdhc/
17/4/2026	Facebook post	https://www.facebook.com/reel/1318490173456951
17/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DXO6jdGDd1k/
20/4/2026	Facebook post	https://www.facebook.com/reel/35224153477199104
20/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DXWUaYuiYI3/
21/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1429946072500358&set=a.636355948526045
21/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DXZvFs-jURT/
22/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1430547855773513&set=a.636355948526045
22/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DXbpIHfDeDg/
24/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1432277235600575&set=pcb.1432277292267236
24/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DXg2plpjbWI/
26/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1434000222094943&set=a.636355955192711
27/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1434997641995201&set=a.636355948526045
27/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DXol1rjfW4/
27/4/2026	Facebook post	https://www.facebook.com/100063541303422/posts/%CE%BC%CE%AF%CE%B1-%CE%BC%CF%80%CE%AC%CE%BB%CE%B1-%CE%B3%CE%B9%CE%B1-



		%CF%8C%CE%BB%CE%BF%CF%85%CF%82-%CE%B7-%CE%B8%CE%B5%CF%83%CF%83%CE%B1%CE%BB%CE%BF%CE%BD%CE%AF%CE%BA%CE%B7-%CF%85%CF%80%CE%BF%CE%B4%CE%AD%CF%87%CE%B5%CF%84%CE%B1%CE%B9-%CF%84%CE%B7-%CE%BC%CE%B5%CE%B3%CE%B1%CE%BB%CF%8D%CF%84%CE%B5%CF%81%CE%B7-%CF%83%CF%85%CE%BC%CF%80%CE%B5%CF%81%CE%B9%CE%BB%CE%B7%CF%80%CF%84%CE%B9%CE%BA%CE%AE-%CE%B3%CE%B9%CE%BF%CF%81%CF%84%CE%AE/1543606091100753/
27/4/2026	Facebook post	https://www.facebook.com/100063664283701/posts/1554605796671548/?mibextid=wwXlfr&rdid=o9ljiMbWfYvM2IDv#
28/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1435662525262046&set=a.636355955192711
28/4/2026	Facebook post	https://www.facebook.com/photo/?fbid=1435773301917635&set=a.636355948526045
28/4/2026	Instagram post	https://www.instagram.com/aballforall.eu/p/DXqxBpLidAg/
28/4/2026	Facebook post	https://www.facebook.com/pilea.hortiatitis/photos/%F0%9D%9F%91%F0%9D%9F%8E-%F0%9D%9B%98%CF%8E%F0%9D%9B%92%F0%9D%9B%86%CF%82-%F0%9D%9B%91%F0%9D%9B%92%F0%9D%9B%90%F0%9D%9B%94%F0%9D%9B%84%F0%9D%9B%86%F0%9D%9B%8A%CF%8E%F0%9D%9B%8E%F0%9D%9B%90%F0%9D%9B%8E%F0%9D%9B%95%F0%9D%9B%82%F0%9D%9B%8A-%F0%9D%9B%94%F0%9D%9B%95%F0%9D%9B%90-%F0%9D%9A%B7%F0%9D%9B%82%F0%9D%9B%8E%CF%8C%F0%9D%9B%92%F0%9D%9B%82%F0%9D%9B%8D%F0%9D%9B%82-%CE%B7-%CE%B5%CF%85%CF%81%CF%89%CF%80%CE%B1%CF%8A%CE%BA%CE%AE-%CE%B5%CF%80%CE%B9%CF%84%CF%81%CE%BF%CF%80%CE%AE-%CE%B5%CE%BD%CE%AD%CE%BA%CF%81%CE%B9%CE%BD%CE%B5-%CF%84%CE%B7-%CE%BC%CE%B5%CE%B3%CE%B1%CE%BB%CF%8D%CF%84%CE%B5%CF%81%CE%B7/1272739768379006/
28/4/2026	Facebook post	https://www.facebook.com/story.php?story_fbid=1248575697358645&id=100066186805418&mibextid=wwXlfr&rdid=MjriUOk58gC0a5oc#
29/4/2026	Facebook post	https://www.facebook.com/story.php?story_fbid=1266812588956286&id=100068826716062&mibextid=wwXlfr&rdid=X2k678MsSW4pUQUO#
30/4/2026	Instagram post	https://www.instagram.com/kidssavelives/reel/DXwbEmQtkaY/
30/4/2026	Instagram post	https://www.instagram.com/ignatios_kaitezidis/p/DXwqZUGDAol/

3/5/2026	Facebook post	https://www.facebook.com/reel/993571809909938
4/5/2026	Facebook post	https://fb.watch/HKOsv_l5tB/
4/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DX6F9c9TXNW/
5/5/2026	Youtube post	https://www.youtube.com/watch?v=U9Fd2kmfu1M
5/5/2026	Facebook post	https://www.facebook.com/aballforall.youthorama/posts/pfbid0mim5DeQ6pqCij1MrmU4n8jtxXZ28mu1eEaL8wbGPy2C4PcvZMHsSac2z5amAPWPI
5/5/2026	Facebook post	https://www.facebook.com/aballforall.youthorama/posts/pfbid07WtS7WpvcnuU8iv1SfkCa2gc4d9LjwTWX2SBYAwfrXEeN6XKDRb6rZwzKppK3oBEI
5/5/2026	Facebook post	https://www.facebook.com/61572214360785/posts/122166775568740478/?mibextid=wwXlfr&rdid=tOdukn2dni5n0ut3#
6/5/2026	Facebook post	https://www.facebook.com/reel/2189010721938006
6/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DX_3LVytpb/
7/5/2026	Youtube post	https://www.youtube.com/watch?v=i79nl7aC9uk
7/5/2026	Youtube post	https://www.youtube.com/watch?v=zncbWubxjwM
7/5/2026	Youtube post	https://www.youtube.com/watch?v=y3SASYwz-RQ
7/5/2026	Youtube post	https://www.youtube.com/watch?v=uHiw3KNq7Ks
7/5/2026	Youtube post	https://www.youtube.com/watch?v=3Ohr9ix0H2I
7/5/2026	Youtube post	https://www.youtube.com/watch?v=DbMhgtQHmxg
7/5/2026	Facebook post	https://www.facebook.com/photo/?fbid=1443826347778997&set=a.636355955192711
8/5/2026	Facebook post	https://www.facebook.com/reel/27316662651284439
8/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYFMZIYteX3/
9/5/2026	Facebook post	https://www.facebook.com/reel/990476343370748
9/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYHm9QeNu0w/
11/5/2026	Facebook post	https://www.facebook.com/reel/1330533399227095
11/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYMBkOUTZ8J/
12/5/2026	Facebook post	https://www.facebook.com/reel/1687370312392608
12/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYO7003tn0/



13/5/2026	Facebook post	https://www.facebook.com/reel/1006064708424917
13/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYRlegKtEZw/
14/5/2026	Facebook post	https://www.facebook.com/reel/903693689356739
14/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYUGjgoNkNc/
15/5/2026	Facebook post	https://www.facebook.com/reel/858007533339493
15/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYW3ngrNkkT/
15/5/2026	Facebook post	https://www.facebook.com/story.php?story_fbid=1406148394651269&id=100057683642444&mibextid=wwXlfr&rdid=PvB830di4ql08jkr#
15/5/2026	Instagram post	https://www.instagram.com/p/DYW0sWRFhzK/?igsh=MTZjb21zb3ZhcTV4dA%3D%3D&img_index=5
16/5/2026	Facebook post	https://www.facebook.com/reel/1644164506807833
16/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYZzmmIN8XE/
18/5/2026	Facebook post	https://www.facebook.com/reel/4397237107271349
18/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYfKkB0tQy1/
18/5/2026	Facebook post	https://www.facebook.com/story.php?story_fbid=1412816337546061&id=100064531246680&mibextid=wwXlfr&rdid=OHe6tT07qanR1hDB#
18/5/2026	Instagram post	https://www.instagram.com/p/DYe8DdqCQqA/?igsh=MW MzaHVndnJxYTRmbw%3D%3D
19/5/2026	Facebook post	https://www.facebook.com/reel/998706666015940
19/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYhX_NMtqd8/
20/5/2026	Youtube post	https://www.youtube.com/watch?v=MtxRMp-CTkg
20/5/2026	Instagram post	https://www.instagram.com/infinitybooth.gr/reel/DYkpU35x05J/
20/5/2026	Facebook post	https://fb.watch/HKO-3NLxcU/
21/5/2026	Facebook post	https://fb.watch/HKP2yu004C/
22/5/2026	Youtube post	https://www.youtube.com/watch?v=fPkUJVKAEdM
22/5/2026	Facebook post	https://www.facebook.com/reel/1436699261593545
22/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DY0 w-yNv7F/
23/5/2026	Facebook post	https://www.facebook.com/reel/976176168385218
24/5/2026	Facebook post	https://www.facebook.com/reel/4125396294418058



24/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYtqMp-tTcl/
26/5/2026	Youtube post	https://www.youtube.com/watch?v=vdNaKfBG-bg
26/5/2026	Facebook post	https://www.facebook.com/reel/1294009936273680
26/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DYzZp16tq3i/
27/5/2026	Youtube post	https://www.youtube.com/watch?v=08jtJ6MtA6Q
28/5/2026	Facebook post	https://www.facebook.com/reel/1315308959966852
28/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DY4n6KSNsio/
29/5/2026	Facebook post	https://www.facebook.com/reel/1955855585064800
29/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DY7C4bRtWva/
30/5/2026	Youtube post	https://www.youtube.com/watch?v=r0qyBzquBmQ
31/5/2026	Facebook post	https://www.facebook.com/reel/1028008942983837
31/5/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DZAIsXNHZS/
1/6/2026	Facebook post	https://www.facebook.com/reel/1308844494107564
1/6/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DZCmaSstCmb/
3/6/2026	Facebook post	https://fb.watch/HKPn54LgkU/
3/6/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DZHmAliNv39/
4/6/2026	Youtube post	https://www.youtube.com/watch?v=Wbr465Ck0ow
4/6/2026	Youtube post	https://www.youtube.com/watch?v=gTDxIJ1TvGY
4/6/2026	Facebook post	https://fb.watch/HKPnNnpzd8/
4/6/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DZLHJHoNy d8/
5/6/2026	Facebook post	https://www.facebook.com/reel/1005136649124746
5/6/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DZNDUVGtbAn/
6/6/2026	Facebook post	https://fb.watch/HKPqIsiYFJ/
6/6/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DZPVkl-N3ji/
10/6/2026	Facebook post	https://www.facebook.com/reel/1801013780890645
10/6/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DZZsk GtvbH/



12/6/2026	Facebook post	https://www.facebook.com/reel/1024797050107552
12/6/2026	Instagram post	https://www.instagram.com/aballforall.eu/reel/DZfbP7qtZy4/
21/6/2026	Youtube post	https://www.youtube.com/watch?v=IhXXR7r3XV0

“Article Table”

Date	Description	Link
8/4/2026	Article post	https://www.makedonikanea.gr/ellada/o-dimos-pylaias-hortiati-filoxenei-ti-megalyteri-eyropaiki-drasi-gia-tyfla-paidia-ball-all
8/4/2026	Article post	https://pilea-hortiatis.gr/to-panorama-pagkosmio-kentro-syberilipsis-o-dimos-pylaias-chortiati-filoxenei-ti-megalyteri-evropaiki-drasi-gia-tyfla-paidia-a-ball-for-all/
8/4/2026	Article post	https://www.emakedonia.gr/thessaloniki-a-ball-for-all-i-mpala-poy-enonei-1-000-paidia-apo-30-chores-sto-panorama
8/4/2026	Article post	https://origin.emakedonia.gr/thessaloniki-a-ball-for-all-i-mpala-poy-enonei-1-000-paidia-apo-30-chores-sto-panorama
8/4/2026	Article post	https://www.thestival.gr/eidiseis/draseis-polis/pagkosmio-kentro-symperilipsis-to-pan/
9/4/2026	Article post	https://www.olakala.gr/2026/04/a-ball-for-all-panorama-pylaia-chortiatis-2026.html
13/4/2026	Article post	https://grtimes.gr/ellada/mia-bala-gia-olous-i-ellada-ebneei-tin-evropi/
13/4/2026	Article post	https://cityportal.gr/mia-mpala-gia-olous-i-elliniki-idea-poy-vraveytike-stin-ee-kai-fernei-30-chores-sti-thessaloniki/
14/4/2026	Article post	https://www.iatronet.gr/article/139497/mia-mpala-gia-olous-hilia-paidia-se-eyropaikh-drash-symperilhpshts-sth-thessalonikh
14/4/2026	Article post	https://www.ertsports.gr/podosfairo/ellada/i-ellada-empneei-tin-eyropi/amp/?fbclid=IwDGRjcARLSONleHRuA2FlbQlxMQBzcnRjBmFwcF9pZAo2NjI4NTY4Mzc5AAEeNn91YS9lp0uu_Agi75GjluZYOQyLwf3CiOrxKSQb2j8D3aDoYKWsk8kArVg_aem_WxlTU9098hj-OkuZsaIBRwfbclid%3DIwZXh0bgNhZW0CMTEAc3J0YwZhchBfaWQKNjYyODU2ODM3OQABHjZ_dWEvZadLrvwllu-Ro5bmWdKMi8H9wojq8SkkG9o_A92g6GClrCvJAK1Y
14/4/2026	Article post	https://www.alter-info.gr/epikairotita/mia-mpala-gia-olous-i-elliniki-protovoylia-poy-empneei-tin-eyropi-meso-erasmus/456997
14/4/2026	Article post	https://cozyvibe.gr/i-ellada-empneei-tin-evropi-me-to-mia-mpala-gia-olous/
23/4/2026	Article post	https://www.uom.gr/19703-symmetoxh-toy-panepisthmioy-makedonias-sth-drash-mia-mpala-gia-olous-a-ball-for-all
26/4/2026	Article post	https://www.instyle.gr/lifestyle/mia-mbala-gia-olous-



		thessaloniki-symperilipsi-2026/
27/4/2026	Article post	https://pilea-hortiatis.gr/thestival-to-panorama-ypodechetai-ekprosopous-30-choron-gia-na-ekpaideftoun-stin-kabania-mia-bala-gia-olous/
27/4/2026	Article post	https://pilea-hortiatis.gr/en/typosthes-sto-panorama-ekprosopoi-30-choron-gia-tin-kabania-mia-bala-gia-olous/
27/4/2026	Article post	https://www.typosthes.gr/thessaloniki/427121_thessaloniki-sto-panorama-ekprosopoi-30-horon-gia-tin-kampania-mia-mpala-gia
27/4/2026	Article post	https://www.inewsgr.com/459/thessaloniki-sto-panorama-ekprosopoi-30-choron-gia-tin-kabania-mia-bala-gia-olous.htm
27/4/2026	Article post	https://www.thestival.gr/eidiseis/koinonia/thessaloniki-to-panorama-ypodechetai-e/?fbclid=IwZnRzaARdKwVleHRuA2FlbQlxMQBzcnRjBmFwcF9pZAo2Njl4NTY4Mzc5AAEeWB1TVhTZU0pT8MWOW-u8lu0MPJ94JSjiirOllMhqBK4WDG73uXqxYPd9ygU_aem_lo5TFwn6wYDjQoCAVn-uCQ
28/4/2026	Article post	https://www.ertnews.gr/ert3/thessaloniki-30-xores-prosgeionontai-sto-panorama/
28/4/2026	Article post	https://pilea-hortiatis.gr/30-chores-prosgeionontai-sto-panorama/
29/4/2026	Article post	https://www.makedonikanea.gr/ellada/mia-mpala-gia-olous-ekprosopoi-30-horon-tha-ekpaideytoyn-stin-mpala-me-koydoynaki-gia-paidia
29/4/2026	Article post	https://www.amna.gr/macedonia/article/989218/Mia-mpala-gia-olous-Ekprosopoi-30-choron-tha-ekpaideutoun-stin-mpala-me-to-koudounaki-gia-paidia-me-optiki-anapiria
30/4/2026	Article post	https://www.ertnews.gr/video/ekprosopoi-30-xoron-sto-panorama-gia-ti-drasi-mia-mpala-gia-olous/
30/4/2026	Article post	https://blogs.sch.gr/1dipanor/2026/04/30/mia-mpala-gia-olous-a-ball-for-all/
30/4/2026	Article post	https://egnatianews.gr/%CE%B5%CE%BA%CF%80%CF%81%CF%8C%CF%83%CF%89%CF%80%CE%BF%CE%B9-30-%CF%87%CF%89%CF%81%CF%8E%CE%BD-%CF%83%CF%84%CE%BF-%CF%80%CE%B1%CE%BD%CF%8C%CF%81%CE%B1%CE%BC%CE%B1-%CE%B3%CE%B9%CE%B1-%CF%84%CE%B7/
5/5/2026	Article post	https://www.ertnews.gr/ert3/thessaloniki/a-ball-for-all-draseis-gia-tin-isotimi-symmetoxi-sto-paixnidi-sto-panorama/
5/5/2026	Article post	https://www.makedonikanea.gr/ellada/ball-all-1000-paidia-me-kai-horis-optiki-anapiria-apo-30-hores-tis-eyropis-sto-panorama-gia
5/5/2026	Article post	https://www.thestival.gr/eidiseis/draseis-polis/a-ball-for-all-1-000-paidia-me-kai-choris-optiki-anapir/
5/5/2026	Article post	https://www.politismika.gr/a-ball-for-all-1-000-paidia-me-kai-choris-optiki-anapiria-apo-30-chores-tis-eyropis-sto-panorama/
5/5/2026	Article post	https://atticanews.gr/a-ball-for-all-1-000-%CF%80%CE%B1%CE%B9%CE%B4%CE%B9%CE%AC-%CE%BC%CE%B5-%CE%BA%CE%B1%CE%B9-%CF%87%CF%89%CF%81%CE%AF%CF%82-

		%CE%BF%CF%80%CF%84%CE%B9%CE%BA%CE%AE-%CE%B1%CE%BD/
5/5/2026	Article post	https://www.thitanews.gr/mia-bala-gia-olous-1-000-paidia-me-kai-choris-optiki-anapiria-apo-30-chores-tis-evropis-sto-panorama/
5/5/2026	Article post	https://grtimes.gr/thessaloniki/panorama-1-000-paidia-apo-30-chores-skoraroun-mazi-sto-a-ball-for-all-gia-enan-kosmo-choris-ebodia/
5/5/2026	Article post	https://www.voria.gr/article/minyma-symperilipsis-apo-panorama-1000-paidia-epaixan-gia-mia-mpala-gia-olous
5/5/2026	Article post	https://www.typosthes.gr/thessaloniki/427913_thessaloniki-mia-mpala-gia-olous-sto-panorama-1000-paidia-apo-30-hores
5/5/2026	Article post	https://otavoice.gr/aytodioikitika-nea/2026/05/ig-kaitezidis-egine-praxi-mia-megali-giorti-syberilipsis-sto-panorama/?fbclid=PAAdGRleARrEgxlHRuA2FlbQlxMQBzcnRjBmFwcF9pZA8xMjQwMjQ1NzQyODc0MTQAAae9IDNoJ8fV-bARFH2i0iOSctkotFfwihcPzQ8ATlUH1f9CjO3osk_OcevTg_aem_GigZQ2ljvhvVWgok44M25Q
10/5/2026	Article post	https://www.thes.gr/%CE%B1%CF%84%CE%B1%CE%BE%CE%B9%CE%BD%CF%8C%CE%BC%CE%B7%CF%84%CE%B1/speak-for-all-2026-ebnefstikes-omilies-paidion-kai-neon/
10/5/2026	Article post	https://www.typosthes.gr/mia-mpala-gia-olous
12/5/2026	Article post	https://cityportal.gr/speak-for-all-2026-paidia-kai-neoi-apedeixan-pos-i-symperilipsi-allazei-ton-kosmo/

Dissemination Strategy

The Dissemination Plan ensures that each dissemination initiative is thoroughly evaluated to ensure the implementation of effective strategies and measures aimed at achieving its intended goals. The objective of each action varies, with the methods adapted accordingly. However, the primary purpose of these initiatives, in line with the project's objectives, typically focuses on raising awareness about the project, promoting project initiatives, and engaging, informing, and educating the broader community.

This approach aims to maximize the reach and impact of the dissemination efforts. For this reason, promotional interviews were conducted, as well as interviews during and after the "A ball for all" European wide Event.

The following videos present the interviews with Elias Mastoras, the legal representative of the applicant of the project and Loukia Kasamaki, a totally blind girl 13 years old and a role model, who is the ambassador of the "A ball for all" European wide Event, as a promotional action, on nationwide television channels.

Related links are as follows:

-  <https://www.youtube.com/watch?v=FMMfP7A5UJ4>
-  <https://www.youtube.com/watch?v=QB-qoPODeqc>
-  <https://www.youtube.com/watch?v=rYd6C6aO4aA>
-  <https://www.youtube.com/watch?v=3OHr9ix0H2I>





The following videos present interviews conducted, during the EwE, by the national television channel with the Mayor of the Municipality where the applicant organization is based, a football legend who was present, the organization's young ambassador and Visual Impaired children, who participated in the EwE.

Related links are as follows:

-  <https://www.youtube.com/watch?v=i79nl7aC9uk>
-  <https://www.youtube.com/watch?v=zncbWubxjwM>
-  <https://www.youtube.com/watch?v=y3SASYwz-RQ>
-  <https://www.youtube.com/watch?v=uHiw3KNq7Ks>



Co-funded by
the European Union



The following videos present a post interview with Elias Mastoras, the legal representative of the applicant of the project as a dissemination action for the EwE, on a television channel.

Related links are as follows:

 <https://www.youtube.com/watch?v=U9Fd2kmfu1M>

 <https://www.youtube.com/watch?v=DbMhgtQHmxg>



Sustainability Roadmap

Design:

Design in accordance with Sustainability Principles:

Designing the project in line with sustainability principles.

Selecting environmentally friendly and economically viable materials. Selection of

Recyclable Materials:

Choosing recyclable and eco-friendly materials. Optimizing material usage to minimize waste production.

Planning:

Integration of Sustainability Goals: Planning the project with sustainability goals in mind.

Considering environmental, economic, and social factors during the planning process.

Assessment of Risks and Opportunities: Identifying and managing environmental, economic, and social risks and opportunities.

Announcements and Calls:

Communication Strategy in line with Sustainability Principles:

Preparing announcements and calls in accordance with sustainability principles.

Considering the environmental and societal impacts of the project's communication strategy.

Encouraging Interactions among Participants:

Encouraging interaction among participants through announcements and calls. Providing various participation opportunities.

Project Activity Implementation:

Implementation of Sustainability Protocols:

Executing project activities in line with sustainability protocols.

Planning and implementing activities meticulously to minimize environmental and societal impacts.

Empowerment of Community Participation:

Planning and implementing project activities to encourage community participation.

Being responsive to the needs and expectations of the community.

Supporting empathy and announcing post-project activities.

Continuity and Perpetuity:

Planning strategies for continuous and perpetual operation of the campaign post-project.

Organizing incentivizing programs to ensure long-term commitment from participants.



M&E Data

The M&E Manager's methodology was categorized in 5 groups: initiating, planning, executing, monitoring and closing. The project management included:

- ✓ Identifying the project requirements, establishing and maintaining active
- ✓ Effective and collaborative communication between people involved
- ✓ Managing the people involved in order to meet its requirements and achieve its deliverables
- ✓ Balancing the project constraints.

EVALUATION QUESTIONNAIRE FORM NPE EWE "A ball for all: the event" 2026

0: worst to 10: best

A) Evaluate the aim and the objective of the NPE EWE "A ball for all: the event": *

0 1 2 3 4 5 6 7 8 9 10

B) Did the event succeed in the personal development of the participants with VI? * 0-10

C) Did the program develop the empathy to children without VI? * 0-10

D1) The level of participation of participant with VI before the implementation of the event?
* 0-10

D2) The level of participation of participant with VI after the implementation of the event?
* 0-10

E1) The level of socialization of participant with VI before the implementation of the event?
* 0-10

E2) The level of socialization of participant with VI after the implementation of the event?
* 0-10

F) Comments for improvement of the "A ball for all: the event".

G) What did you like more in the NPE EWE putting Sport for all values first?



Safeguarding Child and Youth Protection Policy

Ensuring Child Protection

This section provides practical guidance to inclusive sport practitioners—coaches, educators, volunteers, and referees—on how to ensure the safety and well-being of children with disabilities, particularly those with visual impairments. It emphasises the importance of creating safe, respectful, and supportive sport environments where all children can participate confidently and without fear. It covers key child protection principles, common risks faced by children with disabilities, and strategies to prevent abuse and neglect. It also highlights the critical roles that all sport practitioners play in recognising signs of harm, responding appropriately, and fostering trust through clear policies and effective communication. By prioritising child protection, inclusive sport activities can promote positive experiences that empower children and safeguard their rights.

Child Protection in Sport



What is Child Protection and why is it important?

Practitioners Moodle

A Ball for All



What is Child Protection?

Child protection means keeping children safe from abuse, neglect, and harm. Children with disabilities, especially those with visual impairments, may face extra risks because they might rely on others for help or have difficulty communicating. Creating safe sports activities is essential to ensure all children can enjoy, learn, and grow without fear.



Practitioners Moodle

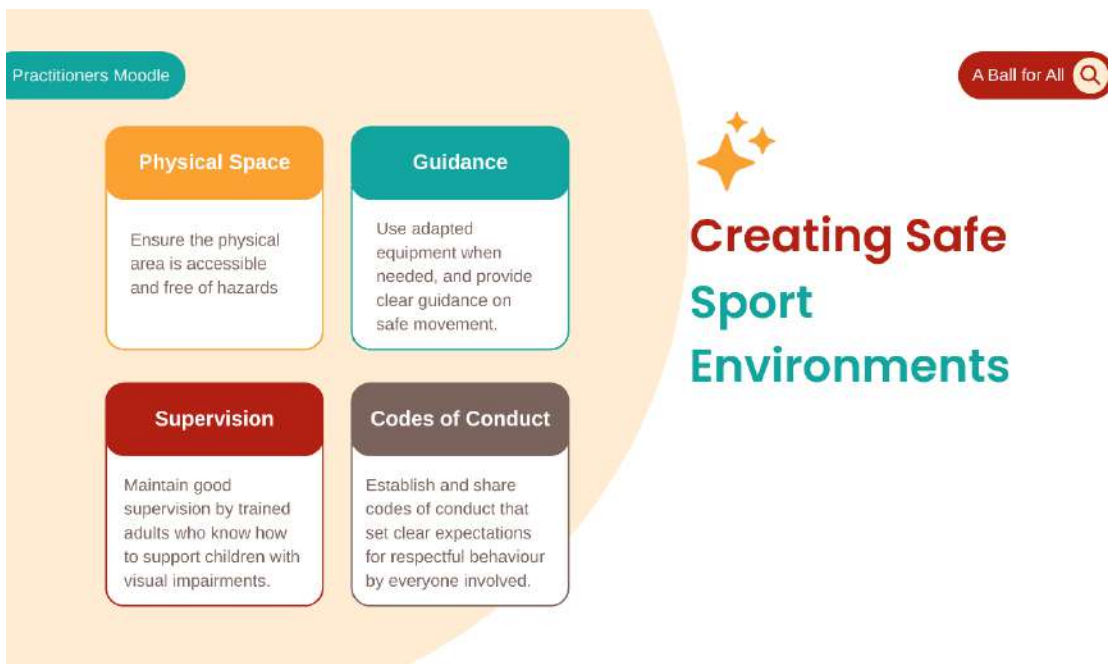
A Ball for All



Common Risks and Challenges for Children with Visual Impairment

Unsafe Spaces Children with visual impairments may accidentally get hurt if spaces are unsafe or poorly supervised	Vulnerability They might experience bullying, social exclusion, or emotional harm more than others.
Communication barriers Communication barriers can make it hard for them to report problems or ask for help.	Misunderstandings Misunderstandings about their abilities can lead to overprotection or neglect.

Children with visual impairments may face **additional risks** in sport environments due to their **reliance on adults**, coaches, guides, volunteers, or peers for information, orientation, and support. This increased dependence can sometimes make it more **difficult to identify inappropriate behaviour** or to report concerns. Children with visual impairments may also experience **social isolation, exclusion, bullying, discrimination, or overprotection**, which can negatively affect their participation and well-being. Practitioners should be aware of these potential vulnerabilities and **take proactive steps** to ensure that all children can participate safely, confidently, and with dignity.



A safe sport environment is one where every child feels respected, valued, and protected from harm. One of the most effective ways to promote safety is by establishing and communicating **clear codes of conduct** that define acceptable and unacceptable behaviour for coaches, volunteers, parents, participants, and other stakeholders. These codes should **promote respect, inclusion, appropriate communication, and professional boundaries**, while clearly outlining **procedures for addressing concerns**. Regular discussions about expectations and behaviour can help create a culture of trust, accountability, and mutual respect.



Practitioners play an important role in recognising signs that a child may be experiencing abuse, neglect, bullying, or other forms of harm. Possible indicators may include **sudden changes in behaviour, withdrawal from activities, unexplained injuries, anxiety, fear of specific individuals, loss of confidence, or changes in attendance and participation**. It is

important to remember that these signs do not necessarily indicate abuse, but they may suggest that a child **needs additional support or attention**. Practitioners should remain observant, listen carefully to children, and take concerns seriously.

Practitioners Moodle

A Ball for All

Reporting and Responding to Concerns

- Listen carefully and calmly if a child shares a worry or experience.
- Believe the child and reassure them they are not in trouble.
- Follow your organisation's procedures to report concerns promptly to a designated child protection officer or authority.
- Keep all information confidential and avoid sharing details with others unnecessarily.



All concerns related to child protection should be **addressed promptly, sensitively, and according to established safeguarding procedures**. Practitioners should know how to **document observations, who to contact** within their organisation, and **what steps to follow** when a concern arises. It is not the responsibility of coaches or educators to investigate allegations; rather, their role is to **recognise concerns, report them through appropriate channels, and ensure that the child's immediate safety and well-being are prioritised**. Timely and appropriate responses are essential for protecting children and maintaining trust.

Practitioners Moodle

A Ball for All

Roles and Responsibilities of Practitioners

- Coaches, volunteers, referees, and educators should all understand their duty to keep children safe.
- They must be trained to recognise risks and respond appropriately.
- Practitioners should model respectful behaviour and encourage inclusion, creating a trustworthy environment.



Co-funded by
the European Union

Everyone involved in sport activities has a responsibility to contribute to a safe and inclusive environment. Coaches, educators, volunteers, accompanying persons, and sport administrators should **understand safeguarding principles, model respectful behaviour, maintain professional boundaries, and promote the well-being of all participants**. Practitioners should actively foster inclusion, challenge inappropriate behaviour, and ensure that children know who they can speak to if they feel uncomfortable or unsafe. Ongoing training and reflection can help practitioners strengthen their safeguarding practices.



Effective child protection requires **clear policies, practical procedures, and accessible resources**. Sport organisations should have safeguarding policies that outline **codes of conduct, reporting mechanisms, confidentiality requirements, and procedures for responding to concerns**. These policies should be **regularly reviewed** and communicated to staff, volunteers, participants, and families. In addition, organisations should ensure that practitioners have access to relevant **training, guidance materials, and support services** to help them fulfil their safeguarding responsibilities and create safe environments for all children.

Establishing Clear Child Protection Policies

Clear child protection policies should define **how organisations prevent harm, handle concerns, and promote children's safety**. As a summary, inclusive sport practitioners should look for or develop policies that include:

- **Guidelines on expected behaviour**: Codes of conduct for coaches, volunteers, participants, and families specifying respectful and safe interactions.

- **Procedures for reporting concerns:** Step-by-step guidance on how to report suspected abuse or neglect promptly and confidentially.
- **Recruitment and training practices:** Standards for screening staff and volunteers, such as background checks and child protection training.
- **Confidentiality and data protection:** How information about children and incidents is handled respectfully and securely.



Tools and Resources for Inclusive Sport Organisations

To support child protection and inclusion, you could use the following tools and resources:

1. Erasmus+ Impact Tool

Designed to plan and measure social impact, including safeguarding outcomes. Helps organisations set goals and track progress related to child protection.

2. The Child Protection in Sport Unit (CPSU) Toolkit

Offers downloadable policy templates, training modules, reporting forms, and advice specifically for sports organisations to develop safeguarding practices.

3. Safe Sport International Guidelines

Provides a framework for implementing child protection, including adaptations for disability sports.

4. Parental and Participant Feedback Forms

Simple surveys or questionnaires, designed to be accessible (e.g., large print, Braille, or audio-assisted), to gather feedback on a child's experience and safety perceptions.

5. The InclusionMeter

A very helpful list of things to consider when planning an event by SALTO-Youth.

6. Training and Awareness Programs

Online courses or workshops focusing on child protection in inclusive settings, such as:

- Keeping Children Safe (www.keepingchildrensafe.global) — global child safeguarding standards and certification.
- Safeguarding Disabled Children training (various platforms offer tailored courses).

7. Reporting and Incident Management Platforms

Digital tools or hotlines that allow anonymous or confidential reporting of child protection concerns can help practitioners act quickly. Search the one that you can report to.





Protecting children with disabilities in sport is an **ongoing responsibility**. By understanding risks, creating safe spaces, listening carefully, and following clear procedures, practitioners help ensure that every child can take part in sport confidently and safely.

Try to keep in mind:

- Explain safeguarding procedures in accessible ways.
- Inform children know who trusted adults are.
- Avoid one-to-one situations whenever possible.
- Ask before providing physical assistance.
- Promote independence while maintaining safety.
- Take all concerns seriously and report them appropriately.

**True inclusion
begins with safety—
when children feel
protected, they are
free to participate,
learn, and thrive.**



Safeguarding Why

This section aims at explaining the importance, principles, and rationale behind safeguarding and emphasising its role in promoting the overall well-being and rights of children with disabilities in sport.

Safeguarding Children in Sport



Sport should be a positive and enjoyable experience where every child feels safe, included, respected, and supported.

Creating a safe sport environment starts with **clear expectations**. Children, parents, coaches, volunteers, and other participants should understand what respectful behaviour looks like and what is not acceptable. Everyone should know **who they can speak to if they feel uncomfortable, worried, or unsafe**. Open communication and consistent behaviour help build confidence and trust within the group.

Safeguarding also means **listening to children and taking their views seriously**. Not only when facing risks, children should be encouraged to **express their opinions, make choices about their participation, and ask for support when needed**. Practitioners should create opportunities for children to share their experiences and should respond respectfully to their concerns and questions.

In inclusive sport, it is important to **balance support with independence**. While children with visual impairments may sometimes need assistance, practitioners should avoid making assumptions about what they can or cannot do. **Asking before helping, explaining actions clearly, and encouraging active participation** can support both safety and personal development.

A positive safeguarding culture is built through **everyday actions**: treating children with respect, using appropriate language, maintaining professional boundaries, promoting inclusion, and modelling positive behaviour. When children feel valued, heard, and



protected, they are more likely to **participate confidently, develop meaningful relationships, and enjoy the many benefits that sport can offer.**

Safeguarding is everyone's responsibility. By working together, practitioners, families, organisations, volunteers, and children themselves can help create sport environments where every child feels safe to learn, grow, belong, and thrive.



PHYSICAL CONTACT AND ASSISTANCE

Physical contact may sometimes be **necessary** when providing guidance, demonstrating techniques, or ensuring safety. However, practitioners should **always explain what they are doing, ask for permission whenever possible, and ensure that contact is appropriate and respectful**. Children with visual impairments may require physical guidance in some situations, but support should be provided in a way that promotes dignity, comfort, and independence rather than creating unnecessary dependence.



CREATING A SPEAK-UP CULTURE

Children are more likely to report concerns when they know that their voices are valued and taken seriously. Practitioners should **encourage open communication** and create opportunities for children to share feedback, ask questions, and discuss their experiences. **Children should know who they can talk to** if they feel worried, uncomfortable, or unsafe. A positive speak-up culture helps identify concerns early and contributes to a safer environment for everyone.



A cartoon illustration of a young boy with orange hair, wearing a light blue t-shirt, holding a black and white soccer ball. He is smiling and winking. The background is teal with blue and yellow wavy lines.

Consent

Privacy

ONLINE SAFETY AND PHOTOGRAPHY IN SPORT

Digital communication, social media, and photography can support participation and promote inclusive sport, but they should always be used responsibly. Organisations should have **clear guidelines regarding online communication, the sharing of personal information, and the use of photographs or videos involving children.** Appropriate consent should be obtained, privacy respected, and children's safety prioritised at all times when using digital platforms or media.

A pink square icon with a white star and a dashed border.A red wavy arrow pointing towards the text.A cartoon illustration of a young girl with black hair in a bun, wearing glasses and a red shirt, holding a blue book. She is smiling. The background is pink with yellow and blue wavy lines.

RESPONDING TO CONCERNS

If a child discloses a concern or a practitioner observes something that raises concern, it is important to respond **calmly, respectfully, and appropriately.** Practitioners should listen carefully, avoid making promises they cannot keep, and follow the organisation's safeguarding procedures. **Concerns should be documented and reported through the appropriate channels without delay.** Prompt and appropriate action helps protect children and ensures that concerns are addressed effectively.

I trust you

A blue star icon with a dashed border.



Safeguarding How Playlist

Take a look at the NSPCC Child Protection in Sport Unit (CPSU) playlist for those working and volunteering in sport and physical activity, as well as parents of children who take part in sport. The idea behind the videos is to support the sport and physical activity sector and to create a caring culture where children and young people are safe and thrive in sport. In this playlist you will find videos offering information, advice and guidance which we hope will help you on your journey to safeguard and support in your role.

Here is the whole playlist with 35 very interesting videos:

<https://youtube.com/playlist?list=PLqA6Q-vvA4sOrOoHJomEvDjm53KhaLL1f&si=ECM1d6kO0EU8yccq>

Case Study with Interactive Video

An example of safeguarding from A Ball for All events is available on the online educational Moodle Platform, which was created for the "A ball for all" European wide Event.

The content can be found here:

<https://aballforall.moodlecloud.com/mod/h5pactivity/view.php?id=346>



Co-funded by
the European Union

GRiiiS' Safeguarding Child Protection Policy

"Global Research institute inclusion innovation Sport" Policy Statement Key Principles:

- ***The welfare of the child or vulnerable youngsters is paramount***
- ***All participants regardless of age, gender, ability or disability, race, faith, size, language or sexual identity, have the right to protection from harm***
- ***All allegations and suspicions of harm will be taken seriously and responded to swiftly, fairly and appropriately***
- ***Everyone will work in partnership to promote the welfare, health and development of children and vulnerable adults***
- ***The interests of those who work or volunteer with children and vulnerable youngsters will be protected***

Safeguarding Children & Youngsters at Risk Policy

1. GRiiiS acknowledges its responsibility to safeguard the welfare of all children and vulnerable youngsters involved in GRiiiS from harm.
2. GRiiiS confirms that it adheres to the Hellenic Ministry of Education and Sports Safeguarding Policy and the procedures, practices and guidelines and endorses and adopts the Policy Statement contained in that document.
3. A child is anyone under the age of 18 engaged in any GRiiiS activity and a youngster 13-30 years old.
4. The Key Principles of the GRiiiS Safeguarding Children & Vulnerable youngsters Policy are that:
 - The welfare of the child or vulnerable youngsters (as appropriate) is, and must always be, paramount to any other considerations.
 - All participants regardless of age, gender, ability or disability, race, faith, culture, size, shape, language or sexual identity have the right to protection from abuse or harm.
 - All allegations or suspicions of abuse, neglect, harm and poor practice will be taken seriously and responded to swiftly, fairly and appropriately.
 - Working in partnership with other organisations, statutory agencies, parents, carers, children and young people is essential for the welfare of children and young people.
 - Children have a right to expect support, and personal and social development delivered by an appropriately recruited, vetted and



managed individual in relation to their participation in GRiiiS, whether they are playing, volunteering or officiating in the community or professional areas of the sport.

5. GRiiiS recognises that all children have the right to participate in sport in a safe, positive and enjoyable environment whilst at the same time being protected from abuse, neglect, harm and poor practice. GRiiiS recognises that this is the responsibility of everyone involved, in whatever capacity, at the club.
6. GRiiiS will implement and comply with the Hellenic Ministry of Education and Sports Code of Conduct and the Codes of Conduct for Coaches, Spectators and Officials as appropriate. GRiiiS will ensure its spectators, parents, members and officials are all aware of and have accepted the club Photographic Policy as set out in the club welcome pack and on the website.
7. GRiiiS will endeavour to comply with the Guidance for Websites as set out on the RFU website.
8. The GRiiiS Safeguarding Officer is Ms Varvara Doumanidou. If she witnesses or are aware of an incident where the welfare of a child or vulnerable youngster has been put at risk, she must in the first instance inform the GRiiiS Board. They will then inform the Constituent Body and the GRiiiS Safeguarding Executive. If an incident involves the GRiiiS Safeguarding Officer, the legal representative should inform the Chairperson of the GRiiiS Executive Committee.
9. GRiiiS will ensure that all its members, whether they are coaches, parents, players or officials will comply with the Best Practice Guidance as issued by the GRiiiS. In summary, the following are **NOT** acceptable and will be treated seriously by the club and may result in disciplinary action being taken by the GRiiiS:
 - Working alone with a child, children, vulnerable adult, or adults
 - Consuming alcohol or smoking whilst responsible for children or vulnerable youngsters other than as a parent or legal guardian or with acting as, and on behalf of, a parent or legal guardian
 - Providing alcohol to children or allowing its supply
 - Humiliating children or vulnerable youngsters
 - Inappropriate or unnecessary physical contact with a child or vulnerable adult
 - Participating in, or allowing, contact or physical games with children or vulnerable youngsters



- Having an intimate or sexual relationship with any child or vulnerable youngster developed as a result of being in a 'position of trust'
 - Making sexually explicit comments or sharing sexually explicit material
10. GRiiiS manages the changing facilities and arranges for them to be supervised by two adults. These club representatives will be of the appropriate gender for the players using the facilities. GRiiiS ensures that all its coaches, parents, officials and spectators are aware that adults must not change at the same time, using the same facilities as children or vulnerable youngsters.
11. GRiiiS will ensure that its coaches [and team managers] will receive the support and training considered appropriate to their position and role.
12. Any events held on GRiiiS premises must comply with this Policy and if appropriate a Safeguarding Plan should be discussed and circulated to those affected.
13. As the club is situated on a public site strict adherence must be paid to the appropriate sections of the Municipality Pilea - Hortiat's Health and Safety policy.

This is adopted in accordance with the club constitution.



GDPR

Project GDPR Compliance Statement

Under the auspices of GRiiiS, we prioritize the safeguarding of privacy and personal data of all individuals involved in our project endeavors. In line with this commitment, we strictly adhere to the regulations set forth in the General Data Protection Regulation (GDPR), ensuring the lawful and transparent handling of personal data.

Data Collection and Processing:

We collect and process personal data solely for specific and legitimate purposes associated with the activities conducted by GRiiiS. Personal data is obtained directly from individuals or with their explicit consent, and only relevant information essential for project-related objectives is gathered.

Lawful Basis for Processing:

Our processing of personal data is conducted lawfully, fairly, and transparently, adhering to GDPR guidelines. This includes obtaining individual consent, fulfilling contractual obligations, complying with legal requirements, protecting vital interests, performing tasks in the public interest, or pursuing legitimate interests recognized by the data controller or a third party.

Data Minimization and Accuracy:

We implement measures to ensure that the personal data processed by GRiiiS is accurate, sufficient, relevant, and limited to what is necessary for its intended purposes. Additionally, we promptly rectify or erase any inaccurate or outdated data.

Data Security:

GRiiiS employs appropriate technical and organizational measures to safeguard the security of personal data, preventing unauthorized or unlawful processing, accidental loss, destruction, or damage.

Data Subject Rights:

We respect the rights of data subjects as outlined in the GDPR, including the rights of access, rectification, erasure, restriction of processing, data portability, and objection to processing. Data subjects may exercise their rights by contacting the designated data controller of GRiiiS.

Data Sharing and Transfers:

Personal data collected by GRiiiS as part of our project activities is not shared with third parties without appropriate safeguards and legal grounds. International transfers of personal data are conducted in compliance with GDPR requirements.



Data Retention:

We retain personal data only for as long as necessary to fulfil the purposes for which it was collected or as required by law. Once personal data is no longer needed, it is securely deleted or anonymized to prevent identification.

Accountability and Governance:

GRiiiS assumes responsibility for GDPR compliance and has appointed a data protection officer to oversee data protection efforts. We regularly review and update our data protection policies and procedures to ensure ongoing compliance.

By upholding these principles and practices, GRiiiS demonstrates its unwavering commitment to safeguarding the privacy and rights of individuals in accordance with GDPR regulations.

Print Outs for Sighted/in Braille System and with Tactile Drawings and Gadgets for the VI

Brochures and printouts are prepared using the Braille system and supported with tactile drawings to meet the needs of visually impaired individuals. This approach aims to enhance the accessibility of information and promote participation in social activities for visually impaired individuals. Brochures and printouts prepared in Braille facilitate access to information for those with visual impairments, fostering a sense of independence. Additionally, tactile drawings enable visually impaired individuals to explore and comprehend the content physically, thus allowing them to participate more effectively in educational and informational processes. This approach represents a significant step towards fostering greater independence and participation for disabled individuals in their daily lives. This method does not only provide visually impaired citizens with information about the project, but also encourages their active participation and enables them to voice their opinions more effectively, by increasing social awareness and acceptance. This initiative contributes to improving the quality of life for disabled individuals. This application represents a significant step towards making life easier for disabled individuals and providing them with a more equal life.

In the project some tools and equipment are provided to meet the needs of visually impaired individuals, aiming to facilitate their greater participation in society. Within the scope of this project, a range of tools and equipment are supplied to ensure the safety and comfort of visually impaired participants. The Youth Book has been printed and is accessible in a sighted edition, in Braille edition with tactile drawing for blind children, as well as in an Open Education Resource format accessible to all. It is also available in an interactive audio edition.

The current version of the Practitioners' Manual deliverable has been printed and is accessible in a sighted edition, in Braille edition with tactile drawing for blind persons.





Co-funded by
the European Union

Gallery



Co-funded by
the European Union



Co-funding/ Fundraising/ Crowd-funding “Adopt a ball”

The project budget has been allocated to cover all the expenses from the associated partners, the activities and the implementation of the project etc. Additional resources have been sought from various local sources to ensure the project's execution. Requests have been made to obtain supplementary funding from other local entities to support the implementation of the project.

One potential source of support is the municipality. Local municipalities can play a crucial role in providing various forms of support, ranging from logistical assistance to promotional efforts. Their involvement would not only enhance the visibility of the project but also foster community involvement and support. Thanks to the excellent relations we have, the "A ball for all" European wide event was held at the Olympic Sport Center and at the event hall of the municipality Pylaia - Chortiatis, in which our headquarters are as well.

We have also established partnerships and financial arrangements with other entities that believe in our vision, and we are moving forward together.

By diversifying funding sources and seeking support from a range of local stakeholders, the project can effectively address its resource needs and ensure the successful execution of it. This collaborative approach not only strengthens partnerships but also fosters a sense of ownership and commitment among all involved parties towards the project's objectives.



Visual Identity: Project Logo

A distinctive logo was created to establish a strong and recognizable visual identity for the "A ball for all" European wide event.

- The logo incorporates the project title in a creative and dynamic arrangement, reflecting movement, participation, and engagement through sport.
- The circular placement of the slogan “μία μπάλα για όλους” (“a ball for all”) symbolizes unity, inclusion, and equal opportunities for all participants.
- The visual composition conveys the project's core values of accessibility, diversity, cooperation, and social integration.
- The blue colour represents trust, collaboration, and the European dimension of the project, while the red elements communicate energy, enthusiasm, and active participation.
- Black typography provides contrast, readability, and a professional appearance across different communication channels.
- The curved graphic elements evoke the trajectory and movement of a ball, reinforcing the project's sports-related focus.
- The logo was designed to be clear, memorable, and easily adaptable to both digital and printed materials and to ensure consistency and accessibility across all project outputs.
- The visual identity was applied to the project website, training materials, dissemination products, event signage, and social media content.
- Visual assets were produced to support communication activities and strengthen the project's public visibility.
- The logo serves as a unifying visual symbol.
- Its inclusive and dynamic design reflects the project's mission of promoting inclusive participation in sport and physical activity for everyone.
- The visual identity contributes to the professional presentation of the project and enhances recognition among stakeholders and target groups.

Overall, the logo supports the dissemination strategy by providing a consistent, attractive, and meaningful visual representation of the project and its objectives.



Update Mapping Schools where VI are Together with Sighted Children 5-18

1	Elementary School Dokimio Aetolia-Acarnania
2	20 th Elementary School Agrinio
3	Junior High School Paravola Agrinio
4	3 rd Kindergarten Messolonghi
5	7 th Elementary School Agrinio
6	Special Junior High and High School Messolonghi
7	Elementary School Katouna Xiromero Aetolia-Acarnania
8	Special Junior High and High School Arta
9	3 rd High School Arta
10	6 th Elementary School Kamatero
11	1 st Elementary School Haidari
12	1 st Junior High School Voula
13	7 th General High School Kallithea
14	1 st Junior High School Lavrio
15	Special Elementary School for the Blind and Deaf Kallithea
16	Special Kindergarten for the Blinds Kallithea
17	Special Education School Kallithea
18	4 th Elementary School Glyfada
19	35 th Elementary School Piraeus
20	15 th Kindergarten Kallithea
21	13 th Kindergarten Argyroupoli
22	6 th Elementary School Kallithea
23	11 th Elementary School Kallithea
24	Special Kindergarten for the Deaf and Hard of Hearing Argyroupoli
25	63 rd Junior High School Athens
26	2 nd High School Halandri
27	2 nd Technical High School Ilion
28	Private Junior High School Aikaterini Karachaliou
29	4 th Junior High School Ilion
30	5 th High School Peristeri
31	7 th High School Ilion
32	3 rd Elementary School Dionysos
33	1 st Kindergarten Spata
34	7 th Elementary School Gerakas
35	Special Kindergarten Oropos

36	4 th Elementary School Glyfada
37	1 st Junior High School Heraklion Attica
38	Kindergarten of the "OPEN DOOR" Association for the Protection of People with Cerebral Palsy
39	9 th Elementary School Acharnes
40	Special Junior High and High School Patra
41	Special Kindergarten for the Blind Patra
42	Special Education School for the Blind Aigio
43	1 st Junior High School Orchomenos
44	Elementary School Kiriaki Boeotia
45	5 th Elementary School Livadeia
46	Special Kindergarten Livadeia
47	9 th Elementary School Livadeia
48	1 st Elementary School Drama
49	2 nd High School Drama
50	2 nd Elementary School Agios Athanasios Drama
51	2 nd Junior High School Leros
52	Junior High School, High School Classes Empona Rhodes
53	Special Education School Rhodes
54	Elementary School Apalos Alexandroupoli
55	1 st Junior High School Orestiada
56	1 st Elementary School Kastella
57	23 rd Elementary School Chalkida
58	High School Vasilikos Euboea
59	Special Education School Kamaria
60	1 st Elementary School Riza
61	Music Junior High and High School Veroia
62	2 nd Elementary School Veroia
63	3 rd High School Heraklion Crete
64	1 st Special Kindergarten Heraklion
65	2 nd Special Kindergarten Heraklion
66	1 st Special Elementary School Heraklion
67	4 th Junior High School Kalamaria
68	3 rd Elementary School Eukarpia
69	12 th High School Thessaloniki
70	1 st Junior High School Menemeni



71	3 rd Special Education Elementary School Evosmos Thessaloniki
72	76 th Kindergarten Thessaloniki
73	9 th Kindergarten Kalamaria
74	7 th Kindergarten Sykies Thessaloniki
75	24 th High School Thessaloniki
76	5 th Junior High School Stavroupoli
77	2 nd High School Thermaikos
78	2 nd Elementary School Panorama
79	17 th Elementary School Kalamaria
80	Special Education School Agios Athanasios
81	2 nd Kindergarten Lagkadas
82	Elementary School Lagkadikia
83	2 nd Elementary School Lagkadas
84	13 th Special Elementary School Thessaloniki
85	16 th Elementary School Evosmos
86	Special Education School Kordelio
87	13 th Elementary School Evosmos
88	3 rd Junior High School Lagkadas
89	Elementary School Vathylakos Thessaloniki
90	2 nd High School Oreokastro Thessaloniki
91	2 nd Junior High School Echedoros
92	2 nd Special Elementary School ELEPAP
93	28 th Elementary School Thessaloniki
94	11 th Elementary School Thessaloniki
95	High School Mantoulidis Thessaloniki
96	Intercultural Elementary School Neoi Epivates – Archigenio
97	1 st Kindergarten Metsovo
98	Kindergarten Kranoula Ioannina
99	Special Education School Ioannina
100	Special Elementary School Eleousa Ioannina
101	Junior High School Bizani Ioannina
102	6 th Kindergarten of Anatoli Ioannina
103	Special Elementary School for Children with Physical Disabilities Ioannina
104	1 st Elementary School of Anatoli Ioannina
105	Elementary School Rodotopi Zitsa

106	3 rd Kindergarten Ioannina
107	1 st Special Elementary School Ioannina
108	Special Education School Kavala
109	Elementary School Ofrynio Kavala
110	Special Education School Sofades
111	1 st Elementary School Argos Orestiko
112	Special Junior High and High School Argostoli
113	Technical High School Axioupoli
114	6 th Elementary School Kilkis
115	8 th Elementary School Ptolemaida
116	Special Junior High and High School Ptolemaida
117	2 nd High School Ptolemaida
118	Special Junior High and High School Kozani
119	Special Kindergarten Kozani
120	Special Elementary School Kozani
121	Special Education School Ptolemaida
122	Elementary School Perdikka Ptolemaida
123	12 th Elementary School Ptolemaida
124	9 th Elementary School Ptolemaida
125	1 st Kindergarten Agioi Theodoroi
126	4 th Junior High School Corinth
127	2 nd Kindergarten Loutraki
128	5 th Elementary School Corinth
129	Special Elementary School Corinth
130	3 rd Kindergarten Xylokastro Corinth
131	Evening Technical High School Thira
132	Elementary School Kimolos
133	Special Junior High and High School Naxos
134	3 rd Elementary School Tinos
135	3 rd Junior High School Larissa
136	Kindergarten Sfaka
137	Kindergarten Agios Georgios
138	5 th Kindergarten Agios Nikolaos
139	Special Elementary School Ierapetra
140	1 st Junior High School Agios Nikolaos Lasithi

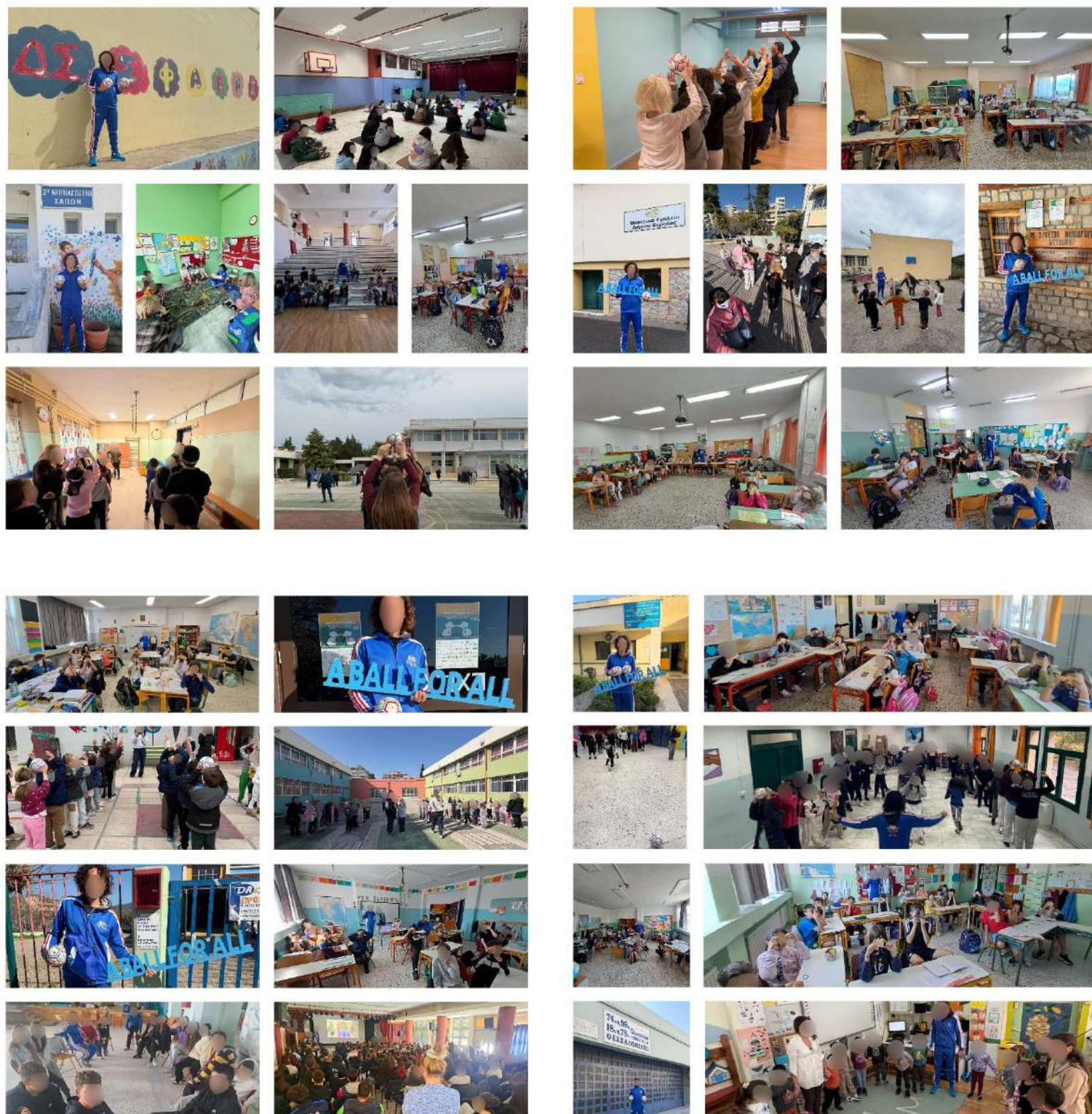


141	15 th Elementary School Mytilene
142	10 th Elementary School Mytilene
143	3 rd Elementary School Mytilene
144	Kindergarten Mistegna Lesbos
145	13 th Kindergarten Mytilene
146	10 th Elementary School Volos
147	Junior High School Velestino
148	Special Education School Almyros
149	1 st Technical High School Almyros
150	Junior High School "Georgios Karamanis" Agria
151	3 rd Technical High School Volos
152	7 th Junior High School Volos
153	6 th Elementary School Nea Ionia Volos
154	4 th Junior High School Volos
155	Special Elementary School and Kindergarten Agria
156	1 st High School Kalamata
157	Special Elementary School for the Blind and Visually Impaired Xanthi
158	12 th Elementary School Xanthi
159	Kindergarten Neos Zygos Xanthi
160	2 nd Junior High School Xanthi
161	Kindergarten Mykis Xanthi
162	Special Junior High and High School Xanthi
163	Special Junior High and High School Skydra
164	5 th Elementary School "Penelope Delta" Giannitsa
165	Elementary School Agios Loukas Pella

166	6 th Kindergarten Katerini
167	1 st Special Elementary School Rethymno
168	2 nd Junior High School Rethymno
169	2 nd Kindergarten Sapes
170	2 nd High School Komotini
171	Special Elementary School Komotini
172	Elementary School for Special Education and Training Samos
173	Junior High School Neo Souli Serres
174	Omonia K.D.A.P. Serres
175	Elementary School Psychiko Serres
176	2 nd Elementary School Spercheiada
177	1 st Elementary School Itea
178	High School Nea Triglia Chalkidiki
179	Elementary School Nikiti Chalkidiki
180	1 st Elementary School Nea Triglia Chalkidiki
181	Elementary School Nea Plagia Chalkidiki
182	Junior High School Nea Triglia
183	Kindergarten Agios Nikolaos Chalkidiki
184	Special Education School Kissamos
185	High School Eleftherios Venizelos Chania
186	1 st Junior High School Eleftherios Venizelos Chania
187	14 th Elementary School Chania
188	2 nd Elementary School and Kindergarten Mournies Chania
189	1 st Kindergarten Vrontados Chios



We have delivered the inclusive educational interventions in 80 schools prior to the "A ball for all" European wide event.





This is the map of the mainland and island Greece with the 13 administrative regions that attend pupils with visual impairment.



Related links are as follows:

-  <https://www.facebook.com/reel/1453830529564063>
-  <https://www.instagram.com/aballforall.eu/reel/DVv3oABDUVh/>

This is the map of the mainland and island Greece with the 39 prefectures that attend pupils with visual impairment.



Related links are as follows:

- <https://www.facebook.com/reel/1285640590019076>
- <https://www.instagram.com/aballforall.eu/reel/DWtCUi7jakF/>

Memorandum of Understanding (MoU) with Associated Partners

As part of the planning process for the project, it is essential to establish a clear understanding among all stakeholders regarding their roles and responsibilities. To achieve this, we collaboratively prepared a project agreement document that outlines the commitments and contributions of each party involved.

The project owner, who initiated and conceptualized the project, oversee the overall management and direction of the project. They are responsible for setting goals, allocating resources and ensuring that the project stays on track to achieve its objectives.

The associated project partners, including organizations and entities that have committed to supporting and implementing various aspects of the project, play integral roles in its execution. These partners may include institutions providing funding, technical expertise, or access to specific resources necessary for project success. Their responsibilities are outlined in the agreement document, detailing their specific contributions and areas of focus.

Furthermore, local strategic partners, such as government agencies, community organizations and other relevant stakeholders, are identified and engaged to provide additional support and resources. These partners play key roles in facilitating project implementation at the local level, ensuring alignment with community needs and priorities.

In the project agreement document, each stakeholder's roles, responsibilities and expectations are clearly defined to minimize ambiguity and promote effective collaboration. Additionally, mechanisms for communication, decision-making and conflict resolution are established to ensure smooth project operations.

By formalizing these agreements, we aim to foster a sense of accountability, transparency and mutual respect among all parties involved in the project. This collaborative approach enhances coordination and cooperation, ultimately leading to the successful implementation and impact of the project within the community.



Impact Toolkit

What is Impact

Impact of Inclusive Sport Activities goes beyond individual benefits and shows how inclusion creates positive change at multiple levels: the child, peers, families, organisations, and the wider community.



Consider the impact of your sports activities. Who is affected, and how can you leverage this impact even further?



What do we mean by "impact"?

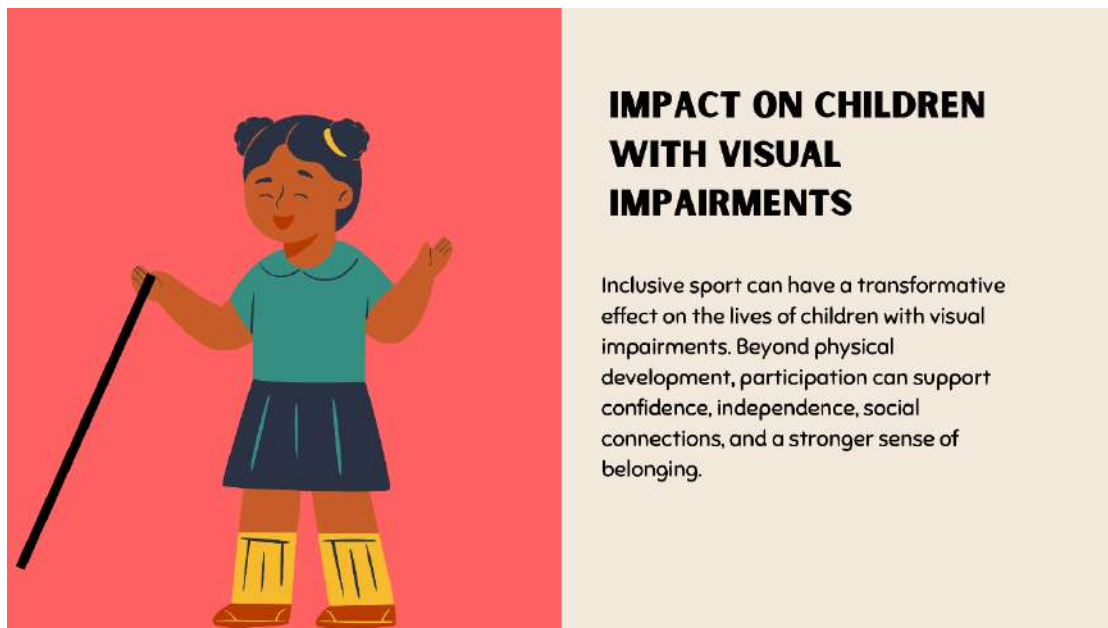
Impact refers to the positive changes that result from participation in inclusive sport activities. These changes may affect individuals, groups, organisations, and communities, helping to create more inclusive and equitable environments.

Short-term and long-term outcomes

Some benefits of inclusive sport can be observed immediately, such as increased participation, enjoyment, and confidence. Other outcomes develop over time, including improved social inclusion, independence, healthier lifestyles, and more positive attitudes towards disability.

Individual, group, and community impact

Inclusive sport creates change on multiple levels. It benefits individual participants, strengthens relationships within groups, and contributes to building more inclusive and connected communities.



Physical health and well-being

Regular participation in sport supports physical fitness, coordination, balance, mobility, and overall health. It also encourages active lifestyles and healthy habits.

Confidence and self-esteem

Successfully participating in sport can help children develop confidence in their abilities and build a positive self-image. Achieving personal goals and overcoming challenges contributes to increased self-esteem.

Independence and self-advocacy

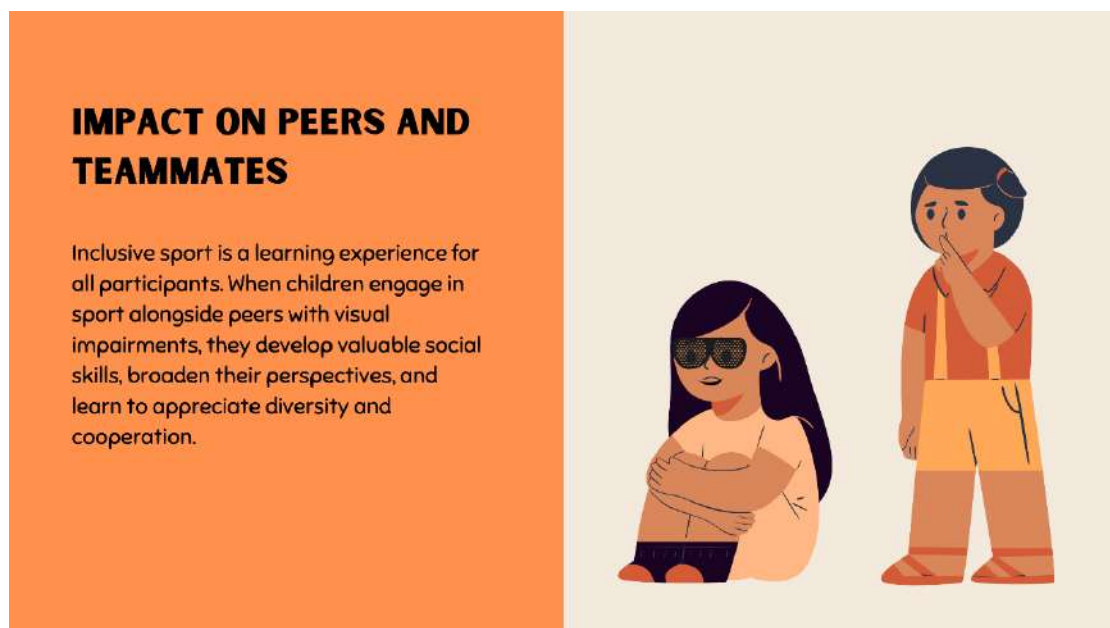
Sport provides opportunities for children to make decisions, solve problems, and develop independence. It also encourages them to express their needs, preferences, and opinions.

Social skills and friendships

Inclusive sport creates opportunities for children to interact with peers, communicate, cooperate, and develop meaningful friendships through shared experiences.

Sense of belonging and participation

Being part of a team or group helps children feel valued, included, and connected to others. This sense of belonging can positively influence many aspects of their lives.



Developing empathy and understanding

Participating alongside children with visual impairments helps peers gain a better understanding of different experiences and perspectives, fostering empathy and respect.

Learning cooperation and teamwork

Inclusive sport encourages participants to work together, support one another, and value each person's contribution to achieving common goals.

Challenging stereotypes and misconceptions

Direct interaction helps break down assumptions about disability and demonstrates that everyone can contribute, participate, and succeed in sport.

Building inclusive attitudes and behaviours

Through positive experiences, children learn to appreciate diversity and develop attitudes and behaviours that promote inclusion both inside and outside sport settings.



Professional growth and new competences

Inclusive sport provides opportunities for practitioners to develop new skills in communication, adaptation, facilitation, and inclusive practice.

Increased confidence in inclusive practice

Experience working with diverse participants helps coaches and educators feel more confident in planning and delivering inclusive activities.

Improved communication and adaptability

Practitioners often develop stronger communication skills and become more flexible in responding to individual needs and group dynamics.

Greater awareness of diversity and accessibility

Inclusive sport encourages professionals to reflect on barriers to participation and identify ways to make activities more accessible and welcoming.



IMPACT ON FAMILIES

The positive effects of inclusive sport often extend beyond the participants themselves and reach their families. Participation can create opportunities for connection, reassurance, and greater involvement in community life, while helping families recognise and celebrate their children's abilities.



Increased confidence in children's abilities

Seeing children participate successfully in sport can help families recognise their strengths, potential, and growing independence.

Opportunities for social connection

Inclusive sport activities often bring families together, creating opportunities to meet others, exchange experiences, and build supportive networks.

Stronger engagement with sport and community life

Participation can encourage families to become more involved in local clubs, community events, and recreational activities.

Reduced feelings of isolation

Connecting with other families and community members can help reduce feelings of loneliness and create a stronger sense of belonging.



IMPACT ON SPORTS CLUBS AND ORGANISATIONS

Inclusive sport can contribute to the development of stronger, more welcoming, and more sustainable organisations. By embracing inclusion, clubs and organisations can improve their practices, expand participation, and strengthen their role within the community.



Creating a culture of inclusion

Inclusive practices help organisations build environments where diversity is valued and all participants feel welcomed and respected.

Expanding participation and membership

By removing barriers, clubs can attract a wider range of participants and increase opportunities for community involvement.

Strengthening organisational reputation

Organisations that actively promote inclusion are often recognised as welcoming, responsible, and community-oriented.

Developing more accessible programmes and services

Inclusive sport encourages organisations to review and improve their facilities, activities, and procedures to better meet diverse needs.



IMPACT ON THE WIDER COMMUNITY

Inclusive sport has the power to influence attitudes, strengthen relationships, and promote social change within the wider community. By bringing people together and increasing the visibility of diversity, inclusive sport can contribute to more inclusive and connected societies.



Promoting positive attitudes towards disability

Inclusive sport increases visibility and understanding of disability, helping to challenge prejudice and encourage acceptance.

Increasing visibility of children with visual impairments

When children participate actively in community life, their abilities, achievements, and contributions become more visible to others.

Creating more inclusive public spaces

Inclusive initiatives can inspire communities to improve accessibility and create environments that are welcoming to everyone.

Strengthening social cohesion

Inclusive sport brings people together across different backgrounds and experiences, fostering mutual understanding, cooperation, and a stronger sense of community.



Practical Tips

Creating positive impact through inclusive sport does not always require large budgets, complex programmes, or specialised expertise. Often, small and intentional actions can make a significant difference in the experiences of children, families, and communities. By planning with inclusion in mind, building partnerships, listening to participants, and reflecting on outcomes, practitioners can increase the reach and sustainability of their activities.

The following ideas are designed to help coaches, educators, volunteers, and accompanying persons strengthen the impact of their inclusive sport initiatives. They offer simple and actionable tips that can be adapted to different settings, resources, and participant needs.



Family Sport Days

Family Sport Days provide opportunities for children, parents, siblings, and caregivers to participate in sport activities together. These events help families better understand inclusive practices, strengthen family relationships, and create positive shared experiences. Activities can include adapted games, family challenges, relay races, and demonstrations of inclusive sports.

Open Inclusive Sport Festivals

Inclusive sport festivals bring together people of all ages and abilities in a celebratory environment. Participants can try adapted sports, meet athletes with disabilities, and learn about inclusion through hands-on experiences. These festivals can serve as powerful awareness-raising tools while encouraging community participation.

School-Community Partnerships

Partnerships between schools, sports clubs, municipalities, and community organisations help create more opportunities for children to participate in inclusive sport. Joint events, shared facilities, and collaborative programmes can strengthen local support systems and increase accessibility.

Intergenerational Sport Activities

These activities bring together children, young people, adults, and older people through sport. Examples include family tournaments, walking challenges, adapted fitness sessions, or community games. Intergenerational activities promote social cohesion and create opportunities for mutual learning and understanding.

Volunteer Involvement Opportunities

Volunteers can play an important role in supporting inclusive sport activities. They may assist with organisation, guiding, event management, communication, or participant support. Volunteering also provides valuable learning experiences and helps increase awareness of inclusion within the community.

Collaboration with Disability Organisations

Disability organisations often possess valuable expertise, resources, and networks. Collaborating with these organisations can improve programme quality, support accessibility, provide specialist guidance, and strengthen outreach efforts.



Local Business Partnerships and Sponsorships

Businesses can support inclusive sport through financial contributions, equipment donations, venue sponsorship, or promotional support. These partnerships can increase resources while encouraging businesses to become active contributors to community inclusion.

RAISING AWARENESS THROUGH CAMPAIGNS AND EVENTS



Awareness-raising activities help challenge stereotypes, increase understanding of visual impairment, and encourage greater participation in inclusive sport. Effective campaigns combine education, personal experiences, and active engagement to create meaningful and lasting change.



TRY "SPORT BLINDFOLDED" AWARENESS ACTIVITIES

Participants complete simple sport activities while blindfolded to experience alternative ways of navigating and communicating. The activity should always be followed by guided reflection and discussion to avoid reinforcing misconceptions and to focus on accessibility, adaptation, and inclusion.



"ONE DAY WITHOUT SIGHT"



Community members, teachers, coaches, or local leaders are invited to complete selected daily activities or sport challenges while blindfolded. The event encourages participants to reflect on accessibility, communication, and the importance of inclusive environments.

INCLUSIVE SPORT WEEK CAMPAIGNS

A week-long series of activities dedicated to inclusion in sport. Schools, clubs, and community groups can organise workshops, adapted sport sessions, awareness campaigns, guest speakers, and inclusive competitions to promote participation and learning.



STORYTELLING AND PARTICIPANT TESTIMONIALS



Personal stories are powerful tools for raising awareness. Sharing the experiences of children, families, coaches, volunteers, and athletes can help humanise inclusion, challenge stereotypes, and inspire others to become involved.

"MY SPORT, MY STORY"



A campaign where participants share photos, short videos, interviews, or written stories about their experiences in inclusive sport. These stories can be shared online, displayed at events, or included in local media campaigns.



SOCIAL MEDIA AWARENESS CAMPAIGNS

Social media can be used to share educational content, participant stories, inclusion tips, event information, and success stories. Consistent messaging can help reach wider audiences and increase community engagement.



COMMUNITY CHALLENGES AND FUNDRAISING EVENTS

Community walks, inclusive tournaments, charity runs, sports marathons, or challenge events can raise both awareness and financial support for inclusive sport programmes.



CELEBRATING INTERNATIONAL DAY OF PERSONS WITH DISABILITIES



The International Day of Persons with Disabilities provides an excellent opportunity to organise inclusive sport events, awareness workshops, public discussions, exhibitions, or recognition ceremonies that highlight the importance of inclusion.

"MEET THE ATHLETES"

Invite athletes with visual impairments to share their experiences, demonstrate adapted sports, and answer questions from participants. Direct interaction can challenge stereotypes and provide inspiring role models.



"CHALLENGE YOUR ASSUMPTIONS"



Create a campaign that presents common myths about visual impairment and disability alongside real-life stories, facts, and experiences that challenge those misconceptions. This can be delivered through posters, social media, videos, or public exhibitions.

EXHIBITIONS, PHOTO CAMPAIGNS, AND SHORT VIDEOS

Visual storytelling can be a powerful awareness tool. Photographs, exhibitions, and short documentary-style videos can showcase inclusive sport in action and highlight the achievements and experiences of participants.



INCLUSIVE SPORTS FESTIVAL



An open community event where families, schools, sports clubs, disability organisations, and local stakeholders come together to participate in adapted sports, demonstrations, workshops, and inclusive games. The festival combines participation, celebration, and awareness-raising in a single event.



PLANNING FOR IMPACT

Creating inclusive sport activities is not only about organising events and delivering enjoyable experiences. To maximise their value, practitioners should consider from the very beginning what changes they hope to achieve and how these changes can be supported and measured. This approach is known as planning for impact.

Many projects and activities are designed by starting with the question: "What activities should we organise?" While activities are important, this approach can sometimes lead to unclear or limited results. Planning for impact reverses this process by first asking: "What change do we want to see?" and then identifying the activities that are most likely to contribute to that change.



Starting with the Desired Impact

When planning an inclusive sport activity, it can be helpful to consider the following questions:

- What changes do we want to see in children with visual impairments?
- How do we want peers, families, coaches, or community members to be affected?
- What attitudes, behaviours, skills, or knowledge should improve?
- What evidence would show that these changes have taken place?

For example, a goal may not simply be to organise an inclusive sports festival. The desired impact might be:

- increased confidence among children with visual impairments;



Co-funded by
the European Union

- improved understanding of inclusion among peers;
- stronger collaboration between local organisations;
- increased community awareness of accessible sport opportunities.

The sports festival then becomes a tool for achieving these outcomes rather than an objective in itself.

Using Impact Planning Tools

One useful resource for practitioners is the Erasmus+ Impact Tool, developed to support project planning by focusing on desired outcomes and impact from the outset. The tool encourages users to identify the changes they want to achieve, the target groups they wish to influence, and the indicators that can help measure success.

By working backwards from the desired impact, practitioners can make more informed decisions about activities, resources, partnerships, and evaluation methods. This often leads to more meaningful, effective, and sustainable results.

Thinking Beyond the Activity

Inclusive sport activities can create impact on multiple levels: for individual participants, peer groups, families, organisations, and the wider community. Planning for impact encourages practitioners to think beyond the immediate activity and consider how positive change can be sustained over time.

Before starting an activity, ask yourself:

"If this activity is successful, what will be different afterwards?"

The answer to this question can help guide planning, implementation, and evaluation, ensuring that inclusive sport becomes a powerful tool for creating lasting positive change.



MEASURING AND CELEBRATING IMPACT



Measuring impact helps organisations understand the effectiveness of their activities, identify areas for improvement, and demonstrate the value of inclusive sport. Celebrating achievements also helps maintain motivation, recognise contributions, and encourage continued engagement.



Collecting Participant Feedback

Feedback can be gathered through surveys, interviews, focus groups, reflection activities, or informal conversations. Participant perspectives provide valuable insights into experiences, outcomes, and future needs.

Success Stories and Case Studies

Documenting individual and organisational success stories helps illustrate the real-life impact of inclusive sport. Case studies can be used for learning, advocacy, reporting, and awareness-raising purposes.

Monitoring Participation and Engagement

Tracking participation rates, attendance, retention, volunteer involvement, and community engagement can help organisations assess progress and identify trends over time.

Sharing Achievements with the Community

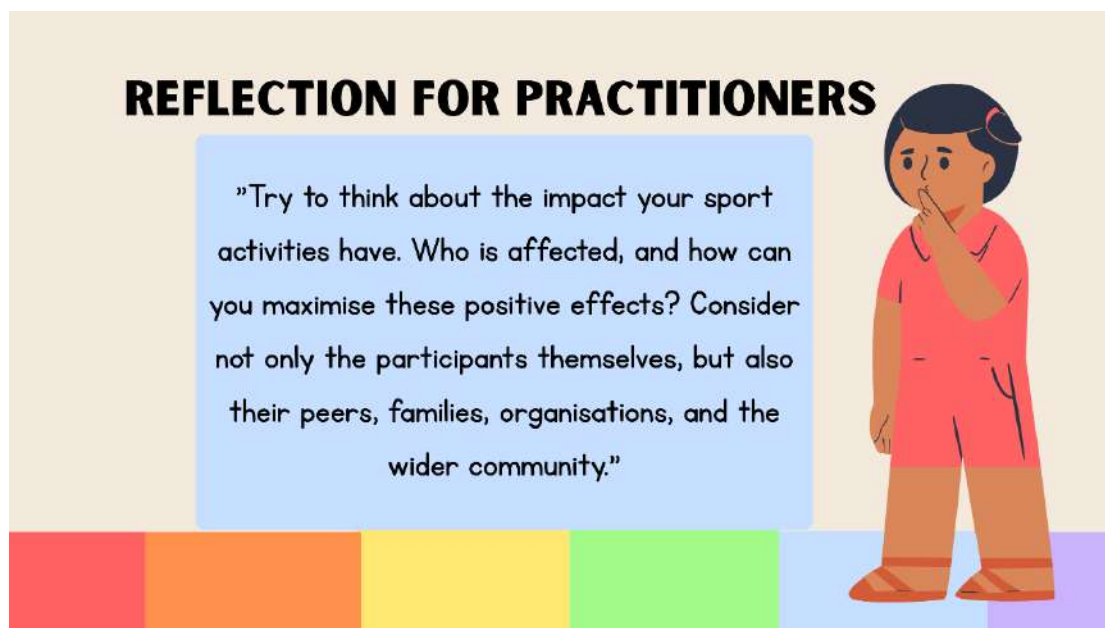
Sharing results through newsletters, websites, social media, community events, or local media helps increase visibility, strengthen community support, and celebrate collective achievements.

Recognising Volunteers and Supporters

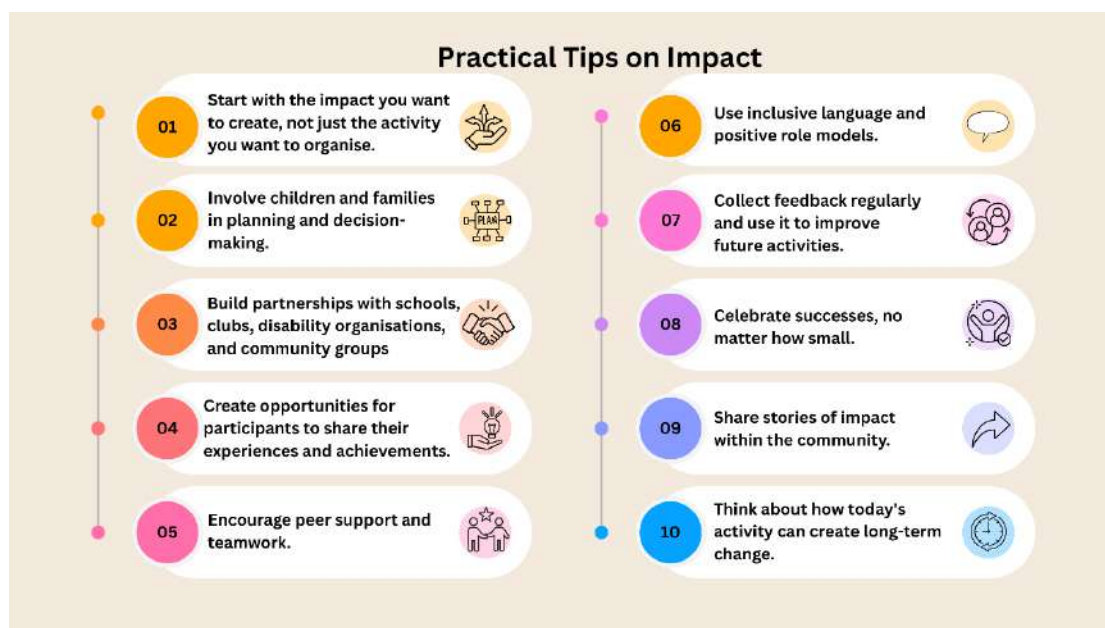
Acknowledging the contributions of volunteers, families, partners, sponsors, and community members helps strengthen relationships and encourages ongoing involvement.



Recognition can take many forms, including certificates, appreciation events, awards, or public acknowledgements.



Here are some practical Tips for Practitioners regarding the Impact of the Activities. We hope that you find them helpful!



Quantitatively and Qualitative Key Performance Indicators (KPIs)

The quantities, Key Performance, indicators (KPIs) and their expected numbers are summarized below:

- ✓ 1 open European wide event run by 100 young volunteers
- ✓ 1.000+ pax from the consortium in the open unified event on M6
- ✓ 160 dissemination workshops at schools
- ✓ 13 deliverables, 10 outputs
- ✓ 3.200 pupils in the age group 5-18 (in 10 mixed classes) including 160 pupils with VI, reached
- ✓ 10 synergies created
- ✓ more than 160, the number of sport clubs/ NGOs working with Inclusion reached by the program
- ✓ 160 schools to deliver the educational program
- ✓ 160 filled questionnaires
- ✓ 10 mentors
- ✓ Academy of parents with VI and their classmates/ parents
- ✓ 1 scheduled mobility flow in Greece during M6 from 30 countries
- ✓ 100 participants in the hybrid multiplier event
- ✓ 1000 active members in each social media account & followers on YouTube project's channel
- ✓ 1 video with interviews/ testimonies from all leaders from each Associated partner
- ✓ 1 social message video for TV social responsibility
- ✓ 1000 T-shirts/ gadgets for the blind/ apparel/ folders/ poster/ leaflets with QR code to connect with the website /USB pen drives/ bags all with E+ logo/ hats with printed QR code and EU logo
- ✓ 10 non-paid articles published in the press within the period of the European wide event
- ✓ 10 non-paid sport events aired on TV with an expected of 10K people watching
- ✓ 10K visitors of the website from 100 countries willing to receive the dissemination kit
- ✓ distribution for free to 190+ countries from 5 continents 1.000 mini blind footballs that we will use at the European wide event/ schools/ sport clubs to children with VI in need with EU logo on them
- ✓ Registration process in Moodle for the participants in NPE EWE



Information Pack and Minutes of TPM of the "A ball for all" European wide Event

A Ball for All European wide Event

29.04 – 03.05.2026



Information pack

Panorama Thessaloniki, GR



Co-funded by
the European Union

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



Table of Contents

1. Contacts	3
2. Agenda	4
Wednesday April 29th	4
Thursday April 30th	4
Friday May 1st	5
Saturday May 2nd	5
Sunday May 3rd	6
3. Transport	7
From and to the airport	7
From and to meetings	7
4. Accommodation	7
5. Budget	8
6. What to bring	8
7. Health and Travel Insurance	8
8. Money currency & information	8

Co-funded by
the European Union



Co-funded by
the European Union

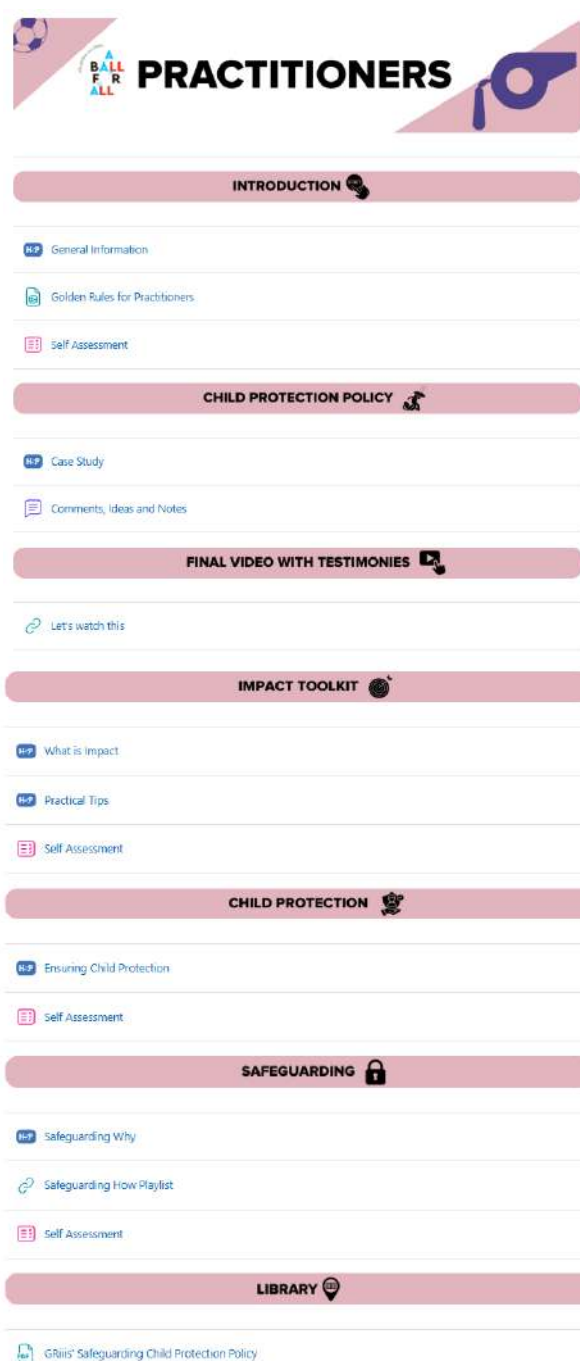
Practitioners' Manual on the Online Educational Moodle Platform

A part of the content of the practitioners' manual is also available on the online educational Moodle Platform, which was created for the "A ball for all" European wide Event.

Everyone can register on the platform by clicking on the link:
<https://aballforall.moodlecloud.com/login/index.php> ,

and the content can be found here:

<https://aballforall.moodlecloud.com/course/section.php?id=39>



Project Plan for Quality Assurance

As GRiiiS, we are dedicated to ensuring the success and security of the "A ball for all" European wide Event through comprehensive project management and organizational planning. This plan encompasses various strategies and protocols aimed at effectively managing project activities while prioritizing the safety and well-being of all involved.

First and foremost, the project management plan outlines clear roles and responsibilities for all team members involved in the "A ball for all" European wide Event. This includes project managers, coordinators, volunteers and other stakeholders, ensuring that each individual understands their tasks and contributions towards project success. By establishing clear lines of communication and accountability, we promote efficient collaboration and coordination throughout the project lifecycle.

Additionally, the organizational plan addresses logistical considerations to ensure smooth project operations. This includes securing appropriate venues for events, coordinating transportation for participants and managing resources effectively to support project activities. Moreover, contingency plans are developed to address any unforeseen challenges or emergencies that may arise during project implementation, ensuring flexibility and adaptability in our approach.

Furthermore, the safety and security of participants are paramount in all project planning and execution. Measures are implemented to safeguard the physical and emotional well-being of participants, including adherence to health and safety protocols, provision of first aid resources and access to support services as needed. Additionally, the project team undergoes training on diversity, inclusion and sensitivity to ensure a welcoming and supportive environment for all participants, regardless of their backgrounds or abilities.

In conclusion, the project management and organizational plan for the "A ball for all" European wide Event serve as a roadmap for success, guiding our efforts to achieve our goals while prioritizing the safety and security of all involved. Through careful planning, coordination, and implementation, we are committed to making the "A ball for all" European wide Event a resounding success and creating meaningful opportunities for disabled individuals in our community.



Budget Plan

An agreement has been reached with everyone involved through the process of obtaining proposals for the utilization of the project budget. This agreement outlines the terms and conditions for the effective utilization of funds in alignment with the project activity, time and process management schedule. In adherence to this agreement, billing procedures are implemented, ensuring that invoices clearly specify the project number, project name and details of the goods or services procured.

The utilization of the project budget is carried out according to the project's activity, time and process management calendar. This ensures that financial resources are allocated efficiently and effectively to support project activities and meet project milestones. The budget is utilized in a transparent manner, with expenses recorded and tracked meticulously to ensure accountability and adherence to financial guidelines.

Billing is conducted systematically, with invoices issued for goods or services used. Each invoice includes essential details such as the project number, project name and a breakdown of the items or services acquired. This documentation is crucial for financial transparency and audit purposes, providing a clear record of how project funds are being utilized.

By adhering to these procedures, we aim to ensure responsible and transparent financial management throughout the project lifecycle. This approach not only fosters trust and accountability but also ensures that project resources are utilized effectively to achieve project goals and deliver maximum impact for the benefit of all stakeholders involved.

Cost Management Plan

We make quotes in order to have the most efficient cost management plan.

Evaluation Plan

The evaluation of the "A ball for all" European wide Event was conducted by the participants of the associated partners and the evaluation form can be found here: <https://aballforall.moodlecloud.com/mod/url/view.php?id=344>



Internal Communication Plan

GRiiiS is responsible for a sound communication procedure over the 18 months. A Communication and Dissemination Plan is established, including guidelines on how to communicate project activities and deliverables following the requirements established by EACEA in terms of visibility and communication. As per internal communication, the project Steering Committee meets every 1-month average via online meetings. Other means of regular communication will include email exchanges and conference calls.

The internal communication plan within our organization ensures effective communication among everyone involved and the project team. This communication serves as a central hub for sharing updates, exchanging ideas and coordinating activities related to the project.

The communication established with everyone involved, team members and relevant stakeholders includes to ensure comprehensive communication coverage. Regular updates regarding project progress, milestones achieved and upcoming tasks are shared within the group to keep everyone informed and aligned with project objectives.

In addition to sharing information, real-time communication is facilitated and collaboration among team members. Discussions, brainstorming sessions and decision-making processes take place seamlessly within the group, allowing for efficient problem-solving and quick decision-making.

Furthermore, the communication serves for fostering a sense of unity and camaraderie among everyone involved and team members. Regular messages of encouragement, acknowledgments of achievements and expressions of gratitude help to maintain team morale and motivation throughout the project duration.

To ensure that communication remains effective and focused, guidelines and best practices are established and communicated to all members. This includes expectations regarding response times, communication etiquette and the types of information to be shared.

Overall, the internal communication plan plays a vital role in facilitating internal communication within our organization and ensuring that everyone involved and team members are connected, informed and engaged throughout the project lifecycle. Through regular communication and collaboration, we work together seamlessly towards achieving our project goals and objectives.



Monitoring and Evaluation and Learning Plan (MEL)

Impact Assessment Framework: Develop a comprehensive framework to evaluate the impact of inclusive education through sport across various dimensions, including health, social inclusion and community engagement.

Monitoring and Evaluation Tools: Design surveys, questionnaires and data collection instruments to gather quantitative and qualitative data on participant outcomes, project activities and stakeholder feedback.

Performance Indicators: Define a set of KPIs to measure the effectiveness of inclusive education through sport such as participation rates, skill development, satisfaction levels and social connectedness.

Data Analysis and Reporting: Establish protocols for data analysis and reporting to monitor progress, identify trends and communicate findings to relevant stakeholders.

Best Practices and Case Studies: Compile best practices and case studies from inclusive education through sport to share lessons learned, success stories, and innovative approaches.

Capacity Building Resources: Develop training materials and workshops to enhance the capacity of project staff, coaches and volunteers in monitoring, evaluation and impact assessment techniques.

Here is an example:

A) Evaluate the aim and the objective of the NPE EWE “A ball for all: the event”: *

0 1 2 3 4 5 6 7 8 9 10

B) Did the event succeed in the personal development of the participants with VI? * 0-10

C) Did the program develop the empathy to children without VI? * 0-10

D1) The level of participation of participant with VI before the implementation of the event?
* 0-10

D2) The level of participation of participant with VI after the implementation of the event?
* 0-10

E1) The level of socialization of participant with VI before the implementation of the event?
* 0-10

E2) The level of socialization of participant with VI after the implementation of the event?
* 0-10

F) Comments for improvement of the “A ball for all: the event”.

G) What did you like more in the NPE EWE putting Sport for all values first?



Participants Performance Plan (PPP)

The PPP is based on the 8 key competences that might be developed: Multilingual competence, Personal, social and learning to learn competence, Citizenship competence, Entrepreneurship competence, Competence in cultural awareness and expression, Mathematical competence and competence in science, technology, engineering (STEM) & Literacy competence.

Participation performance plans are established through the implementation of surveys, expectation assessments and interim evaluations. These assessments serve as crucial tools for measuring and evaluating the effectiveness of the project interventions and participants' progress.

The process begins with the distribution of surveys aimed at understanding participants' baseline performance, expectations and personal goals related to the project. These surveys provide valuable insights into participants' initial levels of engagement, motivation and aspirations, which served as benchmarks for evaluating progress over time.

Following the administration of surveys and questionnaires, thorough analysis and interpretation of the data conduct to assess the effectiveness of project interventions and identify areas for improvement. Key performance indicators, such as changes in participants' attitudes, behaviors and mental health outcomes, closely monitor and evaluate to gauge the overall impact of the project.

Ultimately, the measurement and evaluation process play a critical role in ensuring the success and sustainability of the project. By systematically assessing participants' performance, expectations and mental health outcomes, project staff is able to tailor interventions, address barriers and maximize the project's impact on participants' lives.



Project Status Report

As per the macro project plan, mentorship and volunteer trainings, along with project workshops have been conducted.

These mentorship and volunteer training sessions, as well as the workshops were crucial components of the project's implementation strategy. They aimed to empower participants with the necessary knowledge, skills and support networks to actively participate in the project activities and contribute to its success.

The engagement of 1000 participants underscored the widespread reach and impact of the project, demonstrating our commitment to inclusivity and accessibility. By involving a diverse range of stakeholders, including visually impaired individuals, educators, mentors and volunteers, we ensured that our project activities have been informed by a variety of perspectives and experiences.

Furthermore, the "A ball for all" European wide Event represented a significant milestone in our project timeline, by providing an opportunity for participants to showcase their skills, celebrate their achievements and further promote awareness and inclusion for visually impaired individuals.

Overall, these activities represented a concerted effort to harness the collective energy and enthusiasm of stakeholders towards achieving our project goals. Through mentorship, training and collaborative workshops, we aimed to create a supportive and inclusive environment where visually impaired individuals can thrive and contribute to their communities.

In addition, according to the deadline of the deliverables, GRiiiS will meet in time its responsibilities and will follow the instructions and guidelines given by the PO.



Process Improvement Plan

As part of the project management process, GRiiiS developed an improvement plan focused on project activities and the final reporting process. This improvement plan serves as a roadmap for identifying areas where enhancements can be made to optimize project performance and outcomes.

Firstly, GRiiiS conducted a comprehensive review of all project activities, from inception to implementation. This includes assessing the effectiveness of strategies, the efficiency of resource utilization and the overall progress towards achieving project goals. By analyzing each activity in detail, they identify areas of strength and areas for improvement.

Based on the findings of this review, the improvement plan outlines specific actions to address any shortcomings or challenges encountered during project implementation. This may involve revising project timelines, reallocating resources, or implementing new strategies to overcome obstacles and ensure project success. Additionally, the plan may include measures to enhance communication and collaboration among project stakeholders, fostering greater synergy and alignment towards common objectives.

Throughout the implementation of the improvement plan, GRiiiS monitors progress and adjusts strategies as needed. By fostering a culture of continuous improvement, GRiiiS demonstrates their commitment to delivering high-quality outcomes and maximizing the impact of the project.

In conclusion, the improvement plan serves as a valuable tool for enhancing project performance and ensuring the successful completion of project activities and reporting processes. Through proactive identification of areas for improvement and targeted action plans, GRiiiS demonstrates its dedication to achieving project objectives and delivering value to stakeholders.



Procurement Plan

The project management and cost planning have been meticulously crafted by GRiiiS. These endeavours stand as pivotal tasks within our organization's mission. Project management entails outlining the necessary steps for successful project planning, execution and monitoring, while cost planning will involve determining budget requirements and ensuring effective resource utilization. The project management plan delineates critical components such as the project's objectives, goals and activities in detail. Additionally, it will cover essential aspects like the roles and responsibilities of project team members and communication. Serving as a guide, this plan ensures project success and fosters collaboration among all stakeholders towards achieving common goals.

Cost planning identifies the financial requirements of the project, ensuring the efficient management of the budget. It involves identifying all necessary resources for the project, estimating costs and creating a budget. Furthermore, the cost plan provides a framework for monitoring and controlling expenses, thereby minimizing risks to the project budget and ensuring effective resource management.

We have available all skills/ resources in house, there might be no subcontracting. GRiiiS has a huge number of volunteers to assist their interventions in PE and in open to public experiential events.

As GRiiiS, we are committed to utilizing our expertise and experience in project management and cost planning to ensure the successful implementation of the project.



Quality Control Process

Within the project, we prioritize the utilization of measurement and assessment tools in education, particularly focusing on the evaluation of Key Competences in EU Projects. These assessment tools serve as the backbone of the project's quality control process, ensuring that we effectively monitor and manage the project's progress and outcomes.

Measurement and assessment tools in education play a pivotal role in providing insights into the effectiveness of educational interventions and the attainment of learning objectives. By systematically measuring and evaluating learners' competencies and progress, we can identify areas of strength and areas needing improvement, thereby informing instructional decisions and enhancing the overall quality of education delivery.

In the context of EU Projects, the use of Key Competences assessment tools is particularly relevant as it aligns with the European Union's emphasis on developing a broad set of competences necessary for personal fulfilment, active citizenship, social inclusion and employability.

The aim of the inclusive educational sports workshops, is to provide a synthesis of skills and knowledge to beneficiary participants. The most fundamental is putting our values first, respect/ tolerance/ diversity for inclusion. Thus, participants gain competence in the following areas as well: Social and Civic competence, Sense of Initiative and designing inclusive educational programs for children & youngsters with fewer opportunities, Cultural Awareness and Expression and Life Skills.

By leveraging measurement and assessment tools in education, specifically tailored to the evaluation of Key Competences in EU Projects, we ensure that the project remains responsive to the evolving needs of participants and stakeholders. This approach not only enhances the quality and effectiveness of our educational interventions but also contributes to the overall success and sustainability of the project.



Consortium Agreements and Service Level Agreements for Risk Assessment Plan

Risk No	Description	WP No	Proposed risk-mitigation measures
1	COVID-19 Pandemic (Low) Insurance	1-2	In case of restrictions, all on the spot meetings will be delivered online using ZOOM synchronous platform and Moodle online educational platform for the asynchronous learning. For the safety and protection, all participants from 30 countries in the mobility part are insured by the applicant.
2	Conflicts within the project team (Low)	1-2	The experienced team of GRiiiS applies conflict management techniques to resolve them efficiently and effectively. At the initial stages of the project, enough attention has been given into building the team and the relationships of its members, any risks of conflict between associated partners have been minimized. Each associated partner had a clear and defined role. The mono-beneficiary had foreseen the establishment of a project support office with external expertise to this end. Conflict mitigation and resolution measures have been further contemplated in the Consortium associated partners' agreement.
3	Activities not implemented within the predefined schedule (Medium)	1-2	The time will be adjusted in order for the project to be completed before the final deadline. This will be done in agreement with the Contracting Authority. To avoid such risk in the first place, the steering committee will monitor the progress of the project closely, following the PMI (Project Management Institute) knowledge area concerning Time Management. We feel very comfortable in our consortium preparatory discussions that timelines, organization, tasks and responsibilities are well defined and they are realistic according to our competences as associated partners and educational team.
4	Operational capacity risks -Changes of staff (Medium)	1-2	We have foreseen full potential participation of staff with different abilities, highly recommended for all partners, and we included in the budget an extra assistant to fully support all designed activities during our NPE EWE (EU Disability Strategy).
5	Personal data breach (Low)	1-2	All associated partners have agreed for GDPR compliant and Safeguarding Child Protection Policy.
6	Partners may not collaborate as expected	1-2	The consortium is a collection of reliable and active organizations, with long-standing relationships and cooperation. The associated partners were selected through an application process, outlining their commitment to the



	Low participation of organisations (Low)		project, their aims and objectives, and their dedication to the target group. Preservation of high level of cooperation between the associated partners and between them and Contracting Authority. For this end, enough mobility and ZOOM meetings have been foreseen in order to facilitate the communication between associated partners. Availability of human resources with high skills and experience, continuity of key staff, availability of enough supportive personnel
7	Financial Capacity	1-2	Coordinator can take over all tasks as the mono-beneficiary.
8	Low participation of target groups (Low)	1-2	One of the critical risks that could endanger the project success is the lack of participation of the target groups, in the project activities, especially the sessions of the new intervention. However, the risk is low, as a wide range of partnerships and collaborations that are in place with organizations that deliver to VI.



Staffing Plan and Roles

Name and function	Organisation	Role/tasks	Professional profile and expertise
Ilias Mastoras	GRiiiS	Legal Representative	Former IBSA Blind Football Chairperson, Responsible for Blind Football Paris 2024 Paralympic Games, Former Local Hero of EU Be Active Sport Awards.
Barbara Doumanidou	GRiiiS	Project Manager	Freelancer Project Manager and an expert in inclusive sport education for the Visually Impaired like UEFA Foundation for Children, Stavros Niarchos Foundation.
Anastasis Stefanakis	GRiiiS	Rescuer	He is a public servant, Rescuer – Ambulance crew for the National Centre for Emergency Centre. He is the founder of Kids save lives NGO and he will run the “Blind kids save lives” innovative part of the application.
Alexandros Charmpis	GRiiiS	Physical Educator	Freelancer Physical Educator. He is an ongoing IBSA Football Referee, participated recently in the IBSA World Blind Football Championship 2023.
Tomis Vrakas	GRiiiS	IT	Freelancer IT, expert in digital productions.
Eleni Stamouli	GRiiiS	Trainer	Freelancer Moodle Platform IT developer.



Time Schedule Management Control

As GRiiiS, within the framework of the "A ball for all" European wide Event, we are committed to meticulous project design, planning, communication and preparatory training.

The project design phase involves outlining the scope, objectives and key activities of the "A ball for all" European wide Event. This includes conducting needs assessments, defining project goals and determining the target audience. Once these aspects are clarified, a detailed project plan is developed to guide the implementation process.

In the planning stage, specific tasks and timelines have been established for each project component. This included setting deadlines for research, resource allocation, stakeholder engagement and logistics coordination. By breaking down the project into manageable tasks and assigning responsibilities, we aimed to streamline the execution process and ensured that all activities were completed on schedule.

Communication is a crucial aspect of the project management approach. Updates and announcements are disseminated to stakeholders. Additionally, we organized training sessions to equip project staff and volunteers with the necessary skills and knowledge to effectively carry out their roles.

Lastly, the culmination of our efforts was the "A ball for all" European wide Event, aimed at raising awareness and promoting inclusion for visually impaired individuals.

In summary, through careful project design, planning, communication and event organization, we are dedicated to advancing the goals of the the "A ball for all" European wide Event. By adhering to structured timelines and fostering effective collaboration, we aimed to maximize our impact and create meaningful change in the lives of visually impaired individuals.

Green-Keeping Plan

The 'Green Practices Pledge' (GPP) is developed and used throughout the project as a reminder and guide for tools and actions that can be adopted to promote an ecologically sustainable project, in direct alignment with the European Green Deal. The GPP taps across four key project sectors as follows: Management, Implementation, Dissemination, Evaluation.