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Research on previous good practices in Olympic Football at Paris 2024 and Paralympic Football at Paris 2024.



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1. Theoretical Framework

1.1. What do we mean by a good practice?

We understand a good practice as any action or intervention that, after being implemented, has demonstrated positive results, proving to be effective and useful in a specific context and contributing to the improvement or resolution of various problematic situations.

Good practices constitute optimal ways of developing a process and can therefore become reference models that are transferable to other professionals, centers, or organizations.

Likewise, they are configured as a fundamental tool for raising awareness, generating learning, and developing knowledge, skills, and attitudes that allow progress toward increasingly inclusive education, understanding inclusion not only as a right but also as a way of living and building community.

1.2. When is a Good Practice Inclusive?

When we talk about an Inclusive Good Practice, we refer to any experience, action, or intervention that promotes and guarantees the rights of people with any type of disability, encouraging their full participation in society, the exercise of their rights, and the elimination of any form of discrimination.

In this sense, an inclusive good practice will be one that helps overcome or reduce barriers to access and participation, as well as promote sport under conditions of equity.

1.3. Universal Design for Learning (UDL) and Inclusive Sport

From this perspective, we advocate for the inclusion of all people and for Universal Design for Learning (UDL) as a framework that enables participation without exceptions, respecting the rhythms, abilities, and interests of each child.

Likewise, it is essential to make visible the strategies that are being developed to make sport more inclusive, educational, and collaborative, and to turn it into a space for the transmission of values that promote coexistence.

Inclusion is a right that concerns the entire community and, specifically, the sports field, promoting a more coeducational, equitable perspective centered on children's needs, ensuring equal opportunities and holistic development.

1.4. Criteria for Identifying an Inclusive Good Practice

Area	💎 Key elements	Purpose
Social impact	Positive results. Active participation.	Improve quality of life and community presence
	Real inclusion.	
Answers needs	It arises from a situation that requires improvement.	Promote equality of opportunities
	Guarantees rights.	
	Eliminates barriers.	
	Viable over time.	
Sustainability	Optimization of resources.	Ensure its continuity
	Scalable.	
	Replicable in other contexts.	
Transferability	Reference model.	Extend inclusion
	Applicable to different entities.	
Innovation	New forms of intervention. Reorganization of traditional practices.	Transform educational and social reality
	Assessment of results.	
Continuous evaluation	Feedback.	Permanently improve
	Adjustment of actions.	

2. Inclusive Good Practices

Inclusive good practices are presented, developed and aimed at the joint participation of children with and without visual disabilities, and transferable to future contexts.

The approach places students at the center of learning, starting from emotions and experience to improve their physical and emotional well-being and promote the development of responsible and cooperative attitudes.

The document is intended as a useful and practical tool to address inclusion in a comprehensive way, aimed at the participation of all students from a perspective of diversity.

GOOD PRACTICE 1.

2.1. Awareness-Raising Activities in Schools

Awareness-raising activities seek to promote respect for diversity in its broadest sense. A lack of knowledge or understanding can generate rejection; without prior awareness work, the role of mentors and volunteers becomes considerably more difficult. This section therefore presents an example of good practice focused on awareness and empathy.

Name: A ball for all S.C.P
URL: https://diari.uib.es/w/el-projecte-europeu-a-ball-for-all-scp-reuneix-mes-de-250-alumnes-al-ceip-son-ferriol-en-la-setmana-de-l-esport-adaptat
Contact: alex.garcia@uib.es
Promoting Entity Financing: Erasmus+ “ABall4All SCP
Execution period: December 2025
Execution territory: Mallorca (Spain)
Target population: Children aged 6-12



2.1.1. Context and Target Population

Schools can offer richer and higher-quality sports and recreational experiences when they establish collaboration networks with local organizations. This joint work promotes the creation of more inclusive, participatory, and meaningful learning contexts for students.

The proposal is based on the coordination of teachers through the joint planning of activities that place students at the center of the educational process. Through Physical Education as the core axis, experiential activities are created that allow the development of empathy, respect for diversity, and coexistence in a plural society.

The initiative aims to facilitate the integration of students with visual disabilities and raise awareness among the rest of the group, using the project's sound balls as the main resource, which allow work on auditory perception, spatial orientation, and cooperation.

Schools can offer more varied, enriching, and higher-quality sports and recreational experiences when they establish collaboration networks with other local organizations. Strengthening the ties between the educational center and the community promotes the creation of more inclusive, participatory, and meaningful learning contexts for students.

This initiative aims to develop coordinated work among teachers, based on collaboration and joint planning.

At the same time, it promotes the integration and inclusion of students with visual disabilities, allowing all areas to address values of respect, acceptance of diversity, and coexistence in a plural society.

Physical Education is established as the central axis of learning, providing an experiential context in which students, through motor challenges and experiential activities, can develop attitudes of empathy and understanding toward people with visual disabilities. For this purpose, the project's sound balls will be used as a facilitator of inclusive learning. The target population is school-aged students between 6–12 years old.

2.1.2. Objectives

Promote the inclusion of students with visual disabilities through motor experiences and inclusive sports activities that foster empathy, cooperation, and respect for diversity.

- Encourage students' confidence and autonomy.
- Enhance communication and teamwork.
- Experience the practice of inclusive sports.
- Experience mobility situations without vision to generate empathy.
- Respect rules and value everyone's participation.
- Promote attitudes of cooperation and coexistence.

2.1.3. Activities and Intervention

Activity	Description	Objective	Organization
Blind penalty	Shooting at the goal with eyes covered, orienting by sound.	Develop auditory orientation. Encourage confidence. Enhance empathy.	Individually with guide
Maze in pairs	Traversing a simple circuit with eyes covered, guided by a partner.	Work on communication and cooperation. Develop confidence. Experience mobility without vision.	Pairs (role rotation)

Activity	Description	Objective	Organization
Blind football	Adapted game with a sound ball where students orient themselves by sound.	Improve auditory perception and coordination. Respect rules. Experience inclusive sports.	Small groups
Rondo	Passing in a circle, trying to intercept the ball by following the sound.	Develop auditory attention. Improve accuracy. Encourage participation.	Reduced groups
Passes	Passing exchanges in pairs or trios with a sound ball (with or without a blindfold).	Improve coordination. Adjust strength and direction. Foster cooperation.	Pairs / trios

2.1.4. Organization.

Groupings: individual work, in pairs, trios, and small groups.

Role rotation: all participants experience different situations (person with blindfold / guide person).

Space: multipurpose court or adapted and marked gym.

Materials: sound balls, blindfolds, cones, and elements for circuits.

Methodology: active, participatory, cooperative, and experiential.

Duration: 1.5 hours

Teacher coordination: joint planning across subjects to reinforce inclusive values.

GOOD PRACTICE 2.

2.2. Good Practice 2. Paris 2024 Paralympic Games: Changing Attitudes Towards Disability



Awareness and attitude-change project toward disability

Paris 2024 Paralympic Games changed attitudes towards disability
URL: https://www.paralympic.org/press-release/paris-2024-paralympic-games-changed-attitudes-towards-disability
Contact: Elias Mastoras
Promoting Entity: International Paralympic Committee (IPC)
Execution period: 2024
Execution territory: Paris (France)
Target population: 15,000 people in 11 different countries before and after the event

2.2.1. Justification

The Paris 2024 Paralympic Games have highlighted that sports are a tool with great potential for social transformation. Their impact has helped improve the perception of disability, making visible the abilities, talent, and high performance of people, and promoting fundamental values such as inclusion, respect for diversity, and equal opportunities. However, stereotypes, social barriers, and situations of ignorance still persist, hindering full participation in society. For this reason, a socio-educational intervention is proposed that uses sports as a means to raise awareness, generate

inclusive attitudes, and promote the active participation of all people under conditions of equity.

2.2.2. General Objective

Promote a positive change in the social perception of disability through sports, fostering inclusion, participation, and equal opportunities.

2.2.3. Specific Objectives

- Make the abilities of people with disabilities visible.
- Reduce stereotypes and prejudices.
- Foster inclusive attitudes in the community.
- Promote participation in inclusive physical-sport activities.
- Raise awareness about universal accessibility.
- Enhance values such as respect, diversity, perseverance, and teamwork.

2.2.4. Methodology

The intervention is based on a methodology:

- Participatory
- Inclusive
- Experiential
- Cooperative
- Reflective
- Practical experiences and direct contact with inclusive realities are prioritized, using sports as an educational and social tool.

2.2.5. Interventions and Activities

- Awareness and education
- Talks on Paralympic sports and inclusion.
- Screening of videos and testimonies from athletes.

- Debates and reflective dynamics.
- Inclusive physical-sport activities
- Adapted sports events.
- Practice of Paralympic sports:
 - Boccia
 - Goalball
 - Sitting volleyball
- Mixed activities (people with and without disabilities).
- Social visibility
- Inclusive Sports Day.
- Murals and thematic exhibitions.
- Social media campaigns.
- Training
 - Training for coaches and volunteers.
 - Strategies for adapting activities.
 - Inclusive language and appropriate treatment.
 - Analysis of barriers in sports facilities.
 - Improvement proposals.

2.2.6. Evaluation

The evaluation will be continuous and formative, taking into account:

- Degree of participation.
- Satisfaction of the participants.
- Change in attitudes toward disability.
- Level of inclusion in the activities. Instruments: questionnaires, direct observation, debates, and group discussions.

2.2.7. Expected Results

- Improvement of the social perception of disability.
- Increase in participation in inclusive activities.
- More accessible sports environments.
- Development of inclusive values.
- Community involvement.

2.2.8. Conclusion

Paralympic sport transcends the strictly competitive realm and is established as a powerful educational and social tool capable of transforming mindsets and generating real changes in the way society perceives disability. Through its visibility and the recognition of effort, talent, and sporting excellence, it helps break traditional stereotypes and promotes a vision focused on abilities, personal autonomy, and equal rights.

Its practice supports the integral development of people with disabilities, improving their physical and emotional well-being, strengthening self-esteem, enhancing autonomy, and facilitating their active participation in community life. At the same time, it creates spaces for meeting and coexistence that foster respect, empathy, cooperation, and teamwork between people with and without disabilities, promoting relationships based on equality and mutual recognition.

From a social and educational perspective, Paralympic sport becomes a privileged means for transmitting values such as perseverance, resilience, cooperation, equal opportunities, and acceptance of diversity. Likewise, it drives the creation of accessible environments, the development of inclusive programs, and the involvement of institutions and various social agents in building a more equitable and participatory society.

In this sense, such interventions not only encourage participation in physical activity and sport but also contribute to the formation of a more aware, critical, and committed

citizenry toward inclusion, where diversity is recognized as an essential value for human and social development.

GOOD PRACTICE 3.

2.3. Good Practice 3. Blind Football at Paris 2024

2.3.1. Main Idea

Blind football was one of the most exciting and symbolic sports of the Paris 2024 Paralympic Games. The article highlights three moments that reflect not only the high competitive level but also its impact on the visibility of visual disability and on the social perception of adapted sports.

Paris 2024: Best blind football moments
URL: https://www.paralympic.org/paris-2024/feature/three-moments-blind-football
Contact: Elias Mastoras
Promoting Entity: International Paralympic Committee (IPC)
Execution period: 2024
Execution territory: Paris (France)
Target population: 15,000 people in 11 different countries before and after the event





2.3.2. Objectives

Generate a positive change in the social perception of disability through the visibility of Paralympic sport, promoting inclusion, equal opportunities, and the recognition of the abilities of people with disabilities.

Specific objectives

Change in social perception

- Improve society's attitude toward people with disabilities.
- Break stereotypes and prejudices.
- Show an image based on abilities and sporting performance.

Visibility of Paralympic sport

- Increase awareness of the Paralympic movement worldwide.
- Highlight the high performance of athletes with disabilities.
- Position Paralympic sport as an elite sport.

Social Inclusion

- Encourage support for inclusion in all areas of society.
- Promote equal opportunities.
- Foster respectful attitudes toward diversity.

Community impact

- Raise awareness among the population about the reality of disability.
- Create more accessible and inclusive societies.
- Inspire sports participation for all people.

Transmission of values

- Spread values such as: inclusion, inspiration, determination, equality, respect.

2.3.3. Setting and Visibility

The tournament was held in a temporary stadium at the foot of the Eiffel Tower, making it:

- One of the most spectacular spaces of the Games.
- A global showcase for Paralympic sport.
- A venue with full stands.

This iconic setting allowed thousands of people to discover blind football for the first time and understand its complexity and sporting value.

Additionally, the silence of the audience during the game—necessary for players to orient themselves by the sound of the ball—created a unique experience, increasing respect and emotional connection with the athletes.

2.3.4. High Sporting Performance

Paris 2024 Medal Outcome and Brazil's Historic Record

Paris 2024 marked a historic change in blind football:

- Won the gold medal.
- ☑ Remains undefeated in the Paralympic history of blind football.
- ☑ Maintains its position as a global reference.

Its success is based on:

- Great individual technique.
- Excellent team coordination.
- Long tradition and development of this sport in the country.

These results ended Brazil's run of five consecutive Paralympic gold medals while confirming blind football as a highly competitive, high-performance sport.

France and Argentina: International growth

The tournament was highly competitive and showcased the global evolution of this sport:

France

- Achieved a historic medal playing as host.
- Created a strong connection with the audience.
- Increased the visibility of the sport in their country.

Argentina

- Managed to reach the podium after very close matches.
- Confirmed its position as one of the world powers.

The close results demonstrate that the international level is increasingly high.

2.3.5. Social and Educational Impact

Blind football allowed the audience to discover:

- Spatial orientation without vision.
- The use of sound as a reference.
- Constant communication between players and the goalkeeper.
- Technical precision and ball control.
- The speed and intensity of the game.

This helps change the traditional image of visual disability, showing ability, autonomy, and high performance.

Beyond competition, this sport:

- Increases the visibility of people with disabilities.
- Promotes respect and inclusion.
- Generates new opportunities for sports participation.
- Serves as a tool for social awareness.

It also has great value in educational and social intervention contexts, as it allows work on empathy, cooperation, equal opportunities, and personal development.

2.3.6. Values It Conveys

Blind football at Paris 2024 conveyed:

- Inclusion
- Teamwork
- Effort
- Resilience
- Autonomy
- Fair play

2.3.7. Conclusion

The blind football tournament at the Paris 2024 Paralympic Games has demonstrated that adapted sport transcends the purely competitive dimension to become a genuine educational and social transformation tool. Its staging in a setting of high international visibility has highlighted the athletes' high technical, tactical, and physical level, establishing it as an elite sport and helping break the stereotypes traditionally associated with disability.

It has also acted as a powerful symbol of inclusion, promoting the recognition of the abilities of people with visual disabilities and creating a unique experience for the audience based on respect, empathy, and equality. This context has fostered a change in social attitudes, promoting a perspective focused on possibilities rather than limitations.

Beyond the sporting realm, its impact extends to social and educational spheres, fostering values such as perseverance, teamwork, autonomy, resilience, and equal opportunities. Additionally, it creates positive role models and opens new avenues for participation in physical activity and sport for all people, contributing to the construction of more accessible and participatory environments.

In short, blind football at Paris 2024 leaves a legacy that goes beyond competition: it demonstrates that sport is a key tool for inclusion, personal development, and building a fairer, more accessible, and diversity-respecting society, reminding us that when sport is experienced equally, it not only changes the game but also the way society sees, understands, and values all people.

GOOD PRACTICE 4.

2.4. Good Practice 4. Impact of the Paralympic Movement

2.4.1. Overview

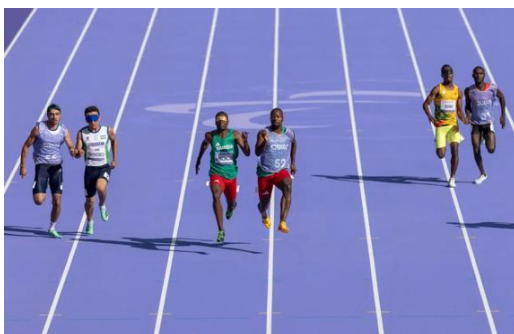
The Paralympic Movement transcends the mere organization of Games to become a global platform that uses sport as a driver of social transformation, advocacy for the rights of people with disabilities, and promotion of real and effective inclusion. Its aim is to advance toward a more accessible, equitable, and diversity-respecting world, where all people have the same opportunities to participate.

In this context, it has established itself as one of the main forces for change internationally, demonstrating that sport has the capacity to generate profound transformations in the way society understands disability. Its impact goes beyond the strictly sporting realm and extends across multiple dimensions. Socially, it helps break stereotypes and replace the traditional welfare-oriented view with an approach based on abilities, performance, and recognition of rights. The visibility of Paralympic athletes in worldwide competitions allows millions of people to recognize their talent, effort, and excellence, promoting the development of more inclusive, equal, and diversity-respecting attitudes.



On a personal level, access to sport improves health, autonomy, self-esteem, and social participation for people with disabilities, becoming a key element for their empowerment and overall development. At the community level, it drives the creation of accessible environments, the development of inclusive sports programs, and the implementation of public policies aimed at ensuring equal opportunities.

In short, the Paralympic Movement demonstrates that sport not only generates competition and spectacle but also acts as a true engine of cultural and social change, capable of breaking down barriers, creating opportunities, and placing diversity at the center of human development, reminding us that a truly inclusive society is not one that integrates people with disabilities into its structures, but one that transforms so that everyone can participate on equal terms.



Additionally, the Paralympic Games leave a lasting legacy in host cities and countries, promoting accessible infrastructure, greater social awareness, and new opportunities for participation in physical activity and sport.

The Paralympic Movement conveys universal values such as inclusion, determination, courage, equality, and inspiration, with great educational potential in training, social, and community contexts.

Paris 2024: IMPACT
URL: https://www.paralympic.org/impact
Contact: Elias Mastoras
Promoting Entity: International Paralympic Committee (IPC)
Execution period: 2024
Execution territory: Paris (France)
Target population: 15,000 people in 11 different countries before and after the event

Use sport as a tool to promote social inclusion, equal opportunities, and the empowerment of people with disabilities, fostering attitude change and the creation of accessible and diversity-respecting environments.

2.4.2. Attitude Change and Social Transformation

One of the greatest impacts of the movement is the change in the way society perceives disability.

Through the visibility of Paralympic athletes:

- Stereotypes are broken.
- The perspective shifts from a welfare-based view to one based on abilities.
- Respect and recognition are generated.
- Diversity is normalized.

This triggers a cultural change that influences:

- Education
- Employment
- The media
- Public policies

2.4.3. Promotion of Rights and Equal Opportunities

The Paralympic Movement is aligned with the UN Convention on the Rights of Persons with Disabilities and works to:

- Ensure equal opportunities.
- Eliminate physical, social, and attitudinal barriers.
- Promote full participation in society.

It is not just about sport, but about social justice and human rights.

2.4.4. Access to Sport and Personal Development

Paralympic sport creates opportunities for:

At an individual level

- Improvement of physical and mental health.
- Increase in self-esteem.
- Development of autonomy.
- Construction of personal identity.
- Acquisition of social skills.

At a social level

- Participation in the community.
- Creation of social networks.
- Sense of belonging.

Sport becomes a tool for empowerment.

2.4.5. Talent Development and High Performance

The movement promotes: talent identification programs, athlete training, technical and professional support, and international competitions.

This allows athletes to: achieve peak performance, become social role models, and inspire others.

2.4.6. Impact in Host Countries

The Paralympic Games leave a very important legacy:

Infrastructure: Accessible facilities, adapted transportation, barrier-free public spaces.

Visibility

- Greater media presence.
- Social awareness.
- Education in values.

Public policies

- New accessibility laws.
- Inclusion programs.
- Investment in adapted sport.

The impact continues long after the event.

2.4.7. Education and Transmission of Values

The Paralympic Movement is an educational tool that promotes: inclusion, respect, determination, courage, equality, inspiration.

These values can be applied in: educational centers, social projects, physical activity programs, community interventions.

2.4.8. Empowerment and Leadership

Paralympic sport allows people with disabilities to: be protagonists, have a voice, take on leadership roles, and break the traditional passive model.

They shift from being considered recipients of aid to agents of social change.

2.4.9. Global Impact

The Paralympic Movement:

- It is present all over the world.
- Reduces inequalities.
- Generates opportunities in developing countries.
- Uses sport as a tool for international cooperation.

This model demonstrates that sport can be used to:

- Social inclusion
- Education in values
- Health promotion
- Empowerment of vulnerable groups
- Community development
- Gender equality
- Defense of human rights

2.4.10. Conclusion

The Paralympic Movement has demonstrated that its reach goes far beyond organizing major sporting events. Its true value lies in its capacity to generate profound societal change, transforming the way disability is understood and placing people at the center from a perspective based on abilities, rights, and equal opportunities.

Experiences such as the blind football tournament at the Paris 2024 Paralympic Games show that adapted sport is high-performance, entertaining, and exciting, but also a powerful educational and social awareness tool. International visibility, audience engagement, and recognition of athletes' talent help break stereotypes and build an image grounded in respect, autonomy, and inclusion.

This impact translates into real changes: it transforms mindsets, promotes more accessible environments, generates new participation opportunities, and empowers people with disabilities as protagonists of their own development. At the same time, it fosters universal values such as perseverance, teamwork, resilience, equality, and coexistence in diversity.

In this sense, sport is established as a tool for human and social development, capable of influencing educational, community, and cultural spheres. Its legacy is measured not only in medals or records but in the creation of fairer, more inclusive societies committed to the rights of all people.

Ultimately, the Paralympic Movement not only transforms sport but also transforms society, becoming a driver of change toward a more equitable, accessible, and humane model. The true success of the Paralympic Movement is not measured in medals, but in every changed perspective, every barrier removed, and every person who finds in sport an opportunity to participate on equal terms.

GOOD PRACTICE 5

2.5. Good Practice 5. UEFA EURO 2024: Sustainability, Accessibility, Volunteering and Inclusion

Name: UEFA EURO 2024 – Sustainability, Accessibility and Inclusion Good Practices
URL: https://www.uefa.com/uefaeuro/history/news/028e-1b1f8ec5cdbf-3ba7dc7a396c-1000--uefa-euro-2024-sustainability-in-action/?utm_source=chatgpt.com
Contact: /Promoting Entity:: UEFA (Union of European Football Associations)
Execution period: : 4 June – 14 July 2024
Execution territory: Germany – 10 host cities

Target population: Football supporters, people with disabilities and reduced mobility, volunteers, participating teams, host communities and the general public

UEFA EURO 2024, held in Germany, incorporated sustainability as a cross-cutting component of the tournament's planning and implementation. The ESG strategy was structured around three pillars—environmental, social, and governance—and translated into measurable objectives, actions, and indicators. UEFA subsequently reported more than 120 sustainability actions, the achievement of 95% of the pre-tournament objectives, and a 21% reduction in carbon emissions.



Accessibility volunteers during UEFA EURO 2024. Source: UEFA/UEFA via Getty Images.



UEFA EURO 2024 volunteer team. Source: UEFA.

2.5.1. Local Management and Volunteer Participation

A particularly transferable practice is the combination of specialised staff and volunteers. Each of the ten host cities had a sustainability manager, supported by volunteers responsible for helping to implement the planned measures. In terms of accessibility, UEFA also reported the participation of up to 30 sustainability volunteers at each venue, identifiable by specific bibs.

2.5.2. Accessibility as Part of the Event Experience

UEFA implemented measures aimed at facilitating the participation of people with disabilities and reduced mobility. These included disability access officers assigned to the teams, advance reviews of accessible maps and routes, transport and parking assistance, accessible seating areas, and specific information for spectators. The tournament also provided services designed to improve the experience of blind and partially sighted people and strengthened coordination between venues, teams, and sustainability staff.

2.5.3. Human Rights, Diversity and Anti-Discrimination

UEFA EURO 2024 incorporated a human rights complaints mechanism that allowed potential violations to be reported, with the option of submitting reports confidentially and anonymously. Rapid-response mechanisms were also implemented to address abuse and discrimination, both in person and online. These measures demonstrate the importance of having not only statements of principle, but also operational procedures for prevention, reporting, intervention, and remedy.

2.5.4. Mobility and Reduction of Environmental Impact

Key environmental measures included adjustments to match schedules, incentives to use trains and public transport, carbon footprint measurement, energy and water efficiency, and waste management based on the 4R principle: reduce, reuse, recycle,

and recover. This approach demonstrates how event sustainability can be integrated into specific operational decisions and subsequently measured and evaluated.

2.5.5. Evaluation and Legacy

A significant element was the commitment to documenting and evaluating the results through a post-tournament ESG report. This practice turns the event into a source of learning: results, challenges, and indicators can be used to improve future competitions and shared with host cities, federations, and other stakeholders.

GOOD PRACTICE 6

2.6. Good Practice 6. FIFA Club World Cup 2025: Accessibility, Inclusion, Volunteering and Sustainability

Name: FIFA Club World Cup 2025 – Accessibility, Inclusion and Volunteer Good Practices
URL: https://www.fifa.com/es/tournaments/mens/club-world-cup/usa-2025/organisation
Contact: /Promoting Entity:: FIFA (Fédération Internationale de Football Association)
Execution period: : 14 June – 13 July 2025
Execution territory: United States of America – 11 host cities
Target population: Football supporters, people with disabilities and reduced mobility, volunteers, participating teams, host communities and the general public

The first FIFA Club World Cup featuring 32 teams was held in the United States between June and July 2025. As part of the tournament, FIFA implemented measures linked to its sustainability and human rights strategy, including actions related to infrastructure, resource management, climate action, stakeholder engagement, sustainable procurement, and safeguarding.



Accessibility and Inclusion

Accessibility and inclusion measures during the FIFA Club World Cup 2025. Source: FIFA/OneCourt.



Volunteering and Organisation

Volunteers and support staff during the FIFA Club World Cup 2025. Source: FIFA.

2.6.1. Free and Diverse Accessibility Services

FIFA made a range of accessibility resources available to fans. Key practices included accessible tickets and seating, mobility assistance, sensory bags, spaces or resources for people with sensory sensitivities, audio-descriptive commentary, and tactile tools. Sensory bags included, among other items, noise-reducing headphones, sensory regulation objects, and communication devices. Mobility assistance was provided to help wheelchair users and people with limited mobility travel from stadium entrances to their seats.

2.6.2. Accessible Tickets and Companion Seating

Specific ticket categories were reserved for people with disabilities or reduced mobility for all matches and stadiums, including spaces for wheelchair users and easy-access seating. The system also provided tickets for companions, reinforcing the idea that accessibility should consider the entire participation experience rather than being limited to physical access to the venue.

2.6.3. Volunteer Programme and Pre-Event Training

The tournament mobilised approximately 8,000 volunteers during the tournament across the United States. Volunteers performed a range of roles at stadiums, training centres, hotels, and other tournament-related locations. Requirements included availability to participate in training sessions prior to the event. This practice is particularly relevant to On The Way: the quality of volunteering depends on structured preparation before the activity and clearly defined roles.

2.6.4. Human Rights and Reporting Channels

Stadium policies included explicit references to human rights, non-discrimination, diversity, and inclusion, as well as channels for reporting incidents through contact points, official portals, and reporting mechanisms. This approach reinforces the need for participants, volunteers, and spectators to know in advance how to report an incident and who is responsible for responding.

2.6.5. Responsible Procurement and Sustainability

According to FIFA's 2025 Annual Report, sustainability measures related to, among other events, the FIFA Club World Cup 2025 included infrastructure, resource management, climate investments, and stakeholder engagement. FIFA also strengthened the social and environmental controls associated with its procurement and purchasing processes, a practice that extends event responsibility to suppliers and supply chains.

2.7. Good Practices Transferable to the On The Way Project

The most significant practices would be:

Face-to-face training and prior preparation of volunteers: Organise in-person sessions before the event to explain roles, accessibility, inclusion, participant support, incident protocols, and project objectives. Training should be linked to real tasks and should not be limited to access to online content.

Clear allocation of responsibilities: Appoint designated persons or coordinators responsible for accessibility, sustainability, and inclusion, supported by trained volunteers. This facilitates coordination and makes it possible to quickly identify who is responsible for taking action when a need arises.

Accessibility from the planning stage: Review routes, entrances, transport, signage, spaces, materials, and communication in advance. Where necessary, incorporate accessible formats, mobility assistance, and resources adapted to different sensory needs.

Protocols for discrimination or human rights violations: Establish a simple and well-known channel for reporting incidents, accompanied by a clear response procedure. This should be explained to volunteers and participants before the event.

Monitoring the use of materials: Record not only whether training materials are available, but also how they are used by volunteers, which content proves useful, and what difficulties arise. In-person observation and subsequent evaluation make it possible to assess the actual effectiveness of the training.

Indicators and post-event evaluation: Define indicators before the event, including training attendance, participation, incidents, accessibility needs addressed, volunteer and participant satisfaction, use of materials, and learning outcomes.

Operational sustainability: Implement measures proportionate to the size of the event, such as reducing single-use materials, promoting reuse, separating waste, encouraging collective transport, applying appropriate digitalisation, improving resource efficiency, and selecting suppliers responsibly.

Learning and legacy: Document experiences and turn them into recommendations for future events. Good practices should be replicable by other partners and adaptable to different local contexts.

2.8. Proposed Application in On The Way Activities

Based on the experiences analysed, each On The Way partner should use a common preparation and evaluation model. Before each event, volunteers should take part in an in-person preparation session. During the activity, attendance should be monitored, the practical application of the content should be observed, and any incidents or identified needs should be recorded. After the event, a brief evaluation should assess the usefulness of the modules, volunteer preparedness, and the quality of the accessibility and inclusion measures.

This approach can be implemented through a dedicated pre-event preparation day for volunteers, complemented by physical and digital materials. The platform would therefore support, rather than replace, in-person training, and its use could be evaluated through evidence of engagement, questionnaires, observation during the event, and a final volunteer assessment.

2.9. Conclusions from the Analysis of UEFA EURO 2024 and the FIFA Club World Cup 2025

The experiences of UEFA EURO 2024 and the FIFA Club World Cup 2025 show that good practice at major football events is based on integrating accessibility, inclusion, sustainability, and human rights into day-to-day operations. A common feature is the importance of preparing the people responsible for implementing these measures—especially volunteers and venue staff—and supporting policies with concrete procedures, communication channels, and indicators.

For On The Way, these experiences support a model in which online materials complement, but do not replace, in-person preparation, attendance monitoring, practical application of knowledge, and evaluation. This approach makes it possible to transfer good practices from major competitions to smaller-scale events in a realistic, verifiable, and replicable way.

3. Glossary of Terms

1. **Universal accessibility:** Condition that environments, products, services, and processes must meet so that they can be used and understood by all people safely, autonomously, and on equal terms, regardless of their abilities.
2. **Sport:** An educational and social tool that promotes the acquisition of values, healthy habits, personal development, and interaction with others. It includes individual and team sports, organized or spontaneous games, cooperative, recreational, and traditional activities.
3. **Inclusive sport (IS):** Sporting practice shared by people with and without disabilities in the same space and activity, through the adaptation of rules, materials, or methodologies to ensure participation on equal terms.
4. **Paralympic sport:** Sport practiced by people with physical, sensory, or intellectual disabilities, regulated by the International Paralympic Committee, carried out in high-performance contexts, and promoting inclusion, equal opportunities, and the visibility of abilities.
5. **Disability:** A situation arising from the interaction between a person with a physical, sensory, intellectual, or mental limitation and environmental barriers that hinder full participation on equal terms in society.

6. **Visual disability (VD):** Sensory disability related to total or partial loss of vision. It is classified as low vision or blindness and may be congenital or acquired.
7. **Diversity:** Set of individual differences that characterize people in aspects such as culture, gender, language, ability, religion, sexual orientation, socioeconomic status, or origin.
8. **Universal Design for Learning:** Pedagogical model that considers student diversity from the initial planning of the teaching-learning process, offering multiple ways of access, participation, and expression to remove barriers and promote inclusion.
9. **Empowerment:** Process through which people develop the confidence, autonomy, and skills necessary to make decisions about their own lives, actively participate in society, and fully exercise their rights.
10. **Equity:** Principle of providing each person with the supports and resources they need according to their characteristics and needs, to ensure genuine equality of opportunities.
11. **Stereotypes:** Simplified and generalized beliefs about a group of people that do not consider individual characteristics and may generate prejudice and discriminatory situations.
12. **Equality:** Principle that recognizes all people have the same rights, opportunities, and treatment, without discrimination based on any personal or social condition.

13. **Social impact:** Set of positive and lasting changes that an action or program produces in society, improving quality of life, promoting equal opportunities, and fostering inclusion and participation.
14. **Inclusion:** Process that ensures access, participation, and learning for all people under conditions of equity and quality.
15. **Social inclusion:** Full and equal participation of all people in community, economic, educational, cultural, and sporting life.
16. **Mentoring:** Supportive relationship in which an experienced person guides another in their personal, academic, or professional development, fostering skill acquisition and overall growth.
17. **Participation:** The right and opportunity for all people to take an active part in social, educational, cultural, and sporting activities on equal terms.
18. **Resilience:** The ability of a person or group to face, adapt to, and overcome adverse situations, strengthening personal and social resources.
19. **Awareness:** Educational and social process aimed at generating changes in attitudes and behaviors through knowledge, empathy, respect, and appreciation of diversity.
20. **Tolerance:** Attitude of respect toward ideas, beliefs, or practices different from one's own, based on the recognition of diversity and democratic coexistence.

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