



Inclusive Sports Initiative for All

ISIA

REPORT ON IMPLEMENTATION



PROJECT INFO

Project name:	Inclusive Sport Initiative for All (ISIA)
Acronym:	ISIA
Project duration:	18 months
Budget:	60.000 EUR

Partners:



Zio Pino Baskin Udine A.S.D.
expert partner for BASKIN sport



KKOI Kostrena
Local Partner



KK Ogulin
Local partner



LAG Frankopan
Project coordinator

INTRODUCTION

This document combines a Project Impact Report and a Best Practices Manual. Part I analyses the implementation, results, and impact of the ISIA project, while Part II provides practical guidance for organisations wishing to replicate or adapt the BASKIN model in other contexts.

PART I

PROJECT IMPACT REPORT

1. The Project

1.1 Project Overview

The Inclusive Sports Initiative for All (ISIA) is an Erasmus+ Sport – Small-Scale Partnership project designed to promote social inclusion, equal opportunities, and healthy lifestyles through the introduction of BASKIN, an innovative and inclusive team sport. BASKIN is specifically structured to allow individuals with and without disabilities to play together on the same team, under a shared set of rules that ensure fairness, safety, and meaningful participation for all players.

Unlike many traditional or adaptive sports models that separate participants based on ability, BASKIN is founded on the principle that diversity within a team is a strength rather than a limitation. Each player is assigned a clearly defined role according to their abilities, and team success depends on cooperation among all members. In this way, BASKIN promotes not only physical activity, but also mutual respect, social cohesion, and a strong sense of belonging.

The ISIA project is implemented by a transnational partnership consisting of LAG Frankopan (Croatia) as project coordinator, Zio Pino Baskin Udine A.S.D. (Italy) as the technical and methodological expert, and the Croatian sports clubs KKOI Kostrena and KK Ogulin as local implementation partners. The project pilots the introduction of BASKIN in the two Croatian communities of Kostrena and Ogulin, with the ambition of developing a replicable and scalable model for wider national and regional uptake.

Funded under the Erasmus+ Sport programme, ISIA is aligned with European Union priorities related to inclusion and diversity, the promotion of healthy and active lifestyles, transnational cooperation, and community-based sport. The project combines grassroots implementation with international knowledge exchange, ensuring that local activities are grounded in proven experience while adapted to the Croatian context.

1.2 Background and Rationale

BASKIN originated in Italy as a response to the limited opportunities for people with disabilities to participate in team sports alongside their peers without disabilities. Since its recognition as an official sport in 2019, BASKIN has demonstrated strong social and educational value, particularly in fostering inclusive attitudes, teamwork, and confidence among participants of all ages.

The success of BASKIN in Italy, and especially the long-standing experience of organisations such as Zio Pino Baskin Udine A.S.D., has shown that inclusive sport can be competitive, engaging, and sustainable when properly structured. Italian experiences highlight measurable benefits not only for players with disabilities, but also for able-bodied players, coaches, families, and the wider community.

In Croatia, prior to ISIA, opportunities for inclusive team sports were limited and often fragmented. While adaptive sports existed, they were frequently isolated from mainstream sporting structures. Needs assessments conducted at the start of the project identified strong interest among schools, families, and local sports organisations, coupled with a lack of technical knowledge and practical models for inclusive sport delivery.

Against this background, the ISIA project was conceived to transfer proven BASKIN methodologies to Croatia, adapt them to local conditions, and demonstrate their feasibility through real-life implementation in two pilot communities. The project therefore represents a strategic response to

identified social and sporting needs, while contributing to broader European objectives in the field of sport and inclusion.

1.3 Project Objectives

The overarching aim of the ISIA project is to introduce, establish, and promote BASKIN as a sustainable inclusive sport in Croatia, while strengthening transnational cooperation and contributing to long-term social impact. To achieve this aim, the project pursued the following interrelated objectives:

Introducing BASKIN to the Croatian sports landscape

The project sought to raise awareness of BASKIN and demonstrate its inclusive and structured nature through public presentations, demonstration matches, and pilot activities in Kostrena and Ogulin. By creating visibility and providing hands-on experiences, the project aimed to lay the foundations for broader recognition and future expansion of BASKIN at local, regional, and national levels.

Promoting inclusivity and diversity through sport

A central objective of ISIA was to challenge traditional barriers in sport by enabling individuals with and without disabilities to participate together on equal terms. Through mixed-ability teams, inclusive rules, and community-based events, the project promoted understanding, cooperation, and respect among participants, while encouraging sports clubs and schools to adopt more inclusive practices.

Encouraging healthy and active lifestyles

Recognising the importance of physical activity for physical, mental, and emotional well-being, the project used BASKIN as a tool to motivate regular participation in sport. Its adaptable nature made it accessible to a wide range of participants, including those who often face limited sporting opportunities. By integrating BASKIN into community and school-based activities, the project contributed to healthier lifestyles and improved well-being.

Facilitating transnational cooperation and knowledge exchange

The project placed strong emphasis on collaboration with experienced Italian partners. Through training sessions, study visits, joint matches, and continuous mentoring, Croatian coaches and organisations benefited from established expertise in BASKIN implementation. This cooperation ensured high-quality delivery, supported capacity building, and strengthened long-term relationships between Croatian and Italian sports organisations.

1.4 European Added Value

The ISIA project demonstrates clear European added value by addressing common challenges faced across Europe in the field of inclusive sport. Through transnational cooperation, shared learning, and mobility of players and experts, the project translated European values into concrete local action.

By combining grassroots sport, social inclusion, and international collaboration, ISIA contributes to the Erasmus+ objective of strengthening the European dimension in sport, while offering a model that can be replicated in other countries and regions. The project thus serves not only local communities in Kostrena and Ogulin, but also the broader European effort to make sport more inclusive, accessible, and socially impactful.

2. Methodology and Implementation Approach

The project was implemented through a structured methodology built around three work packages: preparation and partnerships, implementation of BASKIN programmes, and integration and dissemination. This approach allowed the consortium to move gradually from planning to action, while continuously monitoring progress and adapting activities.

The preparatory phase focused on partnership building, coordination, and planning. Regular online meetings were held to align expectations and responsibilities. A key milestone was the **in-person coordination meeting in Kostrena on 23 January 2025**, during which partners jointly developed and approved the **Project Plan**, which became the first official deliverable of the project. This document defined timelines, roles, communication channels, and monitoring mechanisms, ensuring transparency and accountability from the start.

The implementation phase prioritised hands-on learning and visibility. Rather than limiting activities to classroom-style training, the project emphasised real-life experience through demonstration matches, community events, and transnational exchanges. Italian expertise from Zio Pino Baskin Udine was central to this process, ensuring technical accuracy and fidelity to the BASKIN model while allowing adaptation to local contexts.

Ethical considerations were embedded throughout the methodology. Special attention was given to child protection, data protection (GDPR), gender balance, and dignity of participants. Written parental consent forms were collected for all minors whose images were used in dissemination materials.

2. Description of Implemented Activities

The first visible project activities took place in **March 2025**, marking the public introduction of BASKIN in Croatia.

On **14 March 2025**, a BASKIN presentation and demonstration match were organised in **Ogulin**. The event brought together children, youth, parents, teachers, coaches, municipal representatives, and members of the general public. Italian experts from Zio Pino Baskin Udine introduced the philosophy and rules of BASKIN, followed by a live demonstration match involving mixed-ability teams.



Picture 1 A BASKIN team in action, sourced from Zio Pino Baskin Udine A.S.D.'s Facebook page. (Source: Zio Pino Baskin Udine A.S.D., 2025)

The following day, on **15 March 2025**, **KKOI Kostrena** hosted the first official BASKIN match in the region. The event attracted a large audience and received media coverage. For many spectators, it was the first time witnessing an inclusive team sport in action.



Picture 2 First official BASKIN match in Kostrena, March 2025

These March events marked a turning point for the project. They validated the interest of local communities and provided practical learning opportunities for Croatian coaches and volunteers.

Transnational cooperation intensified in the second half of the year. On **20 September 2025**, Croatian teams from Kostrena and Ogulin travelled to **Udine**, where they played a friendly match against Zio Pino Baskin Udine. This experience allowed Croatian players and coaches to observe a mature BASKIN environment and to test their skills in an international setting.



Picture 3

On **8 November 2025**, an Italian BASKIN expert visited **Kostrena** to deliver a dedicated training session for Croatian coaches, officials, and volunteers. The training focused on advanced rules interpretation, coaching strategies, and inclusive facilitation techniques.

Finally, on **29–30 November 2025**, Croatian teams returned to Udine for another cross-border event, including matches and joint workshops. This reinforced the partnership and provided additional opportunities for experiential learning.



Picture 4

3. Outcomes and Achievements

By December 2025, the ISIA project had achieved tangible quantitative results alongside significant qualitative outcomes, demonstrating both reach and depth of impact:

- approximately **140** children, youth, and adults, youth, and adults participated directly in BASKIN activities;
- **28** coaches, volunteers, and officials received structured training;
- **7** public events and matches were organised;
- strong media visibility was achieved at local and national levels.

Beyond numbers, the qualitative outcomes were particularly significant. Participants reported increased confidence, motivation, and sense of belonging. Coaches developed new competencies in inclusive sport delivery, while clubs strengthened their organisational capacity.

Parent testimonial:

“My child has played sports before, but never in an environment where he felt truly equal. BASKIN gave him confidence and motivation we had not seen before.”

Coach testimonial:

“This project completely changed the way I think about coaching. Inclusion is not a limitation – it is a strength that makes the game richer.”

Player testimonial:

“On the BASKIN court, everyone matters. We win and lose together.”

All major activities implemented to date are in full alignment with the project’s objectives and timeline as outlined in the Description of the Action:

4. Impact Analysis

The impact of the ISIA project can be observed at multiple levels.

At the **individual level**, players with disabilities experienced increased participation, confidence, and physical activity. Able-bodied players developed empathy, teamwork skills, and a deeper understanding of diversity.

At the **organisational level**, KKOI Kostrena and KK Ogulin expanded their role within their communities, positioning themselves as leaders in inclusive sport. LAG Frankopan strengthened its capacity in managing sport-based inclusion projects, while Zio Pino Baskin Udine reinforced its role as an international reference for BASKIN development.

At the **community level**, the project fostered dialogue on inclusion and diversity, engaging schools, families, and local authorities. BASKIN events became community gatherings that celebrated cooperation and respect.

These impacts collectively demonstrate how inclusive sport can act as a catalyst for social cohesion, active citizenship, and European values at community level.

5. Challenges and Lessons Learned

The project encountered several challenges, including low initial awareness of BASKIN, the complexity of its rules, and the need to adapt existing sports facilities. These challenges were addressed through clear communication, step-by-step training, and close cooperation between partners.

One of the key lessons learned is that **visible, practical demonstrations** are far more effective than theoretical explanations when introducing inclusive sports.

6. Sustainability and Future Perspectives

Sustainability has been embedded into the project from the beginning. Trained coaches and officials will continue delivering BASKIN activities beyond the project period. Both pilot clubs have expressed commitment to integrating BASKIN into their regular programmes.

There is also strong potential for expansion to other Croatian regions and neighbouring countries, supported by the established cooperation with Italy. The project outcomes also provide a practical reference for local authorities and sports federations interested in embedding inclusion within mainstream sports policies.

7. Conclusions

The ISIA project successfully demonstrated that BASKIN can be introduced, accepted, and sustained in Croatian communities. Through strong partnerships, transnational cooperation, and community engagement, the project achieved meaningful impact and laid the foundation for long-term inclusive sports development.

PART II:

BEST PRACTICES MANUAL

1. Purpose of the Manual

This Best Practices Manual has been developed to support organisations, sports clubs, schools, municipalities, and civil society actors who wish to introduce **BASKIN** or similar inclusive team sports in their local communities. It builds directly on the experience gained during the implementation of the ISIA project in Croatia between January and December 2025.

The manual captures the most effective strategies, practical lessons, and operational insights identified through real-life implementation in Kostrena and Ogulin, as well as through close cooperation with experienced partners from Italy. Its purpose is not to provide a rigid model, but rather a flexible and adaptable framework that can be adjusted to different local, cultural, and institutional contexts.

2. Core Principles of Successful BASKIN Implementation

Successful BASKIN implementation depends on a strong commitment to inclusion as a core value. Inclusion must not be treated as an add-on or symbolic gesture, but as the foundation of all planning and delivery decisions. Every participant, regardless of physical or intellectual ability, must have a meaningful role within the game.

Another essential principle is **role-based participation**. BASKIN's strength lies in its structured assignment of player roles according to ability levels. This ensures balance, safety, and fairness, while allowing teams to compete seriously and cooperatively.

Community ownership also emerged as a decisive factor. When families, schools, volunteers, and local authorities are involved from the beginning, BASKIN is more likely to be accepted and sustained. The sport becomes a shared community initiative rather than the activity of a single club.

Finally, visibility and communication are crucial. Inclusive sports must be seen to be understood. Demonstration matches, open training sessions, and media engagement help transform abstract concepts of inclusion into tangible experiences.

3. Preparing the Ground: Needs Assessment and Local Context

Before introducing BASKIN, organisations should conduct a basic but focused needs assessment. This does not require complex studies, but it should identify existing gaps in sports participation, particularly for people with disabilities, as well as available facilities, potential partners, and community interest.

In the ISIA project, early engagement with schools, disability organisations, and local sports clubs provided valuable insights into expectations and concerns. Understanding the local context helped tailor communication messages and choose appropriate venues for initial activities.

4. Building Strong Partnerships

One of the most important success factors identified during the project was the establishment of **clear and complementary partnerships**. Each partner should have a well-defined role based on its strengths and resources.

For ISIA, the combination of a coordinating organisation, experienced international experts, and locally rooted sports clubs created a balanced partnership structure. Transnational cooperation with Zio Pino

Baskin Udine A.S.D. ensured technical quality and credibility, while local clubs ensured trust and access to communities.

When replicating the model, organisations are encouraged to involve:

- a coordination body with project management capacity;
- at least one experienced BASKIN or inclusive sport expert;
- local clubs or institutions with access to facilities;
- schools or youth organisations to broaden outreach.

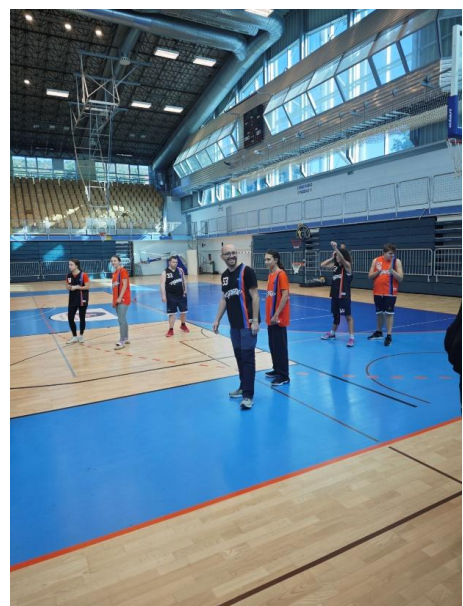
5. Training Coaches, Volunteers, and Officials

Training is the backbone of sustainable BASKIN implementation. Coaches and volunteers must understand not only the rules of the game, but also the philosophy behind it.

Effective training combines:

- theoretical explanation of BASKIN principles;
- practical, on-court exercises;
- observation of real matches;
- reflection and discussion sessions.

In ISIA, training delivered by Italian experts proved especially valuable. Croatian coaches gained confidence through hands-on learning and mentorship, rather than purely theoretical instruction.



It is recommended to gradually build a local pool of trained coaches and referees, starting with small groups and expanding over time.

6. Engaging the Community

Community engagement should begin early and continue throughout implementation. Open events such as “Try BASKIN” days, school presentations, and demonstration matches are particularly effective.

In Kostrena and Ogulin, public matches attracted families, teachers, municipal representatives, and media. These events helped demystify disability and shift perceptions from limitation to cooperation.

Communication should use simple language, positive imagery, and real stories. Parents and players often become the most convincing ambassadors for the sport.



7. Organising BASKIN Matches and Events

When organising BASKIN matches for the first time, it is important to prioritise learning and enjoyment over competition results. Clear explanations of rules, supportive refereeing, and encouragement from coaches create a positive environment.

Key practical tips include:

- ensuring facilities are accessible and safe;
- using adapted equipment where necessary;
- briefing volunteers and officials in advance;
- allowing time for informal interaction after matches.

Transnational matches, such as those organised in Udine, add significant value by exposing participants to established BASKIN environments and reinforcing European cooperation.

8. Monitoring, Feedback, and Continuous Improvement

Continuous feedback helps improve quality and sustainability. Simple tools such as short questionnaires, group discussions, and coach debriefings can provide valuable insights.

During ISIA, feedback highlighted the importance of clear role explanations and gradual rule introduction. Adjustments based on feedback improved player confidence and match flow.

Monitoring should focus not only on numbers, but also on inclusion quality, participant satisfaction, and community response.

9. Common Challenges and How to Address Them

Several challenges commonly arise when introducing inclusive sports:

- limited initial awareness;
- uncertainty among coaches;
- facility constraints;
- fear of “doing inclusion wrong.”

These challenges can be addressed through:

- visible demonstration events;
- mentoring by experienced partners;
- phased implementation;
- open communication with families and participants.

10. Recommendations for Replication and Scaling

Organisations wishing to replicate BASKIN should start small, pilot activities in one or two locations, and expand gradually. Regional clustering of clubs can support league development and peer learning.

Long-term success is more likely when BASKIN is integrated into regular club programmes and school activities, rather than remaining a standalone project.

11. Final Reflections

The experience of the ISIA project demonstrates that BASKIN is not only a sport, but a **platform for social change**. When implemented thoughtfully, it strengthens communities, builds empathy, and creates spaces where diversity becomes a shared advantage.

This manual invites organisations across Europe to build on these experiences, adapt them to local contexts, and contribute to a more inclusive sporting culture.

ANNEXES –

ANNEX I – Template for Local Needs Assessment (BASKIN Introduction)

To assess readiness, interest, and capacity for introducing BASKIN or other inclusive sports in a local community.

Location: _____
Organisation conducting assessment: _____
Date: _____

A. Community Context

Size of local population:	
Existing sports clubs and facilities:	
Presence of disability organisations/schools:	

B. Current Sports Opportunities

- Are inclusive or adaptive sports currently available?
 Yes No
If yes, please describe briefly:

-
- Main barriers to participation for people with disabilities:
 Physical accessibility
 Lack of trained staff
 Lack of awareness
 Financial constraints
 Other: _____

C. Stakeholder Interest

Please indicate level of interest (Low / Medium / High):

- Local sports clubs: Low Medium High
- Schools: Low Medium High
- Parents/families: Low Medium High
- Local authorities: Low Medium High

D. Facilities and Equipment

- Indoor sports hall available: Yes No
- Accessibility suitable for wheelchair users: Yes Partly No
- Need for equipment adaptation: Yes No

E. Conclusion and Recommendation

Based on the assessment, introduction of BASKIN is:

Highly recommended Feasible with adjustments Not recommended at this stage

Short justification:

ANNEX II – Checklist for Preparing a BASKIN Training Session

To ensure quality, safety, and inclusion during training.

A. Before the Session

- Venue booked and accessible
- Emergency procedures known
- Participant list prepared
- Ability levels identified
- Roles assigned
- Equipment checked (balls, cones, baskets)
- Volunteers briefed
- Consent forms verified (for minors)

B. During the Session

- Clear explanation of rules
- Inclusive language used
- Equal participation ensured
- Safety monitored continuously
- Adjustments made if needed

C. After the Session

- Short feedback from participants
- Coach debrief
- Attendance recorded
- Notes for improvement documented

ANNEX III – Sample BASKIN Training Session Schedule (90 minutes)

Target group: Mixed-ability group (children/youth/adults)

Location: _____

Trainer: _____

Time	Activity
0–10 min	Welcome and warm-up (inclusive exercises)
10–25 min	Explanation of BASKIN rules and roles
25–45 min	Skill exercises (passing, positioning, cooperation)
45–70 min	Controlled practice game
70–85 min	Friendly match
85–90 min	Reflection and feedback

Notes:

Adapt intensity and rules according to participants' abilities.

ANNEX IV – Event Organisation Checklist (BASKIN Match / Demonstration)

A. Planning Phase

- Date and venue confirmed
- Partner roles defined
- Equipment secured
- Referees and volunteers assigned
- Media informed
- Invitations sent to schools and families

B. On the Day

- Venue prepared and accessible
- Registration desk set up
- Volunteers visible and briefed
- Clear signage
- First aid available
- Photos/videos recorded with consent

C. After the Event

- Attendance counted
 - Feedback collected
 - Media follow-up
 - Internal evaluation meeting
 - Short event report drafted
-

ANNEX V – Monitoring and Evaluation Template

To capture quantitative and qualitative impact.

A. Quantitative Indicators

- Number of participants: _____
- Number of players with disabilities: _____
- Number of coaches/volunteers trained: _____
- Number of events/matches: _____

B. Qualitative Feedback (short answers)

1. What did participants enjoy most?

2. What was challenging?

3. Did participants feel included and respected?

Yes Mostly Partly No

4. Suggestions for improvement:

ANNEX VI – Template for Partner Cooperation Record

To document cooperation among partners.

- Date of meeting/activity: _____
 - Partners involved: _____
 - Type of activity: Meeting Training Match Planning
 - Key outcomes:
-

- Follow-up actions:
-
-

ANNEX VII – Sample Media & Dissemination Log

Date	Channel	Content	Audience	Partner
	Social media	Match photo	Local community	
	Website	News article	General public	
	Press	Event coverage	Regional	



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 European education and culture executive agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.