

## Final Report - MATCODE

Between partners for the implementation of the project:

Project number: 101090125

Project name: Motor Activity Training Program (MATP) Training & Coaching Development in Europe (for people with profound intellectual and multiple disabilities).

Project acronym: MATCODE.

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# 1. Introduction

This Final Report presents a comprehensive overview of the Erasmus+ MATCODE project, its implementation process, results, impact and sustainability perspectives. It builds upon the Interim Report (June 2024) and reflects on the full project lifecycle, with a focus on achieved objectives, European added value and lessons learned.

MATCODE was developed in response to the structural underrepresentation of people with profound intellectual and multiple disabilities (PIMD), also referred to as persons with pervasive support needs, in sport, exercise and physical activity. Despite the well-documented benefits of physical activity, this target group often lacks access to appropriate, inclusive and professionally supported sport offers.

Through cross-national cooperation, MATCODE aimed to professionalise, harmonise and scale the Motor Activity Training Program (MATP) in Europe. The project combined research, curriculum development, pilot implementation and dissemination to ensure evidence-informed, transferable and sustainable outcomes.

## 2. Project Overview and Objectives

### 2.1. General Objective

The overarching objective of MATCODE was to increase participation of people aged 6+ with profound intellectual and multiple disabilities in sport, exercise and physical activity by expanding the number of trained professionals and organisations offering MATP in a professional, inclusive and context-sensitive manner.

### 2.2. Specific Objectives

The project pursued four interrelated specific objectives:

1. **To develop a more appropriate and varied sport and physical activity offer** for people with PIMD, increasing accessibility and choice (addressing identified gaps in provision).
2. **To develop a structured, evidence-informed MATP Coach Curriculum** for professionals and volunteers working in sport, education and healthcare (WP2).
3. **To implement, pilot and contextualise MATP in three EU countries** in close cooperation with local stakeholders, ensuring relevance, feasibility and sustainability (WP3).
4. **To strengthen local, national and international cross-sectoral networks** connecting sport, education and healthcare, enabling knowledge exchange and long-term embedding of MATP (WP4).

### 2.3. Project products (deliverables)

<b>Deliverable No</b>	<b>Deliverable Name</b>	<b>Due Date (month number)</b>	<b>Status</b>
D1.1	Final project report (internal)	M36	Submitted
D1.2	Interim report (internal)	M18	Approved
D2.1	Training course/ Curriculum MATP head coaches in multiple languages	M12	Approved
D2.2	MATP exercises handbook via digital platform	M26	Approved
D.3.1.	Needs assessment per country combined in one report	M17	Approved
D.3.2	Monitoring & Lessons Learned from Pilots combined in one report	M29	Submitted
D.3.3.	Sustainability plan to scale up in country combined in one report	M33	Submitted
D.4.1	Overview Stakeholder analysis 3 countries.	M12	Approved
D.4.2	Overview best practices	M18	Approved
D.4.3.	Guidelines for implementation in other EU countries.	M32	Approved
D 5.1.	Communication and dissemination plan	M5	Approved
D.5.2.	National webinars (2 per country) & Final International Conference (1 in total)	M35	Submitted
D.5.3.	You-tube channel	M36	Submitted

## 3. Partnership, Governance and Project Management (WP1)

### 3.1. Partnership Structure

The MATCODE consortium brought together complementary expertise from four organisations across three EU countries:

- **Disabled Sports the Netherlands (GSN)** – Project Coordinator
- **Hanze University of Applied Sciences (HUAS)** – Research and academic partner
- **Special Olympics Ireland (SOIR)** – Implementation and dissemination partner
- **Special Olympics Slovakia (SOS)** – Implementation and dissemination partner

This balanced partnership ensured strong links between research, policy and practice.

### 3.2. Governance and Decision-Making

Project governance was ensured through a Steering Committee (General Assembly), consisting of one representative per partner organisation and chaired by the coordinator. The Steering Committee met regularly (online) and was responsible for strategic decisions, quality assurance and risk management.

Operational coordination was carried out by the Project Core Team and Work Package leaders, supported by regular online meetings and clear reporting structures.

### 3.3. Ethics, Quality Assurance and Risk Management

All partners adhered to the MATCODE Code of Conduct and applied the Project Management Institute's Ethical Decision-Making Framework (EDMF) when ethical dilemmas arose. Quality assurance was embedded across all work packages through:

- Clear planning and deliverable timelines
- Continuous monitoring of progress
- Integration of research findings into practice
- Structured reflection moments during pilots and meetings

### 3.4. Monitoring of the specific objectives

To assess whether the four specific objectives of the MATCODE project have been achieved, a set of quantitative and qualitative indicators was defined at the start of the project. These indicators were aligned with the project's intervention logic and linked to the corresponding work packages.

Hanze University of Applied Sciences (HUAS) coordinated the development and implementation of the monitoring and evaluation framework, in close collaboration with the



Project Coordinator and the work package leaders. HUAS provided methodological guidance, formats and templates, and supported the consortium through digital instructions and presentations to ensure a consistent and reliable monitoring approach across countries.

All project partners were responsible for carrying out the monitoring activities at national level, involving their staff, volunteers, coaches, family members and other relevant stakeholders. Given the limited availability of prior research in the field of sport and physical activity for people with profound intellectual and multiple disabilities (PIMD), baseline values for several indicators were established through baseline measurements conducted prior to the implementation of the activities linked to the specific objectives.

The table below provides an overview of the indicators per specific objective, including the means of verification, units of measurement, frequency of data collection, baseline values, target values and the results achieved during the project.

Specific objective	Indicators	Means of Verification	Unit of measurement	Frequency	Baseline	Target	Delivered
1. Creating a <b>more appropriate</b> and <b>varied</b> offer of sport, exercise, and physical activity to increase the choice of the PIMD target group.	Description of weekly and daily motor activities.	Parents, supervisors and Coaches are asked to keep a diary.	Quantitatively (Dose delivered, Dose received).	3 (M15, M26 & M34)	To be determined.	Appropriateness & variation.	Described in Guidelines for Implementation (PEI).
	Satisfaction with weekly and daily motor activities.	Family members/relative/careers are asked to make pictures and to participate in interviews on the basis of the self-made photos.	Qualitatively, Photo Elicitation Interview (the pictures).	3 (M15, M26 & M34).	To be determined.	Appropriateness, variation & satisfaction of people with PIMD.	Described in Guidelines for Implementation (PEI).
	Description of choice opportunities during motor activities.	Family members/relative/careers are asked to make pictures and to participate in interviews on the basis of the self-made photos.	Qualitatively, Photo Elicitation Interview (interview)	3 (M15, M26 & M34)	To be determined.	Appropriateness & variation.	Described in Guidelines for Implementation (PEI).
	Number of different motor activities per week.	Short online questionnaire.	Quantitatively, numbers.	3 (M15, M26 & M34).	To be determined.	Increased choices of sport, exercise and Physical Activities for target group.	Described in Guidelines for Implementation (PEI).
2. To <b>develop</b> a curriculum for MATP Coaches and Trainers (PE Teachers, Physical Therapists, etc).	Coach Course Curriculum.	Delivery of the digital Coach Course Handbook.	Quantitatively.	1	0	1	Delivered (1).
	Coach Attitude towards knowledge, skills and competences	Measure attitude of Coaches, ADSP HEPA <sup>1</sup> , <b>Fout! Bladwijzer niet gedefinieerd..</b>	Quantitatively, Questionnaire before and after Coach Courses.	2, before and after Coach Course.	To be determined.	80% of the Coaches perceives an increase in attitude in knowledge, skills and competences.	In total, 83.3% of the coaches (N = 30) reported higher average self-assessment scores across the six items after the training, indicating a perceived increase in knowledge, skills

<sup>1</sup> Steenbergen HA. Healthy lifestyle of people with intellectual disabilities. University of Groningen; 2020. p. 81–105



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							and competences.
	Number of Coach Courses executed.	GSN, SOIR and SOS are asked to specify planned Coach Courses & register executed Coach Courses.	Quantitatively (Dose delivered, Dose received).	2 (before and after Coach Courses)	0	9 - 12 (1 Regional, and 2/3 Local per country)	12 (GSN 3, SOS 6, SOIR 3)
3. To <b>implement, test and contextualize</b> a PIMD offer in 3 EU countries, to make the offer sustainable. this will be done with local stakeholders .	Number of Local MATP pilots.	Mixed research, 1. Reach., 2. Context., 3. Dose delivered., 4. Dose received., 5. Fidelity <b>Fout!</b> <b>Bladwijzer niet gedefinieerd., Fout!</b> <b>Bladwijzer niet gedefinieerd.</b>	1, 3, 4: Quantitatively, 2 & 5: Qualitatively.	1 (M24-28).	0	45 pilot locations (15 per country).	45 (15 per country) – see attachment 1.
	Athletes/ people with PIMD reached in Pilots.	Mixed research, 1. Reach., 2. Context., 3. Dose delivered., 4. Dose received., 5. Fidelity <b>Fout!</b> <b>Bladwijzer niet gedefinieerd., Fout!</b> <b>Bladwijzer niet gedefinieerd.</b>	1, 3, 4: Quantitatively (numbers of participants and organizations 2 & 5: Qualitatively, quotes from participants.	1 (M24-28).	0	450	422 (GSN: 179 , SOS: 65 & SOIR: 178).
	What does inclusion mean for family and carers.	Photo Elicitation Interview.	Qualitatively.	3 (M15, M25 - 27 & M34).	0	Understanding of the meaning of inclusion.	Reported in Guidelines for Implementation: Acceptance, equality and inclusion (page 12) + participate alongside peers, experience a sense of belonging, joyful participation and emotional connection (page 15).
4. To <b>build</b> local and (inter)national networks to <b>strengthen</b> the connection and <b>exchange</b> knowledge between sport, education, and health care organizations <b>to enable participation</b> of the PIMD people	Stakeholders involved from sport, health and education at network & dissemination events.	Mixed research, 1. Reach., 2. Context., 3. Dose delivered., 4. Dose received., 5. Fidelity <b>Fout!</b> <b>Bladwijzer niet gedefinieerd., Fout!</b> <b>Bladwijzer niet gedefinieerd..</b>	1, 3, 4: Quantitatively, 2 & 5: Qualitatively.	2 (M15 & M29).	0	Network event (M15): 90 (30 per country). Dissemination event (M29): 90 (30 per country).	480 (GSN: 317, SOS: 90 SOIR: 73).
	MATP participants in SO events (National & Regional).	GSN, SOIR and SOS are asked to register the number of participants in MATP events during the project.	Quantitatively, numbers.	4 (M2, M12, M24, M35).	To be determined (M2).	Increase of number of participants during project.	Increased (but it differs per year because of different amount of events per year). See attachment 2 – question 4a.
	Digital platform with MATP exercises.	Delivery of the digital platform.	Quantitatively.	1	0	1	Delivered (1).



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in the field of sport, exercise, and physical activity.	MATCODE YouTube Channel.	The project manager & SOS will report on views per video and total views at MATCODE YouTube Channel.	Quantitatively, numbers.	3 (M23, M30, M35).	0	Total of 500 views.	326 views (30-12-2025).
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### 3.5. Overview of Results per Specific Objective

#### 1. Specific Objective 1: Creating a more appropriate and varied offer of sport, exercise and physical activity to increase choice for the PIMD target group:

- a) The indicators related to this objective focused on the appropriateness, variation, satisfaction and choice opportunities within weekly and daily motor activities for people with PIMD. Data were collected through questionnaires and qualitative Photo Elicitation Interviews involving coaches, family members and carers.
- b) The results show that the appropriateness and variation of activities, as well as satisfaction and perceived choice opportunities for people with PIMD, were clearly described and evidenced. These findings are consolidated and reported in the *Guidelines for Implementation*, demonstrating that the project successfully contributed to a more varied, meaningful and tailored physical activity offer for the target group.

#### 2. Specific Objective 2: Developing a curriculum for MATP Coaches and Trainers:

- a) All indicators related to the development and implementation of the MATP Coach Curriculum were fully achieved. The digital Coach Course Handbook was successfully developed and delivered.
- b) Evaluation of coaches' attitudes towards their own knowledge, skills and competences showed that 83.3% of the participating coaches reported a higher average self-assessment score after the training, exceeding the predefined target of 80%. In addition, a total of 12 coach courses were executed across the three countries, exceeding the minimum target range. These results demonstrate that the project effectively strengthened the professional capacity of MATP coaches.

#### 3. Specific Objective 3: Implementing, testing and contextualising a PIMD offer in three EU countries in cooperation with local stakeholders:

- a) The implementation and pilot phase resulted in the successful execution of 45 local MATP pilot locations (15 per country), fully meeting the target. Through these pilots, a total of 422 athletes with PIMD were reached, closely approaching the target of 450 participants.
- b) Qualitative findings from Photo Elicitation Interviews further deepened insight into what inclusion means for families and carers. Themes such as acceptance, equality, participation alongside peers, sense of belonging and joyful participation were identified and are reflected in the *Guidelines for Implementation*. Together, these



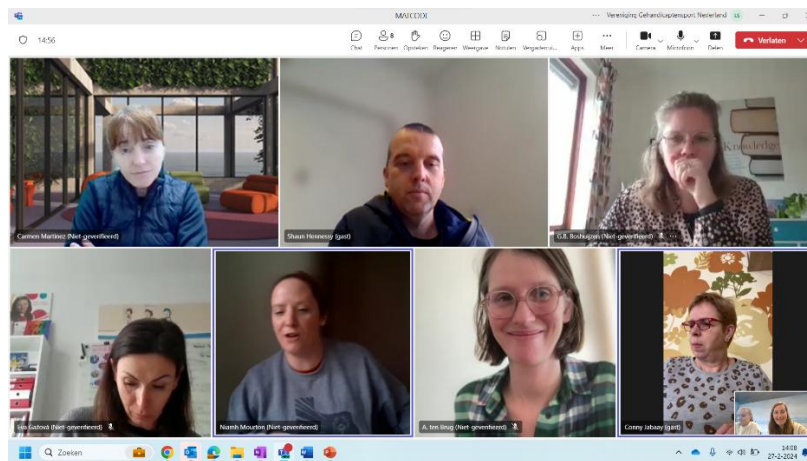
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results demonstrate that MATP can be effectively implemented and adapted within different national and organisational contexts.

#### **4. Specific Objective 4: Building local and (inter)national networks to strengthen cross-sectoral collaboration:**

- a) Indicators related to networking and dissemination show that the project substantially exceeded its targets. A total of 480 stakeholders from sport, health and education participated in network and dissemination events, far surpassing the target of 180 participants.
- b) In addition, participation of people with PIMD in MATP-related Special Olympics events increased over the project period, although annual numbers varied due to differences in event programming. The digital MATP platform and the MATCODE YouTube channel were successfully delivered, further supporting knowledge exchange and dissemination, with growing visibility and usage throughout the project.

Overall, the monitoring results demonstrate that all four specific objectives of the MATCODE project were achieved. The indicators show strong alignment between planned targets and delivered outcomes, confirming both the effectiveness and the added value of the project's integrated approach to inclusion, capacity building and European collaboration.



*Screenshot of a monthly online MATCODE Team meeting (27<sup>th</sup> of February 2024).*





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the fundamental movement skills underlying MATP and provides clear, accessible explanations of the core principles and structure of the MATP approach.

The videos also showcase a wide range of practical MATP activities, offering concrete inspiration for MATP coaches working in diverse settings. Together with a separate video dedicated specifically to MATP activities, these materials support coaches in translating theory into practice. The video series forms a strong and valuable complement to the MATP Handbook developed within WP2, enhancing accessibility, usability and practical implementation of the programme.

All MATCODE videos are publicly available via the dedicated YouTube channel: [https://www.youtube.com/@MATCODE\\_25](https://www.youtube.com/@MATCODE_25)

#### 4.1.1. Training Evaluation Results and Content of the Questionnaire

Participants (N = 30) completed a self-assessment questionnaire before and after the training day, using a five-point Likert scale. The questionnaire was based on items described by Steenbergen<sup>2</sup> and focused on professionals' knowledge, skills, resources, organisational support, attitudes and motivation related to sport and physical activity for persons with profound intellectual and multiple disabilities (PIMD).

The six items addressed the following themes:

1. **Knowledge of guidelines:** Perceived knowledge of recommendations for sport and physical activity for persons with (severe to profound) intellectual and multiple disabilities.
2. **Practical competence:** Perceived practical knowledge and skills to set up and deliver sport and physical activity activities.
3. **Availability of materials:** Perceived availability of (sport) materials to carry out sport and physical activity activities.
4. **Organisational support:** Perceived support from supervisors or managers in encouraging persons with PIMD to be sufficiently physically active.
5. **Attitude towards physical activity:** Belief in the importance of physical activity and willingness to prioritise it within day-care or daily programmes for persons with PIMD.
6. **Work enjoyment:** Enjoyment of offering sport and physical activity activities as part of one's professional role.

A comparison of the pre- and post-training mean scores showed a clear positive development on most items. The largest relative improvements were observed in knowledge of guidelines (+35.3%) and practical competence (+24.4%), indicating a substantial increase

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<sup>2</sup> Steenbergen, H.A. (2020). *Healthy lifestyle of people with intellectual disabilities*. University of Groningen, pp. 81–105.



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in participants' perceived knowledge and skills following the training. Improvements were also found in organisational support (+11.8%) and availability of materials (+5.4%), suggesting enhanced awareness of contextual and organisational factors influencing physical activity provision.

Work enjoyment showed a small increase (+2.9%), which can be explained by the already high baseline score prior to the training. Attitude towards physical activity showed a slight decrease (-1.7%); however, both pre- and post-training scores remained high, indicating a consistently strong belief in the importance of physical activity for persons with PIMD.

Overall, these results demonstrate that the training day had a meaningful and measurable impact on participants, particularly in areas related to knowledge and practical competence, while maintaining high levels of motivation and positive attitudes towards sport and physical activity.

## 4.2. WP3 – Pilot Implementation, Monitoring and Sustainability

WP3 addressed the implementation and testing of MATP in Ireland, Slovakia and the Netherlands. Pilot coach courses and training activities were organised in collaboration with local stakeholders from sport, education and healthcare.

Key outcomes included:

- Increased competencies and confidence among MATP coaches.
- Demonstrated feasibility of MATP across diverse organisational contexts.
- Collection of lessons learned informing sustainability planning.

WP3 played a pivotal role within the MATCODE project and can be considered a key driver in achieving the general objective of the project. By focusing on the practical implementation, testing and contextualisation of the Motor Activity Training Program (MATP) in three EU countries, WP3 directly contributed to increasing participation of people aged 6+ with profound intellectual and multiple disabilities (PIMD) in sport, exercise and physical activity.

The MATP pilot implementations in all participating countries were highly successful. Within WP3, it was achieved to implement 15 local MATP pilot locations per country, resulting in a total of 45 pilot locations across the Netherlands, Ireland and Slovakia. At each of these locations, trained coaches actively worked with the PIMD target group using the full range of newly developed and available MATCODE resources. These included the MATP Handbook, the knowledge and ongoing support of the national and regional head coaches, the instructional video series, and concrete examples of MATP activities.

As a result, structured sport and physical activity sessions for people with PIMD were delivered at all pilot locations. Coaches were able to move beyond theory and apply MATP directly in practice, allowing them to experience first-hand what is possible when appropriate materials, guidance and support structures are in place. This practical experience proved essential in building confidence, competence and commitment among coaches and organisations.



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Importantly, each participating country implemented the pilots in a way that was aligned with its own national context, organisational structures and stage of MATP development. This contextualised approach ensured relevance and feasibility while maintaining the shared core principles of MATP. An overview of all pilot locations is provided in Annex 1.

The monitoring of the pilots and the analysis of lessons learned were integral components of WP3 and are described in detail in the Monitoring and Lessons Learned report. Together, these insights demonstrate that MATP can be effectively implemented across diverse European contexts and confirm that WP3 made a substantial contribution to the successful achievement of the overarching objective of the MATCODE project.

### 4.3. WP4 – Research, Best Practices and Guidelines

WP4 focused on generating evidence and transferable knowledge through:

- A Needs Assessment identifying organisational requirements and barriers
- A Best Practices analysis structured around the ecological model
- Guidelines for Implementation in other EU countries

Together, these outputs provide a coherent, research-based framework supporting high-quality MATP implementation across Europe.

WP4 has been of exceptional added value for the long-term embedding of the Motor Activity Training Program (MATP) in practice. Where discussions about meaningful sport and physical activity for people with profound intellectual and multiple disabilities (PIMD) were previously largely driven by practice-based experience and professional conviction, WP4 ensured that these assumptions were systematically examined, documented and substantiated through research.

The studies designed and carried out by Hanze University of Applied Sciences (HUAS) represent a crucial step in the professionalisation of MATP. Through a structured research approach, including a needs assessment, stakeholder analysis, best practices analysis, and the development of guidelines for implementation, MATP has been examined from multiple perspectives and across different European contexts. This has resulted in a solid body of evidence that supports not only current implementation but also the future development of MATP.

The way in which HUAS translated research findings into accessible and practice-oriented reports is of major significance. The reports clearly articulate *why* the MATP programme is effective, meaningful and enjoyable for people with PIMD, as well as *how* and *under which conditions* it can be successfully implemented. This evidence-based foundation strengthens the credibility of MATP and provides sport organisations, educators and



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policymakers worldwide with concrete arguments to support investment in inclusive sport and physical activity for this target group.

Importantly, the impact of WP4 extends beyond the duration of the Erasmus+ project. The research outputs created within MATCODE will continue to inform and guide implementation, scaling and advocacy efforts in the years to come, thereby directly supporting the general objective of MATCODE even after the formal end of the project period.

As a final step, HUAS has planned to publish a scientific paper based on the research conducted within MATCODE. Such a publication would further increase the reach, academic depth and international visibility of the project, ensuring that the knowledge generated through MATCODE contributes to the global evidence base on inclusive sport and physical activity for people with profound intellectual and multiple disabilities.

#### 4.4. WP5 – Communication, Dissemination and Visibility

WP5 ensured visibility, outreach and impact through:

- A dedicated visual identity and communication plan.
- Social media, storytelling and ambassador approaches.
- National webinars and a final international conference.

Dissemination activities targeted professionals, organisations and policymakers in sport, education and healthcare.

##### 4.4.1. Project visibility

These pages functioned as **central reference points** during the project and after completion, offering stakeholders (sport, education, health/care) a consistent entry point to MATCODE and MATP resources.

- **GSN project page (Netherlands):** Erasmus+ MATCODE project overview and downloadable outputs (e.g., Needs Assessment, handbook, resources). <https://www.gehandicaptensport.nl/projecten-en-diensten/ernstig-meervoudige-beperking---matp-erasmus--matcode>
- **Academic Collaborative Centre / AW-EMB research pages (Netherlands):** research context, roles of researchers, and explanation of MATP/MATCODE research line. <https://aw-emb.nl/en/onderzoek/motor-activity-training-program-matp/>
- **Special Olympics Ireland:** MATP and Erasmus+ MATCODE project overview and downloadable outputs, benefits, videos and contact details <https://www.specialolympics.ie/sports/motor-activities-training-program>



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- **Special Olympics Slovakia:** MATP and Erasmus+ MATCODE project overview and downloadable outputs, benefits, pictures, videos and news articles <https://specialolympics.sk/motoricky-trening-matp/>

#### 4.4.2. Ambassador storytelling and human-interest features

Ambassador-driven communication was used to **make the project tangible**, highlight the **right to sport** for people with PIMD, and demonstrate inclusion in practice.

##### **Slovakia – Michal Dolinský**

- **MATCODE Ambassador PDF profile (Special Olympics Slovakia):** Michal Dolinský as MATCODE ambassador; story and MATP participation narrative. [https://specialolympics.sk/wp-content/uploads/matcode\\_dolinsky.pdf](https://specialolympics.sk/wp-content/uploads/matcode_dolinsky.pdf)
- **Turin 2025 feature article (Turin 2025 website) – 25 Feb 2025:** spotlight on Michal and MATP mono-ski demonstration context. <https://www.turin2025.org/en/matp-dolinsky>
- **Special Olympics International news story** (international reach): story on Michal’s recognition and visibility around Turin 2025. <https://www.specialolympics.org/stories/news/michal-dolinsky-from-povazska-recognized-by-famous-footballer-drogba-the-teenager-with-cerebral-palsy-will-represent-slovakia>
- **Special Olympics International athlete story (IDPD 2024):** athlete-focused storytelling linking MATP to inclusion and visibility. <https://www.specialolympics.org/stories/athletes/unstoppable-determination-one-athletes-journey-of-passion-and-love-for-sport>
- **Special Olympics video / social media:** “MATP Michal Dolinsky” video content hosted on Facebook. <https://www.facebook.com/reel/1100437514768570>
- **YouTube video (Special Olympics Slovakia):** “Michal Dolinsky MATP Ambassador, Part 1” (video). <https://www.youtube.com/watch?v=Nozd1f8pCC0> and <https://www.youtube.com/watch?v=lGkzmjJDm-8>

##### **Ireland – Francis Donnelly**

- **Ambassador PDF profile:** Francis Donnelly’s story as Ireland’s MATCODE ambassador, including preparation toward Summer Games 2026. <https://specialolympics.sk/wp-content/uploads/FRANCIS-DONNELLY-CHAMPIONING-INCLUSION-AS-IRELAND.pdf>
- **Avista article (Ireland) – 26 Nov 2023:** announcement/feature about Francis as Irish Ambassador for MATCODE (page itself is restricted, but indexed with date and title). <https://www.avistaehub.ie/irish-ambassador-for-the-matcode-erasmus-project/>

## The Netherlands – Dewi Hornis

- **Player profile:** Dewi Hornis is profiled as a Boccia athlete in the Cruyff Talent Team, highlighting her talent, dedication and progress in the sport. The page showcases her achievements and involvement in competitive Boccia. <https://www.boccia.nl/cruyff-talentteam/dewi-hornis>
- **News article Boccia events:** featuring Dewi Hornis as a prominent participant and ambassador, emphasizing her role in promoting inclusive sport. <https://www.gehandicaptensport.nl/actueel/nieuws/1497/volop-boccia-in-de-maand-november>
- **Ambassador introduction:** Dewi Hornis is introduced as an ambassador for the PIMD community, where she shares her story to inspire people with multiple disabilities. <https://www.ikgaemb.nl/ambassadeurs/dewi-gaat-emb/>

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Michal (19) sa blýslo na Svetových zimných hrách Špeciálnych olympiád

# Tlieskala mu aj manželka viceprezidenta USA!



Usha Vanceová neskrývala nadšenie.

Michal si svoj deň užíval naplno a získal si priazeň druhej dámy USA.

Na monoski sa im vďaka náklonom zlepšujú brušné svaly i peristaltika čriev.

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**TURIN/POVÁŽSKÁ BYSTRICA** - Zožal obrovské ovácie! Slovenská výprava sa zúčastnila na Svetových zimných hrách Špeciálnych olympiád v Turine. Na severozápade Talianska bojujete v sledných disciplínach o cenné kovy 26 športovcov s intelektuálnym znevýhodnením. Medzi nimi bol aj Slovák Michal Dolinský, ktorý je veľkou inšpiráciou pre mnohých rovesníkov. Jeho jazda na monoski uchvátila aj Ushu Vanceovú, manželku viceprezidenta USA JD Vancea.

Slovenský reprezentant Michal Dolinský spoločne so svojim, taktické intelektuálne a telesne znevýhodneným rovesníkom z Talianska demonštrovali jazdu na monoski. Michal trpí od narodenia deťskou mozgovou obrnou (DMO) - kvadruparézou s distonickou zložkou. Okrem toho má epilepsiu a mnoho iných sekundárnych diagnóz. Jeho rodičia Miroslav (54) a Ivana (50) boli odjakživa športovo založení a s prí-

chodom Miška sa svojich záľub nezdali. „Samozrejme, že sme sa snažili aj Miška viesť k športu. Hlavne sme ho chceli brávať zo sebou, aby sme aj my mohli športovať a aby sme boli ako rodina spolu!“, hovorí Miškov otec. Kým bol Miško malý, chodili s ním na lyže s tým, že ho mali na rukách. „Skušali sme mu dávať lyže na nohy, išli sme trochu aj cez bolesť, ale nevydržal to“, hovorí Miroslav s tým, že táto prekáž-

ka ich neodradila. „Dali sme mu krátke lyže, držali sme ho na rukách a spolu sme išli dole kopcom. No ale nakoniec vyhralo to, že sme sa dostali pred dvanástimi rokmi k monoski!“, dodal Miroslav.

**Vzor pre ostatných**  
 To, že sa Miško stal svetovým ambasádorom, začali rodičia vnímať postupne. „Najprv sme to brali povrchne, ale postupne sme si uvedomili, aký úžasný vzor je pre násobne zdravotne znevýhodnených športovcov. Venujeme sa mu na 120 %“, prezradil Miroslav.

Michalovi rodičia na týchto zimných hrách pochopili, aký význam má posolstvo ich syna

pre rovnako postihnutých ľudí. Aj prominentní hostia nim boli doslova unesení. „Bolo tam veľmi veľa pozvaných hostí, medzi nimi aj Usha Vanceová či exmanželka Arnolda Schwarzeneggera Maria Shriverová. Všetci mu gratulovali a chceli sa s ním fotiť a povzbudzovali ho, čo bolo príjemné. Aj pre tých ľudí bolo nezvyčajné, že dieťa s viacnásobným zdravotným znevýhodnením môže takto športovať“, usmieva sa hrdo otec.

**Každý má právo športovať**  
 Doteraz platí, že MATP (Motor Activity Training Program)

Športovci nemajú v rámci Špeciálnych olympiád svoje vlastné sídlisko. Turínska iniciatíva na čele s Michalom však udržiava, že je možné pracovať aj so športovcom s kombinovanými znevýhodneniami. „Tréner športovca na monoski má navrhovať, ako leby riadiť. Športovci majú oslabené telo a nevedia s ním manipulovať, ale na monoski cíta vietor vo vlasoch. Tým, že vnímajú rýchlosť, vedia ju precítiť a v podstate sa nakláňajú na monoski!“, vysvetlila riaditeľka Špeciálnych olympijských hier Slovensko Eva Gažová s tým, že pri náklonoch sa im zlepšujú brušné svaly, peristaltika čriev a rodičia tak majú menej roboty.

JD Vance

Newspaper article about Slovakian MATCODE ambassador Michal Dolinsky.

#### 4.4.3. Research and advocacy-related communication

These publications positioned MATCODE within a wider international conversation on **inclusion, research, and evidence-informed practice**.

- **Special Olympics International impact story (ISAPA 2025):** Special Olympics' research and evaluation work featured at ISAPA 2025, reinforcing the importance of evidence and dissemination in disability sport. <https://www.specialolympics.org/stories/impact/inclusion-as-the-solution-research-takes-center-stage-at-isapa-2025>
- **Academic Collaborative Center for PIMD news article:** update about the project and Transnational Meeting in Bratislava. <https://aw-emb.nl/internationale-uitwisseling-sport-en-beweegprogramma-matp/>



*Pictures of the MATCODE presentation during the MATP Dissemination event at the ISAPA Conference in Ireland, 20<sup>th</sup> of June 2025.*

#### 4.5. Monitoring of the workpackages

HUAS has coordinated the development and implementation of the Monitoring and Evaluation Plan for the MATCODE project. Lisa Snooy, as Project Coordinator, was responsible for the overall coordination of project monitoring, ensuring coherence across work packages and alignment with the project objectives and Erasmus+ quality requirements.

All project partners carried out the monitoring activities at national level within their respective countries. This included the systematic collection of quantitative and qualitative data related to project management, curriculum development, pilot implementation, quality control, impact, communication and dissemination.

The results of the monitoring activities demonstrate that all work packages were implemented as planned, all key deliverables were achieved, and the general and specific objectives of the MATCODE project were met. The indicators presented in the table below provide an overview of the monitoring framework, including indicators, means of verification, frequency, targets and achieved results across the different work packages.

Work package	Indicator	Means of verification	Unit of measurement	Frequency	Baseline value	Target	Delivered
<b>WP 1 Project Management, coordination and quality control.</b>	Reports deliverables per WP.	All achieved.	Qualitatively (of the products), Quantitatively (results).	6 (M7, M13, M19, M25, M31, M36).	0	General & Specific objectives achieved.	All achieved.
	Administration of costs.	Within the budget.	Quantitatively (euros).	6 (M7, M13, M19, M25, M31, M36).	€ 250.000,-	Project finished in proposed budget.	Project delivered within budget. Budget forms of Project Partners available upon request.
	Time.	Within proposed timeline.	Quantitatively (time in months).	6 (M7, M13, M19, M25, M31, M36).	3 years (36 months).	Project finished in proposed time.	Project delivered within proposed timeline. Timesheets of Project Team members available upon request.
<b>WP2 Curriculum development and capacity building.</b>	Number of National MATP head coaches per country certified.	Participation List with names and signatures.	Quantitatively (Dose delivered, Dose received).	2 (M13, M35).	0	2 per country, total 6	6 (2 per country): Shaun Hennessey, Carmen Martinez, Eva Gazova, Veronika Sedlackova, Lisa Snooy, Conny Jabaay.



	Number of Regional MATP coaches.	Participation List with names and signatures.	Quantitatively (Dose delivered, Dose received).	2 (M19, M35).	0	5 per country total 15	57 (5 SOIR, 27 GSN, 25 SOS).
	Available MATP exercises.	Number of MATP exercises accessible at digital platform.	Quantitatively (Dose delivered, Dose received).	2 (M22, M35).	39 (16 NL, 23 SOIR, 0 SOS).	109 (existing exercises + 10 new exercises per motor skill).	121 (39 existing + 35 in video + 57 in MATP Handbook)
<b>WP3 Implementation and pilots in different countries.</b>	Digital document with needs assessment from 3 countries.	Delivery of the digital document.	Quantitatively.	1 (M18).	0	1	Delivered (1).
	Digital document with sustainability plan from 3 countries	Delivery of the digital document.	Quantitatively.	1 (M35).	0	1	Delivered (1).
	Number of Local MATP Coaches	Mixed research, 1. Reach., 2. Context., 3. Dose delivered., 4. Dose received., 5. Fidelity <b>Fout! Bladwijzer niet gedefinieerd., Fout! Bladwijzer niet gedefinieerd..</b>	1, 3, 4. Quantitatively, 2.& 5 Qualitatively.	3 (M2, M22, M35).	0	50 (15 GSNL, 20 SOIR, 15 SOS).	114 (49 GSNL, 15 SOIR, 50 SOS).
<b>WP4 Quality control, impact, monitoring and guidelines.</b>	Digital document with stakeholders analysis from 3 countries.	Multilevel, multicomponent, sustainability	Quantitatively & Qualitatively.	1 (M13).	0	1	Delivered (1).
	Interviews participants Local pilots.	Photo Elicitation Interview.	Qualitatively.	1 (During Local pilots, M23 – M27).	0	90 (2 athletes per pilot = 30 athletes per country).	30.
	Digital document with best practices from 3 countries.	Multilevel, multicomponent, sustainability	Quantitatively & Qualitatively.	1 (M19).	0	1	Delivered (1).
	Digital document with guidelines for implementation of MATP.	Multilevel, multicomponent, sustainability	Quantitatively & Qualitatively.	1 (M33).	0	1	Delivered (1).



<b>WP5 Impact, communication and dissemination.</b>	Number of media involved.	All partners are asked to register the number of media publications (texts, video's, etc.) and readers, shares, and reactions.	Quantitatively.	5 (M12, M24 & M35).	To be determined.	Increase of number of media involved.	Increased (see chapter WP5).
	Number of participants at national webinars & Final Digital International Conference .	List with names of participants.	Quantitatively.	3 (M11, M23 & M34).	0	National webinar 1 (300), per country 100. National webinar 2 (360), per country 120. Final Conference: 300.	150 National Webinars (total) + 45 Final Conference.
	Communication activities MATCODE project.	The communication employee & PR-manager from all organizations are asked to deliver numbers by using Google Analytics (website visits at MATP pages own websites & downloads of products).	Quantitatively.	5 (M6, M12, M18, M24 & M35).	To be determined.	Increase of number of active members at websites and downloads of digital documents.	Increased (see chapter WP5).

## 5. Transnational Meetings and International Cooperation

International cooperation was a core element of the MATCODE project and was facilitated through a combination of physical and online transnational meetings. These meetings ensured strategic alignment, continuity in collaboration, and timely decision-making throughout the project lifecycle.

### 5.1. Physical Transnational Meetings

Three in-person transnational meetings played a key role in strengthening trust, shared understanding and in-depth collaboration between partners:

1. Transnational Meeting 1 – Utrecht, The Netherlands (March 2023, M3): This kick-off meeting focused on establishing the foundation of the project. Partners aligned on the overall project structure, work packages, financial guidelines, risk management, monitoring and evaluation, and communication and dissemination strategies. The meeting also initiated the development of the MATP coach curriculum and enabled partners to build strong working relationships.
2. Transnational Meeting 2 – Dublin, Ireland (2023, planned month M11): This meeting was combined with the curriculum development working group. A first full draft of the MATP coach curriculum was presented, discussed and refined based on partner



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feedback. In addition, preparations for the pilot implementation of the coach courses were made, ensuring alignment across countries.

3. Transnational Meeting 3 – Bratislava, Slovakia (September 2024, M21): The final in-person meeting focused on sharing experiences from pilot implementations, discussing best practices, reviewing communication and dissemination activities, and jointly reflecting on sustainability and future embedding of MATP. This meeting also strengthened mutual learning between countries and supported the finalization of several key deliverables.

[Travel information TNM 3 Bratislava.](#)

# EXPLORE TNM 1

- ✓ Utrecht, the Netherlands
- ✓ Kick-off
- ✓ 29th + 30th of March 2023
- ✓ Consortium complete



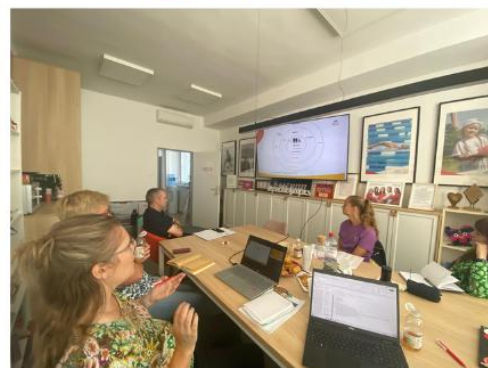
# EXPLORE TNM 2

- ✓ Dublin, Ireland
- ✓ 6th, 7th + 8th of November 2023
- ✓ Presented (draft) Coach Course
- ✓ Validation of Stakeholders analysis
- ✓ Dr. Niamh Mourton (SOI + MATCODE Advisory Team)



# EXPLORE TNM 3

- ✓ Bratislava, Slovakia
- ✓ 16th - 18th of September 2024
- ✓ Stakeholders analysis and Needs assessment presented, Challenge day, MATCODE ambassadors
- ✓ Plan Local MATP Pilots
- ✓ Consortium Complete + Dr. Niamh Mourtou attended



## 5.2. Online Transnational Meetings

In addition to the physical meetings, two formal online transnational meetings were organized in the planned project months to ensure continuity and progress between in-person gatherings.

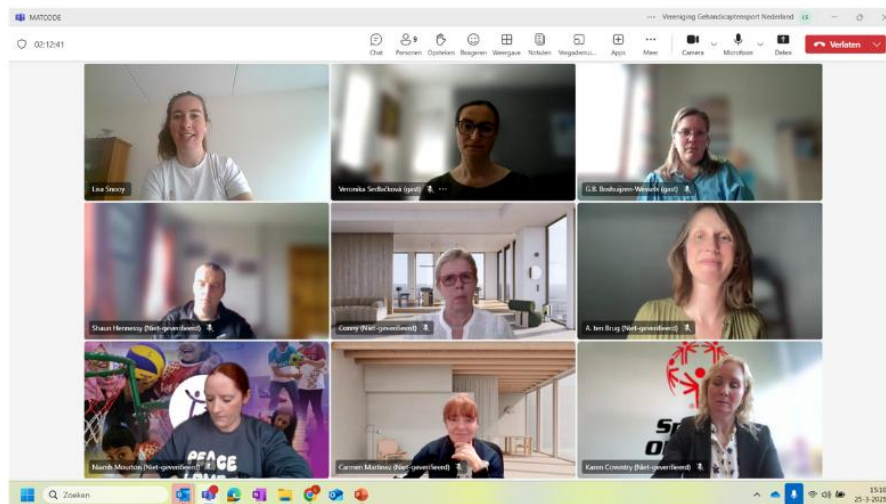
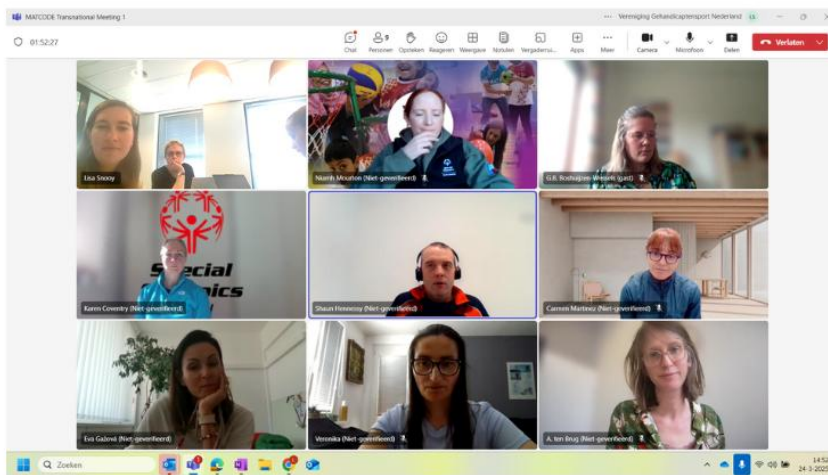
1. Online Transnational Meeting 4 (March 2025, M27): This online meeting focused on monitoring project progress across all work packages, addressing emerging challenges, and aligning timelines for upcoming deliverables. Special attention was given to the implementation of the MATP coach pilots and the integration of findings from the Needs Assessment into practice.
2. Online Transnational Meeting 5 (December 2025, M36): The second online transnational meeting focused on reflection and consolidation. Partners discussed lessons learned from the pilots, progress on dissemination activities, and the development of sustainability strategies at national and international level. This meeting also supported coordination towards the final project phase and reporting.

## 5.3. Added Value of the Transnational Meetings

The combination of physical and online transnational meetings proved effective in maintaining strong collaboration throughout the project. Physical meetings enabled in-depth exchange, trust-building and creative collaboration, while online meetings ensured regular alignment, flexibility and efficient decision-making. Together, these meetings played a crucial role in achieving the project objectives and delivering coherent, high-quality outcomes.

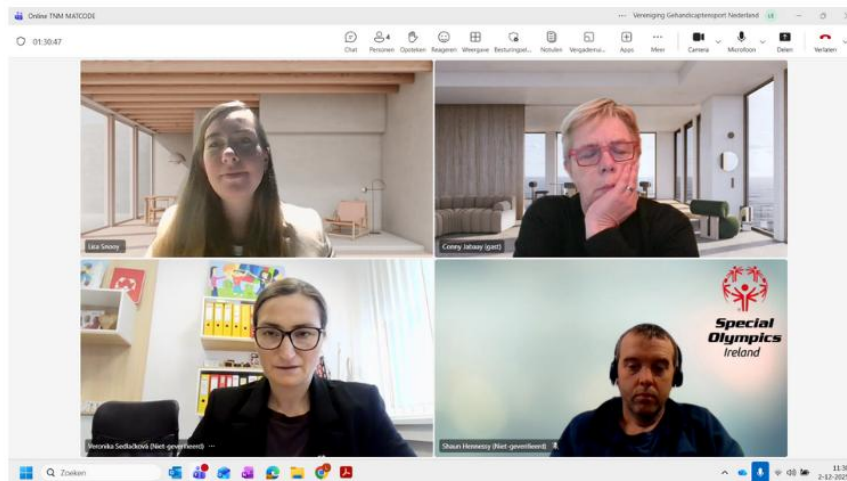
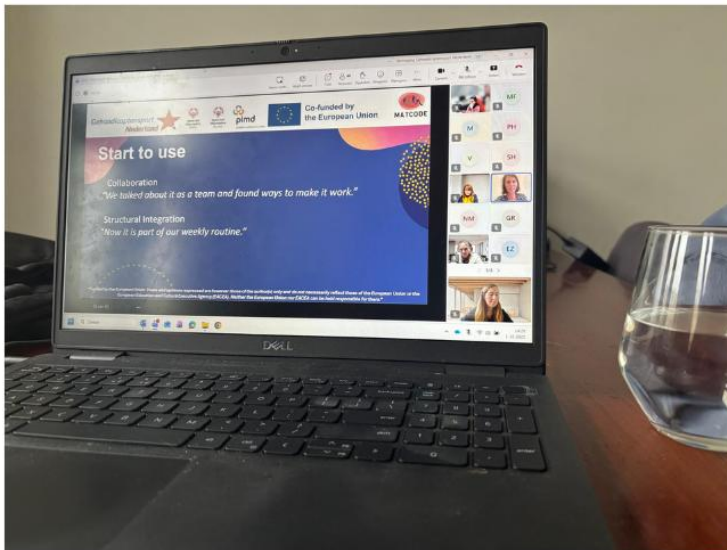
# EXPLORE TNM 4

- ✓ Online
- ✓ 24th - 25th of March 2025
- ✓ Discuss and monitor Local MATP pilots, discuss/plan PEI, Coach course delivery and new MATP activities.
- ✓ Project management + planning.
- ✓ Consortium Complete + Dr. Niamh Mourton



# EXPLORE TNM 5

- ✓ Online
- ✓ 1st - 2nd of December 2025
- ✓ Prepare Final Conference, project management, present sustainability plans, evaluate project.
- ✓ Final Conference in collaboration with SO International great succes!
- ✓ Consortium Complete + Dr. Niamh Mourton



## 6. Impact and European Added Value

MATCODE generated impact at multiple levels:

- **Individual level:** Increased access to meaningful, enjoyable and adapted physical activity for people with profound intellectual and multiple disabilities (PIMD), supporting physical, social and emotional development.
- **Professional level:** Enhanced skills, confidence and professionalisation of MATP coaches, enabling them to deliver high-quality, inclusive sport activities in diverse settings.
- **Organisational level:** Stronger cross-sectoral collaboration between sport, education and healthcare organisations, leading to more sustainable and structurally embedded sport offers for people with PIMD.
- **European level:** Transferable tools, shared standards and strengthened European cooperation, contributing to a more coherent and evidence-informed approach to inclusive sport across countries.

### 6.1. European collaboration

The project demonstrated clear European added value by addressing common challenges through joint development, mutual learning and shared resources. A key success factor was that the project plan underpinning MATCODE was developed collaboratively with all partners through intensive consultation and coordination prior to submission. This co-creation process ensured strong alignment between objectives, activities and resources, and created a shared sense of ownership and commitment throughout the project.

At the same time, MATCODE clearly illustrated the importance of flexibility when working in a European context. Although the project design was carefully aligned, the consortium could not fully anticipate how cultural, linguistic and organisational differences would influence the implementation of certain activities. These differences, however, proved to be a major source of learning and innovation rather than an obstacle.

For example, during the research activities, Photo Elicitation Interviews could not initially be conducted directly in English with coaches in Slovakia due to language barriers. By scheduling the interviews over two days during a MATP camp organised by Special Olympics Slovakia and working with an interpreter, it became possible to conduct high-quality interviews in a culturally sensitive and context-appropriate way. This adaptation not only safeguarded data quality but also strengthened mutual understanding between researchers and practitioners.

Similarly, pilot implementation and dissemination activities differed across countries in ways that reflected national contexts and strengths. In Slovakia, partners were able to visit up to seven schools and deliver in-person presentations, allowing for direct engagement



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with professionals and organisations. In the Netherlands, a combination of multiple online webinars proved highly effective in reaching professionals and volunteers nationwide, complemented by three on-site coach courses organised within care institutions and special education schools. In Ireland, the existing regional network structure of Special Olympics Ireland enabled efficient dissemination through established regional contacts, allowing information to be shared quickly and effectively across the country.

These examples demonstrate how MATCODE benefited from a balance between a shared European framework and context-sensitive national implementation. The continuous exchange of experiences between partners enabled the consortium to learn from different approaches, refine project activities, and strengthen the overall quality and impact of the project.

Overall, the MATCODE project not only delivered tangible outputs and measurable outcomes, but also fostered deep professional learning, intercultural understanding and long-term collaboration. These elements significantly enhance the sustainability of the project results and support continued progress towards the overarching objective of increasing participation in sport and physical activity for people with PIMD well beyond the Erasmus+ project period.





**MATCODE**

*The MATP Coach Seminar in Berlin (June 2023) was a key moment for the European collaboration between the MATCODE project and Special Olympics International and Special Olympics Europe/Eurasia.*

## 6.2. Online Final Conference – MATCODE Project

On 1 December, the MATCODE consortium organised a 90-minute online Final Conference, marking the conclusion of the Erasmus+ MATCODE project. The conference served as an important dissemination and reflection moment, bringing together professionals, organisations and stakeholders from across Europe who are active in the fields of sport, education and healthcare for people with profound intellectual and multiple disabilities (PIMD).

To maximise reach and international impact, the consortium collaborated closely with Special Olympics International and Special Olympics Europe/Eurasia in the promotion and delivery of the event. Through these partnerships, the conference was disseminated via established European and international networks, enabling participation from a wide range of European countries and significantly extending the visibility of the MATCODE project beyond the core consortium.

### 6.2.1. Content and Programme Highlights

The content of the Final Conference focused on showcasing key highlights and tangible outcomes of the MATCODE project. Several core deliverables were presented, including the MATP Coach Curriculum, research-based outputs, best practices and guidelines for implementation. These presentations provided participants with concrete insights into how MATP can be professionally implemented and adapted within different national and organisational contexts.

In addition, the Project Coordinator delivered a comprehensive presentation on the overall project trajectory, outlining how international collaboration was organised within MATCODE and reflecting on the added value of participating in an Erasmus+ project. Particular attention was given to the benefits of European cooperation, cross-sectoral exchange and the role of Erasmus+ in supporting innovation, knowledge development and sustainable impact in inclusive sport.

### 6.2.2. Sustainability and Future Follow-up

During and following the Final Conference, Special Olympics International and Special Olympics Europe/Eurasia expressed their intention to build on the success of this webinar by organising a recurring annual European MATP webinar. This commitment reflects the strong interest generated by the MATCODE project and underlines the relevance of MATP at European level.

This follow-up initiative can be seen as a concrete and valuable outcome of the close and constructive collaboration between the MATCODE consortium and the Special Olympics



**MATCODE**

networks. By embedding MATP within a recurring European knowledge-sharing format, the impact of MATCODE will extend beyond the project's lifetime, supporting continued exchange, visibility and professional development in the field of inclusive sport for people with profound intellectual and multiple disabilities.

### 6.2.3. Accessibility and Follow-up

To ensure accessibility and long-term dissemination, the Final Conference was recorded and made publicly available. The webinar can be rewatched via YouTube: <https://www.youtube.com/watch?v=YEpNgDxIDyA&t=5s>

The presentation slides used during the conference are provided via [this link](#), and the full list of participants is included as an annex to this report. Together, these materials support transparency, knowledge sharing and continued use of the project outcomes after the formal end of the MATCODE project.

Overall, the online Final Conference successfully fulfilled its role as a concluding dissemination activity, highlighting the results, impact and European added value of MATCODE, while strengthening international awareness and engagement around inclusive sport and physical activity for people with PIMD.

Fwd: Special Olympics Coaching Newsletter 2025: Issue 4



Natascha Bruers <natascha@specialolympics.nl>

Aan Lisa Snooy; wendyscholtes; Robin de Haan; Irma Duim; Christian Scholtes | KNZB

Als er problemen zijn met de weergave van dit bericht, klikt u hier om het in een webbrowser te bekijken.



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Want to learn more about MATP - Motor Activities Training Program? Sign up for the MATCODE webinar!



*Invitation (reminder) for the MATCODE Final Conference shared by Special Olympics International in their newsletter.*

## 7. Reflections from the Project Steering Committee

The Project Steering Committee of the Erasmus+ MATCODE project consisted of four members representing the coordinating, academic and implementing partners: Dos Engelaar (Disabled Sports the Netherlands – GSN), Aly Waninge (Hanze University of Applied Sciences – HUAS), Karen Coventry (Special Olympics Ireland – SOIR) and Eva Gažová (Special Olympics Slovakia – SOS). Together, they provided strategic guidance, safeguarded quality, and reflected on the project’s progress, impact and sustainability.

### 7.1. Contribution of MATCODE to the Partner Organisations

Across all partner organisations, MATCODE has made a substantial contribution to professional capacity building, knowledge development and organisational growth.

For **Special Olympics Ireland**, the project significantly strengthened the organisation’s ability to scope, integrate and apply best practices in the delivery of the Motor Activity Training Program. Through the development, testing and refinement of new training materials, activity guides and equipment, MATCODE resulted in a considerably enhanced suite of resources for coaches. In addition, the project increased organisational visibility at both all-island and European level and further strengthened the positioning of MATP within Special Olympics Ireland, with concrete plans to pilot the programme at the Ireland Summer Games in 2026.

From the perspective of **Special Olympics Slovakia**, MATCODE represented a major step forward in working with people with profound intellectual and multiple disabilities (PIMD). The organisation developed and tested a structured MATP curriculum that can now be implemented systematically, trained and motivated a new generation of MATP coaches, and gained concrete methodological tools and digital resources, including the MATCODE YouTube channel. Importantly, cooperation with families and professionals in social and educational services deepened, increasing confidence and competence in supporting physical activity for people with PIMD. Pilot activities clearly demonstrated that, with the right approach, athletes with complex support needs can experience progress, enjoyment of movement and genuine inclusion.

For **Hanze University of Applied Sciences**, MATCODE provided highly valuable knowledge and an exceptionally meaningful collaboration. From an academic perspective, the project offered rich insight into practice-based implementation across countries and reinforced the importance of linking research, education and real-world impact. The collaboration confirmed that, despite national and cultural differences, many shared challenges and solutions exist in the field of inclusive sport and physical activity.

For **Disabled Sports the Netherlands**, acting as project coordinator offered a unique opportunity to strengthen its organisational role at national and European level. Coordinating MATCODE was both enriching and developmental for the organisation and its staff, particularly in further professionalising project leadership capacities. The project



**MATCODE**

delivered new knowledge, strong European relationships and high-quality materials, enabling GSN to further contribute to making sport more accessible for everyone in the Netherlands and beyond.

## 7.2. Added Value of European Collaboration

All Steering Committee members emphasised that the European collaboration constituted one of the greatest strengths of MATCODE.

The international partnership enabled an intensive exchange of knowledge, expertise and perspectives between practice-oriented organisations and academia. Benchmarking approaches across countries enriched the quality of project outputs and supported the development of a shared, evidence-informed MATP framework. Exposure to different cultural, organisational and policy contexts increased mutual understanding and highlighted how cultural values influence daily practice, opportunities and inclusion of people with disabilities in sport.

The collaboration also resulted in strong professional relationships and networks that extend beyond the lifetime of the project, reinforcing the European dimension and long-term relevance of MATCODE.

## 7.3. Additional Reflections and Future Perspectives

From the perspective of **Special Olympics Slovakia**, MATCODE gave visibility and a “voice” to a group that is often invisible in sport. Beyond physical improvements, athletes with PIMD developed self-confidence, communication skills and social connections. The involvement of Athlete Assistant Coaches demonstrated a powerful role-model effect, showing that people with intellectual disabilities can be leaders and contributors. Inclusive participation of siblings, parents, coaches and children without disabilities created natural inclusive environments where shared sporting experiences broke down barriers. For SOS, MATCODE is clearly a starting point rather than an endpoint, with concrete plans to expand MATP regionally and continue coach education using the open-source tools developed.

**Special Olympics Ireland** highlighted MATCODE as a highly impactful and well-structured project that demonstrated the importance of European cooperation in addressing shared challenges in MATP education. The outcomes are considered sustainable and transferable, and the organisation is committed to continuing their use and dissemination in future initiatives.

From **Disabled Sports the Netherlands**’ perspective, early and intensive collaboration from the project ideation phase onwards created a strong shared sense of ownership and commitment among partners. The structured, dedicated and content-driven coordination ensured that the project was successful both substantively and procedurally.



**MATCODE**

Finally, **Hanze University of Applied Sciences** expressed enthusiasm about exploring opportunities for follow-up and further development, underlining the value of continuing European collaboration in this field.

#### 7.4. Overall Reflection

Taken together, the Steering Committee reflections underline that MATCODE has been a strategically strong, content-rich and socially meaningful Erasmus+ project. It combined research, practice and European cooperation to create lasting impact for people with profound intellectual and multiple disabilities, professionals, organisations and networks across Europe.

## 8. Reflection on Risk Management and Mitigation Measures

At the proposal stage, a comprehensive risk analysis was conducted to identify potential critical risks that could affect the implementation, quality and continuity of the MATCODE project. These risks primarily related to external factors (such as COVID-related restrictions), partner capacity and continuity, local-level commitment, and overall project management, quality and timelines.

Looking back at the full three-year project period, it can be concluded that the risk management strategy proved to be effective and proportionate. Importantly, some of the identified risks did not materialise, while others were successfully mitigated through proactive planning, strong governance and close collaboration within the consortium.

### COVID-related risks

Two of the identified risks concerned the potential impact of COVID-19 on international travel, transnational meetings, coach training and local MATP implementation. Fortunately, no new pandemic or major COVID-related restrictions occurred during the project period. As a result, these risks did not become a reality and did not negatively affect the implementation of transnational meetings, study visits, coach courses or local pilots.

The decision to plan MATCODE as a three-year project proved to be a sound strategic choice, as it offered sufficient flexibility to adjust timelines if needed. Although such adjustments ultimately were not required, the built-in flexibility contributed to a sense of security and preparedness within the consortium.

### Partner capacity, staff continuity and back-up arrangements

Another identified risk concerned potential staff changes, illness or reduced capacity at partner organisations. In practice, only minor changes occurred within the project team, and no team member left their organisation during the project period. This high level of continuity strongly supported effective communication, trust and smooth cooperation throughout the project.

Where additional capacity was needed, partners acted proactively. In the final project year, Special Olympics Ireland strengthened its team by involving Hayley Kavanagh to support Shaun. Special Olympics Slovakia did not require additional support, while at Hanze University of Applied Sciences, Annet and Aly were consistently supported by junior researcher Stephanie Boshuijzen, who conducted the research activities under their supervision. Within Disabled Sports the Netherlands, Lisa Snooy and Conny Jabaay received additional support from Naomi Heidema during the project.



**MATCODE**

These arrangements reflect the effectiveness of the proposed mitigation measures, including the availability of back-up staff and shared responsibility within organisations. Training multiple coaches per country further strengthened resilience at local level.

### Commitment of local implementation partners

The risk of insufficient commitment from local implementation partners was also carefully considered at the proposal stage. In practice, this risk did not materialise. All consortium partners were able to draw on strong existing networks within sport, education and healthcare, ensuring access to the PIMD target group and motivated professionals willing to participate as MATP coaches.

Local care, health and education partners honoured their prior commitments and actively contributed to pilot implementation, dissemination activities and data collection. This confirms that the careful selection of consortium partners and their networks was a key success factor for MATCODE.

### Quality, budget and timeline control

Finally, the risk of deviations from agreed quality standards, budget and timelines was addressed through a robust project management and quality assurance structure. Disabled Sports the Netherlands, as coordinator, applied an experienced and structured approach to EU project management, supported by clear roles and responsibilities within the consortium.

Independent quality monitoring by Hanze University of Applied Sciences, combined with regular project meetings, bilateral consultations where needed, and close contact between the Project Coordinator and the European Commission, ensured that potential issues were identified and addressed at an early stage. The Steering Committee (General Assembly) was available as an escalation mechanism, although this was not required during the project.

All partners expressed high satisfaction with the quality of project management provided by Disabled Sports the Netherlands. In particular, the Project Coordinator received strong appreciation for her clear, structured and inclusive leadership style. This contributed significantly to maintaining momentum, ensuring adherence to deadlines, and safeguarding high-quality outputs.

At the same time, the Project Coordinator expressed strong appreciation for the exceptional commitment of all partners. All consortium members worked diligently, respected agreed timelines and responsibilities, and engaged intensively in content-related discussions. This shared ambition to achieve the highest possible quality was driven by a strong sense of responsibility towards the PIMD target group.

## Overall assessment

In conclusion, the initial risk analysis proved to be realistic and well-aligned with the project context. The proposed mitigation measures were appropriate and effective, and the strong collaboration, continuity and commitment within the consortium ensured that MATCODE was delivered on time, within budget and with a high level of quality. Rather than merely avoiding risks, the consortium demonstrated resilience, adaptability and a shared learning mindset, further strengthening the overall impact and sustainability of the project.

## 9. Conclusion and Future Outlook

The Erasmus+ MATCODE project successfully achieved its objectives and delivered high-quality, evidence-informed and practice-oriented results. Through strong international cooperation and cross-sectoral engagement, MATCODE has contributed to greater inclusion, professionalisation and sustainability of sport and physical activity opportunities for people with profound intellectual and multiple disabilities.

The project leaves a lasting legacy in the form of concrete tools, strengthened networks and a shared European vision: that everyone, regardless of ability, has the right to participate in and benefit from sport and movement.

The Sustainability Plans from Disabled Sports Netherlands, SO Slovakia and SO Ireland outline concrete pathways for continued MATP implementation after project completion. Common strategies include:

- Continued use and updating of MATP tools and materials
- Integration of MATP into existing education and training structures
- Ongoing coach education and capacity building
- Strengthened national and international partnerships

MATCODE has established a solid foundation for MATP as a permanent, valued component of inclusive sport systems in Europe.

## 10. Attachments:

### Attachment 1: Overview all pilots

#### Slovakia

Organization	City
Ja Sám	Hlohovec
Fatra Ski	Považská Bystrica
Viva la Vida	Nemce
Fatra Ski - Monoski	Považská Bystrica
Denné centrum Synnómia	Žilina
Regionálne centrum Nové Zámky	Nové Zámky
CDKL5	Bratislava
Dajme im šancu	Žilina
MÁŠA	Trstenná
Xivanka	Spišská Nová Ves
Afilaited school Dobšiná	Dobšiná
Afilaited school Vrbové	Vrbové
Dream Day Center	Bratislava
Special Stars	Bratislava
Plus Ski	Považská Bystrica

#### Ireland

Organization	City
Sligo LSP	Sligo
Avista CLG	Dublin
Avista DEC	Dublin
St. Gabriels Schol	Limerick
St. Pauls School	Cork
Scoil Aonghusa	Cashel
Carriglea Cairde Services	Dungarvan
Waterford Special Olympics	Waterford
Horizons	Cork
Creggs National School	Creggs
Tarmon National School	Tarmon
St Michaels SP School	Glenmaroon
St Cecilia's School	Cregg
Ability West	Salthill, Galway City
St Hilda's Sp School	Athlone

## Netherlands

<b>Organization</b>	<b>City</b>
Cello	Vught
Reinaerde	Den Dolder/Woudenberg
Zozijn	Aalten
Bartimeus	Doorn
Visio	Breda
De Trans	Emmen/Nooitgedacht
ASVZ	Brabant/Rotterdam
SWZ Zorg	Son
Ons Tweede Thuis - KDC Nifterlake	Amstelveen
Suprfit	Haarlem
Stichting Pim	Dorst
Ons Tweede Thuis	Noord-Holland
Kobalt Amarant	Tilburg
De Bosschool Bartimeus	Doorn
Gemiva	Dordrecht

## Attachment 2: Periodic data collection by HUAS (monitoring)

### Question 1b: How many people with PIMD approximately live in your country at this moment?

	Ireland	Netherlands	Slovakia
aug-23	3450	10.000	/
feb-24	3457	10.000	/
okt-24	/	10.000	/
sep-25	/	10.000	/

### Question 2a: How many people with PIMD are currently participating in MATP?

	Ireland	Netherlands	Slovakia
aug-23	261	50	60
feb-24	261	50	80
okt-24	45	50	118
sep-25	285	250	82

### Question 2b: How many official MATP-coaches are currently involved in MATP?

	Ireland	Netherlands	Slovakia
aug-23	43	0	18
feb-24	43	2	18
okt-24	5	0	65
sep-25	15	49	50

### Question 2c: What number of these official MATP-coaches are head coaches and what number are regional coaches?

	Ireland		Netherlands		Slovakia	
	Head coach	Regional	Head coach	Regional	Head coach	Regional
aug-23	5	5	0	0	2	16
feb-24	5	38	2	0	2	16
okt-24	2	3	0	0	40	25
sep-25	2	5	2	47	50	0

### Question 2d: How many training sessions per week does MATP consist of?

	Ireland	Netherlands	Slovakia
aug-23	1	1	1
feb-24	1	1	1
okt-24	1	1	1

sep-25	1	1	1
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**Question 2e: How long does each training session within MATP last? (minutes)**

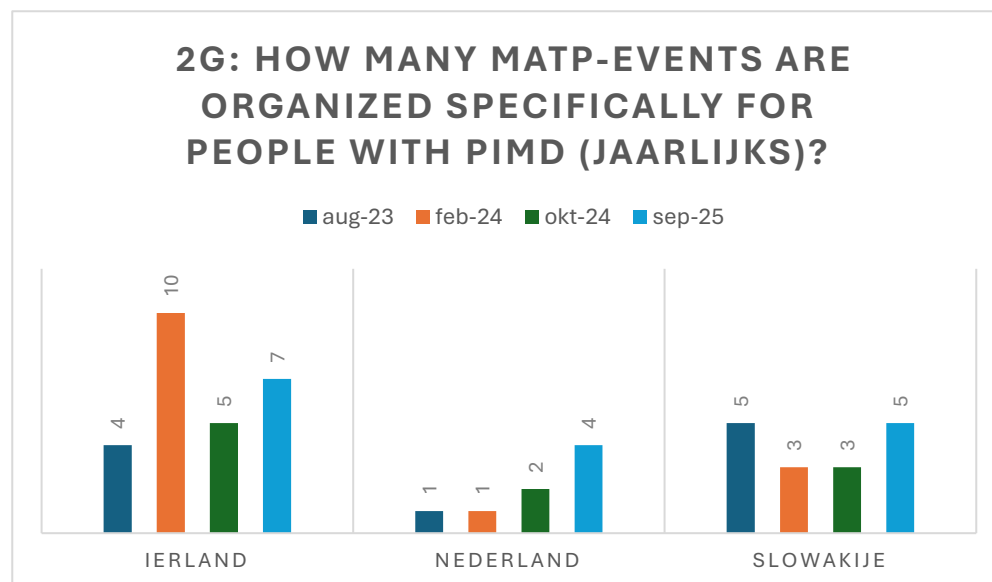
	Ireland	Netherlands	Slovakia
aug-23	30	60	50
feb-24	60	60	90
okt-24	60	60	80
sep-25	60	60	80

**Question 2f: How many sports clubs are currently involved in MATP?**

	Ireland	Netherlands	Slovakia
aug-23	0	1	8
feb-24	61	1	8
okt-24	20	1	12
sep-25	20	2	1

**Question 2g: How many MATP-events are organized specifically for people with PIMD (yearly)?**

	Ireland	Netherlands	Slovakia
aug-23	4	1	5
feb-24	10	1	3
okt-24	5	2	3
sep-25	7	4	5



**Question 3a: How many people with PIMD are currently participating in the MATCODE-project?**

	Ireland	Netherlands	Slovakia
aug-23	0	0	60
feb-24	241	0	80
okt-24	/	0	118
sep-25	285	174	66

**Question 3b: How many official MATP-coaches are currently involved in the MATCODE-project?**

	Ireland	Netherlands	Slovakia
aug-23	1	0	18
feb-24	43	2	18
okt-24	/	6	65
sep-25	15	29	50

**Question 3c: What number of these official MATP-coaches are head coaches and what number are regional coaches?**

	Ireland		Netherlands		Slovakia	
	Head coach	Regional coach	Head coach	Regional coach	Head coach	Regional coach
aug-23	1	0	0	0	2	16
feb-24	5	38	2	0	2	16
okt-24	/	/	6	0	40	25
sep-25	2	5	2	27	50	25

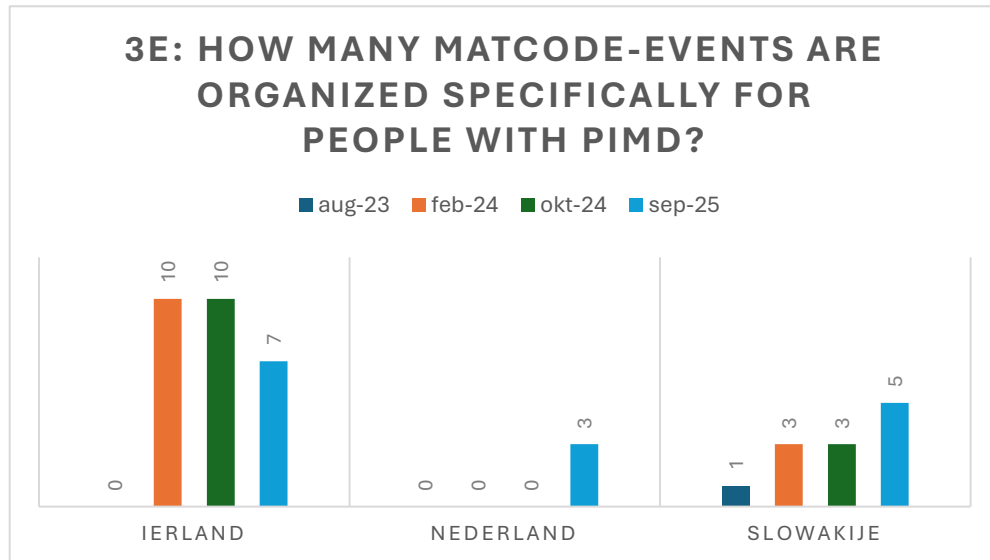
**Question 3d: How many sports clubs are currently involved in the MATCODE-project?**

	Ireland	Netherlands	Slovakia
aug-23	0	0	8
feb-24	61	2	8
okt-24	/	0	12
sep-25	20	0	12

**Question 3e: How many MATCODE-events are organized specifically for people with PIMD?**

	Ireland	Netherlands	Slovakia
aug-23	0	0	1

feb-24	10	0	3
okt-24	/	0	3
sep-25	7	3	5



**Question 4a: How many participants from the MATP-program attend the Special Olympics events (national and regional)?**

	Ireland	Netherlands	Slovakia
aug-23	215	15	60
feb-24	200	15	88
okt-24	/	50	118
sep-25	285	15	6

**Question 4c: How many official MATP-coaches are currently involved in the Special Olympics events?**

	Ireland	Netherlands	Slovakia
aug-23	15	0	18
feb-24	43	2	22
okt-24	/	0	65
sep-25	15	3	6

**Question 4d: How many events does Special Olympics organize for people with PIMD on a yearly basis?**

	Ireland	Netherlands	Slovakia
aug-23	4	0.5	5
feb-24	10	0.5	3
okt-24	/	0.5	4

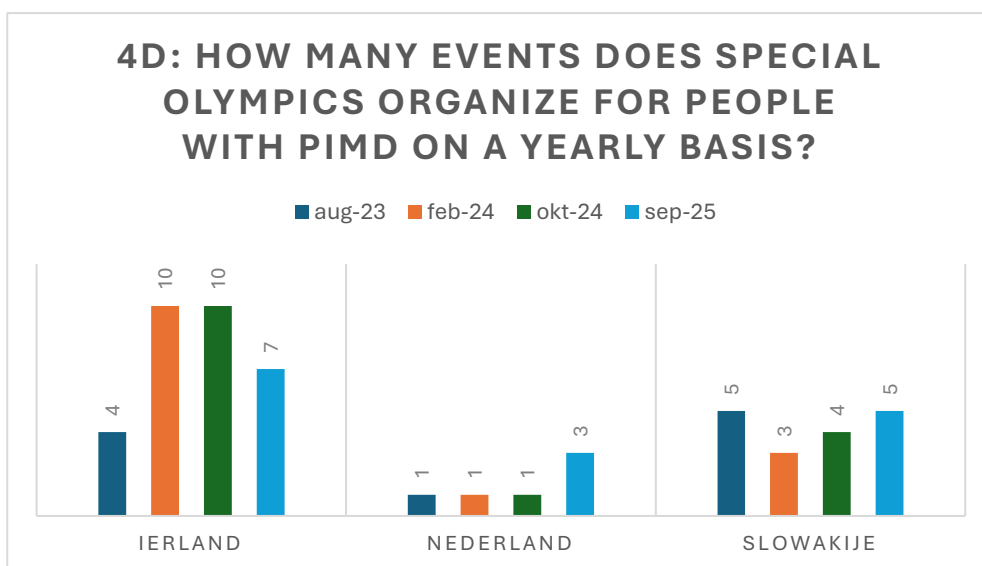


sep-25

7

3

5



**Question 5b: How many people with PIMD are currently a member of other sport clubs or organizations?**

	Ireland	Netherlands	Slovakia
aug-23	0	0	1300
feb-24	0	0	0
okt-24	/	/	/
sep-25	/	/	10

**Question 5c: How many people with PIMD are currently participating in sport events organized by these other sport clubs or organizations?**

	Ireland	Netherlands	Slovakia
aug-23	0	0	1300
feb-24	0	0	0
okt-24	/	/	/
sep-25	/	/	10



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## Attachment 3: Attendance lists Transnational Meetings



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### MATCODE Transtational Project Meeting Utrecht

Orteliuslaan 1041, 3528 BE Utrecht

29th - 30th March 2023

	Organization	Name and Surname of the participant:	Signature
1.	Gehandicaptensport Nederland	Isa Ringelberg	
2.	Gehandicaptensport Nederland	Conny Jabaay	
3.	Gehandicaptensport Nederland (Disabled Sports the Netherlands)	Lisa Snooy	
4.	Special Olympics Ireland	Shaun Hennessy	
5.	Special Olympics Ireland	Carmen Martinez	
6.	University of Groningen	Annet ten Brug	attended online
7.	SO Slovakia	Veronika Sedláčková	
8.	SO Slovakia	Eva Gažová	



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Special  
Olympics  
Ireland

### MATCODE Transtational Project Meeting Dublin

Sport Ireland Campus, Snugborough Road, Blanchardstown, Dublin 15, D15 PC63

6th - 8th November 2023

Organization	Name and Surname of the participant:	Signature
1 Gehandicapsport Nederland (Disabled Sports the Netherlands)	Conny Jabaay	
2 Gehandicapsport Nederland (Disabled Sports the Netherlands)	Lisa Snooy	
3 Special Olympics	Niamh Mourton	
4 Special Olympics Ireland	Shaun Hennessy	
5 Special Olympics Ireland	Carmen Martinez	
6 Special Olympics Ireland	Karen Coventry	
7 University of Groningen	Stèphanie Boshuijzen	
8 University of Groningen	Annet ten Brug	
9 SO Slovakia	Veronika Sedláčková	
10 SO Slovakia	Eva Gažová	



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Special  
Olympics  
Slovakia



### MATCODE Transtational Project Meeting Bratislava

Trnavská cesta 37, 831 04 Bratislava, Slovakia

16th - 18th September 2024

Organization	Name and Surname of the participant:	Signature
1. Gehandicapsport Nederland	Naomi Heidema	
2. Gehandicapsport Nederland	Conny Jabaay	
3. Gehandicapsport Nederland (Disabled Sports the Netherlands)	Lisa Snooy	
4. Special Olympics	Niamh Mourton	
5. Special Olympics Ireland	Shaun Hennessy	
6. Special Olympics Ireland	Carmen Martinez	
7. University of Groningen	Stèphanie Boshuijzen	
8. SO Slovakia	Veronika Sedláčková	
9. SO Slovakia	Eva Gažová	
10.		

**MATCODE Online Transnational meeting March 2025:**

<b>1. Summary</b>		
Meeting title	Online Transnational Meeting MATCODE	
Attendees	10	
Date	03/24/25, 13:00:00 AM - 15:30:00 AM & 03/25/25 14:00:00 AM - 15:30:00 AM	
<b>2. Participants</b>		
Name	E-mail	Role
Lisa Snooy	l.snooy@gehandicaptensport.nl	Organiser
Conny Jabaay (Guest)	conny.jabaay@gmail.com	Presenter
A. ten Brug	A.ten.Brug@rug.nl	Presenter
Carmen Martinez	carmen.martinez@avistaclg.ie	Presenter
Shaun Hennessy	shaun.hennessy@specialolympics.ie	Presenter
Niamh Mourton	nmourton@specialolympics.org	Presenter
Veronika Sedláčková	sedlackova@specialolympics.sk	Presenter
Eva Gažová	gazova@specialolympics.sk	Presenter
Boshuijzen-Wessels, G.B.	s.boshuijzen@rug.nl	Presenter
Naomi Heidema	n.heidema@gehandicaptensport.nl	Presenter

**MATCODE Online Transnational meeting December 2025:**

<b>1. Summary</b>		
Meeting title	Online Transnational Meeting MATCODE	
Attendees	7	
Date	12/01/25, 10:00:00 AM - 12:00:00 AM & 12/02/25 10:00:00 AM - 12:00:00 AM	
<b>2. Participants</b>		
Name	E-mail	Role
Lisa Snooy	l.snooy@gehandicaptensport.nl	Organisator
Conny Jabaay (Guest)	conny.jabaay@gmail.com	Presenter
A. ten Brug	A.ten.Brug@rug.nl	Presenter
Carmen Martinez	carmen.martinez@avistaclg.ie	Presenter
Shaun Hennessy	shaun.hennessy@specialolympics.ie	Presenter
Niamh Mourton	nmourton@specialolympics.org	Presenter
Veronika Sedláčková	sedlackova@specialolympics.sk	Presenter

## Attachment 4: List of participants Final Online Conference

### Participants webinar MATCODE & More 1/12/25

1	Annet ten Brug	NL
2	Aly Waninge	NL
3	Alvaro Terreros	
4	Benjacoub, Jalil	
5	Carmen Martinez	IR
6	Chiastrella Vernole	MT
7	Christabel d' Amato	IT
8	Conny Jabaay	NL
9	Costas	
10	Cyndi Mendoza	
11	Eline d' Amato	
12	Elina Ahtiainen	
13	Esther Zweden	NL
14	Eva Gazova	SLO
15	Gonzalo Ramos	
16	Ines Bapista	PT
17	Jakub Otys	PL
18	Jenni Hakkinen	
19	Kolettis Andreas	GR
20	Kristina Mohorcic	
21	Kruk	
22	Lisa Snooy	NL
23	Malgorzata Strzakowska	PL
24	Maria Figueira	PT
25	Mateja	
26	Mathilde d' Ago	IT
27	Miroslaw Krogulec	PL
28	Mounkoro	
29	Natascha Bruers	NL
30	Nathalie Baron	DE
31	Niamh Mourton	MATP INT
32	Pamela Herrera	MATP EU
33	Pjotr Rogalski	
34	Sara Gertler	ISR
35	Sandra	
36	Seamus Campbell	IR
37	Shalline Say	
38	Shaun Hennessy	IR
39	Tanja Princes	



**MATCODE**

40 Tina Grkinic

41 Vanda

42 Vanja

43 Veronika Sedlackova

SLO

44 Valdrin

45 Ahreniha Cmettiok