



SPRING 3.0 promotes wellbeing and mental health for children, adolescents, and caregivers in southeastern Turkey, focusing on recovery following the earthquake and the Syrian war, using play and sport to build inclusive, resilient communities.



SPRING 3.0 (Sport4Development to Promote Resilience and Inclusion in New Generations) is a 24-month project co-funded by the European Union under ERASMUS-SPORT-2024-SCP, running from January 2025 to January 2027. This is the third time this methodology will be implemented. The project aims to build more inclusive and resilient communities and improve the well-being of children, young people and families affected by forced displacement and humanitarian crises, with a particular focus on displaced populations in Türkiye, including those

impacted by the 2023 earthquake. It uses sport as a tool for social transformation to promote socio-emotional development, resilience and inclusion through structured, evidence-based programmes. SPRING 3.0 also builds on previous SPRING initiatives, integrates innovative methodologies such as digital learning tools and sustainable practices, and seeks to strengthen professional capacities, foster knowledge exchange and create scalable Sport for Development models aligned with EU priorities on inclusion and diversity.

Objectives

- Promote inclusion through socio-sport methodology.
- Develop socio-emotional skills and resilience in children, adolescents, and caregivers;
- Train facilitators in **Fútbol Más'** international socio-sport methods;
- Measure impact, advocate, and disseminate results for future scalability.

How can sport help?

According to UNICEF (2019), Sport for Development is defined as *"the use of sport or any physical activity to allow both children and adults to maximize their potential through programmes that foster personal and social development."* In a world where children and adults face increasing challenges to their physical, mental, and social well-being, Sport for Development offers a promising pathway to foster resilience and growth.

Additionally, according to UNICEF studies (2014; 2019), working under the Sport for Development methodology enables participants to:

- Improve their physical and mental health (reducing stress and depression) and prevent smoking and drug use.
- Boost learning and academic results by increasing participation, preventing absenteeism and dropping out of school, and improving relationships with teachers and adults.
- Promote inclusion, diversity, and safety in sport practices.
- Acquire life skills, such as confidence, self-esteem, empowerment, and leadership skills.

Who is involved?

Supported by five partners from academia, the NGO sector, public health networks and social sport foundations, the initiative empowers professionals, coaches, and organizations to act as agents of social transformation. Coordinated by Fútbol Más

Spain, SPRING 3.0 brings together organizations from Spain, Belgium, Ireland, and Türkiye:

- [Mercy Without Limits Turkey](#)
- [The International Platform on Sport and Development](#)
- [Fútbol Más Spain](#)
- [University College Cork](#)
- [EuroHealthNet](#)

Project results

Capacity-building took place in-person in September 2025, marking an important step for the impact SPRING 3.0 aims to achieve: strengthening local capacities to deliver safe, inclusive and evidence-based socio-sport programmes for children affected by displacement and crisis. Over the course of three days, the teams from Fútbol Más and UCC delivered a combined theoretical and practical training for Mercy Without Limits implementers, who will be responsible for carrying out activities with children on the ground. Designed jointly by both organizations, the training was grounded in the findings of the project's SANA (Situation Analysis and Needs Assessment), ensuring that the methodology responds to the specific needs and context identified in the field. The training concluded with a practical session at Mercy Without Limits' facilities, where 40 girls and boys took part in socio-sport activities led by the newly trained facilitators, allowing them to apply their learning in a real setting. Through this process, SPRING 3.0 seeks not only to improve the quality of implementation from the outset, but also to create lasting conditions for children to access supportive environments that promote well-being, resilience, inclusion and socio-emotional development.

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