



Erasmus+

Application

Small Collaborative Partnerships

Call for proposals 2020

EAC/A02/2019

PROJECT DESCRIPTION

(To be attached to the eForm)

Part D - Organisations and activities

D.1. Aims and activities of organisations

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project.

Please provide this information for all organisations participating in the project (coordinator and partners).

Coordinator:

Union of Professional Ki Life (UPKL) aisbl PIC N. 929753440

The UPKL aisbl (Union of Professional Ki Life) is a Belgian no-profit international association. It was founded in 2013, October and officially recognized as AISBL (association internationale sans but lucrative) on 15 January 2014 with Royal Act. WL22/16394 of the Ministry of Justice Belgium.

UPKL aisbl is active at international level in different sport disciplines, qualifications and vocations, promoting and supporting the education development with a special focus on the teaching quality, and sustaining sport activity through the knowledge and the respect of Human rights.

The purpose of UPKL is to support initiatives and decisions who will increase and make stronger the European identity of the citizens, respecting the differences of cultures and traditions.

In the sport field, the aim of UPKL is to help reaching the goals indicated on the report of the European Parliament A7-0385, on the European dimension in sport. UPKL is **stakeholder in HEPA XG**, and, coherently with the HEPA recommendations and guidelines, it focused its action to implement the procedure of training and certification of the European Social Coach. Training and certification are possible through an e-learning platform on UPKL website (for more details see <http://www.sport-education.eu/>), based on Moodle Open Source Language.

The IICQ agency of quality Certification is partner in UPKL. About 20 sport Federations or associations are partners in the process to implement the European Social Coach Certification. On March 2016, an important agreement was signed with the Italian Ministry of Education to disseminate the HEPA recommendations through the presence of certified European social coaches in schools. During the school year 16/17, first year of the project, 10 schools and about 500 classes asked to join the project.

A department of UPKL is dedicated to persons with special needs, supporting them to grow and reach the best life conditions and autonomy in adult age, when the parents will not be able to take care of them, or will be absent. Members of the UPKL board have a long experience on EU sport and educational Programs.

Partners:

BU SEN (Bresso – Italy) Pic Number 900499307

Ssd Bu-Sen srl was founded on 24 September 1974 with the aim of proposing a judoistic vision linked to the tradition and education of young people. It adopts the inspiring principles of Jigoro Kano (founder of the Judo Kodokan method) and, in the following years, it adopts training and educational paths aimed at including people with cognitive and behavioral deficits.

Bu-Sen promoted subsequently the association of Agorà Social Volunteering, the CondiVivere Foundation and the Social Cooperative "Si, si può fare", in order to combine the playful-motor-educational action with the autonomy paths essential for the integration of young people, regardless of their abilities.

The balance between sport-education and sport-competitive has always been the inspiring philosophy of the actions that Bu-Sen has undertaken and cultivates both internally and in the contacts of collaboration with the territory and its sports, social and institutional realities.

Ssd Bu-Sen srl adheres to the Project SoSport because it shares the inspiring principles and meets the needs of young people and the territory, both thanks to internal initiatives and through international contacts.

Ssd Bu-Sen srl promotes training courses for teachers and Summer Internships, with a wide-ranging sports and cultural character.

It works together with those people who share the Game / Sport / Education Project, including, since many years, training for civic education and human rights according to the indications provided by the European Commission.

Ssd Bu Sen srl works, since its foundation, with the Municipal Administration of Bresso, in particular with the school, sports, cultural and social system for all its initiatives. In general, for all its Projects, ssd Bu-Sen also collaborates with the Municipal Administrations of neighboring Cities through partnership and sponsorship agreements.

Ssd Bu-Sen collaborates with the "CondiVivere" Foundation and Cooperativa "Sì, si può fare" so that the sports action is directed towards the development and strengthening of the autonomy of young people, in particular the weak ones, in order to help them, through sport, to be aware of one's own limits and able to face life independently and autonomously.

ARAMIS - Associació de personas amb discapacitat física de Sant Boi - PIC N. 900236437

ARAMIS was founded in 1992 as an association for people with disabilities. Aramis is a local independent organization based in Sant Boi de Llobregat (Barcelona). Through the years, Aramis incorporated sports as one of his activities, specially oriented for persons with special needs; actually, Aramis promote sports as a way of a healthy lifestyle, and work with all ranges of ages.

The main goal of Aramis still is to integrate people with disabilities and make consciousness to others about the life with in disadvantaged conditions, so Aramis developed a special program to teach in primary schools different sports for groups and classes of children with mixed levels of abilities.

Since 2012 Aramis started a martial arts program. Martial arts values, such as respect of the opponent; the conscience of their physical possibilities and limits perfectly fits with Aramis goals. Aramis developed the martial arts program in collaboration with JKDBarcelona, The teaching and practice of martial arts is always connected with skills of culture and philosophy.

Jeet Kune Do Finland - Helsinki - PIC N. 900231102

Jeet Kune Do Finland – Helsinki is a non-profit organization that has been teaching martial arts since 2012. There you can study following arts: Lee Jun Fan Gun Fu & Jeet Kune Do, Wing Chun Kung Fu and Filipino martial arts, Kali, Eskrima and Silat.

Jeet Kune Do Finland offers classes for children (age 4 to up) to any adults weekly. It also offers private teaching for individuals and groups. Jeet Kune do Finland collaborate with schools and with other associations in Helsinki and Oulu.

PART E - Project characteristics and relevance

E.1. Objectives

Please explain:

- why and how the project addresses the topic you selected in the eForm application (section B.2) and how it concretely addresses the European policies in the field of sport (without explaining EC policy documents),
- the genuine and adequate needs analyses,
- the extent to which the objectives address issues relevant to the participating organisations and target groups.

The selected topic is

Promote education in and through sport with special focus on skills development.

Erasmus + and European policies coherence:

sports as intended in the project implies a **network of relationships at several levels:**

- **a close relationship between coaches and athletes, competitors or amateurs;**
- **a wider relationship between the local sport organisation and the surrounding social context.**
- **A relationship between the project partners to check the needs, elaborate and test the tools, verify the results of the experimental phase, share the results.**
-

Coaches, instructors or volunteers should know techniques and strategies to analyse and understand the local critical points and resources.

To be able to know and analyse the context will help them to define the real needs and to promote the skills of active citizenship through sport activities and achieve the main goal of the project.

The goal of the project, promote skills of active citizenship, has a strong relationship with better cognitive skills and abilities, specially for the target group of younger athletes or amateurs and for the target group of sports participants with disabilities or special needs.

This project fit with the Erasmus + objective to **“Promote education in and through sport with special focus on skills development”** in a frame of a deep social environmental education process. The activities realized through the project will help sport operators to focus on the fact that sports should develop social skills. The active role of sport practitioners according to their possibilities and their contribution in a system of relationships will develop skills of active citizenship. To promote active citizenship and social respect is a way to get better results and improve cognitive skills too.

Through project activities, we will also help coaches, instructors and volunteers preparing tools and developing strategies to reach the goals described on the **HEPA recommendations**.

Analyses of needs:

The aim of the project is to promote the social role of sport, activating strategies and testing tools in some local situations, considering the sport activity as a part of a complex social system.

All the partners are active in the sector of martial arts, even if some of them are multi-sport associations or organisation. The different martial arts represented by the partners will be the common field of work.

Coaches, instructors, guides, teachers and educators have a different approach to the sport, depending from their different role. While technical aspects, training sequences, rules and other aspects of every sport are well known and described in the literature, the social role of sport is often mentioned in declarations, laws, rules or documents and became just a part of the general background of the sport activity.

The educational function of sport about the development of active citizenship skills and respect of human rights, needs an oriented training for coaches, instructors, teachers and volunteers.

An oriented training needs resources, tools, techniques and methodologies.

Every local situation represented by the partners is different, this will give the opportunity to have a wider spectrum of fields and situations that will bring to a better and reliable process of developing and testing the activities and tools of the project.

The project will start observing the approaches to the sport activity of each partner.

As approach is intended:

- the analysis of the groups of practicants (age, social level, motivation),
- the way how the activity is promoted (advertisements, agreements with local administrations or schools, other),
- The offer of the different partners to the practicants (leisure, personal training, competition),
- The internal organisation (practicants divided per levels, age, or other criteria).

The approaches will be confronted with the methods, focus of the analysis will be

- Verify if a methodology and way of team building, even in individual sports, to make practicants more conscious about to be a part of a wider community (team, club, association) is applicated
- Observe the way of approaching and the meaning of the physical contact by sports that requires this kind of relationship,
- Verify if during the training process an interaction with the local community is expected.

The following step will be the focus on processes:

- Observe and check the complete training process related to the expected outcomes (better performances, competition, social integration, leisure, others)
- How and if in the training process themes related with respect of social rules and rights are treated, and in case how.
- The rule of the association, trainers and practicants in the local community, if there are involved in a wider system.

The last step will put the focus on tools:

- If coaches, trainers or members of the partners boards got a specific training concerning HEPA recommendations and/or the WHO rightlines of sport and physical activity as a part of a system.
- If coaches, trainers or members of the boards got a specific training concerning to teach or to include the aspect of respect of human rights in the sport activity.
- If the partners uses or developpes yet some specific tools that concerns the previous two points.

Important issues addressed by the project:

For participating organisations:

Starting from the analysis of needs, the coordinator UPKL will give his contribution thanks to the experience of training social sport coaches, the project will create resources that will be tested in the different situation of the partners and published as open source.

UPKL as coordinator will transmit to the partners all the experience as stakeholder in the HEPA commission, the project will give to UPKL the possibility to follow up the HEPA recommendations.

The project will contribute to answer to important issues for involved partners:

- how to promote and realise sport activities than can increase skills of active citizenship.

- How to create a common behaviour code, tested by every partner in a local dimension, that promotes relationships inside different systems in a community
- How to increase the success in projects with target groups of people with special needs.o
- Give an important added value to the activity of the partners
- Give the opportunity to the partners to sensibelize other local associations or to be a reference point for the training of guides, trainers and teachers concerning the themes of the project.

For targets groups:

- Local sport trainers, instructors or volunteers: thanks to project activities local trainers can develop new skills and strategies on teaching sport through the respect of human rights, increasing the effectiveness and quality of the teaching and educational process.
- Citizens: thanks project activities people will be encouraged to practice sports not only as a healthy physical lifestyle, but also as an opportunity to get a social appreciation. Parents have the opportunity to discover that sport can increase cognitive and social skills of their children. *Citizens with special needs or disadvantaged*
- Local stakeholders: project activities will help the local administrators and decision-makers offering projects to create a stronger individual and collective identity and the awareness to be a part of a community. Sport activities organized from the partner association will not be separate, but become a part of a complex system.

Human rights are intended as a complex of rights and duties, the knowledge of individual and collective rights, the level of conscience and capacity to respect rules, the way how a positive attitude and behaviour in sport (trainer or practicant), influences or promote the behaviour in daily life, the ability to collaborate are indicators of skills of an active citizenship.

E.2. Innovative aspects

Please describe how and to which extent is the proposal innovative.

The project is devoted to coaches, educators, PE teachers, professionals and voluntary personnel involved in sport for all with a specific focus on competences needed to create synergies for active citizenship skills development. A special and constant focus on the rule of the human rights teaching sport is also a main characteristic of the project.

Innovative aspects of the proposal are:

- The confrontation process between partners after the analysis of needs to clarify the meaning of Human rights and specifically the aspects of Human rights teaching sport. All the participating countries recognizes the universal human rights, but the real situation could be different toward specific groups. Differences of gender/origin/social status may have in the countries a different weight. This part of the project will help to share a common syllabus and lexicon, identify the target groups and clarify which aspects of the Human rights are the most critical practicing sport.
- Martial arts are practiced by a wide spectrum of people in all the contexts: competition, sport for all, education, leisure. Special structures or expensive equipments are not required. Most of the martial arts requires a physical contact. Physical contacts are in the normal life indicators of broken rules and conflict. Binomials like collaboration/opposition, fight/respect, power/strategies makes martial arts an ideal workshop to develop didactical tools, methodologies and approaches based on the respect of human rights.
- Partners of the project will always work in a Framework of local systems considering all the aspects of the local context (social environment, structures, location, users), following the WHO right lines as described in the Global Action Plan on Physical Activity 2018-

2030. Every partner has to activate local synergies. The link between WHO rightlines and HEPA recommendations is a basic and innovative part of the project.

E.3. EU added value

Please describe the project's added value at EU level through results that would not be attained by activities carried out solely at national level.

Promoting active citizenship skills and the respect of human rights through sport activity is a very wide theme; the added value of this project is to focus some specific aspects to work out, as described in E.2.

To be significant the project, that refers to the HEPA rightlines and the WHO indications, has to be worked out in contexts belonging to different cultures and situations. Starting from the analysis of needs until the development of tools, praxis and methodologies the complete project process requires an international level. Working at a national level will give false results and wrong indicators.

Part F - Quality of the project design and implementation

F.1. Project design

Please describe a clear and complete work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination. Describe the proposal (on the basis of the main activities planned) and where and how it will be implemented.

Work program.

The lifetime of the program is settled on 24 months divided into two phases:

01/2021:

the first partners meeting (kickoff) will be hold in January 2021 in Bresso (Italy) with focus on the following main themes:

- increase and develop active citizenship skills and promote the learning and the respect of human rights through sport. Even if both goals could be obvious, their definition and the way to approach these themes could be very different for every partner (see E.2.)
- Definition of the procedures that will be adopted on the project: communication, exchange of information and materials that will be developed during the first year.
- A very important point to develop, in order to avoid misunderstandings and to have efficient communication and work procedures, will be the definition of a common Syllabus, glossary and lexicon. The same glossary will be used on the tools and resources that will emerge from the project. The collection of tools (forms, experiences, exercises, best practices, recommendations, suggestions...) is hereafter referred as **HR+S (Human Rights + Sport)**. The definition of glossary and lexicon will be a work in progress theme over all the lifetime of the project.

- According to the definition of procedures, the partners will set the characteristics and the skills that will be required to the candidates (trainers, educators, teachers or volunteers) motivated to participate in the project. Candidates should have an entry level corresponding to the level 4 of the EQF.
- Target groups of beneficiaries will be proposed and chosen within the sport practicers of the partners, possibly in a different range of typologies and ages, including groups of adults with special needs. Looking at the Partners characteristic, as described in D.1. as target groups the project can assume groups or classes of students, adults with special needs, individual athletes and practicers from the sport for all sector.
- Target groups will be divided in two parts, beneficiaries and non-beneficiaries to give the possibility to measure the outcomes and results of the project.

A minimum common level, including all the fundamental and undeniable points, arguments, skills and outcomes will be set by the partners.

January – Mai 2021

Activities:

The activities of this period are oriented to the analysis of needs as described in E.2.

A checklist and a list of points and criteria to observe in order to have a reliable analysis of needs will be prepared during the first meeting and given to the partners.

During the analysis of needs partners will describe and share within the project group their best or most significant experiences related with the themes of the project; methodologies, didactical aspects, tools and other relevant materials.

An internal sharing platform is organized by the coordinator.

Partners select the candidates, between trainers, teachers or responsables of the local partners

Monitoring: Partners will have a checklist to complete, the local approaches, processes, methodologies and tools have to be described and shared, the targeted groups identified. Glossary and lexicon will be checked and upgradet.

June – October 2021

Activities:

End of the first phase. Second project meeting in June 2021 in Helsinki, Finland:

The analysis of needs is examined and discussed. The outcomes will set the starting point to elaborate new tools, methodologies and any other kind of support the project team will decide to work out during the period of the project.

The development of materials has to follow four main axes and fields:

- *Motor skills* in order to be able to orient himself in space/time, to grow relationships with other persons and environment. This will bring to a correct selection of
- *Behaviours* that can be competitive, collaborative or cooperative
- *Pedagogical field*, with a special focus on approach and learning strategies to finalize the training to the above-mentioned points
- *Juridical field*, related to the Human rights, the HEPA recommendations and the WTO right lines.

The partners will contact the groups, organizations or structures, that will take benefits from the project: Parents, local authorities, teachers of other subjects, formal or not formal groups of citizens. This groups are also stakeholders and partners have to motivate the reason of the choice and their rules and function in the local system. This groups or organizations will give a feedback during the project through questionnaires or interviews. At the end of the project they will have also be part of the dissemination process.

All the materials will be collected, organized and structured in units.

The units will be available on a platform or a website to the chosen candidates.

Monitoring:

Check in progress if the tools respects the setted axes and fields.

Check that every partner activate a local network, reporting the scheme and the functional diagram of the network.

November 2021

Activities:

All the materials and didactical tools are structured. Begin of the training period.
Candidates are supervised by the local responsible of the project.
The Lexicon continue to be updated.
The reference EQF level of the training will correspond to level 5/6 of the EQF.

Monitoring:

During the training a feedback from the candidates (questionnaires) is asked to improve the comprehension or correct materials, lessons and other tools.

January 2022

Third project meeting in January 2021 in Barcelona, Spain
End of the training period, definitive feedback from the candidates, materials, lessons and tools are revised according to the suggestions coming from the feedback.
Start of activities with the target groups.

Monitoring:

Strategies and final tests will be discussed and prepared.

February 2022 – August 2022

Activities:

Local activities of the partners and training with the target groups.
Meetings with the stakeholders will be hold reporting and showing the progress of the activity.
Stakeholders, are requested to inform through their media (newsletters, web pages) about the initiative.

Monitoring:

Target groups will be confronted with similar groups not involved in the project. Surveys will be done by trainers relating the aspects of mobility and behavior. Surveys will be reported in a form and structured in data.
Questionnaires will be submitted to the participants.
Final tests, including groups of adults with special needs or disabilities.

September 2022 – December 2022

Activity:

Last project meeting in October 2022 - Bruxelles, Belgium
Final feedback from the trainers/trainers/volunteers,
Last adjustment of the materials, tools and lessons.
Planning of the diffusion at local and international level. The participating partners are requested to report the final results to their Sport Federations or associations and organize local meetings to disseminate the outcomes of the project and inform about the availability of the tools.
Local partners are requested to organize meetings with schools and local administrators to propose activities and agreements to sensitize other trainers.
The coordinator UPKL will be charged of the international dissemination toward the federations or association of martial arts.
UPKL will manage and maintain the website and follow the process of qualification of social sport coaches. The coordinator will give support to sport clubs, organizations and stakeholders to organize trainings or develop local agreements..
Materials, tools and lessons are available on a open platform or website.
Final evaluation, data of the project will be published too.
End of the project.

F.2. Methodology

Please describe:

- the quality and feasibility of the methodology proposed,
- the consistency between project objectives, methodology, activities and budget proposed
- the existence and quality of management arrangements (well defined and realistic timelines, organisation, tasks and responsibilities),
- the coherence between the project activities and the use of budget (cost-effectiveness).

Quality and feasibility of the methodology proposed:

the proposed methodology originates from HEPA's stakeholder experience of UPKL, which is the project coordinator. It consists of a collaborative actions research originating from the political guidelines HEPA and WHO. During the lifetime of the project, the cycles of actions research will examine different aspects of the sport activity and related behaviours: collaborative, oppositional, team oriented, individual. All the cycles will consider the social context and the characteristics of the target groups.

The developed activities considering the geographical spreading of all partners and the differentiated user pool, from adults with special needs to children from primary school, requires tailored dedication and at the same time aims at developing quality tools applicable to a reasonable wide range of contexts.

Martial arts are chosen as context to develop tools than can potentially be used in other sports. Martial arts offer the ideal substrate to implement and test the strategies to pursuit the goal of the project, the respect of human rights through sport. To orient himself in space/time, to grow relationships with other persons and environment, to choose the correct behavior to manage the relationship, as described in F.1. are themes that can be well worked out using martial arts.

Martial arts in all the different versions are practiced by a wide range of people, no special equipment or structure is required and it will be easy to organize testing groups.

Feasibility is ensured by the partners' awareness, experience and commitment to educate to not only on competitive sport, but to the social sport activities as well.

Despite the cultural and geographical differences, all partners share this awareness as an advanced starting point for the project.

UPKL is responsible for coordination, monitoring and dissemination during the project.

Stakeholder in the HEPA process, UPKL has experience in agreements with public administrations, certification processes and online vocational training.

The partners will work with different target groups:

ARAMIS - adults, adults with special needs

BuSen – children, adults, adults with special needs

Jeet Kune Do Finland – children, schools, adults

Every partner is asked to work in a system involving local authorities, public bodies or private associations and is responsible for the local activities.

During the workshops, partners are required to organise meetings with the organisations that are part of the local systems to ensure visibility and diffusion to the project.

During the international workshops (meetings) demonstrations of the activities and meetings must be organized to make the local context familiar to the other partners.

The budget is mainly covering 3 aspects:

- the mobility of the partners to reach the workshop locations resuming each phase;
- the development of a platform for storing and sharing the tools and documentation;
- the dissemination of the project results;

These aspects relate to the project's objective of creating the tools and making sure, the partners have access to them and the annexed information.

The mobility represent the final step of each phase. During the phases the partners will interact via conference calls.

The project's output will be piloted involving and comparing 2 target groups of coaches/instructors in each Country, one using the tools and one with access to just general information (rules, practices, and processes). This local phase is not intended to be charged to the grant's budget.

F.3. Transnational project meetings

Please justify:

- the need for the meetings in terms of number of meetings and participants involved.

Please copy-paste the table as many times as necessary.

NOTE: Travel distances must be calculated using the distance calculator supported by the European Commission (see the link in the detailed budget table template).

Meeting number	1
Dates and venue	Second half of January 2021 – Bresso, Italy
Description of the meeting (including the need for the meeting)	<p><u>Workshops:</u></p> <ul style="list-style-type: none"> ○ Definition and strategies to approach the themes "increase and develop active citizenship skills" and "promote the learning and the respect of human rights through sport". ○ Prepare the analysis of needs process. ○ Definition of the procedures that are adopted on the project: communication, exchange of information and materials that will be developed during the first year. ○ Definition of a common glossary and lexicon. ○ Setting of the characteristics and the skills that will be required to the candidates (trainers, educators, teachers or volunteers) motivated to participate in the project. Minimum entry level 4 of the EQF. ○ Target groups of beneficiaries will be proposed and chosen in a wide range of typologies and ages, including groups of adults with special needs. ○ Definition of a minimum common level, including all the fundamental and undeniable points, arguments, skills and outcomes. <p><u>Visit and presentation:</u> Presentation of the BuSen activity with samples.</p> <p><u>Meetings:</u> Meeting with local administrators and local stakeholders that are involved in the local system of sport activity.</p>
Hosting organisation and the number of participants	BuSen - 3 participants
Justify the need for the given number of participants and specify the role of each of them	During Steering Committee meeting, all the main staff involved in the implementation of activities will be present. The working group is restricted to the main staff in order to take decisions in a reasonable short time.
Participating organisations and the number of participants per each of them	UPKL – 2 participants ARAMIS - 2 participants

	Jeet Kune Do Finland – 2 participants
Justify the need for the given number of participants and specify the role of each of them	It is important that during steering committee and kick off meeting all the staff involved in the implementation of activities will be present. During the first meeting, relevant decisions and agreements will be taken.

Meeting number	2
Dates and venue	June 2021 – Helsinki, Finland
Description of the meeting (including the need for the meeting)	<p><u>Workshops:</u></p> <ul style="list-style-type: none"> ○ The outcomes of the analysis of needs: set the starting point of the activity to develop. ○ Best practices, examples, existing tools, and other collected experiences and materials are examined, organized and structured following the axes described in F.1. ○ Partners will be asked to complete insufficient parts of the tools before the beginning of the training session. ○ Definition of guidelines to create local systems. ○ Definition of the structure of the web platform. ○ Discussion about target groups and training activities, no physical meeting will be held before the end of the training phase. ○ Setting the monitoring process and the assistance modality given by the coordinator during the training period. <p><u>Visit and presentation:</u> Presentation of the Jeet Kune Do Finland activity, with samples.</p> <p><u>Meetings:</u> Meeting with local administrators and local stakeholders that are involved in the local system of sport activity.</p>
Hosting organisation and the number of participants	Jeet Kune Do Finland - 3 participants
Justify the need for the given number of participants and specify the role of each of them	Local coaches and instructors will welcome and then host other instructors or coaches from Italy and Spain. Local participants are required to show to the other coaches, the project activities carried out in Finland.
Participating organisations and the number of participants per each of them	UPKL – 2 participants ARAMIS - 3 participants BuSen – 3 participants
Justify the need for the given number of participants and specify the role of each of them	<p>It is necessary that the extended team project will meet to share opinions and verify the starting point to set the correct guidelines for the following steps of the project.</p> <p>The extended team will supervise the local training and must be involved into the phase of redaction and production of the didactical tools.</p>

Meeting number	3
Dates and venue	January 2022 – Barcelona, Spain
Description of the meeting (including the need for the meeting)	<p><u>Workshops:</u></p> <ul style="list-style-type: none"> ○ Evaluation of the training period; ○ Feedback from the trained candidates through evaluation forms. ○ Materials, lessons and tools are revised according to the suggestions coming from the feedback.

	<ul style="list-style-type: none"> ○ Planning of activities with the target groups. ○ Monitoring strategies and final tests are discussed and prepared. <p><u>Visit and presentation:</u> Presentation of the ARAMIS activity, with samples.</p> <p><u>Meetings:</u> Meeting with local administrators and local stakeholders that are involved in the local system of sport activity.</p>
Hosting organisation and the number of participants	ARAMIS - 3 participants
Justify the need for the given number of participants and specify the role of each of them	Local coaches and instructors will welcome and then host other instructors or coaches from Italy and Finland. Local participants are required to show to the other coaches, the project activities carried out in Spain.
Participating organisations and the number of participants per each of them	UPKL – 2 participants Jeet Kune Do Finland - 3 participants BuSen – 3 participants
Justify the need for the given number of participants and specify the role of each of them	It is necessary that the extended team project will meet to share opinions and verify the materials produced during the training phase of the project. The extended team will supervise the local training and must be involved into the phase of planning and implementation of the activities with the target groups.

Meeting number	4
Dates and venue	October 2022 – Bruxelles, Belgium
Description of the meeting (including the need for the meeting)	<p><u>Workshops:</u></p> <ul style="list-style-type: none"> ○ Final feedback from the trainers/teachers/volunteers. Elaborate reports and statistics, ○ Last adjustment of the materials, tools and lessons according to the feedback. ○ Dissemination at local and international level, strategies are discussed. ○ Materials, tools and lessons are presented (version beta) and available on a open platform or website. ○ Last decisions to implement the final versions of the tools before December 2022. ○ Final evaluation. ○ How to continue... <p><u>Visit and presentation:</u></p> <ul style="list-style-type: none"> ○ Official presentation of the beta version materials, tools and lessons on an open platform or website. ○ Presentation of the resume of the project. <p><u>Meetings:</u> Meeting with the extended project team, coaches and stakeholders are invited.</p>
Hosting organisation and the number of participants	UPKL - 8 participants, even UPKL referents coming from other EU countries.
Justify the need for the given number of participants and specify the role of each of them	The final meeting will be hold in Bruxelles and will be an opportunity to set the dissemination process that began during the project at local level. UPKL is an international organisation and the presentation of the final results in Bruxelles will be significant. UPKL national or local referents will take part of the final meeting as multipliers of the project. HEPA process stakeholders

	are invited.
Participating organisations and the number of participants per each of them	ARAMIS – 4 participants Jeet Kune Do Finland - 4 participants BuSen – 3 participants
Justify the need for the given number of participants and specify the role of each of them	It is necessary that the extended team project will meet to share opinions and verify the materials produced during the training phase of the project. The extended team will supervise the local training and must be involved into the phase of planning and implementation of the activities with the target groups.

<p>F.4. Exceptional costs</p> <p><i>(to be filled in only if applicable)</i></p>
<p>If you include any 'Exceptional costs' items (e.g. subcontracting or purchase of goods and services) in the detailed budget table, please justify all of them here in this section and link each of them to the respective project activity they have to support/fulfil.</p>
<p>The project need to include exceptional costs:</p> <ol style="list-style-type: none"> 1. <u>Subcontracting multimedia platform creation, video and tutorials realisation</u>: Even if many multimedia contents are created directly by coaches, instructors and participants in activities, the platform and some other multimedia contents need to be developed and supervised by professional of communication. These activities will help to reach project objectives and will be directly connected with communication, dissemination and HR+S Toolkit creation activities.

PART G – Quality of the project team and cooperation arrangements

G.1. Project team	
Please describe the participation of people with expertise for the implementation of the project and division of their responsibilities and tasks.	
Andrea Gatti	<p>Head of the special projects Department at U.P.K.L. Expertise: Specific skills in the world of school and education as a teacher and principal in primaries and high schools. 9 years of experience as educational attaché in the Italian consulate in Freiburg (Germany). Participation as a coordinator for 6 Comenius school projects, has obtained two Comenius and Arion professional training grants. Over 40 years of experience in wild water sports, 30 of which as a rafting guide trainer for the Italian Rafting Federation. Task: Project Management and monitoring, didactical supervision of HR+S Tools.</p>
Jessica Genova	<p>Head of Human Rights Department at U.P.K.L. Belgium association. Master Degree Human Rights and Multi-level Governance. Thesis: <i>“Syrian refugees women and unaccompanied minors: going beyond hospitality in Gaziantep”</i>. Assistant Project Manager at Bulgarian Youth Forum (NGO); Organizing workshops about Human Rights, Volunteering, Enterprise Skills; writing an Handbook; Mediation and reporting activities in Palestine in 2017. Working Group focus on Migration in Italian Red Cross Teacher of Human Rights in Delhi Public School of Nashik (INDIA) – AIESEC Task: Jessica Genova will coordinate and supervise the HR+S Tools creating, defining and editing process in collaboration with Andrea Gatti for the didactical aspects.</p>
Sergio Meda	<p>One of the most popular Italian Sport Journalist and author with over 40 Years of experience and collaboration in the most popular Italian Sport Magazine “Gazzetta dello Sport”. Active on the RCS Sport group press office, a wide International company. Task: project communication and dissemination.</p>
Aldo Piatti	<p>Aldo Piatti - Technical Manager - JuJitsu 8th Dan - European Social Sport Coach - responsible for the Educational and Disability Projects of UPKL a.i.s.b.l. Councilor for Sport, Youth Policies and Education of the Municipality of Bresso from 2018 to 2013. Task: Aldo Piatti is responsible for the implementation of the project in Bresso and surrounding area, for the contacts and collaboration with the local municipality, the stakeholders and schools and for the training of the local coaches and instructors that will be active on the project.</p>
Kaj Tepponen	<p>Head Instructor sifu/guro. Kaj has studied and taught martial arts more</p>

than 16 years. He has also a strong background in teaching children different ages. He has been running after school activities for school kids, working as substitute teacher and is still working daily in early childhood education.

Task: Kaj Tepponen is responsible for the implementation of the project in Helsinki, for the contacts and collaboration with the local stakeholders and schools and for the training of the local coaches and instructors that will be active on the project.

David Pardo Navarro Working in different Martial arts center since 2004, collaborate since 2012 with the Aramis association of Sant Boi de Llobregat. Founder and chief instructor of JKDBarcelona Martial Arts in 2008, Sanctioned instructor under XTMA (Crosstraining Martial Arts) and IIMAIA (Inosanto International Martial Arts Instructors Association) is also instructor of fitness for health. Task: David Pardo Navarro is responsible for the implementation of the project in sant Boi de Llobregat, for the contacts and collaboration with the local stakeholders and for the training of the local coaches and instructors that will be active on the project.

G.2. Cooperation arrangements

Please describe:

- the involvement of an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project,
- why the selected partners are best suited to participate in this European project,
- the distribution of responsibilities and tasks demonstrating the commitment and active contribution of all participating organisations,
- the involvement of at least one local or regional sport club.

A complementary mix of

competences: Project partnership ensure the involvement of participating organisations active at local level in very different cultural and social situations. Partners are well connected with the surrounding social context. The coordinating international organisation UPKL has a good knowledge of the EU politics in sport, thanks to the participation as a stakeholder at the definition of HEPA recommendations. The coordinator is also able to spread the results of testing activities to other clubs and associations in European countries, especially in the domain of martial arts. This will enable the implementation of innovative projects that can act locally.

Partners: Selected project partner can learn from each other and collaborate in order to produce innovation in teaching human rights through sport. Selected project partner will create toolkits strategies and test activities useful for increasing active citizenship through sport. Moreover, the small collaborative partnership, is the perfect sized project for sport clubs, starting cooperating at an European level in testing activities. All the partners are local or regional sport club, the coordinator UPKL is working at a trans-national level.

Responsibilities and tasks: As highlighted in F.2. project planning have been set up in order to guarantee the commitment and active contribution of all participating organisation:

- UPKL will be responsible for project management, training activities coordination and HR+S Toolkits realisation;

- BuSen will contribute to develop, elaborate and test HR+S tools and strategies in Bresso, Italy, with a special focus on adults with special needs and childrens. Local coaches, instructors and volunteers will be trained, BuSen will involve as stakeholder the local administration too.
- ARAMIS: will contribute to develop, elaborate and test HR+S tools and strategies in San Boi de Llobregat and the surrounding area of Barcelona. Special focus will be on adults including adults with special needs. Local coaches, instructors and volunteers will be trained. The involvement of local stakeholders is also a duty of Aramis.
- Jeet Kune Do Finland: will contribute to elaborate and test HR+S tools and strategies in Helsinki. Special focus will be on adults and children. Local coaches, instructors and volunteers will be trained. The involvement of local stakeholders, specially schools is also a duty of Jeet Kune Do Finland.

G.3. Partner Countries

(to be filled in only if applicable)

If applicable, describe the extent to which the involvement of participating organisation from a Partner Country¹ brings an essential added value to the project.

NOTE: please note the difference between the Partner Countries and partner organisations. Please read the footnote 1 (below) thoroughly.

PART H – Impact and dissemination

H.1. Expected impact of the project

Please describe:

- the measures for evaluating the project outcomes,
- the potential impact of project on participants and participating organisations
 - during the project lifetime,
 - after the project lifetime,
- the potential impact of project outside the organisations and individuals directly participating in the project, at local, regional, national and/or European level.

Evaluation of project outcome will be done for:

Workshops: at every meeting workshops will be evaluated between partners to better focus the following workshop and save the short and important time of meetings. An assessment questionnaire is submitted to the participants.

¹ For the definition of Partner Countries, please see the Erasmus+ Programme Guide, Part A, 'Eligible Countries': http://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en

Training sessions: local training will be evaluated from the participants candidates. Followings aspects are checked:

- quality, accessibility and flexibility of tools
- level of impact of the tools in the usual local sport training
- level of new developed skills
- costs/ benefits including the personal training time of the candidates.

Main aim is to choose the right indicators to measure the new awareness of people practicing sport in the associations and clubs partners of the project.

Potential impact of project on participants and participating organisations

- during the project lifetime: Thanks to project activities local coaches and sport teachers will develop new skills and will be more aware and able to discuss about educational issues teaching sport through the respect of human rights. Better technical results are expected and will be evaluated as described in F.1.
- The local networks between administrators, associations, schools, stakeholders and public bodies, are in the project considered as a system. The sport activity will be oriented to prepare practicans to be active citizen. Participants in activities will be more aware about human rights and develop a better conscience of relationships during their practice of sports. Local authorities and administrators will get a contribute from the sport activity and no more consider sport only as a healthy practice that will be delegated to the associations.
- after the project lifetime: Impact obtain during project will continue and become bigger after the project lifetime. The training activity for new coaches and sport operators at local level can continue without additional costs after the end of the project using the platform, and the assistance of local trainers or instructors involved into the project. UPKL will give assistance in new training and certification processes. Very important is the rule of the stakeholders (local administrations, schools) that could require to other clubs and associations not involved into the project a corresponding level of teaching in sport. The innovative sport education's methods through respects of human rights and development of skill of active citizenship will be improved.

The potential impact of project outside the organisations and individuals directly participating in the project:

A main role will be played by the communication and dissemination strategy and by the role of UPKL on good practices transfers and contamination. Thanks to this strategy and HR+S Toolkit's diffusion and test, sport amateurs and professionals from different countries will more aware about the fact that a sport activity can be good for themself and their health but should improve the feeling to be an active part of the society. A higher quality of the activity of local associations will motivate similar organisations and clubs to improve their activity to reach the same standard.

It will be more easy for local associations to involve administrators and schools in sport activities.

Trainers, coaches and guides that, thanks to the project fulfil the standards of the HEPA recomandations can more easily be involved in projects and collaboration with schools and administrations.

H.2. Dissemination

Please describe:

- the dissemination plan and measures aimed at sharing the outcomes of project within and outside the participating organisations,
- the plans for ensuring the sustainability of project showing its capacity to continue having an impact and producing results after the EU grant has been used up,
- if relevant, the extent to which materials, documents and media produced will be made freely available and promoted through open licences.

The Strategy:

The communication strategy will have a storytelling approach. Three local partners in very different cultural and social situations will document their experience and the different phases of the action research as short tales taking the point of view of coaches, practitioners, volunteers and stakeholders.

The experiences will be summarized and bring to concrete outcomes:

- Development of a dedicated HR+S platform: a multimedia platform that will be the crossing point of all the information and dissemination material created during the project, this will also be the place where to download the toolkits and to read about project results, adopted strategies, possibilities and new ideas;
- Creation of a common project newsletter: creation of a project newsletter dedicated of the contact of project partners and other interested stakeholders;
- Creation of multimedia contents, documents and handbooks interview, video, pictures, texts, ...; the multimedia contents will be realised by the local project partners, uploaded on platform and resumed on social media channels.

The dissemination strategy will also include the traditional information channels of the partnership (websites, local and national press) as well as consistent interaction with practitioners (platform and social media).

Longtime sustainability:

Longtime sustainability will be ensured by:

- The SoSport platform: Guarantee the sustainability of results and outputs once the project ends and will capitalise the project results. Toolkits, guidelines and other project multimedia contents will be available for coaches, trainers, teachers and sport volunteers and stakeholders.
- Clubs commitment: the three pilot area will add a value to their activity; this will motivate more clubs and organisations to follow their paths. UPKL as international organisation will ensure to give visibility to project actions and disseminate results at European level giving assistance, if required.

Free Material and documents:

- The HR+S Toolkit dedicated to coaches, instructors, teachers and sport volunteers will be available open source and downloadable from the SoSport platform. The HR+S Toolkits are described in the F section of Application Form, with the other activities realised in Sosport project.
- Project final Report on impact and project social and environmental impact and balance sheet will also be freely available.

CHECK LIST

Before submitting your application form online, please make sure it fulfils the eligibility criteria listed in the Erasmus+ Programme Guide and check that:

- you have used the official sport application form (eForm + 3 compulsory annexes, namely the Project Description, Detailed Budget Table and the Declaration of Honour).
- all relevant fields in the application form have been completed.
- the application form has been completed using one of the official languages of the Erasmus+ Programme Countries and the whole application form is submitted in one language only.
- you have annexed all the relevant documents:
 - the Declaration of Honour signed by the coordinator's legal representative mentioned in the application.
 - the Detailed Budget Table.
 - the Project Description.
- all participating organisations have uploaded the documents to give proof of their legal status in the Participants' Portal (for more details, see the section "Selection Criteria" in Part C of the Erasmus+ Programme Guide).
- you are complying with the deadline published in the Erasmus+ Programme Guide.
- you have saved or printed a copy of the completed form for yourself.

NOTE: using own templates/documents is forbidden and can result in the rejection of the whole application. You can only use the templates published with the concrete sport call for proposals for the respective year.