

IMPORTANT NOTICE

What is the Application Form?

The Application Form is the template for EU grants applications; it must be submitted via the EU Funding & Tenders Portal before the call deadline.

The Form consists of 2 parts:

- Part A contains structured administrative information
- Part B is a narrative technical description of the project.

Part A is generated by the IT system. It is based on the information which you enter into the Portal Submission System screens.

Part B needs to be uploaded as PDF (+ annexes) in the Submission System. The templates to use are available there.


How to prepare and submit it?


The Application Form must be prepared by the consortium and submitted by a representative. Once submitted, you will receive a confirmation.

Character and page limits:

- page limit normally 40 pages for calls for low value grants (60 000 or below); 70 pages for all other calls (unless otherwise provided for in the Call document/Programme Guide)
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 9 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are NOT a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your application.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. For applications that are not shortened, the excess pages will be made invisible and thus disregarded by the evaluators.

 **Please do NOT delete any instructions in the document. The overall page limit has been raised to ensure equal treatment of all applicants.**

 **This document is tagged. Be careful not to delete the tags; they are needed for the processing.**

ADMINISTRATIVE FORMS (PART A)

Part A of the Application Form must be filled out directly in the Portal Submission System screens.

TECHNICAL DESCRIPTION (PART B)

COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.

Note: Please read carefully the conditions set out in the Call document/Programme Guide (for open calls: published on the Portal). Pay particular attention to the award criteria; they explain how the application will be evaluated.

PROJECT	
Project name:	[Move as you are]
Project acronym:	[Move as you are]
Coordinator contact:	[Daniele Cassioli], [Real Eyes Sport Asd]

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PROJECT SUMMARY

Project summary (in English)

See Abstract (Application Form Part A).

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1. RELEVANCE

1.1 Background and general objectives

Background and general objectives

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Relevance'.

Describe the background and rationale of the project.

How is the project relevant to the scope of the call? How does the project address the general objectives of the call? What is the project's contribution to the priorities of the call?

"Move as you are" project is developed within the background of the transversal priority "inclusion and diversity", as it aims at supporting the social inclusion and addressing the barriers faced by children with visual impairments (CWVI) through sport activities. The active participation of CWVI into sport is crucial for their physical, personal and emotional life.

While there are a number of associations all over Europe, including 3 partners of the current proposal, who dedicate their mission to CWVI, we believe that also physical education teachers, trainers and coaches should be prepared to facilitate their inclusion in schools' or sport daily activities.

In the spirit of promoting inclusion for everyone, we believe that practices and strategies for inclusion of CWVI should be mainstreamed and should reach a larger public of educators. In this perspective, we believe that also the families of CWVI should be supported in order to raise their confidence and awareness regarding the participation of their children into sport. Starting from this background, we would like to collect the best practices existing and related to the involvement of CWVI into sport, and generate a non-formal (peer) educational programme tailor-made to sport coach and physical education teachers as a first target group, but that may be extended to associations, physiotherapists, kinesiologists, and mental health coaches that work with youth generation with visual disabilities.

The comprehensive and open-access course will be built on modular and interactive Learning Management System to be integrated into educational communities. The deliverable tools will be designed to incorporate blended training, informative learning from end-users, and sports assistant technologies integration. Moreover, we will organise a training to show in practice the lessons explained in the MOOC and implement an exchange of best practices with experts working on the project. We believe that the project is entirely in line with the objectives of the call, as it aims at:

- increasing social inclusion and equal opportunities in sport;
- supporting the participation of visually impaired children in sports activities;
- supporting their ability to develop motor skills;
- enhancing the social integration of visually impaired children into their living communities;
- promoting the quality of the coaching staff, physical education teachers and trainers;
- empowering visually impaired children with multi-sensorial abilities and awareness of space;
- equity approaches to reduce social discrimination and health inequalities in access to physical activities in visually impaired individuals.

The project will contribute to the scope of the call as it will prepare physical education teachers and other actors active in the field to let visually impaired children participate in sport activities, promoting a more inclusive approach to sport opportunities.

1.2 Needs analysis and specific objectives

Needs analysis and specific objectives

Please address the specific conditions/objectives set out in the Call document/ Programme Guide, if applicable.

Describe how the objectives of the project are based on a sound needs analysis in line with the specific objectives of the call. What issue/challenge/gap does the project aim to address? The objectives should be clear, measurable, realistic and achievable within the duration of the project. For each objective, define appropriate indicators for measuring achievement (including a unit of measurement, baseline value and target value).

For low value grants (less or equal to 60.000 EUR), it is not necessary to describe sound needs analysis and to define indicators for measuring achievement.

According to Child Eye Health, globally, at least 450 million children have a sight condition that needs treatment, with 90 million children living with some form of sight loss. 448 million children and adolescents have refractive errors. 90 million children and adolescents live with sight loss.

As for Europe, the European Blind Union tends towards an estimate of 30,000,000 visually impaired individuals.

These figures show that children in need of support are many all around Europe and the world. Children with visual impairments (CWVI) demonstrate delays in fundamental motor skills, including locomotor, object control, and balance skills (Lieberman, 2013). All abilities learnt by motor skills are prerequisites to developing social skills, emotional functioning, orientation and mobility self-determination, confidence with technology, independent activities of daily living, and successful living (Houwen et al, 2008). In childhood, the reduced opportunity for tumble and rolling due to fear of children or lack of parent confidence induces a motor skill delay. To reduce motor delay in the visually impaired, parents have to encourage movement in a safe environment, encouraging gamification and supporting motivation of children with visual impairment. Due to the impossibility of observing how others stand, walk or position their bodies and undeveloped proprioceptive abilities, CWVI can develop wrong posture and balance problems. To avoid such issues, a training with a professional has to focus on training the awareness of one's own body and surrounding space, learning with gamification the movement and engagement with assistant technology. In particular, in childhood, the gamification of exercise is a crucial tool to induce repeating the motor gesture without reducing the motivation. Furthermore, to promote gender-neutrality, proper communication skills have to be developed by parents and professionals using a storyline and involvement of individuals in the sense of community.

We believe that this approach should be adopted starting from the school level. To promote social inclusion, motor coach and physical education teachers in a school-educational context have to be trained in developing games with coexisting blind and normal-motor players. Such activities could effectively enhance the cooperation and mutual knowledge between them and promote a consciousness against discrimination. In early-stage life, active practice at home and individual fundamental athletics to team sport activities (e.g. football, baseball) play a central role in all physical activities, generating feelings of inclusion, attitude, and communication beyond social and physical barriers. If children who are blind are not encouraged and given the same opportunities in the early developmental years, it becomes so that they don't develop the same interests because they didn't have the same opportunities. Currently, most physical education teachers are not prepared and well equipped to manage such a disability and promote the inclusion of visually impaired children. They should also be trained to be able to communicate with the families and the other teachers, to make them understand the importance of integrating CWVI in sport and in more regular activities.

These aspects taken together lead to the inactivity in sport for youngsters with visually disabilities have affected more than 80% of individual in Europe, hampering the enhancement of autonomous mobility, health disease (e.g. distortion in posture), mental health caused by an inability of creating social connection.

In the case of visually impaired children, low levels of physical activity have been demonstrated (Haegele & Porretta, 2015).

Here, we would also like to recall the fundamental data source of the analysis: 1) The partnership implements the conclusion of the Eurobarometer "Sport and physical activity" report (Eurostat, 2018) and Briefing 2021 report "Creating opportunities in sport for people with disabilities ". These studies highlight that: a. "Despite the growing importance attached to the promotion of physical activity in EU Member States with more than +50 Erasmus+ projects since 2014, a Eurobarometer survey in 2018 identified having a disability or illness as the third most frequently mentioned reason – by 14 % of respondents – for not practising sports more regular.

In order to face the above mentioned challenges, the "Move as you are" project proposes to reach the following specific objectives:

Specific objectives	Challenge/gap and solution proposed
Expanding the culture of integrating CWVI through sport among physical education teachers, but also school staff, and parents to understand its relevance for their personal development. We intend to reach at least 15 schools per country and 1000 persons per country.	Not all schools and societies are informed enough over the relevance of integrating CWVI through sport among physical education. It is not only that this is desirable, this is possible and already many realities all over the world go in this direction. That is why we would like to collect them and make them available to raise awareness over this topic thanks to the Booklet on best practices.
Creating a common ground among partners and sharing each own very relevant experience. It's key to see in action how different strategies work, in order to build a high quality work. All partners and their stakeholders will be involved in this action.	Projects' partners (with exception of Euphoria) have experience in working with disabled people, not only related to visual impairments. Some partners have hands-on experience, others more academic or both, but it is key for the sharing of practices, to work together in a real-situation. The proposed training activity will have this purpose, sharing an experience with visually impaired people to put into practise the strategies that will be integrated in the online course.
Preparing and training physical education teachers and other specialists to develop specific skills related to the involvement of CWVI children into sport activities. We aim at 50 persons per country to be trained during the project life-time and 1000 persons per country to be reached.	The involvement of CWVI is possible and can bring big advantages for them, but of course it needs adapted strategies. Such strategies make the integration possible, but they are often unknown by teachers, who do not undertake actions to promote their participation. It is interesting to see, that such participation would be possible in individual sports, but also in collective (with the due attentions). The lack of competence in adapted sports and self-belief at Pre/inService for physical educators often excludes CWVI from sports activities or

	mixed-sport activities in a safe environment. For this reason, we intend to create an e-learning to train as many as physical education teachers as possible.
Increasing awareness over the relevance of the involvement and integration of CWVI among families and the general public. We aim at reaching more than 5000 persons during the entire project.	We see that many false myths exist around the impossibilities (or possibilities) of CWVI related to sport. Sometimes the same families are scared of “letting their children move”. The psychological and social barriers of parents of children with visually impaired limits too often the access to sport education and development of complementary multi-sensorial neuroperception. In addition, the covid19 pandemic affects with a heavy toll on sports inactivity and negative wellbeing attitude in team-sport. That is why we believe that is crucial to launch a promotional campaign to raise awareness among families, but also towards the general audience to support this change and make real integration possible.

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1.3 Complementarity with other actions and innovation — European added value

Complementarity with other actions and innovation

Explain how the project builds on the results of past activities carried out in the field, and describe its innovative aspects (if any).

Explain how the activities are complementary to other activities carried out by other organisations (if applicable). Illustrate the trans-national dimension of the project; its impact/interest in the EU area; possibility to use the results in other countries, potential to develop cross-border cooperation among Programme countries and Partner countries, if applicable, etc.

Each partner has complementary experiences with the project idea:

-The coordinator, REAL EYES SPORT, endorses the mission to promote sports activities among the visually impaired, social inclusion and values into the blind community by involving direct experience, storytelling and media programme at National Television, as well as enhancing social improvement and inclusion for visually impaired people through sport events. Please find below the main activities carried out in line with the spirit of this project: 1. The summer activities are entitled "1st, 2nd and 3rd Edition of Summer Camp" (2020-2021-2022) at the Olympic Preparation Centre of Tirrenia (PISA - Italy). The sports activities concern: athletics, soccer, baseball, basketball, tennis, surfing, SUP, canoeing, horse_riding. The current number of athletes who can subscribe to the camp is limited to 40 kids and teenagers between age 5-17. The project is sponsored by Fondazione Mondino IRCCS, UICI (Unione Italia Ciechi e Ipovedenti), FISPIC, CIP (Comitato Italiano Paralimpico). The inclusion communication in this event also involves public participation, and it is disseminated via national newspaper (Il Corriere della Sera), national television (RAI 1 "Linea Blu") and social media. Social communication is reported by YouTube channel "Real Eyes Sport ASD" (Camp 2021: https://youtu.be/r8HGUuoT_qU, Camp 2020: https://youtu.be/JrAP_mnpso4)

2. The winter activities consist of snow camps called 'Winter Camp'. The 1st edition took place in Cavalese in 2020 (in partnership with association Giocampus), the 2nd in Alagna-Scopello in February 2022, the 3rd in Pinzolo in March 2022. The main sport activity proposed is skiing (even for beginners). In the afternoon, participants can participate in several other activities (climbing, walking with snowshoes, sledging, horse-riding). The camp is for children between age 5-17. The sport activities are supervised by ski coaches registered to CONI (National Olympics Committee).

3. Supporting and organising the Training Center "Spazio Al Gesto" in 8 Italian cities, dedicated to athletes of 5-17 years old. The athletes currently involved are 60. The project is sponsored by CIP (Comitato Italiano Paralimpico). The sports activities consist in developing the fundamental motor schemes (walking, running, jumping, rolling, throwing, kicking, climbing, swimming) and using basic exercises from various adapted sports (athletics, soccer, baseball, basketball, judo, swimming). Activities are disseminated in https://youtu.be/asBTx9_5UIY. Athletes are supervised by coaches habilitated and registered to CONI.

4. Organising adapted agonistic activities for visually impaired teenagers and adults: blind tennis courses in Milan; B2-B3 futsal team in Milan, subscribed in the National B2-B3 Futsal Championship. In the Championship of 2021, Real Eyes Sport futsal team reached the 3rd position in the country.

5. Partnership with Italian Universities to train learners on adapted physical activities and inclusion through sport: University of Parma (Sport Sciences and Master 1st level); University of Pisa (Childhood neuro and psychomotricity); University of Perugia (Educational Sciences); University of Milan (Sport Sciences); University of Torino (Sport Sciences); University of Padova (Sport Sciences).

6. Organising international conference (ISPAVID 2023, Parma) to promote meeting between practitioner, international no-profit with activities in low-income countries (Helpcode, Terres de Homes, CBM), startup with innovative assistant products and academia in partnership with CampAbilities.org, ICEVI-Europe and American institutes of movement for visual impaired (Prof. L.Lieberman no-profit, Prof Justin A. Heagel) with endorsement of European Federation of Adapted Physical Activity (EUFAPA) and SISMES (italian physical education association).

The current project idea was built on the experiences of the project coordinator, which intended to enrich them with the contribution of other international partners who are very expert in the field and promote such experiences at the European level. To reach such objectives, all the knowledge and research will be conveyed in Booklet on best practices and a MOOC, which will support physical educators and coaches all over Europe to develop their knowledge on how to let visually impaired children approach sports. Taking this step forward is very key to share best practices already existing at the European level, and enlarge the audience of potential beneficiaries in the partners' countries, but also all over Europe.

-THE ADAPTED PHYSICAL ACTIVITY/ DEVELOPMENTAL AND PHYSICAL DISABILITIES LAB (APALab) is one of the 7 formal laboratories of the School of Physical Education and Sport Science of the National & Kapodistrian University of Athens (NKUA). Under the direction of Professor Dimitra Koutsouki, it aims to contribute to our knowledge concerning the individual differences and different learning processes that individuals with special educational needs or/and disabilities experience during the whole lifespan. The APALab has had a thirty-year experience of working with people with developmental disorders and learning difficulties (i.e., intellectual disabilities, autism spectrum disorder, dysgraphia, ADHD, DCD, etc.), their families and their teachers.

Among the many projects in which the Department has been involved, we can mention:

-“Curricula of Special Education: Physical disabilities” (2003-2004). Funding: Operational Programme for Education and Initial Vocational Training (EU)- Hellenic Ministry of Education. Available in: http://www.pi_schools.gr/special_education_new/index_gr.htm. Click on Research-Surveys-Special Education Mapping.

-“Promoting physical activity programs to special schools: aiming the social inclusion of students with physical/ multiple disabilities” (2007-2008). Funding: Operational Programme for Education and Initial Vocational Training (EU) - Hellenic Ministry of Education.

-“Paralympics 2004: attitudes and perceptions of pupils and students about the Paralympic Games” (2001–2002). Funding: Special Account for Research Grants/NKUA.

-The laboratory staff coordinates the Erasmus+ SPORT project entitled “Broadcasting of water polo for people with visual impairment/VIWAS”, providing the opportunity to blind and visually

impaired people to attend and experience water polo events as active spectators through the "VIWAS Guide" (<https://www.viwaserasmusplus.eu/>), (01/01/2021- 31/12/2023)

- The MUNICIPIO DE VILA NOVA DE FAMALICAO, in the framework of its sport activities has a variety of sports projects that cover various themes relevant to its community. There are seven major projects: "Corre Famalicão, Famalicão em Forma, Mais e Melhores Anos, Famalicão Trilhos, Escolas Municipais de Natação, Move-te and Brincar Torto a Direito".

The "Mais e Melhores Anos" (More and Better Years) project provides physical exercise and sporting activities on a regular basis to two specific groups of the population: the elderly (Senior Sports) and the disabled (Disability Sports).

The intervention is guided by expert technicians, with subjects and activities aimed at each target group.

Disability sport aims to provide all people with disabilities or special educational needs who attend the institutions and/or schools that provide disability support in the municipality with training and sports practice in the following disciplines: Boccia, Swimming, Athletics, Tennis, Badminton and Dance. With the aim of further democratising access to sport, the municipality also wants to make it possible to practise various disciplines, whether recreationally and/or competitively (federated/non-federated).

People with visual impairments take part in all of the above activities, especially Boccia and swimming, where participation is very high.

We want to take part in this project because our human and facilities resources are of great quality, with a great deal of experience working in the field of sport for the disabled, with a very large human sample, and an ambition to know more, to grow as professionals, and to make known what we do best, while learning from what our partners can give us. Our expertise in the field of swimming, for visual impairments, would be a great addition to this brilliant project.

- EUPHORIA NET is the only no-sport partner but has already been a partner of two Erasmus Plus Sport projects, both enhancing the inclusion of disabled people through sport. The first project was Swim your way, to train coaches to deliver swim classes to disabled people. The second was the VIWAS project, whose coordinator is the University of Athens, focused on visual disability and promotes more opportunities for visually impaired people. In the two projects, Euphoria is the leader of the dissemination and the Monitoring quality and assurance task. Euphoria is also expert in creating educational resources and online courses with a focus on MOOCs. The innovation side of the project is creating a unique product that will include all these different expertise that will benefit the same target group, visually impaired children, all over Europe.

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2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

2.1.1 Concept and methodology

Concept and methodology

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the project design and implementation'.

Outline the approach and methodology behind the project. Explain why they are the most suitable for achieving the project's objectives.

In international adapted sport activities, the first consolidated methodology is TREE, which is adapted from the Australian Sport Commission for Disable Education programme. This methodology is usually used when little information is available on participant special needs until they train on field of play.

It is based on the four pillars:

a. Teaching /Coaching Style - This activity concern how the coach delivers the activity, organises it, leads and communicates. Under this topic, the attention focuses on: awareness of the abilities and needs of all participants, appropriate descriptive language, keeping instruction short and simple, mindful of positioning; appropriate physical assistance (guiding participant through the movements); use tactile aids to show the exercise.

b. Rules and Regulation - how making change to rule of activities and sport-game to enhance the inclusion (allow more bounds in tennis, more steps in basketball..), reduce the number of players in each group game to increase the interactions and vice versa; frequent substitution; modify distance in game; reduced or remove competitive elements

c. Environment - This aspect is related to changing the space of activities if dedicated to a group or individual. Reducing/Increasing playing area. Introduce different zones within the playing area. Reduce net, goal height and width. Introduce surface or vibrating surface.

d. Equipment - Introduce light sound ball, introduce tracking system, introduce digital assistant. An evolution of such methodology is called “CHANGE IT” where modulation of Time of activity in activity and inclusion are key points to allow everyone to have an equal role in the game. More recently, the SEMA approach, namely “Systematic Ecological Model for Adapting Physics Activities” has been introduced. This approach adds the definition of successful performance criteria, identifies barriers and facilitators, performance errors and adaptation suggestions. Respect to consolidate strategy, the proposed project is adding to SEMA strategy two additional fundamental aspect for children hood sport educations: 1) game-based learning of the fundamental motor skills using storytelling (motor fairy tales) and adapted by modern digital strategy (e.g. exergaming), and; 2) inclusion as the active actor of parents. The former activity, through motivation and emotional involvement, facilitates motor learning in participants. The latter promotes the regularity of sport activities and positive attitudes.

As for monitoring and rating scale to evaluate the effort of teachers for inclusion of children with visual disabilities in physical education, we will include an assessment based on Lieberman-Brian Inclusion Rating Scale for Physical Education (LISPE). The criteria measures the action taken by educators to ensure accessibility to sport education for individuals visually impaired alongside their typically developing peers (from Strategies for Inclusion, Physical Education for Everyone, Lauren J. Lieberman and Cathy Houston-Wilson, Human Kinetics Publishers, 2017). Adopting the monitoring indicators is a consolidated approach to validate and quantify the design of inclusive activities and possible enhancement. The strategy of developing the adapted physics activities has to overcome the belief and lack of experience of the physical educators, such as:

A. Absence of background or previous experience in making accommodations or modifications for students with visual impairments (Perkins et al., 2013)

B. Beliefs of physical educators perceiving in including children with visual impairments in general physical education project (Lauren J. Lieberman, 2019)

C. Wrong communication and planning of activities without human-in-loop strategies.

Focusing on Children Physical Adapt sports, the MOOC course will be based on one of the major contributions at state of art is “Physical Education for Children with Visual Impairment or Blindness” (Journal of Physical Education, Recreation & Dance, Lauren J. Lieberman, Monica Lepore, Maria Lepore-Stevens & Lindsay Ball, 2019). This study highlights the strategy for developing adapted physics activities and uses a storyline to inspire physical educators to see beyond their beliefs. For instance, the physical educator can be inspired by the story-line of four runners with visual impairments (2016, Paralympics in Rio de Janeiro, Brazil) who ran the 1,500 faster than the Olympic runners. However, achieving such results is only possible if the physical educator tackles the challenge of creating an environment, developing talents in visually impaired children and believing in high expectations.

The fundamental methodological strategy has to be designed in a way to:

a. Clearly understanding the background or cause of the visual impairment, since it can provide additional information about children special needs in terms of environment adaptation. For instance, albinism needs to be protected by sun, or cortical visual impairment may be caused by cerebral palsy or traumatic brain injuries.

b. Introducing the upcoming unit of instruction and what will be taught, including the rules, equipment and instructions, can help the child brainstorm with the teacher about possible modifications.

c. Knowledge exchange with workshop and attend a non-formal MOOC course to acquire important notions

d. Engagement in communication with parents of visually impaired children about the adapted activities e. Use Instructional strategies, which are techniques that physical educators use in order to help students participate, learn, access the curriculum, and become as independent as possible in a safe movement environment. These strategies are crucial for minimising the development of motor delays (Lieberman & Haibach, 2016; Samalot, Lieberman, & Haibach, 2015).

f. Modify the Activity in terms of equipment, space or surface, environment, distance to targets, or even the rules or speed of the game or activity. Some activities can also benefit from empowering the use of auditory equipment (light ball with vibration), the provision of tactile boundaries, the use of aerobic fitness equipment that is stationary, and the inclusion of guides or tethers for running activities. One of the methodologies for instructional strategies is based on the Universal Design for learning approach, which is introduced in (Lieberman & Houston-Wilson, 2018).

This approach consists in lesson planning prior to instruction to ensure the inclusion of most children. It is based on the following stage:

1. Pre-Teaching. Pre-teaching is comprehensive of teaching elements of the next unit, activity or skill prior to the student participating in the inclusive class. In addition, this stage can be used to develop tactile maps, orientation and mobility practice, and actual instruction in and practice of the foundational concepts and skills.

2. Whole-Part-Whole Instruction. This method involves communication to learners about what the entire skill is about and letting them try it, teaching each part of the skill to mastery, then combining all the parts together and having the students practise the whole skill again (Lieberman & Haibach, 2016). However, for children visually impaired in case of team sport, the whole aim must be explained first.

3. Consistent, Descriptive Verbal Explanations. Children with visual impairments rely on verbal explanations as well as tactile teaching to access instruction.

4. Appropriate Demonstrations. Although some children with visual impairments learn many skills through consistent and descriptive verbal instruction, others may benefit from other sensors demonstration for certain skills: visual (low-vision children), tactile modelling and physical guidance. In physical guidance, the approach also includes quicker learning process and muscle memory for effective learning. Among the various activities, the project will focus not only on athletics motor skills but benefit also from complementary aquatics, one which provides physiological benefit in pain relief, increase relaxation, work on breathing, reeducation of paralyzed muscle and increase range of motion in joints (Lepore et al., 2007), In such activities the methodological strategy has to integrate the psychological strategies to enhance the feeling of comfort and well-oriented in the water and decrease the fears. After the initiation to water, the next steps include: develop water safety skills. Similar to other activities, effective communication plays a central role. The physical educator has to avoid the use non descriptive words such as “that”, “over there”, or “heads up” and prepare same instructional terms every

time, when describing movements and providing appropriate feedback (Lieberman & Haibach, 2012). Regarding appropriate demonstrator, based on experience each of one described above could be preferred to another to avoid creation of barriers and better instruction, preferring the physical guidance and tactile modelling. In any activities, the child feedback has to be included to adapt the training during the adaptivity. Among the activities, the development of Camp Abilities (summer /winter residential sport camp) plays an important role in developing and initiating more children to sport activities (Goodwin, Lieberman, Johnston, & Leo (2011). The increasing of indicators in such events are stated in (Physical activity levels of children with visual impairments during an adapted sports camp).

Our project will take into account all these methodologies with a step-by-step approach.

First, we will have to collect the best practices already existing and from which we should start when starting the creation of the online course – and to see how much they are in line with the proposed methodologies which represent an international standard. In order to collect quality resources, we will follow the Guidelines established by the University, following the Academic standards.

Then, we will organise a training activities on the field to have a common understanding of such methodologies and share as a preliminary step the knowledge and experience of each partner. The learning outcomes of the training activities will be clearly defined in accordance with the proposed methodologies, and will be recognized by issuing the Europass mobility documents to the participants.

On the basis of these first findings, we will start the development of the online course, that will be able then to incorporate such approaches that will be shared among all partners.

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2.1.2 Project management, quality assurance and monitoring and evaluation strategy

Project management, quality assurance and monitoring and evaluation strategy

Please address the specific conditions set out in the Call document/ Programme Guide.

Describe the measures foreseen to ensure that the project implementation is of high quality and completed in time.

Describe the methods to ensure good quality, monitoring, planning and control.

Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of the activities and results (including unit of measurement, baseline and target values). The indicators proposed to measure progress should be relevant, realistic and measurable.

For low value grants (less or equal to 60.000 EUR), it is not necessary to describe evaluation methods and indicators to monitor the outreach and coverage.

The aim of project management and coordination is to ensure smooth and timely implementation of the project work plan, delivering high-quality outputs, achieving project goals and long-term sustainability.

In addition, the aim is to ensure that the administrative procedures and financial management correspond to the EU and Erasmus+ requirements and to provide timely and accurate reporting within the consortium and to the contracting agency.

The coordinator will build a calendar for the delivery of the work. In case some problem arises in terms of delays or underperforming work, it can contact the coordinator and the Quality board (see below) to understand the problem areas and find a reasonable solution.

The coordinator will have the role to check the overall project Gantt chart every three months to monitor if the plan is proceeding on time or if some adjustment is needed. The coordinator will be in charge of the project coordination, but it will be supported by the Quality board.

The Quality Board will be led by Euphoria, which has extensive knowledge of European projects and is composed of 1 member for organisation. Its role is to monitor the project development and to carry out a survey every 4 months to check the main progress of the project (management, outputs development, communication and dissemination et).

The indicators to monitor the project's progress will be the following:

-PROJECT MANAGEMENT AND OVERALL IMPLEMENTATION QUALITATIVE INDICATORS - level of efficiency of collaboration; -timely implementation of activities; - achievement of planned outcomes; -strengths and weaknesses of the project; -possible solutions to problematic areas; - partnership is supported by the leaders and in case, by the quality board;

QUANTITATIVE INDICATORS

Project implementation is proceeding well if:

-80% of the results of the four-month survey are positive; - not more than 1 partner delivering underperforming results and not respecting deadlines concerning financial and operational reporting;

- DISSEMINATION QUALITATIVE INDICATORS

The partnership: -is reaching the correct target group and enlarging its contacts; -continues to update the list of potential stakeholders; -is making contacts at national and EU level; -is respecting the dissemination plan and its strategies; -is efficiently supported by the dissemination leader;

QUANTITATIVE INDICATORS

The dissemination is proceeding well if: -80% of results of the four-month survey are positive and in line with the dissemination plan; if we are going in the direction to reach such figures at the end of the project: -at least 1000 people reached through the project's activities; -3500 people indirectly involved through social media; -140 people participating in multiplier events; - 20 schools for each country using our results;

OUTPUTS/RESULTS QUALITATIVE INDICATORS

The partners: -are working efficiently at distance; -are supported by output leader; -are delivering results timely; -delivering high-quality results; -are incorporating the needs of the final users and their feedback in the outputs' production;

QUANTITATIVE INDICATORS

Production of results is proceeding well if: -80% of the results of the four-month survey are positive and in line with the calendar of the result; -not more than 1 partner delivering underperforming results and not respecting deadlines when delivering tasks; -at least 50 persons for each country trained and 20 schools for country using our results, endorsing the project and using our results; -at least 5000 people reached through project's activities.

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2.1.3 Project teams, staff and experts

Project teams and staff

Describe the project teams and how they will work together to implement the project.

List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks. Provide CVs of all key actors (if required by the Call document/Programme Guide).

Name and function	Organisation	Role/tasks	Professional profile and expertise
Daniele Cassioli, legal	RealEyes	Project manager and trainer	D. Cassioli is founder of RealEyes Sport, affected by blind disability, member of Paralympic Italian council, worldwide Paralympic champion for water sport in 5 specialities entitled of 91 titles among world cup, European and Italian cup. He was

representative			entitled to the prestigious award of Best Athletes by International Waterski & Wakeboard Federation for different years and this century. In professional life, he is graduate in physiotherapist. To promote and support the mission in media communication, Daniele is author of two books where he communicates the psychological abilities of how to overcome daily social barriers in the society. Furthermore, Daniele is co-presenting a programme in national television (RAI) promoting inclusion of visually impaired and blind individuals in society and in sports. Currently Daniele will be an actor in web series Ale Europe produced by RedCarpet and ILBEGroup on inclusion and paraOlympics sports. https://ilbegroup.com/ale-europe-series-presented-today-sports-champions-tell-about-12-successful-european-projects/
Desiree Galantino, administrative staff	RealEyes	Administrative staff	Desiree Galantino is coordinator in Real Sports. Desiree has several years experience in e-Learning, innovative methodology in training and promoting inclusion in large companies. For instance, she organises events for training management in no-light experience to improve consciousness in the working environment and psychological perception.
Roberto Boff, administrative staff	RealEyes	Technical personnel	Roberto Boff plays the role of communication manager in association. Roberto was a sports journalist in Italian television and a freelance journalist with consolidated experience in promoting the inclusion of diversity and disability in sport with social media and national information media.
Giulia Castiglioni, Trainer	RealEyes	Trainer and teacher	Giulia Castiglioni is member of the association. She has graduated in medicine and is specialising in sport medicine. Giulia is training coaches and psychology in adapting physics activities and organising the camp abilities activity.
Silvia Boscaini, coach	RealEyes	Coach	S. Boscaini is coordinator of Verona's Spazio al Gesto. She has graduated in adapted sport. She has several years experience as coach in adapted sport and is enrolled as PhD at University of Verona in adapted sport for visually impaired.
Valentina Cavedon, trainer	RealEyes	Senior Researcher	V. Cavedon is a researcher at the University of Verona. She is part of the scientific committee and trainer of RealEyesSport for promoting and educating in adapted sport for all. She has several years' experience in neuroscience, adapting sports and physical education with extensive research

			activities founded by the national agency and with associations of the field.
Davide Baroli, volunteer	RealEyes	Volunteer and support staff	Davide Baroli is supporting as a volunteer the relation with HEI and startup in assistant technology field. Davide is researcher in dip. of informatics at USI (Switzerland) and external scientific collaborator of University of Luxembourg, CDC and Emory University (USA).
Cristina Ceccarelli, co-founder and director	Euphoria Net	Project manager and communication specialist	Cristina Ceccarelli holds a degree in Political science and for 3 years worked as consultant in the political sector of the EU Commission Representation in Italy. She is project manager of 15 projects and participates in the development of MOOC, role-model, game-based educational tools/activities, digital learning tools, non-formal teaching-learning activities in various subjects. She is responsible for creating dissemination plans and strategies in EU projects.
Erika Nemes, co-founder and director	Euphoria Net	Trainer and administrative staff	Erika Nemes holds a degree in Economics, Finance and Law for Business Management and a Master in International Finance and Risk Management. Her professional career is a combination of national and international jobs and includes experience both in the private sector and in the European Commission, the latter with responsibility for financial control and monitoring of EU grants, budget management. Her expertise includes the development of specific training courses, teaching activities and creation of educational materials.
Chiara Bertazzoni, project manager	Euphoria Net	Junior project manager and communication specialist	Chiara Bertazzoni has a Master's degree in European and international studies at Aix-Marseille University, France, and she has been project manager for Eurasia net (Marseille, France), Telefono Azzurro (Italy). She has also worked as project assistant for the European Education and Culture Executive Agency (EACEA). Chiara has an extensive knowledge in creating educational resources and using WordPress and other digital solutions for learning.
Dimitra Koutsouki, Professor and researcher, Project Manager and Scientific Responsible	National and Kapodistrian University of Athens - Laboratory of Adapted Physical Activity/developmental	Researcher	She is a Professor at the School of Physical Education and Sport Science of the National and Kapodistrian university of Athens and the Director of the Laboratory of Adapted Physical Activity/Developmental and Physical Disabilities (ApaLab). She holds a Bachelor of Science, Western Michigan University, U.S.A., Master of Arts in Physical Education & Developmental Psychology, Western Michigan University, U.S.A., a PhD in Developmental and Special Physical Education, and a Post-Doc Studies in

	& Physical Disabilities		“standardisation and theoretical construction of Cognitive Assessment System. She has coordinated and participated in several national and European research projects and Erasmus+ projects as well.
Sophia Charitou, Researcher	National and Kapodistrian University of Athens - Laboratory of Adapted Physical Activity/developmental & Physical Disabilities	Researcher	She is a Laboratory Teaching Staff at the Laboratory of Adapted Physical Activity/Developmental and Physical Disabilities, School of Physical Education & Sport Science, National and Kapodistrian University of Athens. She holds a Bachelor's degree in Early Childhood Education: Department of Early Childhood Education, a M.A. in Special Education and a PhD in Physical Education and Sport: Department of Physical Education and Sport Science- National and Kapodistrian University of Athens. She has experience in Erasmus+ projects
Katerina Asonitou, Researcher	National and Kapodistrian University of Athens - Laboratory of Adapted Physical Activity/developmental & Physical Disabilities	Researcher	She is a Laboratory Teaching Staff Member at the ApaLab, she has a BA in Physical Education & Sports Science (specialising in Adapted Physical Activity), a BA in Pedagogy Preschool, Faculty of Early Childhood Education and a Ph.D. in Cognitive Psychology (specialising in Special Physical Education). Lastly she has previous experience in Erasmus+ projects.
Mitsiou Dimitra, Researcher	National and Kapodistrian University of Athens - Laboratory of Adapted Physical Activity/developmental & Physical Disabilities	Researcher	She holds a bachelor's in economics and a Master of Science in Management & Organisation of Educational Units and currently she is a PhD. Candidate. She is a former secondary education teacher and she has also been involved in several projects as a researcher. She also has previous experience in the management and the implementation of European projects (Swim your Way project, VIWAS and Water Skyball in Europe 2 etc.)
Despoina Germola, Researcher	National and Kapodistrian University of Athens - Laboratory of Adapted Physical Activity/developmental	Researcher	She is a physical education teacher and holds a Masters in Adapted Physical Activity. She has many years of experience in teaching Traditional Dances and modern dance, sports (volleyball, handball, basketball), Rhythmic Gymnastics and Basic Gymnastics, and in teaching Basic Motor Skills to people with disabilities (motor and mental disabilities). She has experience in teaching and preparing Rhythmic Gymnastics athletes for the Special Olympics. She is also experienced in

	& Physical Disabilities		teaching Rhythm and Kinetic Education and in preparing games in this context for children with and without disabilities.
João Ferreira	Município De Vila Nova De Famalicão	Superior Sport Technician and project manager	He is a physical education teacher and holds a master in Teaching of Physical Education in Primary and Secondary School. He has obtained Level 1 and 2 - Swimming Teacher, by the Institute of Swimming, UK. He has many years of experience teaching swimming and physical education (football, volleyball, tennis, etc). He was also involved in several European youth projects for NGO.
Rui Baptista	Município De Vila Nova De Famalicão	Head of the Sports Department of the Municipality of Famalicão	He is a physical education teacher and responsible for the department of sports in the Municipality of Famalicão. He has accreditation from UEFA as a football coach, swimming teacher and other training that allow him to work as coordinator and director. He also has experience in the management and the implementation of sports projects, including, for example, the disability program in the Municipality of Famalicão.
Prof. John Ravenscroft	ICEVI – associated partner	Senior Researcher, Expert and Communication	Prof. John Ravenscroft is recognised professor in childhood visually impaired and head of board of ICEVI-Europe. He is graduated in Psychology. He is expert in psychology for children with complex needs and disability studies the nature of representation primate cognition evolution of the casual mechanisms of cognitive growth.

Outside resources (subcontracting, seconded staff, etc)

If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc).

If there is subcontracting, please also complete the table in section 4.

Not applicable.

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2.1.4 Cost effectiveness and financial management**Cost effectiveness and financial management** *(n/a for prefixed Lump Sum Grants)*

Not applicable.

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2.1.5 Risk management

Critical risks and risk management strategy

Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.

Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking into account the mitigating measures.

Note: Uncertainties and unexpected events occur in all organisations, even if very well-run. The risk analysis will help you to predict issues that could delay or hinder project activities. A good risk management strategy is essential for good project management.

For low value grants (less or equal to 60.000 EUR), it is not necessary to present critical risks and risk management strategy.

Risk No	Description	Work package No	Proposed risk-mitigation measures
1.DELAYS	This situation occurs when partners are late in delivering their work and do not respect the deadline and the established calendar.	WP1-2-3-4	In case deadlines are not met, the Quality Board will figure out how to support underperforming partners. To ensure the delivery of a scheduled task on time, it can be decided to redistribute responsibilities among partners or postpone the deadline if it won't jeopardise the overall workflow of the project. This might lead to a reallocation of budget. In any case, the Agency will be kept informed. This procedure assures that work is delivered according to the agreed work plan, even if a partner fails to perform the assigned work. Regular communication between projects as well as the day to day follow-up of the project thanks to collaborative project management tools should help to prevent major delays and to find efficient and quick reorganisation between partners.
2. BUDGET MANAGEMENT (REPORTING AND/OR OVERRUN)	This situation occurs if a partner is spending more budget than the allocated and the one foreseen as co-financing, or is not aware of the procedure to report it properly and support the coordinator in the reporting task.	WP1	The full budget and rules of the programme will be clearly shared and discussed with the partners during the 1st kick-off meeting at the very beginning of the project. The procedures for reporting to the Agency will be discussed and agreed. In case of budget overrun, it is the responsibility of each partner to cover for it. If any partner has some doubts about the budget management/reporting, it can contact the project coordinator and/or inform the quality board

3. CONFLICT MANAGEMENT AND COMMUNICATION	Conflicts are most often the result of a misunderstanding of a task or responsibility. Sometimes, it may also be the result of difficult communication.	WP1-WP2-WP3	To prevent misunderstanding between partners about roles, tasks and budget, a document presenting the key points of each output/activity will be discussed and approved by partners. Regular checks will also be done during zoom meetings and transnational project meetings. Each partner will be responsible for informing the Quality board about any problems and for contributing to finding solutions.
4. ORGANISATION DROPPING OUT	This circumstance occurs either if a partner decides to withdraw its participation or if all the partners decide jointly to exclude a partner from the project due to its absolutely insufficient participation/engagement to the project activities.	WP1	In case an organisation drops out, the applicant will immediately look for a suitable substitute involving the Quality Board or will distribute the tasks between partners. In any case, the Agency will be kept informed.
5. CHANGE OF STAFF MEMBERS	This situation occurs if staff assigned to the project changes in the partners' organisations.	WP1-WP2-WP3-WP4	In case of the project staff members change within a partner organisation, each partner will be responsible for assigning a new person and updating new staff about the current state of the project. The Quality Board will ensure by an online meeting if the new staff members have clearly understood their tasks and roles.
6. INSUFFICIENT ENGAGEMENT OF THE TARGET GROUPS	This circumstance occurs if partners do not manage to engage key stakeholders in the development of the project and in the dissemination and sustainability activities.	WP2-WP3-WP4	To prevent insufficient engagement of target groups or project stakeholders, the Dissemination and Exploitation activities Leader will provide a dissemination plan and an exploitation plan to indicate strategies to effectively involve the target groups in the activities. All partners will be responsible for developing dissemination and exploitation activities within and outside their networks, using different channels and methods.
7. NON PREDICTABLE	Covid 19 and the current war between Russia and Ukraine	WP1-WP2-WP3-WP4	The latest health and humanitarian crisis

B LE EVENTS	are the latest examples of non-predictable events which affect the normal implementation of a project.		emergencies made it even more evident that a crisis can happen suddenly and can impact the implementation of international mobilities. If some similar cases may happen again, we will try to stay flexible, re-organizing as much as possible online activities or rescheduling events and mobilities. All the partners will have to sign insurance, to try to be as covered as possible by unexpected events.
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2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

Consortium cooperation and division of roles (if applicable)

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the partnership and the cooperation arrangements'.

Describe the participants (Beneficiaries, Affiliated Entities and Associated Partners, others, if any) and explain how they will work together to implement the project. How will they bring together the necessary expertise? How will they complement each other?

In what way does each of the participants contribute to the project? Show that each has a valid role and adequate resources to fulfil that role.

Note: When building your consortium you should think of organisations that can help you reach objectives and solve problems.

The partnership has been built according to the expertise required by the project's activities and the competencies of the project partners related to their contribution to the project. The partnership is composed by four organisations: RealEyes, Municipio De Vila Nova De Famalicao and the University with a significant and diverse experience related to dealing in sport activities with disabled persons and adapted sport activities, and Euphoria Net as technical partner expert in evaluation, monitoring, dissemination and creation of pedagogical and digital educational materials.

RealEyes

Real Eyes Sport A.S.D is no-profit sport Association funded in 2020 by Daniele Cassioli, Roberto Bof, Desiree Galantino. Real Eyes Sports has 42 children visually impaired, 8 professional sport trainers, 4 administrative personal and advisors, 42 volunteers in role of learners; 2 mental coaches; technical media communication: journalist, 3 video makers, 1 photographer for magazine, 5 volunteers in logistics. The main mission of Real Eyes Sport is to promote sports activities among the visually impaired, social inclusion and values into the community by involving direct experience, storytelling and media programme at National Television.

Real Eyes Sport enhances social improvement and inclusion for visually impaired people through sport events. The association is a yearly award by contributions from European Social Fund (Regione Lombardia).

Real Sport received an award from Foundation OSO (Beyond Sport) in 2020, sponsored by Vodafone. The association has competence in organising sports camps and adapted sport activities focusing on game-based learning and fundamental motor skills development. They also organised psychology courses called "SuperParent" to involve the parents of disabled children in sport abilities, support the parent-to-parent communication and exchange of experiences.

Real Eyes Sport has developed yearly camp abilities in Italian Olympic infrastructure in summer on a wide range of sports (athletics, football, volleyball, tennis, waters port) and winter camp (skiing) in Alps. Summer camp abilities is fundamental event for knowledge exchange from learners, professional sport coaches and psychology from regional foundation, national and European association, as well as international expert in the field (e.g. the Institute of physical activities for Visual Impaired and blind, New York and Vision foundation from third country of Erasmus+ programme).

The association organises a project Spazio al Gesto for vip children (6-13 years old) overall the year to promote fundamental pillar of sports "movement", "experiment new activities", "social engagements" and "wellbeing attitude" with sports. The activity aims to develop multi-sensorial capabilities, social inclusion and active interaction, overcome psychological barriers that are fundamental for autonomous life. The activities are sponsored by a public body (Unione Italiana Cechi).

Real Eyes Sport has developed complementary collaboration with different research institutes and clinical foundations to communicate end-user demand for visually impaired individual in sport and life and understanding how to adapt sport activities to promote multi-sensorial capabilities in childhood. In particular RealEyesSport is sponsoring and involved in a master programme "Sport Inclusion" at University of Parma and organiser of 2nd international conference on physical education for visually impaired and deafblindness 2023, which received endorsement by ICEVI Europe, italian physical education scientific association, North american and european physical education association.

Municipio De Vila Nova De Famalicao

The MUNICIPIO DE VILA NOVA DE FAMALICAO is a local public institution – local government – whose main activity is municipal administration. The Municipality's main areas of intervention cover various sectors, and the intervention occurs under specific and thematic strategies and approaches and also under integrated strategies with cross-cutting and multi-thematic action plans.

The Municipality has a strategic municipal plan and several thematic and multi-thematic plans, programs and action plans, that are implemented by the municipal services and local stakeholders, with the support and monitoring of the Municipal Director. Currently, the municipal services employ 1650 people and are organised in five municipal departments in which 22 municipal divisions or equivalent and 24 municipal services or similar.

The Municipality is also responsible for the management and maintenance of all the public sport facilities and for all the school facilities network, from primary school to high school, as part of a national pilot project for the decentralisation of competences.

In this framework, it has a variety of sports projects that cover various themes relevant to its community.

National and Kapodistrian University of Athens

The National and Kapodistrian University of Athens (NKUA) is a leading research European University (a multi-generational and inclusive community of learning), that builds on foundations which were laid over 183 years ago. It is the oldest higher education institution in Greece as well as in the Balkan peninsula. The NKUA has attained recognition as an Institution of educational and scientific excellence and as a source of intellectual wealth for our country. According to the «Top Universities by Top Google Scholar Citations» rankings by Webometrics, the National and Kapodistrian University of Athens is ranked 41st in the world, 10th in Europe and 1st not only among Greek Universities but also among Universities of the Balkan and Mediterranean areas. With a student body of about 125.000 undergraduate and postgraduate students, over 2000 members of academic staff and approximately 1300 administrative and secretarial staff and specialised personnel, 43 undergraduate and 200 postgraduate programs, the NKUA aims at excellence in both teaching and research in a significantly varied range of disciplines. Our University was the first University in Greece to launch a program all the courses of which are taught in English, exclusively for international

students, the “BA program in the Archaeology, History, and Literature of Ancient Greece” by the School of Philosophy and more such programs in various fields of science and arts, like medicine, economics etc. are soon anticipated.

The Adapted Physical Activity/ Developmental and Physical Disabilities Lab (APALab) is one of the 7 formal laboratories of the School of Physical Education and Sport Science of the National & Kapodistrian University of Athens (NKUA). Under the direction of Professor Dimitra Koutsouki, it aims to contribute to our knowledge concerning the individual differences and different learning processes that individuals with special educational needs or/and disability experience during the whole lifespan. The APALab has had a thirty-year experience of work with people with developmental disorders and learning difficulties (i.e., intellectual disabilities, autism spectrum disorder, dysgraphia, ADHD, DCD, etc.), their families and their teachers.

The research mission of the Lab is to conduct basic and applied research: (a) to evaluate the level of cognitive-motor abilities of children and adolescents with and without disabilities, (b) to evaluate the physical conditioning and socio-emotional level of individuals with and without disabilities, (c) to develop intervention educational programs, (d) to investigate the ways that physical activity promotes health, well-being, recreation and a better quality of life for special populations, (d) to comprehend the effectiveness of teaching methods and disorder prognosis for people with special needs as well as consequences of disorders in education, family, society, and employment opportunities. Our research is accomplished in special education schools and foundations, sports halls, and regular schools.

Euphoria Net

Euphoria Net Srl is an Italian company specialised in 3 main fields:

- 1) Project management: we follow all the aspects related to EU projects, from planning and writing projects, implementing them, following the dissemination activities and the reporting, including also working on different outputs according to the projects' needs. In particular, we have a specific focus on the educational world, and our collaborators are specialised in project management, financial management, communication, pedagogy and new methodologies for education, innovation and instructional design.
- 2) Training courses: we organise training courses especially for schools of any grade, Universities and associations on the following topics: project management, digital competencies, entrepreneurship, boosting STEM at school, EU citizenship, personalised learning and innovative teaching/learning methodologies. We are a hosting organisation within Erasmus KA1 courses for school education staff and this helped us to build a network of schools from all over Europe. We also create tailor-made formats for training courses, both on site or through e-learning solutions.
- 3) Organization of events and communication strategies: we organise dissemination strategies within projects, including the set-up of project branding, communication, mapping stakeholders, organising and coordinating events all over Europe, creating contents for events and social media campaigns. We also develop graphic works in order to provide a full visual identity service within events and digital marketing.

We started to build-up our experience and deepen our knowledge and expertise within Euphoria Association (established in 2014) that we developed and enlarged further under Euphoria Net, set-up in 2019 bringing together the experience of two co-founders, Erika Nemes and Cristina Ceccarelli who worked for many years in the European Commission in various departments: political affairs, communication, financial management.

We are currently a hub with various partnership networks set up with different associations, trade unions, schools, companies, universities and research centres in all Europe which are activated and triggered during project implementation and dissemination activities.

The two founders of Euphoria so far have been participating and managing in 20 European projects and delivering training courses for schools, universities, Public Administrations, the European Commission Representation, school-related associations and cultural organisations all over Italy and Europe.

We developed specific training programmes in order to support the educational word to open to an international dimension and we trained more than 2500 school staff and educators.

With the setting-up of Euphoria Net, we wanted to take another step in our entrepreneurial experience and start a company to undertake even more specialised activities related to European Union opportunities.

Our headquarter is in Rome, but we travel all over Italy to deliver our training courses and to Europe to implement EU projects.

In the creation of the Booklet on best practices on how to involve Children With Visual Impairments (CWVI) towards sport, Euphoria Net will take care of the layout and design, while the University will provide the scientific guidelines to follow for the research, and each of all the three partners will collect at least 5 best practices.

In the creation of the MOOC to train physical education teachers, coaches and trainers to involve CWVI in sport, the University will provide the scientific background and will intervene in the first section on general movement and approach to sport; RealEyes will intervene on the approach to the general movement in early age too, and will develop the module on Athletics; Municipio De Vila Nova De Famalicao will develop the module on involving CWVI into water and swimming activities. Euphoria Net will take care of the digital development and adaptation.

More generally, we can affirm that the two associations will bring their practical experience based on their daily work with blind visually impaired people, combined with the personal and professional experience of their staff, who are researchers, trainers, coaches etc. The University will bring its high Academic value, with all the experiences gained in research work as well as in participating in international projects. We will have a combination of more practical experiences and research, which are both key to achieving a high-quality product based on the needs of the final users, visually impaired children. All these partners have very prepared staff to deliver quality content and adapt them to the scope of the project.

RealEyes, being the coordinator, will also manage the entire project development and, based on its previous experience, will be responsible for the organisation of the training activity.

All the other partners will attend it with trainers, coaches and/or researchers.

Euphoria Net will be responsible for three main tasks: Quality Board and Monitoring the quality of the project; dissemination and communication, including creation of the website; design and preparation of the report, as well as technical development of the MOOC.

Euphoria Net will bring its experience in Erasmus Plus project and its expertise in creating online courses.

Three partners will host transnational project meetings: Euphoria Net, Athens University and Municipio De Vila Nova De Famalicao. RealEyes will host the training session.

All the partners will contribute to the development of the dissemination strategy, activating all their contacts and channels.

We have involved a very relevant formal associate partner for dissemination purposes, ICEVI, the International Council for Education of People with Visual Impairment.

ICEVI Europe exists to promote educational opportunities and re/habilitation for children and young adults with visual impairment throughout Europe. This means people who are blind or who have low vision, including those with additional disabilities. ICEVI Europe works with governments, non-governmental organisations and international bodies to improve special needs education providing a wide range of information, offering expert advice and linking members with leading world practitioners, organising training courses, seminars and conferences and bring organisations together through its professional interest groups. ICEVI is a professional membership organisation with over a thousand members across all of Europe and is truly an international organisation supporting the needs of professionals who support children with visual impairment.

Two other key associate partners are Asterias Swimming Club from Greece and SRVD Jadran Veterani from Montenegro, two sports clubs that will help in disseminating the results too, since they are both involved in European projects promoting inclusion in sport.

2.2.2 Consortium management and decision-making

Consortium management and decision-making (if applicable)

Explain the management structures and decision-making mechanisms within the consortium. Describe how decisions will be taken and how regular and effective communication will be ensured. Describe methods to ensure planning and control.

Note: The concept (including organisational structure and decision-making mechanisms) must be adapted to the complexity and scale of the project.

Decision making mechanisms

As said before, RealEyes, being the coordinator, will be the leader of the project management and will be the partner to ensure that the project is proceeding smoothly and according to the set calendar.

It will regularly check the Gantt chart of the project and will establish open and fair communication with each partner in order to support everyone in its own work and tasks. In addition, a Quality Board will be created. It will be led by Euphoria, which has extensive knowledge of Erasmus Plus projects and composed of 1 member for organisation. All the key decisions will be taken within the Quality Board based on a majority method. If a risk situation occurs, as described in the Risk table, the quality board will be called to find solutions to face any kind of challenge that may happen in the project.

Key decisions will be taken either during physical meetings or during online meetings (already planned or called due to a specific issue), but never by emails or other channels.

Communication

Communication related to the management of the project will be the responsibility of all consortium members. The partners have agreed that communication between consortium members should be inclusive and that all partners should receive copies of correspondence relevant to the project. Such an approach will aid awareness about the progress of the project and decision-making. For communication with third parties, the consortium has agreed that copies may be limited to the coordinator and the relevant WP Leader. Where appropriate, partners will use monthly e-meetings, including webinars and online workshops, to communicate regarding the project, work packages and tasks.

Regular communication will be taken, selecting one common communication channel, which most likely will be Slack. Slack is very effective as it is like a “big chat” that can be divided in smaller conversations. Each person can write in a common channel, tag a specific person if he/she needs to address only some partners, or write private messages. Thanks to Slack, the number of emails sent decreases significantly.

Internal exchange of documents will be ensured by using a common drive to be selected jointly.

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3. IMPACT

3.1 Impact and ambition

Impact and ambition

Please address each guiding points presented in the Call document/Programme Guide under the award criterion 'Impact'.

Define the expected short, medium and long-term effects of the project. Who are the target groups? How will the target groups benefit concretely from the project and what would change for them?

The “Move as your are” project will aim to reach the following effects:

Impact in the short-term

- extended knowledge of project partners regarding the participation of visually impaired children to sport activities;
- extended knowledge on how to support their active participation in sport;
- involvement of target groups in the creation and testing of the MOOC and the results of the project;
- increasing awareness regarding the participation of visually impaired children in the sport and social communities;

Impact in the medium-term

- sharing the acquired knowledge with relevant target groups (see below);
- train trainers and physical education teachers on how to promote the inclusion of visually impaired children into sport;
- increase the participation of visually impaired children in the sport and social communities;

Long-term impact

- creating a community of physical education teachers empowered and prepared to establish inclusive sport activities for visually impaired children;
- increasing social inclusion and equal opportunities in sport;
- supporting the participation of visually impaired children in sports activities and their ability to develop motor skills;
- enhancing the social integration of visually impaired children into their living communities;
- support their families and parents in having more confidence and in making their sons more autonomous.

The target groups of the project are following:

- First, we intend to address physical education teachers and sports coaches/trainers. They will benefit from enhanced practices deriving from the Booklet on best practice that will work as a source of inspiration, and will be trained thanks to the MOOC. We want to address the educational world and schools, as they will be the places where such an approach can spread and help visually impaired children. Moreover, we believe that our results may be used not only at school level, but also by physiotherapists, kinesiologists, mental coaches who work with the youth generation with visual disabilities as to improve their inclusion practices.
- Second, the community of children with visual impairments will have more opportunities to approach sports activities and develop their motor skills as well as social competencies. They will benefit from meeting physical education teachers and trainers/coaches more prepared to promote their participation in sport activities.

-Third, their families, the so-called “Super Parents” will take advantage of the project as they will be able to provide their children more opportunities in terms of sport and friendship, reducing the risk of their social exclusion.

-Fourth, we intend to reach also the associations working with CWVI, as they may share and “replicate” the effects of the project, as to make our results available to the blind community and to families with CWVI.

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3.2 Communication, dissemination and visibility

Communication, dissemination and visibility of funding

Describe the communication and dissemination activities which are planned in order to promote the activities/results and maximise the impact (to whom, which format, how many, etc.). Clarify how you will reach the target groups, relevant stakeholders, policymakers and the general public and explain the choice of the dissemination channels.

Describe how the visibility of EU funding will be ensured.

At the beginning of the project, Euphoria Net will prepare the dissemination plan and the strategy to disseminate and communicate the project.

This phase will include the creation of the brand image of the project, the creation of the logo and promotional materials to make the project recognizable, as well as the creation of the website of the project.

All these products will follow the EACEA visual identity rules, will use the Erasmus Plus logo and will make available the project reference of the project.

Initially, the project's partners will inform the members of their organisations.

Then, partners will create a map of their stakeholders by creating lists of interested contacts of all potential stakeholders at any level, from local to EU level. These lists will be used to share all project's activities and create a community. We believe that will be very crucial to involve on the one hand, schools and physical education teachers, and on the other hand, the blind community represented by associations, foundations and various types of organisations as they will be the final beneficiaries of the project.

The activities that each partner will carry out towards its stakeholders, under the supervision of Euphoria Net, are:

- writing articles related to the Best practices identified in the Booklet;
- writing articles for School education gateway when the monthly topic is about social inclusion and/or sport;
- sending newsletters with updates on the project to the created list of stakeholders;
- creating a dedicated section on the project on the website of each partner;
- presenting the project when participating in relevant conferences and workshops on disability and sport;
- the coordinator will also present the project during its participation to TV programme on the RAI channels (main Italian broadcast);
- using each partner's social channels to share info on the project, with pictures and description of activities;
- creating a Youtube channel to describe and tell what is happening in the project. We selected Youtube among all the Social media, as since the project will be addressed to the communities of visual-impaired children, it is better to create communication materials as video files.

The creation of the stakeholder map as a first step will be key in order to address all these communication actions to the above-mentioned target groups of the project. Moreover, since the three organisations work regularly with people with disability and/or visual impairment, they

may also take advantage of informal situations and occasions to inform people about the existence of our project and the upcoming release of the results. Euphoria, having a great network of schools, will aim at addressing its communication especially to the educational world.

Our main target groups will be also reached via final dissemination events, one per country, where all the results will be presented.

A big help in the dissemination will be done by ICEVI Europe, that is a branch of The International Council for Education of People with Visual Impairment (ICEVI), the world's major association of individuals and organisations concerned with equality of access to appropriate education for children and youth with vision impairment. The endorsement of such key organisation will help us to reach a wider very targeted audience.

The other two associated partners too will help with the dissemination, trying to reach a European audience.

Euphoria Net, being the leader of the dissemination, will ensure that the results of the project will be uploaded in the Erasmus Plus dissemination platform's results.

Moreover, it will take care of coordinating the reporting of dissemination, creating excel files and folders to collect the proofs.

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3.3 Sustainability and continuation

Sustainability, long-term impact and continuation

Describe the follow-up of the project after the EU funding ends. How will the project impact be ensured and sustained? What will need to be done? Which parts of the project should be continued or maintained? How will this be achieved? Which resources will be necessary to continue the project? How will the results be used? Are there any possible synergies/complementarities with other (EU funded) activities that can build on the project results?

Project partners will maintain the MOOC and the results of the project available for 5 years after the end of the project. The partners will continue to pay the domain and the web facilities needed to ensure the use of the results.

Such results will also be shared in the European dissemination platforms to ensure that external users may continue to use our products.

All the results will be created under the Common Creatives to ensure that there won't be any limitations to re-use them.

The coordinator and the other partners are already very active in the field of promoting the social inclusion of visually impaired children. This means that they will regularly have the occasion to continue sharing such results and endorsing the new practices acquired. Their overall work will be enriched by the results created in the project.

We expect that thanks to the European network, there will be increased interest and awareness over our activities, resulting in an increased community participating in the proposed activities.

As part of the agreement between the coordinator and the partners, each partner will be committed to continue promoting the project's results for 5 years after the end of the project.

Also, having ICEVI, Asteria and SRVD Jadran Veterani as associated partners will contribute to sharing the project results and make them available to a public audience, thanks to their endorsement of the project.

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4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

4.1 Work plan

Work plan

Provide a brief description of the overall structure of the work plan (list of work packages or graphical presentation (Pert chart or similar)).

The work plan will be composed of four work packages:

WP1 – Project management and coordination

WP2 – Collection of best practices on how to involve children with visual impairments into sport

WP3 - Development of skills regarding blind and visually impaired children for physical education teachers and trainers

WP4 – Impact and dissemination

The WP1 regards the entire project development to ensure the achievement of all the projects' objectives.

The WP2 is about the creation of the Booklet on best practices as a source of inspiration.

The WP3 includes the production of the MOOC and the organisation of the training.

The WP3 concerns the dissemination strategy of the project, to ensure that the project's results will reach the relevant stakeholders.

4.2 Work packages, activities, resources and timing

WORK PACKAGES

Work packages

This section concerns a detailed description of the project activities.

*Group your activities into work packages. **A work package means a major sub-division of the project.** For each work package, enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it. The grouping should be logical and guided by identifiable outputs.*

Projects should normally have a minimum of 2 work packages. WP1 should cover the management and coordination activities (meetings, coordination, project monitoring and evaluation, financial management, progress reports, etc) and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (do not try splitting these activities across different work packages). WP2 and further WPs should be used for the other project activities. You can create as many work packages as needed by copying WP1. The last WP should be dedicated to Impact and dissemination

For low value grants (less or equal to 60.000 EUR), it is possible to use a single work package for the entire project (WP1 with the project acronym as WP name).

Please refer to the Call Document/Programme Guide for specific requirements concerning the number and the typology of work packages.

 Enter each activity/milestone/output/outcome/deliverable only once (under one work package).

 Ensure consistence with the detailed budget table/calculator (if applicable) (n/a for prefixed Lump Sum Grants)

Objectives

List the specific objectives to which the work package is linked.

Activities and division of work (WP description)

Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.

Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating in bold the task leader.

Milestones and deliverables (outputs/outcomes)

Milestones are control points in the project that help to chart progress. They are not needed for ERASMUS LSI projects. You can leave the section on milestones empty.

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. Limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

The labels used mean:

Public — fully open  automatically posted online on the Project Results platforms)

Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#). For items classified under other rules (e.g. national or international organisation), please select the equivalent EU classification level.

Work Package 1

Work Package 1: Project management and coordination					
Duration:	M1 – M24	Lead Beneficiary:	1-RealEyes		
Objectives					
<ul style="list-style-type: none"> ▪ ensure strategic and everyday management and administration of the project ▪ provide motivation and ensure smooth cooperation within the partnership ▪ control and make efficient use of available resources ▪ evaluate, monitor and ensure high-quality outputs ▪ analyse risks and propose contingency solutions and appropriate actions accordingly ▪ advise and help the partners in performing their project work ▪ communicate and report to the European Commission 					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T1.1	Preparatory activities	Signature of contract with EACEA, preparation of administrative tasks, preparation of the first meeting - November-December 2023	Real Eyes	COO	n/a

T1.2	First payment to partners	Send the first tranche to the partners' bank accounts – as soon as the coordinator receives the pre-financing	Real Eyes	COO	n/a
T1.3	First transnational project meeting	First physical meeting among partners to clarify each role and task and prepare the contents' creation in Rome hosted by Euphoria Net - January 2024	All partners	COO, BEN	n/a
T1.4	Evaluation of the 1 st transnational project meeting	Survey on the first transnational project meeting to evaluate the overall satisfaction. Euphoria Net will prepare the survey and all the participants attending the meeting will fill-in it. – soon after T1.3	All partners	COO, BEN	
T1.5	First quality evaluation of the project	Euphoria net will prepare the first survey regarding the main aspects of the project to see its progress. All partners will answer the survey and Euphoria Net will prepare a report on the state of the play of the project. – February 2024	All partners	COO, BEN	
T1.6	Second quality evaluation of the project	Euphoria net will prepare the second survey regarding the main aspects of the project to see its progress. All partners will answer the survey and Euphoria Net will prepare a report on the state of the play of the project. – June 2024	All partners	COO, BEN	
T1.7	Third quality evaluation of the project	Euphoria net will prepare the second survey regarding the main aspects of the project to see its progress. All partners will answer the survey and Euphoria Net	All partners	COO, BEN	

		will prepare a report on the state of the play of the project. – October 2024			
T1.8	Interim report	The coordinator will be called to make a first intermediary report to the European Commission – approximately one year after the start of the project, November 2024	RealEyes	COO	
T1.9	Second transnational project meeting	Second meeting to coordinate the next steps of the project regarding the piloting and testing of the activities. The meeting will be hosted by Athens University in November 2024.	All partners	COO-BEN	
T1.10	Evaluation of the 2 nd transnational project meeting	Survey on the second transnational project meeting to evaluate the overall satisfaction. Euphoria Net will prepare the survey and all the participants attending the meeting will fill-in it. – soon after T1.9	All partners	COO-BEN	
T1.11	Second payment	After the evaluation of the first part of the project, the coordinator will send to partners the second tranche of money – December 2024	RealEyes	COO	
T1.12	Fourth quality evaluation of the project	Euphoria net will prepare the fourth survey regarding the main aspects of the project to see its progress. All partners will answer the survey and Euphoria Net will prepare a report on the state of the play of the project. – February 2025	All partners	COO-BEN	
T1.13	Third transnational project meeting	Third meeting to review the contents created and proceed with the release of	All partners	COO-BEN	

		the final results. The meeting will be hosted by Municipio De Vila Nova De Famalicao in March 2025 and all partners will attend.			
T1.14	Evaluation of the 3 rd transnational project meeting	Survey on the third transnational project meeting to evaluate the overall satisfaction. Euphoria Net will prepare the survey and all the participants attending the meeting will fill-in it. – soon after T1.13	All partners	COO-BEN	
T1.15	Fifth quality evaluation of the project	Euphoria net will prepare the fifth survey regarding the main aspects of the project to see its progress. All partners will answer the survey and Euphoria Net will prepare a report on the state of the play of the project. – June 2025	All partners	COO-BEN	
T1.16	Final online meeting	Online meeting to coordinate the final steps of the project in September 2025. All partners will attend.	All partners	COO-BEN	
T1.17	Evaluation of the final online meeting	Survey on the final online project meeting to evaluate the overall satisfaction. Euphoria Net will prepare the survey and all the participants attending the meeting will fill-in it. – soon after T1.15	All partners	COO-BEN	
T1.18	Sixth quality evaluation of the project All partners	Euphoria net will prepare the sixth survey regarding the main aspects of the project to see its progress. All partners will answer the survey and Euphoria Net will prepare a report on the state of the play of the project. – October 2025	All partners	COO-BEN	

Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
n/a	n/a	n/a	n/a	n/a		n/a	n/a
n/a	n/a	n/a	n/a	n/a		n/a	n/a
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.1	Monitoring reports and quality assurance report	1	Euphoria Net	R — Document, report	[PU — Public]	4-8-12-16-20-24	Monitoring reports and quality assurance report outputs' production, communication, budget etc.). The overall project satisfaction and results will be collected in the final report regarding quality assurance.

Estimated budget — Resources

For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

Work Package 2

Work Package 2: Collection of best practices on how to involve children with visual impairments into sport					
Duration:	M4 – M12	Lead Beneficiary:	1- National and Kapodistrian university of Athens		
Objectives					
<p>In this work package, we will create a Booklet on best practices on how to involve children with visual impairments into sport activities. Under the supervision of the University, each partner will collect at least 5 practices. With this collection, we would like to achieve the following objectives:</p> <ul style="list-style-type: none"> ▪ developing knowledge of physical education teachers, coaches, trainers, as well as other relevant stakeholders, on how to involve CWVI into sport activities; ▪ providing them with a source of inspiration to replicate some practices; ▪ promoting the implementation of best practices in the schools' settings as to improve the social inclusion of CWVI ▪ promoting the approach to sport and general movement since the first school's years for CWVI 					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T2.1	Creation of guidelines	The University will prepare the guidelines to apply in the research of the best practices, in order to provide an overall quality project – February 2024	National and Kapodistrian university of Athens	BEN	n/a
T2.2	Creation of the design and layout	Euphoria will prepare a layout for the booklet and a template to be used by partners during the development of the content – February 2024	Euphoria Net	BEN	n/a

T2.3	Research of best practices	Following the guidelines, the partners will identify the best practices to include in the booklet. There will be a brainstorming discussion during an online meeting to check them and select the final ones – March-April 2024	National and Kapodistrian university of Athens Real Eyes Município De Vila Nova De Famalicao	COO - BEN	n/a	
T2.4	Development of content	The best practices will be summarised in the template proposed by Euphoria – May-June 2024	National and Kapodistrian university of Athens Real Eyes Município De Vila Nova De Famalicao	COO - BEN		
T2.5	Internal peer review	All partners will check the content, comment them and propose improvements – July 2024	All partners	COO - BEN		
T2.6	Translations	Partners translate the booklet in their languages – August-September 2024	National and Kapodistrian university of Athens Município De Vila Nova De Famalicao Euphoria Net	BEN		
T2.7	Formatting and design	Once the final versions are delivered, Euphoria Net will organise the content in the final layout – October 2025	Euphoria Net	COO		
Milestones and deliverables (outputs/outcomes)						
Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification

(continuous numbering not linked to WP)							
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D2.1	Booklet on best practice to involve children with visual impairments into sport activities	2	National and Kapodistrian university of Athens	[R — Document, report]	[PU — Public]	12	<p>The Booklet will be done as an interactive PDF and as an accessible publication for people with visual impairment too. We will build it as an HTML text that is readable by the most used convertible reading tools like WP accessibility tool of wordpress for example. We will follow these instructions to guarantee the best accessibility:</p> <p>https://www.euroblind.org/publications-and-resources/making-information-accessible-all</p>

							It will be available in English, Italian, Greek and Portuguese.
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Work Package 3

Work Package 3: Development of skills regarding blind and visual impaired children for physical education teachers and trainers			
Duration:	M7 – M22	Lead Beneficiary:	1- RealEyes
Objectives			
<p>In this work package, we will have a training session to show in practice the different methodologies and to have a common background of knowledge. The Training session will focus on:</p> <ul style="list-style-type: none"> -techniques to promote sport and movement among CWVI -how to develop basic motor skills of CWVI -techniques to be proposed at school levels -techniques related to swimming and to athletics <p>Participants will receive the Europass Mobility Document.</p> <p>Such methodologies and practices will be converged in the MOOC to promote sport and approach to movement among CWVI to train physical education teachers, coaches and trainers The online course will be composed of the following modules:</p> <ul style="list-style-type: none"> -PART 1: general approach to sport and movement, with an explanation of strategies to be used with CWVI (University and Real Eyes) -PART 2: specific sports explanation – development of motor skills for athletics (Real Eyes) and for swimming (Município De Vila Nova De Famalicão) for CWVI <p>As a result, we aim at the following objectives:</p> <ul style="list-style-type: none"> ▪ developing practical knowledge of physical education teachers, coaches, trainers, as well as other relevant stakeholders, on how they may approach CWVI to general movement, without preventing them from being involved in physical education actions 			

- developing their practices in proposing to CWVI also specific sports, like athletics or swimming
- developing awareness among teacher communities related to the opportunity to promote sport to CWVI
- developing such awareness also among parents, to support them in involving CWVI into sport, overcoming fears and concerns
- promoting social inclusion into sport to CWVI and developing their motor and social skills
- using sport as a mean of social inclusion

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T3.1	Setting of the platform	Euphoria Net will set-up the technicalities for the platform that will host the MOOC on the project's website. We will decide according to the latest development of technology, but we may decide between Tutor LSM (plugin of Wordpress) or Business in cloud (Platform used by Euphoria for its online courses) – May 2024	Euphoria Net	BEN	n/a
T3.2	Training session	In parallel with the Summer camp organised by RealEyes, they will host a training session of 3 days for all partners. Such training will aim at sharing the experience of the three expert partners on their methodologies on how to promote sport and movement with CWVI, and achieving a common background for the entire partnership.	All partners	COO, BEN	

		Each partner will manage a day of training. Euphoria Net will record also videos to be included in the MOOC – June or July 2024			
T3.3	Preparing the templates	Euphoria Net will prepare the templates to follow to write the content and to structure the e-learning - August 2024	Euphoria Net	BEN	n/a
T3.4	Research and creation of content	First, the partners will have to do a research to focus their content not only on their personal experience in dealing with CWVI, but also on Academic data. Then, the three partners will develop their content, combining video/audio lessons to the video filmed in the camp, as well as written instructions - September-November 2024	National and Kapodistrian university of Athens Real Eyes Município De Vila Nova De Famalicao	COO, BEN	
T3.5	Peer review	All partners will review the content and will evaluate its structure, understanding and value - December 2024	All partners	COO, BEN	
T3.6	Digital transformation	Euphoria Net will have to convert all the materials prepared in the online platform - January 2025	Euphoria Net	BEN	
T3.7	Translations	Euphoria will provide guidelines to proceed with the translations: for the video, we will create voice overs, while the texts will be translated. We will ensure that the text will be done in HTML as to guarantee accessibility for all - January-February 2025	National and Kapodistrian university of Athens Euphoria Net Município De Vila Nova De Famalicao	BEN	

T3.8	Digital transformation in 3 languages	Euphoria Net will have to convert all the materials prepared in the online platform - March 2025	Euphoria Net	BEN			
T3.9	External testing	All partners with exception of Euphoria Net will have to find 10 schools with at least 2 physical education teachers each to follow the course and test it at school level, proposing activities to CWVI. Euphoria Net will prepare the survey to evaluate the testing and will follow the monitoring - April-May 2025	All partners	COO, BEN			
T3.10	Final adjustments	Based on the feedback, we will have to improve the e-learning in terms of content or technical solutions - June-July 2025	All partners	COO, BEN			
T3.11	Release of the final MOOC	Euphoria will guarantee the final online release - August 2025	Euphoria Net	BEN			
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
n/a	n/a	n/a	n/a	n/a	n/a	n/a	
n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)

D3.1	MOOC to promote sport and approach to movement among CWVI	1	Real Eyes	[DEC — Websites, patent filings, videos, etc]	[PU — Public] [SEN — Sensitive] [R-UE/EU-R — EU Classified] [C-UE/EU-C — EU Classified] [S-UE/EU-S — EU Classified]	22	<p>Online course hosted in a Learning Management System plugin to Wordpress, composed of videos and video lessons and some written parts divided in the two modules:</p> <p>-General approach to sport and movement</p> <p>-Developing specific motor skills in Athletics and Swimming</p> <p>It will be available in English, Italian, Portuguese and Greek</p>
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Work Package 4

Work Package 4: Impact and dissemination			
Duration:	M1 – M24	Lead Beneficiary:	1- Euphoria Net
Objectives			

This work package aims at developing and implementing a multi-dimensional communication and dissemination strategy to increase awareness and participation in the project.

It will develop the overall communication strategy, it will coordinate all the dissemination activities that will take place during the different phases of the project and will design and produce the appropriate dissemination tools and material for reaching its dissemination objectives.

The overall objectives are:

- To disseminate the use of the Booklet on Best practices and the Mooc to target audiences;
- To design and implement an effective communication campaign for engagement with key stakeholders that that could be interested in the project outputs;
- To valorise and spread widely the project findings and best practices and to broaden the impacts of the project activities and results;
- To build, maintain and engage a stakeholder's community to validate project outcomes innovation as well as the exploitation potential.

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T4.1	Preparation of the Dissemination Plan	Preparation of the strategy to disseminate and communicate the project, to be approved by all partners. Euphoria Net as leader, all partners as contributors. – November-December 2023	All partners	COO and BEN	n/a
T4.2	Creation of the brand image of the project	Creation of the logo and promotional materials in order to make the project recognizable. All these products will follow the EACEA visual identity rules and will use the Erasmus Plus logo. – January 2024	Euphoria Net	BEN	n/a

T4.3	Creation of the website	Euphoria Net will create the website of the project, that will host also the platform and other results of the project - January 2024	Euphoria Net	BEN	n/a
T4.4	Informing members of partners' organisations	Each partner will inform its own members or staff regarding the project, its main activities and its objectives. – February 2024	All partners	COO and BEN	
T4.5	Mapping stakeholders	Creation of lists of interested contacts of all potential stakeholders at any level, from local to EU level. These lists will be used to share all project's activities and create a community. – February 2024	All partners	COO and BEN	
T4.6	Sharing project on EU platforms	Writing articles for School Education Gateway for the monthly topic dedicated to physical education - to be done when we start to have interesting contents to share from June 2024 onwards	Euphoria Net	BEN	
T4.7	Online communication of the project	Creation of a dedicated section on the website of each partner; sending newsletters; using each partner's social channels to share info on the project – Since the beginning of the project until the end	All partners	BEN and COO	
T4.8	Communication of the project during conferences and events and networking	Each partner when participating to conferences, events on disability or any type of networking occasion will have to present the project and its results - Since the beginning of the project until the end	All partners	BEN and COO	

T4.9	Engagement of associated partners	All partners will have to promote the sharing of the project with the associated partners that will contribute in reaching a wider audience	All partners	BEN and COO			
T4.10	Final multiplier events	Each partner will organise an event to present the final results of the project. The event will take place between September and October 2025. The two Italian partners will organise a joint event.	All partners	BEN and COO			
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
n/a	n/a	n/a	n/a	n/a	n/a	n/a	
n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D4.1	Dissemination Plan	4	Euphoria Net	[R — Document, report]	[PU — Public]	1-2	Plan with guidelines and description of activities to disseminate the project
D4.2	Logo, visual identity and promotional materials	4	Euphoria Net	[OTHER]	[PU — Public]	3	Production of the logo and all the visual identity of the project, which also includes

							brochures, posters, head letters etc.
D4.3	Website	4	Euphoria Net	[DEC — Websites, patent filings, videos, etc]	[PU — Public]	3	Website available in all partners' languages, which will host all the relevant information of the project's activities as well as the booklet and the MOOC
D4.4	Final multiplier events	4	All partners	[OTHER]	[PU — Public]	23-24	For each event, we will produce an invitation, an agenda, signed presence list; at least 30 persons for each organisation will be invited, 50 for the Italian partners; all participants will fill in a feedback questionnaire.

Events and meetings

Events and meetings

*This table is to be completed for events and meetings that have been mentioned as part of the activities in the work packages above
Give more details on the type, location, number of persons attending, etc.*

Event No		Description	Attendees
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(continuous numbering linked to WP)	Participant	Name	Type	Area	Location	Duration (days)	Number
E1.1	All partners	First Transnational project meeting in January 2024	Meeting	Coordination meeting	Rome, Italy	2	8
E1.2	All partners	Training session in occasion of the Summer Camp organised by Real Eyes	Training	Sharing practices and knowledge related to CWVI and sport in real environment	Tirrenia, Olympic Infrastructure of CONI, Italy	3	12
E1.3	All partners	Second Transnational project meeting in November 2024	Meeting	Coordination meeting	Athens, Greece	2	8
E1.4	All partners	Third Transnational project meeting in March 2025	Meeting	Coordination meeting	Vila Nova De Famalicao, Portugal	2	8
E1.5	All partners	Final online meeting in September 2025	Meeting	Coordination meeting	Online	1	8
E1.6	RealEyesSport Euphoria Net	Final multiplier event in Italy between September and October 2025	Promotional event	Sharing the results of the project and increasing awareness of sport for visually impaired children	Milano (Sala Barozzi-Institute Visual Impaired), Italy	1	50

E1.7	National and Kapodistrian university of Athens	Final multiplier event in Greece between September and October 2025	Promotional event	Sharing the results of the project and increasing awareness of sport for visually impaired children	Athens, Greece	1	30
E1.8	Município De Vila Nova De Famalicao	Final multiplier event in Portugal between September and October 2025	Promotional event	Sharing the results of the project and increasing awareness of sport for visually impaired children	Vila Nova De Famalicao, Portugal	1	30

Timetable

Timetable (projects up to 2 years)																								
Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.																								
Note: Use the project month numbers instead of calendar months. Month 1 marks always the start of the project. In the timeline you should indicate the timing of each activity per WP.																								
ACTIVITY	MONTHS																							
	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12	M 13	M 14	M 15	M 16	M 17	M 18	M 19	M 20	M 21	M 22	M 23	M 24
Task 1.1 – Preparatory activities																								
Task 1.2 – First payments to partners																								
Task 1.3 – First transnational project meeting																								

Task 1.4 – Evaluation of the 1st transnational meeting																							
Task 1.5 – First quality evaluation of the project																							
Task 1.6 - Second quality evaluation of the project																							
Task 1.7 – Third quality evaluation of the project																							
Task 1.8 –Interim report																							
Task 1.9 – Second transnational project meeting																							
Task 1.10 – Evaluation of the 2nd transnational meeting																							
Task 1.11 – Second payment																							
Task 1.12 – Fourth quality evaluation of the project																							
Task 1.13 – Third transnational project meeting																							
Task 1.14 – Evaluation of the 3rd transnational meeting																							

[illegible]

[illegible]

Task 4.4 – Informing members of partners' organisations																								
Task 4.5 - Mapping stakeholders																								
Task 4.6 – Sharing project on EU platforms																								
Task 4.7 – Online communication of the project																								
Task 4.8 – Communication of the project during conferences and events and networking activities																								
Task 4.9 – Engagement of associated partners																								
Task 4.10 – Final multiplier events																								

Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.

ACTIVITY	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4

Task 1.1 - ...																								
Task 1.2 - ...																								
Task ...																								

#\$WRK-PLA-WP\$#

#@ETH-ICS-EI@#

5. OTHER

5.1 Ethics

Ethics (if applicable) <i>If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.</i> <i>Describe how you will ensure gender mainstreaming and children's rights in the project activities.</i>
Not applicable

#\$ETH-ICS-EI\$# #@SEC-URI-SU@#

5.2 Security

Security
Not applicable.

#\$SEC-URI-SU\$# #@DEC-LAR-DL@#

6. DECLARATIONS

Double funding	
Information concerning other EU grants for this project  Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).	YES/NO
We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc). If NO, explain and provide details.	Yes
We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc). If NO, explain and provide details.	Yes

Financial support to third parties (if applicable)
Not applicable.

Seal of Excellence (if applicable)	
<i>If provided in the Call document, proposals that pass the evaluation but are below the budget threshold (i.e. pass the minimum thresholds but are not ranked high enough to receive funding) will be awarded a Seal of Excellence.</i> <i>In this context we may share information about your proposal with other EU or national funding bodies through the Erasmus+ National Agencies.</i>	
Do you agree that your proposal (including proposal data and documentation) is shared with other EU and national funding bodies to find funding under other schemes?	[YES]

#\$DEC-LAR-DL\$#

ANNEXES

LIST OF ANNEXES

Standard

Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for certain Lump Sum Grants (see [Portal Reference Documents](#))*

CVs (annex 2 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Annual activity reports (annex 3 to Part B) — *not applicable*

List of previous projects (annex 4 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Special

Other annexes (annex 5 to Part B) — *mandatory, if required in the Call document/Programme Guide*

LIST OF PREVIOUS PROJECTS

List of previous projects					
<i>Please provide a list of your previous projects for the last 4 years.</i>					
Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
[name]					
[name]					

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).
2.0	01.06.2022	Consolidation, formatting and layout changes. Tags added.