



Erasmus+

## ***Application***

**Collaborative Partnerships**

**Small Collaborative Partnerships**

**Not-for-profit European Sport Events**

**Erasmus+ Sport Programme**

**Call EAC/A04/2015 – Round 2 (Deadline of 12/05/2016)**

**Application: 579616-EPP-1-2016-1-ES-SPO-SSCP - BRIDGE:Promotion of European Traditional Sports and Games, a BRIDGE for Intercultural Dialogue**

**Call for proposals 2016**

**EAC/A04/2015**

**PROJECT DESCRIPTION**

**(To be attached to the eForm)**



## PART E - Project characteristics and relevance

### E.1. Objectives

Please tick one objective your project pursues:

	to tackle cross-border threats to the integrity of sport, such as doping, match-fixing and violence, as well as all kinds of intolerance and discrimination
	to promote and support good governance in sport and dual careers of athletes
X	to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all

### Small Collaborative Partnerships

Please explain:

- why and how the project addresses the objective above and the European policies in the field of sport,
- the genuine and adequate needs analyses,
- the extent to which the objectives address issues relevant to the participating organisations and target groups.

This project focuses on undertaking a Small Collaborative Partnerships action. The actions of this project will be related to the promotion of traditional sports and games (TSG). The following sections detail the specific objectives of this project. The European tradition of both child and adult play has led to an extraordinary variety of ways to talk and interact. ETSG are a **mirror of the social, linguistic and cultural richness of the different territories forming part of Europe**, and as such they acquire the dimension of **cultural heritage**. This is recognised by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), which states that TSG are part of intangible heritage and a symbol of the cultural diversity of our societies. They are also an efficient means of conveying values of solidarity (voluntary activities too), diversity, inclusiveness (equal opportunities, sport for all) and cultural awareness (equal access for all). UNESCO works to preserve, promote and develop TSG, and to ensure that they form an integral part of national and development strategies. These will all enhance our end-goal of sport for peace and development. Moreover, TSG mirror different cultural expressions, and create a bridge between cultures for better mutual understanding<sup>1</sup>.

The general objective of [the BRIDGE project \(Promotion of European Traditional Sports and Games, a BRIDGE for Intercultural Dialogue\)](#) is to promote European traditional sports and games (ETSG) as a bridge to actively foster peaceful intercultural coexistence.

The BRIDGE project will pursue the following specific objectives:

1. To develop a model of good practices for education in intercultural coexistence through ETSG;
2. To establish a model for the organisation of TSG festivals where youths, adults and older people can share an intercultural dialogue in a peaceful way;
3. To establish a sustainable transnational network to promote ETSG, aiming to exchange good practices and experiences;
4. To demonstrate, with scientific evidence, the contribution (social impact) of TSG for promoting intercultural dialogue.

To achieve these objectives, four areas or lines of work are established:

- 1) The development of an educational application of intercultural coexistence, based on ETSG, in schools in Spain, France, Italy and Portugal.
- 2) The activation of networking among these European schools.

<sup>1</sup><http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/traditional-sports-and-games/>

- 3) The incorporation of traditional games played in the BRIDGE schools project into the Tocati international festival of traditional games held annually in Verona, Italy, establishing a bridge for dialogue among students from these schools, and also with other participants and organisations attending the festival.
- 4) The scientific study of the social impact on intercultural dialogue activities undertaken by schools. This work will be conducted by researchers from universities of the participating countries.

The BRIDGE project will therefore establish a network to value the intercultural human capital that characterises 21<sup>st</sup>-century European society. In other words, this project will establish a bridge or cooperative work (network) between different European organisations to promote ETSG as an active way of fostering intercultural coexistence in Europe.

ETSG invite people to meet each other. When a person plays a game, he or she expresses the willingness to share an experience with other people. Each ETSG has a **set of original rules** that triggers democratic processes of coexistence. By accepting, creating, discussing or even modifying the rules of ETSG, both children and adults, female and male, learn and become aware of the meaning of a community contract. Therefore, **learning to play ETSG is learning to live in a community, and learning to live together.**

Traditional games shape social attitudes. When a person shares an experience of wellbeing with other people, relationships and emotions are deeply shared too. TSG are relational phenomena that promote affective aspects of a social nature. Rather than being natural, playful behaviours in ETSG are deeply cultural, that is, they clearly rely on conventional rules and codes established by local culture.

Each ETSG has an internal logic (an organisational pattern or an identity card) that practically mobilises different ways of relating to other players. The recreational pleasure and social and emotional wellbeing of ETSG create a wonderful relational richness. By exchanging player-to-player contact, social interaction experiences multiply and participants learn to develop a sense of belonging to a community. When playing such games, players experience a pleasant feeling of shared adventure and a playful sense of identity.

The **unit** that characterises ETSG is precisely their **diversity**, which is reflected in the variety of rules or ways to play. These rules simultaneously activate different ways of communicating, using spaces, objects, calendars and verbal expressions. The playful universe of TSG is characterised by creativity, imagination and originality. ETSG therefore constitute an **exuberant ludodiversity** (Parlebas, 2010)<sup>2</sup>. TSG behave like a **microcosm of society**, that is, a **laboratory of interpersonal relationships**, providing great opportunities to expand an open, flexible sociability adapted to the social, civic and intercultural challenges faced by today's Europe. The promotion of ETSG can therefore be an excellent bridge **for learning to live together in democracy and for becoming proactive European citizens in an intercultural society.**

## E.2. Innovative aspects

Please describe to which extent is the proposal innovative.

The innovation of this project focuses on four main reasoning or characteristics:

1. *Retropgression*.<sup>3</sup> Traditional European sports and games (ETSG) constitute an intangible cultural heritage which has been accumulating through the tradition in the different territories and cultural fields involved. The protagonists of the BRIDGE project participate in an innovative project as they give value to the updating of the democratic coexistence values that have accompanied these games throughout the history. The innovation in this project is to advance going back; to go back to advance; to establish a bridge between tradition and modernity to build an original project.

<sup>2</sup> Parlebas (2010). Health and relational well-being in traditional games, In C. De La Villa (Ed.) *Traditional games and social health* (pp. 102-108). Aranda de Duero: Asociación Cultural La Tanguilla, ETSGA.

<sup>3</sup> Term created by Salvador Paniker that refers to maintaining innovation capacity but making use of tradition with coherence, respect and caution. "Being modern and traditional at the same time; being both adult and child; using oral as well as technological transmission"

2. *Educational transversality*. This project is innovative because it allows to build a bridge in the interaction between different agents, i.e. people (students, teachers, researchers, adult athletes, family members) and organisations (schools, universities and academic, cultural and sport associations) participating in the socialization of the intercultural diversity. These agents seek ETSG, select, practice and share positive experiences of European coexistence. The composition of the partnership, sharing the participation of schools, universities and traditional games association is also an innovative feature of the BRIDGE project.
3. *Contextualization*. The students practice games and at the same time research on games, query and ask questions to elderly and adults, seek information in archives, museums and newspaper archives. During the project, students, teachers and researchers share their findings and experiences with people and organisations of other countries. The project is innovative because young people learn to coexist coexisting; they learn to share sharing; they learn to interact with other people by playing with other people. This is therefore a process of contextualized social coexistence.
4. *Intergenerational solidarity*. The project is innovative because it allows the interaction of people of different ages: students, teachers, adults and elderly players of traditional games and sports. They all share an intercultural relationship based on mutual support and peaceful coexistence. The roles of informant, player, spectator, researcher and organizer coexist without age or gender as a constraint; moreover, it is a feature that brings richness to this project.

## PART F - Quality of the project design

### F.2. Methodology

Please describe:

- the quality and feasibility of the methodology proposed,
- the consistency between project objectives, methodology, activities and budget proposed,
- the existence and quality of management arrangements (well defined and realistic timelines, organisation, tasks and responsibilities),
- and justify subcontracting (if you intent to subcontract).

The general objective of the BRIDGE project is to promote European traditional sports and games (ETSG) as a bridge to actively foster peaceful intercultural coexistence.

The BRIDGE project will pursue the following specific objectives:

1. To develop a model of good practices for education in intercultural coexistence through ETSG;
2. To establish a model for the organisation of TSG festivals where youths, adults and older people can share an intercultural dialogue in a peaceful way;
3. To establish a sustainable transnational network to promote ETSG, aiming to exchange good practices and experiences;
4. To demonstrate, with scientific evidence, the contribution (social impact) of TSG for promoting intercultural dialogue.

To achieve these objectives, the BRIDGE project accurately identifies **five** WORK PACKAGES consisting of **nine** specific activities.

**Generally, we believe that the quality of this project** is guaranteed by the involvement of people (teachers, researchers and event organisers) with extensive experience in networking for ETSG promotion.

## 1. QUALITY AND FEASIBILITY OF THE METHODOLOGY PROPOSED

The project proposes a very clear methodology to achieve the expected results. This has been organised, first of all, in work packages. Inside each of them, the activities are reported. The next step it has been the presentation of the different tasks associated to each activity indicating the phases they belong to. The following figure illustrates how the project WORK PACKAGES are connected:



The project is based on a series of activities linked by a key and essential element: the setup of a sustainable transnational network to generate and promote good practices on fostering the intercultural dialogue through traditional games and sports.

A set of activities have been proposed to achieve the general and specific objectives of this project.

As we have explained before, we present a set of activities inside each Work package as well as its phases for preparation, implementation, monitoring, evaluation and dissemination of the BRIDGE project. These aspects ensure quality and feasibility of the methodology proposed.

WORK PACKAGE 1 comprises two main activities and associated tasks: Technical Project Coordination and Administrative-economic Projecte Coordination. To develop these two activities and their phases we propose to activate the Project Board (Steering Committee). This committee is formed by a member of all the organisations of BRIDGE project. INEFC (coordinator), four teachers of physical education (representing each project secondary schools) and two people from AGA and ETSGA (representing non-academic organisations that promote TSG). These organisations will agree on the procedure for developing all the WORK PACKAGES (virtual meetings every six months). Each representative member will be in permanent contact with the group of organisations that it is representing in order to reach agreements on activity development.

For the implementation of WORK PACKAGES 1 and 5, the Project Director (INEFC) will be in permanent contact with the Project Board (Steering Committee) and with each of the partners when necessary.

The other three WORK PACKAGES (2, 3 and 4) of the project will be developed in three main phases: a) the Planning Phase; b) the Implementation and Monitoring Phase; and c) The Evaluation Phase.

In the Planning Phase, the Project Board will agree on the criteria to be applied to the secondary schools' actions: development, implementation and timing of the traditional games teaching units; calendar of online training of physical education (PE) school teachers; how to use common virtual space to exchange schools' materials (photos, videos, written documents, etc.); the documents for preparing students and teachers that will be used to investigate the social impact of TSG on intercultural dialogue; the selection of participants and activities to be performed at the festival of traditional games; the coordination of organisational issues associated with travel, accommodation and meals during the festival. In parallel, they will also agree on the coordination of schools with non-academic organisations (AGA and ETSGA members) who will participate in the festival by exhibiting their TSG.

In the Implementation and Monitoring Phases for WORK PACKAGE 2, the PE teachers from the four schools will take an online course of specific training on coexistence. This action will be coordinated by INEFC. After this training, the four schools will follow a similar schedule to apply the same teaching unit with eight sessions of PE. Each school will be able to choose the games applied to two of those sessions. A session will be prepared by taking into account the traditional games from the file published by CEMEA. The second session will apply a game that is representative of each school's local culture (after consulting documents on local traditions and/or interviewing people). Then each school will implement these two sessions and provide other schools with this information using the virtual space. Students and teachers from the different schools will be in contact with each other to share insights, to clarify doubts and to give advice on the implementation of the TSG.

In parallel, students will create a diary (portfolio) in which they will explain personal experiences of implementing the TSG, as well as their participation in this activity. The teachers from the four schools will also create a diary for the assessment of intercultural dialogue when they apply the teaching unit, and will exchange materials with other schools. This information will be investigated by the research groups from each university. Each school will have an assigned Bridge University to coordinate this action.

Finally in the Evaluation Phase all these actions will be evaluated. The BRIDGE project proposes an evaluation of the online training course for all Physical Education Teachers of all participating schools. At the same time, an evaluation of the intercultural dialogue in each school as well as at the festival will be done. This last action will be undertaken by participants representing teachers, students, researchers, and AGA and ETSGA members.

**To ensure quality in promoting European traditional games in schools** (WORK PACKAGE 2), network interventions will be carried based on teaching materials already created by some of the participating organisations. The main reference for educational interventions is the materials created by the "Jeux et Pratiques Ludiques" Research Group of the CEMEA centres in France. Between 1994 and 2015, this group developed 90 intercultural games, most of which are European, for application in the educational context: 2015 *Jeux d'autrefois-Jeux d'avenir* (18 intercultural games); 2010 *Jeux du monde d'ici et d'ailleurs* (24 intercultural games); 2002 *Jeux sans frontières* (24 intercultural games); 1994 *Jeux sans frontières* (24 intercultural games). These games have been chosen carefully as a result of collective work by this research group over a long period of time. These games offer exceptional variety in terms of action and communication situations. They are pedagogical tools that can be used very easily by PE teachers. They also foster practice-related reflection, in particular on everything that can happen when the games are played (examples of these materials are shown below).





08

# Le beto

## Principe du jeu

Ce jeu se joue nécessairement à deux contre deux.

Deux « maisons » sont installées à 15-20 mètres l'une de l'autre ; elles sont matérialisées chacune par un trépied de branchettes posé au milieu d'un rond tracé sur le sol. Tout à côté de chaque maison, deux adversaires sont en poste : un « défenseur » équipé d'un bâton-crosse et un attaquant. Les deux défenseurs font partie de la même équipe et les deux attaquants forment l'autre équipe.

L'objectif des attaquants est d'abattre l'un des trépieds ; l'objectif des défenseurs est de les en empêcher et surtout de changer de maison entre eux.

En lançant le palet à la main, un attaquant essaie d'abattre le trépied de l'autre maison, que le défenseur en poste cherche à protéger en détournant ce palet à l'aide de son bâton. Si les défenseurs ont réussi à éloigner suffisamment le palet et qu'ils jugent avoir le temps nécessaire, ils essaient d'interchanger leurs postes avant qu'un attaquant n'ait renversé le trépied. S'ils réussissent, ils gagnent un point ; s'ils échouent, les deux équipes intervertissent leur rôle.

Et le jeu continue jusqu'à ce que la première équipe ait atteint le total de points désignant le vainqueur.

## CARACTÉRISTIQUES

### Terrain

Il faudra adapter la distance séparant les maisons à l'âge et aux capacités des joueurs (en moyenne de 15 à 20 mètres).

Chaque maison est matérialisée nettement sur le sol par un rond d'environ 50 cm de diamètre.

### Matériel

Dans la pratique traditionnelle, le trépied est fabriqué à l'aide de branchettes fourchues, mais on peut choisir une autre présentation en fonction du matériel disponible. Le palet peut être une rondelle de liège, un petit galet, une boule de chiffons pressés ou une pomme de pin

(il faut éviter une petite balle qui roulerait trop facilement au loin).

### Actions dominantes

Ce jeu met en vedette les lancers d'adresse et les frappes à l'aide du bâton.



© Cemea 2010



Il donne aussi beaucoup d'importance aux actions motrices coordonnées, aux prises d'informations mutuelles demandant une anticipation harmonieuse entre les deux défenseurs.

#### LE JEU COMMENCE

Au moyen de la procédure rituelle choisie, les joueurs désignent la première équipe qui va lancer le palet.

Les défenseurs se placent sur le côté de leur « maison », en frappant continuellement le sol de leur bâton devant le trépied sans gêner de leur corps la trajectoire du palet adverse.

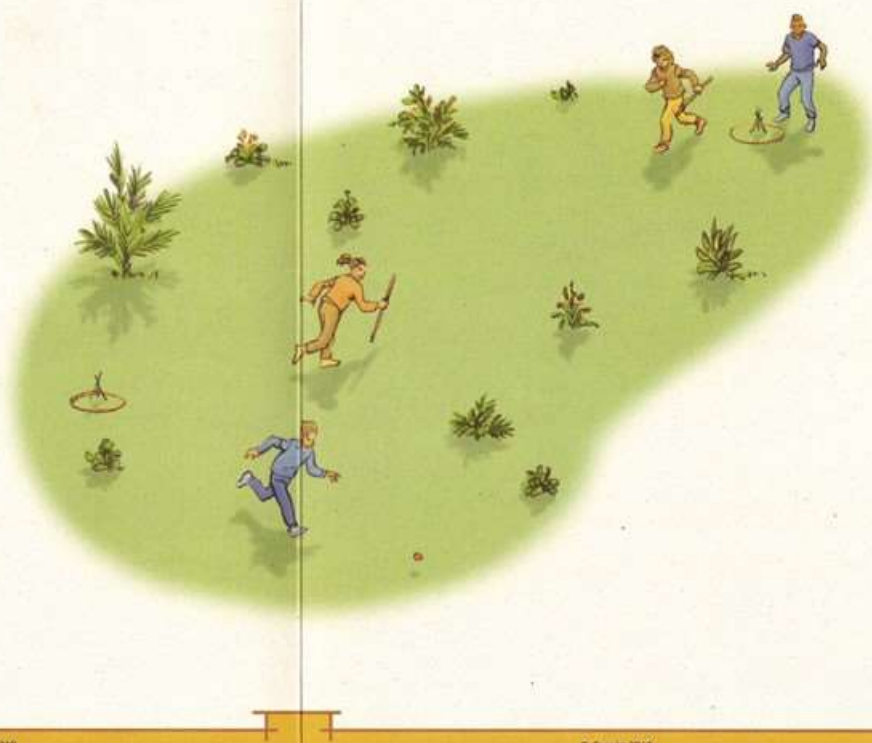
Les attaquants se disposent derrière le trépied qui correspond à leur poste. Le tireur désigné lance le palet en le faisant glisser sur le sol afin de renverser le trépied de l'autre maison.

#### LE JEU SE DÉROULE

Le défenseur attaqué frappe le sol en continu avec son bâton ; il essaie de détourner le palet et de le renvoyer le plus loin possible. Si le palet rate sa cible, rapidement les attaquants tentent de s'en emparer: ils courent chercher ce palet et, tout en se faisant éventuellement des passes, ils essaient de renverser l'un des deux trépieds.

Pendant ce temps, les défenseurs estiment s'ils ont le temps d'échanger leur place, ou s'il vaut mieux qu'ils restent protéger leur trépied trop directement menacé. S'ils décident de permuter et que le dernier d'entre eux frappe, avec son bâton, le sol de sa nouvelle maison avant qu'un trépied ne soit renversé, les défenseurs gagnent un point : ils gardent le rôle de défenseurs.

A l'opposé, si un attaquant abat un trépied avant l'arrivée du dernier défenseur, le jeu s'arrête et les joueurs changent de



© Cernia 2010

© Cernia 2010

rôles : les défenseurs, qui ont perdu, deviennent attaquants et les attaquants se transforment en défenseurs. Mais aucun point n'est gagné.

Chaque séquence de jeu est constituée de ces interactions motrices d'attaque-défense ; elle se prolonge, jusqu'à ce qu'un trépied soit renversé ou que les défenseurs aient réussi à interchanger leur emplacement.

Si les défenseurs en ont le temps, ils peuvent enchaîner plusieurs changements de maisons successifs, chacun comptant un point.

### LE JEU S'ACHÈVE

Les joueurs conviennent à l'avance du nombre de points à atteindre pour gagner la partie (la tradition fixait ce nombre à 24) ; une revanche peut être organisée.

### REMARQUES PÉDAGOGIQUES

Ce jeu présente plusieurs originalités.

Chacune des deux maisons est occupée non par des partenaires mais par des adversaires ; et, chose rare, les points sont gagnés par des actions de coopération entre partenaires (un échange de postes réussi) et non par des actions de contre-communication (but marqué, joueur touché).

Pour être concluant, l'échange de poste requiert de la part des défenseurs une excellente anticipation des actions des autres joueurs. Les deux défenseurs doivent apprécier en un clin d'œil et en parfaite connivence leurs chances de réussite : soit ils restent en poste pour protéger le trépied menacé, soit ils s'élancent de façon coordonnée pour permuter de maison (mais si un seul des deux défenseurs s'élançe, l'échec est quasi assuré).

### USAGES ET COUTUMES

Ce jeu original a été recueilli au Portugal, auprès d'anciens joueurs du village de Serpins, dans la région de Coimbra (Concelho da Lousa).



© Cernéa 2010

**To ensure quality in promoting ETSG in the context of an international festival of traditional games** (WORK PACKAGE 3) the TSG played in this festival will be representative examples of games played currently by federations and associations that are members of ETSGA and AGA.

Through WORK PACKAGE 4, the project will confirm the quality of the social impact of this experience (**promotion of ETSG for intercultural dialogue**). The researchers have extensive experience in investigating the relational and emotional wellbeing associated with TSG. Although there have been some European experiences of promoting ETSG, there are very few scientific contributions that demonstrate the

social impact of these manifestations. These contributions are usually isolated actions undertaken by different groups of researchers but without any of the kind of real networking that the BRIDGE project proposes.

**The quality of the dissemination of the results is guaranteed** (WORK PACKAGE 5) because the various participating organisations have different resources to ensure the visibility of the results of this experience: ETSGA organises an annual European conference and a festival; the universities teach different subjects in undergraduate, graduate and doctoral programmes, where they can teach the results of the BRIDGE project. Likewise, the researchers involved in this project are very active in terms of publishing in scientific journals.

In addition, the feasibility of this project is assured by the convergence of several key factors:

- **Intercultural dialogue between different actors (different ages and experience levels).** The project is feasible because it will allow social interaction between people whose working knowledge of ETSG varies (solidarity between generations). The BRIDGE project will enable dialogue between experienced players and inexperienced people. The project will also activate an academic dialogue (intellectual solidarity) between expert researchers, teachers, students and players without university diplomas.
- **Intercultural dialogue in different educational contexts.** The project is feasible because it proposes actions within the educational context of each school (formal education). Through the participation of teachers that are well acquainted with their schools, it will be possible to integrate this experience into each school's educational project. In addition, this project also proposes an intervention in the TSG festival, outside school (non-formal education), with the participation of a representative group of students, teachers, researchers and players from the various partners.
- **Physical and virtual dialogue in the transmission of learning and interaction among participants.** Faced with the financial and logistical difficulties of physically bringing all the participants together, the project proposes sharing the transmission of face-to-face learning (at each school) and online learning (among schools). Thus, the project will organise virtual meetings between different groups of project participants (researchers, teachers and students).
- **Linguistic dialogue: Unity and diversity.** The countries participating in this project use Romance languages, including Spanish, Portuguese, French and Italian). In addition, all the participating organisations (schools, universities, AGA and ETSGA) are able to understand the Spanish language, and this will foster dialogue among the partners. In parallel, the project is also feasible because it will combine, in a flexible manner, the language of each country with English.

Please make sure that the same numbers of activities are stated in the detailed budget table (excel) by each budget line.  
Please add lines if necessary.

No.	Activity and venue	Start date	End date	Target group(s)	Description of activity
1.1	<b>Activity 1.1 Technical Project coordination</b> Spain: Lleida, Barcelona, Flix, Murcia, Vitoria France: Nantes, Paris Italy: Bologna, Verona Portugal: Lousa, Coimbra	M1	M24	All partners	<b>Activity 1.1 Technical Project coordination</b> Cross-cutting activity to provide technical management to the project, in compliance with the provision of the Grant Agreement, ensure efficient and smooth co-ordination and quality control of all project activities. Stimulation and support communication among PPs and between different activities and Communication with and reporting to the European Commission / EACEA.
1.2	<b>Activity 1.2. Administrative-financial coordination</b> Spain: Lleida, Barcelona, Flix, Murcia, Vitoria France: Nantes, Paris Italy: Bologna, Verona Portugal: Lousa, Coimbra	M1	M24	All partners	<b>Activity 1.2. Administrative-financial coordination</b> Cross-cutting activity to provide financial-Administrative management to the project, in compliance with the provision of the Grant Agreement, ensure efficient and smooth co-ordination and quality control of all project activities. Stimulation and support communication among PPs and between different activities and Communication with and reporting to the European Commission / EACEA.
2.1	<b>Activity 2.1 Specific online training for PE teachers on coexistence through games</b> Spain: Lleida, Flix; France: Nantes; Italy: Verona; Portugal: Lousa	M1	M4	2 professors belonging to INEFC 4 teachers of physical education belonging to the High Schools	<b>Activity 2.1 Specific online training for PE teachers on coexistence through games:</b>
2.2	<b>Activity 2.2 Networking between schools and research centres. INTRA SCHOOL DIALOGUE</b> Spain: Lleida, Barcelona, Flix, Murcia, Vitoria France: Nantes, Paris Italy: Bologna, Verona Portugal: Lousa, Coimbra	M5	M9	4 Teachers and 200 Students belonging to the High Schools Universities 5 researchers belonging to the University Paris V Descartes; University of Bologna; University of Coimbra; University of Murcia and University of the Basque Country (EHU-UPV)	<b>Activity 2.2 Networking between schools and research centres. INTRA SCHOOL DIALOGUE</b> Design of a teaching unit of ETSG in each participating school.
2.3	<b>Activity 2.3 Networking between schools and research centres. INTER SCHOOL DIALOGUE:</b> Spain: Lleida, Barcelona, Flix, Murcia, Vitoria France: Nantes, Paris Italy: Bologna, Verona	M5	M9	4 Teachers and 10 Students belonging to the foreignHigh Schools and all the students of School of Verona.	<b>Activity 2.3 Networking between schools and research centres. INTER SCHOOL DIALOGUE:</b> Development of materials for virtually exchange between teachers and students with other participating schools.

	Portugal: Lousa, Coimbra			4 University researchers belonging to the University of Bologna; Univ. Paris V Descartes; Univ. of Coimbra; INEFC-Univ. of Lleida AGA members (players, administrative employers) ETSGA members (some players of TSG)	
3.1	Activity 3.1 Programme design, implementation, evaluation and research of the program based on intergenerational solidarity Spain: Lleida, Barcelona, Murcia, Vitoria France: Paris Italy: Bologna, Portugal: Coimbra	M12	M21	INEFC, University Paris V Descartes; Univ. of Bologna; Univ. of Coimbra; Univ. of Murcia and Univ. of the Basque Country	Activity 3.1 Programme design, implementation, evaluation and research of the program based on intergenerational solidarity
4.1	Activity 4.1 Study of the social impact on intercultural coexistence of the teaching experience in schools. Spain: Lleida, Barcelona, Murcia, Vitoria; France: Paris Italy: Bologna, Portugal: Coimbra	M9	M16	INEFC, University of the Basque Country; University of Murcia; University of Bologna; University Paris V Descartes; University of Coimbra; INEFC-University of Lleida	Activity 4.1 Study of the social impact on intercultural coexistence of the teaching experience in schools.
4.2	Activity 4.2 Scientific findings of the social impact of ETSG on intercultural dialogue at the Tocati international festival: Spain: Lleida, Barcelona, Flix, Murcia, Vitoria France: Nantes, Paris Italy: Bologna, Verona Portugal: Lousa, Coimbra	M16	M21	INEFC, University of Bologna; University Paris V Descartes; University of Coimbra; INEFC-University of Lleida	Activity 4.2 Scientific findings of the social impact of ETSG on intercultural dialogue at the Tocati international festival:
5.1	Activity 5.1. Development of a number of dissemination and communication tools Spain: Lleida, Barcelona, Flix, Murcia, Vitoria France: Nantes, Paris Italy: Bologna, Verona Portugal: Lousa, Coimbra	M1	M24	All partners	Activity 5.1. Development of a number of dissemination and communication tools

# PART G – Quality of the project team and cooperation arrangements

## G.1. Project team

Please describe:

- the participation of people with expertise in appropriate fields such as sport policy and/or practice (training, competitions, coaching, etc.), with academic expertise as well as their ability to reach out wider audiences,
- the division of their responsibilities and tasks.

Please list all the staff involved.

### **1. Pere Lavega (INEFC): BRIDGE Project Coordinator**

Pere will be in charge of coordinating all the project.

Besides the general responsible of the project, he will be particularly involved in activities 1.1; 1.2; 2.2; 2.3; 3.1; 4.1; 4.2;5.1 belonging to WORK PACKAGES 1, 2, 3, 4 and 5.

### **2. Ricard Fabrega (INEFC): Financial administrator**

Ricard will be in charge of the financial control of the project, duty of the Project Coordinator.

He will be active in activity 1.2 belonging to WORK PACKAGE 1

### **3. Antoni Costes (INEFC): On-line training course Coordinator**

Antoni will coordinate the presentation, development contents of the on-line course about coexistence through TSG for teachers of physical education. He will also solve all the doubts and possible problems about contents of the course.

He will be active in activities 1.1; 1.2; 2.1; 5.1 belonging to WORK PACKAGES 1, 2 and 5.

### **4. Rosa Rodriguez (INEFC): On-line training course Coordinator**

Rosa will coordinate the evaluation of the contents of the on-line course about coexistence through TSG for teachers of physical education. She will also solve all the doubts and possible problems about the use of virtual technology.

She will be active in activities 1.1; 1.2; 2.1; 5.1 belonging to WORK PACKAGES 1, 2 and 5.

### **5. Unai Sáez de Ocáriz (INEFC): Communication and Dissemination Coordinator**

Unai will be in charge of Communication and Dissemination. He will coordinate the actions with the different partners.

She will be active in activities 1.1; 1.2; 5.1 belonging to WORK PACKAGES 1 and 5.

### **6. Gabriel Pubill (Intituto de Flix -Spain-): Physical Education Teachers' Coordinador profesores EF and Teacher.**

Biel will participate in the educational promotion of TSG in Flix Institute. He will be the representant of high schools in Board Project (the steering committee). He will also coordinate the different actions in his institute (selection of traditional games, teaching of the lessons, evaluation of the experience, collection of the report of students about the experience, sharing of the materials made by this institute with the other high schools through a virtual platform in order to write a report about the experience) (WORK PACKAGE 2). Moreover, he will take part in the selection of students from this centre participating at the international festival of TSG in Verona. Finally, he will provide date of TSG experience in his centre to Alonso (BRIDGE researcher) in order to investigate its intercultural dialogue impact (WORK PACKAGE 3).

He will be particularly active in activities: 1.1; 1.2; 2.1;2.2; 2.3; 3.1; 5.1 belonging to WORK PACKAGES 1, 2, 3 and 5.



**7. Fabien Gracia (Collège-Lycée Public Jules Verne de Nantes -France-): Physical Education Teacher**

Fabien will participate in the educational promotion of TSG in Collège-Lycée Public Jules Verne of Nantes, France. He will coordinate the different actions in his institute (selection of traditional games, teaching of the lessons, evaluation of the experience, collection of the report of students about the experience, sharing of the materials made by this institute with the other high schools through a virtual platform in order to write a report about the experience) (WORK PACKAGE 2). He will also take part in the selection of students from this centre participating at the international festival of TSG in Verona. Finally, he will provide date of TSG experience in his centre to Oboeuf and Bordes (BRIDGE researchers) in order to investigate its impact (WORK PACKAGE 3).

He will be particularly active in activities: 1.1; 1.2; 2.1;2.2; 2.3; 3.1; 5.1 belonging to WORK PACKAGES 1, 2, 3 and 5.

**8. Marco Testoni (Istituto Seghetti - Figlie del Sacro Cuore di Gesù de Verona -Italy-): Physical Education Teacher**

Marco will participate in the educational promotion of TSG in Istituto Seghetti - Figlie del Sacro Cuore di Gesù of Verona. He will coordinate the different actions in his institute (selection of traditional games, teaching of the lessons, evaluation of the experience, collection of the report of students about the experience, sharing of the materials made by this institute with the other high schools through a virtual platform in order to write a report about the experience) (WORK PACKAGE 2). Moreover, he will take part in the selection of students from this centre participating at the international festival of TSG in Verona. Finally, he will provide date of TSG experience in his centre to Bortolotti (BRIDGE researcher) in order to investigate its intercultural dialogue impact (WORK PACKAGE 3).

He will be particularly active in activities: 1.1; 1.2; 2.1;2.2; 2.3; 3.1; 5.1 belonging to WORK PACKAGES 1, 2, 3 and 5.

**9. Mário Maia Rodrigues (Agrupamento de Escolas de Lousã –Portugal): Physical Education Teacher**

Mário will participate in the educational promotion of TSG in Agrupamento de Escolas of Lousã. He will coordinate the different actions in his institute (selection of traditional games, teaching of the lessons, evaluation of the experience, collection of the report of students about the experience, sharing of the materials made by this institute with the other high schools through a virtual platform in order to write a report about the experience) (WORK PACKAGE 2). Moreover, he will also take part in the selection of students from this centre participating at the international festival of TSG in Verona. Finally, he will provide date of TSG experience in his centre to Coelho-Araujo and Fachardo-Jaqueira (BRIDGE researchers) in order to investigate its intercultural dialogue impact (WORK PACKAGE 3).

He will be particularly active in activities: 1.1; 1.2; 2.1;2.2; 2.3; 3.1; 5.1 belonging to WORK PACKAGES 1, 2, 3 and 5.

**10. Pascal Bordes (University of Paris Descartes -France-): BRIDGE Researcher**

Pascal will be the BRIDGE researcher of Collège-Lycée Public Jules Verne of (Nantes) to help this school in the design and development the academic experience to promote intercultural dialogue through traditional games and sports (WORK PACKAGE 2). He will also research the social impact of the academic experience in this centre (WORK PACKAGE 4).

He will be active in activities 1.1; 1.2; 2.2; 2.3; 4.1; 5.1 belonging to WORK PACKAGES 1, 2, 4 and 5.

**11. Alexandre Obeouf (University of Paris Descartes -France-): BRIDGE Researcher**

Alexandre will be the BRIDGE researcher of Collège-Lycée Public Jules Verne de (Nantes) to help this school in the design and development of the academic experience to promote intercultural dialogue through traditional games and sports in the festival context (WORK PACKAGE 3). He will also coordinate the organisation of a congress of motor action science in Paris during 2018 (WORK PACKAGE 4).

He will be active in activities 1.1; 1.2; 3.1; 4.2; 5.1 belonging to WORK PACKAGES 1, 2, 4 and 5.

**12. Joseba Etxebeste (University of The Basque Country –Spain-): BRIDGE Researchers Coordinator**

Joseba will be the representant of universities partners in Board Project (the Steering Committee). He will also coordinate the scientific finding actions in academic experience to promote intercultural dialogue through traditional games and sports (WORK PACKAGE 4).

He will be active in activities 1.1; 1.2; 2.2; 2.3; 4.1; 5.1 belonging to WORK PACKAGES 1, 2, 4 and 5.

**13. José Ignacio Alonso (Universidad de Murcia –Spain-): Flix BRIDGE Researcher**

José Ignacio will be the BRIDGE researcher of Institut Flix (Lleida) to help this school in the design and development of the academic experience to promote intercultural dialogue through traditional games and sports (WORK PACKAGE 2). He will also research the social impact of the academic experience in this centre (WORK PACKAGE 4).

He will be active in activities 1.1; 1.2; 2.2; 2.3; 4.1; 5.1 belonging to WORK PACKAGES 1, 2, 4 and 5.

**14. Alessandro Bortolotti (University of Bologna –Italy-): Verona BRIDGE Researcher and BRIDGE Researchers Coordinator**

Alessandro will coordinate the scientific finding actions in the festival of Verona. He will also be the BRIDGE researcher of Istituto Seghetti - Figlie del Sacro Cuore di Gesù (Verona) to help this school in the design and development of the academic experience to promote intercultural dialogue through traditional games and sports (WORK PACKAGE 2) as well as their participation in festival of Verona (WORK PACKAGE 3). He will also coordinate the organisation of a congress of motor action science in Paris during 2018 (WORK PACKAGE 4).

He will be particularly active in WORK PACKAGES 2, 3 and 4.

**15. Paulo Coelho-Araujo (Universidade de Coimbra-Portugal-): Lousã BRIDGE Researcher**

Paulo will be the BRIDGE researcher of Agrupamento de Escolas of Lousã to help this school in the design and development of the academic experience to promote intercultural dialogue through traditional games and sports in the festival context (WORK PACKAGE 3). He will also research the social impact of the academic experience in this centre (WORK PACKAGE 4).

He will be active in activities 1.1; 1.2; 3.1; 4.2; 5.1 belonging to WORK PACKAGES 1, 2, 4 and 5.

**16. Ana Rosa Jaqueira-Fachardo (Universidade de Coimbra –Portugal-): Lousã BRIDGE Researcher**

Ana Rosa will be the BRIDGE researcher of Agrupamento de Escolas of Lousã to help this school in the design and development of the academic experience to promote intercultural dialogue through traditional games and sports (WORK PACKAGE 2). She will also research the social impact of the academic experience in this centre (WORK PACKAGE 4).

She will be active in activities 1.1; 1.2; 2.2; 2.3; 4.1; 5.1 WORK PACKAGES 1, 2, 4 and 5.

**17. Simona Pugionni (Associazione Giochi Antichi –Italy): Tocati Festival Coordinator**

Simona will be the representant of non-academic partners in Board Project (the steering committee). She will also coordinate the organization of Tocati festival in Verona.

She will be active in activities 1.1; 1.2; 3.1; 5.1 belonging to WORK PACKAGES 1, 2, 3 and 5.

**18. Guy Jaouen (President of ETSGA): Tocati Festival BRIDGE**

Guy will take part in the selection of ETSGA members (BRIDGE) that will participate playing and teaching TGS in the Tocati Festival of Verona.

He will be active in activity 3.1; 5.1 belonging to WORK PACKAGES 3 and 5.

All key members team project except Ricard Fabrega will be engaged in the Communication and Dissemination actions (WORK PACKAGE 5)

The following figure shows how each one of the members proposed contributes to the achievement of the specific work packages of the project:

Work package / Key members Team Project	WP1 Project Coordination	WP2 Promotion TSG Educational Centres	WP3 Promotion TSG International Festival	WP4 Scientific Finding. TSG Social Impact	WP5 Communication & Dissemination
Pere Lavega (PP1 INEFC)	C	X	X	X	X
Ricard Fabrega (PP1 INEFC)	X				
Antoni Costes (PP1 INEFC)	X	C			X
Rosa Rodriguez (PP1 INEFC)	X	C			X
Unai Sáez de Ocáriz (PP1 INEFC)	X	X			C
Gabriel Pubill (PP2 Institut Flix)	X	X	X		X
Fabien Gracia (PP3 Collège-Lycée Public Jules Verne de Nantes)	X	X	X		X
Marco Testoni (PP4 Istituto Seghetti - Figlie Sacro Cuore di Gesù Verona)	X	X	X		X
Mário Maia Rodrigues (PP5 Agrupamento de Escolas de Lousã)	X	X	X		X
Simona Puggioni (PP6 Associazione Giochi Antichi)			C	X	X
Guy Jaouen (PP7 Association Européenne des Jeux et Sports Traditionnels)			X		X
Pascal Bordes (PP8 University Paris)	X	X		X	X
Alexandre Oboeuf (PP8, Univ. Paris)	X		X	X	X
Joseba Etxebeste (PP9 Univ. Basque country)	X	C		X	X
José Ignacio Alonso (PP10 University of Murcia)	X	X	C	X	X
Alessandro Bortolotti (PP11 University of Bologna)	X	X	X	X	X
Paulo Coelho-Araujo (PP12 University of Coimbra)	X	X		X	X
Ana Rosa Jaqueira (PP12 University of Coimbra)	X	X		X	X

X = Participation; C = Coordination