



# Erasmus+

## Cooperation for innovation and the exchange of good practices sub-programme

### TECHNICAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A02-2019-CBHE
Project number	617779-EPP-1-2020-1-IN-EPPKA2-CBHE-JP
Agreement/decision number	
Project Title	SPort and physical education as a vehicle for Inclusion and Recognition in India, Indonesia and Sri Lanka

# Contractual Data

## Dates and Beneficiaries

### Dates

Project Start: 15/01/2021	Project End: 14/01/2024
Activities Start:	Activities End:
Project Duration(months): 36	

### Beneficiary Data

Role	PIC	Name	Country
Co-Beneficiary / Partner	948332723	INSTITUT PERTANIAN BOGOR	Indonesia
Co-Beneficiary / Partner	948434573	SYIAH KUALA UNIVERSITY	Indonesia
Co-Beneficiary / Partner	932550144	UNIVERSITAS SUMATERA UTARA	Indonesia
Management Contact Person	913932158	LOVELY PROFESSIONAL UNIVERSITY	India
Coordinating Organization / Beneficiary	913932158	LOVELY PROFESSIONAL UNIVERSITY	India
Co-Beneficiary / Partner	896691669	BANGALORE EDUCATIONAL TRUST	India
Co-Beneficiary / Partner	915075594	BHARATI VIDYAPEETH UNIVERSITY	India
Co-Beneficiary / Partner	922512002	EDULAB EDUCATIONAL EXCHANGE PRIVATE LIMITED	India
Co-Beneficiary / Partner	946657630	UNIVERSITY OF PERADENIYA	Sri Lanka
Co-Beneficiary / Partner	898626528	THE SABARAGAMUWA UNIVERSITY OF SRI LANKA	Sri Lanka
Co-Beneficiary / Partner	999864846	UNIVERSITAT POLITECNICA DE VALENCIA	Spain
Co-Beneficiary / Partner	949885305	UNIVERSIDADE DE LISBOA	Portugal
Co-Beneficiary / Partner	999577726	EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED	Cyprus

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# Project Summary and Horizontal Issues

## Project Description

English - 1	<p>The project tries to address two existing problems in the 3 partner countries involved (Sri Lanka, India and Indonesia):</p> <ol style="list-style-type: none"><li>1. Growing chronic noncommunicable diseases (NCDs) have emerged as a huge global health problem in low- and middle-income countries. The magnitude of the rise of NCDs is particularly visible in Southeast Asia where limited resources have been used to address this rising epidemic.</li><li>2. Around the world, young people need free time, space and fellowship to enjoy sport and play. While the need for the activities of sport are global in scope, the ability to be included often is not. Sport can provide a way to break down barriers and promote inclusion of students at different level of education (higher, vocational, secondary and primary) who are often left on the sidelines. Full participation in sport activities can benefit people who are usually excluded in two ways:<ol style="list-style-type: none"><li>1. By changing community perceptions of the capability of different groups: Through sport, participants – regardless of gender, ability or background – can come together in a positive context (sometimes for the first time) and see each other accomplish things they had previously thought impossible. This helps reduce stigma and discrimination and changes the attitude of gatekeepers who have the power to permit or deny children the right to take part in physical activity.</li><li>2. By changing participant's perceptions of themselves and their abilities: Sport empowers people to recognize their own potential and advocate for changes in society to enable them to fully realize that potential.</li></ol></li></ol> <p>Thus, the project attempts to create interdisciplinary curriculum on sport management, sport nutrition and physical education while also providing short courses for professional coaches, trainers, sport clubs and organisations that want to learn how to use sport and physical education for inclusion. The project will also create SPIRIT student clubs to promote SPIRIT activities across schools and local communities</p>
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## Horizontal Issues

### Previous recommendations/follow-up

COMMENTS: Effective contributions from the appropriate project team members of programme countries, based on their expertise, are not sufficiently presented.

RESPONSE: The EU partners have leading expertise in delivering e-learning programs, quality assurance, the Bologna Process, and the European Framework with advancement in the field of Sports Science namely Exercise Physiology, Sports Nutrition, Exercise & Health Promotion.

Comments: the benefit of sport on chronic non-communicable diseases is not sufficiently argued in the proposal.

RESPONSE: It is well known that exercise and physical activity are cost-effective non-pharmacological methods for preventing and managing NCDs. Increasing research supports that physical activity and exercise improve many aspects of health (physiological, mental, and social), enhancing the quality of life and helping the patient perform daily living activities adequately. The consortium makes sure that the core contents of NCD management through sport and physical activity in the courses developed

COMMENTS FOR THE EXECUTIVE AGENCY: Most probably this proposal is the adaptation of another proposal. The content of task 3.3 (piloting and running of LLL courses) does not refer to the proposal as it mentions a different field (agro-entrepreneurship) and a partner which is not included in the partnership. Furthermore, the link to the existing courses is not sufficiently described as there will be an in-depth analysis and description of all the related courses during the development of the project. Indeed, the project aims to include very different new modular courses into existing programmes on sport and health sciences, physical education, and teacher training. In this context, there is not sufficient information about the planned tailored activities for the different educational levels.

RESPONSE: It was an error in the proposal as the consortium was trying to integrate some ideas from another proposal and missed deleting the reference. About the courses, the details of courses have been finalized based on the output of the need assessment (WP1) which we have collected from the coaches physical educators, and the community in the areas of physical education, sport, and health sciences, teacher/trainer training, and inclusiveness and aim to work towards delivering them.

COMMENTS FOR THE EXECUTIVE AGENCY ON THE BUDGET: The appropriate staff costs justifications are lacking concerning their specific inputs in the development of proposed courses.

RESPONSE: Staff cost is based on the rate of universities that can have been implemented as per the EU project implantations guidelines.

### Transversal issues

Although the SPIRIT project primarily focuses on the new capacity building for enhancing the fundamental values of sport and physical education for the individual and society, and the special emphasis on vulnerable groups, female and students with special needs. The modular course developed under the SPIRIT project creates a human resource for promoting a healthy lifestyle in preventing or managing NCDs through sport, physical activity, and socioeconomic development in the community. In addition, these programmes will go above and beyond by highlighting the inclusion of women and persons with disabilities so that they can be even more engaged and shatter stereotypes of society. On full implementation, this project would create an impact on each HEIs direct to promote healthy lifestyles because this is directly in line with the national interest of the government.

The sport clubs created within each HEI promote inclusion through student sport activities and volunteerism, to raise awareness of the activities in the project as a model for enhancing inclusive education and healthy lifestyles in local society. The sports club further creates local communities of practice and a network of sports as a vehicle for inclusive education. Finally, the successful implementation of modular courses and the project's strategic dissemination place may overcome the lack of inclusivity in education due to case, creed, race, financial and physical handicap, and even lack of resources. Therefore, this project would create guidelines for including students from the less privileged society.

### Involvement of people with fewer opportunities

# Award Criteria

## Assessment Criteria

### Relevance of the project

#### Relevance to the objectives

The SPIRIT project aims to address two existing problems: non-communicable diseases and lack of physical activity and participation in sport among youngsters in the 3 partner countries- India, Indonesia, and Sri Lanka. SPIRIT is a three-year joint capacity-building project Co-funded by the Erasmus+ Programme of the European Union between twelve institutions in Asia and Europe. As per the EU priorities set for Region 6 in the field of curriculum building, SPIRIT falls into the category of at least three priorities: health, education, and personal services (sport). We are providing with the SPIRIT the possibility to change the students and, more importantly, society's health by re-enabling and reprioritizing physical activity both for physical and mental gains. The project integrates modules on inclusion through sport and physical education in different sport, health, and education programs. Such modular courses can be integrated with teacher training programs to foster democratic values, non-discrimination, gender equality as well as pedagogic tools to combat radicalism through sport and physical education activities.

To address the widespread issue of non-communicable diseases (NCDs) in our partnering countries, SPIRIT has launched a new capacity building initiative. Our goal is to educate students on the latest knowledge, skills, and strategies for the prevention and effective management of NCDs. Our initiative includes various modular courses developed under the SPIRIT project that cover a range of topics, including exercise, physical education, sport, and nutrition for the management of NCDs. By completing these courses, students are equipped with the necessary skills to disseminate this knowledge in institutional, community, and academic settings. These courses provide knowledge on how to promote physical activity and diet in combating the triple burden of diseases. In addition, our lifelong course would benefit other stakeholders outside the HEI, including the general public. As part of our disseminating and sustainable activity, the SPIRIT clubs would create awareness on NCDs prevention and management through physical activity and sport in HEI and local communities. Our ultimate goal is to empower students to become agents of change in their communities, promoting healthy lifestyles and preventing the onset of NCDs. We believe that by investing in education and capacity building, we can make a significant impact in the fight against NCDs.

In addition to providing train-the-trainer sessions to equip teachers in three Asian countries with the necessary competencies and skills to deliver the courses, the SPIRIT project must ensure that these teachers possess the required methodologies and capabilities to effectively impart new knowledge and activities. To further disseminate the project outcomes to a larger population, the SPIRIT student clubs created under the project will also help to promote good inclusive and healthy lifestyle practices for the prevention and management of NCDs, while raising awareness of the project among local communities. Ultimately, this will help to ensure that the project's message is communicated effectively and efficiently.

This is done because the project does not want to only operate within the classroom walls but to open links to local communities, primary and secondary schools, and wider society. Through the modular courses, SPIRIT values will be transmitted to the young population like inclusiveness, democratic values, gender equality, respect, tolerance, and collaboration between different groups. The more sport and physical activities are organized, the more SPIRIT values will be able to be enhanced.

The main goal of SPIRIT is to create a modular program in Sport, physical education, and Health Sciences in 3 countries of Asia that contribute to increasing the recognition of the fundamental value of sport and physical activity for the individual and society, well beyond competition, as a powerful tool for the promotion of healthy lifestyles and socioeconomic development - putting special emphasis in vulnerable groups, female and students with special needs. The specific objectives are:

1. To collect the EU and Asian best practices in inclusive practice using sport as a medium.
2. To develop a curriculum and training program for teachers that enhances inclusion, diversity, tolerance, healthy lifestyles, and nutrition.
3. To develop LLL programs for trainers, coaches, sports clubs, and local communities.
4. To develop guidelines for inclusive universities in India, Indonesia, and Sri Lanka.

5. To create sport club units within each HEI that promote inclusion through student sport activities and volunteerism.
6. To raise awareness of the activities in the project as a model for enhancing inclusive education and healthy lifestyles among local society and students.
7. To create local communities of practice and network of sports as a vehicle for inclusive education.

## **EU Education, Cooperation & Development policies**

Synergy of the project is achieved with the assistance of the European partners- Universidade de Lisboa (UL), Universitat Politècnica de Valencia (UPV), and University of Nicosia (UNIC), the partner universities in the Asian countries are developing both the degree and the lifelong learning programs as per the framework put in place by the Bologna process with corresponding course descriptors and learning outcomes. Furthermore, the project follows the European Higher Education Area (EHEA) vision that everyone has the right to quality and inclusive education, training, lifelong learning to maintain and acquire skills to participate fully in society and successfully manage transitions in the labor market. All partners are in cross-linked cooperation in a frame of ERASMUS mobility, which enables easy and reliable communication among the partners and distribution of roles in the project partnership.

The knowledge and experience of the UL, UPV and UNIC in ECTS implementation process and other reforms based on Bologna process are remarkable. They have a long tradition in active participation in the Bologna process by developing indicators for qualitative internationalization in higher education. The European partners in SPIRIT project have the knowledge and leadership to provide targeted teachers and students with an in-depth knowledge and understanding of the scientific and pedagogic principles governing sports performance, physical education, exercise and health and physical activity. Thanks to their expertise they can educate teachers and students in the core disciplines of sports sciences, physical education and nutrition. They can also enhance their intellectual capacity and their ability to academically communicate with other sports and health education scientists; provide know-how on how to encourage active participation, diversity and inclusive education; prepare graduates to lead and continue interest for sports activities and physical education; promote life-long sports participation culture and promote international joint research

## **Quality of the project implementation**

### **Description of the implemented activities**

1. Due to the global pandemic crisis certain activities under different work packages have been delayed (details presented in Table of achieved results). Due to the pandemic force majeure situation the mobility plans are especially hindered.
2. At the beginning of the project a Kick-off meeting was organized on 11th January 2021, to allow the consortium partners to get to know each other.
3. The MOUs were virtually signed between LPU and other 11 EU-SPIRIT partner institutions on 1st February 2021 via zoom meeting due to the COVID-19 pandemic. The ceremony was attended by more than 90 guests from the consortium member organizations.
4. The first mobility under the project for the Coordinator's meeting scheduled at Brussels was cancelled.
5. The first coordinator's meet was then conducted online via Zoom meetings on 17th February 2021 to brief them about their roles and responsibilities and how this project will be executed.
6. The steering committee was constituted on 12th March 2021, during the monthly work progress meeting with the consensus of all the institute coordinator of the consortium.
7. The study visit to UL, Lisboa and UPV, Valencia and the project management meeting was cancelled. Later the consortium decided to organize a virtual study visit to all three European partner HEIs.
8. Three survey virtual tours were organized for visit to University of Nicosia, Universitat Politècnica de Valencia, and Universidade de Lisboa, on 17th March, 26th March and 4th April 2021 respectively. A total of 147 members attended the virtual study tour.
9. We requested the project officer allocated by the agency for our project to allow us to conduct the training of trainers online until the travel restrictions are lifted.
10. The topics to be covered in the face-to-face training of trainers by the European experts were conducted



virtually in 24 sessions between 18th October 2021 and 2nd February 2022. The virtual training covered 12 topics with one session each for theoretical and workshop lessons. A detailed report for the virtual training was generated and is available in the attachment.

11. The mobility for face-to-face training of trainers was reduced from six to three by combining the training components of two training sessions into one and increasing the number of days in each training session.
12. The first face-to-face training was conducted at UPV, Spain which was attended by 38 delegates from 11 consortium partner institutions.
13. The first face-to-face training was conducted at USU, Indonesia which was attended by 27 delegates from 9 consortium partner institutions. The delegates from UL and UNIC could not travel due to their health condition as they were tested positive for COVID-19.
14. The third face-to-face training was conducted at LPU, India which was attended by 32 delegates from 10 consortium partner institutions. The faculty member from UPV could not attend due to their prior commitments.
15. The project management is requesting the project prolongation up to 6 months with the new end date of 14/07/2023.

### **Quality assurance**

To achieve the quality objectives of the project, an Internal Quality Committee (IQC) was established, which will consist of persons nominated by and from the consortium. The IQC monitors and evaluates the progress of the project and to ensure that all its activities are carried out properly according to the quality standards established in the QCMP and ensures proper execution of the project to achieve its objective. The IQC is responsible for the design of a proper evaluation process and for the set of indicators created to assess the project activities, outputs, and outcomes, and project management. The IQC monitors the project at different points using different types of evaluation practices and tools, such as report analyses, surveys, questionnaires, checklists, and visits, devised to assess on an ongoing basis project relevance, efficiency and impact and to measure progress throughout its life cycle.

Quality assurance consists of what must be done during the actual tasks to ensure that the standards identified during quality planning are met. It is therefore done during the implementation phase of the project life cycle. The focus of quality assurance is on the processes used in the project. Quality assurance ensures that project processes are used effectively to produce quality project deliverables. It involves following and meeting standards, continuously improving project work, and correcting project defects. A detailed quality assurance strategy and indicator is provided in the quality plan.

### **Visibility**

This WP includes the organization of dissemination activities and events necessary to give visibility to the project. Initially, a website for the SPIRIT project was launched on 6th June 2021 (<http://spirit-eu.org/>). Secondly, a social media account for the SPIRIT project was created by EduLab that will act as a visual reference providing basic information on the SPIRIT project from the onset.

Facebook: <https://www.facebook.com/SPIRITErasmus>

LinkedIn: [linkedin.com/in/spirit-erasmus-8549a6242](https://www.linkedin.com/in/spirit-erasmus-8549a6242)

On October 18th, 2021, the Indonesian partners of the SPIRIT project - USU, USK, and IPB - jointly organized an international conference. The event was attended by 145 participants and focused on the topic of sports injury prevention and recent updates. In February and March of 2022, several webinars were held on the same topic. LPU organized a webinar series that attracted 478 participants and garnered 693 views on the YouTube live stream. Meanwhile, SUSL and UOP jointly organized another webinar series that was attended by 300 participants. On January 22nd, 2022, BVP hosted a panel discussion on the role of sports and physical education in preventing non-communicable diseases. The event was well-attended, with 250 participants. ISBR organized two events in January and November of 2022. The first was a video pitching challenge that aimed to promote strategies for preventing non-communicable diseases. The event reached 3000 people, and the top three videos were awarded certificates. The second event was an international conference on entrepreneurship, innovation, and start-ups. The event attracted 190 participants and received 30 research paper submissions. Overall, these events demonstrate a commitment to promoting health, innovation, and collaboration across borders.

## Equipment

A total of 193000 Euros have been allocated for the procurement of equipment under the project by the Asian partners of the SPIRIT project. The process of equipment procurement was delayed due to the COVID pandemic. Further, it was also impacted by the frequent fluctuation in the currency exchange rate. The equipment list was revised based on the courses selected by each partner to ensure maximum utilization of the purchased equipment in the piloting of the selected courses. The equipment and bibliography list were approved by the Project Officer upon discussion. As of now, the partners have combinedly purchased the equipment worth 76,809 Euros. The remaining equipment has been initiated for procurement process as per their institutional norms. The equipment procurement process is expected to complete by the end of December 2022. However, the COVID-19 pandemic, coupled with the recent economic crisis and currency depreciation in Sri Lanka's partner countries, has caused a delay in procuring the necessary equipment. As a result, the project requires an extension of at least six months in the eligibility period of the SPIRIT project. This delay is due to the increased cost of the proposed equipment, which has made it difficult for the project to secure the necessary funding.

In conclusion, the delay in procuring the necessary equipment for the SPIRIT project is unfortunate but understandable given the current global situation. However, with an extension of the eligibility period, the project team can overcome these challenges and continue to work towards achieving their goals.

## The project includes activities relating to curriculum development

**HIGHER EDUCATION: Promoting internationalisation, recognition and mobility, supporting changes in line with Bologna principles and tools = Yes**

The project is a collaborative effort between 12 partners hailing from India, Indonesia, Sri Lanka, and Europe. The budget has been allocated to facilitate visits and mobilities among the partner countries. The EU Program Partners have conducted an initial online training session, where they presented the Bologna Principles and Tools, along with the respective EU Policies and best practices. The training emphasized the need to align academic programs with European programs to enable the mobility of students and teachers. To further this objective, three physical meetings and several synchronous e-learning seminars have been organized. These sessions aim to provide colleagues in the Partner Countries with examples of how programs and courses are structured in the EU. The importance of defining SMART Learning Objectives has also been stressed, as they serve as the foundation for developing good courses that are in line with local targets and needs and compatible with programs and courses in the EU higher education system.

The harmonization of this program is anticipated to facilitate the mobility of both teachers and students among the participating countries. To kick off the project, all meetings and trainings were conducted online, beginning with virtual visits to European universities due to global COVID-19 pandemic. In Fall 2021, a synchronous online program was launched, featuring experts from all European universities and covering a wide range of subjects. The training schedule was designed 2 days in a week and the European expert was taking turns in delivering the theoretical module and workshop activity. The agenda for these meetings is attached, and most of the recordings are available for review (Annex- v). Attendance varied from week to week, with approximately 30-35 individuals participating each time, depending on the subject and partner availability. This program promises to be an exciting opportunity for cross-cultural exchange and collaboration among educators and learners alike.

The University of Valencia (UPV) organized the first physical meeting from May 9th to May 14th, 2022. The meeting's agenda and the list of participants are available in the annex-v. The training on VLE consisted of two days, Monday and Tuesday, dedicated to course development and a demonstration of the e-learning course on learning and e-learning developed by UNIC. The training week included a workshop on Physical Education and Sports in Inclusive Schools and on Event Organisation in Sports, including support to the development of syllabis and workshops on learning objectives and learning outcomes. The objective was to structure new and existing courses based on the European framework through course outline development. Overall, the meeting was a great success, and the participants gained valuable insights into course development and the European framework.

The second physical meeting, organized by USU in Medan, North Sumatra, was held in Indonesia from June 16th to 21st, 2022. The training was designed to enhance the skills of colleagues from Asian universities in specific areas. Theoretical teaching sessions were conducted in the morning, followed by practical sessions in the afternoon, where participants learned how to structure proper learning objectives and draft course outlines. European partners provided feedback to help participants improve their skills. The meeting had 32 participants. . Workshop on Exercise and Health Disease, Diversity and Teaching Strategies

and Innovation and Entrepreneurship in Sports Management were delivered. This training was a great opportunity for colleagues from Asian universities to enhance their skills and learn from their European counterparts. The practical sessions were particularly helpful in providing hands-on experience in course content creation and feedback.

The third meeting, organized by LPU in Phagwara, Punjab, India, took place from July 10th to July 17th, 2023. This meeting followed the same format as the previous training in Medan, which took place a month prior. In the meeting participated 34 persons. In the last meeting at LPU, the European Partners from UL, UPV and UNIC delivered the workshop on Motor Development, Marketing in Sports Management and Sports Nutrition for Exercise and Performance respectively. During the training, almost all of the Asian partners were able to develop the final drafts of their proposed course outlines. This was a significant achievement, as it demonstrated the dedication and hard work of all those involved in the project.

It is widely recognized that sports and physical education can play a crucial role in reducing social tensions and conflicts at both community and national levels. By addressing the sources of differences and potential conflicts, sports and physical education provide a natural way for people and communities to come together on equal footing and compete in a healthy and inclusive environment. This approach rejects exclusion and provides an alternative entry point into the social and economic life of communities. The curriculum development phase (WP2) aims to promote sports, athletics, healthy lifestyles, and inclusion in education through modular courses at 1st and 2nd cycle levels. These courses will be integrated into existing sport and health sciences or physical education and teacher training programs. The ultimate goal is for healthy lifestyles and inclusion to become ingrained in partner organizations and flow out into the local societies at large. This will be achieved through the Lifelong Learning programs and other athletic activities planned during the project's lifecycle and beyond.

Sustainability is a major concern for the partners involved in this project. They expect that the courses and other activities will have a long-lasting effect on the local societies and countries in both Asia and Europe. By promoting healthy lifestyles and inclusion, this project aims to create a positive impact on HEIs and communities. You can access a comprehensive report by clicking on the provided link: [shorturl.at/bkBHS](https://shorturl.at/bkBHS)

## **New/updated courses**

One of the main objectives of SPIRIT is to create new modules or update new ones to be provided by each Asian partner in their HEIs in the field of sport sciences, physical education teacher training, and public health. Asian partners with assistance from professors/teachers from European partners prepared the syllabus for this new or updated courses, identified new teaching materials and methods, and redefined the course descriptors. The syllabi covered three main disciplines: Sports Management; Physical Education; and Sport Nutrition. 35 modules were developed, covering 1st and 2nd cycle level Programmes, from 6 to 2 ECTS. All 8 Asian partners developed at least 3 modules, mainly covering the following fields of sport science: • Exercise physiology • Exercise biochemistry • Sport nutrition • Exercise in relation to health, disease, and aging • Sport technology and measurements • Sport management A detailed list can be found in the table of achievements. These courses are also complemented by modular courses on health practices and prevention through physical education and nutrition as lifelong learning or adult education for other types of learners and practitioners

The selection of the modules that would be developed or updated resulted from a detailed need analysis performed by the Asian partner HEI with the support of European partners (WP1). The majority of the modules are new (25, 78%) and, even for the updated modules, the justification for introducing the courses are all, more directly or indirectly, related to:

- Fast-growing sector that requires specialized skills and knowledge;
- Need to prepare students for their careers (as the students will be the working force of a fast-changing society);
- Topics, such as Personal and Social Development and Inclusion, being new at national and regional levels (e.g in Sri Lanka);
- Lack of courses covering the specific topic oriented for problem solving skills;
- Need to fulfil new and innovative competencies of the students in the topics;
- Include the cultural competency as one of the aspects of the courses (wide differences across different cultures, religions and populations);

- Need to update to meet the expectancy of current and the latest findings developments (which are constantly emerging in this modern era); and
- Technology being increasingly used in the field of sports.

In some cases, the modules developed are addressing for the first time in the region and/or University topics such as Physical Education and Sport Coaching, Personal and Social Development and Exercise and Nutrition in Combating Triple Burden. A detailed report will be found at

## **Teaching / Training Activities**

### **Mobility for Teaching, Training and/or project research activities = Yes**

The design of the training of trainers is based on the identification courses based on the needs survey and assessment obtained in WP1. In WP2.1, the European partners designed the courses based on their experience and expertise to produce meaningful outcomes for the Asian partners that could be adapted to the needs of each institution. Fundamentally, the design of the courses has considered that the focus of the courses was not only on students but also on the departments trainers who already have knowledge of the subjects. Adding to that, the EU partners identified adequately sufficient broad and transversal bibliography to be adopted by Asian countries.

As the world faced the global Covid-19 Pandemic, the Erasmus+ SPIRIT Project did have an influence of the pandemic. Initially, the training of selected teachers was planned to be conducted face-to-face, but due to the limited circumstances, the training was held online until May 2022. The training was conducted virtually and hosted by three European partners (UPV, ULisboa, and UNIC) teaching 12 different subjects.

The virtual training began starting from October 2021 to February 2022. The virtual training produced a positive outcome although the misunderstanding and lack of comprehension in communication happened. Due to the online technical challenges and unpredictable schedules of the teachers, the training were not optimal to reach the aims and objectives including the exchange of knowledge, learning from each other, and getting more reflections on methodologies to follow.

In 2022, as the overseas travel rules restriction has been eased, the training was conducted face-to-face in three consecutive times at different universities including the 1st training in May at UPV, the 2nd training in June at USU and the 3rd training in July at LPU. Beforehand, the 3rd training was planned in July in Sri Lanka, however, due to the great devaluation of the currency and a climate of political crisis circumstances occurred in this country, it generated insecurity among members which finally decided to change the meeting location to the LPU, India. Finally, the training obtained a positive effect after the first face-to-face activity conducted at UPV, Spain and later on followed at USU, Indonesia as well as LPU, India. All the face-to-face training did help to reinforce the training of selected teachers.

Teaching Activities will start in the next period, where the Asian Partners will run the classes for the new and updated modules (courses) developed during WP 2.3.

## **Quality of cooperation**

### **Project management**

The coordinating organization, LPU is responsible for handling all the financial and administrative tasks of project documentation of SPIRIT with the constant support of the consortium and specially EDULAB in Asia. Regular communication with all partners is being done by LPU and EDULAB as part of the communication strategy. LPU is constantly in contact with the Project Officer for reporting to EACEA. EU partners with experience in administration of CBHE projects like UL-IST are also assisting in the project management. In order to guarantee effective and efficient project management at each HEI, two main bodies are established: I. Local Project Management Teams- It includes the coordinator and team members who will be working on a different aspect of each work package within each consortium member institution. II. Coordinators- A coordinator at a consortium member institution will manage and monitor all project activities, organize project management meetings and evaluate project results at their respective institution and coordinate the same with the Project Coordinator-LPU. The Project Steering Committee was constituted upon mutual consensus of all the consortium partners during the Monthly Work Progress meeting held on 12th March 2021.

The Steering committee included 4 members- Suresh Mani (LPU), Ana Pipio (UL-IST), Walter Senevirathne (UOP), and Damien Hanet (EduLab) who will be responsible for supervising the work of other

subcommittees and leading groups (like QP). The steering committee will also be responsible for dealing with any risk, problem, and conflict that may arise in the course of the project. Due to the COVID-19 Pandemic, the first project meeting scheduled in Lisbon at the beginning of the project was canceled. However, a virtual conference meeting was organized on 2nd February 2021, to establish project management procedures, quality assurance procedures and general sustainability and dissemination policies. During the meeting, the consortium has mutually decided to continue with the Virtual Meetings for all the work package-related activities until the COVID pandemic subsides and the travel restrictions are lifted in all the consortium partner institution countries.

Communication was enhanced during all project duration between partners through WhatsApp groups, phone calls, emails, google meet, and zoom meetings. Due to the Covid-19 pandemic, the first coordinator's meet and workshop scheduled in Brussels was postponed. The first coordinator's meet was then conducted online via Zoom meetings on 17th February 2021 to brief them about their roles and responsibilities and how this project will be executed. All the partner institution coordinators were further instructed to create their Local management teams for implementation and monitoring of the project. Regular monthly meetings with all the partners are being organized virtually via Zoom meeting by the project coordinator for evaluating the task performed in the past month. The agenda for each monthly work progress meeting is communicated to all the institute coordinators at least 10 days in advance. During the meeting, respective WP leaders present the work progress and discuss the plan of action for the coming month. The minutes of the meeting and attendee list along with the key actionable points are communicated to all the institute coordinators within 1 week of the meeting. The meeting is video recorded and stored in the shared google drive folder with access to all the institute coordinators for future reference

### **Involvement of partners and stakeholders**

It is essential to involve stakeholders' views when planning and implementing any capacity-building project. To evaluate the knowledge and attitudes towards the needs of sports and nutrition education, the SPIRIT project conducted a survey-based need assessment. This survey included 120 participants from academics, owners or managers, and associations of sports and health clubs, and gyms. The results of the survey suggested that the new courses should focus on improving knowledge and skills in the field of sport management, physical education, and sport science and nutrition. Additionally, the courses should have a special emphasis on capacity building in managing NCDs through sport and exercises, as well as life-long learning courses targeting sport/gym trainers. By taking into account the stakeholders' views, the SPIRIT project can ensure that the capacity-building project is successful and meets the needs of the community.

Student clubs known as SPIRIT have been created within the universities of each Asian partner, under the guidance of faculty members. These clubs will serve as a channel to disseminate the project outputs, organizing various volunteering campaigns to promote collaboration between universities, schools, and local communities in order to create awareness about sport and physical education for effective management of NCDs. Despite the delay in creating the SPIRIT clubs in the partnering countries due to the global COVID-19 pandemic between 2021 and mid-2022, the clubs are now fully operational.

Universitas Sumatera Utara was proud to host the SPIRIT International Conference virtually in collaboration with Institut Pertanian Bogor and Universitas Syiah Kuala. This conference was attended by 16 speakers from 7 countries, 31 oral presenters, and over 145 delegates. It was an incredible opportunity to bring together such a diverse group of people from around the world to share their knowledge and expertise. The members of SPIRIT Club at USU volunteered to attend the conference. They were eager to contribute their knowledge and expertise to the event, and to gain valuable insights from the other attendees.

ISBR Business School recently rolled out a social media campaign across Instagram, Facebook, Twitter, and LinkedIn to promote their Video Pitch event on strategies to prevent non-communicable diseases. The campaign was viewed by over 3,000 people, resulting in 12 participants. The top three videos were awarded certificates for their efforts. Similarly, ISBR SPIRIT Club members conducted an event for government-run school children aged 7 to 14 years old (for inclusion). A total of 114 students attended the government school, accompanied by three faculty members. The event was a great success, providing the students with an opportunity to learn and grow in a safe and supportive environment. The SPIRIT Club members were delighted to be able to give back to the community and make a positive impact on the lives of these young students.

BVP hosted two engaging panel discussions, titled "Sports and Physical Activity as Medicine for Non-Communicable Diseases" and "The Role of Sports, Nutrition, and Exercise in Non-Communicable Diseases". Nine esteemed national and international speakers discussed the benefits of sports and a healthy lifestyle on January 22, 2022. The event was conducted online via Zoom and live-streamed on YouTube, garnering over 1,877 views to date. During the COVID-19 pandemic, a series of webinars on sport injury prevention and management, conducted by experts from the sport authorities of India, were organized by

LPU, SUSL, and UoP. LPU issued electronic certificates to those who completed the post-webinar examination.

Finally, the launch of modular and lifelong learning courses will take place at the start of 2023, targeting university students from diploma, undergraduate, and postgraduate levels, as well as stakeholders from the wider community, including the general public, sports and gym trainers. This initiative will provide an opportunity for individuals to gain knowledge and skills that will benefit them throughout their lives.

SPIRIT Projects receive support from educational authorities based on Indonesia's implementation of Sustainable Development Goals, which are preventing non-communicable diseases. The Province Government of North Sumatera and City Government of Medan have both shown their commitment to the sustainability of this project through their involvement in the project's activities, such as sports competitions. In addition to the government, the North Sumatra branch of the Indonesian Sports Committee (Komite Olahraga Nasional Indonesia/KONI) has also provided support by participating in various project activities and research.

Other non-governmental organizations have also been involved in this project, including the Indonesian Doctor Association (Ikatan Dokter Indonesia/IDI), the Association of Sports Physiology Experts of the Republic of Indonesia (Perhimpunan Ahli Ilmu Faal Olahraga Republik Indonesia/PAIFORI), the Indonesian Association of Nutrition Clinical Doctors (Perhimpunan Dokter Gizi Klinik Indonesia/PDGKI), the Indonesian Association of Nutrition Medical Doctors (Perhimpunan Dokter Gizi Medik Indonesia/PDGMI), and the Indonesian Hydration Working Group (IHWG). All of these associations have committed to supporting and sustaining the SPIRIT Project and USU SPIRIT Club's activities through conferences, seminars, and focus group discussions. Furthermore, these organizations have provided funding for the SPIRIT Project and USU SPIRIT Club's activities over the past 18 months. In addition, other sports clubs such as the USU Student Sports Association and other private sports organizations have also lent their support to this project, evidenced by their involvement in student sports competitions at both the local and national level.

Effective utilization of human resources is essential for improving the value of project implementation, especially during the global COVID-19 pandemic. By leveraging the skills and knowledge of individuals, organizations can maximize the potential of their projects and ensure successful outcomes. The project consists of six work packages: Preparation (WP1), Development: Design and Development (WP2), Development: LLL and Online Courses (WP3), Quality (WP4), Dissemination (WP5), and Management (WP6). The Asian institutions are primarily responsible for the successful implementation of WP1, WP4, WP5, and WP6, with additional guidance from the experienced European partners. The USU, assisted by the UNIC, is responsible for delivering the need assessment in WP1, while the quality monitoring and control of the SPIRIT project in WP4 is governed by the UoP, with support from the UoL. To ensure the highest quality of project implementation, the consortium decided to assign ISBR and BVP to oversee WP4 in the early stages. Similarly, EduLab is the primary leader of WP4, supported by the IPB and UoP, while the project management and administration of SPIRIT (WP6) is governed by LPU, with additional support from EduLab and UoL. Furthermore, the consortium decided to include USK in WP5, thus ensuring that each institution of the consortium contributes equally to the project's overall implementation. Experienced programming institutions are supported by inexperienced partnering institutions, which builds additional capacity in various aspects of project management.

### **Management of the grant**

As part of the initial project agreement between the LPU and EU, the LPU, the coordinating institute, signed a partnership agreement with the legal representatives of each member of the consortium institution. Finance management includes project beneficiaries, pre-financing, timelines, and procedures as part of the partnership agreement that was agreed upon by the consortium. This was supported by the Edu Lab (P) and UoL (P). At the beginning of the project, the project coordinator held a virtual workshop and briefed the project financial management guidelines to the consortium, and the same was reinforced during monthly progress meetings. The finance management presentation and meeting recording were made available for all the members of the consortium via shared google drive. In addition, a financial management guideline was shared as part of the 1st periodic report with the consortium which includes reporting templates, and communication standards.

During the project's initial phase, the LPU faced a challenge in transferring the grant to the project partners due to government guidelines and finalizing the project agreements between the LPU and other members of the consortium (completed within the time frame). However, the LPU made a concerted effort through discussion and documentation with the bank, the fund transfer was made in four phases to the beneficiary institutions. The project fund was transferred first to European partners, followed by Indonesian, Sri Lankan, and Indian partners. In particular, the new amendment was made with USK for a change of bank

details due to Indonesia's new bank law on the 8th of December 2021, and consequently, the fund transfer was completed in February 2022.

A detailed list of equipment and bibliography based on the proposed courses by each partnering institution was prepared while considering the allocated budget of 2400 euros for each partner. The final equipment and bibliography were revised critically and endorsed by the project officer for the SPIRIT project. The global COVID - 19 pandemic affected the physical meetings and training of trainers as per the project proposal even at the beginning of the project, hence, the travel was postponed. The same issue was periodically reviewed and discussed in monthly progress meetings and looked for the optimal time of travel. In the first quarter of 2022, the revised travel plan and budget were prepared and got approved by the project officer for TOT in UPV- Spain, USU-Indonesia, and LPU- India. Each member of the consortium institution communicated to prepare and submit various travel-related documents including Individual travel documents, boarding pass, and lodging documents. Each member of the consortium equally participated and made a significant contribution to administrative and financial management activities by providing individual financial statements and periodic reporting

## **IMPACT AND SUSTAINABILITY**

### **Awareness raising, dissemination, sustainability and exploitation of the project results**

Due to covid plaguing the start of the project, most of the dissemination has happened online. The developed tools used are social media (Facebook and recently LinkedIn), online conferences (national and international notably by USU and ISBR), SPIRIT, newsletters and SPIRIT clubs.

The engagement and impressions on Facebook have been quite encouraging, with an average of 554 impressions per post for a total of 41 posts. This is particularly true for the later period of the project, during which we were able to share tangible results and showcase our offline work. As a result, we have seen a significant increase in engagement and interest from our audience. In addition, our LinkedIn posts have helped to expand the reach of our project activities to a wider audience of business professionals and students. We currently have over 62 connections and 66 followers on LinkedIn, which has helped to further promote our work and increase our visibility in the community

The partners have successfully organized two conferences that have proven to be impactful tools for disseminating project results to experts in the field. Universitas Sumatera Utara is proud to have hosted the SPIRIT International Conference virtually and supported by SPIRIT club. The conference was attended by 16 speakers from 7 countries, 31 oral presenters, and over 145 delegates. The conference had the cooperation of journal publishers to publish selected papers published in Indonesia Biomedical Journal indexed in Scopus. The conference was a resounding success, with live telecasts reaching over 112 viewers on YouTube other than zoom participants. The conference covered a wide range of topics, including the latest research in sports and nutrition, and the impact of these fields on public health. The conference was a great platform for researchers, academics, and practitioners to exchange ideas and collaborate on future projects.

The second international conference was organised by ISBR, with speakers from India, USA, South Africa, Cyprus, Spain, Portugal, Indonesia, and Sri Lanka on "Sports and physical activity is a medicine for non-communicable disease with speakers from India. These major activities created a lot of exposure for the project, and we saw an increase in our social media engagement and impression. There was also exposure in the local press by partners which impacted the respective local communities. The online dissemination did reach (3648 people reached on Facebook) our target group of scholars and experts in the field as well as the student and the university population and also received over 1,877 views on YouTube well. The website also gave partners, stakeholders, and other target groups (and non-target groups) information and updates about the project.

Furthermore, ISBR organized a nationwide SPIRIT Video Pitch event focused on various strategies to prevent non-communicable diseases through a social media campaign on Instagram, Facebook, Twitter, and LinkedIn. Almost 3,000 individuals saw the post, and 12 people signed up as participants. The top three videos received certificates for their efforts. Similarly, ISBR SPIRIT Club members organized an activity for children between the ages of 7 and 14 in government-run schools (for inclusion). Three staff members and a total of 114 pupils attended the government school. The activity was a huge success as it provided a secure setting for the youngsters to grow and learn.

On January 22, 2022, two panel discussions with the titles "Sports and Physical Activity as Medicine for Non-Communicable Diseases" and "The Role of Sports, Nutrition, and Exercise in Non-Communicable Diseases" were held to discuss the advantages of participating in sports and leading a healthy lifestyle. Zoom was used to conduct the event online, and YouTube has received over 1,877 views as of this writing.

LPU, SUSL, and UoP produced a series of webinars on sport injury care and prevention led by specialists from the Indian sports authority. Those who passed the post-webinar exam received electronic certificates from LPU.

Online and offline activities done by partners (although offline were very limited due to the pandemic and the economic turmoil (for the Sri Lankan partners)) have also bore fruits with the support from the university authorities in setting up the club as well as the student enrolment in the club. Clubs in Indonesia and India have already started with basic activities such as small Yoga courses and working groups in hydration and nutrition with disabled children.

The newsletter initiative was launched due to the difficulties in hosting events at partners and to give a big update to partners, their stakeholders, and anyone interested in the project work and objectives. Two newsletters have been published with a third one on the way.

The impact of our project on sports activities and physical education will be greatly enhanced by the creation of the Student's SPIRIT Club. This is evident from the success of our partner clubs that have already been established. The Student SPIRIT Club registered in students' organization under the guidance of faculty members. The university provide the necessary infrastructure and financial support to organize events that raise awareness about non-communicable diseases (NCDs) and the importance of physical activity in preventing and managing them. Furthermore, the university will assist these clubs in establishing new connections with other non-governmental and governmental organizations that share similar interests. This will enable the clubs to extend their reach beyond the university campus and continue their activities even after the completion of the project. It is expected to hold some small regular outreach activities as well as bigger events to host during the semester (1 to 3 events). The expected impact for the first part of the project had to be re-evaluated because most partner locations were closely followed by a limited physical presence in the aftermath of the global pandemic.

So far, the SPIRIT club has organized various awareness activities in the partnering countries. One of these activities was a seminar titled "The Role of Students in Sports Development to Promote a Healthy Lifestyle and Career Planning," which was held online using the Zoom Meeting application on Saturday, April 16, 2022. A total of 132 participants from the public youth and USU students joined this seminar. Another activity was a community awareness program on good nutrition, adequate hydration, and sports for children with disabilities. This program was attended by 120 students and 30 trained teachers, as well as 130 parents and caregivers who were child companions. Furthermore, a series of recreational activities were conducted to promote physical activity among students and faculty members of a university. The SPIRIT club members organized events at government schools for children. The club has three faculty members and ten student members who plan the events. Recently, an event was conducted for government-run school children aged 7 to 14 years (for inclusion). A total of 114 students were present at the government school with their three faculty members. They were informed about the various benefits of nutrition, hygiene, and exercise and how to spread the word to their parents and friends to utilize all these to reduce the NCDs.

Therefore, our goal is to create a sustainable platform that promotes physical activity and healthy living among students and the wider community. By working together, we can make a significant impact in the fight against NCDs and improve the overall health and well-being of our society.



# Statistics and Indicators

Type of equipment:

- ☒ books and pedagogic material
- ☒ audio-visual equipment
- ☒ Computers and software
- ☒ lab material
- ☐ Other

For Curriculum Development projects

☐ Yes

Level of new/updated courses:

- ☒ Short cycle
- ☒ 1st Cycle (e.g. Bachelor)
- ☒ 2nd Cycle (e.g. Master)
- ☐ 3rd Cycle (e.g. Doctoral)
- ☐ Vocational Education and Training

**Type of recognition:**

- ☒ HEI Degree
- ☒ National degree
- ☐ Multiple Degree
- ☐ Joint Degree

0

Volume (in ECTS) of new/updated courses

**The new study programme includes:**

- ☒ Placements/internships for students
- ☒ Career orientation service
- ☒ Career development measures

0

Number of learners / trainees enrolled (per intake / course delivery)

**Type of skills/competence developed:**

- ☐ Transversal/behavioural skills
- ☒ Technical /academic /scientific / research skills
- ☐ Linguistic competences

0

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the project

## For Training/Mobility Activities

Number of partner country "HEIs' students" trained	0
Number of partner country "HEIs' academic staff" trained	157
Number of partner country "HEIs' administrative staff" trained	0
Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)	0

## IMPACT AND SUSTAINABILITY

### Impact at individual level

Extent of attention given to vulnerable groups	to a very high extent
Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs	163
Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs	41
Number of direct beneficiaries in the PCs (/year): HE students	1564
Number of direct beneficiaries in the PCs (/year): non HE individuals	9309

### Impact at institutional level

Extent of impact at institutional level: for instance new courses / strategies (policies, regulations) / services (units, centres )	to a very high extent
Potential of planned project measures to contribute to new national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications /participation in networks or associations etc.)	to a very high extent
Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding / research projects / joint publications / participation in networks or associations, etc.)	to a very high extent

## Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE

not applicable

Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)

to a very high extent

Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions

to a very high extent

Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)

to a very high extent

## Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries

not applicable

Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)

to a very high extent

Measures contributing to improving lifelong learning approaches in the Partner Country HEIs

to a very high extent

## Sustainability

Institutional support for Partner Country HEIs to sustain project results

to a very high extent

### Measures to collect Sources of financial (/logistic) support for sustaining the project results from:

- ☒ Partner HEIs
- ☐ Public authorities in Partner countries
- ☒ NGOs
- ☐ Private sector
- ☒ European Union
- ☐

Other

## QUALITY OF PARTNERSHIP & COOPERATION

Involvement of students in the project implementation

to a high extent

Involvement of non-educational stakeholders in the project implementation

to a very high extent

## RELEVANCE in relation to project objectives

To what extent the project contributes to the policy objectives of the Partner Countries

not applicable

### Project potential to promote EU's horizontal policies

- ☐ Agriculture, fisheries and foods
- ☐ Business
- ☐ Climate action
- ☐ Cross-cutting policies
- ☒ Culture, education and youth
- ☐ Economy, finance and tax
- ☒ Employment and social rights
- ☐ Energy and natural resources
- ☒ Environment, consumers and health
- ☐ External relations and foreign affairs
- ☐ Justice, home affairs and citizens' rights
- ☐ Regions and local development
- ☒ Science and technology
- Transport and travel
- ☐

# Meetings, Training and Mobilities

## Meetings, Trainings and Mobilities

### Estimated dates of consortium meetings until the end of the projects

Venue country	Venue city	Date of Meeting
India	Phagwara	12/07/2022
Indonesia	Medan	30/06/2022
Spain	Valencia	11/05/2022
Cyprus	Nicosia	24-04-2023
Portugal	Lisbon	19-06-2023
Sri Lanka	Peradeniya	11/9/2023

### Training and Mobilities

Event	Purpose	Type of participants	Gender	Number	Country of Origin	Country of destination	Duration (in weeks)	%compared to objectives
4	Training	Academic staff – teaching	Number Male	2	Spain	India	1	100
1	Training	Academic staff – teaching	Number Female	12	Sri Lanka	Sri Lanka	3,5	100
1	Training	Academic staff – teaching	Number Male	9	Sri Lanka	Sri Lanka	3,5	100
1	Training	Academic staff – teaching	Number Female	15	Indonesia	Indonesia	3,5	100
1	Training	Academic staff – teaching	Number Male	9	Indonesia	Indonesia	3,5	100
1	Training	Academic staff – teaching	Number Female	5	India	India	3,5	100
1	Training	Academic staff – teaching	Number Male	9	India	India	3,5	100
4	Training	Academic staff – teaching	Number Female	3	Sri Lanka	India	1	100
4	Training	Academic staff – teaching	Number Male	5	Sri Lanka	India	1	100
4	Training	Academic staff – teaching	Number Female	6	Indonesia	India	1	100
4	Training	Academic staff – teaching	Number Male	5	Indonesia	India	1	100
4	Training	Academic staff – teaching	Number Female	2	Portugal	India	1	100
4	Training	Academic staff – teaching	Number Male	1	Portugal	India	1	100
4	Training	Academic staff – teaching	Number Female	4	India	India	1	100

4	Training	Academic staff – teaching	Number Male	5	India	India	1	100
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4	Training	Academic staff – teaching	Number Male	1	Cyprus	India	1	100
3	Training	Academic staff – teaching	Number Female	6	Indonesia	Indonesia	1	100
3	Training	Academic staff – teaching	Number Male	6	Indonesia	Indonesia	1	100
3	Training	Academic staff – teaching	Number Female	5	Sri Lanka	Indonesia	1	100
3	Training	Academic staff – teaching	Number Male	3	Sri Lanka	Indonesia	1	100
3	Training	Academic staff – teaching	Number Male	1	Spain	Indonesia	1	100
3	Training	Academic staff – teaching	Number Female	5	India	Indonesia	1	100
3	Training	Academic staff – teaching	Number Male	5	India	Indonesia	1	100
2	Training	Academic staff – teaching	Number Female	6	Sri Lanka	Spain	1	100
2	Training	Academic staff – teaching	Number Male	4	Sri Lanka	Spain	1	100
2	Teaching	Academic staff – teaching	Number Female	1	Portugal	Spain	1	100
2	Training	Academic staff – teaching	Number Male	1	Portugal	Spain	1	100
2	Training	Academic staff – teaching	Number Female	9	Indonesia	Spain	1	100
2	Training	Academic staff – teaching	Number Male	6	Indonesia	Spain	1	100
2	Training	Academic staff – teaching	Number Female	6	India	Spain	1	100
2	Training	Academic staff – teaching	Number Male	9	India	Spain	1	100
2	Training	Academic staff – teaching	Number Male	2	Cyprus	Spain	1	100



## Attachments

Type of File	Name of the File
Budget Table	Annexure_VI_SPIRIT_617779_Financial_Statements.xlsm
Declaration of Honour	SPIRIT_617779_Declaration of Honour.pdf
Table of achieved results	SPIRIT Table of Achiement_Final_SPIRIT_617779.docx
Dissemination/Exploitation Plan	WP5_SPIRIT_Dissemination_Plan_SPIRIT_617779.pdf
Quality Assurance Plan	QCMP-Quality-Control-and-Monitoring-Plan_vSet_2022Jan.pdf
Request for Payment	SPIRIT_617779_Request for 2nd Prefinancing.pdf