



## **#ACTIVE.U – SPORT AND SOCIAL INCLUSION**

**Programme:** Erasmus+ Sport - Collaborative Partnerships

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# ACTIVE U SPORT AND SOCIAL INCLUSION

2019 // 2020

INFORMAÇÕES EM [WWW.CNAPEF.PT](http://WWW.CNAPEF.PT)  
Portugal . Polónia . Itália . Noruega // Portugal . Poland . Italy . Norway



APOIO // SUPPORT



ORGANIZAÇÃO // ORGANIZATION





## 1. Introduction

### 1.1. About the ACTIVE.U project. CNAPEF

The #ACTIVE.U - SPORT AND SOCIAL INCLUSION project, which lasted 36 months, aims to give voice to 5 different organizations (associations, NGO's, higher education institutions) in the scope of social inclusion, Physical Education and Sports and youth with new strategies and new forms of intervention among young people.

The problem of social exclusion is a reality for young people who are in a transition phase after compulsory schooling. With the options available and without certain knowledge of the most appropriate opportunities for their future, young people with fewer opportunities tend not to be able to set their own course and to embark on deviant paths. These paths translate into the young NEET and the young at risk of and social exclusion, incapacitated for their future. The aim of the project is to empower young people with new skills and learning, showing their opportunities for the future through sport and informal education.

Thus, it is up to the organisations in the field of social inclusion, Physical Education and Sports and Youth, to join efforts to create strategies of social inclusion based on sport and promoting the social values associated with sport. These strategies, learning and content will give rise to intellectual (non-funded) outputs that will be tested and validated on the ground among the target groups identified for the project (young people between the ages of 16 and 20, young people with fewer opportunities, young people at risk and social exclusion, young NEET) and that will strengthen the transformation of their social reality. The possible stakeholders (local associations in the scope of social inclusion, Physical Education and Sport and Youth, sports clubs, private or public associations, schools, CM, parish councils, Secretariat of State for Youth and Sports, Education and IPDJ) should be involved in the process, both by the implementation and validation of strategies, and by dissemination.

### 1.2. About the Booklet.

This Booklet intends to share relevant information about the development of the Erasmus + Sport Project: ACTIVE.U - Sport And Social Inclusion.

Initially scheduled for an implementation period of 24 months, between January 2019 and December 2020, this project, given the constraints caused by the Covid-19 pandemic, included an additional 12 months of implementation.

Throughout this document, we will seek to share the knowledge that this team was able to obtain regarding the way in which various European stakeholders, perceived as a reference in the area of



Sport and Social Inclusion, perceive and operationalize strategies to promote the inclusion of NEETS through Physical and Sport Activity . We believe that this sharing will be essential to increase knowledge of what is essential in the creation and development of this type of projects and, in this way, contribute to solving the problem of social integration of NEETs in Europe.

We will also share our own experience in the development of this project, as it could be valuable for other future European projects under this theme.

## **2. Project Partners.**

### **2.1. Conselho Nacional de Associações de Profissionais de Educação Física**



The CNAPEF - Conselho Nacional de Associações de Profissionais de Educação Física (PT) / National Council of Associations of Physical Education Professionals (EN) -, based in Barreiro, in the district of Setúbal, is a non-profit association that coordinates and supports the Associations of Teachers and Physical Education and Sports various districts of Portugal.

This work is articulated with the Portuguese Professional Associations of Physical Education that work by region: Coimbra, Algarve, Almada-Seixal, Aveiro, Évora, Braga, Castelo Branco, FozTejo, Porto, Viana do Castelo, Viseu and Lisbon.

With the foundation date of March 15, 1990, the organization objectives are to promote and affirm Physical Education and Sport, to train its members and to promote associativism, through the cooperation of other institutions in the progress of the area and the defense of professional ethics and the role of the professional group in the school for the development of the activity.

In this sense, its scope of work is based on the promotion of Physical Education and Sport as a vector of inclusion, promotion of social values and voluntary participation and not as a means of competition and rivalry; the quality of training of its youth workers, and direct intervention with youth and the community through inclusive and appealing strategies for participation.



In addition, the concerns are focused on the emergence of solidifying the professional group that guides Physical Education and Sport and emancipating the importance of this in the school branch, always in favour of social inclusion and the dignification of the activity.

To this end, it organizes different activities that meet the objectives it establishes: congresses of professionals of national scope (+600 participants p/3 years); reflection sessions on School Sport and on the curriculum of Physical Education (+800 participants p/year); coordination of ongoing training initiatives in the field of Physical Education and School Sport (+800 participants p/year), as well as the organization and support of research in studies that respond to the needs of professionals and eventual trainees.

Considering the continuous line between the importance of physical activity and sport today and the growing need to combat social exclusion and the promotion of social values, the project emphasizes action with a young population, especially those at the end of the compulsory school period and in transition to the labor market or to university education.

Their attentive vision of a quality education with the capacity to positively influence the promotion of inclusive and appealing sports for young people and school success so that in the future, everyone, without exception, can have access to the same opportunities for an improved future to be continued.

In this sense, CNAPEF, based on the guidelines of Educational policy, which frame the inclusive role that Physical Education and Sport should have in Portuguese society and in the European community, guides its work towards the empowerment of young people in the appropriate choices for their future, preventing possible NEET cases.

With regard to staff, CNAPEF is an organization composed of volunteers. The work that any element provides to the organization is done on a volunteer basis, which are linked to Physical Education and Sport, a proactive and conscious attitude of the needs and problems of the young people they work with and a differentiating vision in the promotion of new ways of playing sports. The more regular elements, that is, those that participate always and that are involved in all the activities dynamized by the organization, are approximately 7. In turn, the non-regular elements are those that are involved in moments of greater need for follow-up or support in the implementation of the activities and, although they do not have such an active presence always, are key elements for the achievement and success of the activities. These are approximately 30 elements. More information about CNAPEF at [www.cnapef.pt](http://www.cnapef.pt).



## 2.2. Furim Institutt (Norway).



FURIM  
INSTITUTE

FURIM Institute was founded in Oslo, Norway in 2013. The main aim is to develop and implement evidence-based interventions for Education and Youth work sectors by using social areas such as Sport and Outdoor as an arena in order to solve challenges in society.

Institute is also working on social inclusion, innovation, entrepreneurship, adult learning, as well as focusing on capacity building of NGOs and youth empowerment by using sport, outdoor and HEPA.

FURIM is dedicated to creating a social impact by developing projects, products, services, concepts and tools. The team collects the empirical evidence to adapt and influence the new decisions for social interventions (policies, practices, and programs). Institute focuses on the improvement of the well-being of individuals in society, by implementing entrepreneur mindset, outdoor learning and social inclusion to contribute to the skills development of the individuals.

The major priority is to give a chance to the ones in need by trying to analyse their needs and expectations, develop and implement solutions and make the sustainable effect of our interventions.

FURIM Institute conducts research and development activities using scientific and evidence-based methods and develops and implements projects according to the results obtained from these activities for its own areas of focus.

In collaboration with national and international organizations, FURIM Institute develops curriculum/syllabus for formal and non-formal education organizations, creates face-to-face and distance learning content, and participates in educational platforms. More information about FURIM Institute at <https://www.furim.no/>.



### 2.3. Associação Portuguesa de Gestão de Desporto (Portugal).



The Portuguese Association Management of Sport, APOGESD, is a legal person under private law and of an associative type. The APOGESD has its registered office in the district of Lisbon, in the Faculty of Human Motricity, - Estrada da Costa, Cruz Quebrada, in the municipality of Oeiras.

Founded on January 22, 1996 and according to the "Plan of Activities" (2021/2022), the current management presents a Program for the continuity and consolidation of the work developed by the previous Management teams of APOGESD, adding, however, innovation needed in an ever-changing area.

APOGESD's fundamental strategic objectives are the enhancement of the sports manager, valuation of the profession, valorization of APOGESD, and lastly and very importantly, the valorization of sport.

In order to achieve these strategic objectives, there is a series of operational objectives that must be met in order to achieve them. With regard to the deepening of scientific and professional knowledge, APOGESD has a very high impact on valuing the sports manager and also slightly high on valuing the profession.

By providing exclusive access to documents and information on its website, APOGESD is not only highly valuing the sports manager but also the profession in general, which in turn has the positive consequence of valuing the association itself.

The provision of consultancy services for managers and sports organizations shows a high impact on the appreciation of the sports manager, the profession itself, and also APOGESD.

The promotion of the Association (APOGESD) among undergraduate and master's students in Sport Management, through the creation of activities and also events, is of considerable importance for the association.

The attribution of the Sport Manager of the Year Award, the Municipality Friend of Sport Award and the Scientific Research Award, which are all presented at the National Congress of Sport Management and the Prestige Award, also have a high impact on the valorization of the sports manager, of the profession, also valuing the sport itself. Improving the association's internal organization and the



services it provides to members also has a high impact and, in order to facilitate this organization, it is important to carry out certain tasks such as, for example, regular listing of members, as well as maintaining the institution's economic and financial organization. constantly stable.

The Gestão do Desporto Magazine and institutional and international relations show a considerable level or impact in the valorization of the sports and sport manager, revealing a high impact in the valorization of the profession and of APOGESD.

Protocols and partnerships have an indirect impact both on the enhancement of the sports manager and on the enhancement of sport, a medium impact on the enhancement of the profession and a high impact on the enhancement of APOGESD. The reinforcement of the institutional presence defining its intervention has a high impact on the valorization of APOGESD and of the sport itself.

In short, this is an association whose objectives are to show and further what is meant by Sports Manager. Thus, working persistently, consistently and improving the smooth running of the association, we have been finding very positive results for all the projects and partners that you have on your side. Consciously take on the objectives and obstacles that are placed on us in order to improve and show the true values of sport, showing that we can change lives with this.

More information about APOGESD at [www.apogesd.pt](http://www.apogesd.pt)

#### **2.4. L'Orma Societa Sportiva Dilettantistica a Responsabilita limitata (Italy).**



*"We believe in the possibility of educating young people to be protagonists of their lives and imagine a world in which all people are able to express their full potential."*



*We intend to become a reference point in the path of growth and self-achievement of children, young people and adults, helping to enrich the educational and training offer of families, schools and institutions.”*

L'ORMA is a non - profit educational agency that develops and delivers the best possible formative sport / expressive experiences since 2000, based on non-formal education and aimed at personal and professional growth of children, parents and teachers.

Our organization is a non-profit social enterprise whose main purpose is to promote, encourage, and make social change in a financially sustainable way: all the incomes are reinvested in its mission.

The permanent staff is composed of 10 people that every year coordinate more than 180 youth workers, developing different initiatives in sport, physical and artistic expression (theater and musical performance arrangements) and playful-recreational education activities.

The organization implements its activities through education and movement workshops and training courses in schools (addressed differently both to teachers and students), summer camps for children and their families, training experiences for children, adults and organizations, sport events.

The social impact of its activities falls in the spheres of well-being and education of young people through their engagement in multidisciplinary sport and training activities, and in the support to local authorities in involving young people from disadvantaged groups of the population.

L'ORMA is accredited as an educational institution for training schoolteachers, by the Ministry of Education in Italy.

L'ORMA is also affiliated to the Italian Sport Orienteering Federation and the Italian Modern Pentathlon Federation; it plays a prestigious role on the regional and national scene, especially with regards to the youth movement.

Every year in its ordinary activities L'ORMA:

- Involves 50 schools, delivering 220/250 laboratories for 4.000 children;
- Organizes 10 Summer Camps, implementing 11.000 days of activities for 3.000 children;
- Delivers 10/15 Workshops for 300 teachers and 450 Youth Workers.

More information about L'ORMA at <https://ormainternational.eu/>



## 2.5. Wyższa Szkoła Biznesu i Nauk o Zdrowiu (Poland).



WYŻSZA SZKOŁA BIZNESU I NAUK O ZDROWIU (WSBINOZ) is the first non-public higher education institution in central Poland that offers health-allied, medical-allied studies as well as business and pedagogy faculties. The world class school facility and an outstanding training atmosphere promoted by highly competent and most distinguished specialists, practitioners and academic teachers guarantee the unique and ambitious curriculum, theoretical knowledge and practical skills so desired in professional life. Young adults are taught how to take advantage of the acquired skills and knowledge as well as to keep on developing personal abilities and become professionally successful. At the current stage WSBINOZ has 70 full-time employees and more than 100 academic teachers on contract.

WSBINOZ conducts numerous research and educational projects, and cooperates with various educational, health care, sport-allied and business-allied institutions. WSBINOZ plays an important role in the local and regional educational market and remains active in the field of thematic conferences and workshops organization, seminars, courses, social work and community elicitation for different target groups including disadvantaged groups. Its intention is to cooperate with local, regional and national authorities to attract different target groups. Prominent and well-qualified managers, determined students and academics guarantee its successful development and involvement in various thematic projects related to development of new ideas and services, curriculum building, preparation course syllabus, elaboration of materials and terminology for thematic courses and others.

WSBINOZ's offers a wide range of courses and activities including workshops and seminars related to entrepreneurship, management and marketing, interpersonal communication, shaping creative attitudes, creative problem-solving and coping with stress as well as healthy and active living, dietetics and sport activities. At the current stage of development, The Academy of Business and Health Sciences has clearly specified activity areas at various departments and faculties. Several seminars have been created, numerous workshops and conferences covering different fields have been organized to attract local community, especially disadvantages groups as seniors 50+, unemployed or unqualified adults, youths from socially and economically disadvantaged areas, mothers on maternity



leave who intend to remain active in the field of education, discriminated young adults, disabled persons, adults with educational difficulties, migrants.

More information at [www.wsbinoz.edu.pl](http://www.wsbinoz.edu.pl)

### 3. Methodology

#### 3.1 Business/Social Model Canvas.

BMC, or Business Model Canvas, is a tool that allows for defining, designing, and visualizing a business concept. BMC model can be applied in companies of different sizes and representing different industries or branches. It works well for startups, but it is also used by many international corporations. One of the most important features of BMC is its simplicity and transparency, but also the possibility to apply it when implementing new solutions, services or products. Thanks to this there is no need to introduce changes in the whole company. What is more, a well-developed model can help identify weaknesses and quickly improve them, as well as avoid many mistakes.

This method was originally developed by a Swiss entrepreneur, Alexander Osterwalder, based on his analysis of the activities of various companies, industries and sectors. He distinguished 9 sections identifying 4 spheres of each business, starting with customers and offers through infrastructure to finance. In practice, the model can be written out on an A4 sheet of paper, identifying the 9 key elements according to Osterwalder: Key Partners, Key Activities, Key Resources, Value Proposition, Customer Relationships, Channels, Customer Segment, Cost Structure, Revenue Streams.

Taking into account the value of this model for entrepreneurship, innovation and for the development of robust and sustainable business models, the team that integrates the *ACTIVE U Project - Sport and Social Inclusion* decided to use a version of this model more adapted to social innovation - Social Business Model Canvas (SBMC).

The objective is to support social innovators by designing their Business Models. Social Entrepreneurs focus on the impact they create for beneficiaries rather than generating profits. Therefore, the tool takes into account additional aspects that help to build a social business model.

As in the BMC the SBMC template should also be completed in the correct order. The table should be filled from right to left. This way we can focus our attention on customer and revenue generation. Only the next step is to fill in the information about the company. While describing each key segment we can use the following questions:

#### **Key partners:**

- Who are they and what do they do?

#### **Key Activities:**



- What key activities do I need to do to deliver the social value proposition?

#### **Key Resources:**

- What key resources does the project social value proposition require?
- What resources are required for distribution channels to function properly? What resources are required for customer relationships?

#### **Social Value Proposition:**

- What customer's problems do I want to solve?
- What matters the most to the customers?
- What is the greatest social value to them?
- What social value am I generating for customers?

#### **Relationships Processes:**

- What kind of relationship do you have and how do you communicate with the recipients?

#### **Channels:**

- How do I interact with my customers?
- What channels do I want to use?
- What methods work best?

#### **Target Group Segment**

- Who is the product/service being developed for?
- Who might be a potential customer and why?

#### **Cost Structure:**

- How do your Key Resources and Key Activities contribute to the key costs in your projects?

#### **Social Impact Creation**

In which way does the value proposition of your project generate revenues/positive social outcomes?

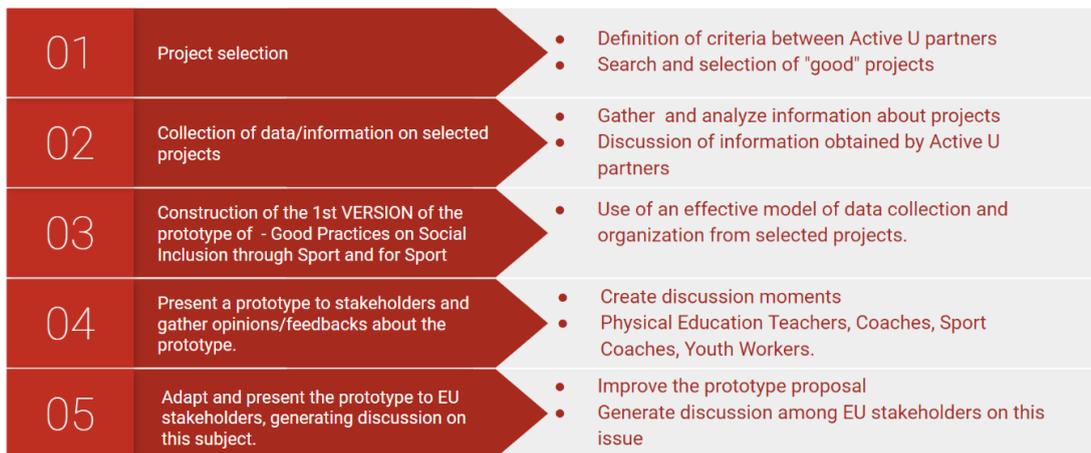
### **3.2 Preparation and Implementation of the Surveys and Workshops.**

Bearing in mind that one of the objectives of this project is to create a model of good practices in promoting social inclusion through sport, we chose to define 5 stages of development for this project.



This proposal was based on a circular approach, integrating prototype creation, demonstration of these prototypes to stakeholders, gathering qualified feedback and integration of adaptations until the creation of a final version.

## ACT. U. - Stages of Project Development



The selection of projects was carried out, in each of the countries participating in this project, based on common criteria in order to guarantee greater objectivity in data collection. An attempt was made, essentially and by country, to identify a minimum of 2 innovative projects, which prove to be sustainable and show positive results over time in the use of Sport as an element of inclusion for young NEETs.

After selecting projects and collecting data, they were organized into categories for further content analysis. This process sought to answer the questions that are at the base of the SBMC, identifying what was common to all projects and what, although not transversal to the projects, could be perceived as a differentiating characteristic that could add value to the prototype that was created.

After the creation of the first prototype, a set of presentation, dissemination, analysis and discussion of the proposals included in it was carried out in each of the countries participating in this consortium. These activities, including online surveys, discussion groups and interviews, aimed to collect qualified, quantitative and qualitative feedback on what was proposed and to implement a second version of the model - prototype 2.

After the creation of prototype 2, a new round of activities for the presentation, dissemination, analysis and discussion of the proposals with stakeholders followed, giving rise to the final version of the Good Practices Model in Social Inclusion through Sport.



## 4. Final Prototype description. CNAPEF

### 4.1. Value Creation

<b>Social Value Proposition</b>
<p>Contribute to the <b>eradication of social exclusion - young NEETs and young people at risk of social exclusion</b>, more specifically in the transition phase after compulsory schooling, through their participation in Sport Activities, Sport Projects and Sport Programs.</p>
<p><b>Sport Activities, Sport Projects and Sport Programs</b> should be an important tool for the empowerment of NEET and young people at risk of exclusion, through the promotion of Equality, Affection, Success, Self-fulfillment and Freedom.</p>

### 4.2. Key Partners.

<b>Key Partners to Create Social Value</b>	
<b>Who can they be?</b>	<b>Action Proposal</b>
<ul style="list-style-type: none"> <li>• <b>Federations and Local Sports Clubs and Associations</b> - Logistic support (e.g. equipment), dissemination, finding local partners</li> <li>• <b>Schools, Local Sports Clubs and Associations</b> - Reaching to the target and to the communities</li> <li>• <b>Municipalities, Ministries and other public institutions</b> - Financial support</li> <li>• <b>Schools, Local Sports Clubs and Associations</b> - Organization and carrying out of the activities and specialized human resources for the development of sports activities.</li> </ul> <p><b>Partners may have the autonomy to propose other partners</b> <b>All partners should have their own instrumental benefit.</b></p>	<p><b>Seek and commit partners to share resources</b> to ensure the organization, achievement, pedagogical guidance, dissemination and constant improvement of the quality of sports activities developed in the projects.</p> <p><b>Partners should share the same values:</b> contribute to the common good based on social, moral, ethical and non-material or non-monetary reward. through the sharing of knowledge, skills and resources.</p>



### 4.3. Essential Activities to Do.

<b>Key Activities that create Social Value</b>	
<b>Which ones can be developed?</b>	<b>Action Proposal</b>
<ul style="list-style-type: none"> <li>● <b>Pedagogical Oriented Sport Activities</b> - Educate through Sports</li> <li>● <b>Time for the sports training/education process</b> - ensure that sports activities, and the project where they are integrated, have continuity</li> <li>● <b>Systematic project monitoring</b> - providing regular adaptations to the key activities</li> <li>● <b>Compete and show the learnings</b> - regular participation in local and regional demonstrations and sport championships</li> <li>● <b>Active participation of the target population</b> - "Their project vs. Our Project"</li> <li>● <b>"Give and Receive"</b>. Participants contribute to the organization of the sport activities of the project, but also, in a voluntary way, to other activities in the association /school / club.</li> </ul>	<p><b>Ensure that the sports training/education process is properly guided</b> - led by competent professionals, with adequate time resources, providing motivating and achievable challenges for the participants.</p> <p><b>Create commitment from participants to be involved and to "reciprocate"</b> .</p> <p><b>Clearly define the objectives and intended results of the various activities.</b></p> <p><b>Activities should be based on real needs of the target group and in accordance to implementation feasibility</b></p>

### 4.4. Key Resources.

<b>Key Resources to create Social Value</b>	
<b>Who/What can they be?</b>	<b>Action Proposal</b>
<ul style="list-style-type: none"> <li>● <b>Human Resources</b> - Technicians with specific skills to teach physical and sports activities and technicians who can provide other support (e.g. psychologists, social assistants, project managers) that not only guide the learning of a sports modality, but that seek to facilitate the entry and retention of the target population and management of activities and funds.</li> <li>● <b>Physical spaces and equipment</b> - suitable for Sports Physical Activities</li> <li>● <b>Financial Resources</b> - to pay technicians, transportation, events</li> <li>● <b>Network of local partners</b> - who succeed in attracting participants and engaging them in the project</li> <li>● <b>Communication</b> - means to easily communicate and receive feedback from the target audience and community - e.g. app and website with presence on social networks</li> </ul> <p><b>Ensuring effective team leadership and investing in the organization's human resources may be a way to ensure the sustainable development of projects in this area of intervention.</b></p>	<p>According to the project specification, <b>ensure a multidisciplinary team, with the necessary skills</b>, that promotes social inclusion in and through sports activities and the creation of valuable networks of partners.</p> <p><b>Consider available internal resources first, then accessibility to external resources (in terms of availability, affordability, etc.)</b></p> <p><b>Invest in the specific training of those responsible for make the project more dynamic.</b></p> <p>Have <b>effective means of communication</b> - bidirectional and with the "language" and more familiar channels of the target audience</p>



#### 4.5. Relationship with the Target Audience.

<b>Key Relationship Processes and Communication Strategies to create Social Value</b>	
<b>Which ones can be developed?</b>	<b>Action Proposal</b>
<ul style="list-style-type: none"> <li>● <b>Proximity relationship</b> - Target audience has lack of social skills. The relationship has to be close and always respectful to build trust and commitment.</li> <li>● <b>"Our Project" not "Their Project"</b> - choosing the sports activities they want to participate, having responsibility in their organization.</li> <li>● <b>Communication</b> - listen to the partners on a regular basis to improve objectives, project purposes and modalities of operation and processes.</li> </ul> <p><b>Taking a deeper look at the context can be decisive in creating a closer relationship.</b></p>	<p>There must be an investment in the <b>creation of a proximity relationship, through an intermediation process</b> operationalized by local agents or by technicians/social workers/youthworkers.</p> <p><b>Proximity relationship</b> by targeting recipients taking into account both elements common to everyone and diversity.</p> <p><b>Create and make available proper communication channels</b> (e.g. formal and informal meeting, apps and digital platforms) that are able to provide fluid communication, mainly between project management and target audience.</p>

#### 4.6. Communication Channels.

<b>Key Channels and Formats to Create Social Value</b>	
<b>Which ones can be used?</b>	<b>Action Proposal</b>
<ul style="list-style-type: none"> <li>● <b>Local partners</b> - Through the activities developed by clubs, youth associations and schools.</li> <li>● <b>Intermediate level managers</b> - Class directors in schools, physical education teachers, sports coaches, youth workers play important role in bonding the project with the participants, their families and the communities</li> <li>● <b>Digital Channels</b> -The presence in social networks and /or in specific websites is almost transversal to promote awareness, to communicate with the audience and to receive feedback.</li> </ul> <p><b>Planning the way in which channels are selected and evaluating their use may be decisive for the communication process.</b></p>	<p><b>Map the potential target</b> in its daily activities &amp; analyse its communication habits.</p> <p><b>Sports events and other social events</b> should be used to show the projects and to captivate children and young people.</p> <p>The <b>network of local partners</b>, and their close relationship with the target public and with communities, should be used to get the message across and to engage more people for the project.</p> <p>Combining <b>face-to-face</b> with the use of communication channels (<b>digital</b>) used by the target audience (<b>Gen Z</b>)</p> <p>Create mechanisms for <b>evaluating the effectiveness / efficiency of the communication channels used.</b></p>



#### 4.7. Target Group Segment.

<b>Segments of Target Audience to Create Social Value</b>	
<b>Which ones can be used?</b>	<b>Action Proposal</b>
<ul style="list-style-type: none"> <li>• Young NEETs and young people at risk of social exclusion</li> <li>• People who are disadvantaged on the basis of sex, disability, race, ethnicity, origin, religion, or economic or other status.</li> <li>• Different groups separated by age (between 16-30) and educational background.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information and try to make the target audience as narrow as possible taking into consideration geographical, social, economic, cultural, gender, health background and other people with fewer opportunities</li> <li>• Define and fulfill the specific needs for each target segment</li> <li>• Define how <b>Sports proposals, Sport Activities, Sport Projects and Sport Programs</b> can be inclusive and can contribute specifically for each need of the target audience</li> </ul>

#### 4.8. Cost Structure.

<b>Cost Structure to Create Social Value</b>	
<b>Which Key Resources and Key Activities to generate revenue and reduce costs?</b>	<b>Action Proposal</b>
<ul style="list-style-type: none"> <li>• <b>Key resources that involve the most funding</b> - team of professionals that integrate the project and communication tools and processes.</li> <li>• <b>Key activities that involve the most funding</b> - training to have competent professionals, organizing and participating in sports events, and other type of events with social goals, monitoring and managing the project and its activities.</li> </ul>	<p><b>Pre-budget the whole activity in short/medium/long term</b></p> <p>Focus on the human resources associated with the projects, not only by <b>recruiting "specialists" with experience in working with this target audience</b>, but also by providing them with training in areas that need development, according to the specificity of each project.</p> <p><b>Invest in knowing how to communicate</b> on the channels used by the target audience.</p>



#### 4.9. Social Impact Creation.

<b>Social Impact to create Social Value</b>	
<b>Which criteria can be used?</b>	<b>Action Proposal</b>
<p>Examples of criteria to evaluate how does the value proposition of your project generates positive social outcomes (social revenue).</p> <ul style="list-style-type: none"> <li>• Number of participants in the projects</li> <li>• Number of events in which participants participate</li> <li>• Number of violent incidents</li> <li>• Number of participants who can have job interviews</li> </ul>	<p><b>Go beyond the objectives of participation and have key indicators to see to what extent these projects are having an impact on the social inclusion of children and young people.</b> E.g. relationship with abandonment and success in school, relationship with entry and success in the labor market, relationship with maintaining the connection to the project over time (volunteer / collaborator in child / adult).</p> <p><b>Plan a diversification of income by setting SMART objectives</b> associated with a variety of revenues to fund the project could be a greater guarantee of its feasibility</p>

[Know more and access the Prototype - ACT.U. Sport And Social Inclusion](#)

### 5. Recommendations.

Sport shapes socially desirable behaviors, which include: culture, aesthetics, molarity, worldview neutrality, responsibility, through harmonious development, acquiring knowledge, shaping various skills, habits and abilities, needs, feelings and beliefs, in a free atmosphere. In addition, sport is an instrument through which people unite, regardless of origin and beliefs, young people learn to be dutiful, obey rules and social values. Sport is a tool to achieve almost anything and is a space that generates different attitudes.

The proposed model will play an important role in the process of shaping the personality of the young generation, especially NEET's, through its implementation in educational systems at different levels (local associations working in the field of social inclusion, physical education and sport and youth, sports clubs, private or public associations, schools).

Thanks to the developed prototype, youth workers can shape positive behavior in the school environment, as well as in the local area, teaching responsibility, regularity, respect for rules and principles and tolerance.

The SBMC, together with the outlined action proposals, could become a map that allows you to see the complete image on one page at the same time so as not to lose sight and taking into account the small details. This canvas, adapted to the theme of Sport as a means of Social Inclusion, is the first step to start your own social impact project and prepare the proposal for obtaining funding. this tool.



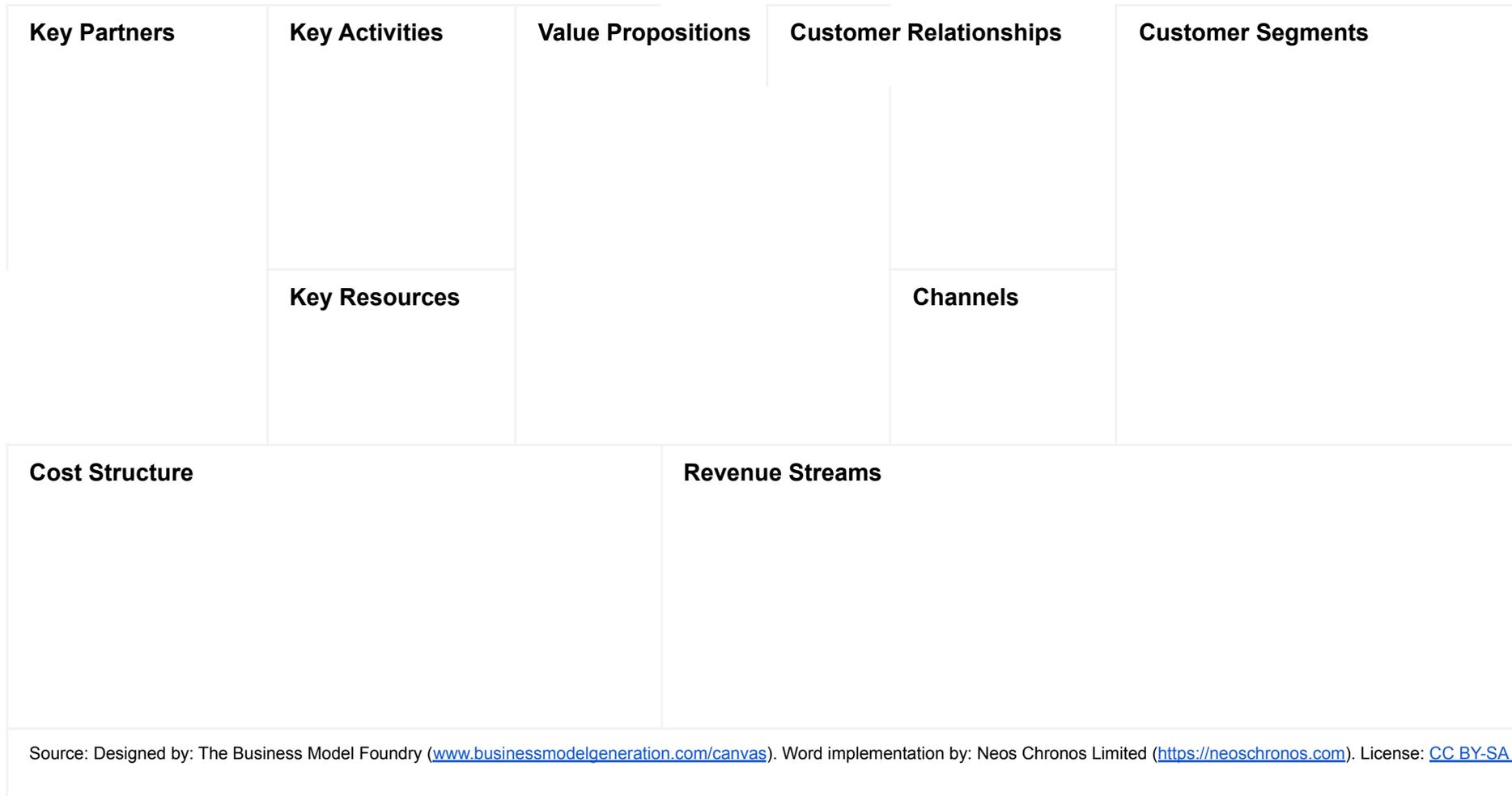
The screen facilitates integration into the sport ecosystem when implementing social inclusion projects and helps you understand your organization's SWOT.

When using this tool, we also make some important recommendations:

1. Define very well what is the main problem and what is the social value proposition that participation in Sports Activities can mean for the selected target audience.
2. Constitute a team of human resources with the capacity to create and operationalize a project that responds to the identified intervention needs. If, within the formed team, and during the project development, there is a need for other team competences not initially identified, preferentially choose to train the existing team with these competences, reinforcing the culture around the project. If this is not possible, and there is a need to include new human resources, do not neglect the transmission of the principles and values associated with the purpose of the project.
3. Create a network of partners with the operational capacity to implement sports projects, programs and activities with inclusive potential.
4. Communication is something that is sometimes left out, due to lack of human resources with skills in this area and/or lack of financial resources. However, due to its importance in transmitting the message to the target audience and other stakeholders, there should be a specific communication plan involving different platforms and all interested parties for the dissemination of the objectives, activities and results of the project to be implemented.
5. The project's implementation should be oriented towards the defined objectives and integrate systematic and regular results evaluation processes, seeking to collect data that allow the team to adapt and adjust the various SBMC items to the reality of the context in which they are inserted.

## **6. Annexes. ALL THE ORGANIZATIONS (6 pages)**

### **6.1. Social Model Canvas (empty)**





6.2. Social Model Canvas (filled in with example of possible project) only in ENG

<i>Designed for:</i>		<i>Designed by:</i>		<i>Date:</i>	<i>Version:</i>
<b>Business Model Canvas</b>					
<p><b>Key Partners</b></p> <p>Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform?</p> <p>MOTIVATIONS FOR PARTNERSHIPS: Optimization and economy, Reduction of risk and uncertainty, Acquisition of particular resources and activities</p>	<p><b>Key Activities</b></p> <p>What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams?</p> <p>CATEGORIES: Production, Problem Solving, Platform/Network</p>	<p><b>Value Propositions</b></p> <p>What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying?</p> <p>CHARACTERISTICS: Newness, Performance, Customization, "Getting the Job Done", Design, Brand/Status, Price, Cost Reduction, Risk Reduction, Accessibility, Convenience/Usability</p>	<p><b>Customer Relationships</b></p> <p>What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they?</p>	<p><b>Customer Segments</b></p> <p>For whom are we creating value? Who are our most important customers? Is our customer base a Mass Market, Niche Market, Segmented, Diversified, Multi-sided Platform</p>	
	<p><b>Key Resources</b></p>		<p><b>Channels</b></p>		



What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships Revenue Streams?

TYPES OF RESOURCES:  
Physical, Intellectual (brand patents, copyrights, data), Human, Financial

Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines?

### Cost Structure

What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive?

IS

YOUR BUSINESS MORE: Cost Driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing), Value Driven (focused on value creation, premium value proposition).

SAMPLE

CHARACTERISTICS: Fixed Costs (salaries, rents, utilities), Variable costs, Economies of scale, Economies of scope

### Revenue Streams

For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues?

TYPES: Asset sale,

Usage fee, Subscription Fees, Lending/Renting/Leasing, Licensing, Brokerage fees, Advertising

FIXED PRICING: List Price, Product feature dependent, Customer segment dependent, Volume dependent

DYNAMIC PRICING: Negotiation (bargaining), Yield Management, Real-time-Market

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Co-funded by the  
Erasmus+ Programme  
of the European Union





## 7. Bibliography. ALL THE ORGANIZATIONS (1 page)

7.1. one or two references in the language of the organization

7.2. References in Poland:

<https://www.ideoforce.pl/akademia/biznes-na-kanwie-czyli-o-business-model-canvas-w-piguulce,453.html>

<https://greenparrot.pl/blog/prosty-przewodnik-po-business-model-canvas/>

Jacek Pucher, Jak przygotować dobry Business Model Canvas -

<https://www.parp.gov.pl/storage/grants/documents/26/Jak-przygotowa-dobry-Business-Model-Canvas.pdf> - wykorzystanie tylko i wyłącznie na zasadach określonych

<https://www.parp.gov.pl/component/publications/publication/zasady-korzystania-z-publicacji-parp>

7.3. References in Italy

<https://www.businessmodelcanvas.org/>

<http://tesi.luiss.it/16176/1/schiraldi-edoardo-tesi-2015.pdf>

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Marivoet, S. (2012). Inclusão Social no e pelo Desporto. Um Desafio do Século XXI. In P. M. Pinto (Coord.) Olímpico. Os Jogos num Percurso de Valores e de Significados (pp. 89-96). Porto: Edições Afrontamento.

Monteiro, T. (2013). Aulas de Judo como Meio de Inclusão Social. Estudo no Clube de Judo da Universidade Lusófona na classe dos 8 aos 15 anos. Projecto final de licenciatura em Educação Física e Desporto desenvolvido na linha de investigação Inclusão Social no e pelo Desporto do CeSDOD, FEFDULHT

Note - APOGESD will do an presentation about the booklet, after the booklet is finished