



Erasmus+ Programme (ERASMUS)

Application Form

Technical Description (Part B)

(ERASMUS Standard LS Type I)

Version 1.0
25 February 2021

Disclaimer

This document is aimed at informing applicants for EU funding. It serves only as an example. The actual web forms and templates are provided in the Funding & Tenders Portal Submission System (and may contain certain differences). The applications (including annexes and supporting documents) must be prepared and submitted online via the Portal.



IMPORTANT NOTICE

What is the Application Form?

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

The Form consists of 2 parts:

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

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

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


How to prepare and submit it?


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

Character and page limits:

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

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

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

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

TECHNICAL DESCRIPTION (PART B)

COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system.

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

PROJECT	
Project name:	Chess unites and promotes skills
Project acronym:	CUPS
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PROJECT SUMMARY

Project summary (in English)

Chess occupies a special place among all cultural activities because of its complexity and dynamics at the intersection of culture, science, sport and play. It has been played worldwide for more than a millennium and has always generated an enormous echo in society, art and culture, far beyond any other game.

Nowadays chess is often used as an educational tool because it teaches many core skills and is suitable for integration and overcoming social barriers. Chess also supports people with disabilities. The project partner Chess Academy Munich already has first experiences with chess training for disabled people.

Chess is also a world sport. The World Chess Federation (FIDE) has 190 member countries, making it one of the largest sports federations in the world. The match for the world championship always attracts a lot of attention in all the media. The Chess Olympiad, held every two years, is one of the largest sporting events for teams.

During the pandemic, chess experienced a boom. The successful Netflix series Queen's Gambit led to a sell-out of chess sets and people could play at home or online on many existing chess platforms. Chess is well digitised. This benefited chess during the pandemic, when competitions and trainings could be well organised online and hybrid. World Champion Magnus Carlsen himself has successfully initiated the Online Champions Chess Tour. By the way, our project partner ChessBase started the digitalisation in chess 30 years ago with the development of a database to collect chess games.

The European Union promotes the introduction of the "Chess at School" programme in the education systems of the Member States, as chess is an easily accessible game for children from all social backgrounds. It supports social cohesion, social inclusion, the fight against discrimination, the reduction of crime rates and even the fight against various addictions. Regardless of the age of the children, it can provide better concentration skills, more patience and stamina, more sense of creativity, better intuition, better memory, better analytical skills and better decision-making skills. In addition, children and young people can learn determination, motivation and fairness through the game.

Every child regardless of its socio-cultural and other background shall have the same chance to get easily access to the chess game. Chess includes everybody, it is sports and brain-game, fun, culture and arts all at the same time, open especially to people with whatever kind of disadvantage. Many scientific studies also indicate that chess is a positive catalyst for children and young people, regardless of their social, societal and cultural background, for personality development and as a support and educational tool. Chess also has a high integrative effect. It

knows neither linguistic nor cultural boundaries and imparts social skills such as tolerance, respect and willingness to engage in dialogue. The proposed project is therefore dedicated to the social, societal, cultural and educational aspects of chess.

The focus is the qualitative and quantitative expansion of chess instruction at all school levels. In all partner countries a great variety of approaches, methods and material does already exist. Whilst most of them go into similar directions regarding their goals and methods, some of them are considered extraordinary and remarkable from all partners perspective. In the centre of attention is the German example from the “Model Bremen”, deploying methods where teachers and children learn together to play chess as a regular weekly class event, to be maintained after the first level of basically learning how to play chess. The “Model Bremen” is both, the remarkable innovation and proof of concept on which this proposal is building, also because the leading partner from there is also project partner here in this ERASMUS PLUS Proposal.

The positive effects are shown particularly in schools with more social tension. Being aware that it takes many conditions to be fulfilled in order to repeat such a success, the project is aiming for a common ground within the countries of this consortium in terms of strategies, methods and material, from where add-ons shall be provided in order to enable all partners a band of possible approaches to reach their best practise each. The pilot projects within each country will still be comparable with each other and will cross-European transfer knowledge and empowerment particularly for the weakest in society.

1. RELEVANCE

1.1 Background and general objectives

Background and general objectives

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

Describe the background and rationale of the project.

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

The Cooperation Partnerships within Key Action 2 allows the participating organisations to increase the quality and relevance of their activities in the field of school chess, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, boosting internationalisation of their activities, and through exchanging or developing new practices and methods as well as sharing and confronting ideas to achieve especially the educational and personal development of pupils, achieving thereby social cohesion.

Chess has a high integrative effect. It knows neither linguistic nor cultural boundaries and imparts social skills such as tolerance, respect and willingness to engage in dialogue. The proposed project is therefore dedicated to the social, societal and cultural aspects of chess.

According to the European Parliament, chess at School supports social cohesion, social inclusion, the fight against discrimination, the reduction of crime rates and even the fight against various addictions. Regardless of the age of the children, it can provide better concentration skills, more patience and stamina, more sense of creativity, better intuition, better memory, better analytical skills and better decision-making skills. In addition, children and young people can learn determination, motivation and fairness through the game (P7_TA (2012) 0097 Introduction of the programme ‘Chess in School’ in the educational systems of the European

Union Declaration of the European Parliament of 15 March 2012 on the introduction of the programme 'Chess in School' in the educational systems of the European Union).

Many scientific studies also indicate that chess is of particular importance for the development of personality and as a support and educational tool for children and young people, regardless of their social, societal and cultural background.

Chess is a very demanding game that draws on several cognitive functions (including perception, memory, and reasoning) and that shares some elements with mathematics (e.g., pattern recognition, planning, calculation). In addition, as in every other expertise domain, to successfully play chess a high level of motivation and a specific personality profile seem to be required. Therefore, it is not surprising that there is an increasing interest into the question of whether chess can be used as an educational tool to improve children's academic achievement or to support their personal development.

In contrast to the cognitive domain (Sala and Gobet, 2016), there is no meta-analysis yet on a potential impact of a chess training on children's motivational, emotional or personal development, which is certainly due to the extremely low number of studies on this issue. Based on a current literature search, three relevant (published) studies could be identified, which all suggest some beneficial effects (Aciego et al, 2012; Mirzakhanyana, Gevorgyana, Sargsyana, & Daveyana, 2017). Even though these findings provide first evidence in favour of a beneficial impact of chess training on children's and adolescents' development further well-designed research is urgently needed to answer the question of whether chess training indeed has positive effects on children's motivational, emotional or personal development.

The focus of the project is the qualitative and quantitative expansion of chess instruction at all school levels. In all countries represented by this proposal a great variety of approaches, methods and material does exist already. Whilst most of them go into similar directions regarding their goals and methods, some of them are considered extraordinary and remarkable from all partners perspective.

In the centre of attention is the German example from the "Model Bremen" where methods had been developed where teachers and children learn together to play chess as a regular weekly class event to be maintained after the first level of basically learning how to play chess. The positive effects are shown particularly in schools with more social tension.

The project is aiming for a common ground within the countries of this consortium in terms of strategies, methods and material, from where add-ons shall be provided in order to enable all partners a band of possible approaches to reach their best practise each. The pilot projects within each country will still be comparable with each other and will cross-European transfer knowledge and empowerment particularly for the weakest in society.

The envisaged Partnership for the qualitative and quantitative expansion on school chess addresses the following **priority areas according to the Priorities of the European Commission**:

Chess promotes social inclusion of pupils. This includes especially pupils with a migrant background, pupils facing socio-economic difficulties and also pupils with physical disabilities (through the possibility of events in hybrid form).

The envisaged Cooperation Program will also support digital transformation plans of primary education and training as this program increases the capacity and readiness of schools to manage an effective shift towards digital education by also using electronic and online-Chess-Teaching-Material. By the usage of electronic Means, the Programme will support the purposeful use of digital technologies in education for teaching and learning.

This includes the development of digital chess pedagogy and expertise in the use of digital tools for teachers, including accessible and assistive technologies and the creation and innovative use of digital education content.

Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups.

In addition to the general priorities mentioned above, the following **specific priorities** will be pursued:

In the field of school education, the qualitative and quantitative expansion of chess instruction at all school levels puts priority on Tackling learning disadvantage, early school leaving and low proficiency in basic skills.

Chess at school makes success possible for all learners, particularly those with fewer opportunities by promotion of well-being and mental health for learners and teachers, as well as protection from bullying at school.

At the level of schools, chess at school supports holistic approaches to teaching and learning and collaboration among all actors within schools. Chess at school as well supports teachers, school leaders and other teaching professions by enhancing teachers' initial education through learning chess.

Chess at school also leads to development of key competences by using innovative learning approaches, developing creativity, supporting teachers in delivering competence-based teaching and developing assessment and validation of key competences. The project seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To reach these goals, an Inclusion and Diversity Strategy will be implemented to support a better outreach to participants from more diverse background and especially those pupils with fewer opportunities, in particular those with fewer opportunities facing obstacles to participate in European Projects.

The Organisations participating in the project will design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in decision making throughout the whole process.

1.2 Needs analysis and specific objectives

Needs analysis and specific objectives

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

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

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

Chess is an easily accessible game for children from all social backgrounds. It supports social cohesion, social inclusion, the fight against discrimination, the reduction of crime rates and even the fight against various addictions. Regardless of the age of the children, it can provide better concentration skills, more patience and stamina, more sense of creativity, better intuition, better memory, better analytical skills and better decision-making skills. In addition, children and young people can learn determination, motivation and fairness through the game.

In the course of a survey regarding the Bremen model, 47% of the teachers stated that through the project, the strategic and logical thinking of the children was promoted, followed by the promotion of social competence and the increase of concentration (37 percent each) and an improvement in the solution of problem-solving skills of their students. In addition, teachers expected positive learning experiences, an improvement in other areas as well (Project report Chess Makes You Smart, Results of the online survey from 8.2. to 1.3. 2019).

However, within the European Countries, chess is usually not part of the school curricula and it is difficult to bring chess into schools as an extracurricular activity. The teaching of chess is often implemented at those schools where chess players or coaches or parents of young chess players work as teachers or in executive management. Therefore, the main challenge is often to convince school principals and management and the School Boards that chess is not just a board game, but also a quality and effective educational tool which, when included in the school curriculum, will improve not only the quality of education at their school, but also enrich the sociocultural school environment. Subsequently, it is necessary to offer to these schools suitable and available training courses for their teachers as soon as possible, so that every single school is able to implement and start its own teaching of chess.

Problems often also arise in subjects such as:

- When will be held chess training in the school?
- Who will cover the costs for the chess coach and for the classroom? If it requires additional expenditure for the school, there is often resistance.
- If there are already enough similar activities, the school management sees no need to add chess (a lot more 'brain' activities are offered to kids in the school nowadays).

If there is an intention to put the chess in the official school programme curriculum than the problems are getting far more complex. In this case, many school leaders are against it because it requires additional financial effort. All the problems: who, where and when are on their side, plus the financial expenses.

The project is aiming for a common ground within the countries of this consortium in terms of strategies, methods and material, from where add-ons shall be provided in order to enable all partners a range of possible approaches to reach their best practise each. The pilot projects within each country will still be comparable with each other and will cross-European transfer knowledge and empowerment particularly for the weakest in society.

1.3 Complementarity with other actions and innovation — European added value

Complementarity with other actions and innovation

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

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

The focus of the project is the qualitative and quantitative expansion of chess instruction at all school levels. In all countries represented by this proposal a great variety of approaches, methods and material does exist already:

Austria

In Austria, chess can be taught as a non-binding exercise in schools since 1976. The Federal Ministry of Education organises an "Austrian School Team Championship" for primary schools, lower and upper secondary schools and an additional competition for girls only.

In addition, there is an annual seminar of the Ministry of education as further training for teachers with the focus on chess at school. In addition, the Ministry of education maintains a list on its website of approximately 800 schools that have been provided with materials for school chess activities.

The practical implementation for chess in schools depends on various factors: Sufficient number of pupils, available teachers, available number of hours at the respective school, on which in turn the funding of the teachers depends. In times of tight budgets, many elective subjects at schools have fallen victim to the savings book. Here, alternative solutions exist through privately funded initiatives via parents' associations and other sponsors.

In addition to regular lessons, chess is a useful leisure activity at all-day schools. Chess is also popular at after-school clubs. First attempts to offer age-appropriate chess in kindergartens were already made in 2014 and 2015 in Vienna and Styria.

Croatia

Chess as extracurricular activity is well spread in the schools in the city of Zagreb, but exclusively organized by individuals (some of them have some knowledge in teaching kids chess, some don't).

Czech Republic

The Czech Republic school system is characterized by great autonomy of school principals and School boards (members represent the founder, parents and teachers). When creating their school curriculum, schools are obliged include the content of the Framework Educational Program, which is determined by the Ministry of Education of the Czech Republic. But they are allowed to supplement their school curriculum with additional educational content and educational subjects, both compulsory and optional.

During school attendance (at all three levels – preschool education, primary schools, highschools), children in different grades are required to choose from an offer of different subjects, most often foreign languages. However, schools can also include chess lessons in this offer. School principals may also include the teaching of chess (1 hour per week) in another taught subject, most commonly mathematics.

Schools that participate in the Chess in Schools project and that want to teach chess as a subject may enter into a contract with the Czech Chess Federation. This contract sets out their responsibilities and rights. They must teach chess for at least 30 hours per school year in at least one class/group (compulsory for all pupils in the class, free of charge) or they teach chess for 30 hours per year in at least one class as part of compulsory mathematics lessons. The teacher or coach must be qualified to teach chess (university studies, coaching certificate or teacher training course certificate). The school is also obliged to register at least one team in the School Teams Championship and to send a report with feedback with individual proposals for improvement of the project. The contract guarantees the school standard support and, in addition, a financial support of CZK 3,000 as a reward for the teacher or coach at the end of the school year.

Germany

The Bremen Model

The Bremen Model puts gamification in the centre of the didactic concept: the game is the starting point for the "adventure chess". The Bremen Model is aimed at elementary school students between the ages of 6 and 10. Each class has one hour of chess lessons per week.

Chess is a compulsory subject for all children in the class. The teachers give the chess lessons themselves, although most of the teachers cannot play chess. The teachers learn chess together with the children. This is a new experience for children and teachers. Didactically high-quality teaching material is used in the lessons, tested and recommended by the Bremen Education Authority:

- Chess learning software Fritz&Fertig (For school PCs and online access for children).
- Chess workbooks for teachers
- Chess exercise books for children
- Chess games for all pupils
- Chess demo board
- Project website with teaching material for download, teaching examples, didactic videos, online playsite
- 2 workshops for teachers

The project in Bremen has been running since 2018, more than 150 classes with 4,000 children participate, the evaluation showed: 97% of the teachers are enthusiastic and continue the project.

The Munich Model "Chess according to the King's Plan" - move by move to school success

The aim of the Munich Model is to ensure the most competent chess training possible according to high quality standards for entire school classes. All feedback from the last 12 years with currently about 1300 school children in 20 Munich schools and other institutions in the current school year shows that this model works well, but some important prerequisites have to be fulfilled.

With "Chess according to the King's Plan", the Munich Chess Academy has developed a teaching concept for its chess training courses that is geared to children's interests, powers of concentration and desire to play and promotes them holistically. As a training philosophy, the primary aim is to give children, especially those in socially deprived areas, self-confidence and to teach them practical approaches and thinking structures in a playful way that will enable them to cope better with their everyday school life, be it the next text problem in maths or stress in the schoolyard.

The method "Chess by King's Plan" has as its starting point the strategy model "King's Plan" www.koenigsplan.com, which chess grandmaster Stefan Kindermann developed with Prof. Robert von Weizsäcker and with Dijana Dengler. The King's Plan makes the thinking strategies of the chess grandmasters usable for the profession and challenges in everyday life; the concept provides practical strategies that help to find solutions for challenges in all situations in life. The concept includes exercises such as a specially developed "chess yoga" <https://www.mucschach.de/kids/schachyoga/>, role plays of the children as chess pieces, a chess mascot, concentration games, chess quizzes, an advisor model that prevents failure experiences and much more.

Field report on school chess courses of the Munich Chess Academy Dorothea Wilhelm, headmistress of the primary school at Burmesterstraße, Munich: For six years now, two all-day classes at our primary school on Burmesterstraße have always enjoyed chess lessons from the Chess Academy. Each class is taught by pedagogically trained coaches. The children are not only unanimous in saying that these are the two best lessons of the week, but they also benefit immensely cognitively and emotionally. Because we share the classes, the instruction is particularly effective. Concentration and creativity of thought are trained and increased. The class teachers consistently articulate this over the years. Logical thinking skills are also stimulated immensely, as the children have to justify their moves again and again and are increasingly able to do so. The memory capacity is also clearly increased, as the children can.

In addition we support people with disabilities. We are active in the psychosomatic department and oncology at the Munich Clinic. Currently we establish an inclusive chess training in Germany.

Hungary

Out of the 3,644 educational institutions operating in Hungary, 655 operates organized chess education. With some overlap, there are afternoon study groups in 297 places, chess clubs in 27, and chess classes according to curriculum in 150 places. These are organized by the school itself and are usually run by coaches of local associations or chess clubs, or independent chess instructors.

To help with these, the Hungarian Chess Federation organizes chess training courses and issues chess training licenses, but does not engage in the institutional education itself.

However, there is a program that has brought chess to more than 500 educational institutions, mostly in places where chess education does not take place, and has reached 48,000 children who have come into contact with chess. Judit Polgar's award winning Chess Palace educational program is one of the three major pillars (Chess Palace for primary school students, Chess Playground for preschoolers and „SakkTesi” – no English name yet – for the connection with physical education) of the Judit Polgar Method.

Visible thinking and skills-developing, complex, cross-curricular educational innovation to meet the needs of students born into the digital society, from the world's best chess player in history.

Judit Polgar, universal symbol of talent nurturing and her team of experts have developed a new, innovative and unique educational method. The program goes way beyond the normal borders of chess teaching, and focuses on improving academic skills, logical, creative thinking and problem solving, preparing children to be able to accept the challenges of the digital society they live in.

Chess, with its system of different symbols, constant switching from 2 dimensions to 3D helps students to develop a holistic, visual way of thinking. Starting from 2013 Judit Polgar's educational chess program is officially part of the National Curriculum in Hungary. The program is based on the basic rules of chess, but it is integrated into the regular curriculum helping better progress in the principal subjects, such as maths, science, and even reading, writing and arts and crafts.

The Chess Palace Educational Program is supported by a very detailed, methodological and practical teacher's guide book, song and rhymes, an official website with extra material, complementary teaching toolkit, digital applications and digital resources for interactive smart boards. The material is highly flexible as teachers can easily choose from many resources.

Italy

The current Italian Chess in Schools project runs around the national Schools Sport Championship, which is an official event of the Ministry of Education, involving any sport, divided into school, local and district phases. In this framework, the Italian chess federations organises also the Finals of this event, which is outside the ministerial plan, but run by the schools directly in cooperation with the Chess Federation, which is the logistic organiser.

The biggest editions involved more than 350 schools all over the country and 1750 active players per round.

All districts are involved in the championship.

The preparation for the annual event (now suspended because of COVID) includes many courses into the school run by federal coaches which are directly hired by the schools to support the chess program, with the aim to make it a curricular activity.

The Chess Federation provides official coaches and supports many programs for Chess in School, with an active Commission dealing just with the projects and willing to train coaches and spread the programs more and more.

The Federation appoints local and districts responsible people for the event, helping the schools with the management and organization of the single phases, and a National Coordinator for the finals, provides arbiters and technical support.

The finals are a 4-days event organised by the Federation with the support of official partners and sponsors.

Successes

The tournament is every year a great success, running from 1996 with a continuous increase in the numbers.

Some details can be found here: http://www.federscacchi.it/str_gss.php
http://www.federscacchi.it/str_gss_storico.php

Slovakia

Chess in schools (CiS) is formally set up in the Slovak Chess Federation executive body. Manager of CiS in Slovakia is a member of this body and there are appointed CiS leaders for each of 8 regions within the Slovakia. Choosing one Model school for each region would help to spread chess teaching for the all Slovakia, also into regions with marginalized ethnics.

Slovakia has already experience with a chess in school project. Here are the outcomes from the Erasmus+ project CHAMPS (Chess and Mathematics in Primary Schools).

1st They were: 50 Chess and Mathematics Exercises for Schools – material for teaching

2nd Teacher Training for Chess and Mathematics – how to integrate chess and mathematics.

CHAMPS is used at Private Primary School in Skalica and at Primary School of Velka Ida which was a CHAMPS partner. After talking with Viera Harastova from Skalica, in general, there is unwillingness of school directors to change curricula by creating new, unknown subject. There is no budget for compensation of teachers. Therefore she, as one of the authors of the first outcome, advises using mathematical classes as highway for bringing chess into schools. Only Acts and Measures through legislation are ineffective because teachers who are not chess players will not be willing to teach chess classes. School directors better accept changing only the content of mathematical classes once a week without changing the teaching curricula (setting up a new subject).

One exception exists in the Primary School of Anatoly Karpov, Bratislava. There is taught an individual subject „chess“ within the curricula, but the teacher is a licenced FIDE Instructor, not the teacher from the permanent school staff. However, this school can be a model school under the support of project MITROPA Project. The school director even agrees with PR and event to promote teaching chess in her school. As it is a state school, there is a chance to attract mass media and stakeholders to the event. The name Anatoly Karpov can help, too. Furthermore, in the same building as the school there is a home of well-known chess club Slovan Bratislava. The children from school are allowed to play games within the club. The chess club Slovan Bratislava is also well-known as an organizer of the OPEN Tatry tournament with the long tradition. If needed the club can sponsor the MITROPA project tournaments within the events planned in project.

However, the above example is an exception. One of the goals of the project is to set up formal documents for peers in education not just to teach chess in schools but also to train teachers for doing it with proper compensation of teachers and trainers. The training of teachers is still not rewarded.

The second outcome of the project CHAMPS was „Teacher Training for Chess and Mathematics“. The objective of this document was to outline the design principles for a Scholastic Chess. Instructor Certificate suitable for those wishing to:

- teach chess for mathematics enrichment
- use chess as an educational tool primarily in the teaching of mathematics.

Ideally, this Certificate would be recognized in all EU countries, and thus would provide a highly desirable qualification amongst teachers who seek continuing professional development.

Adopting this approach, we have gathered teacher materials from around the world relating to chess, mathematics and problem solving. The material was critically reviewed by educational experts on the CHAMPS team.

Slovenia

In Slovenia there are 212 municipalities. In 70 of them there are organized chess clubs. Some of the clubs are organized on really high level. Others are average clubs and few are clubs that are struggling with only few members that during last 30 years didn't get new members and all the members are elderly persons not interested in changes. They play chess in peace in quiet small rooms somewhere on the attics of old libraries.

A few weeks ago, Slovenia started with a project "Chess in schools and the establishment of new clubs". During July and August 2021, we are going to contact mayors, local sport institution (cover organization connecting all local sports), local pensioner association, student clubs, inter-generational society, local chess players and parents of youngest chess players. The goal is simple: To establish new local Chess club and to organize long term chess program for children.

In the course of this transnational project, a quality-assured and scientifically accompanied large-scale roll-out of school chess in several European countries is taking place for the first time within the European Union. This innovative approach will help make the benefits of chess in schools more visible and tangible across countries.

2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

2.1.1 Concept and methodology

Concept and methodology

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

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

1. Overview

The primary goal of the envisaged cooperation partnership is to enable the participating organizations to increase the quality and relevance of their activities and thus contribute to the quantitative and qualitative expansion of chess instruction at all school levels.

In all countries represented by this proposal a great variety of approaches, methods and material does already exist. Whilst most of them go into similar directions regarding their goals and methods, some of them are considered extraordinary and remarkable from all partners perspective. In the centre of attention is the German example from the "Model Bremen" where methods had been developed where teachers and children learn together to play chess as a regular weekly class event to be maintained after the first level of basically learning how to play chess. The "Model Bremen" is the remarkable proof of concept on which this proposal is building, also because the leading partner from there is also project partner here in this ERASMUS PLUS Proposal. The positive ripple effects are shown particularly in schools with more social tension.

Being aware that it takes many conditions to be fulfilled in order to repeat such a success, the project is aiming for a common ground within the countries of this consortium in terms of strategies, methods and material, from where add-ons shall be provided in order to enable all partners a band of possible approaches to reach their best practise each. The pilot projects within each country will still be comparable with each other and will cross-European transfer knowledge and empowerment particularly for the weakest in society.

2. Concept

The focus of the project follows the "best practice examples" from Bremen and Munich with the idea to use chess as an educational tool. The idea is that teachers and children learn together how to play chess, based on the leading material with the necessary amount of support, but finally under the pedagogic oversight and lead of the class-teacher without any help of external chess instructors. The aim is the sustainable empowerment of children, teacher, parents and the school-community to initiate chess-in-classroom projects with a very low threshold for external support, due to successfully proofed material based on decades of experience.

Since both the variety of models and possibilities in partner countries show some diversity, another options of chess teaching in schools with external chess teachers but otherwise many

similarities in their approaches will be offered and developed as well. Thus the project can offer appropriate models for schools and countries based on their possibilities and needs.

2.1. Main Idea

The aim is to train teachers to teach chess in school. The implementation takes place with workshops for the participating teachers and the development of self-teaching materials. At the end of the project, these materials will be made available for download free of charge from the Mitropa website.

In the selected project schools, chess is taught by teachers once a week. Ideally, the chess lesson replaces a lesson of another subject, such as mathematics. Otherwise, the chess lesson can be offered in addition. In any case, it is important to reach all children in a class. The aim of the project is to use chess to teach the children various core skills and to improve social integration.

Here, too, materials are being created that will be offered for free download at the end of the project. This shall enable teachers in each countries to recreate the project themselves and use chess as an educational tool for many positive skills.

2.2. Additional ideas

To assess the impact of chess lessons in school for disabled.

To create an "arbiter education for schools" with the idea to get in longterm in each school an arbiter.

To organize regularly online tournaments (hybrid).

To organize PR-Events.

Partner-Clubs .

How to implement chess in school (material).

2.3. Common denominator, methods, translations

An important aspect of the project is to use chess as an educational tool in schools. The common denominator of the "best practice" examples from Bremen and Munich is to reach all pupils in a class with chess lessons.

In between, there is room for different methods. The aim of the project is therefore to learn from each other and to combine the strengths of the individual methods in the best possible way.

A basic material developed in this way for teachers on the one hand and pupils on the other will be freely available in different languages for all countries participating in the project and will be available on the website of the Mitropa countries.

3. Scientific monitoring

Stefan Marsina, Ph.D., will be in charge of the scientific monitoring of the project. He started his academic life in 1992 as a Mechanical engineer and later on Operational economist. After coming from Sudan he decided to teach General Management at University Zilina, later at University of Economics in Bratislava. There he reached Ph.D. on Project management, did a lot of business research and has done more than 70 publications round the world. From

September 2016 he retired. From that time, he devotes his free time to chess, i.e. playing tournaments, leagues and training children. Two years ago, he finished CHAMPS project (see II. 7.).

Furthermore, a scientific evaluation of the impact of chess training on children's motivational, social and personal skills is planned. This evaluation shall be done in a master project in Psychology and supervised by Univ.-Prof. Dr. Roland H. Grabner from the Institute of Psychology, University of Graz, Austria. The scientific evaluation will determine the project validation by the Austrian Chess Federation (ACF) as leading partner and their President Ing. Dr. Christof Tschohl who is a professional researcher with project leading and validation experience.

3.1. Research agenda

The „Scientific monitoring project team“ will be created from representatives of the participating countries in Project CUPS. They are:

Representative of Leading partner (Slovakia), more than 20 years University teacher and scientist Stefan Marsina, Ph.D. will be in charge of the scientific monitoring of the project. He started his academic life in 1992 as a Mechanical engineer and later on Operational economist. After coming from Sudan he decided to teach General Management at University Zilina, later at University of Economics in Bratislava. There he reached Ph.D. on Project management and developed the same subject in English. He was teaching more than 700 Erasmus students the subjects: General Management and Project Management. He did a lot of business research and has done more than 70 publications including textbooks and scientific monographs. From September 2016 he retired. From that time, he devotes his free time to chess, i.e. playing tournaments, leagues and training children. Two years ago, as a Project Manager he finished the Erasmus+ project Chess and Mathematics in Primary Schools – CHAMPS (see II. 7.).

Univ.-Prof. Dr. Roland Grabner, University Graz (Austria), who is interested to help our project giving experience from already existing scientific studies and to accompany the project with a master thesis. Univ.-Prof. Dr. Roland Grabner gives a brief overview of the benefits of learning chess with his work: Benefits of learning chess - Overview of current studies.

The main activities of the work package are:

Searching available academic and scientific works round the world exploring chess in schools. There are also scientific materials, brochures, books coming from long-term research or various surveys in the field of teaching chess in schools. There are potential research partners at Universities of Cambridge, Lisbon, Girona, Moscow, London, etc. Very close cooperation in research is expected from the MITROPA project partner Universities and scientific institutions, e.g. University Graz.

The knowledge extracted from these works can be fundamental for creating a comprehensive Scientific Study focused on Chess in Schools topic. There are expected several seminars, conferences and events for exchanging experiences with research partners in the field of chess in schools.

The Study is expected to contain experiences of university researchers, highly rated chess players, chess trainers, school teachers, training organizers, trainees, parents of children, school directors, influential politicians, etc. In general, the Study will be a continuation of other studies in the field.

For example, the purpose of the project CHAMPS was to develop a new category of 'chess-maths' exercises in which mathematical games and puzzles are represented in a chess format. The objective is to insert logic and mathematics into situations where children are most receptive. As far as the children are concerned, they already play on the chessboard

with pieces, so attempting some questions from a different perspective does not seem like crossing into the feared 'maths lesson' territory. Conversely, some maths lessons may be enriched by such exercises without the need to be a chess player.

The first outcome of the project CHAMPS was a block of 50 instructive problems for children to solve using the chessboard and the pieces. Its title is „50 Chess and Mathematics Exercises for Schools“. The innovative part of this work – these are not chess problems.

The children are exploring with enjoyment the mathematical characteristics of a constrained domain - an 8 x 8 grid with pieces that have a variety of moves and with a variety of winning conditions. This is a pedagogical approach which touches on the fields of arithmetic, geometry, combinatorics, graph theory, and game theory, and gives rise to fascinating problems involving inter alia symmetry, polarity, tiling, and binary multiplication. It was tapped into a rich vein which combines games, mathematics and children having fun.

A crucial requirement was to ensure that the material could be understood not only by the children but also by their teachers. Teachers are naturally uncomfortable dealing with those activities in which the children may outperform them. The project addressed this by providing a comprehensive teachers' guide which sets out the solution methods and answers for each of the 50 exercises.

The second outcome „Teacher Training for Chess and Mathematics“. A (chess) game-based approach to problem solving can be considered as a contribution for further development of the training methodology.

Another example is the work of Univ.-Prof. Dr. Roland Grabner: Benefits of learning chess - Overview of current studies.

3.2. Benefits of learning chess - Overview of current studies

Chess is a very demanding game that draws on several cognitive functions (including perception, memory, and reasoning) and that shares some elements with mathematics (e.g., pattern recognition, planning, calculation). In addition, as in every other expertise domain, to successfully play chess a high level of motivation and a specific personality profile seem to be required. Therefore, it is not surprising that there is an increasing interest into the question of whether chess can be used as an educational tool to improve children's academic achievement or to support their personal development. Empirical studies that can provide conclusive answers to this question, however, are still scarce. For cognitive abilities, in particular intelligence and mathematical achievement, there is already meta-analytic evidence suggesting some positive effects of chess training. Specifically, Sala and Gobet (2016) analysed 24 studies with a total sample of over 2700 children and adolescents and found a moderate overall effect ($g = .338$) of chess training on participants' mathematics, reading and general cognitive skills. This effect was a bit stronger for chess trainings with longer durations (i.e., over 25 hours) and for the domain of mathematics. However, the authors also emphasized that the experimental designs of most of the analysed studies was flawed so that the observed positive effects may be due to placebo effects such as higher expectations of the educators in the chess

groups or a heightened motivation induced by a novel activity. This concern indeed seems to be valid as subsequent studies with larger samples and better controlled experimental designs did not find evidence that chess training has a positive impact on students' mathematics achievement (Jerrim et al., 2016; Sala & Gobet, 2017).

In contrast to the cognitive domain, there is no meta-analysis yet on a potential impact of a chess training on children's motivational, emotional or personal development, which is certainly due to the extremely low number of studies on this issue. Based on a current literature search, three relevant (published) studies could be identified, which all suggest some beneficial effects. Aciego et al. (2012) compared 170 children and adolescents (6-16

years) who chose chess as extracurricular activity with 60 peers selecting soccer or baseball. Over one school year, the chess (compared to the basketball and soccer) group showed a larger improvement in several socio-affective variables as rated by their teachers, including school satisfaction, personal adjustment, self-confidence, and coping strategies. Blasco-Fontecilla et al. (2016) evaluated the impact of an 11-week chess training in 44 children and adolescents (6-17 years) with ADHD and observed that the severity of ADHD symptoms significantly decreased. Finally, data from the Republic of Armenia, in which chess has been included as an academic discipline since 2011, indicate that chess is perceived by parents and teachers to effectively foster children's cognitive and self-management skills (Mirzakhanyana, Gevorgyana, Sargsyana, & Daveyana, 2017). Even though these findings provide first evidence in favour of a beneficial impact of chess training on children's and adolescents' development, it has to be noted that the applied study designs suffer from critical limitations (in particular, quasi-experimental design in Aciego et al., 2012; no control group in Blasco-Fontecilla et al., 2016; no objective change scores in Mirzakhanyana et al., 2017). Therefore, further well-designed research is urgently needed to answer the question of whether chess training indeed has positive effects on children's motivational, emotional or personal development.

3.3. References

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Jerrim, J., Macmillan, L., Micklewright, J., Sawtell, M., Wiggins, M., University College London (UCL), I. of E. (IOE), & Kingdom, E. E. F. (EEF) (United. (2016). *Chess in Schools: Evaluation Report and Executive Summary*. Education Endowment Foundation.

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Sala, G., & Gobet, F. (2016). Do the benefits of chess instruction transfer to academic and cognitive skills? A meta-analysis. *Educational Research Review*, 18, 46–57. <https://doi.org/10.1016/j.edurev.2016.02.002>

Sala, G., & Gobet, F. (2017). Does chess instruction improve mathematical problem-solving ability? Two experimental studies with an active control group. *Learning and Behavior*, 45(4), 414–421. <https://doi.org/10.3758/s13420-017-0280-3>

2.1.2 Project management, quality assurance and monitoring and evaluation strategy

Project management, quality assurance and monitoring and evaluation strategy

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

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

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

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

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

The project management will ensure the coordination and monitoring in order to keep the tough time schedule for tasks and deliverables that build on each other. The project steering committee will in the first half year meet monthly in order to discuss and to ensure progress according to the time table. After the first half year of the project it will be sufficient to have one steering committee meeting per quarter and of course when the progress would require it. For fundamental questions regarding the consortium and the core goals of the project, the general assembly can be called in session from at least two partners application, otherwise once every half year of the project.

2.1.3 Project teams, staff and experts

Project teams and staff			
<p><i>Describe the project teams and how they will work together to implement the project.</i></p> <p><i>List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks. If required by the Call document/Programme Guide, provide CVs of all key actors.</i></p>			
Name and function	Organisation	Role/tasks	Professional profile and expertise
TSCHOHL Christof, President	Austrian Chess Federation	Project Leader	President of the Austrian Chess Federation, Associate and Scientific Director of Research Institute AG & Co KG – Digital Human Rights Centre, Engineer and Scientist with a doctor degree in law, experienced in project management in leading role. Management and legal.
KASTNER Walter Secretary General	Austrian Chess Federation	Administrati on	Secretary General from the Austrian Chess Federation since 2005. He is experienced in organizing chess projects, events and all aspects of government funding. Education as a coach, referee and organizer for chess.
HANDRICH Lothar, Mag., chairman commission chess in schools	Austrian Chess Federation	Teacher, Trainer, Expert school- chess	Highly self-motivated Teacher with experience in schema pedagogy and a profound knowledge in teaching chess for Children and adolescents.
Kindermann Stefan, CEO	Chess Academy Munich	Lead WP, Trainer, Expert	International chess grandmaster since 1988. Co-founder and managing director of the Munich Chess Academy. Chairman of the board and co-founder of the Munich Chess Foundation that supports disadvantaged people through chess projects. He is an NLP master, keynote speaker, coach and author of several specialist books.

			He has developed the King's Plan strategy model from the success strategies of chess grandmasters and conveys this concept to executives in the form of lectures, coaching sessions and seminars.
Woisin Rainer Dkfm, CEO	ChessBase	Expert	<p>CEO at ChessBase since 2003. On the subject of children's chess:</p> <p>Project management "Fritz&Fertig" software series since the beginning of the planning in 2000.</p> <p>1997 to 2019: Organisation and management of well over 100 children's chess events in German bookshops and shopping centres,</p> <p>2008: "Chess instead of Maths" - pilot project at a Hamburg primary school with Senate support,</p> <p>2013-2016: "Yes2Chess" - European Online Pupils Championship with BarclayCard,</p> <p>2015-2018: "Schach als Fach" (Chess as a Subject) in Salzgitter supported by the Lotto-Sportstiftung Niedersachsen (Lower Saxony Sports Foundation), among others.</p> <p>Since 2018: "Schach macht schlau" in Bremen</p>
Janković Alojzije, secretary general	Croatian Chess Federation	Expert	General secretary of Croatian chess federation, FIDE Trainer, 15 years of expertise in chess coaching
Podravec Krešimir, secretary	Zagreb Chess Federation	Trainer	Secretary of Zagreb chess federation, FIDE Instructor, 15 years of expertise in chess coaching (specialized in working with youth)
Vršek Ivan, president	Chess Club Caissa Zagreb	Trainer	President of the chess club Caissa, FIDE Instructor, 10 years of expertise in chess coaching (specialized in working with youth)
Kruljac Petra, secretary	Chess Club Caissa Zagreb	Expert IT	Secretary of Chess club Caissa, IT expert, Professor in Education center Algebra, 10 years of expertise in chess coaching (specialized in working with youth)
Martin Petr, chairman of the board	Czech Chess Federation	Head of the Czech Team	Elected leader of the Czech Chess Federation (from 2/2020), Chess grandmaster, has 15 years of experience of coaching chess for talented kids
Venuse Souralova, manager of the project chess in schools	Czech Chess Federation	Organizing and managing events	Teacher at elementary school for many years. Starting from 2018 she is the Manager of Czech Project Chess in Schools
Frantisek Stross, secretary general	Czech Chess Federation	Administrative support	General Secretary of the Czech Chess Federation for more than 10 years – he has a huge experience with grants, mainly from the Czech Ministry of Education, Youth and Sports.

Róbert Kapás, secretary general	Hungarian Chess Federation	Head of administration	Secretary general of HCF
dr. Tamás Sterbenz, board member	Hungarian Chess Federation, UPE, RCMG	Professional Leader	Board member of HCF, Chairman of the Education and Research Committee, Deputy Rector of the University of Physical Education
dr. Gusztáv Font, board member	Hungarian Chess Federation, JPCF	Contact person to the institutes involved in the Judit Polgar Methodology	Board member of HCF, Member of the Education and Research Committee, responsible for the Judit Polgar Methodology
dr. Anita Misetáné Burján, Member	Hungarian Chess Federation	Pedagogical Expert	Member of the Education and Research Committee
dr. Zsuzsa Duró PhD., expert	UPE, RCMG	Pedagogical Expert	Talent Development Expert
Béla Molnár, chairman youth committee	Hungarian Chess Federation	Contact person to youth associations and chess trainers	Chairman of the Youth Committee
dr. Attila Erik Farkas, legal advisor	Hungarian Chess Federation	Legal advisor	Legal advisor of HCF
BIAGIOLI Marco law expert	Italian Chess Federation		Attorney at law. Legal affairs.
CAPUANO Francesco, school manager	Italian Chess Federation		School teacher and manager. Administrative duties in school administration and planning
MARSINA Stefan Senior researcher Manager of WG5	Slovak Chess Federation	Managing Work package Scientific Monitoring WP5	Mechanical Engineer, UNIDO expert on marketing and economy (Zambia), Economy manager in project (Sudan), Designer and manager of the large Management training programme in a large machinery production company, Teacher and developer of the Management textbook at the University Zilina, Ph.D. on Project Management at University of Economy Bratislava, researcher, textbook developer and teacher of about 700 Erasmus students, tutor of more than 40 Master theses, reviewer of doctoral theses and journal articles.

VLEC Stanislav, member	Slovak Chess Federation	Organizing tournaments, events, PR. Digitalization of work on CiS and online tournaments	Long-time organizer of various chess tournaments, especially for youth. Organizer of the Bratislava regional school chess competitions since 2010, the member of the Regional Executive Board Bratislava within the SCF since 2009, the coach for youth in the chess club Doprastav Bratislava, former head of the Chess in Schools Slovakia initiative (2011-2018), cooperation in the CHAMPS Erasmus+ project 2017-19. Co-organizer of the regional and country online School chess championships 2020-21 of individuals and teams. Co-organizer of European Youth Chess Championship Bratislava in 2019.
KOCU Jan, member executive body	Slovak Chess Federation	Managing training of teachers and teaching in Model schools	Pedagogical studies of Physics at Universities Banska Bystrica and Nitra. Primary school teacher. Manager of Chess in Schools Slovakia, member of the SCF Executive Body. Co-developer of Board Games Methodology for Mother schools and Primary schools. Licenced chess arbiter and trainer. Manager of chess leisure activities at his school.
HARASTOV A Viera, expert	Slovak Chess Federation	Training of teachers and Teaching in Model schools	Studies at University Trnava, Pedagogical faculty. Bc. degree with the work Mathematical-didactic games (2013) and Mgr. degree with the work Didactic games on chessboard (2015). Ten years practice with using chess within mathematical classes at Private Primary School in Skalica. Using chess with mathematics is in curricula for 1st to 5th year-classes. Participating in Erasmus+ project CHAMPS, Co-author of the project outcome „50 Chess and Mathematics Exercises for schools“.
MARTI Oliver, Project Manager	Swiss Chess Federation	Coordination, administration, teaching	*1989, General Secretary SCF, chess instructor (Chess club of Bern), publishing editor (focus: LaTeX), certified proofreader (German language).
Christine Zoppas, Expert/Advisor	Swiss Chess Federation	teaching, advison	*1979, primary school teacher, remedial educator, former SCF board member, member of the ECU Educational Commission, specialist department for the promotion of young talent and training SCF.
GRABNER Roland, Head of section	University Graz	Expert	Psychologist and neuroscientist. Since autumn 2014 professor for giftedness research at the University of Graz.

Outside resources (subcontracting, seconded staff, etc)

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

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

Hungarian Chess Federation

The University of Physical Education (UPE) is our permanent partner in research, education and training of coaches.

The Research Centre of Mind Games (RCMG) is happy to take part in the science and teacher training part (either physical education or mathematics).

Judit Polgar Chess Foundation (JPCF) is our permanent partner, responsible for the Judit Polgar Methodology.

Slovakian Chess Federation

ChessPlus (John Foley, Rita Atkins), UK

ECU, Jesper Hall, the chairman of the ECU EDU commission, SWE

Suisse Chess Federation

Other SCF certified chess teachers in Switzerland will contribute their know-how.

2.1.4 Cost effectiveness and financial management

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

Not applicable.

2.1.5 Risk management**Critical risks and risk management strategy**

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

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

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

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

Risk No	Description	Work package No	Proposed risk-mitigation measures
1	Within the Project Chess Makes you smarter, some teachers indicated that low-performing children lose touch or show no progress in the	WP2	For this reason, careful pedagogical supervision/monitoring of the creation of the teaching materials is an important part the project and ensured

	areas of concentration or problem solving. It was also pointed out that the requirements are generally too high for children in the first grade (Project report Chess Makes You Smart).		by the leading experts with their experiences from the best practice examples in Bremen and Munich.
2	No means of contacting the school ministry/school board, possibly no support.	WP3	Chess lessons not as a compulsory subject but as a voluntary afternoon activity.
3	No schools are found that are ready for the pilot project	WP3	This is a very small risk, because all the partners have already existing school cooperation. In the worst case we have to use the new methods in such schools and to improve there the quality of the lessons.
4	Teachers fear failure and refuse to participate	WP2	If teachers are inhibited Alternative: Tandem solution: teacher + trainer teach
5	Parents refuse support/approval	WP3	In this case, too, the solution is voluntary lessons in an optional or free subject.
6	Workshops, seminars, events are not possible on-site due to pandemic restrictions in one or more countries.	WP1, WP2, WP4	Chess is perfectly suitable to organize workshops, Seminars and even events hybrid or online. All partners have already collected a lot of experience, e.g. the Mitropacup 2021 was organized in a hybrid format. Players from country collected on one place and played online with those from the other countries.

2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

Consortium cooperation and division of roles (if applicable)

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

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

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

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

List of Partners:

AUT-Austrian Chess Federation (Lead), <https://www.chess.at>, President: Ing. Dr. Christof Tschohl

CRO-Chess Club Caissa Zagreb, <http://www.skcaissa.hr>, President: Ivan Vršek
 CZE-Czech Chess Federation, <http://www.chess.cz/>, President: Viktor Novotny
 GER-ChessBase, <https://en.chessbase.com>, CEO: Rainer Woisin
 GER-Munic Chess Academy, <https://www.mucschach.de>, CEO: Stefan Kindermann
 HUN-Hungarian Chess Federation, <http://www.chess.hu>, President: Laszlo, Szabo
 ITA-Italian Chess Federation, <http://www.federscacchi.it>, President: Luigi Maggi
 SVK-Slovakian Chess Federation, <http://www.chess.sk>, President: Roman Milan
 SLO-Slovanian Chess Federation, <http://www.sah-zveza.si>, President, Milan Brglez

List of Associated Partner:

SUI-Swiss Chess Federation, <http://www.swisschess.ch>, President: Peter Wyss
 AUT-University Graz - Institute of Psychologie, <https://psychologie.uni-graz.at/en>, Head of Institute: Roland Grabner

All partners come from the circle of Mitropa Chess countries and have been well connected for many years. They know each other from the Mitropacup, a tournament for 10 Central European countries, which was initiated by the Austrian arbiter Gertrude Wagner in 1976 and has been held annually since then.

The Mitropa countries Austria, Croatia, Czech Republic, France, Germany, Hungary, Italy, Slovakia, Slovenia and Switzerland have now agreed to work more closely together and are in the process of founding a Mitropa Chess Association with the aim of implementing joint projects.

This Erasmus project is a first step in that direction. All partners have similar starting points in the spread of chess. In particular, the approach of using chess as an "educational tool" is known and tried, but could not yet be implemented in practice.

Our common goal is to use chess as a language to help integrate children from socially disadvantaged educational backgrounds. The focus is on using chess to teach skills and develop personalities.

From the countries Austria, Czech Republic, Hungary, Italy, Slovakia and Slovenia the respective chess federations are partners of the project. All of them have a lot of experience at all levels of chess.

Austria has the role as the lead partner. President Christof Tschohl has more than a decade experience as project leader as in research and consulting projects and as a data protection expert and human rights activist, co-founder, board member and chairman of successful NGOs (epicenter.works, noyb.eu).

From Germany, ChessBase and Chess Academy Munich are two partners who have a lot of know-how and experience in the development and dissemination of chess learning materials. In Munich, there is also a focus on the didactic training of coaches.

Slovakia brings in Stefan Marzina, an expert who successfully accompanied and implemented the Erasmus project CHAMPS.

Croatia is a project partner with the chess club Caissa from Zagreb and as clubs its focus is on working with youth.

Associated partners are the Swiss Chess Federation and the University of Graz with its Psychological Institute. Roland Grabner has chess as a focus of his scientific work. The Swiss

Chess Federation will be able to participate in individual events and use the material from the project in Switzerland.

1. Austria

1.1. Organization

The Austrian Chess Federation (abbreviated ACF) is a non-party sports association based on democratic principles. The activities of the federation cover the entire federal territory of the Republic of Austria, are non-profit and non-governmental. The seat is Vienna.

The purpose of the ÖSB is the preservation, dissemination and promotion of the sport of chess in Austria, taking into account the competitive situation with other sports and leisure activities.

In the legal sense, the ÖSB is registered as an association in the register of associations for clubs and has there the number: 028640228 (see: <https://citizen.bmi.gv.at/at.gv.bmi.fnsweb-p/zvn/public/Registerauszug>).

1.2. Aim

Chess in schools is a topic where the ACF is either way increasing its effort in order to reach out more into society with chess as a sport but also as an asset for culture, integration and inclusion. However, the proposed project would be a booster for this effort and would enable us for a pan-European exchange of ideas, methods and best practise. Whilst the typical approach of bringing chess into schools by already established chess teachers, this project aims for a more progressive and sustainable approach.

2. Croatia Chess Club Zagreb

2.1. Organization

About the Chess club for working with youth „Caissa“

The club was founded in the 2013 as a citizen's association in the city of Zagreb with the aim of developing and improving the chess activities of young people, organized participation in chess competitions and training in chess. Legal representatives are the president, the vice president and the secretary of the club.

The activities of the Club are:

- teaching chess, promoting positive social values and sports life,
- teaching and training of children and youth,
- acting for the purpose of increasing the quantity and quality of participants in chess,
- planning and programming the development of chess sport,
- uniting the needs and interests of the Club in chess,
- organizing and participating in sports competitions and events,
- care for the maintenance and use of sports facilities,
- Encourage the overall activities of the Club to understand and adopt ethical values through sports.

2.2. Aim

Expected goals achieved in participating in the project

Participation in the project has many positive expectations, but the two main goals are by far the most important for the overall development of chess in the city of Zagreb, and later in the entire Republic of Croatia.

The first goal is to reach as many children as possible who would learn the basics of chess through this project, and the second is to improve the image of chess as a sport that is great for children because playing chess develops a number of mental qualities and character.

The only way to achieve this is to teach primary school teachers the basics of chess and somehow persuade school principals to allow chess lessons to be conducted as part of official lectures.

The organization of chess tournaments in schools will contribute to the development of chess, because from the activity that is currently engaged in a small number of students will become an activity in which almost everyone participates.

Parents' interest in their children learning and playing chess will also increase, which will benefit the wider chess community (especially clubs operating in the Zagreb area).

A chess club for working with young people "Caissa" was founded with a unique goal, which is to improve the quality of play among young chess players in the city of Zagreb. By participating in this project, the club would get the opportunity to reach a much larger number of children who would enter the chess world than is otherwise possible. International cooperation and sharing of expertise from foreign partners who have already implemented some significant projects in working with young people are also important elements in the development of the club.

3. Czech Chess Federation

3.1. Organization

The Czech Chess Federation (CCF) is the organizer and representative of chess in the Czech Republic. It represents chess towards the state and all the organizations and institutions, especially the International Chess Federation (FIDE), the European Chess Union (ECU), the Czech Sports Union (ČUS) and, as one of its members, the Czech Olympic Committee (ČOV). The CCF is based in Prague.

The main mission of the CCF is to take care of the complex development of chess as a sport in all its forms in the Czech Republic, to take care of the dignified representation of Czech chess in the international field and to take care of the promotion and popularization of chess as a wonderful tool for human development and education.

History of the CCF

The Central Union of Czech Chess Players (CUCCP) was a first unified organization of Czech chess players founded on September 8, 1905. After the establishment of the independent Czechoslovakia 1918, the organization was renamed to the Central Union of Czechoslovak Chess Players. In 1924, CUCCP became a founding member of FIDE. After the establishment of the independent Czech Republic in 1993, a new federation was formed, the Czech Chess Federation.

Currently more than 13,000 active chess players are registered in the Czech Republic, who participate in chess competitions for teams and individuals. The CCF unites over 500 clubs.

CCF relation to Chess in Schools project

CCF also strives for implementing chess into the educational system. To achieve this goal the project Chess in Schools has been created. CCF follows the European Parliament's declaration of 2012 generally recommending the inclusion of chess in education in the Member States of the European Union.

CCF Executive Committee

The highest body of the CCF is the Conference of CCF, which is convened at least once a year. Regional chess federations send their delegates to the Conference. These delegates approve the Statutes of CCF, elect the Chairman and Vice-Chairman of the CCF

and 5 other members of the Executive Committee of the CCF. The Executive Committee is the statutory body of the Czech Chess Federation. It has at least 5 members and consists of the chairman of the CCF, the vice-chairman and other elected members. The term of office is three years, the current EC CCF was elected by the CFF Conference in February 2020. The Executive Committee establishes expert committees, issues rules and guidelines of the CCF, ensures the management of financial resources and property of the CCF and performs tasks assigned by the CCF Conference Meetings of the Executive Committee are usually held once a month.

Executive Committee relation to Chess in Schools project

At these meetings together with the Expert Youth Committee the project CIS report is regularly presented to Executive Committee. This CIS report is prepared by CIS republic manager, who at these meetings presents plans and events in CIS. CIS republic manager is responsible for CIS budget spending, entering into contracts with schools, CIS marketing and advertising, taking part in conferences and CIS meetings abroad, organizing courses for trainers and teachers, organizing competitions for children, communication with teachers, representatives of cities and municipalities, universities and other expert committees (Trainers, Youth, PR and Marketing). There are 14 more subordinate coordinators who provide help with CIS in their regions. They get their financial reward for their work every year (each 100 - 250€).

3.2. Aim

Our goals hard to reach without Erasmus financial support

- cooperation between Czech schools and schools abroad – international school meetings and chess events.
- regular financial support for all the chess teachers and trainers teaching at schools (providing regular wages)
- financing of courses with lecturers from abroad (Cooperation with ChessPlus and ECU, we would like to invite Jesper Hall and run the course Smart Method)
- support for schools' own initiative – organizing their own chess promotion events-grants for events

4. Germany ChessBase

4.1. Organization

ChessBase - In Service of Chess

Thirty years ago World Chess Champion Garry Kasparov said: "ChessBase is the greatest development for chess since the invention of the printing press." The company, founded in 1986 by physics student Matthias Wüllenweber, science journalist Frederic Friedel, and chess trainer Gisbert Jacoby, has revolutionized the game. Today ChessBase GmbH, located in Hamburg, Germany, has 30 full-time employees and is the world market leader in its field.

ChessBase is a database software for the game, one that has become the international standard for top players, from the World Champion to ambitious amateurs. The current version, ChessBase 15, gives players over eight million games, and instant access to 200 million position evaluations, generated by the strongest chess engines in the world and stored in the Cloud.

In addition to the powerful database software ChessBase also offers a chess playing program. Launched in 1992, Fritz won the Computer Chess World Championship a year later, ahead of a prototype version of Deep Blue. Twelve years later it beat the reigning human World Champion, Vladimir Kramnik, in a six-game match, watched by millions world-wide.

In 2001 ChessBase launched a chess server that allowed chess enthusiasts all over the world to play against each other. Today Playchess is the meeting point for hundreds of thousands of

players, from Garry Kasparov to beginners who have just learned the game. The server provides live coverage of all major tournaments, often with grandmaster commentary.

For over twenty years ChessBase.com has been the leading news page for chess, and today provides important services to help chess players better understand the game.

In 2002 ChessBase joined forces with the book publisher Terzio to develop teaching software for very young children. Fritz & Chesster was an enormous success, winning many international awards. It has been translated into 17 languages and is estimated to have generated a million and a half new chess players.

Fritztrainer is another important ChessBase product. The company has produced over 400 training DVDs with videos of top players explaining different aspects of the game, while moving pieces and highlighting moves and squares on an embedded chessboard. Amongst the authors we find former World Champions like Garry Kasparov, Vladimir Kramnik, Vishy Anand, as well as other leading grandmasters and world famous chess trainers. The Fritztrainer has become the premium way to improve your skills in the game.

In short: ChessBase offers you everything you need for the game of chess. As former World Champion Rustam Kasimdzhanov put it: "I don't know a single chess player, amateur or 2800, that does not use ChessBase, and for good reason."

4.2. Aim

Localisation of the teaching material into different target languages. So far, the workbooks for teachers and pupils are only available in German. Without Erasmus funding, localisation would not be possible because it would not be economically viable.

Improving the teaching material by using it in different EU regions with experience reports and suggestions for improvement.

Creation of a multilingual website with teaching material, didactic hints, experience reports, exchange of teachers: could develop into a central portal for chess teaching.

Every teacher, every school class that has tried chess lessons will pass on the positive experiences: in the school, in the city, in the region. Authentic experiences are the best advertisement for chess lessons. The project offers the chance to form 100 (?) such chess classes, which will carry on the project idea in the long term.

Every event, whether a school tournament or a chess tournament on the market square, shows the public that chess is good for the children. The public sees that all children benefit, girls and boys, disabled and non-disabled, children of all nations and cultures: chess is inclusive - and everyone will see and understand the magic.

5. Germany Chess Academy Munich

5.1. Organization

The Chess Academy Munich a limited company and was found in 2005. Stefan Kindermann is the managing director and co-founder.

It sees itself as a provider of high-quality chess training and implements the social projects of the Chess Foundation.

It has developed the didactics they use and employs a total of about 15 trainers, three of them permanent employees, the rest freelancers.

These trainers are selected and trained by the Chess Academy and accompanied by supervision.

5.2. Aim

The special impact of the EU-Erasmus project from the point of view of the Munich Chess Academy

- Chess training with whole school classes in a social hotspot with a very high migration rate of school children
- Inclusion by including all children, especially those with language deficits and little support from their parents.
- Chess with an entire school, or at least eight entire school classes, as a lighthouse project with a high media impact and role model function.
- Arousing enthusiasm among teachers for a permanent expansion of the project.
- Inter-European exchange and transfer of knowledge with the goal of a novel training concept that is optimally adapted to the respective circumstances

Trainers who have been trained according to the didactics of the Munich model "Chess according to the King's Plan" could promote inclusive projects in focal schools with entire classes, in institutions for people with physical disabilities, for people affected by autism, for sick children and young people throughout Europe.

6. Hungary

6.1. Organization

Hungarian Chess Federation (HCF) is a national professional sports association established to perform the national and international tasks related to chess and was founded in 1921. The federation participates in performing the tasks related to sport, organises and manages the relevant activities of chess federations and associations in Hungary, promotes playing chess, takes part in the activities of the international sport organisations and represents the interests of its members both in Hungary and abroad.

HCF Youth Committee takes responsibilities for developing chess strategies for juveniles, establishing the concept of the development of young chess players and ensuring its implementation, promoting chess in educational and childcare institutions etc.

HCH Education and Research Committee takes responsibilities for exploring the situation of school skills development programs, contacting state organizations responsible for public education and higher education development of a qualification system for participants in chess education; introduction of a training and further learning system; exploring the potential of digital technology, involvement of cross-border participants; supporting and disseminating innovative capacity building processes; research to explore the links between human decision-making and chess etc.

6.2. Aim

Our main goal is to increase the quality of the current school chess education, and the number of the participating schools, teachers and students. Implementing these all requires the introduction of new methodologies, which is a time-consuming and costly task.

In Hungary, chess is included in the National Core Curriculum, but there is currently no clear intention to make it a compulsory subject, like it is e.g. in Bremen. If chess education is available on a voluntary basis, it is up to us, the federation, who and how we can get involved.

Appropriate and systematic training of teachers on an international level, and the provision of appropriate specialist materials can help a lot. The more chess instructors and chess-loving teachers appear in education, and the stronger their professional background is, the more confident and motivated they will be.

It would be very important for us to develop a management system for the training and the operation of the system at the same time, so that we can see the development of the results of our work and intervene where we perceive difficulties.

7. Italy

7.1. Organization

The Italian Chess Federation (ITA) is the national Chess Federation in Italy, organised as a sport association, established in 1920 in order to group Italian chess players in one professional organisation, with the purpose to govern and direct Italian national and international tasks related to chess.

The Federation is a member of the National Olympic Committee and its President is a member of the Committee's board.

Federation's members are the Chess Clubs registered in Italy, who elect the organs every Olympic cycle.

The activity of the Federation is to direct, organise and support any chess activity in Italy, also managing the relationships with the public organisations and institutions, promotes the game at any level and cooperate to organise any specific chess events that is required to.

The Federation represents the Italian Chess Community in international bodies such as FIDE and ECU: many ITA directors are also part of international bodies commissions and much appreciated for their capabilities and restless activity.

ITA Youth Commission is responsible to develop and exploit or junior players, organising their training and funding them where necessary, in order to help them achieve more and more results over the years, promoting chess in school and childcare centres.

ITA School Commission is responsible to organise school activities and develop new projects involving new schools or helping to school to start their own chess programs, providing help, support, coaches, trainers and experts, as well as helping their programs to train regular teachers on chess.

ITA Federal School is the central structure in charge to promote the development, training, coaching and regular updating of our players (both juniors and non juniors) director, coaches, trainers, arbiters and local commissioners in order to increase their knowledge and know how, support their growing and increase the quality of our staff.

7.2. Aim

Main aim is to spread the game as wider as possible to reach - at the end - the goal of having chess as a regular topic into the school curriculum, permanently cooperating with the School to implement and realize chess programs into it.

The scientific aim of such an important goal is to use chess as a multidisciplinary topic which might improve social and logical skills of the kids, helping them to develop their talents and fighting social marginalisation.

In order to get it, we need the Erasmus funding to make possible and economically sustainable a various plan which includes:

the production of new teaching materials, both meant to train pupils and teachers;

- promote cross-borders exchanges both for our students, both for our coaches and trainers, in order to increase their experience;
- build a dedicated website in order to reach more and more schools and have one portal where every stakeholder might find information about chess in school.

8. Slovakia

8.1. Organization

Slovak Chess Federation is the official national sport federation and is in charge of all official chess activities. Slovak Chess Federation (SCF) was founded in 1990 and in 2021 has 4090 active members in 187 chess club.

In recent years Slovak chess players achieved international success, especially in youth categories. In 2015 Veronika Gazikova won a silver medal in the Individual World Youth Chess Championship for girls under 16 years. In 2018 her brother Viktor Gazik won a gold medal in the Individual World Youth Chess Championship for boys under 18 years.

Slovakia regularly participates in Chess Olympiads, European Individual and Team Championships and currently has two players who qualified for the upcoming World Cup in July 2021.

Woman Grandmaster Eva Repkova, a delegate of Slovak Chess Federation for international affairs, is currently serving as a Chair of Commission for Women's Chess (WOM) in the international chess organization FIDE. WOM organizes many continental and global events in support of women in chess to boost their participation in all aspect of chess life. She is also a Vice President of European Chess Union (ECU), a chess organization that includes all European countries.

Slovak Chess Federation is actively involved in various projects including chess in schools. This is also a mission of the Chess in Schools Commission (CiS). CiS manager is a member of SCF Executive Body that enables direct activities from the centre to the participating schools. Higher operability is also achieved by hierarchical organization structure of CiS. There are appointed CiS leaders for each of 8 regions within Slovakia. Choosing one Model School for each region would help to spread chess teaching for all Slovakia, also in regions with marginalized ethnics.

Two years ago SCF as a coordinator completed an Erasmus Project Chess and Mathematics in Primary Schools (CHAMPS) together with partners from United Kingdom, Spain and Portugal. UK was represented by Chess in Schools and Communities organization operating in London, which has a long-term experience in teaching chess in schools. The Spanish partner was a Research observatory focused on teaching chess in schools. They operate within the University of Girona. Leader of the Portugal partner was Prof. George Nuno Silva a world-wide specialist on History of Board Games. These partners are worth for cooperation in the field of scientific view on chess teaching in schools. The project manager was Dr. Stefan Marsina, who used expertise of the project partners to achieve outcomes, which can be used in developing chess teaching in schools. They were:

1st 50 Chess and Mathematics Exercises for Schools – material for teaching

2nd Teacher Training for Chess and Mathematics – how to integrate chess and mathematics; instructive material for training teachers who do not have to be chess players.

8.2 Aim

Our goal is to increase the quality of the current school chess education, and the number of the participating schools, teachers and students.

Choosing one Model School for each region would help to spread chess teaching for all Slovakia, also into regions with marginalized ethnics. Sustainability of this project results can be achieved through these schools, their children and supporting parents.

Using PR and results of this project to involve public authorities to process of recognizing chess as a supportive tool for improvement of children's behaviour.

9. Slovenia

9.1. Organization

Slovenske Konjice, small city with over 14.000 population. Club is connecting neighbouring city Zreče as well, city with over 6.000 population.

The club with tradition of over 60 years has few years ago serious possibilities to collapse. The reason was lack of youth, members without vision, plan and energy to change.

As a parent, I helped new president to change course, that club has lined last 30 years and organized chess courses in all local schools, organized youth tournaments and connected young chess players with old, experienced.

Club is now in good shape as local community accepted action, students are learning chess and new kids has been brought to Chess classes.

Gorazd Gorjup, he is the main contact from Slovenia for our project, became president on the last assembly on 11th of June 2021. He has big plans for the future, especially in youth chess activities.

9.2. Aim

We will invite school and kindergarten principals to different actions in order to bring chess to each and every child in our cities.

We are planning to organize yearly Chess festival with different tournaments, chess courses to bring new chess players to clubs, live chess match similar as Italian Marostica live chess game. To build an idea with years, all with goal to make game popular to young population.

In our city flag there, is a horse, and up the hill of our town there were dragon that took each year most beautiful girl each year. So we will make a story out of it.

10. Switzerland

10.1. Organization

The Swiss Chess Federation

The Swiss Chess Federation (SCF) was formed in 1995 by the merger of the «Schweizerischer Schachverband» (SSV, founded in 1889) and the «Schweizerischer Arbeiter Schachbund» (SASB, founded in 1923). It unites 227 Swiss chess clubs and over 5000 members and offers a wide range of services for the chess players of Switzerland. The Swiss Chess Federation is a non-party, non-governmental and non-profit sports association based on democratic principles with seat in Ittigen (Bern), Switzerland.

The purpose of the SCF is to promote the sport of chess, and we are particularly committed to the promotion of juniors. In addition to the social aspects, it is important that our talented juniors are promoted in a performance-oriented manner, so that later on the best possible basis for a problem-free integration into the national squads is guaranteed.

10.2. Aim

As a country in the hearth of Europe, that is not part of the EU by itself we see many positive effects of this project. This is why Switzerland wants to be an associated partner. The main

goals of course are the development of good functioning relationships to primary school teachers in Switzerland as well as the education of those teachers in teaching chess to their students. Through those teachers we plan to reach as many children as possible and motivate them to learn and play chess. To reach this goal we need resources to teach those teachers and provide good learning and teaching materials. Furthermore, we would like to organise school chess tournaments and transfer interested juniors to local chess clubs. As a side-effect we see great potential in that growing teacher's network to convince school principals to conduct chess as part of the school curriculum. With those measures we want to be more visible in schools and expect to increase also the parent's interest in chess. The project is planned to start in the Swiss German cantons and the model will later be deployed to the French speaking parts of Switzerland.

In Switzerland there is no big school chess community, but we have many national chess schools who might take part and help us to promote chess in schools. We see great opportunities in international cooperation and the sharing of expertise with other mid-European countries. A knowledge transfer and important contacts to the authorities of other federations and partners are welcoming effects this project will have. As Switzerland's chess world is steadily growing and developing, we expect to adapt best-practice-projects of other federations, who are set up more professionally than we are, to our chess culture and needs. All in all cooperation and collaboration are the most important keywords.

11. Overall objectives

The project aims to produce much more than just the sum of its elements. By bringing all partner countries together to develop a common curriculum and materials for teaching chess in schools as a scalable and sustainable possibility with a low threshold of external resources needed.

2.2.2 Consortium management and decision-making

Consortium management and decision-making (if applicable)

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

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

The decision-making on matters of the consortium is incumbent on the **consortium assembly**, unless they are assigned to the consortium leader in the consortium agreement or by resolution of the consortium assembly.

In the first 6 months of the project, the consortium meeting will be convened by the consortium leader every month, afterwards once a quarter. In any case, a consortium meeting shall be held at least once every six months.

Additionally, a consortium meeting will be convened at the request of a project partner within 14 days of the request being made. The consortium leader may also convene a consortium meeting if it deems this necessary.

The consortium meeting shall constitute a quorum if all project partners are represented at the meeting.

If this is not the case, a second meeting shall be convened with the same notice period and the same agenda. The second meeting has a quorum regardless of the number of project partners

present. A consortium meeting will be held halfway through the project, at which each project partner will report on the work it has done to date.

The consortium is usually represented by the steering Committee, consisting of delegates of each partner without necessarily legal representation powers. Such is necessary in a formal consortium assembly where mayor decisions have to be taken democratically.

3. IMPACT

3.1 Impact and ambition

Impact and ambition

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

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

The qualitative and quantitative expansion of chess instruction at all school levels Europe-wide supports social cohesion, social inclusion, the fight against discrimination, the reduction of crime rates and even the fight against various addictions within the European Union. Regardless of the age of the children. It will provide better concentration skills, more patience and stamina, more sense of creativity, better intuition, better memory, better analytical skills and better decision-making skills for Children within the European Union. In addition, children and young people can learn determination, motivation and fairness through the game.

Target groups are pupils and teachers. The innovative approach is to train teachers to teach chess and to use it as a tool for teaching core competencies and for social integration. The focus is on the joy of learning. It is important to reach all children in a class to ensure that children from socially disadvantaged backgrounds also benefit. To prevent pupils with less concentration or mathematical abilities lose touch a careful pedagogical supervision/monitoring of the creation of the teaching materials is ensured.

3.2 Communication, dissemination and visibility

Communication, dissemination and visibility of funding

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

Describe how the visibility of EU funding will be ensured.

In the first step of the "CUPS" project, chess is offered in the selected project schools as part of the curriculum or as additional lessons. Around 2000 pupils from 80 classes in the eight partner countries will participate in the project.

The network of the 10 Mitropa countries will ensure the promotion and dissemination of the project idea. For this purpose, the media contacts of the partner countries will be as well used as their websites and. Beyond the borders of the partner countries, ChessBase will report about the project on its international chess websites. The supportive use of celebrities is planned to achieve media interest outside the chess family.

All partner countries have a network of clubs and contacts for chess in schools in their chess federation. This way it is guaranteed that CUPS will be continued by federations, clubs and schools.

The network of federations also includes contacts to the Ministry of Sport and the Ministry of Education or to the same institutions at district or municipal level. If these authorities can be won over to the project, it will be possible to implement CUPS in schools as part of the curriculum. Otherwise, there is the alternative of offering chess additionally, for example in all-day schools.

3.3 Sustainability and continuation

Sustainability, long-term impact and continuation

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

The Mitropa Chess Association, which is currently being founded with 10 countries from Central Europe, ensures the long-term sustainability of CUPS.

It is in the partner countries' own interest to better position chess in schools. The best practice example of Bremen has shown that there is a lot of potential for improvement here if the decision-makers can be convinced and the teachers motivated.

The website of the Mitropa Chess Association would be the ideal online platform to permanently archive the findings and materials in all partner countries and to offer them to associations, countries, municipalities, clubs and schools in a simple way.

Specifically offered will be:

- Information material "How to bring chess into schools".
- Learning materials for teachers
- Learning materials for pupils
- Information material on possible financing options

All partner countries have a network of clubs and contacts for chess in schools in their chess federation. This way it is guaranteed that CUPS will be continued by federations, clubs and schools.

4. WORK PLAN, WORK PACKAGES, TIMING AND SUBCONTRACTING

4.1 Work plan

Work plan

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

Work Package 1: Project management and coordination

Work Package 2: Train the teachers / Compiling ideas

Work Package 3: Transposition in practice and events

Work Package 4: Public relation and dissemination

Work Package 5: Scientific monitoring and Validation

4.2 Work packages and activities

WORK PACKAGES

This section concerns a detailed description of the project activities.

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

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

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

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

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

Work Package 1

Work Package 1: Project management and coordination					
Duration:	01.01.2022-31.12.2023	Lead Beneficiary:	AUT-Austrian Chess Association (ACF)		
Objectives					
<p>WP 1 comprises the overall coordination, communication and quality management tasks within the project, including</p> <ul style="list-style-type: none"> • Administration and coordination of the research project and the consortium. • Provision of digital communication and document management systems • Organization of consortium meetings (e.g. kick-off, workshops, project closing) • Central communication interface between funding body and consortium • Continuous quality assurance and progress control during the entire project duration • Ensuring smooth and efficient project progress • Adherence to the time and budget framework (project controlling) • Project-initiating conferences and meetings for the partner project leaders 					
Activities (what, how, where) and division of work					
<p><i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task. Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating in bold the task leader.</i></p>					
Task No (continuous numbering)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role	

linked to WP)				(COO, BEN, AE, AP, OTHER)	
T1.1	Project coordination and reporting	Continuous management of the overall project activities and progress, coordination with the respective work package leaders. Conflict management on project level Mediation within a work package. Regular documentation and reporting of project progress, results and timely preparation of the interim and final report.	ACF, all Partners	COO, BEN	n/a
T1.2	Quality Assurance and Risk Management	Preparation of a detailed project and process planning, which regulates work steps, responsibilities and time schedules. Establishment of appropriate communication channels and management of internal and external communication strategies. Adaptation and revision of the work plan in close coordination and consultation and consultation with AP leaders. Maintenance of an online project communication platform	ACF, all Partners	COO, BEN	n/a
T1.3	Conferences	Organisation of an introductory and concluding conference for all partners. Travel and accommodation costs will be covered.	ACF, all Partners	COO, BEN, AP	n/a

Milestones and deliverables (outputs/outcomes)

Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.

Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

For low value grants (less or equal to 60.000 EUR), it is not necessary to include milestones.

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

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

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

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

The labels used mean:

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

Sensitive — limited under the conditions of the Grant Agreement

EU classified —RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#).

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.1	Interim Report	1	ACF	R — Document, report	PU — Public	12	First report over the project activities from the first year, status of roll-out of concepts in schools
D1.2	Final Report	1	ACF	R — Document, report	PU — Public	24	Final report with a comprehensive summary of all project activities and project results

Estimated budget — Resources *(n/a for prefixed Lump Sum Grants)*

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

Work Package 2

Work Package 2: Train the teachers / Compiling ideas					
Duration:	01.01.2022-31.08.2022	Lead Beneficiary:	GER-Munich Foundation/Academy		
Objectives					
<p>Developing a curriculum, trainer concepts, materials, train-the trainer and train the teacher pilot-seminars. This particularly requires:</p> <ul style="list-style-type: none"> • Drafting a model curriculum for teaching chess in schools • Collecting and compiling approaches and methods from all partners • Elaborating a comprehensive education model for the project • Preparing pilot seminars for train the trainer/train the teacher with feedback and evaluation 					
Activities (what, how, where) and division of work					
<p><i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i></p> <p><i>Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating in bold the task leader.</i></p>					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting
			Name	Role (COO, BEN, AE,	

				AP, OTHER)	(Yes/No and which)
T2.1	Methodology and Curriculum	Collecting and compiling approaches/methods	GER - Munich, All partners	COO, BEN	n/a
T2.2	Elaboration of teaching model	Elaborating a comprehensive model for the teaching model rolled out in the project	GER - Munich, All partners	COO, BEN	n/a
T2.3	Train the trainer/teacher material	Adjusting the web-App “Fritz Trainer”, Translations and licensing for the project, complementary materials for teachers	GER - Munich, All partners	COO, BEN	n/a
T2.4	Preparing pilot seminars	Material for 2 Pilot Seminars for train the trainer/teacher with feedback and evaluation	GER - Munich, All partners	COO, BEN	n/a
T2.5	Pilot Seminar for teachers	Pilot Seminar “how to teach chess in schools” for teachers who will disseminate the project in their country.	GER - Munich, All partners	COO, BEN	n/a

Milestones and deliverables (outputs/outcomes)

Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.

Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

For low value grants (less or equal to 60.000 EUR), it is not necessary to include milestones.

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

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

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

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

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Milestone No (continuous numbering not linked to WP)	Milestone Name	W o r k P a c k a g e N o	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
Not applicable.							
Deliverable No (continuous numbering linked to WP)	Deliverable Name	W o r k P a c k a g e N o	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D2.1	Curriculum and report on the different approaches in the partner countries	2	GER - Munich	Document, report	PU — Public	6	

D2.2	Train the trainer/teacher material	2	GER - Munich	Document, report Web Application	PU — Public	7	
D2.3	Pilot Seminar Concept and Material	2	GER - Munich	Document, report	PU — Public	8	

Work Package 3

Work Package 3: Transposition in practice and events			
Duration:	01.09.2022-31.06.2023	Lead Beneficiary:	CZE-Czech Republic Chess Association
Objectives			
<p>Pilot seminars in Schools, trainings, workshops, practical launch of chess-classes in project, events (tournaments, etc.), referee training (association)</p> <p>Developing project school partnerships, reaching out to education sector at domestic level</p> <p>Workshop for teachers with cross-border exchange to share experience</p> <p>Workshops for teachers “how to organize chess in school”</p> <p>Launching actual chess-classes in project schools</p> <p>Internal tournaments in each class</p> <p>Hybrid-tournament amongst all countries (qualification)</p> <p>On site-tournament with the best 3 (finals)</p> <p>Public presentation as a PR event</p> <p>particular task: referee training (association)</p>			

Activities (what, how, where) and division of work					
<p><i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task. Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating in bold the task leader.</i></p>					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T3.1	Teacher Workshops	Workshop for teachers with cross-border exchange to share experience and “how to organize chess in school”	CZE, all partners	COO, BEN	n/a
T3.2	Implementation	Roll out of the project in schools in all partner countries, conducting chess-classes	CZE, all partners except GER-ChessBase	COO, BEN	n/a
T3.3	Arbiter education	Workshop to develop an arbiter education for teachers to be able to organize tournaments in schools (online, over the board)	CZE, CRO	COO, BEN	n/a
T3.4	Tournaments	Organization of Team Tournament with the project schools. Depending on pandemic situation the tournament will be in the Hybrid-Format, where all pupils from a school play from the same location online against teams from the other schools. The qualification will be played in the hybrid-format online, the final over the board. Travel and accommodation costs for the final will be covered.	CZE, all partners except GER-ChessBase	COO, BEN	n/a
Milestones and deliverables (outputs/outcomes)					

Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.

Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

For low value grants (less or equal to 60.000 EUR), it is not necessary to include milestones.


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

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

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

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

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Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
Not applicable.							
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D3.1	Report on Pilot Seminars	3	CZE, all partners	R — Document, report	PU — Public	10	Reporting on the train the trainer/teacher pilot seminars based D2.2 and D2.3
D3.2	Report on Implementation	3	CZE, all partners	R — Document, report	PU — Public	18	Reporting on the core activity of the project, conducting chess-classes in school over the entire school year

D3.3	Report on Arbiters education	3	CZE, CRO	R — Document, report	PU — Public	18	Report on the special task of arbiters education in order to enable schools to organise their own tournaments
D3.4	Report on Tournaments	3	CZE, all partners	R — Document, report	PU — Public	24	Report on tournaments that have been conducted in conclusion of one year chess-classes in school

Estimated budget — Resources *(n/a for prefixed Lump Sum Grants)*

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

Work Package 4

Work Package 4: Public relation and dissemination

Duration:	01.01.2022-31.12.2023	Lead Beneficiary:	HUN-Hungarian Chess Federation
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Objectives

Website (download area, concepts, ...), translations,

Development of a dissemination plan to ensure widespread dissemination and use of project results, targeting the public at large, policy actors, and academia. Translation of dissemination material.

Activities (what, how, where) and division of work <i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task. Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating in bold the task leader.</i>					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T4.1	Dissemination Strategy & Project Website	This task deals with the development of a unified dissemination strategy. Furthermore, all dissemination materials such as brochures - based on this unified strategy - will be created to promote the recognition of the project. In addition, a website will provide information about the project, its objectives and results to inform a wide audience about CUPS. The results of this task are documented in Deliverable D 4.1.	HUN, all partners	COO, BEN	n/a
T4.2	Public Dissemination	This Task will address the implementation of the project's dissemination plan. A variety of activities will be undertaken, ranging from publications and participation in scientific conferences to targeted presentations at trade shows.	HUN, all partners	COO, BEN	n/a
T4.3	Organisation PR-Event	This task plans a PR event for VIPs, journalists and important contacts of the project partners. It is planned to be hosted in Budapest, where the Hungarian federation will organise the 2024 Chess Olympiad. It is also the hometown of Judit Polgar,	HUN, all partners	COO, BEN	n/a

		historically the best woman player in chess history. Polgar is also one of the ambassadors for the 2024 Chess Olympiad.					
<p>Milestones and deliverables (outputs/outcomes)</p> <p><i>Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.</i></p> <p><i>Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.</i></p> <p><i>For low value grants (less or equal to 60.000 EUR), it is not necessary to include milestones.</i></p> <p>Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. Limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.</p> <p>For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.</p> <p>For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).</p> <p>For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.</p> <p>The labels used mean:</p> <p>Public — fully open  automatically posted online on the Project Results platforms)</p> <p>Sensitive — limited under the conditions of the Grant Agreement</p> <p>EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444.</p>							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
Not applicable.							
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D4.1	CUPS Website for dissemination	4	HUN, all partners	R — Document, report	PU — Public	6	Project website V1.0 will be online for dissemination and subscription of active school partners and as

							platform for providing materials and information
D4.2	Report on project dissemination	4	HUN, all partners	R — Document, report	PU — Public	24	Comprehensive report summarizes all activities in one document, website will be up to date and actively used for sustainable dissemination and empowerment of people to learn chess and use its positive effects

Estimated budget — Resources *(n/a for prefixed Lump Sum Grants)*

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

Work Package 5

Work Package 5: Scientific monitoring and Validation

Duration:

01.01.2022-
31.12.2023

Lead Beneficiary:

SVK-Slovakian Chess Federation

Objectives

Website (download area, concepts, ...), translations,

-

Activities (what, how, where) and division of work					
<p><i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task. Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating in bold the task leader.</i></p>					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T5.1	Research Basis social impact of chess	State of the art, leading research questions, leading hypothesis, empirical research and material, KPI, Methodology, how to measure the success of the project, increasing the empirical data basis for researching significant correlations and conclusions	SVK, AUT, all partners	COO, BEN	n/a
T5.2	Evaluation Process	Stakeholder questionnaires, teachers, parents, children and also representatives for children (psychologist, social worker), public authorities, school administration	SVK, AUT, all partners	COO, BEN	n/a
T5.3	Validation	The results from questionnaires and other qualitative and quantitative research have to be analysed and brought into a comprehensive scientific validation report regarding the project and its impact	SVK, AUT	COO, BEN	n/a
T5.4	Organisation Conference	Preparation of a conference to present and finally discuss the results of the scientific work on the CUP project.	SVK, AUT, all partners	COO, BEN	n/a

Milestones and deliverables (outputs/outcomes)

Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.

Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

For low value grants (less or equal to 60.000 EUR), it is not necessary to include milestones.

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

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

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

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Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
Not applicable.							
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D5.1	Research whitepaper for chess as an educational tool	5	SVK, AUT, all partners	R — Document, report	PU — Public	8	The whitepaper contains an overview of all interesting aspects that the stakeholders have identified in the first task to be approached scientifically, including the narrow research questions to be tackled by the project. Also, the methodology of a research driven

							validation approach will be introduced.
D5.2	Questionnaires and Methodological tool-kit	5	SVK, AUT, all partners	R — Document, report	PU — Public	12	Memos from meetings and filled in questionnaires from stakeholders – teachers, parents, children and also representatives for children (psychologists, social workers), public authorities, school administration
D5.3	Validation Report	5	SVK, AUT	R — Document, report	PU — Public	24	Comprehensive validation report regarding the project and its impact. The results from questionnaires and other qualitative and quantitative research are analysed and brought into a scientific validation report regarding the project and its impact.

Estimated budget — Resources *(n/a for prefixed Lump Sum Grants)*

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

Events and Meetings

Events and meetings

This table is to be completed for events and meetings that have been mentioned as part of the activities in the work packages above

<i>Give more details on the type, location, number of persons attending, etc.</i>							
Event No (continuous numbering linked to WP)	Participant	Description					Attendees
		Name	Type	Area	Location	Duration (days)	Total
E1.1	WP1 – AUT and all partner	Introductory conference	Conference	Development of the work plan with the project managers and the school experts of the partner countries	Vienna	1	20
E1.2	WP1 – AUT and all partner	Intermediate meeting	Meeting	First evaluation and reports of development and implementation	Online	1	15-30
E1.3	WP1 – AUT and all partner	Final conference	Conference	Evaluation, reports, preparation and discussion final report	Vienna	1	15-30
E2.1	WP2 – GER and all partner	Train the teacher I	Meeting	Preparation of the pilot seminars and the trainer/teacher material with the teachers and trainers that will implement the project in the countries	Online	2	20
E2.2	WP2 – GER and all partner	Train the teacher II	Workshop	Pilot Seminar for the teachers and trainers that will implement	Munich	2	20

				the project in the countries			
E3.1	WP2 – CZE and all partner	Cross-border exchange I	Workshop (About 2 months after start from the implementation of the project)	Exchange to share experience “how to organize chess” in school for teachers who implement the project	Prague	2	30 (2-4 per partner)
E3.2	WP2 – CZE and all partner	Cross-border exchange I	Meeting (At the end of the implementation)	Exchange to share experience “how to organize chess” in school for teachers who implement the project	Online	2	About 100 (Open to all participating teachers)
E3.3	WP2 – CZE and all partner	Qualification Tournament	Event	Hybrid-Team tournament for all participating schools	Online	3	300-500
E3.4	WP2 – CZE and all partner	Final Tournament	Event	Rapid-Team-Final with the best two teams from each project country	Prague	2	80
E3.5	WP2 – CZE and all partner	Arbiter education	Seminar	Referee training for teachers with the aim of being able to organise internal school tournaments on the board and online themselves.	Online	1	50-100
E4.1	WP4 – HUN and all partner	Chess Simultaneous	Event	PR Event in the host country for the Chess Olympiad 2024. Simultaneous for	Budapest	1	40-60

				VIP's, journalists and project partner			
E5.1	WP5 – SVK and all partner	Evaluation and validation	Conference	Preparation final report of scientific monitoring and validation	Bratislava	2	15-20

4.3 Timetable

Timetable (projects up to 2 years)																								
<i>Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.</i>																								
Note: Use the project month numbers instead of calendar months. Month 1 marks always the start of the project. In the timeline you should indicate the timing of each activity per WP.																								
ACTIVITY	MONTHS																							
	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12	M 13	M 14	M 15	M 16	M 17	M 18	M 19	M 20	M 21	M 22	M 23	M 24
Task 1.1 (Management)		E1.1									E1.2	D1.1												
Task 1.2 (Validation)																						E1.3		D1.2
Task 2.1 (Curriculum)				E2.1		D2.1																		
Task 2.2 (Model)							D2.2																	
Task 2.3 (Material)							D2.2																	
Task 2.4 (Seminarconcept)						E2.2		D2.3																
Task 3.1 (Workshops)										D3.1														
Task 3.2 (Implementation)											E3.1						E3.2	D3.2						
Task 3.3 (Arbiters Edu)												E3.5						D3.3						
Task 3.4 (Tournaments)															E3.3		E3.4							D3.4
Task 4.1 (Website)						D4.1																		
Task 4.2 (Dissemination)										E4.1														D4.2

5. OTHER

5.1 Ethics

Ethics (if applicable)
<p><i>If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.</i></p> <p><i>Describe how you will ensure gender mainstreaming and children's rights in the project activities.</i></p>
<p>All the project is build following the so called human rights based approach. The leading principles are the guarantees of the EU Charter of Fundamental Rights, in particular Article 1: "Human dignity is inviolable. It must be respected and protected." The CUPS Projects aims to provide an effective and sustainable tool for inclusion and respect throughout society. The accompanying research and all project activities are bound by the democratic principles of fairness, proportionality, transparency and rule of law.</p> <p>In Particular, the project makes a significant contribution to the realization of the best interests of the child in accordance with Article 24 of the Charter of Fundamental Rights. Here, in para. 1, the best interests of the child are "defined" in more detail. Accordingly, children are entitled to the protection and care necessary for their well-being. This includes not only measures of education, care, personal and property care, but also all measures of education. According to Art 24 (2) GRC, the best interests of the child must be a primary consideration in all measures taken by public or private institutions that affect children. This also includes schools. School chess thus makes an essential contribution to the realization of Art 24 of the GRC. In addition, the project makes a significant contribution to the realization of Article 3 (best interests of the child) and the educational objectives of Article 29 of the UN Convention on the Rights of the Child.</p>

5.2 Security

Security
Not applicable.

6. DECLARATIONS

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

Financial support to third parties (if applicable)

If your project requires a higher maximum amount per third party than the threshold amount set in the Call document/Programme Guide, justify and explain why this is necessary in order to fulfil your project's objectives.

Not over the treshold.

ANNEXES

LIST OF ANNEXES

Standard

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

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

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

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

Special

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

LIST OF PREVIOUS PROJECTS

List of previous projects					
<i>Please provide a list of your previous projects for the last 4 years.</i>					
Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
Slovak Chess Federation	Erasmus+ project Chess and Mathematics in Primary Schools (CHAMPS) No.: 2017-1-SK01-KA201-035424	Start 03.12.2017 End 02.03.2019	Coordinator	60,788.38 EUR	

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).