

Report on the Development, Validation and Issuance of the JIDP Microcredential

**Microcredential in Adapted Judo Instruction for
Adolescents with Intellectual Disabilities**

**Judo Intellectual Disability Project (JIDP)
2024-26**

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SUMMARY

1	Introduction and purpose of the report	2
2	The JIDP Train the Trainers programme	2
3	Online training	3
4	Development and institutional validation process	3
5	Requirements for obtaining the microcredential	4
6	Competences certified	4
7	Identification and issuance system.....	5
8	Digital signature, registration and verification	6
9	Quality assurance and traceability.....	7
10	Sustainability and transferability	7
11	European and international added value	8
12	Conclusions	9
13	ANNEXES.....	9
13.1	Annex I. JIDP Microcredential Model	10
13.2	Annex II. JIDP Microcredential Certification Register.....	11
13.3	Annex III. Structure and Content of the JIDP Online Training	12

1 Introduction and purpose of the report

The JIDP – Judo Intellectual Disability Project, funded under Erasmus+ Sport, has among its main objectives the development, implementation and evaluation of a European adapted judo programme for adolescents with intellectual disabilities, as well as the creation of resources that enable this methodology to be transferred to professionals, sports organisations and educational institutions.

From its initial design, the training of sports coaches and other sport-related professionals has constituted one of the project's strategic components. The project specifically establishes the objective of training sports coaches in adapted methodologies for teaching judo and ensuring that the knowledge generated can subsequently be used in other contexts.

Within Work Package 3, the project envisaged the creation of a digital platform including a 10-hour online educational course and the subsequent certification of the training through a microcredential issued by Ramon Llull University. The project also established that the platform should remain available after the end of the project, thereby supporting the continuity and transferability of the training.

In this context, the Microcredential in Adapted Judo Instruction for Adolescents with Intellectual Disabilities was developed and linked to the international Train the Trainers process of the JIDP project.

This report documents the process followed for the design, institutional validation, implementation, certification, registration and verification of this microcredential. It also describes the mechanisms established to ensure the quality, traceability and sustainability of the certification system.

2 The JIDP Train the Trainers programme

The microcredential was designed as formal recognition of an international training pathway combining online learning and face-to-face practical training.

This approach responded to the need for professionals not only to acquire theoretical knowledge about intellectual disability and adapted sport, but also to be able to apply this knowledge in practical situations related to judo instruction.

The complete programme comprised 30 hours of training, recognised as equivalent to 1.5 ECTS credits, distributed across three components:

Training component	Format	Hours
JIDP online training	Online	10 h
International practical training – Madrid	Face-to-face	10 h
International practical training – Poznań	Face-to-face	10 h
Total training workload	Blended learning	30 h / 1.5 ECTS

This structure combined the flexibility and accessibility of digital training with the practical application of the content and the exchange of experiences among professionals from different countries.

The combination of both formats is also an important element in the transferability of the model: theoretical content can be disseminated digitally, while practical activities provide an implementation model that can subsequently be reproduced in different organisations and sports contexts.

3 Online training

The first part of the training pathway was delivered through the JIDP digital platform and had an estimated workload of 10 hours.

The online training was conceived as an educational resource for judo coaches, sports instructors, physical education professionals and other profiles interested in developing sports programmes for people with intellectual disabilities.

This approach was already incorporated into the original project design, which envisaged a platform based on digital educational resources, videos, theoretical content, activities and practical tools.

In its final development, the training was organised into eight modules, progressively providing knowledge and tools for the planning and implementation of adapted judo programmes.

The materials developed address, among other topics, the principles of adapted teaching, learning and teaching styles, learning through play, session planning, safety and adapted rules, the creation of inclusive environments, communication, positive behaviour management, family involvement and other aspects relevant to working with athletes with disabilities. For example, the materials specifically include strategies for adapting communication, individualising sessions, using supports and ensuring safe and inclusive environments.

The training material also provides tools that can be directly applied by coaches, such as session planning, the use of games as a pedagogical resource and strategies for adapting teaching to the needs of each athlete.

In this way, the online training was not limited to providing theoretical information, but was conceived as a practical professional training resource that can continue to be used beyond the duration of the project.

4 Development and institutional validation process

The creation of the microcredential originated from an initiative by the JIDP Project Coordinator, José Morales, with the aim of providing academic and institutional recognition to the training process developed within the Erasmus+ project.

Rather than describing this process through a chronology of specific dates, it is presented through an institutional flowchart that transparently summarises the procedure followed.

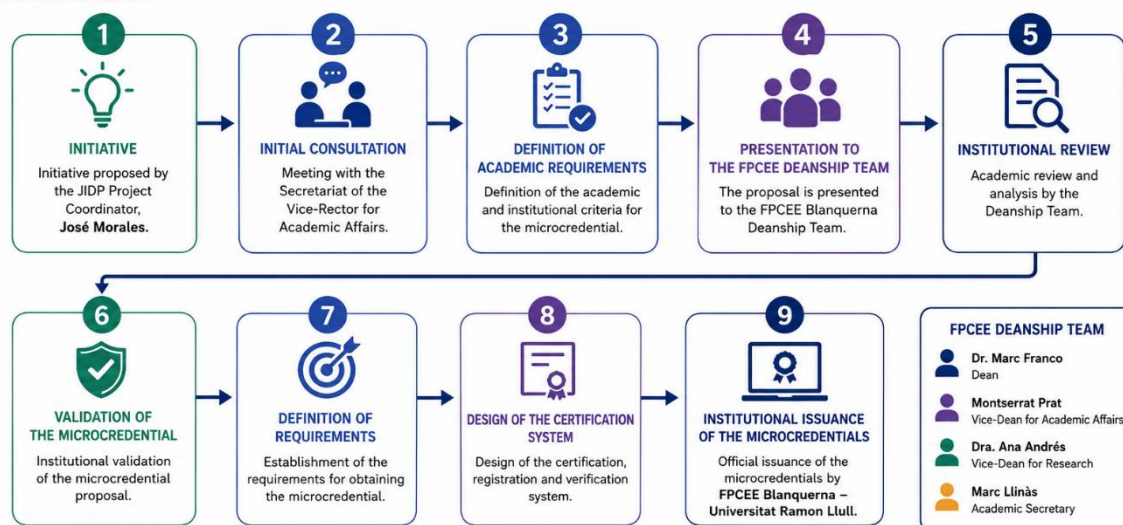


Figure 1. Development and institutional validation process of the JIDP microcredential.

This procedure made it possible to integrate an activity initially linked to a European project into the academic mechanisms of the coordinating institution, thereby strengthening the value and sustainability of the training.

5 Requirements for obtaining the microcredential

The microcredential was not awarded for occasional participation in a project activity, but for completion of the established training pathway.

1. Completion of the eight online training modules, corresponding to an approximate workload of 10 hours.
2. Participation in the international practical training held in Madrid, with a duration of 10 hours.
3. Participation in the international practical training held in Poznań, with a duration of 10 hours.

Therefore, only participants who completed the established pathway were eligible for certification.

The total recognised workload was 30 hours of training, equivalent to 1.5 ECTS credits.

6 Competences certified

The microcredential was designed to recognise not only participation in the activities, but also the specific competence areas developed during the training.

- Planning and implementing adapted judo sessions for adolescents with intellectual disabilities.
- Applying inclusive and safe teaching methodologies in sports contexts.

- Using educational and motivational strategies in adapted sport programmes.
- Collaborating in multidisciplinary and international projects related to inclusion through sport.

These competences are explicitly incorporated into the institutional certificate model developed for the project.

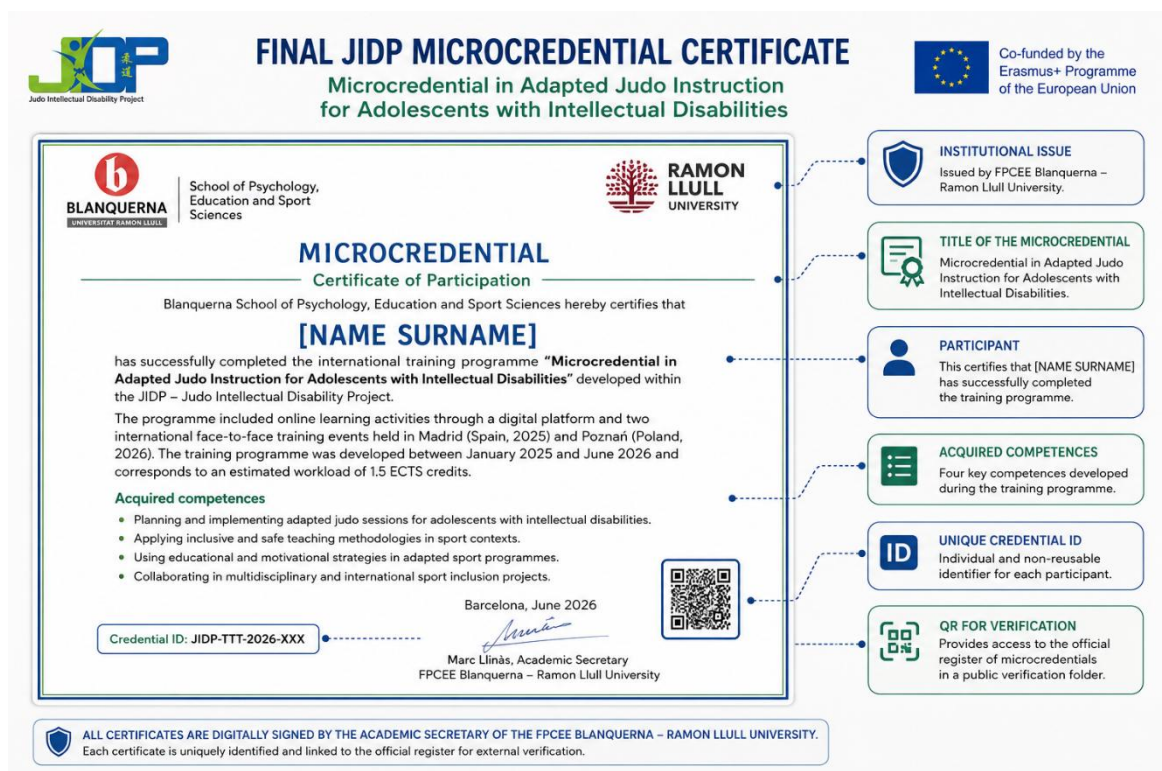


Figure 2. Model of the microcredential issued by FPCEE Blanquerna – Ramon Llull University to participants who completed the JIDP training pathway.

7 Identification and issuance system

Once compliance with the established requirements had been verified, an individual microcredential was generated for each participant.

To ensure documentary traceability, a unique credential identification system was established.

The structure used was: JIDP-TTT-2026-XXX, where JIDP identifies the project, TTT refers to the Train the Trainers process, 2026 identifies the year of issuance, and the final three digits correspond to the individual credential number.

The system comprises identifiers from JIDP-TTT-2026-001 to JIDP-TTT-2026-048.

The final register confirms the issuance of 48 microcredentials.

The use of an individual identifier establishes an unequivocal correspondence between participant ↔ certificate ↔ Credential ID ↔ institutional register and constitutes one of the main traceability mechanisms of the system.

8 Digital signature, registration and verification

To strengthen the authenticity and verifiability of the credentials, a two-level validation system was implemented.

First, each of the 48 certificates was digitally signed by Marc Llinàs, Academic Secretary of FPCEE Blanquerna – Ramon Llull University.

Second, a JIDP Microcredential Certification Register was created, bringing together in a single document the list of certified participants and their corresponding individual identifiers.

The register contains: register number – Credential ID – participant – country, and expressly certifies that the persons included met the attendance, participation and programme completion requirements.

The register is also digitally signed by the Academic Secretary of FPCEE Blanquerna – Ramon Llull University.

Each certificate also includes a QR code providing access to the verification repository, where the official register can be consulted.

In this way, a third party, sports organisation, educational institution or other entity can verify the correspondence between the credential presented and the register of issued certifications.

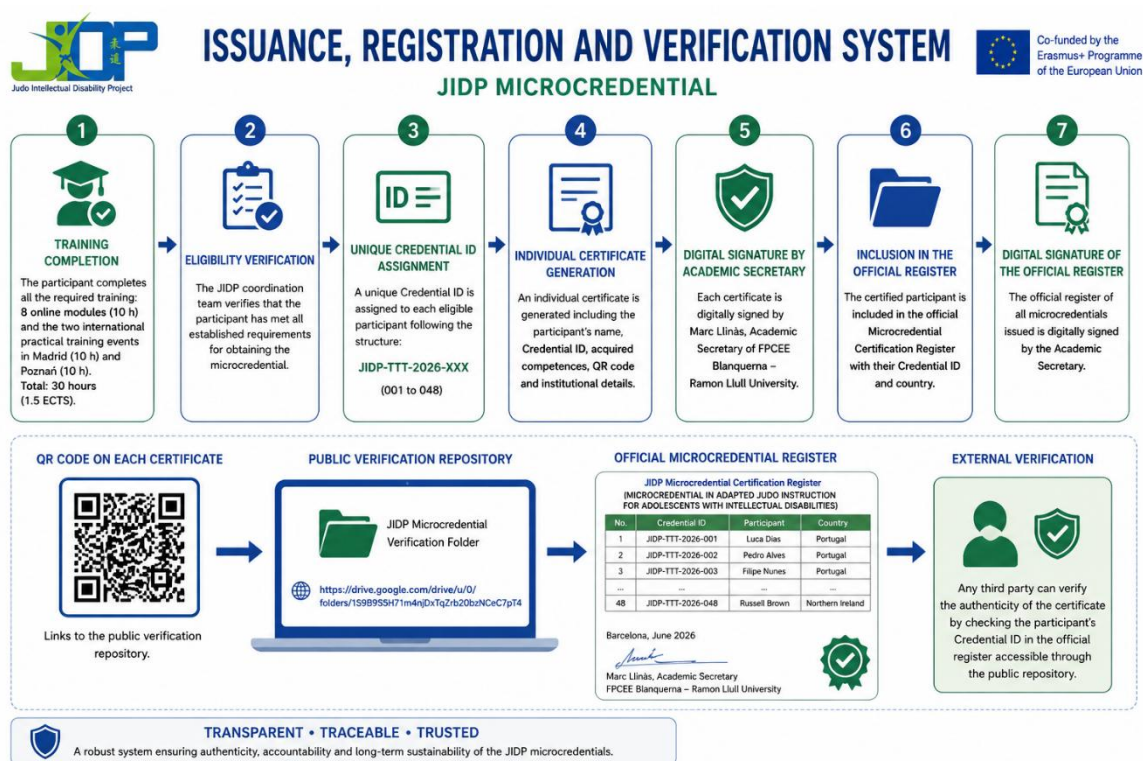


Figure 3. JIDP microcredential issuance, registration and verification system.

9 Quality assurance and traceability

The system developed incorporates several mechanisms aimed at ensuring the quality and reliability of the process.

First, academic quality is based on the existence of a predefined training pathway combining online theoretical training and face-to-face practical training.

Second, the award of the microcredential is conditional upon compliance with objective completion and participation requirements.

Third, the involvement of the academic structures of FPCEE Blanquerna – Ramon Llull University provides institutional validation of the process.

Finally, the combination of a unique identifier, a digitally signed individual certificate, a signed general register and a QR-based consultation system provides a mechanism for traceability and external verification.

The system can be summarised through four principles: Training → Validation → Certification → Verification.

This process reduces the risk of issuing non-verifiable certificates and enables a permanent record of the microcredentials awarded to be maintained.

10 Sustainability and transferability

One of the central features of the JIDP microcredential is that it was conceived as an output that could be maintained and used beyond the formal duration of the project.

The JIDP proposal itself established that the digital platform should remain available in the future so that adapted judo training could continue to be delivered and the specific training could be maintained in a MOOC or equivalent format.

The availability of digital materials reduces geographical barriers and facilitates progressive access to the knowledge generated by coaches, sports instructors and organisations outside the consortium.

In addition, the standardisation of both the content and the certification procedure facilitates replicability. The model does not depend exclusively on the individuals who initially participated in JIDP but establishes a reproducible structure:

training content → learning requirements → accreditation → registration → verification.

This feature enables future editions of the training to use the same procedure or adapt it to new needs.

Transferability was also foreseen in the original project: the Train the Trainers programme was intended to progressively reach organisations outside the consortium, particularly through the online theoretical component, enabling other organisations to incorporate the project principles into their own activities.

11 European and international added value

The microcredential represents a particularly relevant output from the perspective of European added value, as it transforms knowledge collaboratively developed within an Erasmus+ project into structured and transferable training.

JIDP brings together academic, sports and disability-related organisations from different European countries, combining diverse experiences and working models. The original consortium comprises eight organisations from six countries, specifically with the aim of promoting the exchange of good practices and the transfer of successful initiatives.

The project proposal itself identifies digital training as one of the mechanisms for standardising the protocol and making it transferable and replicable in other contexts and countries.

The final implementation of the microcredential extended this reach even further. The 48 credentials issued correspond to participants from a geographical range that extends beyond the original consortium, including participants from Portugal, Switzerland, Poland, Israel, Greece, Spain, Ireland, Italy, Iceland, Germany, Iran and the United Kingdom/Northern Ireland.

This reach provides concrete evidence of the project's capacity to generate outputs with an impact beyond the initial beneficiary organisations.

The combination of international mobility, practical training, digital learning and university certification also contributes to the creation of an international community of professionals trained in adapted judo, which may facilitate the subsequent transfer of the model to clubs, federations, educational centres and disability-related organisations.

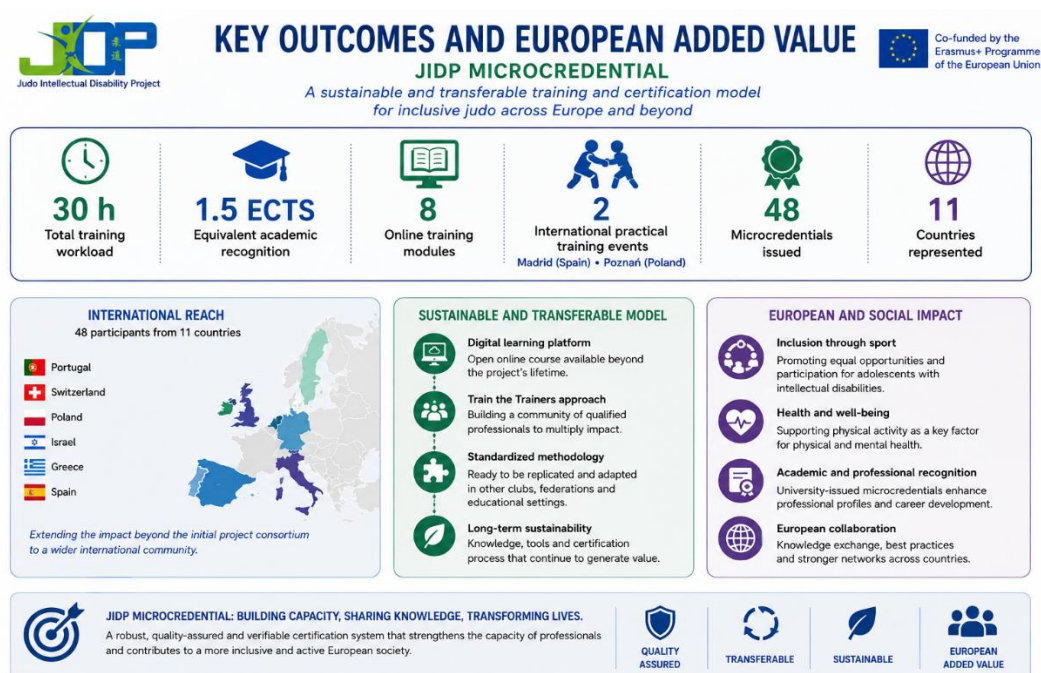


Figure 4. Key outcomes and international reach of the JIDP microcredential: 30 training hours, 1.5 ECTS, 8 online modules, 2 international practical training events and 48 issued microcredentials.

12 Conclusions

The development of the Microcredential in Adapted Judo Instruction for Adolescents with Intellectual Disabilities constitutes one of the structural outcomes of the JIDP Train the Trainers process.

The microcredential transformed a set of training activities developed within the Erasmus+ project into a structured 30-hour training pathway, equivalent to 1.5 ECTS credits, combining eight online modules with two international practical training experiences.

The process underwent academic validation within FPCEE Blanquerna – Ramon Llull University, and common requirements for obtaining the credential were established.

As a result, 48 individual microcredentials were issued, each identified by a unique code, digitally signed by the Academic Secretary and linked to a general register that was also signed and made accessible through a verification system.

The final outcome should therefore not be understood merely as the issuance of 48 certificates, but as the creation of a comprehensive training and accreditation model based on structured training + practical experience + institutional validation + certification + traceability + verification.

This model directly contributes to the JIDP project objectives of quality assurance, sustainability, transferability and European added value, while providing a structure that can continue to be used for the training of adapted judo professionals after the end of the project.

13 ANNEXES

13.1 Annex I. JIDP Microcredential Model

Institutional model used for the issuance of the 48 certificates.


BLANQUERNA
UNIVERSITAT RAMON LLULL

School of Psychology,
Education and Sport
Sciences

MICROCREDENTIAL

Certificate of Participation



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

Credential ID: JIDP-TTT-2026-030

Barcelona, June 2026

Marc Llinàs, Academic Secretary
FPCEE Blanquerna – Ramon Llull University



13.2 Annex II. JIDP Microcredential Certification Register

Official register of the 48 microcredentials issued and their corresponding Credential IDs.



JIDP Microcredential Certification Register

Microcredential in Adapted Judo Instruction for Adolescents with Intellectual Disabilities

Certificate of Participation

Blanquerna School of Psychology, Education and Sport Sciences certifies that the participants listed below have met the established attendance, participation and completion requirements for the international training programme "Microcredential in Adapted Judo Instruction for Adolescents with Intellectual Disabilities", developed within the JIDP - Judo Intellectual Disability Project. The programme included online learning activities through a digital platform and two international face-to-face training events held in Madrid (Spain, 2025) and Poznań (Poland, 2026). The training programme was developed between January 2025 and June 2026 and corresponds to an estimated workload of 1.5 ECTS credits.

Verification folder: https://drive.google.com/drive/folders/1S9B9S5H71m4nqDnTqZr6201aNCeC7pT4?usp=drive_link

Total certificates registered: 48. Credential IDs range from JIDP-TTT-2026-001 to JIDP-TTT-2026-048.

No.	Credential ID	Participant	Country
1	JIDP-TTT-2026-001	Lara Dias	Portugal
2	JIDP-TTT-2026-002	Pedro Aires	Portugal
3	JIDP-TTT-2026-003	Filipe Nunes	Portugal
4	JIDP-TTT-2026-004	Pedro Nunes	Portugal
5	JIDP-TTT-2026-005	Eul Vieira	Portugal
6	JIDP-TTT-2026-006	Michael ELL	Switzerland
7	JIDP-TTT-2026-007	Laura Brigger	Switzerland
8	JIDP-TTT-2026-008	Patrick Schmidli	Switzerland
9	JIDP-TTT-2026-009	Mario Bontognali	Switzerland
10	JIDP-TTT-2026-010	Cilia Eveshij	Switzerland
11	JIDP-TTT-2026-011	Fabio Ciceri	Switzerland
12	JIDP-TTT-2026-012	Chiara Gavelli	Switzerland
13	JIDP-TTT-2026-013	Jan Wolosz	Poland
14	JIDP-TTT-2026-014	Toni Bylandt	Poland
15	JIDP-TTT-2026-015	Patricia Baron	Israel
16	JIDP-TTT-2026-016	Hala Avniet	Israel
17	JIDP-TTT-2026-017	Avraham Agar	Israel
18	JIDP-TTT-2026-018	Yair Abelson	Israel
19	JIDP-TTT-2026-019	Myrto Mastrelli	Greece
20	JIDP-TTT-2026-020	Andromachi Nana	Greece
21	JIDP-TTT-2026-021	Angelina Mastrelli	Greece
22	JIDP-TTT-2026-022	Alexandros Mastrelli	Greece
23	JIDP-TTT-2026-023	Lazaros Sakinelis	Greece
24	JIDP-TTT-2026-024	Alfonso De Diego Caballero	Spain
25	JIDP-TTT-2026-025	Olga Ana Parola Villaverde	Spain
26	JIDP-TTT-2026-026	Susanna Sierra	Spain
27	JIDP-TTT-2026-027	Manuel Angel Perez Munoz	Spain
28	JIDP-TTT-2026-028	José Morales	Spain
29	JIDP-TTT-2026-029	Cristina Curto	Spain
30	JIDP-TTT-2026-030	Albert Molino	Spain
31	JIDP-TTT-2026-031	Marta Serrano	Spain
32	JIDP-TTT-2026-032	Marina Fernandez Ramirez	Spain

JIDP - Judo Intellectual Disability Project | Microcredential Certification Register 2026

33	JIDP-TTT-2026-033	Fabio Fernandez	Spain
34	JIDP-TTT-2026-034	Engela O'Neill	Ireland
35	JIDP-TTT-2026-035	Selin Davitt	Ireland
36	JIDP-TTT-2026-036	Rónán Quill	Ireland
37	JIDP-TTT-2026-037	James Mulvey	Ireland
38	JIDP-TTT-2026-038	Gabriele Licata	Italy
39	JIDP-TTT-2026-039	Silvia Crema	Italy
40	JIDP-TTT-2026-040	Vittorio Crema	Italy
41	JIDP-TTT-2026-041	Eleanora Mirucci	Italy
42	JIDP-TTT-2026-042	Lorenzo Gervasio	Italy
43	JIDP-TTT-2026-043	Eirini Pytton	Iceland
44	JIDP-TTT-2026-044	Andriks Lil Mariudóttir Wozack	Iceland
45	JIDP-TTT-2026-045	Arnar Már Jónsson	Iceland
46	JIDP-TTT-2026-046	Seyed Hosseini Zafarani	Germany
47	JIDP-TTT-2026-047	Asieh Hadavandkhani	Iran
48	JIDP-TTT-2026-048	Russell Brown	Northern Ireland

Barcelona, June 2026

Marc Llinàs

Academic Secretary
FPCEE Blanquerna - Ramon Llull University

13.3 Annex III. Structure and Content of the JIDP Online Training

Description of the eight modules and the main training contents.

Course Content Breakdown

A detailed breakdown of the five online courses and their respective modules is provided below:

Course one: Disability Awareness Information and The Importance of Physical Activity

This course contains 8 sections:

- The Importance of Physical Activity
- Intellectual Disability (ID)
- Down Syndrome (DS)
- Autism (ASD)
- Cerebral Palsy (CP)
- Dyspraxia (DCD)
- Visually Impaired (VI)
- Hearing Impaired (HI)

Course 2: Learning Styles and Adapted Judo Rules

This course contains 9 sections:

- Introduction
- What is Adapted Judo?
- The Role of an Adapted Judo Coach
- Adapted Judo Play & Contest Rules
- Classification Skill Levels
- Learning Methods
- Coaching Styles – General
- Learning Styles – General
- What Learning Style am I?

Course 3: Learning Through Play and Lesson Planning

This course contains 5 sections:

- The Benefits of Learning through Play
- Judo Game Ideas
- The importance of Lesson Planning in general
- The Importance of Lesson Planning for adaptive Judo
- Sample Lesson Plans

Course 4: Sports Psychology and Nutrition & Hydration

This course contains 7 sections:

- Ability Assessment of New Adapted Judo Students
- Coaching Adapted Judo for Competition
- The Importance of Coach and Referee Cooperation
- The Evolution of Adapted Judo
- Sports Psychology

- The Importance of Nutrition in Sport - General
- The Importance of Nutrition for Adapted Athletes

Course 5: General Related Topics

This course contains 6 sections:

- Creating an Inclusive Activity Environment
- Utilising Support Materials in Adapted Judo Training
- A Guide to Information Management for Judo Coaches: Welcoming Students with Diverse Disabilities
- Positive Behavioural Management for Children with Disabilities in Sports and Judo
- The Transformative Power of Parental Involvement: Supporting Children with Diverse Disabilities in Judo
- The Therapeutic Benefits of Judo Kata for Individuals with Diverse Disabilities

Each course included between 6 and 9 modules, followed by a final assessment to certify completion. The modular structure allowed participants to progressively build their competencies before advancing to the face-to-face practical components.