

GRANT APPLICATION

Programme CZ07	Sector code	1112000	Application number	NF-CZ07-MOP-3-2262015
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1. Basic information

1.1. Project name	Desktop publishing in sign languages				
1.2. Programme	CZ07 - Scholarship Programme and Bilateral Scholarship Programme				
1.3. Programme result	Increased higher education student and staff mobility between Beneficiary and EEA EFTA States				
1.4. Programme output = project result	Increased skills/competences of staff				
1.5. Project summary	Users of Czech sign language and Norwegian sign language, together with experts in desktop publishing, will meet to share their experience and know-how in the field of publishing information in sign languages for the purposes of higher education and professional carrier of the deaf. They will compare the existing technical tools for that purpose (shorter video documents, video books in sign languages, sign dictionaries, instant video communication clients). Pieces of good practice will be assessed within a more general framework of universal learning design and hybrid books containing more layers (text, audio, video) and guidelines for such publishing, as well as a strategy for using them in both secondary and tertiary education will be proposed.				
1.6. Projects outputs (their location)	Dopad na celou ČR				
1.7.1. Main focus of the project	Staff mobility				
1.7.2. Secondary focus of the project	Research stay Job-shadowing				
1.8. Planned period of project implementation					
Expected date of beginning	01/07/2015	Expected date of completion	30/06/2016	Indicated implementation period (in months)	12
1.9. Project funding	CZK		% of total eligible expenditures		
Total project expenditures	791 250				
Total eligible project expenditures	791 250		100 %		
Requested grant	791 250		100 %		
Co-financing	0		0 %		

2. Applicant

2.1. Name and contact details

Name of the applicant	Středisko Teiresiás Masarykovy univerzity		
Legal form	601 - Vysoká škola (veřejná, státní)		
Business identification	ID		Tax ID

Organizational unit	university support centre		Institution type	Institution of tertiary education		
Data box number			Private institution	Ne		
Statutory representative	Petr Peňáz					
Address of applicant	Street	Komenského náměstí		Orientation house number	2	
	House number	220		Registration house number		
	City	Brno				
	District	Brno-město				
	ZIP	60200				
	Country	Česká republika				
Website	www.teiresias.muni.cz					
2.2. Contact persons						
Name and surname	Position	e-mail	Phone	Fax	Phone 2	Send notifications
Ondřej Válka	economist	valka@teiresias.mu ni.cz	549491114			Yes
2.3. Description of applicant						
<p>Teiresias Centre (full name: Support Centre for Students with Special Needs) of Masaryk University was founded in 2000. The Centre's primary task is to provide maximum accessibility to all accredited degree programmes at the University for students with special needs. In the University's organizational structure, the Centre is one of the autonomous central departments concerned with student issues. The Centre also coordinates life-long education programmes for persons with disabilities. In the field of deaf studies and sign linguistics, the Sign Language and Interpreting Section (both hearing and deaf staff) are responsible for: (1) professionalism of the services for the deaf (interpreting from/to sign languages, translating from/to sign languages, speech-to-text reporting), (2) running online Czech Sign Dictionary, including its linguistic part.</p>						
2.4. Experience of applicant with other exchange programmes						
Programme name	Project name	Year of call announcement	Brief description of the project			
Individual staff mobility No. 4/004/08/1	Fond pro podporu spolupráce škol	2008	<p>Within the framework of the individual mobility, the following Norwegian institutions have been contacted: Universitetet i Oslo (prof. Vonen, now appointed with HiOA), Norsk lyd- og blindeskript bibliotek (Arne Kyrkjebo), Huseby kompetansesenter (Knut Ramberg) Skadalen kompetansesenter (Lise Kristoffersen), including a conference organized by the Technical University in Trondheim: Nasjonal konferanse om inkluderende laringsmiljo.</p>			

3. Partners

3.1. Name and contact details				
Name of partner institution	Statped			
Type of organization	Institution of tertiary education			
Organizational unit	Avdeling for laringsressurser og teknologiutvikling			
Legal form	government educational institution for tertiary, secondary and primary education			
Partner institution is not from the Czech Republic	Yes			
Partner institution is from Donor states or relevant international institutions	Yes			
Web	www.statped.no			
Address of partner institution	Street	Sobstadveien		Orientation house number
	House number	65		Registration house number
	City	Heimdal		
	District			
	ZIP	7088		
	Country	Norway		
Contact person of partner institution				
Name	Olle	Surname	Eriksen	
Title before name		Title after name		
Phone	072596500	Fax		
E-mail	olle.eriksen@statped.no			
3.2. Description of organization and activities of project partner				
<p>Statped is the Norwegian national support centre for education of students with special needs. It consists of four regional sections and a main office located in Oslo. It is a public service and operates under the auspices of the Norwegian Directorate for Education and Training; its activities cover all spheres of the education system. Statped specialises in education within these fields: Deaf-blindness / Dual visual and hearing impairment, Acquired brain injury, Hearing impairment, Complex learning difficulties, Speech and language impairment and Visual impairment. It also has a department dedicated specifically to the development of learning resources and new educational technology. Statped works in these fields from a multidisciplinary approach, applying special expertise in the various traditional specialisation fields, interprofessional competence, interdisciplinarity collaboration across traditional professional borders, cooperation with other agencies and services. Statped assists universities and colleges in giving students practical field experience and supporting research. It works strategically to develop new knowledge based on research and practical experience.</p>				

4. Project description

4.1. Initial state and motivation

In spite of the formal acceptance of sign languages as natural languages and cultural heritage of Europe (Proposal to the European Council concerning official recognition of the sign language used by deaf people in each Member State. European Parliament Resolution on Sign Languages, 17 June 1988), their position in the European educational system is very weak. There are two phenomena behind: limited number of users and the fact that sign languages are usually not written down, which makes their formal analysis, description, education and training much more difficult and subjective. In this general framework, Sweden and Norway have the advantage of not having ever accepted the conclusions of Milan Congress (1880, Ilo congresso

internazionale per il miglioramento della sorte dei sordomuti) that banned sign languages from European education for nearly a century, unlike the Czech educational system (being then part of the Austro-Hungarian one). Continuous tradition of teaching through sign language can be perceived as inspiration for Central Europe. This is the state of art and a motivation for project partners to meet, collaborate and draw inspiration and mutual benefits from their respective cultural backgrounds.

4.2. Overall objective and expected benefits

The overall aim of the project is general improvement of sign language usage in both Norwegian and Czech educational systems. Taking benefits on the one hand from the fact that Masaryk University was able to concentrate in its study programs nearly a half of the Czech university students (which means about 50 sign language users among students and teaching staff of Masaryk University), on the other from the uninterrupted Norwegian tradition of teaching through sign language and teaching the language itself, makes it possible to develop the strenghts of both partners. Czech and Norwegian sign language users and specialists in desktop publication, both hearing and deaf, will join to create and share their experience in creating publications in sign languages. This will be achieved through: (1) research stays in both Statped in Heidal and Teiresias Centre in Brno, (2) comparing the existing tools, (3) job shadowing of key activities of both institutions.

4.3. Partial/secondary objectives

There are two secondary objectives: (1) rising the number of sign language documents available to the deaf intellectuals; (2) general improvement of self-confidence and self-satisfaction of the deaf community as linguistic and cultural minority in Europe, which hopefully will make their position stronger on the European labour market in general, and in educational institutions and scientific research in particular. This may help to find a way out from the crisis of the deaf employment, mentioned by the European Union of the Deaf (http://www.eud.eu/videos.php?action=view&news_id=264).

4.4. Activities

Name of activity	Activity description and rationale	Start date	End date
Publicity and dissemination	A series of activities aiming to promote the project and its outputs. It includes communication – press conference, meeting with stakeholders and journalists; publication of information in printed and digital media; translation and interpretation in order to reach relevant target groups (Czech, English, Czech Sign language, Norwegian Sign language, International Sign system, speech-to-text reporting).	01/07/2015	30/06/2016
Research stay at ALT (Department for Special Education Technology of the Statped in Heimdal)	After a thorough preparation through exchange of documents available and videomeetings, 8 deaf and hearing researchers (plus two interpreters) be given an opportunity to visit the Department for Special Education Technology of the Statped in Heimdal, well know for its production in the Norwegian sign language: http://moller.mamutweb.com/Shop/List/H%C3%B8rsetegnspr%C3%A5k/62/1 https://itunes.apple.com/no/artist/statped-apps/id410298706 and other projects and apps: Norwegian sign language (dictionary www.tegnordbok.no) SignWiki site (www.tegnwiki.no) We also have the dictionary and some books as apps: https://itunes.apple.com/no/artist/statped-apps/id410298706 During that stay, Czech signers will present the product of Teiresias Centre, especiall the Hybrid Book: http://www.teiresias.muni.cz/science-research-and-development/development/hybrid-book?lang=en-GB Both team will systematically assess the existing documents, the format and technological features behind them to initiate a distance discussion on guidelines for such production.	04/01/2016	28/02/2016
Research stay at Teiresias (Support Centre for Students with Special Needs at Masaryk University in	Following the onsite stay in Heimdal, another exchange of documents available and videomeetings will be organized to draw conclusions concerning the accessibility of usability of such products. The discussion will be concuded by a visit of 3 deaf and hearing researchers (plus interpreter) to the Teiresias Centre in	01/04/2016	30/06/2016

Brno)	Brno. The output of this second visite, possibly combined with a national or international workshop for Czech and neighboring deaf community, will be guidelines for such production.		
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4.5. Target groups

Primary target groups

Target group	Country	Number	Benefits for target group incl. possibility of the benefits verification	Method for verifying
Vocational school students	Norway	10	<p>The secondary target group can be identified on both sides, Norwegian and Czech, as the subgroup of high school students who are sign languages users. The benefit is exactly the same as for university students:</p> <p>Considering that the law gives the the right to complete their education in their own language, but there is not clear way to publish structured documents in that language, deaf students have fundamental to develop standard for such documents and to rely mor on publications during their education. It will contribute to the development of the language itself.</p> <p>The benefits will be verified through statistics of users of the documents online, through a questionnaire distributed among the students, and through national meetings and workshops of the deaf organized by the applicant for that purpose.</p>	The benefits will be verified through statistics of users of the documents online, through a questionnaire distributed among the students, and through national meetings and workshops of the deaf organized by the applicant for that purpose.
College/University students	Czech Republic	100	<p>The primary target group can be identified on both sides, Norwegian and Czech, as the subgroup of university students who are sign languages users. Considering that the law gives the the right to complete their education in their own language, but there is not clear way to publish structured documents in that language, deaf students have fundamental to develop standard for such documents and to rely mor on publications during their education. It will contribute to the development of the language itself</p> <p>The benefits will be verified through statistics of users of the documents online, through a questionnaire distributed</p>	The benefits will be verified through statistics of users of the documents online, through a questionnaire distributed among the students, and through national meetings and workshops of the deaf organized by the applicant for that purpose.

			among the students, and through national meetings and workshops of the deaf organized by the applicant for that purpose.	
Secondary target group				
Target group	Country	Number	Benefits for target group incl. possibility of the benefits verification	Method for verifying
High school students	Czech Republic	150	The secondary target group can be identified on both sides, Norwegian and Czech, as the subgroup of high school students who are sign languages users. The benefit is exactly the same as for university students: Considering that the law gives the the right to complete their education in their own language, but there is not clear way to publish structured documents in that language, deaf students have fundamental to develop standard for such documents and to rely mor on publications during their education. It will contribute to the development of the language itself. The benefits will be verified through statistics of users of the documents online, through a questionnaire distributed among the students, and through national meetings and workshops of the deaf organized by the applicant for that purpose.	The benefits will be verified through statistics of users of the documents online, through a questionnaire distributed among the students, and through national meetings and workshops of the deaf organized by the applicant for that purpose.
Motivation for selection and information on target group selection				
The mission of the Teiresias Centre as applicant is to provide services to both academic staff and university students with disabilities, including sign users who have the right (by Deaf Communication Act, Law Nr. 155/1998) to complete their whole education in sign language. Thus the two primary target groups are general target groups for the applicant. For the Norwegian partner, services to the deaf University students and high school students are the main task. This makes the partners to be substantially motivated in the project results.				
4.6. Project risks				
Identification of risks	Extent of risk	Probability	Significance	Proposed measures for risks elimination
Double funding of activities within projects	Low	Low	1	Three activities linked to each other are to be distiguished: there are two project proposals by the same applicant within the same call of Norway Grants: Sign languages in higher education (institutional cooperation, NF-CZ07-ICP-3-2272015), Desktop publishing in sign languages (staff mobility, NF-CZ07-MOP-3-2262015), and in addition to them standard services

				<p>offered to the deaf and hard-of-hearing students of Masaryk University (covered by Ministry of Education, Youth and Sports, index F). Nevertheless, the three are easy to distinguish. Sign languages in higher education concern skills and experience of two partner universities. Desktop publishing in sign languages concern technology (document formatting, authoring tools) developed by support centres in tertiary education. The standard services for students (interpreting, speech-to-text-reporting, counselling), differ in both content and language.</p>
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4.7. Project sustainability

The main project outputs, i.e. increased expertise and strengthened international cooperation between Czech and Norwegian institutions leading to further development of educational tools for deaf and hard-of-hearing students and researchers, will continue after the project completion. The mentioned tools (namely Sign Language on-line dictionary) are/will be available online and for free to all users, both in the Czech Republic and Norway. Overall sustainability of the project including financial resources is given by the fact that both the Czech and Norwegian partners are state-funded public institutions with a long tradition, and that the focus of their activities, i.e. providing services to people with special needs, are considered and declared in both countries as priorities in social and education policy. Therefore, public funding will continue to be provided in the future, ensuring basic sustainability of the project. For its further development, however, the Applicant will be searching for other project funding.

5. Project management

Name of institution	Person	Description	Communication between partners
Statped	Olle Eriksen	<p>Currently head of the Department for Special Education Technology of Statped in Heimdal, Olle Eriksen started his career in the Moller-Trondelag kompetansesenter where he was responsible for many products and technologically oriented projects. With his fluency in Norwegian Sign language he is an experienced specialist in sign language publishing (http://moller.mamutweb.com/Shop/List/SLV-Sammensatte-l%C3%A6revansker/37/1). His skills and knowledge can be found behind projects concerning English for the deaf (SignOn, SignOn One), International Sign system (www.signs2cross.eu),</p>	<p>In the managing hierarchy of project, the communication between Olle Eriksen and Petr Peňáz is crucial. Both hearing managers, the two stay constantly in contact by phone, instant messaging and e-mail. They are responsible for the conception of the project, for the key decisions of the think tank and for the content of strategic documents. The latter are supposed to be developed through a sharing system (preferably Google Docs). Within their teams, Olle Eriksen and Petr Peňáz are also responsible for the fair policy towards the deaf (accessibility of spoken pieces of communication, accessibility of English etc.). In order to make communication possible for both the hearing and the deaf,</p>

		<p>Norwegian Sign language dictionary online (http://www.tegnordbok.no/), Norwegian Sign language wiki (www.tegnwiki.no), and many other.</p>	<p>two procedures are planned with a monthly frequency: (1) videoconferencing with sign interpreting included, (2) independent sessions of the deaf (to be held in International Sign system and recorded) and of the hearing (to be held in English) with minutes edited for both types of communication in English. During the research stays in Heimdal and in Brno, both will share responsibility for interpreting (either English > International Sign system for both teams, or separately English > Norwegian sign language and English > Czech sign language), unless the deaf and the hearing agree on independent sessions and their summary (much alike the independent videoconferencing).</p>
<p>Středisko Teiresiás Masarykovy univerzity</p>	<p>Ondřej Válka</p>	<p>Ondřej Válka has been engaged in activities of the Teiresias Centre since he graduated as economist from Mendel University in Brno in 2005. He started in accounting services and supervision of the Centre's economy and, very quickly, he became able to cover a much broader field as manager in EU projects (European Social Fund, Grundtvig). With his deep insight into the concept of inclusive education, especially the services provided to the blind and to the deaf, and the knowledge and skills he acquired as economic manager of the Centre, he is a very competent project manager.</p>	<p>As an economist and administrative manager, Ondřej Válka is responsible for keeping the schedule of the project, for the workflow of all administrative and personal documents, for subcontracting service providers to be included in the project and for accounting in full respect to the NG guidelines and policy documents. As a hearing person, he communicates: (1) during the meetings of the Teiresias team in Czech (which is supposed to be interpreted in Czech sign language, lip-read or speech-to-text reported), (2) during videoconferences and onsite visits in English (which is supposed to be interpreted in International sign system, and/or Czech nad Norwegian sign languages).</p>
<p>Středisko Teiresiás Masarykovy univerzity</p>	<p>Tomáš Sklenák</p>	<p>Tomáš Sklenák started his career in the Teiresias Centre as a technician in 2005, and later on, he graduated from two different study programmes of Masaryk University: computer sciences</p>	<p>As bilingual deaf researcher and manager, Tomáš Sklenák will be responsible for the communication within the Czech deaf staff and among the deaf researchers in general, and for the inclusive policy towards</p>

		<p>(Faculty of Informatics) and special education (Faculty of Education). Being a native sign language user, he has been valuable as a deaf interpreter, especially in computer sciences, and later as a pedagogical counsellor to students with hearing impairment. Head of the Sign Language and Interpreting Section of the Centre since 2014, he promoted a mobility agreement between Masaryk University and Gallaudet University in Washington, including lectures in ASL provided to MU students by Gallaudet interns. He has experience in technical services to the deaf, especially instant video messaging and videoconferencing for the deaf, translating and publishing in sign language, sign language lexicography, interpreting and speech-to-text reporting, etc.</p>	<p>the deaf. His responsibility is also the content of deliverables in Czech sign language. He communicates: (1) during the meetings of the Teiresias team either in Czech sign language (which is supposed to be interpreted in Czech), or in Czech through lip-reading or speech-to-text reporting, (2) during videoconferences and onsite visits in International sign system or in American sign language (which are supposed to be interpreted in English).</p>
Statped	Unni Helland	<p>Unni Helland, native user of Norwegian Sign language, has been a member of the team of Moller-Trondelag kompetansesenter in Heimdal for many years. She appears as signer in many sign books and other products of the centre and of the projects of Statped, e.g. didactic tools for the deaf to learn English (SignOn, SignOn One), online dictionary of the Norwegian Sign language (www.tegnordbok.no), etc.</p>	<p>As bilingual deaf researcher and manager, Unni Helland will be responsible for the communication within the Norwegian deaf staff and - in cooperation with Tomáš Sklenák - among the deaf researchers in general, and for the inclusive policy towards the deaf. Her responsibility is also the content of deliverables in Norwegian sign language. She communicates: (1) during the meetings of the Statped team in Norwegian sign language, (2) during videoconferences and onsite visits in International sign system or in Norwegian sign language (which are both supposed to be interpreted in English).</p>
Středisko Teiresiás Masarykovy univerzity	Petr Peňáz	<p>Petr Peňáz has been teaching and researching in theory of communication and translatology at Masaryk University, Czech Republic, since 1990. He established the Teiresias Centre in order to</p>	<p>In the managing hierarchy of project, the communication between Olle Eriksen and Petr Peňáz is crucial. Both hearing managers, the two stay constantly in contact by phone, instant messaging and e-mail.</p>

		<p>provide specialist services for the blind and partially sighted university students in 1997. Later on, the Teiresias Centre has covered also deaf and hard-of-hearing students, and finally, all those with special needs. Through the services of the Teiresias Centre, Masaryk University has succeeded to integrate nearly 50 % of university students with sensorial disabilities in the Czech Republic, and a great deal of students with other physical physical and psychological disabilities in its study programs. Petr Peňáz has been the head of Teiresias Centre since its establishment to the present day; in 2013 he became the president of the Czech national Association of Service Providers for Students with Special Needs.</p>	<p>They are responsible for the conception of the project, for the key decisions of the think tank and for the content of strategic documents. The latter are supposed to be developed through a sharing system (preferably Google Docs). Within their teams, Olle Eriksen and Petr Peňáz are also responsible for the fair policy towards the deaf (accessibility of spoken pieces of communication, accessibility of English etc.). In order to make communication possible for both the hearing and the deaf, two procedures are planned with a monthly frequency: (1) videoconferencing with sign interpreting included, (2) independent sessions of the deaf (to be held in International Sign system and recorded) and of the hearing (to be held in English) with minutes edited for both types of communication in English. During the research stays in Heimdal and in Brno, both will share responsibility for interpreting (either English > International Sign system for both teams, or separately English > Norwegian sign language and English > Czech sign language), unless the deaf and the hearing agree on independent sessions and their summary (much alike the independent videoconferencing).</p>
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6. Budget and project funding

6.1. Indicative project budget according to budgetary chapters (CZK)

Budgetary chapters	Indicated expenditures for budgetary chapter
Subsistence costs	418 250
- of it Statped	77 000
Travel costs	163 000
- of it Statped	48 000

Tuition/registration fees		0
- of it Statped		0
Project Management		210 000
- of it Statped		105 000
Eligible expenses		791 250
- of it Statped		230 000
6.2. Advance payment		
Advance payment requested?	Yes	
Requested pre-payment amount in CZK	633 000	80% of requested grant
6.3. Co-financing		
Total grant amount		791 250.00
Funding from the main source EEA/Norway		708 010.50
Co-financing from the government budget		83 239.50
Co-financing by applicant		0.00
6.4. Project-generated incomes		
Project-generated incomes	No	
Description:		

7. Publicity and evaluation

Description – at the beginning of activity	<p>Press conference organised by the Teiresias Centre in Brno, launch of a dedicated page of the project as a part of the Teiresias Centre website, article in MUNI (printed and digital version).</p> <p>For more details, see Publicity Plan in annex.</p>
Description – at the end of activity	<p>Presenting a contribution on the project at an international conference, publication of specialist article, meeting with representatives of the mass-media. For more details, see Publicity Plan in annex.</p>
Description – other	<p>The evaluation will proceed on three levels linked to the monitoring system. Basic evaluation follows the monitoring based on shared e-documents and e-calendars of participants which make it possible to follow all written activities. This is the responsibility of Ondřej Válka as administrative manager, and Petr Peňáz in cooperation with Olle Eriksen. A higher level is represented by the evaluation meetings that will conclude both visits (Heimdal, Brno), and is the responsibility of the research managers, Petr Peňáz and Olle Eriksen. Final written evaluation will be done by Petr Peňáz and Olle Eriksen, based on outputs and feedback of the target groups.</p>
Monitoring plan	<p>The monitoring will be done on two levels: basic monitoring is represented by shared e-documents and e-calendars of participants which make it possible to follow all written activities. This is the responsibility of Ondřej Válka as administrative manager, and Petr Peňáz in cooperation with Olle Eriksen. A higher level is represented by the monitoring meetings that will start both visits (Heimdal, Brno), and is the responsibility of the research managers, Petr Peňáz and Olle Eriksen.</p>

8. Tender procedure for building operations, supplies, services

Name	Type	Type	Estimated price (CZK) excl.VAT

9. Horizontal themes

9.1. Good governance

The submitted project conforms to all the main principles of good governance from its very essence, i.e. on the one side by being focussed to improving the living conditions of people with disabilities and facilitating their access to education, and, on the other, by being implemented by a public university workplace. It is participatory and inclusive, as its activities are designed on the basis of long-term experience in team-working with the disabled and in direct communication with them. The project outputs will be freely available in the first place to students with disabilities, but also to their teachers and assistants, any other university staff, special schools, associations, community centres, etc. working with or integrating people with disabilities, and eventually to anyone interested. Accountability, transparency and responsiveness are general rules that must be applied to each of the university activity or project, since it is using public money and subject to strict public control. The university internal rules, procedures and auditing efficiently prevent any infringement of the law, clientelism, corruption or bribery. Effectiveness and efficiency will be strictly monitored and evaluated, and the project management scheme pays much attention to ensure the best use of resources. The project will be managed transparently at any phase of its implementation, and possible irregularities or difficulties will be openly solved in discussion with the project partner and local stakeholders.

9.2. Sustainable development

The submitted project fully supports a long-term vision of sustainability and sustainable development, because its main focus is social cohesion and inclusion of people with special needs. The project outputs are aimed to facilitate, in the first place, university education of people with sensorial disabilities, which is a response to a present need in the short-term horizon; in the long-term perspective, though, it will definitely contribute to better social integration of people with disabilities, to improving their lives, and subsequently to more sustainable economic development.

The project output, which consists of further development of sign languages, their dissemination and implementation in a broader context, including the international one, aims to improve the quality of life of both current and future generations, as its usability, social and economic impact have a long-lasting effect and provide a platform for further research and development in the future.

Another contribution of the submitted project to sustainable development is the fact that it is based on democracy, respect for fundamental rights including education, equal opportunities and cultural diversity, promoting at the same time economic and social sustainability based on education, innovation, social and territorial cohesion and the improvement of human condition.

9.3. Environmental sustainability

The submitted project is dealing with mutual exchange and enhancement of knowledge and increasing and strengthening of institutional cooperation in higher and adult education. Possible environmental considerations might touch air pollution due to airplane travelling during experts mobilities planned within the project; however, these mobilities have been carefully planned so that to achieve maximum efficiency. On the one side, the positive effect of personal contacts, sharing experience and joint research has been considered, on the other, criteria of reasonable and sustainable project management from both economic and environmental points of view have been respected. Internal rules of both applicant and partner require the use of environmentally friendly technologies and techniques that consistently avoid toxic pollutants. All deliveries will be realized in accordance with national and EU legislation, i.e. contractors are obliged to ensure that all potential waste or pollutants be delivered to the designated locations and neutralized or treated as disposed by the law. Contractors are obliged to reflect the cost of these services in their costs.

9.4. Economic sustainability

As to economic aspects, the impact of the submitted project is neutral, because it does not generate any income, and it neither supposed to do so. Its financial sustainability is proven by the long-term existence and activities of the Applicant. No specific measures are needed to eliminate risks of negative impacts resulting from the project implementation, as such risks are practically non-existent. In the course of the project planning, its cost-efficiency has been thoroughly assessed, and the required expenses have been set up conformingly to the outputs. A positive factor in terms of

economic sustainability is the fact that the impact of the project will be on national levels in both the Czech Republic and Norway, as the results will be disseminated through the networks of institutions and associations dealing with people with sensorial disabilities free of charge. Although the project itself is not supposed to generate any job, by facilitating education of the target group it will improve their subsequent position on the labour market. By doing this, the project contributes to the provision of key services and to create a favourable environment for social inclusion.

9.5. Gender equality

Although the project is not based on any identified gender-specific needs and addresses other than gender-specific conditions, equal rights and opportunities of men and women and fighting gender-related discrimination have been taken into consideration as well. The right to education is one of the fundamental social rights, anchored in the Czech legal system in the Charter of Basic Rights and Freedoms (Art. 33), as well as ensuing from several international agreements. It has to provide equal opportunities irrespective of gender, ethnicity, disabilities, etc. In line with this prerequisite, all the activities within the project are planned to be equally accessible to women and men, and both can benefit from the project output in the same way. Being aware that the promotion of equal opportunity has been internationally considered a required standard in science and constitutes a central quality criterion for the whole academic environment, the Applicant and Project leader has planned to monitor and evaluate, during the project implementation, the division of resources between men and women in the target groups, and take gender equality into consideration during all phases of development of the project.

9.6. Social sustainability

The very essence of the submitted project is to address social sustainable development considerations. By elaborating tools for improving communication and education of people with sensorial disabilities, as well as by promoting their international cooperation and networking with the aim to facilitate further research and development in this discipline, the project significantly contributes to building social capital. It specifically aims to ensure that priorities and needs people with special needs are respected, and therefore contributes to the fight against social exclusion. By facilitating access to education, exchange, mobility and international cooperation, it also subsequently contributes to improve access to employment of its target groups. Given the fact that all the project activities are implemented and disseminated by teams integrating people without any impairment and those with sensorial disabilities, the project also actively contributes to strengthening social dialogue in this sensitive area in the field of social issues and possible related manifestations of discrimination – such as for instance exclusion from the labour market.

10. Logical Framework of the project

Project name		Desktop publishing in sign languages				Programme: CZ07	
Eligible expenditures of the project - (CZK)						791 250	
Grant amount - (CZK)						791 250	
Overall objective of the project – as per application text (point 1.3)		Indicators				Method for verifying	
		<i>Description of indicator</i>		<i>Baseline</i>	<i>Target value</i>		
Increased higher education student and staff mobility between Beneficiary and EEA EFTA States		Increased education / Mobility		0	2	Minutes of the meetings held during the research stays and publicity.	
Project result – as per application text (point 1.4.)		Indicators				Method for verifying	
1	Increased skills/competences of staff	1	Number of persons who have increased skills/competences	0	11	Attendance list of the stays and participation list of the final workshop.	
Project outputs		Indicators				Method for verifying	
1	Guidance for publishing in sign languages	1	Guidance	0	1	Publication online.	
Activities – as per application text (point 3.3)		Inputs and sources				Reference to budgetary chapters – as per application text (point 5.1)	
1	Publicity and dissemination	Human resources: hearing and deaf experts of both partners, their experience, skills; technical inputs: apps and material developed by the partners.				Subsistence costs, Project Management	
2	Research stay at ALT (Department for Special Education Technology of the Statped in Heimdal)	Human resources: hearing and deaf experts of both partners, their experience, skills; technical inputs: apps and material developed by the partners.				Subsistence costs, Travel costs, Project Management	
3	Research stay at Teiresias (Support Centre for Students with Special Needs at Masaryk University in Brno)	Human resources: hearing and deaf experts of both partners, their experience, skills; technical inputs: apps and material developed by the partners.				Subsistence costs, Travel costs, Project Management	

11. Detailed indicated budget

Chapter	Subchapter	Item	Unit	Number of units	Per unit expenditure	Total excluding VAT (CZK)	VAT rate (%)	Total including VAT (CZK)	Eligible expenditures (CZK)	Expenditures of applicant/partner
Subsistence costs	Incoming accompanying persons		person*day	7	2 750	19 250	0	19 250	19 250	Statped
Subsistence costs	Incoming education sector staff		person*day	14	2 750	38 500	0	38 500	38 500	Statped
Subsistence costs	Incoming participants with special needs		person*day	7	2 750	19 250	0	19 250	19 250	Statped
Subsistence costs	Outgoing accompanying persons		person*day	14	4 875	68 250	0	68 250	68 250	Applicant
Subsistence costs	Outgoing education sector staff		person*day	14	4 875	68 250	0	68 250	68 250	Applicant
Subsistence costs	Outgoing participation with special needs		person*day	42	4 875	204 750	0	204 750	204 750	Applicant
Travel costs	Incoming accompanying persons		person	1	11 000	11 000	0	11 000	11 000	Statped
Travel costs	Incoming accompanying persons		person	1	1 000	1 000	0	1 000	1 000	Statped
Travel costs	Incoming education sector staff		person	2	1 000	2 000	0	2 000	2 000	Statped
Travel costs	Incoming education sector staff		person	2	11 000	22 000	0	22 000	22 000	Statped
Travel costs	Incoming participants with special needs		person	1	1 000	1 000	0	1 000	1 000	Statped
Travel costs	Incoming participants with special needs		person	1	11 000	11 000	0	11 000	11 000	Statped

Chapter	Subchapter	Item	Unit	Number of units	Per unit expenditure	Total excluding VAT (CZK)	VAT rate (%)	Total including VAT (CZK)	Eligible expenditures (CZK)	Expenditures of applicant/partner
Travel costs	Outgoing accompanying persons		person	2	500	1 000	0	1 000	1 000	Applicant
Travel costs	Outgoing accompanying persons		person	2	11 000	22 000	0	22 000	22 000	Applicant
Travel costs	Outgoing education sector staff		person	2	11 000	22 000	0	22 000	22 000	Applicant
Travel costs	Outgoing education sector staff		person	2	500	1 000	0	1 000	1 000	Applicant
Travel costs	Outgoing participation with special needs		person	6	500	3 000	0	3 000	3 000	Applicant
Travel costs	Outgoing participation with special needs		person	6	11 000	66 000	0	66 000	66 000	Applicant
Project Management	Incoming education sector staff		percentage rate 50%	1	105 000	105 000	0	105 000	105 000	Statped
Project Management	Outgoing education sector staff		percentage rate 50%	1	105 000	105 000	0	105 000	105 000	Applicant

12. Attachments

Attachments to the application

Dokumentace provedených změn žádosti
 Letter of intent
 Other - Declaration of Honour
 Other - Financial statements
 Eligibility check form
 Žádost o doplnění z formální kontroly
 Other - Publicity plan
 Declaration of honour
 Application form
 Application form
 Application form

13. Bank account

Account holder	Masarykova univerzita	Business ID	
Account holder address			
City	Brno	ZIP	60200
District	Brno-město	Street	Žerotínovo náměstí
House number	617	Orientation house number	9
		Registration house number	
Country	Česká republika		
Contact person			
Name	Ondřej	Surname	Válka
Phone	549491114	Fax	
E-mail	valka@teiresias.muni.cz		
Bank account number for grant payment			
Account prefix		Account number	85636621
Bank	Komerční banka, a.s.	Bank code	0100
IBAN	CZ4301000000000085636621		
Currency	CZK - Czech crown		
Bank of the bank branch			
City	Brno	ZIP	60200
District	Brno-město	Street	náměstí Svobody
House number	92	Orientation house number	21
		Registration house number	
Country	Česká republika		

14. Subject and time schedule

Project name	Desktop publishing in sign languages															
Year	2014				2015				2016				2017			
Type of activity/Name of activity	1.Q	2.Q	3.Q	4.Q	1.Q	2.Q	3.Q	4.Q	1.Q	2.Q	3.Q	4.Q	1.Q	2.Q	3.Q	4.Q

Publicity and dissemination							X	X	X	X						
Research stay at ALT (Department for Special Education Technology of the Statped in Heimdal)									X							
Research stay at Teiresias (Support Centre for Students with Special Needs at Masaryk University in Brno)										X						

15. Signature

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant institution.

I, the undersigned, Request from DZS a grant for my organisation under the above mentioned registration number via this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.
EITHER
- The organisation I represent has financial and operational capacity to complete the proposed action or work programme
OR
- The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely: It provides learning opportunities and
- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

I am authorised by my organisation to sign grant agreements on its behalf.

Certify that:

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been guilty of grave professional misconduct proven by any means which the DZS can justify;
- has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or those of the country where the grant agreement is to be performed;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the EEA and Norway Grants' financial interests;

Acknowledge that:

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by DZS as a condition of participation in the grant award procedure or has failed to supply this information.

In the event of this application being approved, DZS has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.

I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.

I declare that the applying institution has stable and sufficient sources of funding to maintain the activity throughout the period during which the action is being carried out with respect to the payment flows within the programme and to participate in its funding (when applicable).

Name and surname	Date	Signature