

GRANT APPLICATION

Programme CZ07	Sector code	1142000	Application number	NF-CZ07-ICP-3-2272015	
1. Basic information					
1.1. Project name	Sign languages in higher education				
1.2. Programme	CZ07 - Scholarship Programme and Bilateral Scholarship Programme				
1.3. Programme result	Increased and strengthened institutional cooperation at all levels of the education sector (school education, higher education, vocational/training education and adult education) between EEA EFTA states and Beneficiary				
1.4. Programme output = project result	Increased and strengthened institutional cooperation at all levels of the education sector Publicity – promotional events where EEA/NRW Grants scholarship program was presented				
1.5. Project summary	Czech and Norwegian experts in sign language linguistics and deaf studies, both hearing and deaf, will join to create a think tank based on two different cultural frameworks and will share their experience and know-how in studying, analyzing, describing and teaching Czech and Norwegian sign languages as communication tools used in higher education and professional career. They will compare the existing lexicographic tools and grammar descriptions of Czech and Norwegian sign languages, elicitation of common signs and developing terminology needed for scientific purposes, will assess the role of International Sign system for European communication and mobility of the deaf, and publish descriptions of basic vocabulary recommended for International Sign system. Training programmes for sign language interpreters and translators will be thoroughly discussed, compared to other existing ones, and good practice transferred into the Czech curriculum.				
1.6. Projects outputs (their location)	Dopad na celou ČR				
1.7.1. Main focus of the project	Joint products and services of institutional cooperation				
1.7.2. Secondary focus of the project	Seminars/ conferences /workshops organised Good practice handbooks/ guidelines developed				
1.8. Planned period of project implementation					
Expected date of beginning	01/06/2015	Expected date of completion	30/09/2016	Indicated implementation period (in months)	16
1.9. Project funding	CZK		% of total eligible expenditures		
Total project expenditures	1 347 625				
Total eligible project expenditures	1 347 625		100 %		
Requested grant	100		0 %		
Co-financing	1 347 525		100 %		

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			Institution type		
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					

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

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 the 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.

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	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 blindeskrift 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 laringsmiljø.
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3. Partners

3.1. Name and contact details

Name of partner institution	Hogskolen i Oslo og Akershus		
Type of organization	Institutions at the tertiary level of education		
Organizational unit	Fakultet for larerutdanning og internasjonale studium (LUI), Institutt for internasjonale studier og tolkeutdanning (IST)		
Legal form	public university		
Partner institution is not from the Czech Republic	Yes		
Partner institution is from Donor states or relevant international institutions	Yes		
Web	http://www.hioa.no/Om-HiOA/Fakultet-for-laererutdanning-og-internasjonale-studier-LUI/node_33005/Institutt-for-internasjonale-studier-og-tolkeutdanning-IST		
Address of partner institution	Street	Pilestredet	Orientation house number
	House number	46	Registration house number
	City	Oslo	
	District		
	ZIP	0167	
	Country	Norway	

Contact person of partner institution

Name	Arnfinn Muruvik	Surname	Vonen
Title before name	Prof. Dr.	Title after name	
Phone	067237099	Fax	
E-mail	arnfinn.vonen@hioa.no		

3.2. Description of organization and activities of project partner

The HiOA Institute of international studies and interpreting is responsible for the study program for sign language interpreters and translators, including sign language linguistics. It is represented by Prof. Vonen as linguist, first contacted by the applicant in July 2008 (staff mobility financed by Norwegian Grant No. 4/004/08/1). As the chair of the thematic section on sign languages he participated in the conference ULD, organized by MU in Brno in 2011. As to 2015, HiOA and IST is one of the main Norwegian institutions engaged in sign language linguistics and education, thus a strategic partner for MU in this field. (1) As a part of building up the think tank Norwegian staff engaged in sign language linguistics and in program for sign language interpreters will be introduced to the Czech team. (2) As far as the Assessment of the language description (vocabulary, grammar) and teaching materials, he is supposed to provide feedback concerning the existing Czech Sign Language dictionary (www.dictio.info), and (3) to share the experience of IST in the field of training sign language interpreters, and best practice implementation. (4) His team will collaborate in creating a set of dictionary entries of International Sign system as a new layer of www.dictio.info. To achieve that goal, one visit of the Czech applicant to IST is planned, and one visit of Norwegian partner to Teiresias Centre, including an international workshop as a part of the project publicity.

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) and their analysis by linguists (DOTTER, Franz. Gebärdensprachforschung. In: Language Typology and Language Universals. An International Handbook. Vol. 1, Berlin-New York 2001, Walter de Gruyter, pp. 141-154), their position in European educational system is rather 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. Within this general framework, Sweden and Norway have the advantage of having accepted early the insights of sign language research of the 1970s and 1980s, unlike the Czech educational system (and most others). The tradition of teaching through sign language can be perceived as inspiration for Central Europe, together with the fact that English as a second language is widely accepted in Scandinavia, including young deaf generation in Norway. This is the state of art and the motivation for project partners to meet, collaborate and take 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 position in both the Norwegian and Czech systems of higher education. 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 Norwegian tradition of teaching through sign language and teaching the language itself, makes it possible to develop the strengths of both partners. Czech and Norwegian experts in sign language linguistics and deaf studies, both hearing and deaf, will join to create a think tank based on two different cultural frameworks and will share their experience and know-how in studying, analyzing, describing and teaching Czech and Norwegian sign languages as communication tools used in higher education and professional career. They will proceed in three ways: (1) compare the existing lexicographic tools and grammar descriptions of Czech and Norwegian sign languages, elicitation of common signs and developing terminology needed for scientific purposes, (2) assess the role of International Sign system for European communication and mobility of the deaf and publish descriptions of basic vocabulary recommended for International Sign system, (3) training programmes for sign language interpreters and translators will be thoroughly discussed, compared to other existing ones, and good practice items transferred into the Czech curriculum.

4.3. Partial/secondary objectives

There are two secondary objectives: (1) rising the number of sign language interpreters and translators who are needed for educational purposes in partner countries to achieve the general aim of inclusive education, considering the fact that bilingualism of the deaf community alone cannot help and is often considered to be a tool of cultural assimilation and extinction of the deaf culture; (2) general improvement of self-confidence and self-satisfaction of the deaf community as a 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
Building up the think tank	The activity consists in introducing deaf and hearing staff of both institutions to each other and presenting key activities in the past, their results (study material for sign languages, dictionaries, grammar descriptions, e-learning, didactics), as well as the ongoing activities and plans. The activity starts with (1) sharing the documents in different languages, (b) videoconferencing on their content, and preparing the first onsite visit. Czech team (2 researchers and 2 interpreters if no extra means are available) visit Oslo before the fall semester starts in 2015,	01/06/2015	30/09/2015

Assessment of the language description and teaching materials	The two partners, first separately the deaf and the hearing, later in common, assess the existing material and apps available to them and shortly reviewed during the first activity (building up the think tank). The first step of this activity actually overlaps the preceding activity, starting during the first visit in Oslo. It will be developed through videoconferencing and shared documents of all available formats. The result of such assessment should include recommendations for the further development of the existing products and is itself one of the products of the project.	01/09/2015	31/01/2016
Dissemination and publicity	The publicity be done on the background of all the project, starting in September 2015 (see chapters concerning publicity). Nevertheless, the key dissemination event will be organized during the spring semester or summer 2016 and is linked to the second onsite stay to be organized in within the project: the Norwegian visit to Brno (2 researchers and 1 interpreter). An international conference will be held by the applicant at that opportunity with workshops disseminating the results of the other activities. The conference itself is one of the outputs of the project.	01/09/2015	30/09/2016
Training program for interpreters	Both hearing and deaf experts of both partners, in cooperation with professional sign interpreters and students in sign interpreting will assess the existing study programmes for training sign interpreters and will consider pieces of good practice in the field. Special attention will be paid to the proportion of the theoretical part of it (linguistics, theory of translation, psychology, deaf studies) and the practical part (skills, abilities, relationship with the target groups etc.). Methodological guidelines will be formulated and the result will be implemented in the curriculum to be developed and accredited at Masary University.	01/02/2016	31/07/2016
International Sign system	Following the assessment of the existing dictionary of Czech sign language (www.dictio.info), and the existing online documentation concerning International Sign systems (www.signs2cross.eu , website of European Union of the Deaf Youth), the partners will discuss the concept of an International Sign vocabulary in Dictio (inventory of entries, structure of a lemma) and will create first set of entries. This will be another output of the project.	01/02/2016	31/07/2016

4.5. Target groups

Primary target groups

Target group	Country	Number	Benefits for target group incl. possibility of the benefits verification	Method for verifying
College/University students	Czech Republic	300	The primary target groups can be identified on both sides, Norwegian and Czech, as the subgroup of university students who are sign languages users, and university students learning sign language for their professional career (interpreters, translators) or from general interest. The first subgroup consists of about 100 persons, on the basis of the annual reports published by the Czech Ministry of Education, Youth and Sports (http://www.msmt.cz/file/34762_1_1/), nearly half of them being students of Masaryk	The outputs of the project will be published on the web pages of both partner institutions together with the feedback of the project from the primary target group.

			<p>University. The second one is more difficult to be assessed, because different training programs in sign languages are spread among thousands of teaching subjects of Czech public schools, but based of the situation at the Faculty of Education at Masaryk University in Brno and Faculty of Arts at Charles University in Prague it is estimated to amount to approximately 200. Both groups will benefit from the didactic tools (sign language dictionary) and practical teaching guidelines (training program for interpreters) developed thanks to the project.</p> <p>The outputs of the project will be published on the web pages of both partner institutions together with the feedback of the project from the primary target group.</p>	
Academic/scientist staff	Norway	20	<p>The primary target group is represented on both sides, Norwegian and Czech, by teachers, researchers and academic staff involved in training programs of sign languages and/or deaf studies in general. Both groups will benefit from the didactic tools (sign language dictionary) and practical teaching guidelines (training program for interpreters) developed thanks to the project.</p> <p>4000 characters</p>	4000 characters
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	200	<p>The transit between the secondary and tertiary education is a very important issue in the mainstream education, but it is much more important in the deaf community which has all characteristics of a cultural and language minority, including strong personal links between the members and much more influence of the internal factors compared to the external influence of the mainstream. Thus, all measures taken in favor of the tertiary education</p>	<p>The easiest verification is a questionnaire to be distributed among the deaf applicants to Masaryk University, eventually other universities in the Czech Republic and Norway.</p>

			are carefully observed by the high school students and their feedback is very important. The easiest verification is a questionnaire to be distributed among the deaf applicants to Masary University, eventually other universities in the Czech Republic and Norway.	
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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
Other	High	High	25	The highest risk is in lack of financial sources for communication. On the one hand the partners are invited to include persons with special needs which they are actually doing. On the other hand, the financial limit for the institutional cooperation does not absolutely meet the costs of communication among users of audio/oral languages (Czech, English, Norwegian) and motor/visual languages (Czech Sign language, Norwegian Sign language, International Sign system). The existing limits enable us to organize just two onsite stays (one week each) for 2 researchers and 2 interpreters (in one of the visits, just one interpreter could have been calculated). Thus half of the personal costs are consumed just on services that make communication possible. Considering that the cooperating teams include 3-4 deaf specialists each, it is difficult to share information and the ratio of researches and interpreters is not effective. In addition to it, team working is a constitutional part of deaf culture and having to select just one representative for onsite stay is against the communication rules. It would be much more effective to use financial limit just for researchers (2 hearing and 2 deaf persons visiting the partner institution), and to add interpreters as extra costs granted to persons with special needs. Standard price for an English / International Sign

				<p>interpreter on European market is about 500 € per day and 2 interpreters are always needed to cover a standard working day. Thus 5,000 € should be calculated per each visit as extra financing, 10,000 for the two planned visits. Considering that an international communication of two teams actually should be presented in 6 languages (see above), translators, interpreters and speech-to-text reporters are needed for any publicity or dissemination, if it should meet the need of the deaf target group. Thus, 400,000 CZK are needed to perform the project tasks correctly.</p>
Low interest in the target group - CZE and EEA/No	Medium	Medium	9	<p>The risk is linked to the last one (see Other). Considering that the communication between partners is to be performed in 6 different languages (Czech, Norwegian, English, Czech Sign language, Norwegian Sign language, International Sign system), the complexity of the whole process is extreme. If in the same time there are not enough means for interpreting and speech-to-text reporting, lack of understanding can be expected and, consequently lack of interest in the target group. If extra financing is allocated to solve the issue, the risk is easy to avoid.</p>
Final report - complete version not delivered within deadline	Medium	Medium	9	<p>The risk is linked to the last one (see Other). Considering that the communication between partners is to be performed in 6 different languages (Czech, Norwegian, English, Czech Sign language, Norwegian Sign language, International Sign system), the complexity of the whole process is extreme. If in the same time there are not enough means for interpreting and speech-to-text reporting, it might happen that some part of the deliverables will be missing in the due time. The project is now submitted in a reduced form in order to minimize the risk, and if extra financing is allocated to solve the interpreting problem, the risk is easy to avoid at all.</p>
Double funding of activities within projects	Low	Low	1	<p>Three activities linked to each other are to be distinguished: there are two project proposals by the same applicant within the same call of Norway Grants: Sign languages</p>

				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 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.
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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
Institutt for internasjonale studier og tolkeutdanning (IST), LUI, HiOA	Vibeke Bo	As a bilingual hearing researcher she specializes on the grammar of Norwegian sign language (verb sandwich constructions in Norwegian sign language) and especially on sign language corpora in relation to the dictionaries. Vibeke Bo will be responsible for the communication with the HiOA deaf staff and, together with Arnfinn Vonen, for the content of the deliverables which will concern Norwegian sign language.	As bilingual hearing linguist, Vibeke Bo will be responsible for the communication with the IST deaf staff and, together with Arnfinn Vonen, for the content of the deliverables which will concern Norwegian sign language. She communicates: (1) during the meetings of the IST team either in Norwegian sign language (which is supposed to be interpreted in Norwegian), or in Norwegian through lip-reading or speech-to-text reporting, (2) during videoconferences and onsite visits English (which is supposed to be interpreted in International sign system

			and/or in both Czech and Norwegian sign languages).
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 Teiresias Centre in order to provide specialist services for the blind and partially sighted university students in 1997. Later on, Teiresias Centre has covered also the deaf and hard-of-hearing students, and finally, all those with special needs. Through the services of 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 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 a Czech national Association of Service Providers for Students with Special Needs.</p>	<p>In the managing hierarchy of project, the communication between Arnfinn Vonen 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, Arnfinn Vonen 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 Oslo 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>
Středisko Teiresiás Masarykovy univerzity	Ondřej Válka	<p>Ondřej Válka has been engaged in activities of the Teiresias Centre since he graduated as economist from Mendel University in Brno in</p>	<p>As an economist and administrative manager, Ondřej Válka is responsible for keeping the schedule of the project, for the workflow of all</p>

		<p>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 competent project manager.</p>	<p>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>Institutt for internasjonale studier og tolkeutdanning (IST), LUI, HiOA</p>	<p>Arnfinn Muruvik Vonen</p>	<p>Arnfinn Muruvik is professor at the Faculty of Education and International Studies at Oslo and Akershus University College of Applied Sciences, Norway. Previously, he has been professor at the University of Oslo (1997–2011) and director general of the Language Council of Norway (2011–2015). With his professional specialisation in linguistics, his research in Deaf Studies has focused on linguistic and educational issues of bilingualism involving a signed and a spoken language. He has cooperated closely with Statped (the national service for special needs education) for many years, and he has been involved in collaborative projects in Lithuania, China, Ethiopia, Uganda, Tanzania, and other countries. His research interests include also the grammar of Norwegian Sign Language.</p>	<p>In the managing hierarchy of project, the communication between Arnfinn Vonen 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, Arnfinn Vonen 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 Oslo and in Brno, both</p>

			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).
Středisko Teiresiás Masarykovy univerzity	Tomáš Sklenák	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 (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 the sign language, sign language lexicography, interpreting and speech-to-text reporting, etc.	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 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).

6. Budget and project funding

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

Budgetary chapters	Indicated expenditures for budgetary chapter
Subsistence costs	163 125

- of it Hogskolen i Oslo og Akershus	41 250
Travel costs	93 000
- of it Hogskolen i Oslo og Akershus	36 000
Cost of staff	379 500
- of it Hogskolen i Oslo og Akershus	184 000
Equipment	127 000
- of it Hogskolen i Oslo og Akershus	0
Subcontracts	509 000
- of it Hogskolen i Oslo og Akershus	0
Indirect costs	76 000
- of it Hogskolen i Oslo og Akershus	38 000
Eligible expenses	1 347 625
- of it Hogskolen i Oslo og Akershus	299 250

6.2. Advance payment

Advance payment requested? Yes

Requested pre-payment amount in CZK 80 80% of requested grant

6.3. Co-financing

Total grant amount	100.00
Funding from the main source EEA/Norway	89.48
Co-financing from the government budget	10.52
Co-financing by applicant	1 347 525.00

6.4. Project-generated incomes

Project-generated incomes No

Description:

7. Publicity and evaluation

Description – at the beginning of activity	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). For more details, see Publicity Plan in annex.
Description – at the end of activity	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.
Description – other	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 Arnfinn Vonen. A higher level is represented by the evaluation meetings that will conclude both visits (Oslo, Brno), and is the responsibility of the research managers, Petr Peňáz and Arnfinn Vonen. Final written evaluation will be done by Petr Peňáz and Arnfinn Vonen, based on outputs and feedback of the target groups.
Monitoring plan	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 Arnfinn Vonen. A higher level is represented by the monitoring meetings that will start both visits (Oslo, Brno), and is the responsibility of the research managers, Petr Peňáz and Arnfinn Vonen.

8. Tender procedure for building operations, supplies, services

Name	Type	Type	Estimated price (CZK) excl.VAT
Subcontract - Czech sign language consultancy	Supply	Tender procedure of small extent	150 000
Subcontract - Sign Language Interpreting	Supply	Tender procedure of small extent	174 000
Equipment - notebook tender	Supply	Tender procedure of small extent	127 000
Subcontract - International Sign System consultancy	Supply	Tender procedure of small extent	185 000

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, ie. 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 is 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		Sign languages in higher education				Programme: CZ07	
Eligible expenditures of the project - (CZK)						1 347 625	Call No.
Grant amount - (CZK)						100	Priority area:
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 and strengthened institutional cooperation at all levels of the education sector (school education, higher education, vocational/training education and adult education) between EEA EFTA states and Beneficiary		Increased and strengthened institutional cooperation at all levels of the education sector		0	2	Strengthening of the cooperation will be manifested in two research visits, the latter for an international conference/workshop concerning tertiary education of the deaf in Europe.	
Project result – as per application text (point 1.4.)		Indicators				Method for verifying	
1	Increased and strengthened institutional cooperation at all levels of the education sector	1	Joint products and services/ Target of the project	0	5	Assessment of the existing products (dictionaries, educational programmes) and new products (guidelines for educational programmes, guidelines for dictionaries, set of data added to the existing dictionary) will be published on the web page of the project linked to the website of the applicant, thus easily to be verified online.	
2	Publicity – promotional events where EEA/NRW Grants scholarship program was presented	1	Publicity – promotional events where EEA/NRW Grants scholarship program was presented	0	6	magazines (2), website (1), press report (2), international conference presentation (1)	
Project outputs		Indicators				Method for verifying	
1	Bilateral meetings and sessions	1	Videoconferencing session	0	5	Recorded video.	
1	Bilateral meetings and sessions	2	Deaf student meetings	0	2	Published web summary.	
Activities – as per application text (point 3.3)		Inputs and sources				Reference to budgetary chapters – as per application text (point 5.1)	
1	Building up the think tank	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, Cost of staff , Equipment, Indirect costs	
2	Assessment of the language description and teaching materials	On the Czech side: online dictionary located at www.dictio.info (including its database which both published and unpublished material). On the Norwegian side: dictionary located at www.tegnordbok.no.				Subsistence costs, Travel costs, Cost of staff , Equipment, Subcontracts, Indirect costs	

3	Dissemination and publicity	Technical resources of the partners, network of educational institutions cooperating with the partners, media.	Subsistence costs, Travel costs, Cost of staff , Equipment, Indirect costs
4	Training program for interpreters	Existing Bachelor's programme offered by IST (http://www.hioa.no/Studier-og-kurs/LU/Bachelor/Tegnsprak-og-talkning). Drafted documentation prepared by Teiresias Centre.	Subsistence costs, Travel costs, Cost of staff , Equipment, Subcontracts, Indirect costs
5	International Sign system	Materials prepared and published by Statped at www.signs2cross.eu , as well as those made accessible by EUDY.	Subsistence costs, Travel costs, Cost of staff , Equipment, Subcontracts, Indirect costs

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	5	2 750	13 750	0	13 750	13 750	Hogskolen i Oslo og Akershus
Subsistence costs	Incoming education sector staff		person*day	5	2 750	13 750	0	13 750	13 750	Hogskolen i Oslo og Akershus
Subsistence costs	Incoming participants with special needs		person*day	5	2 750	13 750	0	13 750	13 750	Hogskolen i Oslo og Akershus
Subsistence costs	Outgoing accompanying persons		person*day	10	4 875	48 750	0	48 750	48 750	Applicant
Subsistence costs	Outgoing education sector staff		person*day	5	4 875	24 375	0	24 375	24 375	Applicant
Subsistence costs	Outgoing participation with special needs		person*day	10	4 875	48 750	0	48 750	48 750	Applicant
Travel costs	Incoming accompanying persons		person	1	11 000	11 000	0	11 000	11 000	Hogskolen i Oslo og Akershus
Travel costs	Incoming accompanying persons		person	1	1 000	1 000	0	1 000	1 000	Hogskolen i Oslo og Akershus
Travel costs	Incoming education		person	1	11 000	11 000	0	11 000	11 000	Hogskolen i

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
	sector staff									Oslo og Akershus
Travel costs	Incoming education sector staff		person	1	1 000	1 000	0	1 000	1 000	Høgskolen i Oslo og Akershus
Travel costs	Incoming participants with special needs		person	1	11 000	11 000	0	11 000	11 000	Høgskolen i Oslo og Akershus
Travel costs	Incoming participants with special needs		person	1	1 000	1 000	0	1 000	1 000	Høgskolen i Oslo og Akershus
Travel costs	Outgoing accompanying persons		person	2	400	800	0	800	800	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	1	11 000	11 000	0	11 000	11 000	Applicant
Travel costs	Outgoing education sector staff		person	1	400	400	0	400	400	Applicant
Travel costs	Outgoing participation with special needs		person	2	400	800	0	800	800	Applicant
Travel costs	Outgoing participation with special needs		person	2	11 000	22 000	0	22 000	22 000	Applicant
Cost of staff	Incoming accompanying persons		day	10	6 700	67 000	0	67 000	67 000	Høgskolen i Oslo og Akershus
Cost of staff	Incoming education sector staff		day	3	5 500	16 500	0	16 500	16 500	Høgskolen i Oslo og Akershus
Cost of staff	Incoming education sector staff		day	5	6 700	33 500	0	33 500	33 500	Høgskolen i Oslo og Akershus

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
										Akershus
Cost of staff	Incoming education sector staff		day	5	6 700	33 500	0	33 500	33 500	Høgskolen i Oslo og Akershus
Cost of staff	Outgoing education sector staff		day	6	3 800	22 800	0	22 800	22 800	Applicant
Cost of staff	Outgoing education sector staff		day	12	3 800	45 600	0	45 600	45 600	Applicant
Cost of staff	Outgoing education sector staff		day	3	3 800	11 400	0	11 400	11 400	Applicant
Cost of staff	Outgoing education sector staff		day	3	2 800	8 400	0	8 400	8 400	Applicant
Cost of staff	Outgoing education sector staff		day	5	2 800	14 000	0	14 000	14 000	Applicant
Cost of staff	Outgoing education sector staff		day	3	4 500	13 500	0	13 500	13 500	Applicant
Cost of staff	Outgoing participation with special needs		day	6	3 800	22 800	0	22 800	22 800	Applicant
Cost of staff	Outgoing participation with special needs		day	15	3 800	57 000	0	57 000	57 000	Applicant
Cost of staff	Outgoing participation with special needs		day	5	6 700	33 500	0	33 500	33 500	Høgskolen i Oslo og Akershus
Equipment	Outgoing education sector staff		piece	5	25 400	127 000	0	127 000	127 000	Applicant
Subcontracts	Outgoing accompanying persons		day	30	5 800	174 000	0	174 000	174 000	Applicant
Subcontracts	Outgoing education sector staff		service	1	150 000	150 000	0	150 000	150 000	Applicant
Subcontracts	Outgoing education sector staff		service	1	185 000	185 000	0	185 000	185 000	Applicant

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
Indirect costs	Incoming education sector staff		10% rate	1	38 000	38 000	0	38 000	38 000	Høgskolen i Oslo og Akershus
Indirect costs	Outgoing education sector staff		10% rate	1	38 000	38 000	0	38 000	38 000	Applicant

12. Attachments

Attachments to the application

Application form
 Application form
 Application form
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 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	Sign languages in higher education															
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
Building up the think tank						X	X									
Assessment of the language description and teaching materials							X	X	X							
Dissemination and publicity							X	X	X	X	X					
Training program for interpreters									X	X	X					
International Sign system									X	X	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