



A. General Information

This application form consists of the following main sections:

- Context: this section asks for general information about the type of project proposal you want to submit;
- Participating organisation(s): this section asks for information about the applicant organisation and about other participating organisations involved as partners in the project;
- Description of the project: this section asks for information about the stages of the project which should include: preparation, implementation and follow-up;
- Budget: in this section you will be asked to give information about the amount of the EU grant you request;
- Project Summary: In this section you should describe in a compact way your project's rationale, objectives and how you intend to achieve these.
- Check List/Data Protection Notice/Declaration of Honour: in these sections, the applicant organisation is made aware of important conditions linked to the submission of the grant request;
- Annexes: in this section, the applicant needs to attach additional documents that are mandatory for the completion of the application;
- Submission: in this section, the applicant will be able to confirm the information provided and to submit the form electronically.

By using this electronic form you are applying for a Strategic Partnership in school education that will be contracted through a multi-beneficiary Grant Agreement if selected for funding.

For information about the alternative contracting model for partnerships between schools only (through a mono-beneficiary Grant Agreement), please consult Part C of the Programme Guide or contact your National Agency.

You can also find information on how to fill in this application form by reading the e-Forms Guidelines.


B. Context

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Which field is the most impacted?	Strategic Partnerships for school education
Partnership between regions	No
Main objective of the project	Development of Innovation
Call	2016
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	31-03-2016 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	MyStory: Digital Storytelling Toolbox for Diversity Training in Schools
Project Acronym	MYSTY



Project Start Date (dd-mm-yyyy)	01-11-2016
Project Total Duration (Months)	24 months
Project End Date (dd-mm-yyyy)	31-10-2018
Applicant Organisation Full Legal Name (Latin characters)	UNIVERSITY OF GLOUCESTERSHIRE LBG
Form hash code	 5F22A3639514E1BA

B.2. National Agency of the Applicant Organisation

Identification	UK01 (UNITED KINGDOM)
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For further details about the available Erasmus+ National Agencies, please consult the following page:
http://ec.europa.eu/education/erasmus-plus/national-agencies_en.htm



C. Priorities

Please select the most relevant horizontal or sectoral priority according to the objectives of your project.

HORIZONTAL: Inclusive education, training and youth

Please select other relevant horizontal or sectoral priorities according to the objectives of your project.

SCHOOL EDUCATION: Strengthening the profile of the teaching professions

HORIZONTAL: Strengthening the recruitment, selection and induction of Educators

Please comment on your choice of priorities.

This Project seeks to meet the chosen priorities both in the development process and in the outputs (an online archive of stories, and, teaching and learning resources) enabling pupils and teaching professionals to understand and appreciate diversity within the EU and to learn new media skills and related competences. Given the critical context across Europe, this Project's focus on refugee, migrant and asylum seekers' stories is timely.

Horizontal Priority 2 - Inclusive education, training and youth: promoting actions addressing diversity in (formal and non-formal) education and training.

The MYSTY Project is driven by the principle that innovative teaching resources form part of broader pedagogic strategies that can actively help tackle issues of diversity. It facilitates actions that address issues of diversity common across the EU as highlighted in the Paris Declaration, 2015. The importance of enhancing social, civic and intercultural competences, critical thinking and media literacy as well as fostering the education of disadvantaged children and young people were at the heart of the Paris Declaration and this Project's aims and objectives are closely aligned with many of the recommendations made in the Declaration.

School Education Priority 1 - Strengthening the profile of the teaching professions: supporting teachers in dealing with diversified groups of learners.

Through partnership working, the MYSTY Digital Storytelling Toolbox will be a set of resources that will enhance understanding of ethnic and cultural diversity (themed digital stories), and will be a sustainable set of resources (learning materials for teachers and learning materials for pupils) that can be used for education and training. In addition, teachers will be trained during the course of the Project enhancing their digital competence. This training will be filmed and included as part of the MYSTY resources that will be made freely available to other teachers.

Horizontal Priority 4 - Supporting innovative pedagogies involving refugees, asylum seekers and migrants.

Through the use of innovative pedagogies in the form of digital storytelling media, MYSTY's aim is to support teachers across the EU to develop intercultural competences and media literacy, which will help combat discrimination and segregation in the classroom, the home and the community.

As well as directly supporting the three priorities above, the Project and its outputs contribute to the priorities set out in the Europe 2020 Strategy. The Project supports this through the development and exploitation of innovative outputs enhancing the quality of education.

The Project also supports priority areas in the Strategic Framework for European Cooperation in Education and Training (ET2020) which highlights the importance of improving the quality and efficiency of education and training. This Project's aim and outputs are designed to improve the quality of education in the school education context. Furthermore, the collaboration of a range of stakeholders in the Consortium is essential to supporting the highly relevant outputs attained through the Project.

The EU Sustainable Development Strategy (EU SDS) dedicated one of its seven key challenges to social inclusion, demography and migration. The overall objective is to create a socially inclusive society and to secure and increase the quality of life of citizens. Again MYSTY will contribute to this objective through mainstreaming cultural diversity and reducing the negative associations related to

Form hash code: 5F22A3639514E1BA



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Erasmus+

Application Form

Call: 2016

KA2 - Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for school education

Form Version: 3.07

difference through active and engaging, peer-led storytelling, where pupils, teachers and the wider community collaborate.

Form hash code: 5F22A3639514E1BA

EN

This form has been submitted on: 2016-03-31 11:14:08. Status: OK (1353600).



D. Participating organisation(s)

D.1. Applicant Organisation

PIC	998727327
Full legal name (National Language)	UOG
Full legal name (Latin characters)	UNIVERSITY OF GLOUCESTERSHIRE LBG
Acronym	UOG
National ID (if applicable)	06023243
Department (if applicable)	Department of Media
Address	THE PARK
Country	United Kingdom
Region	
P.O. Box	
Post Code	GL50 2RH
CEDEX	
City	CHELTENHAM
Website	www.glos.ac.uk
Email	eufo@glos.ac.uk
Telephone 1	+441242715446
Telephone 2	+441242715447
Fax	

D.1.1. Profile

Type of Organisation	Higher education institution (tertiary level)
Is your organisation a public body?	Yes
Is your organisation a non-profit?	Yes

D.1.2. Accreditation

Have you received any type of accreditation before submitting this application?

Accreditation Type	Accreditation Reference



Erasmus Charter for Higher Education (ERAPLUS-ECHE)	UK CHELTEN02
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D.1.3. Background and Experience

Please briefly present your organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

University of Gloucestershire

The University of Gloucestershire (UOG) is a diverse, vibrant community of 9,000 undergraduate students, 1,000 postgraduate students, 40,000 alumni and 1,000 staff from all across the world. With campuses in Cheltenham and Gloucester, the University offers its students a specialised and dynamic place to learn, grow and make lasting connections. The University's Strategic Plan 2012-2017, Financial Review 2013 and Student Charter 2013, set out a commitment to enhance the student experience and provide a more detailed understanding of the University of Gloucestershire's business. UOG focuses on excellence in teaching, with a mission to enable its students to achieve their full potential through a rich and broad experience. UOG prides itself on building close relationships between students and staff, and on serving the wider community through promoting its economic, cultural and social wellbeing.

UOG goals are to:

- Provide students with excellent learning experiences through outstanding learning and teaching support;
- Promote enterprise, employability and wider economic, social and cultural benefit for the community;
- Embed research, scholarship, practice and consultancy in all our activities;
- Build strong relationships with selected partners for mutual benefit;
- Be a successful and sustainable organisation.

The Project will be led primarily from the Media School, which is ranked in the Top 10 media departments nationally (Guardian League Tables, 2015) and has strong links to industry and cutting edge research. Operating out of a newly built multi-platform Media Centre, its work in film, television, radio, journalism and music is industry accredited and highly reputational. It has 47 members of staff, creative, technical and academic, all of whom work alongside each other to create a vibrant and outward facing Media School.

Relevant Quality Systems for Media - As well as established University quality assurance standards, the Media School is Quality assured through the UK QAA system. The most recent 2015 review reported that it met UK Quality Code Expectations across the board in academic standards and the quality of learning opportunities; it was especially commended in the area of enhancement of student learning. It identified a number of features of good practice; of note for this bid is its wider stakeholder engagement with colleges, employers and the LEP.

Education links

UOG's School of Education has a successful and demonstrable track record of outreach work in local, national and international school communities. It has thriving education studies, initial teacher training and early childhood studies (with qualified teacher status) courses. As a result of this, we have direct access to future educators and local, formal and informal education providers. Judged to be "Outstanding" by the National schools' inspectorate (Ofsted) in 2015, as a provider of teacher education, experienced staff within the School of Education are involved in this Project and have extensive links which will be optimised for impact and dissemination of the Project outputs.

What are the activities and experience of your organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The University was founded on a teacher training college and as such the School of Education has a wealth of experience of working closely with primary and secondary education. As mentioned above, UOG was judged "Outstanding" by Ofsted inspectors for Primary/ Secondary School Education.

The School of Media has a track record of community media work in digital storytelling that is foundational to the MYSTY Project. The skills and knowledge needed for MYSTY are all in place and have been, and continue to be evidenced through application in similar project formats. The department was involved in a Heritage Lottery funded project called 'Hidden Lives', which explored the



memories of a highly diverse neighbourhood in the city of Gloucester through oral reminiscence and archiving.

http://www.bartonandtredworth.org.uk/page_id__184_path__0p28p.aspx

Current work involves the small Jewish Community in and around Cheltenham, whereby digital stories based on food, family and festival are being captured in association with the Cheltenham theatre (The Everyman) and five local primary schools. <http://myjewishstorybook.com>

The key staff involved in the project have the relevant skills and experience to deliver on this Project:

Dr Abigail Gardner

Abigail is the organisational lead on the MYSTY Project. She is the Media School Head of Research and Academic Subject Lead for Film and Television. Published and experienced in the fields of community media/media and music, she is well placed to conduct the MYSTY Project. Abigail works on music and ageing, music video, music documentary and is active in community media projects. She is the author of PJ Harvey and Music Video Performance (Ashgate, 2015), co-author and editor (with Ros Jennings) of Rock On: Women, Ageing and Popular Music (Ashgate, 2012) and co-author of Media Studies: The Essential resource, (Routledge, 2012) and is currently co-writing Ageing and Popular Music across Europe (Routledge 2017). She is a member of IASPM and the Centre for Women, Ageing and Media (WAM). She is currently leading the 'My Jewish Storybook ' a digital storytelling schools and theatre outreach project, due to finish July 2016 <http://myjewishstorybook.com>.

Jeremy Power

Jeremy is the technician for the MYSTY Project. He worked for BBC TV for over 20 years in post-production editing on a wide range of popular TV shows. His current technical competence covers studio and outside broadcast work and he brings an extensive technical experience to the Project. He teaches on Television Production BA (Hons) and Media Production BA (Hons) and has acted as technical consultant on the My Jewish Storybook project.

Julia Hallam

Julia is a radio producer and teaches on the Radio Production BA (Hons) programme. She has industry experience in UK radio, having worked on BBC Radio 2 for many years in both documentary and features. She continues to work in the broadcast industry, producing audio books, voicing links, offering media skills training and is a member of SoundWomen.co.uk. Her media networks add a huge impact potential to the Project.

Dr Hannah Grist

Hannah is an early career stage researcher and Lecturer in Media. Her work is on questions of memory, media heritage, and complex qualitative research methodologies. She has experience of Heritage Lottery funded community oral history and storytelling projects. Publications include Garde-Hansen, J., and Grist, H. (2014) Remembering Dennis Potter Through Fans, Extras and Archives, Palgrave, MacMillan, and Grist (2013) The Dennis Potter Heritage Project: Auto/Ethnography as Process and Product Issue 20: New Horizons.

Dr Sam Scott

Sam is a human geographer who specializes in population geography and international migration. He has experience working with refugee organisations: GARAS in Gloucester (<http://www.garas.org.uk/>) and Bristol Refugee Rights (<http://www.bristolrefugeerights.org/>).

Dr Paul Vare

Paul works within the education studies team and who currently runs the Masters in Education programme at the University's school of education, whilst managing continuing professional development (CPD) projects on behalf of the school. His project work has involved deep and prolonged involvement with groups of educators as well as local communities in various countries across Europe, Africa and the Americas.

Joanne Bridge

Jo will manage the organisational Project Management. Jo is qualified as a Prince2 practitioner (project management) and has an MBA. She is a senior member of the University Funding Office at UOG. The Funding Office is responsible for overseeing the management of all EU funded projects run by UOG. The Funding Office has many years of combined experience managing EU projects, the largest of which in terms of budget was a 6 million Euro ESF project, and in partner numbers was an Erasmus Network with 50+ partners. The team has expertise in project management, dissemination and exploitation, financial management, and equal opportunities.



Have you participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+ Capacity Building in HE	2015	561884-EPP-1-2015-1-DK-EPPKA2-CBHE-JP	Aalborg University
Marie Curie International Fellowship	2015	702884	University of Gloucestershire
Erasmus: Multilateral	2013	539680-LLP-1-2013-1-UK-ERASMUS-EQR	University of Gloucestershire
Leonardo: Mobility	2013	UK/13/LLP-LdV/PLM/163302	University of Gloucestershire
Leonardo: TOI	2013	UK/13/LLP-LdV/TOI-644	University of Gloucestershire
Erasmus: Networks	2013	540051-LLP-1-2013-1-UK-ERASMUS-ENW	University of Gloucestershire
Erasmus + Strategic Partnership	2014	2014-1-UK01-KA202-001637	University of Gloucestershire
Erasmus + Strategic Partnership	2014	2014-1-CY1-KA203-000299	GrantXpert Consulting
Erasmus + Knowledge Alliance	2014	554336-EPP-1-2014-1-CY-EPPKA2-KA	GrantXpert Consulting
Erasmus + Sport	2014	557052	University of Gloucestershire
Erasmus + Strategic Partnership	2015	2015-1-UK01-KA203-013720	University of Gloucestershire
Erasmus + Strategic Partnership	2015	2015-2-UK01-KA205-014061	University of Gloucestershire
Erasmus + Strategic Partnership	2015	2015-1-UK01-KA201-013691	University of Gloucestershire
Erasmus + Strategic Partnership	2015	2015-1-UK01-KA201-013630	University of Gloucestershire
FP7	2013	613825	Stichting Dienst Landbouwkundig Onderzoek
FP7	2013	603498	Stichting Dienst Landbouwkundig Onderzoek
FP7	2013	311778	Wageningen University
FP7	2013	312126	Wageningen University
FP7	2013	289694	Aarhus Universitet
FP7	2013	266306	Research Institute for Organic Agriculture (FiBL)
FP7	2013	226195	Rheinische Friedrich-Wilhelms-Universitaet Bonn
FP7	2013	213034	Institut Fuer Laendliche Strukturforchung
Horizon 2020	2014	SEP-210176670	Institute for European Environmental Policy
Horizon 2020	2014	SEP-210177503	Katholieke Universiteit Leuven
Erasmus + Strategic Partnership	2015	2015-1-IT02-KA201-015383	CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI



Erasmus + Strategic Partnership	2015	2015-1-TR01-KA203-021755	Middle East Technical University
Erasmus for Entrepreneurs	2015	695760	Asociacion de Empresarios Jovenes de Valencia

D.1.4. Legal Representative

Title: Dr

Gender: Male

First Name: Richard

Family Name: O'Doherty

Department: Executive

Position: Deputy Vice Chancellor

Email: rodoherty@glos.ac.uk

Telephone 1: +441242714164

If the address is different from the one of the organisation, please tick this box

D.1.5. Contact Person

Title: Dr

Gender: Female

First Name: Abigail

Family Name: Gardner

Department: School of Media

Position: Academic Subject Leader: Film and Television

Email: agardner@glos.ac.uk

Telephone 1: +44 1242 714987

If the address is different from the one of the organisation, please tick this box

D.1.6. Contact Person

Title: Ms

Gender: Female

First Name: Jo



Family Name	Bridge
Department	University Funding Office
Position	Funding Development Officer
Email	jbridge@glos.ac.uk
Telephone 1	+44 (0)1242 715447

If the address is different from the one of the organisation, please tick this box



D.2. Partner Organisation

PIC	932396302
Full legal name (National Language)	GIBS
Full legal name (Latin characters)	BG Georgigasse (Graz International Bilingual School)
Acronym	GIBS
National ID (if applicable)	601256
Department (if applicable)	
Address	Georgigasse 85-89
Country	Austria
Region	AT22 - Steiermark
P.O. Box	
Post Code	8020
CEDEX	
City	Graz
Website	http://www.gibs.at
Email	office@gibs.at
Telephone 1	+43316771050
Telephone 2	
Fax	+433167710504

D.2.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.2.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

GIBS (Graz International Bilingual School) is a bilingual (German-English) senior school for students aged 10-18. At present the school comprises more than 620 students and over 50 teaching staff. The rest of the team is made up of the French-, English-, and Spanish-speaking co-teachers and the administrative staff. The language of instruction is English in the form of "flexible monolingualism".



The first three months of Year 1 take the form of an intensive phase of language acquisition, after which the students have reached a level of language competence which enables them to participate in lessons conducted in the target language. Following the intensive phase, linguistic back-up for other subjects is provided when required in the English class. In Year 7, History is taught in English/French/Spanish. During the first five school years in particular, different subjects collaborate on broad projects that supplement language instruction. Between Year 6 and Year 8, the upper level course system ensures the interconnection and deepening of learning material. Students from non-German speaking countries receive instruction in German as a foreign language.

At GIBS the word "international" is taken very seriously. Students are taught from over 30 countries and a respectful, open-minded, transcultural attitude and mind-set is valued in the school community and beyond.

At GIBS language education plays an important role. Students learn three modern languages and take part in regular student exchanges in Europe, North America and Tunisia.

Presently GIBS is preparing to offer the IB (International Baccalaureate) program parallel to the national school leaving exam.

Teachers for all subjects are currently being trained for the IB, the program will start in a year.

GIBS is a UNESCO school, a Global Action school, has been awarded the European Certificate for Innovation in Languages, the Lörnie Award for innovation in e-learning and is a partner school of Graz University.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

International Communication:

Due to the bilingual teaching and the strong focus on foreign languages GIBS students are well equipped to communicate with peers on an international level. In their final year the majority of students reach a level of C1 in English and B2 /B1 in French, Spanish and/or Russian.

Intercultural Awareness and Competence:

- European Youth Parliament: GIBS students regularly participate at events organised by the European Youth Parliament, and the school has hosted such events.
- International Student Exchanges: In order to encourage intercultural competence and language skills GIBS students participate in up to 3 exchange programs with schools in Europe and America (Spain, France, Great Britain, USA: Kansas City, Rapid City with a class of Native American students), New York, Minnesota, San Francisco). There the students live in host families and go to school with their host brothers and sisters. In return, GIBS regularly host students and their teachers from abroad.
- Intercultural Projects with Tunisia: For many years GIBS has cooperated with the Lycee Ideal in Nabeul, Tunisia. Every year an intercultural project is organised and each other's schools are visited with a group of students. The projects have dealt with: Dialogue interreligieux (2010), Participation démocratique en classe (2011), Learner Autonomy (2012), Arts project: Entourages I and II (2013), Entourages III: Nature, tout simple-ment! (2014).
- CISV: GIBS keeps close contact to CISV (Children's International Summer Villages) and encourages students to participate in these programs. Many of GIBS students have made friends from all over the globe in these programs.

Media and ICT Competence:

GIBS regularly include creative work with media within teaching. GIBS students produce their own audio and video messages, blogs and online storybooks and have been awarded with the Lörnie Award of the Austrian Ministry of Education for these skills.

Skills and expertise of key persons involved in this Project:

Dr. Elisabeth Pölzleitner

Ms Pölzleitner has expertise in teaching Intercultural Competence, Creative Writing, E-learning. Ms Pölzleitner teaches English at GIBS and also works at Graz University where she teaches methodology classes to future teachers. At the University she teaches a class called "Teaching Literature and Culture", which focuses on developing transcultural competence. She also teaches seminars on creative writing ("Writing Between Creativity and Task Achievement") at teacher training colleges in Austria. Ms Pölzleitner regularly includes e-learning sequences and tools in her teaching and has won the "Lörnie Award" for best practice in e-learning by the



ministry of education in Austria. Her students regularly produce online audiobooks, digital stories, book trailers and run their own blogs.

Mag. Robert Kozak

Mr Kozak has expertise in teaching Intercultural Competence, Political Studies and Diversity Studies. Mr Kozak teaches History/ Politics and English at GIBS and has worked in an intercultural project (for second-generation migrant youth) for more than 20 years. One of his courses is called "Immigration and the media" where students produce digital stories about immigration and diversity. He also works for Centropa and Tacheles-Steiermark, a project for the promotion of Jewish culture in Styria where he has also produced digital stories and teaching materials. Furthermore, he is engaged in teacher training for Holocaust Studies.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+	2015	2015-1-AT01-KA101-004906	GIBS
Erasmus+	2015	KA201-2015-013	Tech College Aalborg

D.2.3. Legal Representative

Title: Mag.

Gender: Female

First Name: Imelda

Family Name: Goeroeg

Department:

Position: Principal

Email: Imelda.goeroeg@gibs.at

Telephone 1: +43 050 248021

If the address is different from the one of the organisation, please tick this box

D.2.4. Contact Person

Title: Dr

Gender: Female

First Name: Elisabeth

Family Name: Poelzleitner



Department

Position

English teacher

Email

elisabeth.poelzleitner@gibs.at

Telephone 1

+43 664 9605094

If the address is different from the one of the organisation, please tick this box



D.3. Partner Organisation

PIC	999873188
Full legal name (National Language)	UNI GRAZ
Full legal name (Latin characters)	UNIVERSITAET GRAZ
Acronym	GRAZ
National ID (if applicable)	
Department (if applicable)	
Address	UNIVERSITATSPLATZ 3
Country	Austria
Region	AT22 - Steiermark
P.O. Box	
Post Code	8010
CEDEX	
City	GRAZ
Website	http://www.uni-graz.at
Email	barbara.haselsteiner@uni-graz.at
Telephone 1	+43-316-380-3998
Telephone 2	+43-316-380-1287
Fax	+43-316-380-9034

D.3.1. Profile

Type of Organisation	Higher education institution (tertiary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	No

D.3.2. Accreditation

Has the partner organisation received any type of accreditation before submitting this application?

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education (ERAPLUS-ECHE)	A GRAZ01



D.3.3. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

With about 32,500 students and 4,000 employees, the University of Graz is one of the largest institutions of higher education in Austria. The University has a strong international profile and is involved in numerous global networks (e.g. Coimbra Group and Utrecht Network). Through these networks and various projects and activities it is connected with about 500 international partner institutions. The University's expertise includes the implementation and administration of international educational projects with partners from around the world. In its international project activities, the University is committed to the transfer of know-how and the development and implementation of project-related objectives for the benefit of and progress in higher education. The University of Graz has been very active in international educational projects, both as a partner and as coordinating institution. The scope of EU funded programmes includes, amongst others, projects in the Lifelong Learning Programme, Tempus projects and Erasmus Mundus projects in all actions. Since 2014 the University has also been actively participating in Erasmus+ projects. Due to its previous experience of both participating in and coordinating international research and education projects, the University of Graz can draw on expertise and good practice that will contribute to the success of the present Project.

The University of Graz, in particular the faculty of humanities, has been involved in teaching and researching aspects of language and culture, and intercultural communication in particular. It has initiated workshops on interculturality, especially for students involved in international exchange, and students can earn ECTS credits by attending this course. In addition, the members in this Project have extensive experience in working with international students and professors, and have always aimed at combining research interests with curricula implementation. The English Department has also played an important role in cooperation with the European Center for Modern Languages, which is an institution of the Council of Europe located in Graz. Hermine Penz is the chair of the Austrian Association of the European Center of Modern Languages, which is responsible for providing the infrastructure for the institution and for networking with the institutions at the community and provincial level, as well as with the ministries of education and research at the national level.

The Center for Inter-American Studies of the University of Graz, with the mission to research aspects of transcending boundaries in terms of the American continent, offers a specific approach to the question of interculturality, as it tries to redefine research areas away from national connotations towards regional (hemispheric) denotations. Intercultural communication and means of representation of difference and diversity are thus an important tool for research and teaching. At the Center for Inter-American Studies, scholars re-conceptualize the Americas through comparative research transcending linguistic, political, and geographical borders that divide the Americas, and thus also position international exchange with the region. This understanding is very relevant for the MYSTY Project.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The University of Graz, especially the faculty of humanities, has been involved in teaching and researching aspects of language and culture, and intercultural communication in particular. It has initiated a great number of exchanges with universities worldwide and is dealing with diversity and aspects of culture on many levels.

Skills and expertise of key persons involved in this Project:

Professor Hermine Penz
Prof. Penz (project coordinator) has been researching and teaching intercultural communication for many years. She has been engaged in intercultural projects with schools and at the level of university students. Furthermore, one of her research projects has been dealing with strategies for achieving understanding in international projects in education. She has co-edited books on "Interculturality and Education " with colleagues, for example, Roberta Maierhofer, who is also participating in this Project. She has also worked and published on language awareness and cultural awareness in a European educational context.

Selected publications:
Kribernegg, Ulla; Maierhofer, Roberta; Penz, Hermine (eds.) Intercultural Encounters in Education . Vienna. LIT. 2014.

Articles:
Penz, Hermine. "English is not enough - local and global languages in international student mobility: a case study of the Austrian University context ." In: Fabricius, Anne H. and Bent Preisler (Hg.): Transcultural Interaction and Linguistic Diversity in Higher Education: The Student Experience. Houndmills, Basingstoke/New York. Palgrave Macmillan. 2015. 56-91.



Penz, Hermine. "Teaching Strategies for Achieving Understanding in the Language Classroom." In: Aden, J., Grimshaw, T. und H. Penz (Hg.): Enseigner les langues-cultures à l'ère de la complexité. Approches interdisciplinaires pour un monde en reliance/ Teaching Language and Culture in an Era of Complexity. Interdisciplinary Approaches to an Interrelated World. Brüssel. Peter Lang. 2011. 147 - 164.

Penz, Hermine. "Cultural awareness and language awareness through dialogic social interaction using the Internet and other media." In: Cultural awareness and language awareness based on dialogic interaction with texts in foreign language learning, hg. von A.-B. Fenner, Graz-Strasbourg 2001, 103-122. In: A.-B. Fenner (Hg.): Cultural awareness and language awareness based on dialogic interaction with texts in foreign language learning. Graz-Strasbourg. 2001. 103 - 122.

Roberta Maierhofer

Roberta is professor of American Studies at the University of Graz, Austria, Adjunct Associate Professor at the State University of New York, Binghamton, USA (since 1996), and Director of the Center for Inter-American Studies (since 2007). From 1999 to 2011, she held a series of Vice-Rector positions for International Relations (1999-2003), International Relations and Affirmative Action for Women (2003-2007), and International Relations and Interdisciplinary Cooperation (2007-2011). Her research focuses on Culture and Representation, Gender Studies, Transatlantic Cooperation in Education, Interculturality, and Age/Aging Studies. Since 2004, she has been directing various interdisciplinary and international summer schools of the University of Graz, which she established in the fields of European and Inter-American Studies. As a member of doctoral schools, for example of the two programs of the University of Graz on Gender and Migration, and of the University of Malaga and UNED, Spain, she also advises and supports early career researchers.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus Mundus Action 2	2014	2014-0880/001-001	University of Antwerp
Erasmus+	2014	2014-1-BE01-KA203-000910	Network on Humanitarian Action (NOHA)
Erasmus+	2014	2014-1-AT01-KA201-000908	University of Graz
Erasmus+	2014	2014-1-NL01-KA203-001181	STICHTING VU-VUMC (Stiftung Vrije Universiteit Amsterdam & VU Med Centrum)
Erasmus+	2015	2015-1-UK01-KA203-013819	University of Glasgow
Erasmus+	2015	561917-EPP-1-2015-1-BE-EPPKA2-CBHE-JP	University of Antwerp
Erasmus+	2015	565086-EPP-1-2015-1-EE-EPPJMO-NETWORK	University of Tartu
Erasmus+	2015	VG-SPS-BW-15-36-013675	Pädagogische Hochschule Karlsruhe
LLP Erasmus	2013	2013-1-HR1-ERA10-03303	University of Rijeka
TEMPUS	2013	543649-TEMPUS-1-2013- 1-AZ-TEMPUS-JPGR	Khazar University
TEMPUS	2013	544538-TEMPUS-1-2013-1-RS-TEMPUS-SMGR	University of Novi Sad
TEMPUS	2013	544251-TEMPUS-1-2013-1-GE-TEMPUS-JPHES	Ivane Javakishvili Tbilisi State University
LLP Erasmus	2013	DE-2013-ERA/MOBIP-1-29885-1-48	Bielefeld University



LLP Leonardo da Vinci	2013	LLP/LdV/TOI/2013/IRL - 503	Waterford Institute of Technology
EU-ICI Education Cooperation programme	2013	2013-3393/001-001-CPT EU & ICI-ECP	Stiftung Universität Hildesheim
LLP Erasmus	2013	540051-LLP-1-2013-1-UK-ERASMUS-ENW	University of Gloucestershire
LLP Comenius	2013	540384-LLP-1-2013-1-NL-COMENIUS-CMP	Regional Centre of Expertise on Education for Sustainable Development - RCE Rhine-Meuse (NGO)
Erasmus Mundus Action 2	2013	2013-2550/001-001-EMA2	University of Graz
LLP Leonardo da Vinci	2013	AT/13/LLP-LdV/PLM/158021	University of Graz

D.3.4. Legal Representative

Title: Professor

Gender: Female

First Name: Christa

Family Name: Neuper

Department: Rectorate

Position: Rector

Email: international@uni-graz.at

Telephone 1: +43 (0)316 380 1249

If the address is different from the one of the organisation, please tick this box

D.3.5. Contact Person

Title: Professor

Gender: Female

First Name: Hermine

Family Name: Penz

Department: English Studies

Position: Associate Professor

Email: hermine.penz@uni-graz.at

Telephone 1: +43(0)316 380 2498



If the address is different from the one of the organisation, please tick this box



D.4. Partner Organisation

PIC	920001545
Full legal name (National Language)	
Full legal name (Latin characters)	Baross Gábor Általános Iskola Tanulóiért Alapítvány
Acronym	BARO
National ID (if applicable)	8686
Department (if applicable)	
Address	Hernád utca 42.
Country	Hungary
Region	HU101 - Budapest
P.O. Box	
Post Code	1078
CEDEX	
City	Budapest
Website	www.barossuli.hu
Email	aspiesz75@gmail.com
Telephone 1	+3613446635
Telephone 2	
Fax	

D.4.1. Profile

Type of Organisation	Non-governmental organisation/association/social enterprise
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.4.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Baross Gábor Általános Iskola Tanulóiért Alapítvány (Foundation for Pupils of Baross Gábor Primary School) is a non-governmental organisation. The foundation is aimed at supporting the educational activities and conditions of Baross Gábor School.



Baross Gábor School is located at the edge of Erzsébetváros (District VII.), Budapest. Its geographical location is highly advantageous; it is easily accessible and close to the greenbelt area (The City Park of Budapest) providing the opportunity to organise school programs.

The school premises includes two indoor-courts, two gyms, two well-equipped IT rooms, library with separate space for readers, and modern hi-tech furnished formal classrooms.

There are 380 pupils and 49 teachers within the school. The number of potentially involved pupils, in the target age group, is 150. The rate and mix of pupils is influenced by the socio-cultural parameters of the inhabitants in the area. The general social, economic problems, the increasingly difficult life conditions, the low level of education and schooling and mental health and other problems, are strongly presented in these pupils' lives.

Most of the families of the pupils – with a high rate of single parents - live in below average circumstances, and live on social funds. The effects are more and more tangible within the school each year.

The above mentioned problems have a high impact on pupils' learning process, resulting in the fact that schools must take over the parental responsibilities in order that the pupils have equal opportunities in life, e.g. to go on to secondary school successfully.

The main aims of the foundation are as follows:

- To support pupils with bad financial situations with one off financial aid
- To organise and finance exchange programs for pupils abroad, to provide the chance to develop their foreign language skills and improve their cultural awareness
- The organisation of events for pupils, presentations, and those related to national feasts
- To reward pupils for excellent school achievements (Baross Plaque, reward trip, etc.)
- The support of sports events; competitions for the school
- The organisation and support of the "Excellent pupil, excellent athlete" program for excelling pupils
- To organise and support school subject-based competitions; the organisation of cultural events; the support of projects for pupils; and the organisation and financial support of study circles
- To support the organisation of cultural and leisure camps, charity events and school markets
- To provide support to the Pupils' Council within the school to create a democratic school environment

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The school has a wide variety of pupils. There is a high rate of Roma pupils, in addition to rising numbers of pupils of other nationalities (for example, Chinese, Mongolese, Pakistani, Nigerian, Romanian and Ukranian). The partner organisation supports carrying-out of the school projects, which assists the integration of pupils. With the widening of inclusive activities, equal opportunities within the institution can be strengthened.

An acquaintance with e-twinning networks was established through an EU project entitled Comenius 2010 International Steps toward a Sustainable Future (ISSF). The worked-out programs were shared with partners in the European Shared Treasure. Elements of System thinking were adapted into education, in cooperation with Spanish, German, Dutch and Hungarian schools.

Skills and expertise of key persons involved in this Project:

Ádám Spiesz

Ádám is the current headmaster and has worked for the school for 19 years. He has worked in a variety of previous roles within the school, such as a class teacher, form master, teacher of P.E., head of the physical education department. Adam has a deep and extensive knowledge of his subject. He is a teacher for the lower primary school, a teacher of P.E. for primary and secondary school and a graduated football coach. In LLP Comenius 2010 Multilateral Projects, he had the opportunity to gain experience of education within different European countries, which he incorporates into his everyday pedagogic work.

Adam consciously uses IT in his work. He strives to ensure that students create and develop critical and ethical ways of receiving and transferring online information. He creates an atmosphere of trust and a supportive environment for teaching in his classroom, taking the physical and emotional conditions of his pupils into consideration.

As a headmaster, Adam places importance on the development of pupils and of the school community. He has gained valuable



experience in adapting to a multicultural environment, due to the social variety of the population living near the school. His aim is to create and maintain a tolerant, inclusive school environment. He also participates in the practical training and graduation examination of teacher trainees. Furthermore, he ensures teaching staff have regular continuous education opportunities and exchange of experiences in the field of cooperative teaching methods, as well as the in the use of IT equipment. He supports the learning of how to learn and the methods of individual knowledge gaining techniques.

Margit Komáság

Margó graduated as a psychopedagogue and as a pedagogic measure expert. Over the past 25 years of her career she has taught in a segregated school in a geographically isolated Roma community and in a children's home. In her present class she has many Roma pupils living under very poor circumstances. She began familiar with the "Step by step" pedagogical program, which is incorporated into her everyday teaching practice. The program puts individual skills into focus in the teaching process. Its components help pupils adapt to school life - evening class, continuous development of skills, involving parents into the class, and use of new forms of teaching methods. Margó has also organised courses of over 500 hours for teachers in differentiating, activity-centre teaching, reading strategies, cooperative learning techniques and project teaching. She has taken part in competence-based development of teaching materials, in writing course books for pupils aged 6-10, and testing work books. She regularly leads trainings for teacher-trainees of University ELTE, Budapest.

In the school, Margó is the leader of the school-development team, she organises and carries out the professional training courses and programs of the teaching staff. She prefers project-based education. She has planned and led projects in her classes, where IT supported methods were emphasised. In her recent projects she ensures pupils get to learn about digital storytelling.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

No

D.4.3. Legal Representative

Title	
Gender	Female
First Name	Bélané
Family Name	Futás
Department	
Position	Head of the Board
Email	satuf@freemail.hu
Telephone 1	+36 1 3446635

If the address is different from the one of the organisation, please tick this box

D.4.4. Contact Person

Title	
Gender	Male
First Name	Ádám
Family Name	Spiesz



Department

Position

School Headmaster

Email

aspiesz@gmail.com

Telephone 1

+36 30 9372016

If the address is different from the one of the organisation, please tick this box



D.5. Partner Organisation

PIC	943572642
Full legal name (National Language)	Rogers Alapítvány
Full legal name (Latin characters)	Rogers Személyközpontú Oktatásért Alapítvány
Acronym	RFP
National ID (if applicable)	9750
Department (if applicable)	
Address	Beethoven utca 6. fszt. 1
Country	Hungary
Region	HU101 - Budapest
P.O. Box	
Post Code	1126
CEDEX	
City	Budapest
Website	www.rogersalapitvany.hu
Email	info@rogersalapitvany.hu
Telephone 1	+36306294826
Telephone 2	+363052553689
Fax	

D.5.1. Profile

Type of Organisation	Non-governmental organisation/association/social enterprise
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.5.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

The Rogers Foundation for Person-Centred Education was set up in 2005, and started its official activity in 2006. While originally the main goal was to maintain the Rogers Person-Centred Secondary School, as the years have passed, the Foundation has scaled up to national and international level, and started to work in public- and adult education areas, as well as for youth issues and



sustainability.

Based on Carl R. Rogers's thoughts RFP believe that a person can understand and fulfil him or herself through living, personal experiences and in accepting relationships. RFP's mission is to ensure this accepting relationship to people, and to have people understand and become aware of its importance, whilst at the same time understanding and preventing all barriers against building up these relationships. For this purpose RFP organise and run educational, experiential activities, as well as organising research, projects and services.

As a permanent educational institution RFP maintain the successor of the Rogers School, the Rogers Academy, where young people looking for an alternative from traditional education can find their place. Experience has shown people are drawn to the organisation for its value system, or for dealing with learning and behavioural problems. Another permanent service is the Kulissza Skill-Building Workshop, which provides training in drama, dance and music for three different age groups (3-6, 10-13 and 18+) in a person-centred way. As a registered Talent Point, RFP also regularly organise talent development programs.

Besides the permanent activities over the past ten years, RFP have implemented more than 50 educational projects in different areas but with a common approach: drama pedagogy, arts therapy, free play, game-based learning, emotional intelligence, systems thinking, leisure time pedagogy, talent development, e-learning, sustainability education, human rights and equal opportunities, person-centred organisational development.

RFP have a well-developed network of connections within Hungary, being members of the Talent Assisting Network, the Council Assisting Talents with Special Needs, the Zero Waste Network as well as the Rogerian person-centred network.

Internationally, RFP have worked with more than 50 partner organisations from 26 countries of Europe, and are members of international networks, such as the Real World Learning Network, Initiative for Equality, the European Network on Inclusive Education and Disability, and the Resilience Connection Network. Through membership RFP are actively engaged in international youth and education policy, and participate in relevant calls and actions. Projects are financed either from national or EU support, or from service contracts. RFP have seven staff members in total, together with a large number of experts and volunteers, who are involved in the implementation of activities in order to attain ever greater quality.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The Rogers Foundation has been involved with a number of European projects, many of which included target groups with fewer opportunities, such as disabled children, unemployed women or unemployed young people. RFP also organised a training course about human rights education in Georgia, where participants with fewer opportunities were included. A current training program is being run about using play for encouraging young helpers' social responsibility. RFP are taking part in an Erasmus+ KA1 project, organising two-week work placements for students of the Newham College of Further Education (London, UK) in Budapest, many of whom are migrants in Great Britain.

RFP also has experience in working with digital technologies, having developed an e-learning program about non-profit management. In 2015 RFP conducted research about online learning platforms and especially about MOOCs, and are also applying for funding for a project which would develop a MOOC about connecting to self through nature as it could bring humanity into social issues such as the current migrant crisis in the EU.

Skills and expertise of key persons involved in this Project:

Virag Suhajda

Virag has a PhD in Social Communication. She has an MSc in IT management, an MA in Political Science, an MA in European Studies, and a post-secondary degree of Marketing Management, and has attended Training of Trainers Programme at Johns Hopkins University. She has also studied person-centred pedagogy (Carl Rogers School), and participated in 250 hours of movement and dance therapist training (Group Analytics Training Institute). She has been an adult educator and trainer for 20 years, building up more than 10,000 contact hours in adult education. In 1995-2001 she worked a lot with Roma groups and also in the refugee area. She published a book about NGO's role in the refugee regime. She has worked on a range of projects covering several target groups as a trainer, including young people, pupils, and disadvantaged people, such as disabled, Roma and women. She also has experience as a trainer and consultant for medium level enterprises. She has worked as a manager in both national and international level. She



has also worked as expert and researcher for educational issues in several national and international projects, such as PHARE-supported Euroma Project (consultant), IEE-supported Carbon Detectives project (external evaluator), Comenius supported Real World Learning project (researcher), and Comenius supported International Steps towards a Sustainable Future (educator). In 2015 she was the trainer of a training course about human rights-education.

Zsuzsa Vastag

Zsuzsa has an MA in Psychology, specialising in Clinical Psychology. She took part in a program about stereotypes concerning Roma people: taking part in sensitizing training and then developing a focus group-program for teenagers where she used short videos to start the discussion with the pupils about roma/cultural awareness. She has experience in working in and coordinating European projects, and was the coordinator of the project Act Your Job (teaching skills for employment through drama and theatre) which received an Award of Excellence in Hungary, and is now the coordinator of two Erasmus+ projects in the Foundation: EUMOSCHOOL (introducing emotional education in schools) and Euro-Train (organising work-placements for students from London). She has worked with mentally disabled people as a volunteer abroad for one year and took part in several volunteering and community-related programs.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
Erasmus+ KA2	2015	2015-1-UK01-KA201-013630	University of Gloucestershire
Erasmus+ KA2	2015	2015-1-IT02-KA201-015383	Centro Sviluppo Creativo Danilo Dolci
Erasmus+ Youth KA1	2015	2015-1-HU02-KA105-000755	Rogers Személyközpontú Oktatásért Alapítvány
Erasmus+ Youth KA1	2015	2015-1-UK01-KA102-012760	Newham College for Further Education
Erasmus+ Youth KA2	2015	2014-2-UK01-KA205-012138	Newham College for Further Education
LLP Leonardo da Vinci Transfer of Innovation	2013	UK/13/LLP-LdV/TOI-644	University of Gloucestershire
LLP Comenius Multilateral Projects	2013	539561-LLP-1-2013-1-DE-COMENIUS-CMP	Bayerische Akademie für Naturschutz und Landschaftspflege

D.5.3. Legal Representative

Title

Gender

First Name

Family Name

Department

Position

Email



Telephone 1 + 36 30 629 48 26

If the address is different from the one of the organisation, please tick this box

Address József utca 3

Country Hungary

Region HU101 - Budapest

P.O. Box

Post Code 1084

CEDEX

City Budapest

Telephone 2

D.5.4. Contact Person

Title

Gender Female

First Name Judit

Family Name Rátz

Department

Position International Project Coordinator

Email judit.ratz@rogersalapitvany.hu

Telephone 1 + 36 30 243 25 90

If the address is different from the one of the organisation, please tick this box

Address József utca 3

Country Hungary

Region HU101 - Budapest

P.O. Box

Post Code 1084

CEDEX



City

Budapest

Telephone 2



D.6. Partner Organisation

PIC	944654774
Full legal name (National Language)	
Full legal name (Latin characters)	CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI
Acronym	CSC
National ID (if applicable)	not applicable
Department (if applicable)	
Address	VIA ROMA 94
Country	Italy
Region	ITG1 - Sicilia
P.O. Box	
Post Code	90133
CEDEX	
City	PALERMO
Website	www.danilodolci.org
Email	presidente@danilodolci.org
Telephone 1	+39 091 617 7252
Telephone 2	
Fax	+39 091 623 0849

D.6.1. Profile

Type of Organisation	Non-governmental organisation/association/social enterprise
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.6.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

CENTRO PER LO SVILUPPO CREATIVO "DANILO DOLCI" – CSC was founded in 1952 and was born from the experience and work of Danilo Dolci in Sicily.



It is a non-profit association that involves young people and adults, and has successfully operated for more than ten years, mainly in the educational sector in collaboration with schools, universities, institutions, associations and social groups both at local and at international level.

CSC's goals include:

- To promote the territory development through grassroots activities
- To support youth + adult education using Reciprocal Maieutic Approach (RMA) and other innovative educational methods
- To work towards a culture of peace and non-violence
- To encourage intercultural dialogue
- To inform about the life and work of Danilo Dolci

CSC has 8 permanent members of staff, as well as many collaborators and hosting work placements.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

CSC have successfully operated for more than 10 years at local and international levels, developing projects in the field of education and social inclusion e.g:

- MEDART: Methods of Education for Disadvantaged Adults Rooted in Theatre [Erasmus+ KA2]

Project focuses on the creation of a methodical guide for education of socially disadvantaged adults by using theatre and drama-therapeutical approaches and techniques

- OTHERNESS [Erasmus+ KA2]

Project is aimed at educating students to show tolerance, to express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy, through the development of a training programme for teachers with a Manual and a digital tool for raising students' sensitivity to Otherness

- ROBIN: Reinforcing cOmpetences to Build Inclusion through a New learning methodology [Erasmus+ KA2]

Project aims to prevent the drop-out of migrant children developing an innovative learning methodology that will reinforce educators' capacities to support children on the move enrolled in second chance programmes to complete their education and integrate successfully into society

- EUMOSCHOOL: Emotional education for early school leaving prevention [Erasmus+ KA2]

Project aims at developing, testing and implementing a new coherent methodology and innovative curricula of emotional education within school environments to provide an effective intervention model to reduce the phenomenon of Early School Leaving. The project is based on the adaptation at EU level of the Italian methodology "Didattica delle Emozioni"© (Didactic of Emotions, DoE)

- BOEMI: Building Our Employment skill through Music Investigations and new media [ERASMUS+ KA2]

Project aims at increasing expertise. The project wants to raise their employability skills of youth workers from Europe and Africa through the experimentation of Reciprocal Maieutic Approach in the field of music and ICT, fostering intercultural, inter-generational and interpersonal exchanges at all levels

- SAMIN: Supporting VET by approaching ethnics minorities [LLP Leonardo TOI]

Project aims to explore national projects focused on the integration of people with a migration background, in VET and the labour market. By comparing national indicators, the project will develop specific guidelines for VET providers, policy makers and other relevant stakeholders in order to foster the access of people with migration background to both VET and labour market.

- EDDILL: to educate is to make possible the discovery of life [LLP-GRUNDTVIG MLP]

Project of international research-action, addressed to Adult Learning Staff (thereafter known as ALS), such as teachers and trainers of adults, as well as adult learners (thereafter known as AL).

Key persons:

-Amico Dolci is President of CSC, he is a skilled project manager and his skills lie in the application and development of RMA in different educational contexts. (<http://reciprocalmaieutic.danilodolci.it/>). Amico organises maieutic workshops for different targets ranging from migrants, NEET to public administration and teachers.

-Alberto Biondo is project manager and trainer in CSC in field of education. His experience is in coordination of youth, adults, mobility, capacity building and education projects: he worked in projects under the previous Youth in Action programme; was coordinator and trainer for Training Courses; has experience in leading projects under Lifelong Learning Programme; managed a Leonardo da Vinci TOI "TAPT" (Transfer of Administrative and Pedagogical Tools useful to manage mobility project), aimed at developing tools in order to improve the management of mobility projects. He also has experience in managing Grundtvig Learning



Partnership such as "Face to Success" (about integration of migrants and roma people) and "LEGME" (about the development of guidelines for mentors in different fields). He's developed projects funded by Erasmus+ and has been project coordinator of SlowMed – Slow Food as a Means of a Dialogue in the Mediterranean Contexts (<http://slowmed.eu/>), an ENPI CBC MED project, managing the activities of the MED partnership and he's currently project coordinator of EUMOSCHOOL, an Erasmus+ KA2 project preventing early school leaving, adapting the methodology of "Didattica delle Emozioni"©(Didactic of Emotions) at EU level. His background is in international relations and politics. He has experience of volunteering, sensitization campaigns and event management & organisation.

-Cristina Conde works within the finance office. She understands financial and administrative management of EU funded programmes under different DGs including DG EAC, DG Justice, DG Home Affairs, DG External Cooperation, DG Employment. She has a BA in Business Management and Administration and is finishing a MAREs in Business Economic Research. She has publications in the field of the entrepreneurship and has collaborated as researcher at the University of Santiago de Compostela (Spain).

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
KA2: Strategic Partnership YOUTH	2015	1305422	National Association of Municipal Clerks in Bulgaria
KA2: Strategic Partnership SCHOOL	2015	2015-1-IT02-KA201-015383	CSC
KA2 Strategic Partnership SCHOOL	2015	2015-1-BG01-KA201-014300	Fondacia Prosveta-Sofia (Bulgaria)
KA2: Strategic Partnership ADULTS	2015	2015-1-SK01-KA204-008982	Divadlo bez domova (Slovakia)
KA2: Strategic Partnership ADULTS	2015	2015-1-DE02-KA204-002371	Naturfreunde Deutschlands - Landesverband Thuringen e.V.
KA2: Strategic Partnership ADULTS	2015	1251709	Fundatia Terre des hommes Elvetia (Romania)
KA3 - Support for Policy Reform. Civil society Cooperation in the field of Youth	2015	560598-EPP-1-2015-1-IT-EPPKA3-CSC-YOUTH	CSC
KA1 – Learning Mobility of Individuals – Mobility of youth workers	2015	2015-1-ES02-KA105-005907	Go Europe (Spain)
Erasmus for Young Entrepreneurs	2015	SEP-210195015	Jiménez Puertas Consultores (Spagna)
KA1 – Learning Mobility of Individuals – Mobility of youth workers	2014	2014-3-IT03-KA105-004954	CSC
KA2: Capacity Building YOUTH [ACP countries, Latin America and Asia]	2014	559061-EPP-1-2014-2-IT-EPPKA2-CBY-ACPALA	CSC
KA1 – Learning Mobility of Individuals – Mobility of youth workers	2014	2014-3-IT03-KA105-004910	CSC
Leonardo TOI	2013	2013-1-FR1-LEO05-48190	CEMEA-Centre d'Entraînement aux Méthodes d'Education Active, Francia
GRUNDTVIG Workshop	2013	2013-1-IT2-GRU13-52148	CSC

D.6.3. Legal Representative

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Title	Mr
Gender	Male
First Name	Amico
Family Name	Dolci
Department	
Position	President
Email	presidente@danilodolci.org
Telephone 1	+ 39 091 6177252

If the address is different from the one of the organisation, please tick this box

D.6.4. Contact Person

Title	Mr
Gender	Male
First Name	Amico
Family Name	Dolci
Department	
Position	President
Email	presidente@danilodolci.org
Telephone 1	+ 39 091 6177252

If the address is different from the one of the organisation, please tick this box



D.7. Partner Organisation

PIC	946235001
Full legal name (National Language)	
Full legal name (Latin characters)	Istituto Magistrale Statale "Regina Margherita"
Acronym	RM
National ID (if applicable)	not applicable
Department (if applicable)	
Address	P.tta SS Salvatore, 1
Country	Italy
Region	ITG1 - Sicilia
P.O. Box	
Post Code	90134
CEDEX	
City	Palermo
Website	www.reginamargheritapa.it
Email	papm04000v@istruzione.it
Telephone 1	+3991334424
Telephone 2	
Fax	+39916512106

D.7.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.7.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

Regina Margherita is a secondary school founded in 1876. It is one of the largest schools in Italy in terms of numbers; there are more than 2000 students. Up until a few decades ago its aim was to train future primary school teachers and it was the oldest and most prestigious in Palermo. Today, after the 2010 state school reform, it has undergone a series of innovations and includes five different



lyceums: Human Science, Social Economical, Linguistic, Musical and Dance. Communication is central to RM's teaching objectives.

As it is in the heart of the city centre, it is easily reached by students from the entire city, but in particular, because of its reputation, many students come from the surrounding towns. In more recent years, the neighborhood in which RM operates, a very old and disadvantaged area, has grown in the number of families from North African, Asian and Mid-Eastern countries, thus providing the opportunity to become a multicultural centre. The school has also specialised in teaching disabled pupils, with integrated curricula and teaching methodology. RM proudly hosts around 60 disabled pupils.

Of particular concern is the cultural growth of pupils who, in many cases, do not have the same opportunities. Therefore, alongside the regular curriculum, many projects are offered which help students to widen their knowledge and open their minds to diversity. The MYSTY Project supports this activity.

Furthermore, the school takes part in different programmes to implement the service given as a public body, but in particular RM collaborates in the promotion of activities and projects of the European Agency for Special Needs and Inclusive Education, along with other programmes which promote foreign and second language development.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The Project aims at developing, in both teachers and students, a deeper knowledge of cultural and social diversity in an area which offers a great number of opportunities. The Project can give students, who are the target group of the learning process, the chance to carry out research, studies, images and digital works that allow them to make comparisons among different lifestyles and cultures. Opportunity for reflection and debates and, above all, opportunity to develop their understanding and tolerance of diversity.

Skills and expertise of key persons involved in this Project:

Nicolina Ciziceno

Nicolina graduated in Foreign Languages (English and French) and has been a State school English teacher since 1993; a teacher at the University of Palermo for 7 years for English "discipline della comunicazione" (from 2003 to 2010); and is author of the book "From text analysis to composition", loescher Editore. She has been involved in three Comenius projects in the years 1998-2001.

Rosa De Caro

Rosa graduated in Law and has been a teacher of Law and Economy since 1994; is a lawyer at Palermo Court of Justice; and is a tutor of projects about Legality. She has attended training on sustainable economy, women's rights, integration, and European Laws. She has published articles about Law and Economy in specialized magazines.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

Yes

Please indicate:

EU Programme	Year	Project Identification or Contract Number	Applicant/Beneficiary Name
COMENIUS IPM	2013	2013-1-IT2-COM14-45474	Istituto Magistrale Statale "Regina Margherita"

D.7.3. Legal Representative

Title

Mrs

Gender

Female

First Name

Pia



Family Name	Blandano
Department	
Position	School Director
Email	ds@reginamargheritapa.it
Telephone 1	+39 091334424

If the address is different from the one of the organisation, please tick this box

D.7.4. Contact Person

Title	Mrs
Gender	Female
First Name	Nicolina
Family Name	Ciziceno
Department	
Position	Teacher
Email	nickcarter61@libero.it
Telephone 1	+39 338 7797040

If the address is different from the one of the organisation, please tick this box



D.8. Partner Organisation

PIC	919578237
Full legal name (National Language)	
Full legal name (Latin characters)	St Edward's School
Acronym	SEDS
National ID (if applicable)	1961978
Department (if applicable)	
Address	Cirencester Road
Country	United Kingdom
Region	UKK1 - Gloucestershire, Wiltshire and Bristol/Bath area
P.O. Box	
Post Code	GL53 8EY
CEDEX	
City	CHELTENHAM
Website	www.stedwards.co.uk
Email	p.clayfield@stedwards.co.uk
Telephone 1	+441242538600
Telephone 2	+44124253600
Fax	

D.8.1. Profile

Type of Organisation	School/Institute/Educational centre – General education (secondary level)
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	Yes

D.8.2. Background and Experience

Please briefly present the partner organisation (e.g. its type, size, scope of work, areas of specific expertise, specific social context and, if relevant, the quality system used).

St Edward's is a Catholic co-educational independent secondary school with around 350 pupils aged 11 years to 18 years. Pupils are both fee paying and a small number in receipt of full bursaries to enable them to access independent education. The school's commitment to small class sizes allows teachers to concentrate on teaching and inspiring each, individual, child to succeed. SEDS



encourage all pupils to foster a love of learning and develop a 'growth' mindset, enabling them to achieve their best possible academic performance. The school's ethos allows children to grow in confidence and independence, allows both boys and girls to develop their social skills, enjoy their learning, and to thrive. SEDS extend their expertise to other schools in the locality, giving them the opportunity to access the arts in a wider context; meeting, working with, and performing alongside, pupils who share their love of the arts and who are from all backgrounds.

SEDS teach GCSE, IGCSE and A Level curriculum and offer in excess of 20 subjects at A level, allowing every post 16 pupil to study subjects they truly love. SEDS are a nominated school for the education of overseas armed forces personnel, and currently educate children from the USA, Australia, Germany, Spain, Indonesia and Norway. In addition, the school runs education programmes to educate Chinese pupils through partner agencies. To this end, SEDS have dedicated 'English as an Additional Language' and 'Modern Foreign Language' teams and offer major European languages to A level. SEDS have a vibrant Science department and many pupils aged 11 to 14 engage in STEM (Science, Technology, Engineering and Mathematics) activities.

Pupils from the school undertake a wide range of field trips, ranging from pupils studying Drama visiting New York and learning about theatre production on Broadway; Geography field trips to Iceland; Science trips to CERN visiting the Large Hadron Collider in Geneva; and the Religious Studies and Classics department visiting Rome. Pupils have also undertaken a 'Camps International' expedition to Borneo and then Ecuador, building schools assisting in the re-forestation of the Rain Forests as well as other community projects.

What are the activities and experience of the partner organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

SEDS has much experience of using a wide variety of digital technologies in the classroom. This experience will be of great value in delivering the aims and objectives of the MYSTY Project.

Skills and expertise of key persons involved in this Project:

Lorna Lythgoe BSc (Hons)

Lorna teaches Geography and History within Key stage 3 and 4. She is a talented teacher, creative in approach and resourceful. She has a great deal of experience working with pupils on humanities type projects.

Catherine Fraser BA (Hons)

Catherine is an Art, Art Textiles and ICT teacher. Catherine is also an excellent teacher who as an artist is very creative. She is highly organised and plans well. She is taking on a greater role in ICT and would be comfortable working with pupils on digital media stories.

Has the partner organisation participated in a European Union granted project in the 3 years preceding this application?

No

D.8.3. Legal Representative

Title	Mrs
Gender	Female
First Name	Pat
Family Name	Clayfield
Department	
Position	Headmistress
Email	p.clayfield@stedwards.co.uk



Telephone 1 +441242 538600

If the address is different from the one of the organisation, please tick this box

D.8.4. Contact Person

Title Mrs

Gender Female

First Name Pat

Family Name Clayfield

Department

Position Headmistress

Email p.clayfield@stedwards.co.uk

Telephone 1 +441242 538600

If the address is different from the one of the organisation, please tick this box



E. Description of the Project

What is the rationale of this project, in terms of objectives pursued and needs and target groups to be addressed? Why should this project be carried out transnationally?

The MYSTY Project provides a means for teachers to share and embed innovative teaching practice to enhance awareness of cultural diversity. At the same time it will increase pupils' cultural awareness and expression and enhance their social and civic competence. MYSTY will also support teacher and pupil digital competence.

With a network of teachers, media and education academics, and technicians, the main objective is to create the MYSTY Digital Storytelling Toolbox (O1-O3). In order to achieve this overall objective, there are three sub-objectives:

Obj1: Develop Curriculum Integration Methodologies to support school use of the Toolbox

Obj2: Create a Pupil Guide for Digital Storytelling to facilitate the creation of digital stories

Obj3: Produce a Collection of Themed Digital Stories for use in school and community settings

MYSTY brings the participating organisations together to develop and share practice, in order to produce a Toolbox that other schools can use. This will enable teachers across the EU to develop a shared understanding of the key issues, which will help them in their practice.

Digital storytelling is a recognised and established community media tool. It emerged 20 years ago from the University of California. Current and established academic research (Alexander, 2011; Couldry, 2008; Lundby, 2008; Robin, 2008) into the democratic and pedagogic potential of digital storytelling indicate its continuing educational potential and relevance. According to Robin, 2008, it is 'a powerful teaching and learning tool that engages both teachers and their students'. Its application increases 'technological pedagogical content knowledge'- that is how effective the use of technology can be within an educational context, knowledge that MYSTY embeds within its Toolbox, and which is noted as being of key importance by the Partners where tools close to pupils' skills and interests might be valued as pedagogic.

The current context of rapid migration into Europe and its impact requires an educational response, and digital storytelling is a simple yet very effective means of fostering diversity awareness and intercultural competencies both in pupils and teachers. Digital storytelling is also an effective way to enhance digital competence of pupils and teachers.

Using digital storytelling in peer to peer learning scenarios in the classroom enables students and teachers to engage with politically current and pressing issues in ways that are engaging and inclusive, whilst also dynamic and instructional.

All Partners indicate how pressing the need for such a toolkit is, both for intercultural awareness for pupils and digital upskilling for teachers. In the UK, feedback from teachers suggests most have not had adequate grounding in teaching around issues of refugees, asylum seekers and migration. The Italian Partners indicate that immigration is a 'hot issue' and digital storytelling is 'an effective way to cross barriers'. This is mirrored by the Austrian Partners who note 'the current socio-political situation which is characterised by conflict and migration has impacted EU countries in particular with respect to migration. The attitude of the general public in Austria has shifted from an attitude of welcoming migrants to one partly characterised by hostility towards migrants and fear of diversity.

The MYSTY Project is seen as an attempt at the educational level to counteract current fears and open a more personal perspective to the life of migrants. A variety of activities and projects have been initiated by GRAZ in this respect, which is why MYSTY can be seen as a valuable addition and a new perspective to the issue of diversity. The Hungarian Partners also indicate how their Government needs schools to be engaged in digital competencies and that such education should be central to the learning experience. That this learning be directed at inclusivity and intercultural awareness illustrates 'there is a great need for this Project in Hungary' and for RFP in Budapest, the MYSTY Toolkit offers them a 'logical developmental step' in achieving such educational outcomes.

As issues related to migration present a transnational challenge, it is important that a transnational solution is developed. This EU-wide collaboration will ensure high quality, highly relevant outputs are produced through input from cross-sectoral organisations, each contributing their own knowledge and experience related to migration in their contexts and countries. By combining



knowledge and experience the MYSTY Project will be able to develop a high quality resource for use in a number of countries (primarily the Partner countries, though not exclusively). The MYSTY Digital Storytelling Toolbox could not be developed with only a single national perspective. The added value of transnational working is the sharing of good practices between all Partners leading to the development of a high quality, relevant resource.

In what way is the project innovative and/or complementary to other projects already carried out?

Current and previous funded projects across Europe have used digital storytelling to investigate similar topics such as homelessness and integration, as well as other topics such as learning maths. However, MYSTY is the first project to use its methodology to work on migration, asylum seekers and refugees. Previous digital storytelling projects include: 'READ IT', where digital storytelling have been used to facilitate teaching reading in schools (Universita degli Studi Guglielmo Marconi-Telematica), 'TALES' using digital storytelling to improve creativity (Bilzen) or diversity awareness (Access to Schools for Everyone, a schools only activity). MYSTY is unique in its combination of simplicity and timing. Throughout Europe immigration is impacting on the public sphere, sometimes negatively (as our Partners note). MYSTY provides the forum whereby positive intercultural dialogues can occur, thereby helping young people negotiate this particular twenty-first European challenge in ways that offer a 'basis for concrete activities' (University of Graz).

Projects that have centred on migration and cross-cultural competency have used documentary film (E4U, EUROPE FOR YOU, 'Migration in Europe'), internet interactivity (LeaCoMM, Stuttgart) and video (We Don't Want to be a Stereotype) and wikis (Supporting Schools for a better Europe. Fighting Xenophobia with education). Therefore those projects whose aims are comparable have used media tools that are different to MYSTY. Documentary film and video work requires expensive kit, such as cameras (Canon 5DMK11 £3000; Canon C100: £5000) and editing software (Avid, Premiere Pro that need licenses to download), which MYSTY doesn't. Wikis, whilst cheap, do not offer the narratives which Digital Stories prioritise. MYSTY maps the simple method of digital storytelling to the pressing concerns of migration within Europe and the outcomes will be deployed to encourage cross-cultural comprehension. Everyone has a story to tell, and those stories, whilst differing, will all be anchored by commonality.

MYSTY is innovative in its use of cutting edge media technologies for the collection, dissemination and archiving of individual stories from members of diverse and displaced (migrant, asylum seekers, refugees) alongside established communities. In parallel to its digital sophistication, it has a simplicity of intent; to share that which is common to human experience around its three core storytelling themes, 'family, food, festivals'.

MYSTY enhances the quality of pupil and staff work, builds media skills capacity and listening skills in schools and fosters strategic cooperation between school organisations and HE. It is innovative in its simplicity and cogency.

Innovation is also present in that pupils will generate training materials, not only for other pupils but for teachers - in the form of peer led development of training materials to upskill those pupils and staff who do not have the same level of digital competency, as the more digitally adept pupils.

The UOG Media School benefits from being part of the UK Creative Industries and has links to UK and international broadcasting institutions and is therefore strategically placed for maximum dissemination potential. It is positively placed within national and international media, educational and academic networks enabling it to gain MYSTY the publicity and traction which will help advertise it at these three levels.

MYSTY is complementary to two UOG led projects (Hidden Lives and My Jewish Storybook) and benefits from having network relationships with other UK digital storytelling activities (Digitales, University of Brighton). Dr. Joanne Garde-Hansen was formerly a Reader at The University of Gloucestershire and headed up the Hidden Lives project so is uniquely placed both in terms of knowing the UOG and the digital storytelling process to be an effective evaluator.

How did you choose the project partners and what experiences and competences will they bring to the project? How was the partnership established and does it involve organisations that have never previously been involved in a similar project? How will the tasks and responsibilities be distributed among the partners?

MYSTY brings together a balanced mix of HE institutions, schools and NGOs with expertise in the development of skills for teachers with the aim of creating intercultural and digital learning for pupils in European schools. Each Partner has a focus on creating real impact for diversity awareness through their activities. In meeting these aims Partners have been sought for their leadership in 3 key areas:

- the development of MYSTY learning materials for use in an applied school context



- their experience of successfully leading diversity awareness programmes in schools
- their record of engaging with schools to facilitate vertical pedagogic integration

The distribution of activities has been based on the expertise and knowledge of each Partner, selecting the most appropriate Partner to lead on each IO and/or area of work. HEI and NGO Partners play a larger role in the HE elements while school Partners take a larger role on the pupil led learning aspects. However, all Partners will play an important role across all outputs to fully benefit from the cross-sector representation in this Project.

UOG is an HEI with an extensive record of European HE and Schools projects. It has significant experience in managing and coordinating EU projects and is well placed to lead this Consortium. With educational, academic and media management expertise it is able to deliver on Project outputs. A proven track record of community media work through digital storytelling will be drawn on to conduct the MYSTY Project. Its partner school SEDS is an independent Catholic Foundation school with extensive local and international networks.

GRAZ joins the Partnership because of its expertise in intercultural education and research. It is active in the promotion of constructively dealing with the challenges faced by the increase in diversity and heterogeneity in the European public sphere and has strong links with its partner school, with whom it has worked extensively. GIBS is a UNESCO public school founded on the principles of transculturalism. Students are taught in three languages and benefit from extensive international twinning links. Intercultural learning is a principle underlying all Austrian curriculum and the school have evidenced experience of working in this area as well as in digital literacy. They have the technical expertise to participate effectively and have, in their designated staff, experience and competency in digital storytelling.

BARO is uniquely placed to produce and embed the MYSTY into its curriculum. The Hungarian national curriculum requires pupils to be digitally competent and the school's roster of pupil intake from the Roma and migrant population offers the Project the chance to develop the Toolkit in an area of high priority. Staff involved are experienced in developing new teaching methods and keen to start using digital stories as a motivational teaching tool. Working with BARO is RFP, which boasts extensive networks within the Hungarian schools and education sector. Focusing on a person centred approach to learning, it has experience of working on a KA1 project related to migration and is keen to use digital tools as part of a learning experience in an area where there is great need.

CSC is an NGO with a wealth of EU project experience, employing skilled project coordinators. It too recognises the need for teacher competencies and, with its partner school RM, is positive in its analysis of the potential effectiveness of digital storytelling. RM is a large school with a high number of migrant pupils and recognises the need for such a toolkit with which to tackle the social issues their pupils face in integrating into Italian culture.

Alongside the HEI Partners it is vital to the Project's outcomes to involve these schools and NGOs. They provide important experience in working with migrant and non-migrant pupils (and communities) on a continuing basis, and bring an important focus on the practicalities of sourcing, production and dissemination of digital stories made by their pupils. BARO and RM are dealing with issues that migrant pupils bring with them in relation to intercultural awareness and, with their experience of engaging in new pedagogies, helped by RFP and CSC, are crucial locations for the assimilation, production and dissemination of the stories that will emerge from their pupils. GIBS offers the Project a dissemination channel through which, with the support of GRAZ, Project outputs will be disseminated and embedded into curriculum. These HE/school partnerships are already established and UOG has firm working contacts with GRAZ. All the links within the Consortium are reliable and tested, resulting in a strong international network. All of the Partners, the NGO Partners in particular, have rich networks of school organisations through which the MYSTY outputs can be developed and piloted.

How will cooperation and communication happen among all project partners and with other relevant stakeholders? What will be the purpose and frequency of the transnational project meetings and who will participate in them?

Three key documents will support delivery and enable effective cooperation, setting out roles and responsibilities of Partners, objectives, time plan for delivery and expected results and outputs:

- Grant Agreement (incl. this application) will contain detailed activities and set out general roles and responsibilities of Partners (and the UK National Agency).
- Consortium Partner Agreement will be created between each Partner and UOG as Lead to outline specific roles and responsibilities of each party, payment terms, budget, conflict resolution mechanisms, etc.



- Project workplan will be the detailed implementation plan that sets out key activities, outputs and results, together with associated timescales. The workplan is the key tool supporting implementation. Having been jointly developed by Partners, and fine-tuned in the initial Project meeting, it will be key in reinforcing cooperation.

Having led a number of EU projects, UOG understands communication is critical to effective project delivery. Therefore, formal and informal communication will happen regularly throughout the Project, providing plenty of opportunity for Partners to fully engage.

Day-to-day communication will be via email and Skype with virtual meetings scheduled in months 5, 10, 16, and 22. There are formal Transnational Project Meetings scheduled in months 2, 7, 12, and 20, to be held at different Partner sites. The timing of physical meetings has been determined to coincide with key points in the implementation where face to face communication will be critical to smooth delivery, e.g. to finalise an output or start a new activity.

All Partners will attend the Transnational Meetings, the first of which is scheduled in month 2, so that a clear understanding of how each Partner's activities will contribute to the Project as a whole, the methods and frequency of communication, will be understood. Attention will be given to the timing of activities, highlighting potential risks and opportunities of those involved, in the early stages. This meeting will also begin development activity of O1. The second Transnational Meeting is planned for month 7, to coincide with the translation and uploading of the O1 learning materials to MYSTY Digital Storytelling Toolbox website, and the start of O2 and O3 development phases. The third meeting in month 12 occurs when the user guide developed in O2 is complete and coincides with the collection of stories activities of O3. The final meeting is scheduled for month 20 and is aligned to the end of the first set of dissemination workshops (E1, E3, E5, E7) and to follow the completion of all outputs (O1-O3), with the exception of O1-A7 which concludes month 24 along with the final dissemination events (E2, E4, E6, E8).

Virtual meetings have been set to ensure communication is maintained between physical meetings and will take account of key delivery points. For example, the first virtual meeting in month 5 coincides with the end of the development phase and transition into the delivery phase of O1.

To cope with any slippage, meetings will be moved as required ensuring maximum impact of each meeting. Transnational Meetings are considered important components in Project delivery; therefore each Partner has been allocated two people to attend. UOG as Lead has been allocated a maximum of three people to ensure meetings are properly managed, chaired, and that action points are captured and disseminated to Partners.

The external evaluator will be invited to meetings to maintain contact with Partners and ensure full engagement in the quality assurance process.

As well as the formal and informal communication, IO leads will liaise with Partners directly to ensure delivery of their output. Each IO or core activity will be led by a Partner based on their level of expertise and experience in relation to the work to be delivered.

Communicating and cooperating with stakeholders will be of critical importance in shaping outputs and ensuring their sustained use post Project. This will largely be done in two ways: each Partner will communicate with their established communication networks/channels, including target participants (teachers, pupils, communities), academics etc. E.g. In the UK this will include regional/national organisations such as MeCCSa (Media Communications and Cultural Studies Association), NEN (The Education Network), and JANET (UK's research and education network); the Project will engage with these same stakeholders directly through the planned Multiplier Events. Communications will seek feedback, ideas and opinions of these important actors.

As Lead Partner, UOG will create a Moodle site to support Project communication and cooperation between Partners. Moodle is a virtual learning environment and will be designed to support this Project (as it has been in other Erasmus+ projects led by the University). UOG will liaise with CSC who will be responsible for the outward facing website.

What are the most relevant topics addressed by your project?

Migrants' issues

Integration of refugees

ICT - new technologies - digital competences



What results are expected during the project and on its completion? Please provide a detailed description of the expected results (if they are not listed in intellectual outputs, multiplier events or learning, training, teaching activities).

As well as the Intellectual Outputs of the Project listed in Section G.1 and Multiplier Events listed in Section G.2 there are a number of other expected results that will be produced. These results will support effective project management, contribute to quality assurance of products and processes, and support the dissemination of the outputs and activities.

- The Project website will be used to promote to internal and external audiences the activities and events included in the Project plan. This will include communicating performance and achievements as the Project progresses, and reporting on outputs such as quarterly meeting and mini case studies of particular activities from the Partnership. The Project website will evolve to become the Digital Storytelling Toolbox website during the life of the Project, as results become available for use one site.
- Press and social media releases will be created, including a dedicated Twitter and Facebook account to communicate results, experiences and stories as they are produced during and after the Project has been completed.
- Academic papers (and other academic/ professional publications). The aim is to disseminate the results as widely as possible through international, European and national networks. These will include practitioner conferences as well as European academic conferences. European based journals will also be used including The European Journal of Education, The European Journal of Open, Distance and e-Learning, Open Education Europa, The European Journal of Cultural Studies.
- School reports on current cultural awareness activities
- School reports on national curriculum relating to cultural awareness
- Online digital media training film
- Pupil briefings
- 4 virtual meetings
- 4 Transnational Project Meetings (Meeting 1 hosted in UK; Meeting 2 in Austria; Meeting 3 in Italy; Meeting 4 in Hungary)
- Quarterly progress reports from each Partner
- Quarterly Financial claims from each Partner
- Reports to National Authority, including mid stage interim evaluation report
- Consortium Partner Agreements
- Dissemination report
- Risk Register

E.1. Participants

Approximately, how many persons will benefit indirectly from or will be target of the activities organised by the project? (i.e. participants for whom a specific grant is not foreseen, such as local participants in multiplier events, or other types of events, etc.)

10402

Please describe briefly how and in which activities these persons will be involved

SEDS is based in Gloucestershire and the work of the Education Department at UOG primarily covers schools in Gloucestershire (although it does work nationally and transnationally). In Gloucestershire alone there are 39 secondary level schools (including pupils in the project's target age range of 12-15). Attending these schools are 37,888 pupils and 2,768 teachers.

GRAZ and GIB are located in the Province of Styria in Austria. In this province there are 327 relevant schools with 56,500 pupils and 7,093 teachers.

CSC and RM are located in Palermo in Italy. As a region Palermo has 148 schools with 60,976 pupils and 6,238 teachers.

RFP and BARO are located in Budapest, Hungary. Budapest contains 452 schools with 150,066 pupils and 15,345 teachers.

In total, 336,874 (teachers and pupils) represent the maximum indirect beneficiaries that the project could have at the local and regional level. This does not take account of the likely impact that could be achieved nationally or indeed transnationally.



Furthermore, these numbers do not take into consideration the likely positive impact on the families of pupils and the wider community (another of the Project's target audiences).

Taking a rather conservative 3% estimate of likely reach of the Project into these schools, approximately 10,106 teachers and pupils will benefit indirectly from MYSTY.

The 10,106 individuals above will be reached through dissemination activity that will both promote the Project and its resources but also make the outputs freely available for anyone to use. As dissemination will occur from the very outset of the implementation we are confident of reaching the numbers quoted. It should be noted that the 10,106 does not include individuals reached through academic networks that are the target of the research papers (O1-A7), and the additional persons that will be reached via these routes.

As well as the indirect beneficiaries there will be a number of participants directly involved in Project activities. Throughout the development of the Project outputs a number of teachers and pupils will be directly engaged in activities (including O1-A4, O2-A2 to A4, and O3-A2 to A4). In addition, approximately 296 participants will be directly engaged in dissemination activities through the two dissemination workshops to be held in each Partner country (E1 to E8).

Although MYSTY does not specifically target participants with fewer opportunities, other than those facing obstacles due to cultural differences and issues related lack of cultural awareness, the Project does not exclude participants who fall into this category (i.e. disability, economic obstacles, educational difficulties, geographical obstacles, health problems, social problems), who will ultimately also benefit from the Project.

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

No



F. Preparation

Please describe what will be done in preparation by your organisation and by your partners before the actual project activities take place, e.g. administrative arrangements, etc.

Preparation for the Project started when the Partners came together to submit this application. Positive discussions between the Partners involving MYSTY objectives and activities, implementation plan, basic needs analysis, etc, have all taken place and resulted in this application. As such there is a common understanding already in situ.

As UOG is experienced in leading Erasmus projects, and in particular Strategic Partnerships, lessons learned from previous/current projects will be reviewed and implemented as part of the preparation to ensure this Project starts without delay and has the best chance of success. Tried and tested administrative systems and processes, including financial guidance, for managing and monitoring the Project will be circulated to Partners in advance of the Project start date so that the initial meeting acts as a Quality Assurance and review of processes. All Partners will consider their own internal systems and processes to ensure they are appropriate for effective monitoring and delivery.

This proposal will form the template for delivery, including implementation activities, scheduled meetings, Intellectual Output leads, budget and methodology. This information, together with any amendments from the National Agency during contracting, will be re-circulated to Partners, discussed via Skype and adopted prior to the start of the Project. This information and agreement will be captured in the Consortium Partner Agreement (CPA) and will be circulated during the preparation stage so that Partners fully understand their role and responsibilities in advance of the delivery phase. In advance of the Project start date all Partners will thoroughly review the Project application and workplan requirements.

All Partners have demonstrated excellent links with their respective target audiences and key stakeholders. As such each Partner will be expected to start to pull together a network of local/regional stakeholders on whom the Project outputs will impact. Once the Project starts, this network will be used to both inform development of the outputs and also to start a directory of actors to whom we will further disseminate.

The working language of the Project will be English and Partners will ensure they are prepared for delivery in that language. Partners have already demonstrated their level of English during the preparation of this proposal, but Partners will be expected to think about language in relation to Project implementation and the requirements of their target groups. A translation budget has been included for key outputs.

As Skype will be used for virtual meetings, each Partner will ensure their facilities are appropriate and technical support is in place ready for Project implementation.

The process element will be presented to the research ethics committee at UOG and an academic supervisor sought to oversee this element.

F.1. Project Management

How will you ensure proper budget control and time management in your project?

As the Lead Partner, UOG will monitor progress against the Project workplan, which will be appended to the Consortium Partner Agreement and fine-tuned at the first Transnational Project Meeting. This fine-tuned workplan will be a key reference document for all Partners during implementation of the Project.

Project management will be undertaken by the University of Gloucestershire (UOG). The Project leader and subject matter expert, Abigail Gardner, will be supported by an expert team with many years' experience of managing EU projects. Together they will form the Project Management Team.

All Partners will make up the Project Steering Group and will determine the strategic direction of the Project. Each member will have an equal voice in the Consortium. The Project Steering Group will formally come together at the four Transnational Project Meetings and the four virtual meetings.

All Partners will be allocated funds from which to cover the costs of their participation in line with the agreed budget. The allocation of budget will be aligned to the payments received from the National Agency (40:40:20) and on the basis of activities successfully



undertaken and formally captured in quarterly progress reports. The final payment to Partners at the end of the Project will take account of any underspends or ineligible spend (should that occur), and any changes as requested by the National Agency.

It is important that all Partners are responsible for managing their own resources, including their budget. To ensure funds are properly managed, UOG will implement a tried and tested system for monitoring and recording Partner expenditure. UOG will also provide a briefing and full guidance to all Partners at the outset of the Project. Partners with less experience of running European project finance will be mentored and supported as required by UOG as the Lead Partner.

The systems and processes to be implemented by UOG are built on many years of successfully delivering EU projects (this experience includes managing over 50 partners on an Erasmus Network project) and take into consideration the latest EU guidance. This means that as well as effective implementation that more time and resource can be directed to ensuring the outputs of the Project are of high quality.

The number of days allocated to deliver the Intellectual Outputs (see annexed MYSTY_Workplan_with_work_days_allocation.pdf) is based on baseline data of the Partners, experience of developing similar projects and an allowance that will enable each Partner to realistically deliver their role, including lead responsibilities where appropriate. The workplan also shows a realistic spread of activity across a two year period that will enable the Project to achieve its aims and objectives.

Effort will be made to reduce costs of project management and travel and subsistence by ensuring that only the appropriate amount of time is allocated to this work. Furthermore, physical meetings will be held to coincide with key project milestones. Where appropriate, virtual meetings will be held to minimise costs whilst maintaining good collaborative working throughout Project implementation.

Through regular face to face meetings, virtual meetings, and quarterly reporting, there will be ample opportunity to review Project implementation against the workplan. This regular formal contact will ensure that any potential delays to delivery will be picked up. Where delays are foreseen the Project Steering Group will implement remedial actions.

These formal meetings will also allow regular review of spend against budget. Any anticipated under or over spend can be reviewed to ensure the appropriate action follows (for example, alerting the National Agency to possible changes in budget profile, where appropriate).

A Moodle platform will be used to support effective project management.

It is important that this Project builds on strengths and learns from challenges. Supported by internal and external evaluation, the Project will run as a learning platform that will result in positive and sustainable collaboration.

How will the quality of the project's activities and results be monitored and evaluated? Please mention the involved staff profiles and frequency of such quality checks.

UOG will take the lead for internal quality assurance within the Project (see Project Management, Activity 4 on annexed workplan).

As a long established University, UOG has rigorous and robust evaluation processes and methods in place that will be implemented throughout the Project to ensure a high level of quality ensure is maintained. A recent UK QAA audit reported on the robustness of its internal and collaborative quality assurance processes.

Dr. Joanne Garde-Hansen, Associate Professor at the University of Warwick, UK, will undertake the independent external evaluation of the Project. Dr Garde-Hansen has over 10 years of experience in community media storytelling projects and has international project management and evaluation expertise. Her work has been funded by the British Council/FAPESP, the ESRCIAA and the Natural Environment Research Council. She has a wealth of experience evaluating consortium and partner media research projects.

There is an overall Project plan (see annexed MYSTY workplan), the detail of which will be fine-tuned and agreed as a priority of the first Transnational Project Meeting in the UK in month 2. This key document will act as the base line indicator against which activities and results will be monitored. Each stage of the Project will require monitoring, which will be coordinated by UOG as Lead Partner.

There are a number of essential mechanisms for monitoring and evaluating quality:



- Eight formal Consortium meetings with representatives from all Partners (four Transnational Project Meetings and four virtual meetings) covering each stage of the development of the MYSTY Toolbox (to cover Project objectives, products and progress)
- Quarterly reporting by all Partners to UOG as the Lead Partner, to include Project progress and financial management
- Independent external evaluation of the Project (Activity A4) throughout the duration of the Project, to include mid-term and final evaluation reports
- Feedback from target learners/ users (i.e teachers) and stakeholders at the Multiplier Events
- Feedback from target learners/ users and stakeholders via country based partners (Partners own staff/ pupils as well as schools outside of the Consortium).

Each of these mechanisms will result in feedback that may be essential to the delivery of the Project.

There will be a dedicated Moodle site for the duration of the Project, created and hosted by UOG, for all Project Partners to access. It will include a chat board facility where information will be communicated and disseminated. The Moodle site will support project management and is separate from the externally facing website to be developed by CSC as lead for dissemination. This Project website will host O1-O3, and will become the MYSTY Digital Storytelling Toolbox website.

What are your plans for handling project risks (e.g. conflict resolution processes)?

Potential risks are possible from three areas:

Firstly there are structural risks associated with the project management activity. At the outset of the Project each Partner will sign a Consortium Partner Agreement outlining their role, responsibilities and budget, which will include the process for conflict resolution. Ultimate conflict resolution will be the responsibility of UOG as the Lead Partner and will be deferred to the National Authority where appropriate.

Secondly there are quality of output related risks. An example would be a Partner not completing their tasks on time or with a shortcoming in terms of content. The external evaluator and UOG as lead for internal quality assurance are tasked with ensuring technical and formative compliance and any variance will be highlighted in the quality mechanisms led by UOG.

Thirdly, there are the risks associated to lack of learner engagement such as minimal dissemination through the workshops. Again this will be reported through the evaluation report process (A4 of the workplan) and dealt with through the project management activity highlighted above in F.1.

To mitigate these risks, the intention is to continue the good and professional working relationships currently enjoyed between the Partners during the development of this Project, and previous and ongoing collaborative work between UOG and CSC, GRAZ and RFP, as well as the established working relationships between the non-school and school Partners involved within the Project.

In order to capture and mitigate risks a formal risk register will be created and held by UOG. All Partners will be responsible for compiling risks and adding new risk as appropriate. Each risk will be categorised using the RAG system (red, amber, green) and will be allocated to one of more Partners as required. Mitigating actions will also be developed and added to the register.

Risk will be part of the formal evaluation reporting mechanism led by UOG. This procedure will be circulated to all Partners at the beginning of the Project and become a fixed agenda item to be reported at each Transnational Project Meeting/ virtual meeting.

There will be frequent online meetings using electronic communication including video-conferencing/ Skype. The Transnational Project Meetings will also be a key means for dealing with any existing, new or immediate risks and issues. Risks will pertain to the delivery of the objectives of the Project.

Which activities and indicators of achievement (quantitative and qualitative) will you put in place in order to assess whether and to what extent, the project reaches its objectives and results?

Ultimately the measure of success will be the extent of use by the European HE sector to work with the finalised MYSTY Toolkit.

The Project is designed so that at each stage there will be progress measured against planned timescale and outputs (O1-O3) as shown within the workplan. This quantitative success will be measured for each of the outputs throughout the duration of the Project with accountability held by the appropriate output lead Partner. Overall Project performance will also be measured and will be the responsibility of the Lead Partner, UOG.



Qualitative success will be measured by assessing the progress of creating, populating and testing the MYSTY Digital Storytelling Toolkit resource. Other users and learners, who use the Toolkit as it develops, will be assessed on the quality and relevance of the outputs.

Activities: The Project will elicit feedback from all Partners at timely intervals throughout the process through the following mechanisms: a) the Multiplier Events consisting of all stakeholder groups will be key in assessing achievement of the objectives and results; b) Partners in each country will select the most appropriate stories for use and a selection of those will be translated into each language of the Partnership; c) a Project blog will be accessible to all and managed by the Project Lead, which will enable the target audience to engage directly with the Project Partners; d) journal papers will be delivered as appropriate at the end of the Project as both a reflective activity on the Project and as a template for future uptake in potential further iterations.

Indicator: uptake of the MYSTY Toolbox will be tracked for a further 3 years after the Project finishes through the UOG Lead.

Each activity required to achieve each objective will be monitored and recorded in the quarterly progress reports. At each of the eight formal Consortium meetings, the lead Partner for each Intellectual Output will report on progress to the Consortium. Each meeting will be formally recorded and disseminated to all Partners shortly afterwards.

To demonstrate that the work has been done and the objectives are being achieved, each Partner will give a formal written account of activities on a quarterly basis. These accounts will be sent to the Lead Partner for internal review and the external evaluator for independent assessment.

As ultimately the resource will be disseminated and appear live online, freely available to all, feedback from the dissemination events and statistics regarding social media uptake such as Facebook likes, Twitter hashtag, #MYSTY and web hits will be sought in order to demonstrate engagement with the Project.



G. Implementation

Please elaborate on the methodology you intend to apply in your project. Please also provide detailed information about the project activities that you will carry out with the support of the grant requested under the item "Project Management and Implementation".

The methodology that we will adopt is based on a balanced collaborative approach with different Partners taking responsibility for and leading on different outputs and activities to maximise Partners' individual expertise as well as reinforce the shared EU added value principle.

Overall Project Management will be coordinated by University of Gloucestershire (UOG) (A1-A5) as the Project Lead Partner and is discussed in detail in Section F1. UOG will also lead on quality assurance activity and will develop the external evaluator tender specification and engage with the external evaluator throughout the life of the Project (A4). As lead for quality assurance, UOG will be actively involved in assessing the feedback from the target user group and Project Partners as well as from the participants attending the Multiplier Events (E1-E8). UOG will also review quarterly monitoring reports submitted by all Partners.

The Curriculum Integration Methodologies output (O1) will be led by BARO. Their experience in working with a highly diverse group of pupils drawn from the Roma and migratory communities combined with their experience in the use of digital storytelling and pioneering new teaching methods makes them an excellent lead for the first output. The Pupil Guide for Digital Storytelling output (O2) will be coordinated by GRAZ who are recognised leaders in co-ordinating cross-sector educational activities – UOG will lead on Themed Digital Stories Collection output (O3) because of its experience in leading such projects before, both in schools (My Jewish Story Book) and in the community (Hidden Lives Project).

Dissemination activity will be led and coordinated by CSC because of their experience of leading this activity in other EU projects and their excellent local, regional, national, and transnational reach. They will be able to provide support and guidance to all Partners with regards dissemination as well as maintain records of all activity across the Partnership.

The grant for Project Management and Implementation will be used by all Partners covering a range of activities including financial monitoring and reporting, progress monitoring and reporting, communication, planning and coordination activities, risk assessment, and dissemination to relevant target groups both internal and external to their organisation. UOG will have added responsibility for liaising with the National Agency, overall management (including processing claims, audit readiness activities, grant payments, etc). CSC will take on responsibility for the content of the externally facing Project website.

MYSTY benefits from a cross sector approach including HEIs, NGOs and Schools (public and private) and an experienced external evaluator. The school Partners in particular represent MYSTY's target audience and as such negates the need for an 'Advisory Group' and the additional administrative overhead this would incur.

Please provide detailed information about the activities that your project will organise and elaborate on the methods you intend to use.

Following the preparatory period, Partners will be ready to commence Project implementation (see annexed workplan). The Project has three development stages:

The first stage, coordinated by BARO, involves the development of methods of how to integrate the MYSTY resources into the school curriculum formally or informally as required. It involves an assessment of current practice, an assessment of different ways of using the MYSTY resources, and digital training for teachers. The result of this activity will be the Curriculum Integration Methodologies output (O1).

The next stage of the Project, coordinated by GRAZ, is the development of the guide that will enable pupils, with the support of teachers, to collect their digital stories. The guide will also be a valuable resource for Project Partners who are also tasked with collecting their own digital stories. The guide will include a range of tools and techniques that can be used covering a wide range to improve accessibility and understanding. This activity will result in the production of the MYSTY Pupil Guide for Digital Storytelling (O2).

The final stage of the Project, led by UOG, sees the pupils and Partners utilising the Guide (O2) in order to capture their digital stories. With oversight and support from teachers and Project Partners, the pupils will collect a large number of digital stories for inclusion on the MYSTY Digital Storytelling Toolbox website. Every digital story captured will have subtitles in English and a selection of the six best stories from each country will be selected to be subtitled into each language of the Consortium. This will ensure the resource



has greater impact across all Partner countries. The output of this activity will be the Themed Digital Storied Collection (O3).

Following the last development stage there will be a period of increased dissemination including the Multiplier Events (E1-E8). These will provide an excellent two-way process of engagement and exchange of information/ ideas with a wider audience representative of all Project stakeholders.

During this period, research papers will be developed and disseminated through relevant channels.

Running alongside the activity above will be dissemination activity led by CSC, and Project coordination and evaluation led by UOG. Evaluation will include external evaluation which will also run alongside the development stages of the Project and will include assessing feedback from the Multiplier Events.

Translation/ subtitling of Intellectual Outputs will occur as and when required during the development stages.

G.1. Intellectual Outputs

Do you plan to include intellectual outputs in your project?

Yes

When filling in the Intellectual outputs section, please specify the leading and the participating organisations under each output that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.). This will allow for specifying the corresponding costs in the specific section of the budget.

Output Identification	O1
Output Title	MYSTY Learning Materials for Teachers
Output Description	Course Material: The MYSTY learning material for Teachers is an online pack that covers the technical processes required to record, upload and manage digital files and instructions on the use of media in the classroom to promote inter-cultural education. It is an output with the potential for wider use and exploitation.
Please describe the tasks leading to the production of the intellectual output and the applied methodology	<p>O1-A1: A detailed assessment of current cultural awareness activities in each school will be carried out, with each school assessing the current cultural awareness activities in their own school and preparing a short report for the MYSTY Digital Storytelling Toolbox website, when ready. (Month 1)</p> <p>O1-A2: A detailed assessment of national curriculum on cultural awareness will be carried out, with each country pairing assessing cultural awareness in their national curriculum and preparing a short report for the MYSTY Digital Storytelling Toolbox website, when ready. (Month 1)</p> <p>O1-A3: Content will be developed on how to embed digital storytelling to enhance cultural activities. Specifically, Partners will develop materials on how to embed the MYSTY Toolbox in their own and different school settings in each country. (Months 2-5). In months 17-18 activities to embed digital storytelling will be reviewed following the development of all outputs.</p> <p>O1-A4: Media training will be delivered, and captured, to 16 teachers in Partner schools and to non-school Partners, via UOG providing online training to 4 teachers from each school and to each non-school Partner, and capturing training as a resource to add to the MYSTY Digital Storytelling Toolbox website, when ready. (Month 6)</p> <p>O1-A5: Learning materials will be translated into all languages of the Consortium; with each Partner being responsible for translating materials into their own language. (Month 7)</p> <p>O1-A6: Learning materials will be uploaded to MYSTY Digital Storytelling Toolbox website,</p>



along with online training recording. UOG will take responsibility for uploading materials. (Month 7)	
O1-A7: Towards the end of the Project (Months 18-23) a research paper will be developed arguing permanence (in the form of family, food, festival) is what offers security in the face of transience. Partner HEIs will take the lead on this with support from all Partners.	
Start Date (dd-mm-yyyy)	01-11-2016
End Date (dd-mm-yyyy)	30-09-2018
Languages	English
	German
	Italian
	Hungarian
Media(s)	Text
	Interactive Resource
Activity Leading Organisation	Baross Gábor Általános Iskola Tanulóiért Alapítvány
Participating Organisations	UNIVERSITY OF GLOUCESTERSHIRE LBG
	BG Georgigasse (Graz International Bilingual School)
	UNIVERSITAET GRAZ
	Rogers Személyközpontú Oktatásért Alapítvány
	CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI
	Istituto Magistrale Statale "Regina Margherita"
	St Edward's School
Output Identification	O2
Output Title	MYSTY Pupil Guide for Digital Storytelling
Output Description	Training Material: This MYSTY online guide takes pupils through all the steps needed to source, record, edit, upload and broadcast a digital story. Made by and for pupils it is an output founded on participatory media education for diversity and is a transferable output.
Please describe the tasks leading to the production of the intellectual output and the applied methodology	O2-A1: Pupil briefings will be developed - all Partners will discuss content and approach and develop a briefing for teachers to give to their pupils. This activity will be carried out in parallel with O3-A1. (Months 7-8)
	O2-A2: Teachers will give school pupil briefings on process - It will be the responsibility of a teacher from each school within the Partnership to give the briefing to pupils aged 12-15. This activity will be carried out in parallel with O3-A2. (Month 8)



<p>O2-A3: An audit will be carried out on the range of digital tools available for media collection - as part of this audit, Partners and pupils will gather information on digital tools available, covering a wide and diverse selection. (Month 8)</p> <p>O2-A4: Pupils' creation of user guide content will be overseen by teachers (content covering available tools and how to use them). (Month 9)</p> <p>O2-A5: Selection and editing of user guide content will be carried out by Partners, this will subsequently be translated by Partners into English. (Months 9-10)</p> <p>O2-A6: The user guide will be compiled - UOG will put the user guide together prior to translation. (Month 10)</p> <p>O2-A7: Final user guide will be translated into all languages of the Consortium - one Partner from each country will take responsibility for translating the guide into their own language. (Months 10-11)</p> <p>O2-A8: Final user guide to be uploaded to MYSTY Digital Storytelling Toolbox website. (Months 18-19)</p>	
Start Date (dd-mm-yyyy)	01-05-2017
End Date (dd-mm-yyyy)	31-05-2018
Languages	English
	German
	Italian
	Hungarian
Media(s)	Text
	Interactive Resource
Activity Leading Organisation	UNIVERSITAET GRAZ
Participating Organisations	UNIVERSITY OF GLOUCESTERSHIRE LBG
	BG Georgigasse (Graz International Bilingual School)
	Baross Gábor Általános Iskola Tanulóiért Alapítvány
	Rogers Személyközpontú Oktatásért Alapítvány
	CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI
	Istituto Magistrale Statale "Regina Margherita"
	St Edward's School
Output Identification	O3



Output Title	MYSTY Themed Digital Stories Collection
Output Description	Innovative Use of IT: This is a processual and archivable media output. It involves the collection and storage of digital stories. This is a creative and pedagogic output that has high visibility potential and transferability.
Please describe the tasks leading to the production of the intellectual output and the applied methodology	<p>O3-A1: Pupil briefings will be developed (based on experience of UOG's My Jewish Story project) - Partners will discuss content and approach and develop a briefing for teachers to give to their pupils. (Month 7-8)</p> <p>O3-A2: Teachers in each school will give the school pupil briefings on process, to pupils aged 12-15. (Month 8)</p> <p>O3-A3: Teachers will oversee pupils' collection of over 60 digital stories on family, food, festivals (approx 15 stories per school, 60 in total) using the MYSTY Pupil Guide for Digital Storytelling developed in O2. (Months 11-13)</p> <p>O3-A4: Teachers will oversee the selection and editing of stories by pupils, using the MYSTY Pupil Guide developed in O2 for the collection. (Month 14)</p> <p>O3-A5: Non-school Partners will collect and produce their own digital stories (3 per Partner; 12 in total) for teachers to use in class settings. (Months 12-14)</p> <p>O3-A6: Post-production work to be carried out by UOG on all digital stories to ensure consistency and technical compatibility of media files. (Months 14-16)</p> <p>O3-A7: All digital stories to be translated into English and subtitled - One Partner from each country to take responsibility for translating their stories into English. Subtitles will be added in English to all stories, and a selection of 6 stories will be translated into each Partner language, i.e. 24 stories will be available in Hungarian, Italian and German (Months 17-18)</p> <p>O3-A8: All digital stories to be uploaded to the MYSTY Digital Storytelling Toolbox website by each school using the MYSTY Pupil Guide for Digital Storytelling developed in O2. (Months 18-19)</p>
Start Date (dd-mm-yyyy)	01-05-2017
End Date (dd-mm-yyyy)	31-05-2018
Languages	<p>English</p> <p>German</p> <p>Italian</p> <p>Hungarian</p>
Media(s)	<p>Text</p> <p>Interactive Resource</p>
Activity Leading Organisation	UNIVERSITY OF GLOUCESTERSHIRE LBG
Participating Organisations	BG Georgigasse (Graz International Bilingual School)



	UNIVERSITAET GRAZ
	Baross Gábor Általános Iskola Tanulóiért Alapítvány
	Rogers Személyközpontú Oktatásért Alapítvány
	CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI
	Istituto Magistrale Statale "Regina Margherita"
	St Edward's School



G.2. Multiplier Events

Do you plan to include Multiplier Events in your project?

Yes

Grant support for Multiplier Events can only be asked for if the project intends to produce substantial Intellectual Outputs. Other dissemination activities will be supported via the grant item Project Management and Implementation.

Event Identification	E1
Event Title	Storytelling Workshop
Country of Venue	United Kingdom
Event Description	This Digital Storytelling Workshop will be a forum for the dissemination and exchange of ideas and experience gained through participating in MYSTY. SEDS will play host to other schools in the locality to showcase MYSTY. This will include screenings of the Digital Stories produced by their pupils and testimonials of the teachers and pupils involved. All schools will then be offered the opportunity to trial the MYSTY Toolkit and to return to their schools with enhanced digital skills and diversity awareness.
Start Date (dd-mm-yyyy)	31-05-2018
End Date (dd-mm-yyyy)	31-05-2018
Intellectual Outputs Covered	MYSTY Learning Materials for Teachers
	MYSTY Pupil Guide for Digital Storytelling
	MYSTY Themed Digital Stories Collection
Activity Leading Organisation	St Edward's School
Participating Organisations	

Event Identification	E2
Event Title	Storytelling Workshop
Country of Venue	United Kingdom
Event Description	This Digital Storytelling Workshop will be a forum for the dissemination and exchange of ideas and experience gained through participating in MYSTY. UOG will play host to HEI academics, education experts, community groups and schools in the locality to showcase MYSTY. This will include screenings of the Digital Stories produced by pupils alongside testimonials of the academics, teachers and pupils involved. All schools, community organisations and HEIs will then be offered the opportunity to trial the MYSTY Toolkit and to enhance their digital skills and diversity awareness.
Start Date (dd-mm-yyyy)	17-10-2018
End Date (dd-mm-yyyy)	17-10-2018



Intellectual Outputs Covered	MYSTY Learning Materials for Teachers
	MYSTY Pupil Guide for Digital Storytelling
	MYSTY Themed Digital Stories Collection
Activity Leading Organisation	UNIVERSITY OF GLOUCESTERSHIRE LBG
Participating Organisations	

Event Identification	E3
Event Title	Storytelling Workshop
Country of Venue	Austria
Event Description	This Digital Storytelling Workshop will be a forum for the dissemination and exchange of ideas and experience gained through participating in MYSTY. GIBS will play host to other schools in the locality to showcase MYSTY. This will include screenings of the Digital Stories produced by their pupils and testimonials of the teachers and pupils involved. All schools will then be offered the opportunity to trial the MYSTY Toolkit and to return to their schools with enhanced digital skills and diversity awareness.
Start Date (dd-mm-yyyy)	31-05-2018
End Date (dd-mm-yyyy)	31-05-2018
Intellectual Outputs Covered	MYSTY Learning Materials for Teachers
	MYSTY Pupil Guide for Digital Storytelling
	MYSTY Themed Digital Stories Collection
Activity Leading Organisation	BG Georgigasse (Graz International Bilingual School)
Participating Organisations	

Event Identification	E4
Event Title	Storytelling Workshop
Country of Venue	Austria
Event Description	This Digital Storytelling Workshop will be a forum for the dissemination and exchange of ideas and experience gained through participating in MYSTY. GRAZ will play host to HEI academics, education experts, community groups and schools in the locality to showcase MYSTY. This will include screenings of the Digital Stories produced by pupils alongside testimonials of the academics, teachers and pupils involved. All schools, community organisations and HEIs will then be offered the opportunity to trial the MYSTY Toolkit and to enhance their digital skills and diversity awareness.
Start Date (dd-mm-yyyy)	17-10-2018
End Date (dd-mm-yyyy)	17-10-2018



Intellectual Outputs Covered	MYSTY Learning Materials for Teachers
	MYSTY Pupil Guide for Digital Storytelling
	MYSTY Themed Digital Stories Collection
Activity Leading Organisation	UNIVERSITAET GRAZ
Participating Organisations	

Event Identification	E5
Event Title	Storytelling Workshop
Country of Venue	Italy
Event Description	This Digital Storytelling Workshop will be a forum for the dissemination and exchange of ideas and experience gained through participating in MYSTY. RM will play host to other schools in the locality to showcase MYSTY. This will include screenings of the Digital Stories produced by their pupils and testimonials of the teachers and pupils involved. All schools will then be offered the opportunity to trial the MYSTY Toolkit and to return to their schools with enhanced digital skills and diversity awareness.
Start Date (dd-mm-yyyy)	31-05-2018
End Date (dd-mm-yyyy)	31-05-2018
Intellectual Outputs Covered	MYSTY Learning Materials for Teachers
	MYSTY Pupil Guide for Digital Storytelling
	MYSTY Themed Digital Stories Collection
Activity Leading Organisation	Istituto Magistrale Statale "Regina Margherita"
Participating Organisations	

Event Identification	E6
Event Title	Storytelling Workshop
Country of Venue	Italy
Event Description	This Digital Storytelling Workshop will be a forum for the dissemination and exchange of ideas and experience gained through participating in MYSTY. CSC will play host to HEI academics, education experts, community groups and schools in the locality to showcase MYSTY. This will include screenings of the Digital Stories produced by pupils alongside testimonials of the academics, teachers and pupils involved. All schools, community organisations and HEIs will then be offered the opportunity to trial the MYSTY Toolkit and to enhance their digital skills and diversity awareness.
Start Date (dd-mm-yyyy)	17-10-2018
End Date (dd-mm-yyyy)	17-10-2018



Intellectual Outputs Covered	MYSTY Learning Materials for Teachers
	MYSTY Pupil Guide for Digital Storytelling
	MYSTY Themed Digital Stories Collection
Activity Leading Organisation	CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI
Participating Organisations	

Event Identification	E7
Event Title	Storytelling Workshop
Country of Venue	Hungary
Event Description	This Digital Storytelling Workshop will be a forum for the dissemination and exchange of ideas and experience gained through participating in MYSTY. BARO will play host to other schools in the locality to showcase MYSTY. This will include screenings of the Digital Stories produced by their pupils and testimonials of the teachers and pupils involved. All schools will then be offered the opportunity to trial the MYSTY Toolkit and to return to their schools with enhanced digital skills and diversity awareness.
Start Date (dd-mm-yyyy)	31-05-2018
End Date (dd-mm-yyyy)	31-05-2018
Intellectual Outputs Covered	MYSTY Learning Materials for Teachers
	MYSTY Pupil Guide for Digital Storytelling
	MYSTY Themed Digital Stories Collection
Activity Leading Organisation	Baross Gábor Általános Iskola Tanulóiért Alapítvány
Participating Organisations	

Event Identification	E8
Event Title	Storytelling Workshop
Country of Venue	Hungary
Event Description	This Digital Storytelling Workshop will be a forum for the dissemination and exchange of ideas and experience gained through participating in MYSTY. RFP will play host to HEI academics, education experts, community groups and schools in the locality to showcase MYSTY. This will include screenings of the Digital Stories produced by pupils alongside testimonials of the academics, teachers and pupils involved. All schools, community organisations and HEIs will then be offered the opportunity to trial the MYSTY Toolkit and to enhance their digital skills and diversity awareness.
Start Date (dd-mm-yyyy)	17-10-2018
End Date (dd-mm-yyyy)	17-10-2018



Intellectual Outputs Covered	MYSTY Learning Materials for Teachers
	MYSTY Pupil Guide for Digital Storytelling
	MYSTY Themed Digital Stories Collection
Activity Leading Organisation	Rogers Személyközpontú Oktatásért Alapítvány
Participating Organisations	



G.3. Learning/Teaching/Training Activities

Do you plan to include transnational learning, teaching or training activities in your project?

No



H. Follow-up

H.1. Impact

What is the expected impact on the participants, participating organisations, target groups and other relevant stakeholders?

Impact from the MYSTY Project will be across three core groups:

- 1) UOG experience of implementing schools and community digital storytelling projects indicates that a key impact will be that participants (pupils and teachers) will be encouraged to reappraise their attitude towards minority groups within their peer group. It will enable them to reassess prejudice, re-calibrate their views and attitudes towards minority groups and re-educate them in diversity matters.
- 2) The second expected impact is in the embracing of new/ digital media technologies for teachers and the realisation for pupils of the educational potential for technologies associated primarily for leisure, so affording a connection for effective and fun learning.
- 3) MYSTY is an outreach tool. It enables minority groups to share and spread their migration experience to other communities, groups, schools and civic organisations.

What is the desired impact of the project at the local, regional, national, European and/or international levels?

MYSTY will establish a peer-led platform which will host simple shareable stories by young people from newly and established migrant communities that will act as a beacon of diversity awareness. The impacts above will be felt initially at the local and regional level as dissemination to target groups in these areas will be most intense. MYSTY will impact more widely to national and transnational levels as dissemination and exploitation increases utilising existing and new networks. Impact at all levels will help combat prejudice and cultural misunderstanding.

How will you measure the previously mentioned impacts?

Measurement of the three core impacts on cultural awareness and digital literacy will be measured through the following mechanisms:

Impact 1 above would be measured through an online questionnaire to gauge pupil cultural awareness before and after use of the Toolbox. It would also be assessed by the number of schools that utilise the Toolbox within curricula and/or extra curricula activities.

Impact 2 above would be measured through an assessment of teachers use of digital storytelling in the classroom.

Impact 3 above would be measured through an assessment of the download/ use of the Toolbox by community groups and other target groups, and their feedback and experience of the Tool.

As impacts, these would be measured after the Project has completed. All Partners would be expected to put mechanisms in place to gather this information which would be supported by web metrics from the Toolbox website.

H.2. Dissemination and Use of Projects' Results

You are requested to make plans for the dissemination of your project results. Please provide answers to the questions below.

To whom will you disseminate the project results inside and outside your organisation? Please define in particular your target audience(s) at local/regional/national/EU level and motivate your choice.

The Project results will be disseminated through the internationally recognised Partner institutions in teaching, HE engagement, and through the scholarly activities that they are engaged with at a local, regional and national level across Europe. Each Partner has significant internal and external networks, which they will employ to disseminate Project activities (from the outset and as a two-way process to engender useful feedback) and Project results as they become available.

The participants attending the Multiplier Events represent the majority of the MYSTY Project's target audience. This includes: teachers from schools and NGOs; academics, pupils from partner schools. The target audience will also include sector policy makers. Although very much an educational curriculum resource, other higher education providers with courses relating to the education sector will find the materials and tool of use for their students as part of their teacher training programmes.



- Pupils and teachers are the key audience of the MYSTY Toolkit. The Toolkit will be developed to address their knowledge/ skills gap and as such dissemination to this group will be critical.
- HE heads/ managers are a very important audience for the MYSTY Toolkit. Their influence within the education sector is high and they exert significant influence. Hence disseminating the Project to this audience is an important part of them gaining knowledge, understanding and application of diversity training toolkits for use in education.
- Partner staff are an important audience in that they will become aware not only of the new Toolkit but the potential to develop beneficial resources through European collaboration and with the support of European funding. Disseminating to all levels of Partner organisations will also ensure greater commitment internally and will discover other networks through which to disseminate. For example, UOG operates a Growth Hub that has direct contact with learners, training providers, and businesses. It also forms part of a national network of Growth Hubs through which the results can be disseminated.
- Those working in the education and HE sector will find the MYSTY Toolkit of great use as a method to a) increase diversity awareness and b) upskill in for employment (teachers) and preparation for employment (pupils).
- Sector policy makers such as SRHE (Society for Research into Higher Education) in the UK, EENET (Enabling Education Network) in the UK, Bildungssystem in Austria, The Ministry of National Resources (Hungary) and Chist-era (Italian Ministry of Education), will help disseminate the Project results.
- Other higher education providers will find the resource beneficial in improving their students' knowledge through non-formal channels. The content will be of high quality, academically robust yet targeted to secondary school learners, and highly accessible.

Who will be responsible for the dissemination activities within your partnership and which specific expertise do they have in this area? What resources will you make available to allow for the proper implementation of your dissemination plans?

CSC has been in charge of the dissemination work package in many European projects such as OTHERNESS, an Erasmus+ Strategic Partnership in the field of School Education, TOI's SAMIN project on supporting migrants to enter the job market and GIVE project on ITC skills for students living in rural areas. CSC has a vast experience of dissemination thanks to its website which has more than 8,000 visits per month, and its activity on Social Media such as Facebook, Twitter and Google+. CSC official newsletter has 2000 subscribers in English and Italian languages. Also, since 2015, CSC has been awarded a three-year operative grant to run a EU-wide informal network made up of 52 not-for-profit organisations working in the youth field from 22 European countries. This ensures a wide visibility to all CSC projects at European and international level.

This experience makes CSC the ideal Partner to coordinate dissemination activity across the Project and to assist all Partners with their own dissemination activity. CSC will be responsible for dissemination activities within the Partnership and has expertise in collaboration across education, media and policy networks to achieve this.

What kind of dissemination activities do you intend to carry out and through which channels?

Wide and effective dissemination will be achieved through a combination of digital and face-to-face communication methods.

Key to dissemination will be the eight Multiplier Events (E1-E8) which will give MYSTY direct access to the core target groups and key stakeholders of the Project. Each Partner will host a targeted dissemination workshop related, though not exclusively, to its field of operation and will showcase the digital stories and resources included in the MYSTY Digital Storytelling Toolbox.

As well as the formal Multiplier Events, dissemination will occur throughout the entire Project duration. It will start with raising awareness of the Project through the development of a Project website, and will continue to engage users as it evolves into the Digital Storytelling Toolbox website. Partners will then be expected to link to this website from their own websites to increase reach and access to the Project's aims and objectives.

Once the website has been created Partners would be expected to promote the Project through their extensive networks to spread dissemination more widely and to elicit two-way communications with target users and stakeholders. Disseminating through these channels is a cost effective and efficient way of raising awareness.

The Erasmus+ Results Platform will be another key tool to promote the Project aims, objectives, activities and the results as they become available. Other EU portals, such as the School Education Gateway will also be accessed to promote the activities and results of the Project.



Social media will be used by all Partners and importantly pupils to engage with peers in a dynamic way. The open and informal flat structure of social media will support broader engagement.

As the Project draws to a conclusion a key dissemination route to academic, education and school-based audiences will be via the publication of an academic research paper and its promotion at relevant events.

As well as external dissemination an important aspect will be internal dissemination. Each Partner will disseminate internally through staff news pages (or similar), noticeboards, etc, to promote the project to other members of staff (and pupils) in their own organisation.

Erasmus+ has an open access requirement for all materials developed through its projects. If your project is producing intellectual outputs/ tangible deliverables, please describe how you intend to ensure free access for the public to a digital form of this material. If you intend to put any limitation on the use of the open licence, please specify the reasons, extent and nature of this limitation.

Results generated by this Project will be open and freely accessible. However, the project, EU, and Partners are to be acknowledged by the user when using the resource. The results will be available on the MYSTY Digital Storytelling Toolbox website and Erasmus+ Results Platform.

How will you ensure that the project's results will remain available and will be used by others?

UOG commits to maintaining the MYSTY Digital Storytelling Toolbox website for a three year period subsequent to the official Project end date. Maintenance/ technical support will be the responsibility of UOG.

Ensuring the resources are put on relevant and freely accessible websites (such as the Erasmus+ Results Platform and the School Education Gateway) will ensure that they can be accessed easily and used in the future.

Partner organisations will be expected to maintain links from their websites to the MYSTY Digital Storytelling Toolbox website, and will be expected to promote the resources when appropriate long after the Project has finished.

Resources will be translated into the languages of the Partner countries and this will help the longevity of the MYSTY results. Furthermore, all of the digital stories will be translated and subtitled into English and could therefore be used to assist in language learning as well as cultural awareness. A select number of digital stories will be translated into each language of the Partner countries.

The MYSTY Digital Storytelling Toolbox website will be designed in such a way as to maximise accessibility and user-friendliness to encourage wide use. Its interface will be based on other successful resources.

Ultimately to ensure the results are used by others, MYSTY aims to create a high quality and highly relevant resource that can be used by a number of different audiences to support cultural awareness and diversity training.

If relevant, please provide any other information you consider appropriate to give a full understanding of your dissemination plan and its expected impact (e.g. how you have identified which results are most relevant to disseminate; how you will ensure the involvement of all partners; how you see synergies with other stakeholders, etc.)

Empty text box for additional information.

H.3. Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

MYSTY has the clear potential to be embedded into the School curriculum at country appropriate levels. It fosters continuing



diversity awareness and media competence. Education ministers from Partner countries will be invited to Multiplier Events and it will act as the foundation for further iterations. Erasmus+ projects targeting similar themes with different media indicate the ongoing need for media storytelling projects such as MYSTY within the European education arena. After funding finishes, there is the potential to review Partner contributions through documentary film work.

The MYSTY Digital Storytelling Toolbox is designed to support relevant curriculum rather than replace. As such it can be used flexibly in its deployment, which will aid sustainability of the resource.

The resources developed will complement those already in existence (as referred to in section E above) and take forward the need for and development of cultural awareness resources across the EU. Once the funding has ceased, the resources will continue to be freely available and then will provide a springboard for future work by either one or more of the Partners or a completely independent agency.

The aim is to create a resource that can be added to by any school from any country (at minimal cost), thus giving the resource the potential to be used for a long time into the future. As each new school uses the Digital Storytelling Toolbox (after the Project has finished) it will refresh the content and expand the resource in new ways.

Aside from the sustainability of the MYSTY resource, the Project will provide the opportunity for the Partners to come together on future projects around similar themes of inclusion and diversity and teacher education.



I. Budget

For further information please consult the Programme Guide for the overview of funding rules. Please note that all amounts must be expressed in Euros.

I.1. Project Management and Implementation

PIC of Organisation	Role of Organisation	Name of the Organisation
998727327	Applicant Organisation	UNIVERSITY OF GLOUCESTERSHIRE LBG
932396302	Partner Organisation	BG Georggasse (Graz International Bilingual School)
999873188	Partner Organisation	UNIVERSITAET GRAZ
920001545	Partner Organisation	Baross Gábor Általános Iskola Tanulóiért Alapítvány
943572642	Partner Organisation	Rogers Személyközpontú Oktatásért Alapítvány
944654774	Partner Organisation	CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI
946235001	Partner Organisation	Istituto Magistrale Statale "Regina Margherita"
919578237	Partner Organisation	St Edward's School
		Total Grant Requested
		54000.00

I.2. Transnational Project Meetings

PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
998727327: UNIVERSITY OF GLOUCESTERSHIRE LBG	3	9	100 - 1999 km	575.00	5175.00
999873188: UNIVERSITAET GRAZ	3	6	100 - 1999 km	575.00	3450.00
944654774: CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI	3	6	100 - 1999 km	575.00	3450.00
				Total	29325.00



PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
943572642: Rogers Személyközpontú Oktatásért Alapítvány	3	6	100 - 1999 km	575.00	3450.00
919578237: St Edward's School	3	6	100 - 1999 km	575.00	3450.00
932396302: BG Georgigasse (Graz International Bilingual School)	3	6	100 - 1999 km	575.00	3450.00
946235001: Istituto Magistrale Statale "Regina Margherita"	3	6	100 - 1999 km	575.00	3450.00
920001545: Baross Gábor Általános Iskola Tanulóiért Alapítvány	3	6	100 - 1999 km	575.00	3450.00
Total					29325.00

I.3. Intellectual Outputs

Which concrete participating organisations' staff resources are you planning to use in the production of outputs that have a significant contribution in terms of potential impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.)?

PIC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
998727327: UNIVERSITY OF GLOUCESTERSHIRE LBG	O1	Teachers/Trainers/Researchers	United Kingdom	32	214.00	6848.00
998727327: UNIVERSITY OF GLOUCESTERSHIRE LBG	O1	Technicians	United Kingdom	13	162.00	2106.00
998727327: UNIVERSITY OF GLOUCESTERSHIRE LBG	O2	Teachers/Trainers/Researchers	United Kingdom	17	214.00	3638.00
998727327: UNIVERSITY OF GLOUCESTERSHIRE LBG	O2	Technicians	United Kingdom	1	162.00	162.00
998727327: UNIVERSITY OF GLOUCESTERSHIRE LBG	O3	Teachers/Trainers/Researchers	United Kingdom	29	214.00	6206.00
998727327: UNIVERSITY OF GLOUCESTERSHIRE LBG	O3	Technicians	United Kingdom	20	162.00	3240.00
Total				559	Total	105122.00



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Strategic Partnerships for school education

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PIC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
999873188: UNIVERSITAET GRAZ	O1	Teachers/Trainers/Researchers	Austria	33	241.00	7953.00
999873188: UNIVERSITAET GRAZ	O2	Teachers/Trainers/Researchers	Austria	20	241.00	4820.00
999873188: UNIVERSITAET GRAZ	O3	Teachers/Trainers/Researchers	Austria	24	241.00	5784.00
999873188: UNIVERSITAET GRAZ	O3	Technicians	Austria	2	190.00	380.00
944654774: CENTRO PER LO SVILUPPO CREATIVO DAN	O1	Teachers/Trainers/Researchers	Italy	17	214.00	3638.00
944654774: CENTRO PER LO SVILUPPO CREATIVO DAN	O2	Teachers/Trainers/Researchers	Italy	16	214.00	3424.00
944654774: CENTRO PER LO SVILUPPO CREATIVO DAN	O3	Teachers/Trainers/Researchers	Italy	21	214.00	4494.00
944654774: CENTRO PER LO SVILUPPO CREATIVO DAN	O3	Technicians	Italy	2	162.00	324.00
943572642: Rogers Személyközpontú Oktatásért Alapí	O1	Teachers/Trainers/Researchers	Hungary	15	74.00	1110.00
943572642: Rogers Személyközpontú Oktatásért Alapí	O2	Teachers/Trainers/Researchers	Hungary	16	74.00	1184.00
943572642: Rogers Személyközpontú Oktatásért Alapí	O3	Teachers/Trainers/Researchers	Hungary	14	74.00	1036.00
943572642: Rogers Személyközpontú Oktatásért Alapí	O3	Technicians	Hungary	2	55.00	110.00
919578237: St Edward's School	O1	Teachers/Trainers/Researchers	United Kingdom	21	214.00	4494.00
919578237: St Edward's School	O2	Teachers/Trainers/Researchers	United Kingdom	21	214.00	4494.00
919578237: St Edward's School	O3	Teachers/Trainers/Researchers	United Kingdom	23	214.00	4922.00
932396302: BG Georgigasse (Graz International Bilingu	O1	Teachers/Trainers/Researchers	Austria	21	241.00	5061.00
932396302: BG Georgigasse (Graz International Bilingu	O2	Teachers/Trainers/Researchers	Austria	21	241.00	5061.00
932396302: BG Georgigasse (Graz International Bilingu	O3	Teachers/Trainers/Researchers	Austria	23	241.00	5543.00

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Strategic Partnerships for school education

Form Version: 3.07

946235001: Istituto Magistrale Statale "Regina Marghe	O1	Teachers/Trainers/Researchers	Italy	21	214.00	4494.00
946235001: Istituto Magistrale Statale "Regina Marghe	O2	Teachers/Trainers/Researchers	Italy	21	214.00	4494.00
946235001: Istituto Magistrale Statale "Regina Marghe	O3	Teachers/Trainers/Researchers	Italy	23	214.00	4922.00
920001545: Baross Gábor Általános Iskola Tanulóiért A	O1	Teachers/Trainers/Researchers	Hungary	26	74.00	1924.00
920001545: Baross Gábor Általános Iskola Tanulóiért A	O2	Teachers/Trainers/Researchers	Hungary	21	74.00	1554.00
920001545: Baross Gábor Általános Iskola Tanulóiért A	O3	Teachers/Trainers/Researchers	Hungary	23	74.00	1702.00
Total				559	Total	105122.00

I.4. Multiplier Events

PIC of Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
998727327: UNIVERSITY OF GLOUCESTERSH	E2	United Kingdom	36	100.00	0	200.00	3600.00
999873188: UNIVERSITAET GRAZ	E4	Austria	36	100.00	0	200.00	3600.00
943572642: Rogers Személyközpontú Oktat	E8	Hungary	36	100.00	0	200.00	3600.00
944654774: CENTRO PER LO SVILUPPO CREA	E6	Italy	36	100.00	0	200.00	3600.00
919578237: St Edward's School	E1	United Kingdom	38	100.00	0	200.00	3800.00
932396302: BG Georgigasse (Graz Internatio	E3	Austria	38	100.00	0	200.00	3800.00
920001545: Baross Gábor Általános Iskola T	E7	Hungary	38	100.00	0	200.00	3800.00
Total			296	Total	0	Total	29600.00

Form hash code: 5F22A3639514E1BA

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PIC of Organisation	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Grant Requested
946235001: Istituto Magistrale Statale "Regio	E5	Italy	38	100.00	0	200.00	3800.00
		Total	296	Total	0	Total	29600.00

I.5. Special Needs

PIC of Organisation	No. of Participants With Special Needs	Description	Grant Requested
		Total	

I.6. Exceptional Costs

PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
998727327: UNIVERSITY OF GLOUCESTERSHIRE LBG	UOG contribution towards the cost of External Evaluator (total cost €5,000)	625.00
932396302: BG Georgigasse (Graz International Bilingual	GIBS contribution towards the cost of External Evaluator (total cost €5,000)	625.00
999873188: UNIVERSITAET GRAZ	GRAZ contribution towards the cost of External Evaluator (total cost €5,000)	625.00
920001545: Baross Gábor Általános Iskola Tanulóiért Alap	BARO contribution towards the cost of External Evaluator (total cost €5,000)	625.00
943572642: Rogers Személyközpontú Oktatásért Alap	RFP contribution towards the cost of External Evaluator (total cost €5,000)	625.00
944654774: CENTRO PER LO SVILUPPO CREATIVO DAN	CSC contribution towards the cost of External Evaluator (total cost €5,000)	625.00
	Total	19000.00



PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
946235001: Istituto Magistrale Statale "Regina Margherita"	RM contribution towards the cost of External Evaluator (total cost €5,000)	625.00
919578237: St Edward's School	SEDS contribution towards the cost of External Evaluator (total cost €5,000)	625.00
999873188: UNIVERSITAET GRAZ	Translation and subtitling related to intellectual outputs (Austrian)	3000.00
944654774: CENTRO PER LO SVILUPPO CREATIVO DAN	Translation and subtitling related to intellectual outputs (Italian)	3000.00
943572642: Rogers Személyközpontú Oktatásért Alapítvány	Translation and subtitling related to intellectual outputs (Hungarian)	3000.00
920001545: Baross Gábor Általános Iskola Tanulóiért Alapítvány	Equipment to enable school pupil and staff participation in Hungary	2000.00
946235001: Istituto Magistrale Statale "Regina Margherita"	Equipment to enable school pupil and staff participation in Italy	2000.00
943572642: Rogers Személyközpontú Oktatásért Alapítvány	Equipment to enable NGO staff participation in Hungary	500.00
919578237: St Edward's School	Equipment to enable school pupil and staff participation in UK	250.00
932396302: BG Georgigasse (Graz International Bilingual School)	Equipment to enable school pupil and staff participation in Austria	250.00
Total		19000.00

Please provide any further comments you may have concerning the above entered budget.

External evaluation has been costed in at €5,000. The value has been set at this level to ensure expert review throughout the duration of the Project. Furthermore, since the Project includes a mix of higher education Partners, school Partners and NGO Partners it is important that the external evaluator has sufficient resourcing to understand and engage fully with the different sectors represented in the Consortium. Funding has been allocated to each Partner to highlight the need for each Partner to contribute to the 25% match element of the cost, however, as lead for quality assurance UOG will contract directly with the External Evaluator.

Where capacity allows, translation will occur in-house by the non-school Partners (GRAZ, CSC and RFP). However to ensure there are no delays to the delivery of all Intellectual Outputs an allowance has been made for external translation. In addition, this allowance has been calculated to include the translation and subtitling of a number of the digital stories to aid impact and



sustainability. MYSTY anticipates translating/subtitled 54 stories into English (not including the 18 stories already in English), and 6 stories into German (2 from UK, HU and IT), 6 into Italian (2 from UK, HU and AT) and 6 into Hungarian (2 from UK, AT and IT). This will result in a total of 72 stories available in English, 24 in German, 24 in Italian and 24 in Hungarian. Although funding has been allocated to each Partner, the Project will pool resources with one supplier if this is practicable and offers best value for money.

A small equipment (software and hardware) budget has been created to enable all Partners (and importantly pupils of the school Partners) to engage fully in the process of capturing and editing digital stories. As equipment is more accessible in the UK and Austrian Partners (to both teachers and pupils) a smaller allowance (€250 each) has been created to cover more specialist items (in the school Partners only). A small allowance had been made to the Hungarian NGO (€500). The Italian and Hungarian school Partners have both indicated that their access to equipment is limited and so a larger budget has been allocated to those two school Partners (€2,000 each). No equipment budget is required for UOG, GRAZ and CSC.

The allocation of days per Partner allocated to each activity in the workplan can be seen on the document annexed to this application: MYSTY_Workplan_with_work_days_allocation.pdf

The total cost of the Project is €237,047. With an anticipated 10,402 persons benefiting indirectly and the target of activities, this represents a low cost of €23 per participant. As 10,402 is an estimate of numbers of persons at the local/regional level, higher numbers will be expected following wide dissemination, therefore the value per person will be greater.



J. Project Summary

Please provide a short summary of your project. Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ dissemination platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer term benefits.

In view of further publication on the Erasmus+ dissemination platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

The MYSTY Project provides a means for teachers to share and embed innovative teaching practice to enhance awareness of cultural diversity. At the same time it will increase pupils' cultural awareness and expression and enhance their social and civic competence. MYSTY will also support teacher and pupil digital competence.

MYSTY involves the collection, editing and uploading of digital stories to the MYSTY Digital Storytelling Toolbox website. These stories focus on 'food', 'family' and 'festival' and act as a platform for diversity awareness and digital upskilling. Teachers will be trained in the use of digital media for storytelling and pupils will conduct and lead on their collection and editing.

The MYSTY Project is driven by the principle that innovative teaching resources form part of broader pedagogic strategies that can actively help tackle issues of diversity. It facilitates actions that address issues of diversity common across the EU as highlighted in the Paris Declaration, 2015. The importance of enhancing social, civic and intercultural competences, critical thinking and media literacy as well as fostering the education of disadvantaged children and young people were at the heart of the Paris Declaration and MYSTY's aim and objectives are closely aligned with many of the recommendations made in the declaration.

With a network of teachers, media and education academics, and technicians, the main objective is to create an online resource called the MYSTY Digital Storytelling Toolbox. In order to achieve this overall objective, there are three sub-objectives:

- Obj1: Develop Curriculum Integration Methodologies to support school use of the Toolbox
- Obj2: Create a Pupil Guide for Digital Storytelling to facilitate the creation of digital stories
- Obj3: Produce a Collection of Themed Digital Stories for use in school and community settings

MYSTY seeks to bring the participating organisations together to develop and share practice, in order to produce resources that other schools can use. This will enable teachers across the EU to develop a shared understanding of the key issues, which will help them in their practice. The Consortium consists of eight Partners, bringing together a balanced mix of high education institutions, schools and NGOs from the UK, Austria, Hungary and Italy. All have expertise in the development of skills for teachers with the aim of creating intercultural and digital learning for pupils in European schools. Coming from different national experiences of migration they make a varied and committed Consortium.

The methodology is based on a balanced collaborative approach with different Partners taking responsibility for and leading on different outputs and activities to maximise each Partners' individual expertise as well as reinforce the shared EU added value principle.

MYSTY will have three key impacts:

- 1) Participants (pupils and teachers) will be encouraged to reappraise their attitude towards minority groups within their peer group. It will enable them to reassess prejudice, re-calibrate their views and attitudes towards minority groups and re-educate them in diversity matters
- 2) Teachers will embrace new/ digital media technologies and pupils will realise the educational potential for technologies associated primarily for leisure, so affording a connection for effective and fun learning
- 3) MYSTY will enable minority groups to share and spread their migration experience to other communities, groups, schools and civic organisations

The long term potential of MYSTY is assured by the Partners' commitment to maintain the MYSTY website for a three year period subsequent to the official Project end date. Maintenance/ technical support will be the responsibility of UOG. As other schools and



organisations will be encouraged to use and add to the MYSTY Digital Storytelling Toolbox the resource will be continuously updated with new digital stories.



J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
998727327	UNIVERSITY OF GLOUCESTERSHIRE LBG	United Kingdom
932396302	BG Georgigasse (Graz International Bilingual School)	Austria
999873188	UNIVERSITAET GRAZ	Austria
920001545	Baross Gábor Általános Iskola Tanulóiért Alapítvány	Hungary
943572642	Rogers Személyközpontú Oktatásért Alapítvány	Hungary
944654774	CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI	Italy
946235001	Istituto Magistrale Statale "Regina Margherita"	Italy
919578237	St Edward's School	United Kingdom
Total number of participating organisations		8



J.2. Budget Summary

PIC of Organisation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities				Exceptional Costs	Total
				Travel	Individual Support	Linguistic Support	Exceptional Costs (Overseas Countries and Territories Travel Costs)		
998727327	5175.00	22200.00	3600.00					625.00	31600.00
932396302	3450.00	15665.00	3800.00					875.00	23790.00
999873188	3450.00	18937.00	3600.00					3625.00	29612.00
920001545	3450.00	5180.00	3800.00					2625.00	15055.00
943572642	3450.00	3440.00	3600.00					4125.00	14615.00
944654774	3450.00	11880.00	3600.00					3625.00	22555.00
946235001	3450.00	13910.00	3800.00					2625.00	23785.00
919578237	3450.00	13910.00	3800.00					875.00	22035.00
Total	29325.00	105122.00	29600.00					19000.00	183047.00

Project Management and Implementation

54000.00

J.2.1. Project Total Grant

Grant Calculated

237047.00

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K. Checklist

Before submitting online your application form to the National Agency, please make sure that it fulfils the eligibility criteria listed in the Programme Guide and check that:

- you have used the official Key Action 2 application form.
- all relevant fields in the application form have been completed.
- you have chosen the correct National Agency of the country in which your organisation is established.
- the application form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- you have annexed all the relevant documents:
 - the Declaration of Honour signed by the legal representative mentioned in the application.
 - the mandates of each partner to the applicant signed by both parties (recommended).
 - the timeline for the project activities and outputs using the template provided.
- all participating organisations have uploaded the documents to give proof of their legal status in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide).
- for grants exceeding 60 000 EUR, you have uploaded the documents to give proof of your financial capacity in the participants' portal (for more details, see the section "Selection Criteria" in Part C of the Programme Guide). Not applicable in the case of public bodies or international organisations.
- you are complying with the deadline published in the Programme Guide.
- you have saved or printed the copy of the completed form for yourself.



L. Data Protection Notice

PROTECTION OF PERSONAL DATA

The application form will be processed electronically. All personal data (such as names, addresses, CVs, etc.) will be processed in pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e.:

- In the case of grant application forms: the evaluation of your application in accordance with the specifications of the call for proposals, the management of the administrative and financial aspects of the project if selected and the dissemination of results through appropriate Erasmus+ IT tools. For the latter, as regards the details of the contact persons, an unambiguous consent will be requested.
- In the case of application for accreditation forms: the evaluation of your application in accordance with the specifications of the call for proposals,
- In the case of report forms: statistical and financial (if applicable) follow-up of the projects.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement (see link below) associated with this form.

http://ec.europa.eu/programmes/erasmus-plus/documents/epluslink-eforms-privacy_en.htm



M. Declaration of Honour

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

I, the undersigned, certify that the information contained in this application form is correct to the best of my knowledge. I put forward a request of an Erasmus+ grant as set out in section BUDGET of this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- In the case of projects in the field of youth, the participants involved in the activities fall in the age limits defined by the Programme.
- 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 Community grant agreements on its behalf.

Certify that (in case the grant requested exceeds 60 000€):

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 National Agency 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 Communities' financial interests;
- it is not currently subject to an administrative penalty referred to in Article 109(1) of the Financial regulations (Council Regulation 966/2012).

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 the National Agency 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, the National Agency 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.

Commit:



- my organisation and the other partner organisations herein, to take part upon request in dissemination and exploitation activities conducted by National Agencies, the Executive Agency and/or the European Commission, where the participation of individual participants may also be required.

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.

Place: Date (dd-mm-yyyy):

Name of the applicant organisation:

Name of legal representative:

Signature:

National ID number of the signing person (if requested by the National Agency):

Stamp of the applicant organisation (if applicable):



N. Annexes

Please note that all documents mentioned in section "Checklist" need to be attached here before you submit your application online.

File Name	File Size (kB)
MYSTY_Declaration_of_Honour.pdf	3930
MYSTY_Mandates.pdf	3030
MYSTY_Workplan.pdf	99
MYSTY_Workplan_with_work_day_allocation.pdf	142
Total Size	7201



O. Submission

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.

O.1. Data Validation

Validation of compulsory fields and rules

O.2. Standard Submission Procedure

Online submission (requires internet connection)

Submitted	YES
Submission ID	1353600
Submission date (Brussels, Belgium Time)	2016-03-31 11:14:08
Hash code	5F22A3639514E1BA

O.3. Alternative Submission Procedure

If you cannot submit your form online you can still do it by sending an email to your National Agency within the 2 hours following the official deadline. The email must contain the complete electronic form and any file attachments you wish to send. You must also attach a snapshot of section "Submission Summary" indicating that this electronic form could not be submitted online. Your National Agency will analyse your situation and provide you with further instructions.

O.4. Submission Summary

This table provides additional information (log) of all form online submission attempts, particularly useful for the National Agencies in case of multiple form submissions.

Number	Time	Form Hash Code	Submitted	Description
1	2016-03-30 19:11:04 (Brussels, Belgium Time)	5F22A363108F672E	YES	Your submission was successful. Submission ID: 1350180
2	2016-03-31 11:14:08 (Brussels, Belgium Time)	5F22A3639514E1BA	YES	Your submission was successful. Submission ID: 1353600

O.5. Form Printing

Print the entire form