



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.

For more information on how to fill in this application form, you can read the e-Forms Guideline.

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
Call	2015
Round	Round 1
Deadline for Submission (dd-mm-yyyy hh:nn:ss - Brussels, Belgium Time)	31-03-2015 12:00:00
Language used to fill in the form	English

B.1. Project Identification

Project Title	foSTering early childhOod media liteRacy competencies
Project Acronym	STORIES
Project Start Date (dd-mm-yyyy)	01-09-2015
Project Total Duration (Months)	36 months
Project End Date (dd-mm-yyyy)	01-09-2018
Applicant Organisation Full Legal Name (Latin characters)	Coopselios sc

Form hash code: 09235ADAA0585D6B

This form has been submitted on: 2015-03-30 20:17:55. Status: OK (1254905).



Form hash code



09235ADAA0585D6B

B.2. National Agency of the Applicant Organisation

Identification

IT02 (ITALIA)

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.

Enhancing the quality of early childhood education and care (ECEC)

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

Strengthening the profile of the teaching professions

Developing basic and transversal skills using innovative methods

Please comment on your choice of priorities.

The STORIES proposal contributes to the enhancement of the quality of early childhood education and care system and services (ECEC) with regard to an essential and urgent need of the digital society, i.e., the need to promote cultural awareness in the use of media tools and related languages starting from early childhood towards the development of digital competence (according to the Europe 2020 strategy). All proposal activities will focus on the development and implementation of proper strategies and best practices for media literacy in early childhood education, through pedagogical research and experimentation, and will result in a pedagogical model for teachers and training institutions.

In this perspective, we leverage on the emerging paradigm of digital storytelling (DST) as a proper pedagogical approach, methodology and learning model to effectively face opportunities and challenges of using media in ECEC, allowing:
- teaching/learning paths to focus on the children’s needs and interests in order to foster an harmonic development of all skills and intelligences of the children in a creative and holistic way;
- children to be actively involved in their learning processes by symbolic play activities, in social and peer educational context including families and external partnership;
accordingly to current results of the Working Group [“Proposal for a European Quality Framework”, October 2014].

The DST learning model is adopted not only as it can allow digital integration in the curriculum framework of ECEC, to foster children media literacy competencies in a holistic perspective, but also as it represents an innovative method that can be seamlessly integrated with traditional activities of school curricula. In fact, the underlying model of activity require teachers to promote wide-breath projects where the use of the media is only a small part.

In this way, the methodology involved is a mean to reinforce and develop basic and transversal skills (verbal, iconic, musical, body expression; social, emotional, cognitive skills): as the essential non-mediated language and cognitive competencies are continuously re-involved and fostered in a dynamic and continuous learning process (preparation – narration – reflection upon narrative artefacts).

Furthermore, enhancing quality in ECEC – in our case, related to the success of experimenting and assessing the DST pedagogical model – significantly relies on the competencies of teachers and educators of "digital natives". For this reason, a major priority of STORIES is to strengthen the competence profile of the teaching professions. The proposal aims at defining a competence reference framework for educators that will enable them to proficiently implement media literacy strategies in ECEC. In this way, teachers will be provided with essential means to creatively design proper learning paths and projects in line with the new objective[MK1] , which results from the social change (i.e., education in new media languages and representations / media literacy development) and the increasingly important lifelong learning perspective.

Although not explicitly specified in the priorities, the proposal will also support the implementation of the “2013 Communication on Opening up Education”.

In fact, the project aims to enhance the international exchange of the scientific community by providing open access to the research data and thereby, to jointly discuss and assess the research findings: all STORIES practices and materials will be available as OER resources during and after the project.[PD2] In this way, well-investigated research results can find their way into EU local policies and recommendations.

In conclusion, by providing both a set of guidelines for the implementation of media literacy strategies in childhood (IO6: GUIDELINES ON MEDIA LITERACY IN EARLY CHILDHOOD EDUCATION THROUGHT DIGITAL STORYTELLING) and a competence reference framework including practices for educators (IO3: TRAINING REFERENCE FRAMEWORK FOR DST IN CHILDHOOD



Erasmus+

Application Form

Call: 2015

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

Form Version: 2.06

EDUCATION), the project aims to lay the foundation for a meaningful contribution to improve the quality in ECEC: in view of including media literacy in school curricula as suggested in [EU recommendation on media literacy 2009] and respecting the requirements posed by the EU pedagogical framework of the 21st century.

Form hash code: 09235ADAA0585D6B

EN

This form has been submitted on: 2015-03-30 20:17:55. Status: OK (1254905).



D. Participating organisation(s)

D.1. Applicant Organisation

PIC	929800679
Full legal name (National Language)	Coopselios sc.
Full legal name (Latin characters)	Coopselios sc
Acronym	
National ID (if applicable)	01164310359
Department (if applicable)	
Address	via Gramsci, 54/s
Country	Italy
Region	ITH5 - Emilia-Romagna
P.O. Box	
Post Code	42124
CEDEX	
City	Reggio Emilia
Website	www.coopselios.com
Email	
Telephone 1	+390522378710
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D.1.1. Profile

Type of Organisation	Other
Is your organisation a public body?	No
Is your organisation a non-profit?	Yes

D.1.2. 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).

Coopselios is an Italian not-for-profit organization, a leader in developing social and health programs for family care with the scope



of enhancing community welfare. It addresses social needs by providing services to families, young children, adolescents, the elderly, persons with disabilities and persons with psychiatric disorders. It is internationally acknowledged as one of the best social enterprises providing welfare services to the community, from infant and toddler-centres to residential homes for the elderly.

Coopselios services comply with internationally recognized quality standards, in order to ensure the best quality for families and vulnerable people in particular. Women in Coopselios accounted for 89,54% of all employees (tot. 2888) in 2013, confirming that it is a social enterprise constituted and run by women. The majority of Coopselios employees are between 26 and 45, with an average age of 40 years.

Coopselios is committed to providing the most advanced and innovative solutions to meet people's requirements and needs. This is the reason for permanent R&D investments: to find new solutions for new emerging problems which are more and more sustainable, modern and efficient.

Coopselios collaborates with foundations studying innovative welfare solutions to promote community well-being and children's rights, such as the Easy Care Foundation and the Reggio Children Foundation, respectively, forming a very strong bond of commitment. Coopselios has been part of the "Reggio Children Foundation", diffusing the values of the Reggio Emilia approach worldwide, since the very beginning. Among founding members, Coopselios is the only organisation offering ECE services and it also contributed to launching the "Loris Malaguzzi Centre" in 2006. This is an international meeting place dedicated to professional development and research on Early Childhood Education.

Coopselios has designed and managed ECE services for the European Parliament in Bruxelles and the Diesel Fashion Group infant and toddler centre in Italy. Since 2005 Coopselios has been working with the Municipality of Belo Horizonte in Brazil, to build and manage an Infant and Toddler Centre based on the Reggio Emilia approach, by providing know-how and technical assistance to teachers and government officials. At the end of this process, Coopselios opened a twin centre in Italy, the "Aguas Claras", which exchanges expertise, cultural and pedagogical experiences with the Brazilian centre.

Each year Coopselios hosts delegations from many countries (USA, Brazil, China, Sweden, Norway, and Australia) that come to observe the ECE services, learn about the Reggio Emilia "one hundred languages" pedagogical approach, and to undertake joint research projects and studies.

In Italy, every day, among 2000 families encounter Coopselios ECE services.

Coopselios reached the standards of quality certified according to ISO System, UNI EN ISO 9001:2008.

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?

By managing 10 preschools and 29 infant-toddler centres in 6 Italian regions, Coopselios acquired specific competencies in:

- designing specific curriculum for children from 1 up to 6 y.o.;
- investigating the role of creativity and expressive languages of children;
- performing extensive training to educators and teachers (among 120 persons each school year);
- supporting the narrative thinking and multiple intelligences in everyday life and through educational experiences, inspired by the Reggio Emilia Approach.

In fact, narrative is an everyday practice.

Lately, Coopselios has managed a research and training with prof. Marco Dallari, University of Trento for teachers and educators. This path resulted in a publication (La narrazione come pratica di cura, published by Ed. Junior, <http://www.edizionijunior.com/schedalibro.asp?ID=4988>) and many initiatives including:

- The construction and operation of an Atelier of Narrative at La Spezia, Liguria, a for preschool's children and teachers who want to deepen narrative thinking and practices;
- A publishing project with ZOOlibri, picturebooks' publisher in Reggio Emilia, on bilingual stories from Afghanistan. The stories have been reworked graphically by the children of the Preschool "Brave Garden", Diesel Fashion Group welfare service.
- The construction of video-picturebooks at the Laboratory of Communication and Narrative of the University of Trento (<https://www.youtube.com/user/LabComNarr>);
- The presentation of educational experiences and innovations at the National Meeting of the Gruppo Nazionale Nidi held in Reggio Emilia, in February 2014.

Coopselios still has a collaboration with the publisher Ed. Junior.

In addition, Coopselios collaborates with the University of Milan Bicocca for a research and innovation project about digital



technologies and innovative teaching in infant-toddler centres and preschools. Research is followed by prof. Paolo Ferri and prof. Stefano Moriggi and will result in a forthcoming publication entitled "Bambini e tecnologie", Ed. Junior.

Persons involved in this projects are responsible for Coopselios research and development activities, especially ECE director and projects' specialist will lead Coopselios curriculum specialists, pedagogists and teachers.

Persons involved in the project have the following skills:

- coordinating of working-groups and staff;
- training staff;
- research skills and data collection strategies;
- educational documentation.

LUCA GHIROTTTO, project manager and researcher, holds a Ph.D. in Cognitive Sciences and Education. Pedagogista and project specialist within Coopselios, he also serves as contract professor at University of Verona, and as e-tutor at the University of Trento.

SABRINA BONACCINI, director of ECE dept. of Coopselios, is pedagogista and curriculum specialist. She coordinated several Coopselios ECE services for municipalities (i.e. Reggio Emilia, Correggio). Lately, she coordinates all the ECE research and development staff, promoting different research projects. She is also in charge of research publication along with Ed. Junior and supervisor of cooperative's special projects in 6 Italian regions where Coopselios operates.

ANTONIETTA SERRI, contract and project office manager, coordinates all administration and project-related activities for Coopselios. Her responsibilities include: relationships with municipalities and stakeholders, project designing and project communication.

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

No

D.1.3. Legal Representative

Title	Mr.
Gender	Male
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Family Name	Saccardi
Department	
Position	Chairman of the Board
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Telephone 1	+390522378610

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

D.1.4. Contact Person

Title	Mr.
Gender	Male
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Family Name	Ghirotto
Department	



Position	projects' specialist
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Telephone 1	+393311827891

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



D.2. Partner Organisation

PIC	999840887
Full legal name (National Language)	UNIMORE
Full legal name (Latin characters)	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA
Acronym	
National ID (if applicable)	CF00427620364
Department (if applicable)	
Address	VIA UNIVERSITA 4
Country	Italy
Region	
P.O. Box	000
Post Code	41121
CEDEX	
City	MODENA
Website	www.unimore.it
Email	
Telephone 1	59329260
Telephone 2	
Fax	59329267

D.2.1. Profile

Type of Organisation	Other
Is the partner organisation a public body?	Yes
Is the partner organisation a non-profit?	Yes

D.2.2. 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)	I MODENA01



D.2.3. 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).

UNIMORE is a big University in Italy. It's composed by 15 different Departments. This project involves, in particular, the Department of Education and Humane Sciences . This Department offers courses to become teacher (from preschool to secondary school), special teacher wich will work at school with disability student, educator and coordinator of preschool. The Department welcomes researcher in different topics: education, psycology, history, philospfy, mathematic, linguistic and others. So, the Department researches and studies about several topics, such as history of school, different context of education, outdoor education, tecnology for instruction and disabilities learning.

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?

In particular, the Department of Education and Humane Sciences last year (and for 3 years) partecipated in CREANET: an European project about promotion of creativity in preschool children. These researchers continues to study, write articles and books and training teachers and educator about creativity. In the present STORIES project, the Department will involve a group of researchers. This group had partecipated at CREANET. The group worked and it is working about definition of children creativity by international review of literature and comparative studies. It researches about evaluation of student creativity. It studies about strategies of teacher to promote creativity of preschool children. Also, the group has partecipated in national projects about text comprehension in preschool children, using visual and audiovisual materials, and about the practice of storytelling in preschool. Moreover the group studies about visual education and emergent literacy. The professor Annamaria Contini will be the project manager of this group. Annamaria Contini is associated professore of aesthetics and in particular she studies didactics of art. The group will contain other two researchers that are expert in education of creativity in preschool age.

Has the partner organisation partecipated 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 Creanet	2013	510473-LLP-1-210-COMENIUS-CNW	UNIMORE

D.2.4. Legal Representative

Title	
Gender	Male
First Name	Angelo Oreste
Family Name	Andrisano
Department	
Position	Rector of UNIMORE and Full Professor
Email	angelooreste.andrisano@unimore.it



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

D.2.5. Contact Person

Title

Gender

Female

First Name

Annamaria

Family Name

Contini

Department

Education and Human Sciences

Position

Associated Professor

Email

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42121

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City

Reggio Emilia

Telephone 2



D.3. Partner Organisation

PIC	929975085
Full legal name (National Language)	COMPUTER LEARNING SOCIETA COOPERATIVA
Full legal name (Latin characters)	COMPUTER LEARNING SOCIETA COOPERATIVA
Acronym	
National ID (if applicable)	01879850228
Department (if applicable)	
Address	PIAZZA CENTA 13/3
Country	Italy
Region	ITH2 - Provincia Autonoma di Trento
P.O. Box	
Post Code	38122
CEDEX	
City	TRENTO
Website	www.computerlearning.it
Email	
Telephone 1	+390461420340
Telephone 2	
Fax	+390461426725

D.3.1. Profile

Type of Organisation	Small and medium sized enterprise
Is the partner organisation a public body?	No
Is the partner organisation a non-profit?	No

D.3.2. 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).

Computer Learning is a cooperative society (SME) that since 2004 operates on the Trentino Area in the fields of vocational training (especially for teachers and school institutions on educational use of digital technology), software development, supply of ICT solutions. Since its birth, the society is committed in analyzing and promoting new technologies to support training and educational



activities. The offer is especially targeted to training institutions, schools, public bodies and administration, non-profit associations. The society mission is to foster awareness in the use of ICT for educational and citizenship needs, in order to fully exploit the opportunity that digital tools represents for the innovation, economic growth and progress for the society. For this goal, Computer Learning design and undertake actions and projects tailored on specific customer needs: by supervising, training and coaching people (teachers, private citizens, corporate professionals) in the process leading to a proficient use of media in their settings, contexts and life activities. The company also care the design and deployment of specific educational ICT solutions. Since 2007, the cooperative is FSE qualified (Social EU Funding) at the Autonomous Province of Trento, and has and internal quality system for the management of actions in public co-funding. The society has an own high-skilled project team able to follow all the process of design and development of training actions: from the analysis of user needs, to the training project design, to the delivery of the training course (face-to-face, blended, online). The main activities are dedicated to schools for experimentation activities and ICT training for educators in Lifelong Learning perspective: for instance, the co-design and implementation of 2.0 classes, by providing instrumental setting, ICT tools, training practices. The cooperative society typically collaborates in projects developed in partnership with local School Institutions on specific experimental topics. Recently, Computer Learning is active in the e-learning sector, by developing multimedia contents and online courses in blended modality. For this goal, it leverages on different scalable infrastructure online platform solutions in order to adapt to user needs, making a large use of collaborative social networks and services of the web 2.0, exploiting and promoting the opportunities offered by open source software. It offers a series of multimedia online courses (e.g., for learning of foreign langauges), and the design and development of new courses on demand.

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?

Computer Learning is a cooperative society that since 2004 operates on the Trentino Area in the fields of vocational training (especially for teachers and school institutions on educational use of digital technology), software development, supply of ICT solutions. Since its birth, the society is committed in analyzing and promoting new technologies to support training and educational activities. The offer is especially targeted to training institutions, schools, public bodies and administration, non-profit associations. The society mission is to foster awareness in the use of ICT for educational and citizenship needs, in order to fully exploit the opportunity that digital tools represents for the innovation, economic growth and progress for the society. For this goal, Computer Learning design and undertake actions and projects tailored on specific customer needs: by supervising, training and coaching people (teachers, private citizens, corporate professionals) in the process leading to a proficient use of media in their settings, contexts and life activities. The company also care the design and deployment of specific educational ICT solutions. Since 2007, the cooperative is FSE qualified (Social EU Funding) at the Autonomous Province of Trento, and has and internal quality system for the management of actions in public co-funding. The society has an own high-skilled project team able to follow all the process of design and development of training actions: from the analysis of user needs, to the training project design, to the delivery of the training course (face-to-face, blended, online). The main activities are dedicated to schools for experimentation activities and ICT training for educators in Lifelong Learning perspective: for instance, the co-design and implementation of 2.0 classes, by providing instrumental setting, ICT tools, training practices. The cooperative society typically collaborates in projects developed in partnership with local School Institutions on specific experimental topics. Recently, Computer Learning is active in the e-learning sector, by developing multimedia contents and online courses in blended modality.

In relation to the focus in education and training assisted by new technologies, Computer Learning has the following competencies / professional skills:

- Vocational training
- For teacher training on educational use of new technologies (over 400 teachers trained in the Trentino area)
- For needs of citizenship (basic digital skills, language skills)
- E-learning courses and solutions
- On demand Project activities
- Technology supply

In relation to the expertise required in the project activities the team involved will be based on the following figures:

1 OPERATIONAL / ADMINISTRATIVE STAFF – She is a collaborator of the cooperative with several years experience in the administration tasks related to FSE with EU co-funding actions. She manages the bureaucratic commitments, reporting any emergnging issue to the PM.

1 PROJECT MANAGER (PM) – He is a professional and president of Computer Learning, with competence in the management and coordination of complex projects in collaboration with school institutions and public bodies (FSE and other). He will be the reference person of the institution, in charge of the continuous monitoring of the activities to guarantee the achievement of project goals. He



will be also in charge of the periodical steps of assessment of the targeted results.

1 RESEARCHER / INSTRUCTIONAL DESIGNER / TRAINING TUTOR – He is a collaborator of the cooperative, with background of research in Human Computer Interaction and natural user interfaces, with several years experience in the design and development of training courses for educators on the creative use of new technology and digital tools. He has also good experience in direct face-to-face training and tutoring activities. In the last years he focused on instructional design and collaborated in the design and development of online courses and materials in collaboration with technical staff. He collaborated to the development of a narrative based digital storytelling authoring system for young children education.

1 TECHNICAL STAFF – She is a professional of Computer Learning, expert in usability, online platform service development and content management, and multimedia development of online content with multimedia authoring tools. She will be in charge of the development of the multimedia modules conceive during the project for blended training activities, in close collaboration with the instructional designer (from the storyboard to the multimedia editing and deployment of SCORM / video modules).

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

No

D.3.3. Legal Representative

Title	Mr.
Gender	Male
First Name	Virginio
Family Name	Amistadi
Department	
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Telephone 1	+390461420340

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

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Post Code	38121
CEDEX	
City	Trento
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D.3.4. Contact Person



Title	Dr.
Gender	Male
First Name	Federico
Family Name	Albiero
Department	
Position	Educational designer & trainer
Email	f.albiero@computerlearning.it
Telephone 1	+390461420340

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

**D.4. Partner Organisation**

PIC	999842245
Full legal name (National Language)	JYU
Full legal name (Latin characters)	JYVASKYLAN YLIOPISTO
Acronym	
National ID (if applicable)	02458947
Department (if applicable)	Agora Center
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Country	Finland
Region	
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Post Code	40100
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City	JYVASKYLA
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Email	ture@jyu.fi
Telephone 1	358142601211
Telephone 2	
Fax	358142601021

D.4.1. 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.4.2. 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)	SF JYVASKY01



D.4.3. 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).

The University of Jyväskylä (www.jyu.fi) has 15 000 degree students, who together with the adult education students constitute a total of 40 000 students. The University of Jyväskylä is a nationally and internationally significant research university and an expert on education that focuses on human and natural sciences. The University is Finland's leading expert in teacher education and adult education, as well as the major exporter of education. JYU's research and education profile is strengthened through the following core fields: Learning, teaching and the learning and growth environments that support development; Basic natural phenomena and mathematical thinking; Languages, culture and communities in global change processes; Physical activity, health and wellbeing; and Information technology and the human in the knowledge society.

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 Agora Center (agoracenter.jyu.fi) is an interdisciplinary, independent, high-standard research centre within the university, engaging in research in the field of human technology. The mission of the Agora Center is to develop human-centred solutions to those challenges in life and society that are particularly complex, multi-faceted and require creative approaches. One of the main focus areas of the Agora Center is Learning and Development, studying human learning and developmental needs and advancing social practices of teaching, learning, and working through the use of wise environments and technologies. The Agora Center has participated in and coordinated many national and international projects dealing with educational technologies.

The key researcher in this project is Dr. Tuula Nousiainen whose main research areas include technology-enhanced education and user involvement, particularly the various ways in which children can be active participants in the use and design of technology. Her doctoral thesis (2008) dealt with the involvement of children in the development of game-based learning environments, and she has been working in several research projects related to the use of technology in education (including themes such as game-based learning, 21st century skills, and creativity and technology).

Adjunct professor, Dr. Mikko Vesisenaho is specialized in blended, technology enhanced education, and contextual design. His professional career consists of research in the educational and ICT sectors in collaboration with higher education institutions, schools, kindergartens and companies. Currently he works as a research coordinator at the human technology unit Agora Center, University of Jyväskylä, Finland. He has over 60 peer review journal and conference articles published in the international venues based on his academic and practical background from Education and Computer Science.

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
LLP	2010	510473-LLP-1-2010-IT-COMENIUS-CNW	Municipality of Scandiano
LLP	2012	EAC-13-2011	European Schoolnet
LLP	2013	EAC-S05-2013	APPLICANT
FP7	2012	612663	JYVASKYLAN YLIOPISTO
FP7	2012	284927	JYVASKYLAN YLIOPISTO

D.4.4. Legal Representative

Title



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

D.4.5. Contact Person

Title	Dr
Gender	Female
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Telephone 1	+358 400 247687

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

**D.5. Partner Organisation**

PIC	942766766
Full legal name (National Language)	MSGSU
Full legal name (Latin characters)	MIMAR SINAN FINE ARTS UNIVERSITY
Acronym	MSGSU
National ID (if applicable)	041
Department (if applicable)	
Address	MECLIS-I MEBUSAN CD. NO:24, FINDIKLI, BEYOGLU
Country	Turkey
Region	TR100 - İstanbul
P.O. Box	
Post Code	34427
CEDEX	
City	ISTANBUL
Website	www.msgsu.edu.tr
Email	goksu.gozen@msgsu.edu.tr
Telephone 1	+902122521600
Telephone 2	+902122973760
Fax	+902122430888

D.5.1. Profile

Type of Organisation	National Public body
Is the partner organisation a public body?	Yes
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).

Mimar Sinan Fine Arts University (MSGSU) founded in 1883 as the first Fine Arts Academy of the Ottoman Empire, and started to give education in the fields of Painting, Sculpture and Architecture. In 1982 Academy converted to University according to the changes in the higher education law. Since then, MSGSU continues education with 3 main faculties (Faculty of Fine Arts, Faculty of Architecture



and Faculty of Science and Letters), Music Conservatory and Vocational School as well as the Institute of Social Sciences, Institute of Fine Arts and Institute of Science and Technology. Currently, about 8500 students are attending MSGSU and 600 academic staff is employed. The university has several research centres and all units cooperate with inter-institutional partners that provide more opportunities for students to gain additional skills through study and boost higher education performance in national and international area. University has the first State Art and Sculpture Museum of Republican Turkey, which consists of a total of 12.000 pieces collection. The collection covers a period starting from mid-19th century to the present important works of Turkish art. World-known artists such as Bonnard, Derain, Levy, Marquet, Picasso, Utrillo and Vlaminck's works contribute to the uniqueness of the collection. In addition, Tophane-i Amire which was built in the second half of 15th century and restored by the university has been in use as an art and culture center since 1998 by the university. It is still hosting a wide range of exhibitions and entertainments corresponding artistic, scientific and educational activities. MSGSU has a wide network of international cooperation in Europe, Central Asia, and Far East. Among them, are Universities Net (BSUN), European Fine Arts Schools Association (ELIA), European Universities Association (EUA), Black Sea Universities Network (BSUN), European Conservatories Association (AEC), European Association for Architectural Education (EAAE), Asian League of Institutes of the Arts (ALIA) and European Union Educational Programs. Besides, as a state University, MSGSU has a responsibility to make projects for public. Different projects formulated for supporting the public participation, spreading the art education and understanding of arts, local economic development and increasing the quality of life. In addition, in terms of the quality system used, MSGSU has several commissions, such as Turkey Commission of Bologna Process, and Commission of Academic Assessment and Quality Improvement.

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 main resources from MSGSU involve five persons who have relevant qualifications to carry out the Project's activities. Göksu Gözen (Project Manager and Researcher), specialized on psychometry/educational assessment has an extensive experience on developing and implementing instruments for assessing cognitive, affective and psychomotor behaviors. She carried out trainings for pre-school, primary school and secondary school teachers and for several departments of Turkish Ministry of National Education and Turkish Military Academies on basic concepts and practices of educational assessment. She participated in national projects focused on several aspects of psychometric issues, such as; the adaptation into Turkish culture of a design education program for pre-school and primary school children and analysis of its effectiveness. She also performed academic visits to several institutions in Europe to observe and carry out research on projection and documentation process in childhood education, creativity, design and art education. She co-authored the book "Children and Architecture: Architectural design education program for children", published articles and wrote book chapters regarding instrumentation, reliability, validity, ethics, research methodology and testing process. She is still giving courses on creativity and constructing/assessing performance and project-based instructional activities and materials for children.

Esma Çolak (Researcher), specialized on curriculum and instruction has an extensive experience on technology education and instructional design for teacher trainings. She worked as a curriculum development specialist in schools for two years. She developed a nationwide project to improve constructivist-teaching skills and carried out trainings for trainers. She also arranged seminars about constructivist teaching and instructional planning for preschool, primary school and high school teachers. Her research performance is summarized as writing book chapters in the "Learning and Instructional Theory and Applications", adapting different scales in Turkish society (Biggs' Learning Process Questionnaire and Lepper, Corpus&lyengar' Intrinsic and Extrinsic Motivational Scale) and authoring scientific journals about learning and instructional design for different grades. She is a member of Bologna Commission at Mimar Sinan Fine Arts University.

Defne Kaya (Researcher), doing her Phd on Curriculum and Instruction has experience on developing instructional activities for children of different ages and training the trainers. After her graduation she worked as a curriculum development specialist in Educational Volunteers Foundation of Turkey (TEGV), which is one of the Turkey's prominent NGOs whose mission is improving the quality of education in different grade levels. She developed a project based learning program to encourage students develop and implement social responsibility projects employing their problem solving, decision making, creative and critical thinking skills. She still works on a project as an educational consultant for The Hope Foundation for Children with Cancer (KAÇUV) and developed math and science activities for children aged between 3-13 to be implemented in play rooms of cancer clinics. All the outputs of these projects are published as books. She studied on several research, including also experimental ones, about enhancing student learning in classroom settings.

Ceren Lordoğlu (Researcher), has been working as an EU expert on Education Programs and Projects at Mimar Sinan Fine Arts University. She gained experience of EU project implementation and coordination at History Foundation of Turkey. She also worked as the coordinator of Early Childhood Education Department of AÇEV (Mother & Child Education Foundation), a prominent NGO in the area of early childhood education, and organized, coordinated and followed educational programs and other periodical projects. She also gave trainer's training seminars of the programs to the teachers of Ministry of Education who would implement the programs at their classes. She has experience on budgeting, budget following and actualizing protocol process on the ministerial



level.

Çetin Tüker (Researcher) is an animator, researcher, instructor, and architect specializing in 3-D animation and interactive multimedia, instructional technology and motion graphics design. Since 1993, he has been awarded several times for his animations and designs in several fields. He authored the book named From Design to Application: 3D Environment Design, and produced educational DVDs, Introduction to 3DS Max (2007) and Fluid Simulation with GLU 3D (2008), which are released by the Gnomon Workshop.

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 IP	2012	2012-1-TR-ERA10-36834	Mimar Sinan Fine Arts University
ERASMUS IP	2013	2013-1-TR-ERA10-48724	Mimar Sinan Fine Arts University
ERASMUS Learning Mobility for Individuals	2012	2012-1-TR1-ERA02-36704	Mimar Sinan Fine Arts University
ERASMUS Learning Mobility for Individuals	2013	2013-1-TR1-ERA02-48250	Mimar Sinan Fine Arts University
ERASMUS Learning Mobility for Individuals	2014	2014-1-TR01-KA103-002299	Mimar Sinan Fine Arts University

D.5.3. Legal Representative

Title

Prof.

Gender

Male

First Name

Yalçın

Family Name

Karayağız

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D.5.4. Contact Person

Title

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Gender

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First Name

Göksu



Family Name

Gözen

Department

Educational Sciences

Position

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



D.6. Partner Organisation

PIC	985087090
Full legal name (National Language)	PH KA
Full legal name (Latin characters)	PADAGOGISCHE HOCHSCHULE KARLSRUHE
Acronym	PH KA
National ID (if applicable)	CF3500290094
Department (if applicable)	
Address	BISMARCKSTRASSE 10
Country	Germany
Region	
P.O. Box	
Post Code	76133
CEDEX	
City	KARLSRUHE
Website	www.ph-karlsruhe.de
Email	
Telephone 1	+497219253
Telephone 2	
Fax	

D.6.1. Profile

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

D.6.2. 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)	D KARLSRU02



D.6.3. 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).

The beginnings of teacher training in Karlsruhe go back as far as 1757. The University of Education in its present form was established in 1962 and about 3,700 students study here. It offers degree courses for initial teacher certification for primary and lower secondary school, as well as the European Teacher Course (with a strong CLIL "content and language integrated learning" component) for these school types. In addition, there are several Bachelor's and Master's degree programmes, a graduate programme leading on to the doctoral level, and a doctoral programme "Performing Media KA". From the very first semester, all of the degree programmes offer a high level of integrated practical experience. The profile of the institution as a whole emphasizes European cultural studies, intercultural education, plurilingualism and media education. Hence, the University of Education Karlsruhe works closely with partner universities in many other countries and has frequent exchanges for both students and lecturers.

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 Education Karlsruhe is an expert in the topic of language learning in ECEC. The partner has experience in EU projects and is skilled in the work with digital technology at ECEC, being involved in a project focusing on the use of digital storytelling practices for foreign language learning (English). It already has an established partnership with local primary schools, working in strong synergy with educators and external cooperation partners in education, co-designing experimental activities, defining vocational training requirements for specific practices, and educating future teachers;

THE MAIN RESOURCES INVOLVED IN THE PROJECT ARE:

PROJECT MANAGER
Prof. Dr. Isabel Martin
Didactics and Methodology of Foreign Language Teaching in Primary School, Multimedia in Language Teaching and Learning, Literary Studies, Linguistics

RESEARCHER
Marie Kiefer M.A.
Didactics and Methodology of Foreign Language Teaching in Primary School, Multimedia in Language Teaching and Learning, Arts, Linguistics

ADMINISTRATIVE
Ewelina Bartkiewicz (secretary)

TECHNICAL
Zentrum für Informationstechnologie und Medien, PR-Department (Kirsten Buttgerit M.A.)

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

No

D.6.4. Legal Representative

Title	Dr.
Gender	Female
First Name	Christine
Family Name	Böckelmann
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D.6.5. Contact Person

Title

Gender

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English Department

Position

Lecturer

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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?

In our digital society, children widely use new media technologies and ICT tools everywhere diffused, starting at very young age. Although the role of ICT in education is becoming increasingly important and acknowledged as one of the first objectives towards the Digital Competence in the EU2020 strategy[[note1,2](#)], from the point of view of ECEC the use of new media technology in preschool education has not found yet an appropriate, shared, and acknowledged pedagogical paradigm and curriculum framework. In fact, to properly address the problem of media in ECEC, educators are facing a complex challenge, as finding appropriate strategies is not an instrumental matter (at an instrumental level, children are skilled in the sense that they use media very proficiently and intuitively – “digital natives”) but a matter of language learning and media literacy. Education to media in infancy, which focuses on the individual children and their needs within a holistic pedagogical approach[[note 3](#)], includes offering proper settings, ways, tools and methodologies for children to creatively explore the production of multimedia language and its symbolic representations [see, e.g., [note 4](#)].

Given these premises, the STORIES proposal leverages on the pedagogical paradigm of DST to elaborate this framework to address the need of media education/literacy in infancy.

This choice is motivated by the fact that storytelling is a largely used and assessed methodology in the context of ECEC, that naturally fits emotional and cognitive needs of children of preschool age, and allows to implement mature symbolic play activities in a holistic and organic perspective (supporting both logic and analogic thinking, inference skills and meta-cognition).

Furthermore, the activity can be developed in a shared social context of peer-learning and relationship among children, allowing inclusion, work on Special Education Needs (SEN), intercultural participation, and reinforce of participation school-families. This paradigm defines a laboratory model of activity based on physical presence, listening, relationship that counterbalance the tendency of media and audiovisual communication (i.e., rapid interaction, short attention times, high level of abstraction, widespread stereotypes) to make less significant the places and non-verbal[[note 5](#)] aspects of communication (sensorial perceptions, feelings, emotions, body rhythm and language). Finally, the involvement of the narrative form, i.e., the opportunity of co-constructing through playing activities multimedia texts (authentic and sharable symbolic artefacts) allows children to arrange into a unitary structure (narrative sequence) their life experiences.

In this perspective, the gap between the underlined pedagogical need of media literacy in ECEC and the curriculum development into everyday life practices is both related to the design of proper educational/instrumental settings and to the design and implementation of proper laboratory strategies.

To address such complex matter, the STORIES proposal promotes a participatory action-research that builds upon the DST paradigm in preschool age for the following goals:

a) Lay the foundation of a curriculum framework and related guidelines for educators in order to implement such methodology for the goal of media literacy, by:

- Defining a training reference framework for educators;
- Designing and implementing a training model and practices for educators;
- Designing and implementing experimental activities in different narrative-based educational settings;

b) Make a scientific assessment of the activities on specific research focuses related to educational outcomes.

The proposal target groups are represented by:

- Kindergartens teachers (from at least 4 EU countries) who will attend the STORIES’s training course on DST in early childhood and who will be involved in the experimental activities, supervised by academic researchers;
- Children of age 4/5 years (preschool) that will be involved in innovative educational practices on media literacy and DST by their trained teachers.

In relation to the goals, the STORIES will take advantage of the collaboration of an interdisciplinary and international group of researchers experienced in projects devoted to media in infancy. This way, the experimental sample can be enlarged to an EU dimension and it is possible to compare results in different cultural establishments. Furthermore, the group of researchers has the optimal competencies and skills to design and provide the best available educational settings.

[1] Digital agenda for EU – Final report, 2013
 [2] Standards of the International Society for Technology in Education (ISTE)
 [3] Key Principles of a Quality Framework for ECEC, WG on quality in ECEC, October 2014
 [4] Malaguzzi, Edwards, Gandini, Forman (Eds.), 1998, “The hundred languages of children”
 [5] Scientific research assess that the “non-verbal” is the most relevant part in any human communication

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



The state of art of education to new media and languages in ECEC at EU level shows that, although the need has already been included in school policies and recommendations in several countries [see, e.g., in Italy: Indicazioni nazionali; Orientamenti Trentini Scuola dell'infanzia], the use of ICT tools in educational practices with children of kindergarten age is in general very heterogeneous and experimental.

In particular:

- In many cases it is left to the exploration of single interested teachers, who promote project activities by using media devices (such as PC, tablets, mobile, digital cameras) as opportunities to extend playing activities. In general, no specific training is involved and the activity shows potentials but also barriers from teachers in using authoring SW and lack of autonomy for children in the activity (many activities of movie editing need to be done by the teacher);

- The EU Comenius project Creanet – "Creativity in pre-school education", involving UNIMORE as partner, did not directly focus on the usage of digital media but in some case studies[note 1] identified a relevant potential on the use of ICT for fostering creativity. Nevertheless, the approach was suited to involve cognitive development skills rather than symbolic play and narrative skills for media literacy as STORIES would do;

- The most relevant results on the side of language learning and media literacy are the ones of projects that tried to combine the assessed pedagogical paradigm of storytelling with digital technology. The usage of digital storytelling with kindergarten children has been the focus of many research works and doctoral thesis[note 2]. The results show the promising significance of digital storytelling in kindergarten but also the need for proper vocational training and more integration into the school environment.

- Several local and regional recent research projects[note 3] – some of them also involving a participation of the partners of this consortium (e.g., the project leader Coopselios and the University of Education Karlsruhe) – focused on introducing an interactive laboratory instrument for multimedia authoring as a dedicated tool to support the development of narrative thinking within a framework of collaboration and social relationship. The experiences have shown very positive results. For instance, the mentioned research project confirmed the richness of the experience using the interactive laboratory instrument, the quality of spontaneous play of the children, the natural integration with other curricular activities and the validity of the model of activity[note 4].

Compared to the above mentioned context, the STORIES proposal is highly innovative as:

- In a shared working group with transversal competence spanning from pedagogy to cognitive science, to technology and training proper effort will be dedicated to the design of educational / instrumental settings of experimentation: i.e., rich learning environments where children are given the opportunity of participating in symbolic play, exploration, social interaction activities with media tools by using the best suited digital supports found at the state of art;

- Based on the methodological paradigm of DST in relation to the specific settings involved, the training model will be sinergically drawn, with related practices for educators; the technical training will be facilitated by involving digital tools that are already narrative-based and adapted to the ergonomic needs of preschool children;

- The DST model integration within normal curriculum activities will be studied more in detail;

-The DST model represents a key cultural innovation for the educational system of modern IT society, technically very advanced, but still excessively related and one-sidedness favoring the development of intellectual/conceptual/rational thinking (such as logic skills and scientific thinking, that works on the cognitive model of separation), towards the integration/opening with other forms of intelligence, understanding, attention – of more symbolic type and supported by narratives. To take advantage of the great opportunity that the meeting of different cultures now offers starting from infancy: the possibility of embracing the beauty of diversity and learning from other points of view, respecting complexity, overcome the flatteni

- It is the first attempt aimed at exploring and assessing the DST paradigm for media literacy competencies in ECEC on a European level in the view of reaching a shared EU framework for this need.

[1] Creativity and technology – Early childhood education perspective, 2012

[2] Using digital storytelling in early childhood education: a phenomenological study of teachers experiences", Ph.D Thesis, Pelin Yuksel, 2011

[3] e.g., "Technologies and social integration processes", coordinated by Trentino Federation of Kindergartens, 2014

[4] La tecnologia va nella Scuola dell'Infanzia?" by I. Mancini, Rome University La Sapienza, 2014

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?

The STORIES project partners have been selected with the objective to involve a best-skilled team of research and experimentation in relation to the project goals. The main criteria taken into account are:

- pedagogical competence of the partner overall and in relation to the matters of language learning in a holistic perspective;
- expertise in focusing on the relation symbolic play activities – children development;



- previous experience in EU/local projects addressing the use of DST/digital media in infancy;
- geographic location in order to guarantee a large European participation.

All partners interacted and worked together to establish a balanced consortium committed to the fulfilment of the envisaged IOs and to the achievement of the set objectives.

Based on the above criteria, the project coordinator has been identified in Coopselios, a cooperative of services to the person and to infancy, leading body in pedagogical innovation in Italy, leveraging on and originally reinterpreting the well-known Reggio Emilia Approach. Coopselios ECEC services (infant-toddler centers and preschools) have many teachers already trained on the storytelling paradigm/techniques, and participated in several projects introducing digital media at kindergartens. The competence of the leading partner – representative of school services in the consortium – in undertaking pedagogical research activities, through a dedicated research and management team, will be a guarantee to ensure the quality of the work and reaching the project goals. The other partners are selected in the logic of involving, for each participating Country: a specialized university partner that will locally coordinate the research, together with a large collaboration of schools (kindergartens) that already expressed their interest in participating in the STORIES experimentation activities (please refer to Letter of Interest attached) and further minor involvement of other institutions with focus in the topic, as a network of stakeholders.

The STORIES proposal calls for a joint effort involving a total of 6 organizations, representing 4 EU countries (IT, DE, TK, FI); each one responsible of a specific IO.

In particular, the official partners are:

- UNIMORE (IT). It has experience in national projects about text comprehension / storytelling with preschool children, using visual and audiovisual materials. Furthermore, it participated in the previous EU project CREANET for developing a creativity framework in ECEC[^{note 1,2}], particularly valuable for the work with media. In STORIES, the partner will be responsible of IO1 (SoA) and will investigate in detail the focus of creativity during the work with DST;
- Computer Learning (IT). It is a Cooperative society expert in following any organization (especially school institutions) in the process of acquiring and introducing new media technologies and devices according to their everyday life needs and practices. In STORIES, Computer Learning will act as “technical partner” in charge of: studying and designing the educational / instrumental settings to be explored, providing the digital media supports with the necessary technical / functional training and support, designing and developing the online portal in IO4.
- JYU (FI). The research team, from Agora Center, has both coordinated and participated in many national and international projects dealing with educational technologies. The team already worked in partnership with UniMORE within the aforementioned EU project Creanet, investigating the relation creativity and technology. In this project, the partner will be responsible of IO2 (scientific research) and coordinates the activities of Quality & Evaluation;
- MSGSU (TK). The research group has competence in EU projects; ranging from Educational Sciences (allowing cognitive science observations) and Graphic Design. It collaborates with UNIMORE in projects with local schools aimed to promote and assess children creativity at all levels. The partner, more competent than other partners on art education (besides Coopselios) will investigate in detail the relation between the use of art materials / techniques and effectiveness of DST. It will be responsible of IO5 (experimentation) and the exploitation activities;
- PH KA (DE). The research group is specialized in language learning in ECEC and has experience on the use of media in education (e.g., doctoral programme “Performing Media”). The university is currently involved in a project focusing on the use of DST for foreign language learning (English), in partnership with local schools, working in strong synergy with educators and external cooperation partners for the design of training practices. In STORIES, the partner will be responsible of IO3 (training) and the dissemination activities;

[1] National literature review - Creativity in preschool education, 2014

[2] Analysis of the best practices towards a didactics of creativity, 2014

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?

STORIES aims at guaranteeing a smooth cooperation and communication among all project partners and with other relevant stakeholders.

For typical working day routine communication, email and Skype will be the main tools used to report and exchange comments on the activities. All partners will constantly communicate, on a regular basis, through monthly online conference calls. During the calls all issues connected to the project will be extensively discussed and possible solutions to encountered problems will be jointly developed.



A collaborative project management tool (e.g. wiggio.com) will support all the communication and dissemination activities, and serve as an internal working tool for the consortium.

The implementation of an open online portal will represent for the researchers' community and teachers' community not only an historical repository to exchange data and experimental results, but also a way to participate and collaborate, in the new "social" perspective.

To reach an effective collaboration towards the STORIES goals, each partner will be responsible of a specific IO and will coordinate the partners on the related objective. On top, the project manager will be supported by a "Steering Committee". Different Working Groups will be set up. (Further detail: F.1 "Project Management").

Transnational plenary meetings will be arranged and will serve for extensive group work, discussion rounds on project issues and administrative/organizational activities, and the presentation of the ongoing evaluation reports and dissemination/exploitation activities.

In general these meetings will be organized at the end of an IOs and/or at the launch of a new IOs in order to discuss issues related to the activities concluded or activities that will be promoted. In all below listed meeting all partners will participate.

1st meeting (M1) hosted by COOPSELIOS (Reggio Emilia - IT)

The KOM will be hosted by the STORIES applicant and serves to promote a positive relationship between partners for successful future work collaboration. Partners' agreements will be finalized, and the management process, detailed in the Project work plan (including reporting documents), will be introduced. The project management online tool will be set up.

In addition:

UNIMORE will introduce plans and templates for the Manual (IO 1) to be discussed in the consortium;

PH KA will present a first draft plan for training reference framework and OER contents development (IO 3) and the draft version of "Dissemination Plan"

CL will show a draft architecture for the online platform (IO 4)

MSGSU will comment a draft version of "Exploitation Plan"

JYU will share a draft version of "Quality and Evaluation Plan"

2nd Meeting (M7) hosted by JYU (Jyväskylä, FI)

The meeting primarily closes the Manual drafting (IO1) that will be presented by UNIMORE to the entire consortium. At the same time, this meeting serves as the control point of the training concept and OER course contents development (IO3), and STORIES platform (IO4).

Further steps, a first proposal of the scientific research schedule (IO2) and educational experimentation activities (IO5) will be presented by JYU and by MSGSU.

3rd Meeting (M12) hosted by MSGSU (Istanbul, TK)

The meeting closes the teachers training phase (IO3) and launches the scientific research (IO2) and educational experimental activities (IO5). The teacher community promoted during the IO3 will be further involved in educational practices, supported and supervised by academic researchers community.

4th Meeting (M28) hosted by PH KA (Karlsruhe, DE)

The meeting in Germany will mainly serve to wrap-up the research phase and discuss the scientific results and educational experiences made. The consortium will share and discuss a draft version of the "Scientific Observation Report" (by JYU) and "Report on best educational practices" (by MSGSU). Coopselios will also introduce a draft plan for "e-Guidelines" production.

The meeting is linked to an International multiplier event, the Online Educa Berlin (E6), where the project will be presented to relevant stakeholders in a pre-conference workshop to collect feedback on the research findings and recommendation for the e-Guidelines.

5th Meeting (M36) hosted by CL (Trento, IT)

The final meeting of the project will serve as the finalization of the project IOs. This work meeting will be combined with a big international multiplier event in Trento (E7), where the final intellectual outputs will be presented and discussed with relevant stakeholders.

Stakeholders will play a relevant role during the different multiplier events that are being organized in each region and twice in an



international context (Berlin and Trento).
Throughout the project relevant stakeholders, not only from the partner region, but European wide will be continuously informed on the STORIES project development through the establishment of a targeted dissemination and exploitation strategy.

What are the most relevant topics addressed by your project?

ICT - new technologies - digital competences

Pedagogy and didactics

Research and innovation

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).

1. Partner's agreements
It is the common legal framework that will define each partner's obligations as well as the rights of the contractors. It will be based on the Grant Agreement and signed by each partner .
Leader: COOPSELIOS
Release: M1

2. Project Work Plan (PWP)
The PWP will provide the partners with relevant templates to prepare their six monthly project reports as well as with guidance related to the administration of the project. It will contain an updated timeline, a list of IOs, a detail of activities allocation, and it will summarize the main internal project management issues related to communication, monthly conference skype calls, contact details etc. An Annex will be attached detailing mitigation and contingency strategies for project risk management. The PWP will also describe the different STORIES the Steering Committee (SC) members and the Working Groups (WGs) (ref: section F1).
Leader: COOPSELIOS
Release: M1 KOM - draft version / M3 - final version

3. Management Project Reports (financial and descriptive)
In order to ensure effective and efficient management of all project activities within the time plan and within the foreseen financial resources, ad hoc monitoring tools will be designed to collect, every 6 months, from the partners the following information:
"Costs certification reports" with the purpose to monitor progress expenditure and budgeting activity.
"Report about mid-term results" will includes a description of the activities realized, the project results achieved, level of achievement of mid-term and final results.
Leader: COOPSELIOS
Release: M6, M12, M18, M24, M30, M36

4. Project Management online tool
In order to offer an effective project and time management infrastructure to the consortium will be set up a collaborative online platform (e.g. on wiggio.com or google site) to ensure smooth communication among partners and allow an efficient collaborative work. The platform will allow creating resources, managing tasks, assigning dates, sharing documents, etc.
Leader: COOPSELIOS
Release: M1

5. Quality and Evaluation Plan & Reports
The Q&E Plan will represent the guideline for quality control of the project management, for reporting problems and ensuring a standard quality level in the project management process. The plan will also encompass the quality of the IOs produced and the sustainability related to achieved IOs, the efficacy and effectiveness of the implemented methodology and instruments. Interim and Final Reports will be submitted.
Leader: JYU
Release:
Q&E Plan - draft version KOM / M3 - final version
Reports: M18, M36



6. Dissemination strategy plan (DSP) & reports

An integrated dissemination strategy plan will be established at the outset to ensure that all partners are in agreement regarding dissemination activities.

DSP will:

- define target groups
- describe the strategy for reaching the proposed target groups
- schedule dissemination activities
- allocate responsibility among partners
- identify and select existing and available channels and networks
- define qualitative and quantitative target indicators.

An Interim and final dissemination report will be published.

Leader: PH KA

Release: KOM - draft version / M3 - final version

Release Reports: M18, M36

7. Promo-Kit (PK) and website/social profiles/forums

The PK will be used by all partners for the dissemination activities and includes: project logo, standard presentation of STORIES project and flyer (multilingual).

A project multilingual web site will be integrated with social network profiles. All the partners will contribute for maintenance and animation of the profiles. Additionally 4 national forums/blogs and 1 international forum/blog will be launched to animate an online teachers' community.

Leader: PH KA

Release: PK M6

Web site and social net M4

Forum/blog M6

8. Exploitation plan (EP)

The EP will elaborate how to exploit the project results and address target groups beyond the project's lifetime by identifying interested sectors, end users, and their needs; ensuring consultation/involvement of end users in the project life to ensure that the results/benefits will be spread throughout and beyond the consortium. A final exploitation report will be published.

Leader: MSGSU

Release: EP KOM - draft version / M3 - final version

Exploitation report M36

9. Stakeholder map (SM)

A SM is the result of a stakeholders analysis, the process of identifying the individuals or groups that are likely to affect or be affected by the main project results, and sorting them according to their impact on the project activities and the impact the activities will have on them. The stakeholders will be deeply involved and will give input for the exploitation plan and the dissemination activities.

Leader: MSGSU

Release: M4 - draft version (always updated)

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.)

1380

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

In order to effectively implement the project plan and enhance the validity and soundness of the scientific research and the educational experimental activities, STORIES encompasses the involvement of 1 official University partner working in close synergy with at least 2-3 school institutions (kindergartens) per country.

This essential participation corresponds to at least 20 kindergartens teachers per country (80 teachers overall) and at least 300 children per country (1200 children overall), considering a mid statistic of children per class group, for a total of 1280 persons.



Teachers will be selected from the schools participating in the experimentation; preference will be accorded to those teachers having already a basic experience in media education and DST.

Moreover, it is expected to involve at least 25 stakeholders per country, for a total of 100 stakeholders and policy makers.

The kindergartens teachers will be involved in the following activities:

- Local multiplier events, organised by the partners to promote the STORIES objectives. The events are meant to introduce the first Intellectual Outputs produced and collect teachers enrollments to the blended course. In particular, teachers' feedback and inputs will help the consortium to finalise the IO1 (Manual) and improve the functionalities of IO4 (Platform) and the exhaustiveness of IO3 (Training course).
- Blended training OER course on how to use DST in early childhood educational practices. Teachers will benefit the 20h course, delivered in blended modality (online and face-to-face), and will participate to the teachers' community (hosted on the online platform), sharing and discussing educational on-going practises. 4 National Forums/blogs will be launched and animated, 1 International Forum/blog will be also published, in the perspective to become a reference point for DST in ECEC. During the training course teachers will design experimental projects and they will tailor a space in their curricular activities to be implemented during the following phase.
- Educational experimentation activities, when kindergarten teachers will apply educational DST practises in their classrooms, supervised and supported by academic researchers. The STORIES proposal foresees 2 different slots of experimentation in 2 successive scholastic years. Reports and grids drafted by teachers will be shared and published on the online platform.
- Final conference presenting STORIES final Intellectual Outputs and best-practices promoted by teachers.

Children will be involved by their teachers in the educational practices above mentioned, creating digital stories and interacting with multimedia tools, thus developing digital and transversal skills. Movie clip artefacts produced by children will be published on the online platform. Children and their families will be previously informed about the experimentation.

Stakeholders and policy-makers will play a key role and will be deeply involved during the project, having a shared common interest in the impact of the DST pedagogical innovation model for media education / literacy. Their participation to the local multiplier events and final conference will be essential in order to assure sustainability of the project results.

Through local and international multiplier events, local/regional/national governments, their education departments and other policy makers and stakeholders will raise awareness on ECEC quality and media literacy in ECEC, and can benefit from the transnational experience improving their ECEC policies.

The choice of involving local schools (kindergartens) in each country is motivated by these facts:

- To make feasible this participatory action research on the field, based on a criterion of equity (same resources / methodology / effort required) per each country;
- Most of the schools have already collaborated locally with official university partners in engaging experimental educational activities;
- The schools, though they will not receive direct funding from the EU, will have an active part in the IOs, as this is part of the internal agreement (ref. Letters of Interest attached in section "Annexes") shared during the creation of the consortium. Selected teachers of the associated partners will freely benefit and participate to the training activities;
- The project, in fact, makes the activity sustainable for the school as: (1) the training course is free, (2) the experimental activities will seamlessly be integrated with curricular ones in a logic of didactic continuity, (3) the school does not sustain any cost for the instrumentation (digital media equipment) provided by the project. On the other hand, the school gives availability of their resources;
- This logic is also motivated as the one already used in several projects involving the research and experimentation of practices of media literacy / education currently under development by some partners of the project consortium.

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.

In preparation of the STORIES proposal, each partner has already started making contact with kindergartners, schools federations/ associations, policy makers and other relevant stakeholders in order to guarantee a successful exploitation of the STORIES results, to advocate learning innovation and quality in ECEC and thus ensuring the sustainability of the STORIES project.

A total of 17 "Letters of Interest", approved and signed by schools and policy-makers has been collected by partners and attached to the e-form, representing a total of:

- 209 kindergarten schools
- 9 stakeholders
- 4 policy makers

A strong interaction with schools and other stakeholders, through informal meetings and chat (in each country), allowed the partnership to collect as well input on the STORIES proposal architecture and on the definition of the IOs.

Further informal meetings and exchanges will be carried out and promoted in order to maintain high the interest already expressed by the "STORIES network", and to engage as well new prospective beneficiaries and stakeholders, not yet reached.

More in detail, COOPSELIOS started talks with Municipalities and associated cooperatives which manage ECEC services, in particular at Milan and Bologna, to receive their commitment and support for the project. It also collected Letters from:

- UNIVERSITY OF TRENTO - Department of Psychology and cognitive science
- COMUNE DI CORREGGIO - Servizi Educativi, representing 3 schools
- ZEROSEI - COOPERATIVE SOCIETY, representing 2 schools
- MATRIOSCA - COOPERATIVE SOCIETY, representing 2 schools

UNIMORE, partner of "CREANET" project (Comenius-LLP), will promote the STORIES objectives among the CREANET consortium and will further spread the STORIES results and IOs, in a cross-fertilisation process between the 2 projects. It also collected Letters from:

- AZIENDA SOCIALE SERVIZI BASSA REGGIANA, representing 5 schools
- MUSEI CIVICI RE

COMPUTER LEARNING, the tech-partner, has a strong link with schools from Autonomous Province of Trento, and carried out with them several educational projects financed by National funds. It also collected Letters from:

- PROVINCIA AUTONOMA TRENTO - DIPARTIMENTO ISTRUZIONE
- MED - ASSOCIAZIONE ITALIANA PER L'EDUCAZIONE AI MEDIA E ALLA COMUNICAZIONE
- FEDERAZIONE PROVINCIALE SCUOLE MATERNE, representing 136 schools

PH KA has expressed its commitment to set up a "digital storytelling room" at the University of Education Karlsruhe where STORIES educational practises and scientific activities will take place. Informal meetings with stakeholders and demonstration lessons in schools and kindergarten will be launched.

It also collected Letters from Caritasverband Karlsruhe, Zentrum für Kunst und Medientechnologie) and received informal interest from:

- 3 kindergarten (Haus Sonnensang, Educare Kindergarten Karlsruhe, Europäische Schule, KiTa Wirbelwind)
- 3 primary schools (Evangelische Schule, Hebel Grundschule, Europäische Schule)
- 6 Policy makers and other stakeholders (Landesmedienzentrum Baden-Württemberg, - - Zentrum für Kunst und Medientechnologie, Caritasverband Karlsruhe, Staatliches Schulamt Karlsruhe, Kulturbüro der Stadt Karlsruhe, Junge Kunsthalle Karlsruhe).

MSGSU, with the aim of organising the proposal process and preparing the necessary conditions for the STORIES project execution, provided teachers with information and details on the on the experimental activities they should be involved in, also informed children and their parents regarding the experimental activities. It collected the following Letters of Interest:

- 4 Schools (Özel Florya Kindergarten, Terakki Foundation Schools, Şişli Terakki Preschool, Preschool of Hisar Foundation Schools)
- 3 stakeholders (Association for the Development of Early Childhood Education, Children's Museum Association, İnönü University- Department of Computer Education and Instructional Technology)



JYU and specifically the Agora Center have participated in and coordinated many national and international projects dealing with educational technologies thus creating a strong network of schools and stakeholders in the field. The municipal kindergartens of the City of Jyväskylä (counting more than 50 kindergartens) have confirmed their participation to the STORIES proposal (though the formal signed Letter is under signature). The STORIES proposal can be considered as a continuation and improvement of an earlier city-wide project related to the use of iPads in ECE called eHipsu (2013-2014). The goal of the eHipsu project was to promote children's participation, collaborative learning and teachers' skills with using ICT as a pedagogical tool. Out of the more than 50 kindergartens, some will be selected to directly participate in educational experimentation, with the rest of them participating in the dissemination.

F.1. Project Management

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

In order to ensure effective and efficient management of the STORIES proposal, within the time schedule and within the foreseen financial resources, a Steering Committee (SC) will be set up during the KOM (M1). The SC will be made up by managers appointed by each partner, and will perform as the highest-level authority, formally empowered by the project Consortium to take strategic decisions.

Moreover, the organizational structure of the project foresees different WGs with specific roles and responsibility, namely:

- Research Team will lead the drafting of the Manual, the Scientific Research activities, the Educational Experimentation practices
- Training Team will be in charge for the definition of the training framework and OER contents design and development
- Technological Team is in charge for the platform and OER Courses implementation, delivery and tech support
- Dissemination and Exploitation Team will be in charge for the promotion and sustainability of the projects results
- Q&E Team aim to guarantee that the quality of the project processes and results, meet predetermined standards and assure effective project planning and implementation.

To ensure that the STORIES project will be effective and coordinated in a targeted way, the following overall coordination structure is foreseen.

The overall coordination of the project is located at COOPSELIOS, the applicant. The project manager will ensure a coherent workflow, through means of process and knowledge management. In detail, the overall coordination to ensure good time management will encompass:

- monitoring of project proceedings according to work plan; securing that all IOs are produced on time
- regular communication and exchange with all consortium members
- organisation of monthly Skype calls with all project partners
- regular communication and exchange with NA-project officer
- co-organisation of project meetings (virtual and face-to-face) and local/international multiplier events

To have a common legal framework, COOPSELIOS, is also going to take care on setting up a Partner Agreement that will define each partner's obligations as well as the rights of the contractors, which has to be signed by every partner organisation.

COOPSELIOS, as STORIES coordinator, in strong collaboration with SC, will draft the project work plan, a document that will provide the partners with relevant templates to prepare periodical project reports (financial and descriptive) as well as with guidance related to the administration of the project. It will also contain an updated timeline (GANTT), a list of IOs, a detail of activities allocation and leadership. An annex will be attached detailing mitigation and contingency strategies for project risk management.

Ad hoc monitoring tools will be designed to collect from the partners the following information:

- "Report about mid-term results" periodically describing the activities realized, the project results achieved, the comparison between the expected activities and the activities carried out, level of achievement of mid-term and final results
- "Costs certification reports" with the purpose to monitor progress expenditure and budgeting activity.

To offer an effective project and time management infrastructure to the consortium will be set up a collaborative project management online tool to ensure effective communication among partners and allow an efficient collaborative work. The platform will allow creating resources, creating and managing tasks, assigning deadlines, sharing and managing calendars and documents. It will also offer time tracking, reporting, Gantt charts and other tools management (such as forum discussion, or automatic email notification).

The financial coordination will be lead by COOPSELIOS that will ensure that all members will meet the contractual obligations and financial requirements envisaged by the project. The lead applicant is responsible for:



- Budget management and controlling
- Efficient interfacing with the NA project officer, including timely submission of deliverables.
- Regular communication and exchange with NA project officer

To ensure a proper budget management internal budget reviews will be set up on a six-monthly basis (ref. Costs certification reports).

This offers the opportunity to every partner to have a better overview on its spending and the lead partner has an overview on the overall spending of the project.

Project and time management by project partners

All project partners are responsible for the adequate running of the project activities, for the coordination of the IOs which are in charge of and for delivering work as laid down in the contract and the Partner Agreement. This includes among others:

- monitoring of and contributing to the project progress and success according to the work plan
- securing that all IOs are produced and delivered on time
- respecting the additional budget reviews
- deliver the required documents and information on time

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.

The quality of the STORIES project's activities and results will be ensured by an integrated Q&E strategy led by JYU, in strong collaboration with all the partners.

A Q&E Team, made up by 1 partner's representative, will be set up during the KOM and will support JYU in detailing the evaluation tools, methodologies and procedures.

The aim of Q&E activities is to determine and guarantee:

- efficiency of implementation tools and methodology;
- effectiveness of the project planning and implementation,
- achievement of the planned results / expected impact
- consistency between the objectives reached and results expected
- effectiveness of the dissemination activities
- quality of the intellectual outputs produced
- sustainability related to achieved intellectual outputs and implemented methodology and instruments.

A draft version of the Q&E Plan, prepared by JYU, will be presented during the KOM, where the main key aspects will be discussed. A refined (final version) Q&E Plan will be ready by M3. The Q&E Plan will include evaluation procedures, tools and indicators.

The Applicant Organization, COOPSELIOS, will identify an External Evaluator who will perform the external monitoring and evaluation and will provide:

- support for drafting the Q&E plan (M1 – M3)
- support for drawing up the mid-term and a final Q&E Reports (M18, M36)
- reports on project management performance and project meetings
- contribution for evaluating the IOs

As for project management, in collaboration with Q&E Team, External evaluator will assess:

- partnership performance (quality of the management, intellectual output leaderships, -effectiveness of communication, meeting deadlines, etc.);
- progress toward the contractual outcomes
- respect of the work plan
- coherence between work plan and activities carried out
- effectiveness and impact of dissemination activities
- effectiveness and impact of exploitation activities.

The External Evaluation Expert will be responsible for:

- the definition of quality indicators for each item above and of monitoring procedures;



- the design and submission of questionnaires and grids to evaluate the project -plenary meetings and the overall project planning and coordination;
- the collection of data and analysis;
- the co-operation with the internal Q&E team and integration of results;
- the elaboration of evaluation reports.

Reports are generated to indicate status and make recommendations. Based on a participatory approach, the results of the evaluation will be shared and discussed within the partnership during the project meetings.

On the basis of recommendations from the External Quality Expert and feedback from partners, corrective actions will be taken whenever necessary. Improving activities will be strategic since the project is set up to allow sustainability and prosecution of activities.

With reference to the Intellectual Outputs quality, the Q&E leader, JYU in strong synergy with Q&E team and the External Quality Expert, will perform the evaluation of:

- exhaustiveness of the Manual of best practices of digital storytelling in early childhood (IO1)
- replicability/applicability of Scientific research Report (IO2)
- replicability/applicability of Educational experimentation Report (IO5)
- usability of the online platform (IO4)
- effectiveness of teachers' training reference framework and OER contents (IO3)
- exhaustiveness of the Guidelines on media literacy in early childhood education (IO6)
- user satisfaction;
- sustainability of the project;
- replication of the course methodology and contents;
- transferability of results to different target groups.

All the above dimensions and products will be evaluated with a strong involvement of final users (schools teachers), stakeholders (schools associations/federations) and policy makers (ministry departments and municipality offices) in a bottom-up approach.

Ad hoc tools, such as questionnaires, focus groups, interviews will be designed by Q&E team and dispatched to partners and final users in order to:

- contribute to designing the Intellectual Outputs, since the very beginning of the project
- collect feedback on the Intellectual Output produced in order to assure the best quality

The staff involved in the Q&E activities are:

- the Q&E leader: JYU
- the External Evaluator
- the members of the Q&E team (1 from each partner)

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

Project risks

To be prepared on project risks, a Mitigation and Contingency Plan will be draft by COOPSELIOS in close cooperation with all partners, and annexed to the Project Work Plan.

A first draft will be dispatched during the KOM in month 1 and will be discussed with the whole consortium. Final version will be released on M3. During the monthly online conference calls the lead partner, as well as every IOs leader, raises the consortium's awareness in case a risk has been identified and the consortium will find a common solution.

In case of issues or critical aspects, partner concerned with issue will share the problem within WG (1° level); if WG won't be able to solve the problem, SC will be involved directly to find the better solution (2° level). Applicant and SC will monitor financial, operative and administrative project management in order to respect time and procedures. Monitoring and reporting activity will guarantee progress during project lifetime.

Two ad hoc monitoring tools will be set up to collect information:

- "Cost Certification Reports" to monitor budget activities
- "Report about Mid-Term Results" to monitor the results, indicators, progress level of the project, respect of planned activities and final set up objectives



Conflict resolution processes

The project leader, COOPSELIOS, will act as a facilitator for the decision making process. The basis of all decisions is the STORIES grant agreement as well as the Partner Agreement. In case of conflict between members, decisions will be taken via anonymous majority voting (1 vote/partner).

Regular internal evaluation

An anonymous internal evaluation is going to take place at the end of every face to face partner meeting where every partner will have the opportunity to mention critical points to the consortium.

This also offers the opportunity to identify potential risks of the overall project management. Also during the monthly online conferences all partners will be asked to give a short feedback if they observe any risk in the project realisation.

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?

From the point of view of the assessment of the DST pedagogical innovation model, during the initial training phase, the participant schools (i.e., kindergartens) will be actively involved in the planning of the experimental projects and activities taking place in the kindergarten to ensure a genuinely participatory process.

The activities will then be assessed by monitoring both the process and the results in order to trace a complete profile of the educational experience:

By the TEACHERS involved: they will produce a synthetic documentation of the results of the activities at the end of each year of experimentation, reporting it in a "project sheet" their achievements respect to the goals and additional comments, taking into account the following indicators;

- Effectiveness of the educational project vs. targets
- Effectiveness of the educational / instrumental setting designed vs educational targets
- Effectiveness of the storytelling / drama education paradigm vs. children media literacy development

By the RESEARCHERS: although the specific methodology will be discussed more in detail in the IO2, it will be a mix of quantitative and qualitative criteria:

Process

- Quantitative: During the training, an "observation grid" will be proposed (taking into account the focuses of observation chosen vs. targets), and will be partly prepared taking into account the contribution of teacher themselves. The elements reported by researchers during the observation will be shared with teachers at the end of the experimentation.

- Qualitative: The researchers will use an ethnographic observation with reporting a "diary of observation" with a narrative technique, with special attention on the focuses of observation previously defined; also in order to valorize contextual elements.

Results

- The data gathered from scientific observation, will be properly analyzed and elaborated after the end of the experimentation, leading to a report of observation.

- The multimedia texts / artefacts realized by children in each experimental project will be analyzed and assessed using the following indicators:

a. Quantitative (scale from 1 a 5)

- Narrative development
- Aesthetic quality
- Expression with image
- Use of movement
- Use of sound and music
- Use of oral expression (narrating voice, characters)
- Interrelation among different codes
- Originality

b. Qualitative

- Process-related reports by researchers
- Process-related reports by teachers



From the point of view of the project achievements in the specific IOs indicators take into account are:

QUANTITATIVE INDICATORS

State of Art - Best practices

- at least 3 best practises analysed in each partners country (12 total)
- at least 3 more practises from EU and extra-EU

Schools

- at least 80 teachers involved in the training course and experimental activities
- at least 1200 children experimented the activity

Teachers' community

- at least 80 teachers engaged and active in the online community

Stakeholders

- 100 total (25 each country) - participation to local multiplier events and final conference and "approval" of the main IOs

Training course

- at least 20 h / course
- at least 5 webinars
- at least 5 multimedia pills (multilingual)
- at least 5 OER contents
- at least 4 national forums/blogs + 1 international forum/blog
- teachers' community

Scientific research Report

- at least 6 "observation grid" filled in by researchers each country (3 for the 1st experimentation slot + 3 for the 2nd experimentation slot)
- at least 6 "diary of observation" drafted by researchers each country (3 for the 1st experimentation slot + 3 for the 2nd experimentation slot)

Educational experimentation Report

- at least 18 "project sheet" filled by teachers each country (3 projects each year for schools)

e-Guidelines

- at least 3 "recommendations" collected by stakeholders and teachers

Multiplier events

- at least 5 multiplier local events (2 in Italy)
- at least 30 participants (40 in Italy) each local event
- at least 2 international events
- at least 10 local participants and 10 international participants in Berlin event
- at least 50 local participants and 12 international participants in Trento event

Scientific papers

- at least 3 papers submitted to scientific journal/magazine on the topic issue

Conferences

- at least 1 national or international conference attended each partner

QUALITATIVE INDICATORS

- Good practice cases (IO6 - e-Guidelines) developed during the project will demonstrate ECEC teachers in Europe how DST can be integrated in schools activities
- ECEC teachers and stakeholders will receive a broader overview on DST and will be made aware on the educational opportunities DST is offering them



Erasmus+

Application Form

Call: 2015

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

Form Version: 2.06

- Online open platform and OER course to make the developed and quality assessed products available to a wider audience for free in English, German, Italian, Finnish and Turkish
- Recommendations will raise policy-makers' awareness of new policies for quality in ECEC

Form hash code: 09235ADAA0585D6B

EN

This form has been submitted on: 2015-03-30 20:17:55. Status: OK (1254905).



G. Implementation

Do you plan to include intellectual outputs in your project?

Yes

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".

All STORIES project partners are responsible for the production of IOs according to their specific expertise and tasks as set out in the timeline and in the description of section G1 and G2, including the management of the individual workflow. In addition to these tasks, STORIES foresees activities that are specifically supported from the grant for project management and implementation.

A.1 – Setting up of SC and WG (COOPSELIOS, M1): during the kick-off meeting the Steering Committee will be set up and will perform as the highest-level authority, formally empowered by the project Consortium to take binding decisions. Moreover, the organizational structure of the project foresees different Working Groups with specific roles and responsibility, namely Research Team, Training Team, Technological Team, Dissemination and Exploitation Team, Quality and Evaluation Team (described above).

A.2 – Signing of partner agreement (COOPSELIOS, M1): In order to have a common legal framework the lead partner, COOPSELIOS, is going to set up a partner agreement which will define each partner's obligations as well as the rights of the contractors and which has to be signed by every partner organization.

A.3 – Design of project work plan (COOPSELIOS, M1): management of project budget, time and internal communication: COOPSELIOS will provide the consortium with a project working plan (including templates for the reporting, timesheets, timeline, list of intellectual outputs, internal communication & contact details).

A.4 – Project reports (cost certification report and state-of art report) will be collected and analysed by COOPSELIOS every six months by each partner (M6, M12, M18, M24, M30). All partners will report their project progress (costs, staff effort, activities, intellectual outputs, etc.).

A.5 – Setting up and implementing the PM online tool. COOPSELIOS will set up a collaborative online platform (starting from M1) to ensure effective communication among partners and allow an efficient collaborative work, complementing online monthly conference calls and face-to-face project meetings, which will be led by COOPSELIOS, as well, in strong cooperation with hosting partners and IOs leaders.

A.6 – Drafting Q&E plan and report. JYU will be responsible for the evaluation of the project, in order to control the quality of the project management and IOs. For this task, JYU will create and implement a Q&E plan (in close collaboration with Q&E Team and the External evaluator selected by the lead partner) as a guideline to identify, prevent, and eliminate problems and unsatisfactory performance within the partner consortium (M3). The External Evaluator will perform the external monitoring and evaluation and will provide few periodically reports and a mid-term/final Evaluation Reports (M18, M36). Additionally, reports will be produced to deeply inform the partnership about the quality of each single IO (IO1-M7 / IO2- M22andM30 / IO3-M13/- IO4-M9 / IO5- M22andM30 / IO6-M36)

A.7 – Drafting dissemination strategy Plan and report. In order to secure that the project itself (aims and objectives), as well as its results will be disseminated well all over Europe, PH KA will be responsible to develop and implement a Dissemination strategy Plan (M3), supported by all STORIES partners. PH KA will adapt the dissemination plan according to dissemination opportunities that may develop during the project implementation, and monitor the dissemination activities. Final dissemination report will be submitted in M36.

A.8 - Designing and maintenance the promo-kit and website: PH KA, as leader of the dissemination activities, in strong cooperation with CL, and with the collaboration of all consortium members, will provide the promotional kit (M6) including STORIES slide presentation, leaflet, poster and logo, which will be used by all partners for the dissemination activities. Moreover a project web site (M4) and social network profiles will be set up (M5) by CL and maintained during the project. Additionally 4 national forums/blogs and 1 international forum/blog will be launched in order to animate an online teachers community (M6).

A.9 – Drafting the exploitation plan and report. For an appropriate and well-directed exploitation management of the project results,



MSGSU will develop an Exploitation Plan (M3), which will elaborate how to exploit the project results and address target groups beyond the project's lifetime. Further, MSGSU will adapt the exploitation plan according to opportunities of exploitation that may develop during the project implementation, and monitor the exploitation activities and responsibilities of each partner throughout the projects life-time. A final exploitation report will be published (M36).

A.10 – Drafting the stakeholder map: MSGSU will design and propose to the partners a stakeholders map template. All partners will be responsible in animating the map and adding new actors, starting from M4.

G.1. Intellectual Outputs

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	MANUAL OF BEST PRACTICES OF DIGITAL STORYTELLING IN EARLY CHILDHOOD
Output Description	<p>In this IO, the first macro-task “State of the art research” will be accomplished, by investigating the best practices already explored in applying the DST paradigm for the goal of media literacy in ECEC. The research focus will be restricted to children of age 4-5, i.e., the target group of this project. This macro-task is divided into 3 activities:</p> <p>A.1 Manual concept A.2 Research activities on the state of art use of digital storytelling in infancy - Good practices collection A.3 Drafting of the Manual</p> <p>Activity A.1 is a first kick-off step needed to discuss and agree among partners the structure of the manual. The document will be structured, based on the results of the SoA, in order to appropriately relate the DST approach for media literacy and practices that will be experimented throughout the project with the underlying overall pedagogical framework of innovation (child-centered and holistic). Therefore, the draft document structure will encompass: (1) Pedagogical premises (storytelling and holistic education in ECEC), (2) The DST paradigm, (3) State of the art on DST best practices / case studies, (4) Conclusion, (5) Appendix: Stakeholders map.</p> <p>Then, in Activity A.2, each research partner will analyze the state of the art practices of application of digital storytelling methodology for the work with media at kindergarten; each partner will take into account in more detail the case studies that are more related to ones’ specific background/competence matured (e.g., UNIMORE with special focus on creativity, MSGSU specific focus in the experiences where art materials / techniques will be involved). A relevant part of the state of art research (section 3 of the manual, in this draft hypothesis) will be dedicated at the description of the educational / instrumental settings that have been used to implement the DST approach, in charge of Computer Learning. This basic knowledge is fundamental for the following design of the 3 settings that will be object of investigation during the experimental activities.</p> <p>The SoA research will include, in the appendix (5) of the document, the realization of a stakeholders map in order to relate the most possible, the pedagogical framework in exam with all the subjects which can be involved and co-operate in the educational relationship (i.e., not only schools, but: families, groups, educational/social associations, museums, public libraries, etc.).</p> <p>The last activity, A.3, consists simply in the editing of the manual document. The task will be in charge of the IO1 leader (UNIMORE), that will gather and re-elaborate all partner contributions for the creation of the final document. The document will be made available to project partners, and open to public consultation, as a OER (in a pdf digital version, that will be uploaded in the partner portal as soon as this will be ready).</p>



Languages	English
Media(s)	Text File
Activity Leading Organisation	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA
Participating Organisations	Coopselios sc
	COMPUTER LEARNING SOCIETA COOPERATIVA
	JYVASKYLAN YLIOPISTO
	MIMAR SINAN FINE ARTS UNIVERSITY
	PADAGOGISCHE HOCHSCHULE KARLSRUHE

Output Identification	O2
Output Title	SCIENTIFIC RESEARCH
Output Description	<p>This IO defines all the activities and related outcomes that along the project will be targeted to the scientific research. This is, by definition, a transversal output that will involve all research partners and impact in different ways all the stages of project development. In fact, to achieve the IO, the following activities are programmed:</p> <p>A.1 Definition of the focuses of observation A.2 Definition of methodology of observation A.3 Scheduling of observation activities A.4 Observation on experimental activities A.5 Analysis of the results A.6 Realization of the report of observation</p> <p>As reported in the project timeline, the first 3 activities will be accomplished in the first year (M10-M12), after analyzing the results of IO1 and in parallel with IO3 on the definition and implementation of the training practices; before starting the educational experimentation, IO5, in the second year. The objective of this first macro-task of the IO is to properly define the research focus and methodology to be applied during the experimentation in the second part of the project.</p> <p>For this goal, first of all, A.1, the focuses of the observation will identified. The focuses will be hypothesized on the basis of the state of the art research (between pedagogy and cognitive science), taking into account the DST model of activity that will be investigated; they will be confirmed (and, if necessary, redefined) at the end of the training course, when the educational projects co-designed with teachers will be ready. A first draft of the focuses is:</p> <ul style="list-style-type: none"> - Creativity (metaphorical competence) - Attention / memory - Cognitive processes (sequential thinking, inference skills) - Meta-cognitive processes (reflection, critical understanding) <p>After the definition of the focuses, the best suited methodology of observation in order to monitor the achievements of experimental activities in relation to the educational targets will be defined, in activity A.2. A first draft of the methodology of observation involves a mix of quantitative and qualitative techniques, as reported in section "F. Assessment"; taking into</p>



account the process as well as the results, and involving narrative tools for reporting the experience (such as an "observation diary"). In this part of the activity the definition of the main tools of analysis will be also performed:

- a grid of observation will be defined, according to the focuses previously chosen; the draft grid will be discussed with teachers during the training course and reach a shared and final version before starting the experimentation;
- a diary of observation will be designed, in relation to the adopted methodology of observation.

At the end of this preparatory macro-task, the scheduling the observation activities will be planned, activity A.3, in relation to the plan of educational experimentation in kindergartens. The second macro-task referring to this IO is activity A.4. In this activity, all the scientific observation during experimental activities will be performed, according to the plan above described. The activity will embrace all the second year and part of the third, following the development of IO5, "Educational experimentation" (M13-M33): allowing to monitor the progress of children target groups:

- in single project activities;
- at the end of one school year;
- during two subsequent school years.

The on-field observation will allow partner to monitor the experimental activities and gather relevant data in relation to the identified research focuses.

At the end of the experimentation, the research activities – A.5 – will concentrate on gathering the observation data from all partners, compare and analyze it with proper tools (e.g., compared statistical analysis for quantitative data; textual analysis for children movie artefacts, etc.). This task will be coordinated by JYU, in charge of this IO, in close collaboration with all research partners.

Finally, in activity A.6, a final report of scientific observation will be realized, and made available to all project stakeholders and for public consultation as an OER.

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Languages	English
Media(s)	Text File
Activity Leading Organisation	JYVASKYLAN YLIOPISTO
Participating Organisations	Coopselios sc
	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA
	MIMAR SINAN FINE ARTS UNIVERSITY
	PADAGOGISCHE HOCHSCHULE KARLSRUHE

Output Identification	O3
Output Title	TRAINING REFERENCE FRAMEWORK FOR DIGITAL STORYTELLING IN CHILDHOOD EDUCATION
Output Description	This IO, being focused on teacher training, lays the foundation to leverage on and effectively perform the following experimentation. In fact, based on the results of the state of the art research, in this IO it will be developed: - a competence reference framework for educators in order to be able to implement DST activities in real life conditions in kindergarten



- the training model for teachers involved in the experimentation
 - the training course (using a blended methodology)

The outcomes of the IO are envisaged to provide a self-consistent training reference framework for all educators / institutions that are interested in applying the DST approach for media literacy in their context and services.

For the achievement of the IO the following activities will take place:

A.1 Definition of competences requirements
 A.2 Definition of training model / methodology / course contents
 A.3 Design and production of training practices and multimedia contents
 A.4 Delivery of training course & activities

First of all, in activity A.1, a framework of competences requirements for educators will be drawn, in order to be able to adopt the DST paradigm for media literacy in ECEC. The competences will be defined in relation to the paradigm and the educational targets, and the framework will developed by bulding upon the [Core Report, 2011] as a shared EU reference framework of competence requirements in ECEC.

Then, activity A.2 will consists in a collaborative work among partners aimed at defining the training course for the kindergarten teachers that will be involved in the project. During the activity, first of all the training model to be adopted with educators will be defined, by analyzing and assessing the best practices adopted in similar project activities (in relation to the pedagogical paradigm and the targets). For this objective, besides the assessed competence of the consortium, it will be possible to leverage on: the direct experience maturated in previous project of several partners (Coopselios, University of Karlsruhe), the important data reported in IO1, the precious contribution of associated partners that will share their valuable previous experience (University of Trento, Infancy Department of Trento, Trentino Federation of Kindergartens, Dr. Pelyn Yuksel of Inonu University). Computer Learning, as the partner in charge of the technical training and the supply of media technologies, in this activity will collaborate at tight contact with partner to the development of the training model, focusing on: (1) the design, in agreement with partners, of 3 educational / instrumental settings (including the choice of best available media tools in relation to the project goals, that will be provided for the experimentation as special equipment), in which the following experimentation will be based; (2) the definition of the technical training module targeting instrumental / functional competencies needed by educators for a proper use of the media tools involved.

The draft training model envisioned, divided into modules, is:

1. DST pedagogical approach
2. Technical training
3. Laboratory project work
4. Design of educational projects

In this phase, the training project will be also defined, by identifying the activities, methodology (in more detail) and contents. The training course will be based on a blended learning methodology consisting in a combination of online (synchronous and asynchronous) and project work laboratory activities that will be performed in each country, involving the supervision of a trainer/researcher and all teachers that will take part in the educational experimentation.

As already agreed with partners, in relation to the goal of fostering an effective and real participatory work between the research and school (to concretely adapt to the particular school, practices, environment, children needs), the experimental projects of activities are expected to be co-designed in the last phase of the training course by the involved teachers under the trainer/researcher supervision.

As part of the training course will be realized online, activity A.3 is programmed to perform the design and production of the online training practices and related multimedia contents (e.g., most of the technical training will be done online through some video-pills and a interactive tutorial, with following project work experimentation in laboratory activities and



technical support / tutoring).
Finally, activity A.4 will consist in the delivery of the training course to the teachers involved in project activities. In relation to technical issues when using media, during all the training course and the experimentation in school settings, an online tutoring will be available to provide any technical / functional support needed.

Languages	English
	Italian
	German
	Turkish
Media(s)	Interactive Resource
	Video
	Oral
	Text File
Activity Leading Organisation	PADAGOGISCHE HOCHSCHULE KARLSRUHE
Participating Organisations	Coopselios sc
	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA
	COMPUTER LEARNING SOCIETA COOPERATIVA
	JYVASKYLAN YLIOPISTO
	MIMAR SINAN FINE ARTS UNIVERSITY

Output Identification	O4
Output Title	ONLINE PLATFORM
Output Description	<p>This IO is dedicated to the design and development of the online platform necessary to guarantee proper accessibility, availability and management of the project resources / materials / documentation among the partners of the consortium and to the educational research community, school institutions, stakeholders. The platform will be chosen, as an open-source online virtual community for OER and MOOC contents that will enable:</p> <ul style="list-style-type: none"> - to delivery / access anywhere/anytime the online modules of the training course, sharing OER digital materials as Video lectures (in on demand mode) and Webinars; - to exchange practices, methodological hints, documentation and research results among partners and stakeholders; - to provide prompt technical / functional support for any issue in using the digital media involved in the experimental activities; - to share the most important project documents fruit of the IOs (es., Manual of best practices, Guidelines on DST, etc.); - to share documentation on the experimental educational projects (project sheets, multimedia library of story artefacts created by children) - to potentiate/extend – by using 2.0 social media incorporated tools – the collaboration



between international partners during the project, not only to formal aspects (IOs) but also on the sharing of specific research interest and informal aspects related to the project goals;

- to ensure an easy and well structured accessibility of all OERs for public consultation, during the project and after the project activities.

In STORIES, the online platform will be designed, both, to be used as a “historical memory” and trace of the work of the project consortium towards the goal and as a dynamic portal to share experiences. The participation during the project is already extended from the consortium to a large network of involved stakeholder; and after the project will be a basis for further developments in this important field of ECEC among the pedagogical research community in EU and worldwide. The portal will be also a reference to easily access all documents and materials, especially:

- Training reference framework / online modules / Guidelines on DST – for school institutions (kindergartens) wishing to use DST in their educational projects / activities
- Training reference framework / Guidelines on DST – for EU (as the WG on quality in ECEC) and national policy makers to work on the relation policies vs. model – practices
- Report of scientific results – for the research community wishing to analyze in depth some specific results / build on other research focus / other related work of research (as. DST for SEN, DST for therapies such as speech therapy, DST for art education in museums, DST for animation to reading, etc.)

All materials will be released in Creative Commons 3.0 License BY-NC (Attribution / Non commercial License), and the project portal will be maintained for a minimum of 3 years after the end of the activities.

To achieve this IO, the following activities are defined:

- A.1 Online platform design
- A.2 Online platform development
- A.3 Multimedia training modules online pills development
- A.4 Platform management & content update

All tasks will be accomplished by Computer Learning that has a large experience in the development and supply of online platform and courses for public bodies, schools, institutions.

In activity A.1, after a brief SoA research, a best suited open platform infrastructure will be selected in order to fulfill the project goals (most likely a Moodle-based environment already in use by project partners) available in in multilingual version. Then, the structure of the online community will be designed according to:

- A private area, restricted to partners for work in progress during the elaboration of the IOs: documents sharing, training course, informal collaboration;
- A public area to give access to the final outcomes developed in the IOs.

The design includes the choice of tools and functionalities that will be made available to the different target users (e.g., video-conference for online training webinars, support forum for educators, etc.).

Second, in activity A.2 the platform will be implemented and released by the technical team. Activity A.3 is programmed to design and develop for release in the platform the online materials that have been conceived for the training course. In this activity, video pills for technical training and all multimedia online materials (modules) will be designed and produced in multilingual version.

After the accomplishment of A.3 (M8), the platform will be ready for the delivery of the training course.

Finally, activity A.4 is necessary up to the end of the project, for the continuous content management of the platform and for the update, at periodical steps, with all the digital materials and OERs resulting from the project IOs.



Languages	English
	Italian
	German
	Turkish
Media(s)	Website
	Internet
Activity Leading Organisation	COMPUTER LEARNING SOCIETA COOPERATIVA
Participating Organisations	Coopselios sc

Output Identification	O5
Output Title	EDUCATIONAL EXPERIMENTATION
Output Description	<p>In this IO, the educational experimentation will be performed in schools environment (kindergartens), by the teachers involved in the training course, under the supervision of the researchers. The activities will proceed in parallel with the related scientific observation of IO2, programmed during the activities.</p> <p>This IO is an essential project achievement, as it will realize all the activity of research and experimentation with direct involvement of teachers and children target groups in school environments. The programmed activities towards this goal are:</p> <p>A.1 Scheduling of experimentation activities A.2 Experimentation of designed practices in schools A.3 Gathering of teachers's documentation A.4 Realization of report of best practices / case studies</p> <p>The pre-requirements for a successful IO development are given by the training course, where teachers taking part in the experimentation have matured the target competencies needed for:</p> <ul style="list-style-type: none"> - Using the DST paradigm and methodology to promote educational activities / projects for media literacy; - Prepare the educational / instrumental settings; - Using digital media tools involved in the experimentation. <p>Based on the educational projects previously designed in IO3, the first activity A.1 (M12), will simply define the scheduling of the activities that will be performed. The experimentation will be divided in subsequent school years, allowing to monitor, independently the educational achievements in single project activities (of few months duration) and the overall development of the group of children at the end of 1 year, and during 2 subsequent school years.</p> <p>The draft monitoring schedule is: FIRST year: - Target group age 4: single project activities and final assessment in relation to the goals; - Target group age 5: single project activities and final assessment; SECOND year:</p>



- Target group age 4 (new group): single project activities and final assessment in relation to the goals;

- Target group age 5 (same group of 1[^] year): single project activities (at a more advanced level in media literacy development with DST) and final assessment.

Then, activity A.2, addresses the experimentation of the educational practices in kindergartens. For this goal, at least 3 schools for each participating country (they will be more in Italy and in Germany, where partners have already the availability of some equipment – in their related school network – and already started a path of introduction of storytelling with digital media at kindergarten in previous projects) will be prepared by teachers with the educational / instrumental setting defined in IO3. Then, the experimental projects will take place according to the defined scheduling, encompassing all the second year of research and part of the third (M13-M33). In this task, the involved teachers will be free to perform the activities – also adapting their projects to emerging needs and contextual elements – under a non-intrusive supervision of the research team. The activity of observation will be silent and respectful of the narrative climate and the needs of symbolic activities required by children (i.e., for instance: cameras for acquiring video materials, if needed, will be placed in hidden places and undesired materials – not active part in the children activities – will be avoided).

At the end of each educational project, teachers will compile the “project sheet” with reporting their assessment/judgement on the activity, possible changes performed, notes and comments.

In activity A.3, in charge in each country of the respective research partner, will be the collection of all the data of documentation on the experience provided by teachers; together with the multimedia story artefacts produced by children (all materials will be made available in the proper section of the online platform).

Finally, activity A.4, in charge of the IO leader MSGSU, will consist in writing a final report based on the analysis of all documented practices, with a synthesis of the results and a selection of best practices and case studies out of it.

Languages	English
Media(s)	Text File
Activity Leading Organisation	MIMAR SINAN FINE ARTS UNIVERSITY
Participating Organisations	Coopselios sc
	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA
	COMPUTER LEARNING SOCIETA COOPERATIVA
	JYVASKYLAN YLIOPISTO
	PADAGOGISCHE HOCHSCHULE KARLSRUHE
Output Identification	O6
Output Title	GUIDELINES ON MEDIA LITERACY IN EARLY CHILDHOOD EDUCATION THROUGH DIGITAL STORYTELLING
Output Description	At the end of the activities of research and experimentation, the IO6 is meant to gather all materials, results and achievements of the project in order to draw a final document of



Guidelines on the use of DST for media literacy in ECEC, working with children in preschool age. The document will be created in paper and digital format and will be published on the online platform as an OER for public consultation.

For this goal, the following activities will be performed:

A.1 Guidelines concept
A.2 Analysis of pedagogical documentation
A.3 Analysis of research results
A.4 Drafting of the e-Guideline (multilingual and electronic version)

First, in activity A.1, the structure of the document will be defined. A draft hypothesis envisaged is:

1. DST for media literacy in ECEC (paradigm, methodology, SoA)
2. Scientific achievements
3. Training guidelines for educators
4. Guidelines for using DST in ECEC
5. Conclusion

The first section is required to properly define the pedagogical framework of innovation, taking into account the paradigm and methodology of DST, as adequate to fulfill the need for media literacy development (new media and related languages) in ECEC (within a child-centered and holistic approach and in line with the needs for the 21st century competence development, towards the digital competence). In this task, we will also leverage on previous work unfolded in IO1.

The second section is conceived as a brief resume of the results of the scientific research performed in STORIES, taking into account the results of IO2: it is foreseen as a divulgatory section accessible to everyone and a quick reference for the research community willing to go more in depth in the topic, providing a reference to the report of observation realized in IO2 for more scientific detail.

The third section make the most out of the results of IO3 and will serve as a reference guideline for schools, public bodies, organization focusing on teacher vocational training willing to implement training practices and courses on DST in ECEC. This section will contain: reference competence framework for educators, DST training model, best training practices.

The fourth section is conceived as a guideline to be used directly by any school institution (kindergartens) and teachers willing to implement the methodology of DST in their work practice. By leveraging on the outcomes of IO5, this part will contain: competence requirements, best educational / instrumental settings, best project practices. As for the best practices, the e-document will directly relate to the project results of IO5 provided in a proper section of the online platform (documentation of educational projects, movie clip artefacts produced by children).

In the fifth section a conclusion will be drawn, laying the basis for future work, by envisioning:

- the roadmap for a possible assessment / acknowledgement of the paradigm and practice of DST as curriculum framework in national (in countries where media literacy is still not considered) and EU policies, in synergy with the WG on quality in ECEC;
- a plan of future projects of research and experimentation leveraging on the DST paradigm in ECEC, expanding the research community beyond the current stakeholders and involving different focuses / specific goals (as, for e.g., SEN, special therapies, art education, animation to reading, etc.).

In practice, the editing of the document will require from partners activities A.2 and A.3: the first, to analyze and make a synthesis of the results provided by teachers out of the final report of IO5, the second to and analyze and make a brief resume from the report of observation of IO2.

Finally, activity A.4, will consist in the actual editing of the guidelines document in paper and e-format version, provided with multilingual translation (English, German, Italian, Turkish). For the creation of the e-Guidelines document, an activity a multimedia design and implementation will be performed, to achieve a better readability, accessibility and quality of the resource as an OER.





Languages	English
	Italian
	German
	Turkish
Media(s)	Interactive Resource
	Text File
Activity Leading Organisation	Coopselios sc
Participating Organisations	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA
	COMPUTER LEARNING SOCIETA COOPERATIVA
	JYVASKYLAN YLIOPISTO
	MIMAR SINAN FINE ARTS UNIVERSITY
	PADAGOGISCHE HOCHSCHULE KARLSRUHE



Do you plan to include Multiplier Events in your project?

Yes

G.2. Multiplier Events

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	FIRST ITALIAN LOCAL EVENT
Country of Venue	Italy
Event Description	<p>A local multiplier event will be organized in each partners' country within M9, i.e. before the launch of the STORIES blended course devoted to kindergartners teachers, and before the starting up of research and experimentation activities.</p> <p>In Italy, thanks to the participation of 3 different Italian partners (with 3 different roles and responsibilities), 2 different events will be realized.</p> <p>The first italian event will be organized by Coopselios, in strong collaboration with UNIMORE (both located in Emilia Romagna region), and will see the participation of at least 20 teachers/ stakeholders.</p> <p>The event will be open to the schools, stakeholders and policy-makers already interested in the STORIES proposal (see Letter of Interests), but will also promote and assure the participation of new and prospective users and participants.</p> <p>The principal aim of the local event is to involve and enroll kindergartners teachers in the STORIES course and introducing them to the successive STORIES scientific research activities (conducted by academic researchers) and educational experimental activities, where teachers will play a relevant role as well.</p> <p>During the educational experimental phase, in fact kindergartners teachers will have the chance to apply in their classrooms the lessons learnt during the course, supported and supervised by the researchers in their educational practices.</p> <p>The event will also offer an opportunity to discuss and jointly finalise the so far (almost) developed Intellectual Outputs (IO1 - Manual, IO3 - Training framework, IO4 – platform).</p> <p>The events will also address policy-makers and stakeholders involved in ECEC policies with the aim to raise their awareness on quality issues in ECEC and to invite them to work closely with the STORIES consortium to:</p> <ul style="list-style-type: none"> - define important steps and "recommendations" for the policy-makers to improve quality in ECEC at local/regional/and National level, which will be included in the final IO6 – Guidelines - comment on certain interim Intellectual Outputs of the project - express the needs of the prospective users of the material being developed <p>During this half day event the following topics will be introduced and jointly discussed:</p> <ul style="list-style-type: none"> - STORIES project: its objectives, consortium, activities and Intellectual Outputs - STORIES course: its objective, the blended methodology, the length and calendar of activities, the teachers' community - STORIES platform: its functionalities, the learning objects, the videoteque (DST videos produced by children) - STORIES Scientific Research: its objectives, actors, activities, roles and length and calendar of activities - STORIES Educational Experimentation: its objectives, actors involved (teachers included), different activities and roles, length and calendar of activities



- STORIES Guidelines: its objectives, contents, recommendations	
Intellectual Outputs Covered	SCIENTIFIC RESEARCH
	TRAINING REFERENCE FRAMEWORK FOR DIGITAL STORYTELLING IN CHILDHOOD EDUCATION
	EDUCATIONAL EXPERIMENTATION
Activity Leading Organisation	Coopselios sc
Participating Organisations	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA

Event Identification	E2
Event Title	SECOND ITALIAN LOCAL EVENT
Country of Venue	Italy
Event Description	<p>A local multiplier event will be organized in each partners' country within M9, i.e. before the launch of the STORIES blended course devoted to kindergartners teachers, and before the starting up of research and experimentation activities.</p> <p>In Italy, thanks to the participation of 3 different Italian partners (with 3 different roles and responsibilities), 2 different events will be realized. The second italian event will be organized in the Autonomous Province of Trento by Computer Learning and will guarantee the involvement of least 20 teachers/stakeholders.</p> <p>The event will be open to the schools, stakeholders and policy-makers already interested in the STORIES proposal (see Letter of Interests), but will also promote and assure the participation of new and prospective users and participants.</p> <p>The principal aim of the local event is to involve and enroll kindergartners teachers in the STORIES course and introducing them to the successive STORIES scientific research activities (conducted by academic researchers) and educational experimental activities, where teachers will play a relevant role as well.</p> <p>During the educational experimental phase, in fact kindergartners teachers will have the chance to apply in their classrooms the lessons learnt during the course, supported and supervised by the researchers in their educational practices.</p> <p>The event will also offer an opportunity to discuss and jointly finalise the so far (almost) developed Intellectual Outputs (IO1 - Manual, IO3 - Training framework, IO4 - platform).</p> <p>The events will also address policy-makers and stakeholders involved in ECEC policies with the aim to raise their awareness on quality issues in ECEC and to invite them to work closely with the STORIES consortium to:</p> <ul style="list-style-type: none"> - define important steps and "recommendations" for the policy-makers to improve quality in ECEC at local/regional/and National level, which will be included in the final IO6 - Guidelines - comment on certain interim Intellectual Outputs of the project - express the needs of the prospective users of the material being developed <p>During this half day event the following topics will be introduced and jointly discussed:</p> <ul style="list-style-type: none"> - STORIES project: its objectives, consortium, activities and Intellectual Outputs



<ul style="list-style-type: none"> - STORIES course: its objective, the blended methodology, the length and calendar of activities, the teachers' community - STORIES platform: its functionalities, the learning objects, the videoteque (DST videos produced by children) - STORIES Scientific Research: its objectives, actors, activities, roles and length and calendar of activities - STORIES Educational Experimentation: its objectives, actors involved (teachers included), different activities and roles, length and calendar of activities - STORIES Guidelines: its objectives, contents, recommendations 	
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Intellectual Outputs Covered	SCIENTIFIC RESEARCH
	TRAINING REFERENCE FRAMEWORK FOR DIGITAL STORYTELLING IN CHILDHOOD EDUCATION
	EDUCATIONAL EXPERIMENTATION
Activity Leading Organisation	COMPUTER LEARNING SOCIETA COOPERATIVA
Participating Organisations	

Event Identification	E3
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Event Title	FINNISH LOCAL EVENT
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Country of Venue	Finland
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Event Description	<p>A local multiplier event will be organized in Finland within M9, i.e. before the launch of the STORIES blended course devoted to kindergartners teachers, and before the starting up of research and experimentation activities.</p> <p>The event will be organized by JYU and will see the participation of at least 30 teachers/ stakeholders.</p> <p>The event will be open to the schools, stakeholders and policy-makers already interested in the STORIES proposal (see Letter of Interests), but will also promote and assure the participation of new and prospective users and participants.</p> <p>The principal aim of the local event is to involve and enroll kindergartners teachers in the STORIES course and introducing them to the successive STORIES scientific research activities (conducted by academic researchers) and educational experimental activities, where teachers will play a relevant role as well.</p> <p>During the educational experimental phase, in fact kindergartners teachers will have the chance to apply in their classrooms the lessons learnt during the course, supported and supervised by the researchers in their educational practices.</p> <p>The event will also offer an opportunity to discuss and jointly finalise the so far (almost) developed Intellectual Outputs (IO1 - Manual, IO3 - Training framework, IO4 – platform).</p> <p>The events will also address policy-makers and stakeholders involved in ECEC policies with the aim to raise their awareness on quality issues in ECEC and to invite them to work closely with the STORIES consortium to:</p> <ul style="list-style-type: none"> - define important steps and "recommendations" for the policy-makers to improve quality in ECEC at local/regional/and National level, which will be included in the final IO6 – Guidelines - comment on certain interim Intellectual Outputs of the project - express the needs of the prospective users of the material being developed
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<p>During this half day event the following topics will be introduced and jointly discussed:</p> <ul style="list-style-type: none"> - STORIES project: its objectives, consortium, activities and Intellectual Outputs - STORIES course: its objective, the blended methodology, the length and calendar of activities, the teachers' community - STORIES platform: its functionalities, the learning objects, the videoteque - STORIES Scientific Research: its objectives, actors, activities, roles and length and calendar of activities - STORIES Educational Experimentation: its objectives, actors involved (teachers included), different activities and roles, length and calendar of activities - STORIES Guidelines: its objectives, contents, recommendations 	
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Intellectual Outputs Covered	SCIENTIFIC RESEARCH
	TRAINING REFERENCE FRAMEWORK FOR DIGITAL STORYTELLING IN CHILDHOOD EDUCATION
	EDUCATIONAL EXPERIMENTATION
Activity Leading Organisation	JYVASKYLAN YLIOPISTO
Participating Organisations	

Event Identification	E4
Event Title	TURKISH LOCAL EVENT
Country of Venue	Turkey
Event Description	<p>A local multiplier event will be organized in Turkey within M9, i.e. before the launch of the STORIES blended course devoted to kindergartners teachers, and before the starting up of research and experimentation activities.</p> <p>The event will be organized by MSGSU and will see the participation of at least 30 teachers/ stakeholders.</p> <p>The event will be open to the schools, stakeholders and policy-makers already interested in the STORIES proposal (see Letter of Interests), but will also promote and assure the participation of new and prospective users and participants.</p> <p>The principal aim of the local event is to involve and enroll kindergartners teachers in the STORIES course and introducing them to the successive STORIES scientific research activities (conducted by academic researchers) and educational experimental activities, where teachers will play a relevant role as well.</p> <p>During the educational experimental phase, in fact kindergartners teachers will have the chance to apply in their classrooms the lessons learnt during the course, supported and supervised by the researchers in their educational practices.</p> <p>The event will also offer an opportunity to discuss and jointly finalise the so far (almost) developed Intellectual Outputs (IO1 - Manual, IO3 - Training framework, IO4 - platform).</p> <p>The events will also address policy-makers and stakeholders involved in ECEC policies with the aim to raise their awareness on quality issues in ECEC and to invite them to work closely with the STORIES consortium to:</p> <ul style="list-style-type: none"> - define important steps and "recommendations" for the policy-makers to improve quality in ECEC at local/regional/and National level, which will be included in the final IO6 - Guidelines - comment on certain interim Intellectual Outputs of the project - express the needs of the prospective users of the material being developed



<p>During this half day event the following topics will be introduced and jointly discussed:</p> <ul style="list-style-type: none"> - STORIES project: its objectives, consortium, activities and Intellectual Outputs - STORIES course: its objective, the blended methodology, the length and calendar of activities, the teachers' community - STORIES platform: its functionalities, the learning objects, the videoteque - STORIES Scientific Research: its objectives, actors, activities, roles and length and calendar of activities - STORIES Educational Experimentation: its objectives, actors involved (teachers included), different activities and roles, length and calendar of activities - STORIES Guidelines: its objectives, contents, recommendations 	
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Intellectual Outputs Covered	SCIENTIFIC RESEARCH
	TRAINING REFERENCE FRAMEWORK FOR DIGITAL STORYTELLING IN CHILDHOOD EDUCATION
	EDUCATIONAL EXPERIMENTATION
Activity Leading Organisation	MIMAR SINAN FINE ARTS UNIVERSITY
Participating Organisations	

Event Identification	E5
Event Title	GERMAN LOCAL EVENT
Country of Venue	Germany
Event Description	<p>A local multiplier event will be organized in Germany within M9, i.e. before the launch of the STORIES blended course devoted to kindergartners teachers, and before the starting up of research and experimentation activities.</p> <p>The event will be organized by PH KA and will see the participation of at least 30 teachers/ stakeholders.</p> <p>The event will be open to the schools, stakeholders and policy-makers already interested in the STORIES proposal (see Letter of Interests), but will also promote and assure the participation of new and prospective users and participants.</p> <p>The principal aim of the local event is to involve and enroll kindergartners teachers in the STORIES course and introducing them to the successive STORIES scientific research activities (conducted by academic researchers) and educational experimental activities, where teachers will play a relevant role as well.</p> <p>During the educational experimental phase, in fact kindergartners teachers will have the chance to apply in their classrooms the lessons learnt during the course, supported and supervised by the researchers in their educational practices.</p> <p>The event will also offer an opportunity to discuss and jointly finalise the so far (almost) developed Intellectual Outputs (IO1 - Manual, IO3 - Training framework, IO4 – platform).</p> <p>The events will also address policy-makers and stakeholders involved in ECEC policies with the aim to raise their awareness on quality issues in ECEC and to invite them to work closely with the STORIES consortium to:</p> <ul style="list-style-type: none"> - define important steps and "recommendations" for the policy-makers to improve quality in ECEC at local/regional/and National level, which will be included in the final IO6 – Guidelines - comment on certain interim Intellectual Outputs of the project



- express the needs of the prospective users of the material being developed

During this half day event the following topics will be introduced and jointly discussed:

- STORIES project: its objectives, consortium, activities and Intellectual Outputs
- STORIES course: its objective, the blended methodology, the length and calendar of activities, the teachers' community
- STORIES platform: its functionalities, the learning objects, the videoteque
- STORIES Scientific Research: its objectives, actors, activities, roles and length and calendar of activities
- STORIES Educational Experimentation: its objectives, actors involved (teachers included), different activities and roles, length and calendar of activities
- STORIES Guidelines: its objectives, contents, recommendations

Intellectual Outputs Covered	SCIENTIFIC RESEARCH
	TRAINING REFERENCE FRAMEWORK FOR DIGITAL STORYTELLING IN CHILDHOOD EDUCATION
	EDUCATIONAL EXPERIMENTATION
Activity Leading Organisation	PADAGOGISCHE HOCHSCHULE KARLSRUHE
Participating Organisations	

Event Identification	E6
Event Title	ONLINE EDUCA BERLIN INTERNATIONAL MULTIPLIER EVENT
Country of Venue	Germany
Event Description	<p>The first international multiplier event will be organised linked to the OEB - ONLINE EDUCA BERLIN conference 2017 to be held in Berlin (DE). This offers the opportunity to reach stakeholders from the large OEB network as well as general participants from the education sector attending the conference.</p> <p>The Online Educa Berlin (OEB) celebrated its 20th editions in 2014 and it is one the most attractive and successful conference organized in Europe (Berlin – DE) on leading and innovative educational issues and topics. Based on a cross-sector focus, it fosters exchange between the corporate, education and public service sectors. It attracts thousands of participants from an hundred countries worldwide, bringing together their expertise and experiences, and offers different format sessions: hands-on workshops, plenaries, interactive breakout sessions, discussions and debates, labs, demos and performances.</p> <p>The STORIES proposal commits itself to participate to the 2017 Online Educa Berlin edition, when most of the Intellectual Outputs will be produced and data from the scientific research and educational experimental activities will be collected and analysed. The STORIES consortium will submit a paper to one of the parallel session and will also organise, in strong collaboration with the OEB secretariat, a pre-Conference Event (or another kind of event, according to agreement with OEB). The scientific paper, detailing the main findings of the STORIES scientific research and the results of the educational experimentation, will be jointly drafted by the STORIES partners and submitted to the OEB call for papers.</p> <p>The pre-conference formula event, usually promoted by OEB, allows institutions to provide in-depth insights into a particular project or results and aim to engage participants in the</p>



exploration of practical activities, from a variety of specialised fields.
The German partner will be mainly in charge for the organisation of the pre-conference event (agreements with OEB secretariat for logistic and contents).

During the OEB pre-conference event will be introduced the main STORIES Intellectual Outputs produced, namely: IO1: Manual of best-practices – IO3: teachers training course – IO4: STORIES platform and teachers community.
The first data collected from the scientific research and the results of the educational experimentation will be presented and discussed with the stakeholders to receive their feedback but also to raise their awareness on the opportunities and benefits of teachers skills development and DST in EC.

The stakeholders are also asked to give their opinion and recommendations on the policy level to promote quality in ECEC. Input collected will be part of the Recommendations annexed to the Guidelines (IO6)

It is envisaged the participation at the STORIES pre-conference event of at least 10 national participants/stakeholders and at least 10 international participant/stakeholders.
STORIES partners are also invited to participate, since this international multiplier event will take place in occasion of the German plenary meeting.

Intellectual Outputs Covered	GUIDELINES ON MEDIA LITERACY IN EARLY CHILDHOOD EDUCATION THROUGH DIGITAL STORIES
	SCIENTIFIC RESEARCH
	EDUCATIONAL EXPERIMENTATION
Activity Leading Organisation	PADAGOGISCHE HOCHSCHULE KARLSRUHE
Participating Organisations	

Event Identification	E7
Event Title	PROJECT FINAL CONFERENCE
Country of Venue	Italy
Event Description	<p>This final international awareness raising event will be organised in Trento (IT) addressing mainly European education associations and representatives from other European countries working in, representing the ECEC sector.</p> <p>Computer Learning, in strong collaboration with Provincia Autonoma di Trento e Trento Kindergartners' Federation, which already expressed they deep interest in the proposal, will be responsible to organise the final conference, taking care of venue, catering, stakeholder invitation etc.</p> <p>The conference will take place in occasion of the final consortium plenary meeting to be held in Trento (IT). All other consortium partners will be strongly involved in the realisation of the event, e.g. presentation, discussion moderation etc.</p> <p>During this half day event the final STORIES intellectual outputs, results for the scientific research, experimental activities, educational practices and lessons learned will be presented and discussed with the stakeholders to define together the main important steps to be tackled at regional/National/European level to support ECEC quality uptake.</p>



It is expected to reach at least 12 international teachers/stakeholders (among them 3 international speakers/expert on the STORIES topics and 3 teachers from 3 partner's country who attended the course and experimentation and animated the online teachers' community) and 50 local teacher/stakeholders for this event.

It is envisaged a strong participation of decision makers, stakeholders and policy-makers in order to promote their active involvement in the project sustainability after the end of the project, further exploitation of the STORIES project results and intervention on local/national/European ECEC policies.

Intellectual Outputs Covered	GUIDELINES ON MEDIA LITERACY IN EARLY CHILDHOOD EDUCATION THROUGH DIGITAL STOR SCIENTIFIC RESEARCH EDUCATIONAL EXPERIMENTATION
Activity Leading Organisation	COMPUTER LEARNING SOCIETA COOPERATIVA
Participating Organisations	Coopselios sc UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA JYVASKYLAN YLIOPISTO MIMAR SINAN FINE ARTS UNIVERSITY PADAGOGISCHE HOCHSCHULE KARLSRUHE



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?

In the framework of the pedagogical innovation perspective taken into account in the STORIES proposal, the expected impact on project participants are:

- Children target group (aged 4-5 years): the children as participants are expected to improve their digital competences and mainly their higher-order thinking skills (i.e. creative thinking, narrative skills, analytical thinking and critical thinking skills) related to digital media-literacy and to have long-term benefits in cognitive development, affective development and socialization, communication skills and sense of identity;

- Teacher target group: the teachers as participants are expected to gain digital and IT competencies as well as a first draft curriculum framework competencies in order to be able to creatively applying the digital storytelling paradigm and techniques for media literacy development in ECEC.

The impact on participating organizations is divided in benefit for the major stakeholders involved in the experimentation: the university partners, school partners (infancy services) and the media provider.

1) The official partners. The leader Coopselios' services network will benefit from project's outputs and research. Impact will be measured by:

- awareness raised
- digital storytelling competencies enhanced
- children's possibility to express their learning

The university partners will gain common experience in the field of ECEC, children storytelling, ICT and digital competences at the corporate level; enrichment of media studies curriculum; amplification of media literacy for the institutions of related stakeholders (already established or new involved); enlarged offering for teacher training courses; fostering of media and language competencies of young learners. As for the special case of Turkish university (only fine arts institution involved), moreover, this experience will contribute to its mission in spreading the attitude of understanding arts and understanding the relation between the use of art materials/techniques, the aesthetic relevance, the importance of the image education and the effectiveness of the digital storytelling paradigm to academic circles and society.

2) The participating schools: single kindergarten schools, federations of kindergartens, Ministerial Education Departments. Thanks to the opportunity of having a group of teachers specifically trained and the capability to properly equip educational settings with required tools, they will have the chance to integrate the media literacy-based experimental activities into the instructional programs not only during the project activities but in the long-term. Furthermore, the group of trained teachers will act as a catalyst to promote the activities by scaffolding the acquired competencies and experiences with school colleagues in a peer and lifelong learning attitude among the group. Federations and departments will use the model for training of other teachers of their school services.

The impact on relevant stakeholders is various as the projects involves a large network of different subjects:

- 1) Associated University partners skilled on DST and media literacy in ECEC: they will contribute to the creation of the training model on DST and benefit from experiences / materials / results of the project since they share – from different perspectives – the same research interest;
- 2) Associations / Municipalities / Museums / Public bodies: they are already part of the STORIES stakeholders network and benefit in sharing the understanding of DST methodology in a systemic logic (some partners will also decide to equip their spaces for creative activities with media support by adapting the settings experimented in the project);
- 3) Italian association on Media Education (MED): even as an associated partner the agreement foresees a contribution to the state of art research and guidelines development. It will mainly benefit from sharing the project documentation and publishing in its magazine (reference for media education in Italy, MED by Erickson Ed.)

All partners will benefit from the opportunity of using the project results for their dissemination / publication activity.

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

- 1) Enhancing awareness in creative use of digital media and DST in ECEC
Enhancing awareness in creative use of digital media and improving applicability of the DST activities in childhood education by



including digital media literacy-based instructional activities within the pre-school education curriculum can be indicated as the major desired impact.

At local level, school institutions, training institutions and teachers of ECEC services will benefit of the training practices and best educational practices resulting from project activities for a direct implementation in real life activities. This will be achieved within the proposal partners; however a wider impact is expected thanks to the envisaged promotion of the innovation model to a larger and EU teachers' community.

2) Promoting the innovation in regional/national/EU policies

The importance of and need for high quality early childhood education and care has been strongly emphasised in various European Union policy documents previously mentioned.

The STORIES project outputs (OER training package, educational-practice examples, reports on scientific research and educational experimentation, e-guideline) are intended to have a significant impact on the local, regional, national, as well as the European level, in two different ways:

- the availability of the model / materials as OERs products provides an easy way of assessment for policy makers and possible acknowledgement of the DST model in local curriculum framework and policies;
- the fostering of practices among the teaching community will provide new evidence of the effectiveness and concrete applicability of the approach in daily activities.

In this way the innovation can be shared and impact from the smallest ECEC provider in the region to policy makers and other stakeholders on national as well as on European level.

The promotion of the innovation will be done also through engaging public authorities in the topic of ECEC quality. Through local multiplier events, at national and european level, the STORIES consortium will impact in raising awareness on ECEC quality among local/regional/national governments, their education departments and other policy makers and stakeholders, in order to influence their ECEC policies.

Actors will be deeply involved in the definition of "recommendations" that will be attached to the e-guidelines, for further policies exploitation.

3) Enhancing teachers' skills and competences and reuse of the STORIES training model among ECEC teachers in Europe (local)

The 2011 "Communication from the European Commission on Early Childhood Education and Care" (COM(2011) 66 final), states that "Staff competences are key to high quality ECEC. Attracting, educating, and retaining suitably qualified staff is a great challenge. [...] Moreover, the range of issues tackled by ECEC staff and the diversity of the children in their charge requires continuous reflection on pedagogical practice as well as a systemic approach to professionalisation".

The STORIES OER training package and e-guideline presenting a collection of good educational practice examples (available in four European languages) are expected to be used by any ECEC provider/ institution to learn about DST and media literacy in early childhood, as well as to gain new abilities, techniques, and first-hand tips and tricks to successfully take up DST and media education in their daily work.

How will you measure the previously mentioned impacts?

The measuring of the STORIES project impact will be one of the main activities of the Q&E activities within the projects, defined in the Q&E Plan together with specific and proper indicators. By way of example, some of the indicators that will provide us information on the project impact are:

- N° of teachers finally involved in the OER training course in each country
- N° of teachers who finally completed the OER training course in each country
- Feedback of the users before attending the training programme
- Feedback of the users after completion of the training programme
- extent to which the expectations of the users have been fulfilled
- N° of teachers involved and active in the online community
- N° of teachers involved in the educational experimentation activities
- Feedback of the teachers before attending the experimentation
- Feedback of the teachers after completion of the experimentation
- N° of key actors and policy makers involved in every country (list members of stakeholder maps)
- N° of stakeholders and policy makers involved in local and international events every country
- N° of recommendations collected
- Feedback from key actors and policy makers after being involved in the events
- N° of visits to the project website
- N° of online Forum/blogs launched



- N° of participants in the final conference
- N° of dissemination events attended by the members of the project consortium

More in detail, the STORIES Q&E Plan foresees to assess and collect feedback from the participants/stakeholders on the Intellectual outputs' quality, but also on the teachers' own learning experiences and progresses, by carrying out the following measures:

- at least 30 participants each country (plus 40 in Italy) represented by ECEC teachers and ECEC stakeholders and policy makers, contributing to the discussions through an unified grid, within the framework of the local multiplier events, on the Intellectual Outputs produced (IO1- Manual of DST best-practices, IO3 – OER training course, IO4 – online platform) and on the research and educational experimentation activities that will be launched.
- at least 80 teachers participating in the OER training course will assess the exhaustiveness and efficacy of the course and the user-friendliness of the online platform through unified questionnaires.
- at least 80 teachers who actively will take part and animate the online teachers community, will summarise their own educational experiences and lessons learned in a "diary of activities" and will publish the video created with children in the videotheque hosted in the online platform.
- at least 100 final stakeholders and policy makers participating in regional and international multiplier events completing a unified questionnaire on the event organisation, the presented Intellectual outputs' quality (in particular IO6 - e-Guidelines) and their overall experience on STORIES project. Recommendations collected will also be discussed via an assessment grid.

Furthermore it is intended to set up close connections with relevant stakeholders to have continuous discussions on the project's development and outcomes and the stakeholders' views on the overall process.

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.

Each STORIES partner is deeply involved in disseminating the project results as follow:

COOPSELIOS
The project will be disseminated (local and regional level) toward the internal members of COOPSELIOS, including the 2800 employees, 198 external practitioners and consultants, volunteers and beneficiaries (families and local communities - about 2000 people). Moreover Coopselios intends to disseminate results to:

- public libraries already involved in COOPSELIOS initiatives
- Municipalities already collaborating in offering social and educational services
- during the annual Coopselios ECE services venue "Sentieri Possibili"
- through Coopselios's newsletter and website

Coopselios intends to publish articles in ECE Italian journals like Bambini, ed. Junior and Infanzia, ed. Junior.
Concerning the dissemination campaign at international level, the STORIES project and its results, will benefit of 2 important dissemination channels:

- Coopselios is part of the "Reggio Children Foundation". An international meeting dedicated to professional development and research on ECEC is organised yearly and will be an opportunity to disseminate the project results.
- Coopselios manages "Aguas Claras" center, which exchanges pedagogical experiences in the field of ECEC with delegations from many countries (USA, Brazil, China, Sweden, Norway, and Australia) that come to observe the ECE services, learn about Reggio Emilia pedagogical approach, and to undertake joint research projects and studies.

UNIMORE
It will disseminate the stories results and IOs both inside and outside the University. Inside, UNIMORE will promote to future teachers and educators for children aged from 0 to 6 years, thanks to the academic courses devoted to teachers offered by the University. Outside, UNIMORE will disseminate the results in many preschools of Reggio Emilia, but also of Emilia Romagna and of Italy. UNIMORE will as well present the research work in national and international educational scientific Congress.

COMPUTER LEARNING
At regional level CL will disseminate the project output and results to Provincia Autonoma di Trento e Trento kindergartners' federation (participated by 136 kindergarten), that already expressed they deep interest in the proposal and will be periodically informed about the state of the art and the results achieved.



JYU

There will be presentations on the results in annual national seminars such as:

- Annual Conference of the Finnish Educational Research Association, attended mainly by researchers
- ITK Interactive Technology in Education, attended by 1500+ practitioners and researchers.

For the general public, a press release on results will be released through the university communications office. The possibility to share results via the office of the Finnish Ombudsman for Children will be discussed. Invitations to events and information on the project results will be distributed to all the kindergartens of the City of Jyväskylä and nearby municipalities, the City of Tampere as well as private foundations such as Stiftelsen Sedmigradsky (in the Helsinki area). JYU publishes the open-access scientific journal "Human Technology" which is a potential forum for submitting a research paper on the research results.

Within the university, information about events and publications will be distributed via the department newsletters, and press releases will be published online.

PH KA

At local and national level PH KA will disseminate the project results toward the members of the following networks and associations dealing with ECEC: Deutsche Gesellschaft für Fremdsprachenforschung, Arbeitskreis der Sprachenzentren, Gesellschaft für Moderne Fremdsprachen. PH KA will be able to disseminate the STORIES project publishing articles on the following magazines (PH KA printing house), "Dialog: Bildungsjournal der Pädagogischen Hochschule Karlsruhe", "PH-Newsletter"

At international level PH Ka is an active member of many association of teachers, where the project results will be disseminated: Association of Teachers of English as a Foreign Language (IATEFL), Gesellschaft für Angewandte Linguistik (GAL), European Association for Computer-Assisted Language Learning (EUROCALL).

MSGSU

Every year, tens of international and inter-institutional workshop, conference, exhibition, and research projects are organized by MSGSU, and some of them will represent a massive dissemination channel toward local, regional, national and international audience. MSGSU proceeds and develops the associations with European University Association (EUA), Blacksea Universities Net (BSUN), European Fine Arts Association (ELIA), European Conservatories Association (AEC), Asian League of Institutes of the Arts (ALIA), and European Union Educational Programs. By its own "Publication and Press Unit" and "Printing House", MSGSU will share the publication produced by the STORIES project with both academia and the society.

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?

The dissemination strategy and plan will be defined and led by PH KA, in strong collaboration with the technical partner Computer Learning (principally for the design and implementation of the website and online platform) and intensely supported by all partners and their networks.

Effective dissemination is an important part of PH KA's campaigning activity in their role of teaching institution for about 3,700 students including a number of international students from a range of different countries. PH KA staff have many years' experience of designing and producing learning materials, publishing books, creating leaflets, pamphlets and other literature to support projects and campaigns each with a dissemination plan to deliver and promote key messages and outputs to maximize impact at key stages of a project. The PH KA CRM contains thousands of contacts who have declared an interest in areas of work related to ECEC, allowing for easy targeting of dissemination plans and promotion of the project to the widest audience of key stakeholders

The STORIES proposal foresees strong Dissemination and Exploitation strategies and activities, in order to make STORIES results available and spread during the project life-time to a wider audience, to ensure that the IOs produced (Manual, Guidelines, Scientific Report, OER training course contents, etc.) will be used by the target groups (schools institutions, association, etc.) within and especially beyond the project partnership, thus guaranteeing a successful sustainability of the project.

To this aim, intensive interaction with the prospective users and beneficiaries of the project (mainly kindergarten and kindergartens federation/association), other stakeholders (such as University, Research Center, etc.) and policy makers (such as Ministries' Departments, Municipality Offices devoted to educational policies, etc.) will be promoted from the beginning of the project until the end of the working period.

The STORIES consortium already has established a solid network of kindergartens interested in being involved in the research and



experimental activities; additional schools, stakeholder and policy makers from outside the partnership re envisaged.

All partners will provide services from their networks and their existing e-platforms (websites, social media) and other relevant channels (printed magazines, business reports etc.) using their marketing expertise and tools (flyers, press-releases, newsletters etc.). All partners have already identified internal staff with skills for following, in a effective way, the dissemination activities planned in our proposal.

Furthermore, some partners regularly participate in relevant conferences on the topics of Early Childhood Education and will contribute to the project dissemination plan in presenting relevant results.

PH-KA, for example, will represent STORIES and present the project results at the ONLINE Educa Berlin conference in 2017.

COOPSELIOS. Project's results will be shared with Reggio Children Foundation, whose Coopselios is one of the founding members. In addition, Coopselios has different partnerships with:

- University of Milan-Bicocca
- University of Trieste
- University of Trento
- University of Modena-Reggio Emilia.

Those interlocutors will be involved during Coopselios local multiplier event.

UNIMORE will disseminate STORIES results to future and in-service Italian teachers of preschool by the platform implemented by this project. It will disseminate the results in national and international educational scientific community by participation in Congress, writing scientific articles and books.

ComputerLearning will use its online training platform together with the website and periodical newsletter in order to widespread the project's outputs.

JYU will organize face to face meetings in order to teach the relevant target group how to use the outcome of the project. JYU will present the results in large national practitioners' and researchers' events (such as ITK seminar and FERA conference), write scientific papers on the results, and share the outcomes on the university website.

MSGSU will make available its official twitter, facebook and pinterest accounts, together with its web site for the publicity of the local multiplier events. Moreover MSGSU will make available to accommodate the local multiplier events the Auditorium in the main building of the university that caters an audience of 500 and a conference hall of a capacity of 150 persons.

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

Effective dissemination strategy of the STORIES proposal assumes a pro-active involvement of all partners and a strong participation of users and stakeholders. The STORIES dissemination activities start from the beginning of the project lifetime in order to raise awareness of its strategy, methodology and objectives. Distinct activities promoting the results of the project will be undertaken by the partnership at local, regional, national and international level. All communication products are produced in English and then translated in the different partner languages. A Promo Kit (logo, ppt presentation, leaflet, poster) will be designed and produced and translated in partners languages.

The dissemination plan is developed by the University of Education Karlsruhe in collaboration with the other partners and includes detailed, clear and quantified information on:

- model for the successful dissemination of results;
- timing for the drafting of the dissemination products;
- partners' tasks and responsibility;
- activities to identify broader target groups with a potential interest in the results, measures to capture and respond to the needs of these wider groups.

The dissemination plan foresees 3 different strategies:

Web/Multimedia strategy: A multilingual website is designed and implemented including a public area (with information on the project such as project description, partnership description, public Intellectual Outputs and dissemination materials, access to the STORIES online training platform) and a private area restricted to partners (STORIES project management tool). The STORIES website will also be animated with social network in order to create a professional teachers community sharing practices on digital



storytelling in early childhood. 4 National Forum and 1 International blog/community will be moderated by the partners.

Paper strategy: multilingual leaflets and posters illustrating the project objectives, activities and expected results are printed and distributed among local stakeholders at local, national and international events. Furthermore, all the project partners are encouraged to publish articles, papers and press releases promoting project methodology, research results, experimentation practices and interim/final results on local/national/international magazines.

Main Journal addressed:

- Rivista Bambini (IT)
- European Early Childhood Education Research Journal (EECERJ)
- Encyclopaideia, Journal of Phenomenology and Education
- Children in Europe (European network of magazines – including “Bambini” Italian magazine)
- MED (Media Education) Ed. Erickson
- Lastentarha (the magazine of The Association of Kindergarten Teachers in Finland)

Event strategy: Informal meetings and local multiplier events will be organised (at least 1 multiplier event in each STORIES country) in order to transfer the successful results to appropriate decision-makers at local, regional, national or European level and convince individual end-users to adopt and/or apply the results of programmes and initiatives. It is planned the participation at the Online Educa Berlin (University of Education Karlsruhe will organize a specific slot dedicated to STORIES proposal). A final international conference is held in Italy, in occasion of the final plenary consortium meeting, for presenting the results of the project and promoting their exploitation and sustainability. It hosts key-note speakers, stakeholders and decision makers in order to design potential exploitation scenarios for the project outcomes. Additionally, the partners involved are expected to participate in other local/national/international dedicated events.

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.

The STORIES consortium strongly believes in the “open philosophy” and through the STORIES proposal aims at improve and adhere to the open “movement”, giving its own contribution.

With the EU communication “Opening up education”, the European Commission sets out an agenda for stimulating high-quality, innovative ways of learning and teaching through new technology and open educational resources (COM(2013) 654 final). But for all the recognition of the value of OER by a group of experts and on the political level, the idea of OER and its full potential can only unfold if all individuals - education institutions in the front line - are open to learn and contribute anytime, anywhere, with the support of anyone, using any device. Even though the use of OER in the education sector has grown, they are so far only used by specific education sectors (especially higher education (HE)) and often only for specific disciplines (e.g. ICT). Also as outlined in the recently published study from IPTS “Overview and Analysis of Practices with OER in Adult Education in Europe” (Report EUR 26258 EN, 2013) adult education institutions (AEI) in Europe still look at the development and use of OER from a distance and take up a rather opposing attitude to openness in education.

In this framework, the STORIES Consortium agreed in making public and openly accessible the below described STORIES project Intellectual Outputs and tangible deliverables, especially through ICT open source software and through the use of Creative Commons licence.

All materials produced within STORIES will be published as OER under the Creative Commons licence NC-BY (Attribution / Non commercial License)

This licence allows the user to “Share — copy and redistribute the material in any medium or format; Adapt — remix, transform, and build upon the material, for not commercial purpose.”

Other schools, training institutions, associations, trainers, policy makers and stakeholders can thus use the material to offer similar trainings to teachers or trainers on this topics.

The following IOs will be made available for free, to be downloadable from the STORIES website, also 2 years after the project has ended:

- Intellectual Output 1 - STORIES Manual of best practices of DST in ECE
- Intellectual Output 6 – STORIES Guidelines on media literacy in ECE through DST



STORIES OER Course and Open source Platform

The STORIES OER training course contents, devoted to teachers, will be delivered through the STORIES open source platform. Access to OER course contents (multilingual) will be for free, and will require only user registration in the learning platform (for statistic reasons).

The STORIES course will encompass new training contents, produced by the consortium on the base of the state-of-art on DST in ECEC, which will be released as OER, and also on ready-to-use open educational resources and contents on the topics mentioned. STORIES course enrolment will offer to users open access to:

- webinar;
- video- interviews;
- multimedia training materials related to lectures' contents (texts, papers, selection of websites related to the topics of the lectures);
- forums/blogs dedicated to teachers community .

STORIES Project Website

Project website will be maintained for a minimum of 3 years after STORIES final conference. It will host public materials, reports, analysis, drafted and released in Creative Commons 3.0 License BY-NC (Attribution / Non commercial License)

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

The STORIES proposal has been conceived on "open" contents with the objective of implementing a set of defined activities and create a stable link among the partnership that will be further developed after the project in order to adopt and put into practice, at a wider extent, its methodology and main results, namely the STORIES training course, based on OER, and therefore open to new editions, and the STORIES Manual, Reports and Guidelines, released as OER.

The creation of "open" and "reusable" contents and results of the STORIES proposal are expected to be implemented and carried on by other schools/kindergartens to different territorial contexts.

The main and most powerful tool of networking, promotion and exchange of results, used to achieve this goal is the project website enhanced with the teacher community, that will become a reference point in the Web on issues related to DST in ECE issues. The website will also guarantee the sustainability of the project since it will be accessible, usable and constantly updated beyond the lifetime of the project, with new practices realized by prospective teachers.

In addition, STORIES project foresees the inclusive involvement of all participating institutions and stakeholders: this will improve and valorize project activities and Intellectual Outputs through their own dissemination activities once the co-funding period is finished.

Kindergartens teachers who will benefit the online OER based course will be trained in order to play the role of class/community animators and to re-use the STORIES results with other and new beneficiaries. Indeed, the aim is to give an extensive and wider visibility to the STORIES platform and IOs and to promote them among new schools associations and public bodies not directly involved in the project.

The higher visibility and further exploitation of the STORIES results is given by the strong engagement of public authorities and other relevant bodies since the inception phase of proposal submission, and at the same time they will also promote the awareness raising strategy at a policy-making level conceiving the incorporation of project's outcomes into new regional and national education strategies to foster teachers' skills development through the use of ICTs and quality in ECEC in a wider perspective.

Finally, all the target group typologies (schools, association, children museum, etc) present in the lifetime of the project will play a role of multiplier actors among other member of the communities, being them part of the same or different typologies of possible beneficiaries, ensuring, thereby, to reach target groups after the closure of the project.

The sustainability of the project beyond its life will mainly rely on the communities and networks already established around STORIES proposal (ref. Letters of Interest) and those that will be launched and promoted during the project lifespan, which will constantly be enriched with strategic exploitation planning and effective dissemination activities.

On the one hand project partners will personally disseminate the results and products of this project to the target group and also to relevant stakeholders. On the other hand they will use their networks for a wider reach and to assure a better support and exploitation of this project and its objectives.

The project will not only focus on the five partner countries. It also envisages a wider spread throughout Europe, reaching EU countries as well as EU partner countries. This will be achieved by publishing the materials and products in German, Italian, Turkish



and particularly English, allowing therefore an easy understanding and translation into different languages. The STORIES Manual, the Scientific Research Report, the training package, the Educational Experimental Report and the Guideline will furthermore be released as OER, with a NC_BY license, allowing other schools as well as other stakeholders to use and further develop them. The project's platform will remain online 2 years after the project ends ensuring that all the materials and the results will be available for a wider use.

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.)

NOT RELEVANT

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?

Key actions promoted by the STORIES consortium will secure the sustainability of the project results over time, as follows.

In order to guarantee a successful sustainability of the STORIES results, the consortium has built a strong relation and interaction with beneficiaries stakeholders and policy makers (see Letter of Interests), since the preparation/submission phase.

The STORIES proposal is embedded in a strong partnership with kindergartners, kindergartners's association/federation and with preeminent institutions (Municipality's Department for Education, University of Trento – Department of Cognitive Science, Children Museum, etc) devoted to early childhood education policies, in order to assure STORIES continuation and impact beyond the end of the funded period.

From the inception phase of the project, STORIES focuses on laying the foundation for a self-sustaining process and fostering multiplier effects on ECEC and teachers training, thanks to a deep involvement of these actors in the STORIES activities through the creation of an online teacher community, hosted in the "open" online platform, where OER resources will be available for prospective users.

The virtual teachers community aims at becoming a reference point on the Web on issues related to DST in early childhood, and will be open to involve and accept new members and teachers contributions. The teachers community will "virtually" share the educational experiences and experimental practices through 4 National dedicated forum/blog (1 each country) and 1 International forum/blog.

The community will be an excellent vehicle to promote STORIES IOs and the topics of quality education in ECEC, allowing to reach the target group well beyond the duration of the project with the classic cascading effect.

Multiplier effect and collaboration spirit is predictable for teachers' colleagues (as the cascade-effect of teachers training), promoting further interest and enthusiasm in news teachers. This will ensure that teachers from different schools, and different geographical context will continue to take STORIES course, apply STORIES practices and offer DST experiences in kindergartens.

After the project lifetime, the activities and the IOs produced (namely Manual, OER training course contents, Guidelines) will be spread thanks to OER licences and thanks to the specific features of the tools adopted (open software platform and software).

The blended training course devoted to teachers (which will encompass online multimedia and OER contents), will be shared and "open" to the teachers community thanks to the STORIES online platform, where all the kindergartens interested in DST for EC can have access, with a multiplied cascade effect. The OER course can be used and ri-edited at every time and everywhere. In addition, the STORIES platform can be easily improved with new contents and materials (OER contents can be localized and translated in other languages), accumulated by further experiences of project partners or even other EU countries.

The marginal cost of spreading the acquired knowledge and expertise through new STORIES initiatives editions is approximately equal to zero thanks to the "open software" tech platform, that asks for limited economic expenditure, after the initial investment supported by EU funds.



Specific sessions between universities' researchers and teachers will be organised during the 2 sessions of research and experimentation activities to identify and collect lessons learnt, proposals, key success factors in practicing DST in ECEC. Feedbacks from the local multiplier events as well, where schools, stakeholders and policy makers will take part, will contribute to guarantee the successful continuation of the action.

Letter of Interest have already been signed; other will be signed in order to promote and enlarge the users that will benefit from the STORIES educational activities and practices.

The engagement of public authorities and other relevant institutional bodies will support the awareness raising strategy at a policy-making level envisaging the incorporation of project's outputs into new regional and national education strategies to favour teachers' skills development through the use of ICTs and promote quality in ECEC.

In addition, institutions (Province, Municipality, Ministry, etc.) could offer further financial support, providing specific funds and facilities, to ensure the maintenance and/or re-edition and/or upgrade of the results of the STORIES project.

Finally, all the target group typologies involved in the lifetime of the project will play a role of multiplication and mainstreaming towards other members of the same and other typologies, ensuring to reach target groups after the project is finished.

**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	Grant Requested
929800679	Applicant Organisation	Coopselios sc	18000.00
999840887	Partner Organisation	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA	9000.00
929975085	Partner Organisation	COMPUTER LEARNING SOCIETA COOPERATIVA	9000.00
999842245	Partner Organisation	JYVASKYLAN YLIOPISTO	9000.00
942766766	Partner Organisation	MIMAR SINAN FINE ARTS UNIVERSITY	9000.00
985087090	Partner Organisation	PADAGOGISCHE HOCHSCHULE KARLSRUHE	9000.00
Total			63000.00

I.2. Transnational Project Meetings

PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
929800679: Coopselios sc	1	2	0 - 99 km	0.00	0.00
929800679: Coopselios sc	1	2	>= 2000 km	760.00	1520.00
929800679: Coopselios sc	3	6	100 - 1999 km	575.00	3450.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA	1	2	0 - 99 km	0.00	0.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA	3	6	100 - 1999 km	575.00	3450.00
Total					30190.00



PIC of Sending Organisation	Total No. of Meetings	Total No. of Participants	Distance Band	Grant per Participant	Grant Requested
999840887: UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA	1	2	>= 2000 km	760.00	1520.00
929975085: COMPUTER LEARNING SOCIETA COOPERATIVA	1	2	0 - 99 km	0.00	0.00
929975085: COMPUTER LEARNING SOCIETA COOPERATIVA	3	6	100 - 1999 km	575.00	3450.00
929975085: COMPUTER LEARNING SOCIETA COOPERATIVA	1	2	>= 2000 km	760.00	1520.00
999842245: JYVASKYLAN YLIOPISTO	3	6	>= 2000 km	760.00	4560.00
999842245: JYVASKYLAN YLIOPISTO	1	2	100 - 1999 km	575.00	1150.00
999842245: JYVASKYLAN YLIOPISTO	1	2	0 - 99 km	0.00	0.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	1	2	0 - 99 km	0.00	0.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	1	2	>= 2000 km	760.00	1520.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	3	6	100 - 1999 km	575.00	3450.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUHE	1	2	0 - 99 km	0.00	0.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUHE	4	8	100 - 1999 km	575.00	4600.00
				Total	30190.00

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.)?

	Total	1511		Total	281238.00
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PIC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
929800679: Coopselios sc	O1	Managers	Italy	5	280.00	1400.00
929800679: Coopselios sc	O1	Teachers/Trainers/Researchers	Italy	15	214.00	3210.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E RE	O1	Managers	Italy	5	280.00	1400.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E RE	O1	Teachers/Trainers/Researchers	Italy	55	214.00	11770.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	O1	Managers	Italy	3	280.00	840.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	O1	Teachers/Trainers/Researchers	Italy	5	214.00	1070.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	O1	Technicians	Italy	10	162.00	1620.00
999842245: JYVASKYLAN YLIOPISTO	O1	Managers	Finland	3	280.00	840.00
999842245: JYVASKYLAN YLIOPISTO	O1	Teachers/Trainers/Researchers	Finland	45	214.00	9630.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	O1	Managers	Turkey	3	88.00	264.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	O1	Teachers/Trainers/Researchers	Turkey	45	74.00	3330.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	O1	Managers	Germany	3	280.00	840.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	O1	Teachers/Trainers/Researchers	Germany	45	214.00	9630.00
929800679: Coopselios sc	O2	Managers	Italy	6	280.00	1680.00
929800679: Coopselios sc	O2	Teachers/Trainers/Researchers	Italy	30	214.00	6420.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E RE	O2	Managers	Italy	9	280.00	2520.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E RE	O2	Teachers/Trainers/Researchers	Italy	55	214.00	11770.00
999842245: JYVASKYLAN YLIOPISTO	O2	Managers	Finland	12	280.00	3360.00



PIC of Organisation	Output Identification	Category of Staff	Country	No. of Working Days	Grant per Day	Grant Requested
999842245: JYVASKYLAN YLIOPISTO	O2	Teachers/Trainers/Researchers	Finland	105	214.00	22470.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	O2	Managers	Turkey	9	88.00	792.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	O2	Teachers/Trainers/Researchers	Turkey	85	74.00	6290.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	O2	Managers	Germany	9	280.00	2520.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	O2	Teachers/Trainers/Researchers	Germany	85	214.00	18190.00
929800679: Coopselios sc	O3	Managers	Italy	6	280.00	1680.00
929800679: Coopselios sc	O3	Teachers/Trainers/Researchers	Italy	35	214.00	7490.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E RE	O3	Managers	Italy	4	280.00	1120.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E RE	O3	Teachers/Trainers/Researchers	Italy	10	214.00	2140.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	O3	Managers	Italy	4	280.00	1120.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	O3	Technicians	Italy	25	162.00	4050.00
999842245: JYVASKYLAN YLIOPISTO	O3	Managers	Finland	4	280.00	1120.00
999842245: JYVASKYLAN YLIOPISTO	O3	Teachers/Trainers/Researchers	Finland	45	214.00	9630.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	O3	Managers	Turkey	4	88.00	352.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	O3	Teachers/Trainers/Researchers	Turkey	45	74.00	3330.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	O3	Managers	Germany	6	280.00	1680.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	O3	Teachers/Trainers/Researchers	Germany	55	214.00	11770.00
929800679: Coopselios sc	O4	Managers	Italy	5	280.00	1400.00



929975085: COMPUTER LEARNING SOCIETA COOPERA	O4	Managers	Italy	5	280.00	1400.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	O4	Teachers/Trainers/Researchers	Italy	20	214.00	4280.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	O4	Technicians	Italy	70	162.00	11340.00
929800679: Coopselios sc	O5	Managers	Italy	12	280.00	3360.00
929800679: Coopselios sc	O5	Teachers/Trainers/Researchers	Italy	35	214.00	7490.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E RE	O5	Managers	Italy	6	280.00	1680.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E RE	O5	Teachers/Trainers/Researchers	Italy	10	214.00	2140.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	O5	Managers	Italy	6	280.00	1680.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	O5	Technicians	Italy	35	162.00	5670.00
999842245: JYVASKYLAN YLIOPISTO	O5	Managers	Finland	6	280.00	1680.00
999842245: JYVASKYLAN YLIOPISTO	O5	Teachers/Trainers/Researchers	Finland	45	214.00	9630.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	O5	Managers	Turkey	12	88.00	1056.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	O5	Teachers/Trainers/Researchers	Turkey	65	74.00	4810.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	O5	Managers	Germany	6	280.00	1680.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	O5	Teachers/Trainers/Researchers	Germany	45	214.00	9630.00
929800679: Coopselios sc	O6	Managers	Italy	8	280.00	2240.00
929800679: Coopselios sc	O6	Teachers/Trainers/Researchers	Italy	60	214.00	12840.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E RE	O6	Managers	Italy	3	280.00	840.00
999840887: UNIVERSITA DEGLI STUDI DI MODENA E RE	O6	Teachers/Trainers/Researchers	Italy	10	214.00	2140.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	O6	Managers	Italy	3	280.00	840.00

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929975085: COMPUTER LEARNING SOCIETA COOPERA	O6	Technicians	Italy	25	162.00	4050.00
999842245: JYVASKYLAN YLIOPISTO	O6	Managers	Finland	3	280.00	840.00
999842245: JYVASKYLAN YLIOPISTO	O6	Teachers/Trainers/Researchers	Finland	40	214.00	8560.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	O6	Managers	Turkey	3	88.00	264.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	O6	Teachers/Trainers/Researchers	Turkey	40	74.00	2960.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	O6	Managers	Germany	3	280.00	840.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	O6	Teachers/Trainers/Researchers	Germany	40	214.00	8560.00
Total				1511	Total	281238.00

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
929800679: Coopselios sc	E1	Italy	20	100.00	0	200.00	2000.00
929975085: COMPUTER LEARNING SOCIETA	E2	Italy	20	100.00	0	200.00	2000.00
999842245: JYVASKYLAN YLIOPISTO	E3	Finland	30	100.00	0	200.00	3000.00
942766766: MIMAR SINAN FINE ARTS UNIVE	E4	Turkey	30	100.00	0	200.00	3000.00
985087090: PADAGOGISCHE HOCHSCHULE	E5	Germany	30	100.00	0	200.00	3000.00
985087090: PADAGOGISCHE HOCHSCHULE	E6	Germany	10	100.00	10	200.00	3000.00
Total			190	Total	22	Total	23400.00



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
929975085: COMPUTER LEARNING SOCIETA	E7	Italy	50	100.00	12	200.00	7400.00
Total			190	Total	22	Total	23400.00

I.5. Learning/Teaching/Training Activities

I.5.1. Travel

PIC of Organisation	Activity No.	Activity Type	No. of Participants	Distance Band	Travel Grant per Participant	Grant Requested
Total					Total	

I.5.2. Individual Support

Long-term Learning/Teaching/Training Activities

PIC of Organisation	Activity No.	Activity Type	Duration (months)	Country of Destination	No. of Participants (without accompanying persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
Total				Total		Total		Total	

Short-term Learning/Teaching/Training Activities

Total				Total		Total	
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PIC of Organisation	Activity No.	Activity Type	Duration (days)	No. of Participants (without accompanying persons)	Grant per Participant	No. of Accompanying Persons	Grant per Accompanying Persons	Grant Requested
Total					Total		Total	

I.5.3. Linguistic Support

PIC of Organisation	Activity No.	Activity Type	No. of Participants (without accompanying persons)	Grant per Participant	Grant Requested
Total				Total	

I.6. Special Needs

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

I.7. Exceptional Costs

PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
Total		47325.00

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PIC of Organisation	Description of Cost Item	Grant Requested (75% of Total)
929800679: Coopselios sc	PRINTING PROMO KIT AND INTELLECTUAL OUTPUT	1125.00
929800679: Coopselios sc	EQUIPMENT (1 INTERACTIVE TABLE + 6 TABLET + 6 SPECIAL PC SOFTWARES LICENSES)	9000.00
929800679: Coopselios sc	EXTERNAL EVALUATOR	3750.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	Graphic expert for promo kit and visual of e-guidelines	1875.00
929975085: COMPUTER LEARNING SOCIETA COOPERA	ONLINE PLATFORM (O4) HOSTING FOR 30 MONTHS	3000.00
999842245: JYVASKYLAN YLIOPISTO	PRINTING PROMO KIT AND INTELLECTUAL OUTPUT	525.00
999842245: JYVASKYLAN YLIOPISTO	EQUIPMENT (1 INTERACTIVE TABLE + 6 TABLET + 6 SPECIAL PC SOFTWARES LICENSES)	9000.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	PRINTING PROMO KIT AND INTELLECTUAL OUTPUT	525.00
942766766: MIMAR SINAN FINE ARTS UNIVERSITY	EQUIPMENT (1 INTERACTIVE TABLE + 6 TABLET + 6 SPECIAL PC SOFTWARES LICENSES)	9000.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	PRINTING PROMO KIT AND INTELLECTUAL OUTPUT	525.00
985087090: PADAGOGISCHE HOCHSCHULE KARLSRUH	EQUIPMENT (1 INTERACTIVE TABLE + 6 TABLET + 6 SPECIAL PC SOFTWARES LICENSES)	9000.00
Total		47325.00

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

The expenditure incidence of each STORIES Intellectual Outputs is represented as follow:

Intellectual Outputs % of the total IOs costs
 IO1 - MANUAL OF BEST PRACTICES OF DST - 16,02% (€ 58.544)
 IO2 - SCIENTIFIC RESEARCH - 26,80% (€ 95.352)



IO3 - TRAINING REFERENCE FRAMEWORK FOR DST - 16,08% (€ 58.632)
IO4 - ONLINE PLATFORM - 6,62% (€ 28.000)
IO5 - EDUCATIONAL EXPERIMENTATION - 18,73% (€ 64.456)
IO6 - GUIDELINES ON MEDIA LITERACY THROUGH DST - 15,75% (€ 58.384)
TOTAL 100% (363.368)

Most of the resources have been allocated to the main STORIES IOs, namely scientific research activities and experimental activities (2 slots will be organised during 2 scholastic years). For all the STORIES partners, staff units costs have been calculated by estimating the person-effort required for each of the STORIES project's IOs to be produced, by considering the IOs leadership assigned, and by taking into account the country staff rates of project partners. Staff costs used in STORIES budget are compliant to Erasmus+ Programme Guide unit cost per country.

Most of the staff effort for IOs development is allocated to researchers (77,5%); reduced days have been also allocated to project manager for strategic coordination and supervision of the activities/results (11,6%). Some technical activities also required the assignment of tech-staff days (10,9%).

More in details

IO1

The effort of this IO consists mainly of researchers in charge of investigating DST best-practices and drafting the Manual. Managers will also contribute in defining strategic activities and contacting stakeholders. Techs will take part to the analysis of the tech-settings and tech-tools and instruments of DST practices.

Incidence:

Researchers: 87%

Managers: 9%

Technicians: 4%

IO2

The effort of the IO consists mainly of researchers in charge of scientific research activities and involved in the drafting of "observation grids" and "observation diary". Scientific research report will be drafted. Managers will marginally contribute in supervising the scientific research approach and methodology.

Incidence:

Researchers: 89%

Managers: 11%

IO3

The effort of the IO consists mainly of researchers in charge of OER training framework definition, OER courses contents development (and translation), OER blended course moderation.



Managers will also participate (some of them also involved in OER courses contents production). Techs will upload into the platform the OER multimedia contents, test the functionality of the links and sections, give tech-support to the teachers during the delivery of the online training course.

Incidence:

Researchers: 78%

Managers: 12%

Technicians: 10%

IO4

The effort of the IO consists mainly of Techs in charge of platform design, development and implementation. In addition, tech-support will be assured during the OER training course delivery and educational experimentation with interactive tools and instruments to create videos. Researchers and managers will take part to the design of the platform architecture, in order to define an effective and interactive online course path.

Incidence:

Researchers: 20%

Managers: 10%

Technicians: 70%

IO5

The effort of the IO consists mainly of researchers supporting and supervising the trained teachers in their educational practices and filling in "educational sheets". Managers will also participate to supervise the experimentation methodologies and results. Techs will support teachers in video creation and uploading into the videoteque.

Incidence:

Researchers: 71%

Managers: 17%

Technicians: 12%

IO6

The effort of the WP consists mainly of researchers in charge of drafting and translating the STORIES eGuidelines (paper and electronic version). Manager will the stakeholders feedbacks. Techs will take care of the electronic and multimedia version of the e-guidelines (also supported by external graphic).

Incidence:

Researchers: 80%

Managers: 10%

Technicians: 11%



The weight of the total IOs cost is equal to 81% of the total STORIES grant.

Exceptional cost

The weight of the Exceptional cost is equal to 10,63% of the total STORIES grant.

- A Graphic expert will be subcontracted by CL to design the STORIES promo kit (logo, ppt, poster, leaflet) and producing the visual of the e-guidelines (interactive)
- Printing costs for promo kit and main IOs are allocated mainly to STORIES applicant (for all Italian partners and events). Other cost are allocated to the other partners (DE-FI-TK)
- Cost for the hosting of the platform have been allocated to CL, in charge for the platform design and implementation.
- Cost for equipping the classroom have been allocated, in case they need further special equipment for the DST experimental activities with children. For each country: 1 interactive table + 6 tablet + 6 special sw licenses)
- An External evaluator will be subcontracted by COOPESELIOS to carry out Q&E activities in support of the STORIES consortium.



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.

In our digital society, children widely use new media technologies and ICT tools everywhere diffused, starting at very young age. Although the role of ICT in education is becoming increasingly important and acknowledged as one of the first objectives towards the Digital Competence in the EU2020 strategy, from the point of view of ECEC the use of new media technology in preschool education has not found yet an appropriated, shared and acknowledged pedagogical paradigm and curriculum framework.

In this perspective, the "STORIES proposal" aims at developing a set of guidelines / recommendations (pedagogical approach, methodology, spaces, tools, best practises) with related competence framework and training guidelines for teachers to design and foster media literacy activities and practices through digital storytelling strategies in Early Childhood Education (ECEC). The action is foreseen as a contribution to nurturing quality in ECEC for a creative use of digital media, being – within the others benefits – the acquisition of media literacy competences in infancy a pre-requirement for an effective development of the digital competence within the EU2020 strategy and lifelong learning.

Given these premises, the STORIES proposal leverages on the pedagogical paradigm of Digital StoryTelling (DST) to elaborate this framework to address the need of media education / literacy in infancy, promoting a participatory action-research that builds upon the DST paradigm in preschool age for the following goals:

- Lay the foundation of a curriculum framework and related guidelines for educators in order to implement such methodology for the goal of media literacy, by
 - Defining a training reference framework for educators;
 - Designing and implementing a training model and practices for educators;
 - Designing and implementing experimental activities in different narrative-based educational settings;
- Make a scientific assessment of the activities on specific research focuses related to educational outcomes.

The proposal target groups are represented by:

- Kindergartens teachers (from at least 4 European countries) who will attend the STORIES's training course on DST in early childhood and who will be involved in the educational experimental activities, supported and supervised by academic researchers. At least of a total 80 teachers will be involved.
- Children aged 4/5 years (preschool) that will be involved in innovative educational practices on media literacy and digital storytelling by their trained teachers. At least 1200 children will be involved in experimental activities.

The proposal IOs are:

- IO1 - MANUAL OF BEST PRACTICES OF DST IN ECEC
- IO2 - SCIENTIFIC RESEARCH
- IO3 - TRAINING REFERENCE FRAMEWORK FOR DST IN ECEC
- IO4 - ONLINE PLATFORM
- IO5 - EDUCATIONAL EXPERIMENTATION
- IO6 - GUIDELINES ON MEDIA LITERACY THROUGHT DST

Briefly, the macro-task of the project plan are:

- 1° year (M1-M12): SoA research, teacher training course, design of educational activities
- 2° year (M12-M30): Research and experimentation of activities in kindergartens / scientific observation in parallel
- 3° year (M30-36): Documentation, analysis of practices, development of guidelines

In relation to the goals, the STORIES will take advantage of the collaboration of an interdisciplinary and international group of researchers experienced in projects devoted to media in infancy. This way, it will be possible to enlarge the experimental sample to a EU dimension and to compare results in different cultural establishments in view of a best exploitation of the results in the EU



roadmap for enhancing quality in ECEC.

The desired impact foresees the following:

- Enhancing awareness in creative use of digital media and DTS in ECEC
- Promoting the innovation in regional/national/EU policies
- Enhancing teachers' skills and competences and reuse of the STORIES training model among ECEC teachers in Europe (local)



J.1. Summary of participating organisations

PIC of Organisation	Name of the Organisation	Country of the Organisation
929800679	Coopselios sc	Italy
999840887	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA	Italy
929975085	COMPUTER LEARNING SOCIETA COOPERATIVA	Italy
999842245	JYVASKYLAN YLIOPISTO	Finland
942766766	MIMAR SINAN FINE ARTS UNIVERSITY	Turkey
985087090	PADAGOGISCHE HOCHSCHULE KARLSRUHE	Germany
Total number of participating organisations		6



J.2. Budget Summary

PIC of Organisation	Project Management and Implementation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities			Special Needs	Exceptional Costs	Total
					Travel	Individual Support	Linguistic Support			
929800679	18000.00	4970.00	49210.00	2000.00				13875.00	88055.00	
999840887	9000.00	4970.00	37520.00						51490.00	
929975085	9000.00	4970.00	37960.00	9400.00				4875.00	66205.00	
999842245	9000.00	5710.00	67760.00	3000.00				9525.00	94995.00	
942766766	9000.00	4970.00	23448.00	3000.00				9525.00	49943.00	
985087090	9000.00	4600.00	65340.00	6000.00				9525.00	94465.00	
Total	63000.00	30190.00	281238.00	23400.00				47325.00	445153.00	

J.2.1. Project Total Grant

Grant Calculated	445153.00
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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 by computer. 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,
- 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 accompanying this form.

You are entitled to obtain access to your personal data on request and to rectify any such data that is inaccurate or incomplete. If you have any queries concerning the processing of your personal data, you may address them to your National Agency. You have the right of recourse at any time to your national supervising body for data protection or the European Data Protection Supervisor for matters relating to the processing of your personal data.

You are informed that for the purposes of safeguarding the financial interest of the Communities, your personal data may be transferred to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel and/or to the European Anti-Fraud Office (OLAF).

Any personal data shall be processed by the National Agencies pursuant to Regulation No 45/2001 of the European Parliament and of the Council on the protection of individuals with regard to the processing of personal data by the institutions and bodies of the Community and on the free movement of such data.

<http://www.edps.europa.eu/>



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):



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	1254905
Submission date (Brussels, Belgium Time)	2015-03-30 20:17:55
Hash code	09235ADAA0585D6B

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	2015-03-30 20:17:55 (Brussels, Belgium Time)	09235ADAA0585D6B	YES	Your submission was successful. Submission ID: 1254905

O.5. Form Printing

Print the entire form