Erasmus+

UNIVERSITY OF CENTRAL LANCASHIRE

- Erasmus+
- British Council, in partnership with Ecorys UK – British Council
- Cooperation for innovation and the exchange of good practices
- Strategic Partnerships
- Strategic Partnerships for vocational education and training
- Call 2016
- Round 1
- Grant Agreement Number 2016-1-UK01-KA202-024361
- Report Type Final
- Date of submission 26/10/2018

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Name of legal representative

Main content:	Report Form
Number of attachments:	1

General Information

This report form generated from the Mobility Tool+ consists of the following main sections:

- General Information
- Inactive Organisations within Project Activities
- Context: this section resumes some general information about your project;
- Project Summary: this section summarises your project and the organisations involved as partners;
- Description of the Project: in this section, you are asked to give information about the objectives and topics addressed by your project;
- Project Management
- Implementation: this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;
- Follow-up
- Budget: this section gives a detailed overview of the final amount of the EU grant you request;
- Annexes: additional documents that are mandatory for the completion of the report;

For your convenience, some parts of this report are prefilled with information from the Mobility Tool+

Inactive Organisations within Project Activities

Entity	Activity			Organisation			
	Identification	Start Date	End Date	PIC	Legal Name	Partnership Entry Date	Partnership Withdrawal Date

1. Context

this section resumes some general information about your project;

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Action Type	Strategic Partnerships for vocational education and training
Main Objective of the project	Innovation
Call	2016
Round	Round 1
Report Type	Final
Language used to fill in the form	EN

1.1. Project Identification

Grant Agreement Number	2016-1-UK01-KA202-024361
Project Title	Deaf Enterprise: Entrepreneurship Training for Deaf Sign Language Users
Project Acronym	Deaf Enterprise
Project Start Date (dd-mm-yyyy)	01/09/2016
Project End Date (dd-mm-yyyy)	31/08/2018
Project Total Duration (months)	24
Beneficiary Organisation Full Legal Name (Latin characters)	UNIVERSITY OF CENTRAL LANCASHIRE

1.2. National Agency of the Beneficiary Organisation

Identification	British Council, in partnership with Ecorys UK – British Council

For further details about the available Erasmus+ National Agencies, please consult the following page:

https://ec.europa.eu/programmes/erasmus-plus/contact_en

2. Project Summary

this section summarises your project and the organisations involved as partners;

Please provide a short summary of the completed 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 or when giving information on a completed project. It will also feed the Erasmus+ Dissemination platform (see annex III of Programme Guide on dissemination guidelines). Main elements to be mentioned are:

- Context/background of the project;

- Objectives;

- Number and profile of participating organisations;

- Description of undertaken main activities;

- Results and impact attained;

- If relevant, longer-term benefits.

Please be concise and clear.

Many Deaf sign language users are unemployed or working in unfulfilling and/or unrewarding jobs. At EU level a range of activities has been implemented to support individuals and educators to train potential and beginning entrepreneurs. Entrepreneurship now is a priority throughout Erasmus+ and recognized as a key competence that enables people to develop the skills they need for life and work. To this end, entrepreneurship education strategies generally address active citizenship, social entrepreneurship, venture creation as well as employability (European Commission/EACEA/Eurydice, 2016. Entrepreneurship Education at School in Europe. Eurydice Report. Luxembourg: Publications Office of the European Union).
All or most of the mainstream resources in this field however, are not accessible to Deaf sign language users: texts do not meet their reading requirements, videos are not subtitled, examples, tools and other resources are inappropriate or inaccessible.
The objective of the Deaf Enterprise project was to develop, test and implement an Open Educational Resource (OER) and Curriculum to teach entrepreneurial skills to Deaf sign language users of all ages.The Deaf Enterprise OER and Curriculum were to be 'made to measure' for and by Deaf sign language users.

The Consortium consisted of 5 partners from 4 countries, 4 of whom had extensive experience developing training courses for Deaf sign language users.

At the start of the project, very little was known about Deaf entrepreneurs in the EU member states. Although there have been a few EU supported projects about employability and Deafness, our project was the first of its kind to focus on Deaf people who have started, or want to start their own business. How many Deaf business owners are there in the member states of the EU? What kind of businesses do they have? Are there any specific barriers that they have to deal with. If yes: what are these barriers? And: how do Deaf sign language users deal with these barriers? Are these barriers – and solutions – the same across the board, or are some specific to certain trades or countries?
Answers to these questions would help us to develop a Curriculum and OER that would take the specific situation of Deaf entrepreneurs into account, instead of, or in addition to, using what is known about mainstream entrepreneurship. Answers to these questions would also be used to inspire and inform Deaf sign language users interested in

setting up their own business. Last but not least, answers to these questions would help us identify structural barriers that Deaf entrepreneurs have to deal with in one or all EU countries, and might help point the way to solutions to help Deaf entrepreneurs in all EU member states.

The Deaf Enterprise project used three different paths to find answers to these questions:
1. We set up a database of Deaf business-owners in EU countries. We used our networks, personal contacts and internet searches. We did not try to be exhaustive, but collected examples of Deaf business owners as varied as possible: from different countries, different trades or professions, different age-groups, and men as well as women. By the end of the project, we have a 'gallery' of almost 70 Deaf entrepreneurs from 10 EU countries. For each entrepreneur we included a photo, a link to the website of the business, and relevant information about the business and the business-owner. The database can be found on the Deaf Enterprise website.
2. We conducted extensive personal interviews with 10 Deaf entrepreneurs (6 men, 4 women) in 3 EU countries: Denmark, the UK and Italy (the countries of partners in the consortium). The interviews followed a standardized format, asking questions about the business of the person, strategies used, barriers that had to be dealt with, and lessons learned. Most interviews were conducted in International Sign, some in the national Sign Language of the interviewee. Most interviews were captioned in English, some also in Italian. All interviews were posted on the Deaf Enterprise website.
3. We developed the Deaf Enterprise Survey to collect data from Deaf entrepreneurs from all EU member states.
The results of these activities were published in a report: Deaf Entrepreneurs in Europe.

At the same time, together with Deaf trainers, we developed the Deaf Enterprise Curriculum that is now freely accessible on the project's website. The curriculum includes learning materials and videos of trainers and trainees. It was validated and tested during a transnational Train the Trainer workshop, as well as during two national workshops with Deaf trainers and Deaf participants (UK, IT). Reports of these workshops can also be found on the project's website.
Trainers and participants were very positive about the Deaf Enterprise project and the workshops and were unanimous in their wish that activities started by the Deaf Enterprise consortium be continued and extended, both nationally and transnationally.

2.1. Summary of participating organisations

Role of the Organisation	PIC of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation	Accreditation of organisation (if applicable)	Partnership Entry Date	Partnership Withdrawal Date
Beneficiary	999883858	UNIVERSITY OF CENTRAL LANCASHIRE	United Kingdom	Higher education institution (tertiary level)		01/09/2016	31/08/2018
Partner	927019592	Castberggaard	Denmark	School/Institute/Educational centre – Adult education		01/09/2016	31/08/2018
Partner	940130500	ISLA s.r.l.	Italy	School/Institute/Educational centre – Adult education		01/09/2016	31/08/2018
Partner	949518257	STICHTING ROOTS & ROUTES	Netherlands	Foundation		01/09/2016	31/08/2018
Partner	945804418	Pragma - Equal Access	Netherlands	Small and medium sized enterprise		01/09/2016	31/08/2018

Total number of participating organisations	5

2.2. Other Organisations

In addition to the above formally participating organisations, did you involve other organisations in your project?
Yes

Please identify those organisations in the table below:

Name of the Organisation	Country of the Organisation	City	
European Union of the Deaf	Belgium	Brussels	

Please explain the involvement of those organisations and how they contributed to the achievement of the project objectives.

The European Union of the Deaf (EUD, www.eud.eu) translated the Deaf Enterprise Survey for us into International Sign.

3. Description of the Project

in this section, you are asked to give information about the objectives and topics addressed by your project;

Were all original objectives of the project met? How were they reached? Please comment also on any objectives initially pursued but not achieved in the project.

The objective of the Deaf Enterprise project was to develop, test and implement an OER and curriculum that can be used to teach entrepreneurial skills to Deaf sign language users of all ages, that would meet their specific strengths as well as requirements.
The OER and curriculum were to be 'made to measure' for and by Deaf sign language users. It was to include translations/adaptations of successful mainstream resources, as well as tools, examples, etc. specifically developed for and by the target group: interviews with successful Deaf entrepreneurs, training modules, interactive resources, and more. All information was to be tested for its accessibility, appropriateness and attractiveness for the target group.
We wanted the project's output to be a showcase of what educators and other stakeholders can do for Deaf sign language users, to enhance their access to training and qualifications in general, and to entrepreneurship education in particular.
The topics that the Deaf Enterprise project intended to address specifically were:
* Access for disadvantaged
* Disabilities - special needs
* Enterprise, industry and SMEs (incl. entrepreneurship)
All of these objectives were met, the topics that we planned to address were indeed addressed.

Together with representatives of the target group - Deaf sign language users - we developed an OER, the Deaf Enterprise Curriculum, and relevant resources for Deaf sign language users interested in entrepreneurship. All output was developed with and/or by Deaf sign language users and tested with the target group during an international Train the Trainer Workshop and two national workshops with Deaf participants, varying in age, interests and backgrounds. All evaluations showed that the project and the workshops were very much valued by both trainers and participants.

On the website and our Facebook page we posted many videos in International Sign, British Sign Language, and Italian Sign Language. In the OER, we included relevant national and international resources, guidelines for organizers, support materials, glossaries, PowerPoint presentations, interviews with Deaf Entrepreneurs from 3 countries, and a 'Gallery' of Deaf entrepreneurs from across Europe. All of these to promote and support awareness of the fact that Deaf sign language users can indeed be successful entrepreneurs.

In addition, we undertook research activities to find out more about Deaf entrepreneurs in the member states of the EU. We developed an on-line Survey and translated the Survey into International Sign and British Sign Language, as well as Italian, Dutch and Danish text. Although the number of responses did not allow for statistical analysis and/or comparisons across countries and/or subgroups of respondents, the results were valuable and were published in a report "Deaf Entrepreneurs in Europe" that is available on-line, and as a downloadable pdf.

Although there were some deviations from the original activities plan (see section 5.3), the planned objectives of the project were achieved, and the project was successful - especially when one takes into account that the Deaf Enterprise project was the first of its kind, undertaken by a small consortium, with limited resources and within a short time frame.
To promote and support entrepreneurship for Deaf sign language users across Europe, much more is needed. Both trainers and participants of the Deaf Enterprise workshops stressed the need for more workshops, in more countries, and for a variety of follow-up activities. Partners in the project are looking for ways to continue the work that was started in this project.

What were the achievements of the project? Please provide a detailed description of the project results (if they are not listed in the sections "intellectual outputs", "multiplier events" or "learning, training, teaching activities"). Please describe achievements exceeding the initial expectations, if relevant.

The project results include:
3 "Intellectual outputs" - see section 5.3
2 "multiplier events" - see section 5.4, and
1 "learning, training, teaching activity", see section 5.5

Less tangible but no less important outcomes include:
* Awareness and promotion of Deaf Entrepreneurs;
* Promotion of Entrepreneur Education & Training for Deaf sign language users in the EU;
* Developing, testing and disseminating innovative practices to reach and teach Deaf sign language users;
* Strengthening the cooperation between the partners in the consortium, and between the consortium and other

stakeholders;
* Finding and exchanging good practices within the consortium and elsewhere;
* First steps towards the recognition and validation of knowledge, skills and competences of Deaf trainers, acquired through formal, non-formal and informal learning.

In the Deaf Enterprise project, we set out to combine mainstream and Deaf skills, knowledge, resources and experiences to develop a state of the art OER and curriculum for Deaf sign language users and educators, to be used EU-wide.

The feedback by both Trainers and Participants of the workshops as well as the number of visitors of the website, and the feedback received through social media are convincing evidence that we were successful in our efforts:

"The workshop was extremely worthwhile; especially when one considers there has been nothing of its type in the UK before." Clark Denmark, Trainer at the UK workshop.

"The level of quality engagement was so great that we often would not have enough time in the day to discuss all the points the participants wanted to discuss and would often spill over into our tea break or lunchtime to continue the discussions. All of which shows how great the need is by Sign language users to have this direct dialogue in their own language." Ramon Woolfe, Trainer at the UK workshop

"It has been amazing, I am really satisfied because I have learned so much during these days and I think I have looked into myself and found very interesting insight which will be useful for my life. I believe this is the same as all other participants feel." Participant of the IT workshop

"It is now no longer matter of dreaming: we have discovered we have so many ideas it is a matter of putting them into practice! This workshop was an important opportunity, with many useful presentations and group discussions. I hope this same opportunity can be given to Deaf individuals in other cities in Italy." Participant of the IT workshop

"In the past Deaf people have had to travel many miles to find a course which is then predominantly hearing people and hearing led. This has made participation and involvement very problematic for Deaf people who have said comments such as: "I didn't understand what the trainer was saying." Also, "I found it difficult to mix with others in the group." Clark Denmark, Trainer at the UK workshop.

"The Deaf Enterprise workshop has been incredible: each one of us worked intensively on understanding the way to take to achieve our dreams; each one of us was able to express their doubts regarding talents and difficulties we might encounter.(..) Each one of us was able to contribute so as to find the key to unlock our personal journey and fulfil our dreams." Participant of the IT workshop

The Deaf Enterprise project was a pilot project intended to find out if there is a need for dedicated entrepreneurial training and support for Deaf sign language users. The project made crystal clear that the answer is "yes!", there is a need. The Deaf Enterprise project was only a first step; much more needs to be done to support Deaf entrepreneurs, both nationally and EU-wide.

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

The main innovation of the Deaf Enterprise project was its objective. It was the first of its kind to develop an OER and Curriculum to teach Deaf Sign Language users about Entrepreneurship, with content and format developed 'to measure' to meet the specific training needs of our target group.
Other innovative aspects of the project:
* the involvement of the target group (Deaf sign language users) from day one;
* the use of International Sign and easy-to-read English to enable Deaf sign language users across the EU to benefit from and participate in the project's activities;
* the adaptation, instead of just translation, of mainstream materials and strategies to meet the specific requirements and preferences of Deaf sign language users;
* the use of digital tools and strategies to optimize accessibility, attractiveness and usability for the target group;
* The use of on-line sign language videos, social media, interactivity.

Several of the partners (Pragma, UCLan, ISLA) had worked together in earlier projects for / with Deaf sign language users. The Deaf Enterprise project was a spin-off and in many ways complementary to one of these: the SignTeach project (Erasmus+, KA2 2014-1-NL01-KA200-001279, www.signteach.eu), led by Pragma. The objective of the SignTeach project was to develop, implement and evaluate an Open Educational Resource (OER) for sign language teachers and their trainers in EU member states. In the Deaf Enterprise project, we used skills and knowledge acquired during the SignTeach project to develop an OER and curriculum, targeting Deaf Entrepreneurs (to be).

The Deaf Enterprise project was complementary to 3 other EU funded projects:

* the Designs project (https://designsproject.eu/welcome/) which aims to create VET and CPD training resources and to exchange best practices across Europe to facilitate greater participation of Deaf sign language users in employment;
* The SIDE project (Supporting Innovative models for Deaf youth Empowerment, http://www.auxilium.co.at/en/projects-good-practice/) which developed a blended model for learning based on visual languages for the acquisition of basic, transversal and professional competences by deaf young people that can support the transition from education to work, in order to improve employment situation for youth;
* SIGNS FOR HANDSHAKES (https://signsforhandshakes.eu/en/) which aimed to build and maintain strong links with representatives of the employment sector and the Deaf Community, offer practical advice for employers on hiring young Deaf people, increase job-opportunities for young Deaf job-candidates in the regular job market, and increase the understanding of effective methods of alternative communication in the workplace.

The Deaf Enterprise project was complementary to these three because our project included some activities focusing on awareness of and training in employability skills. Our project differed from these three because our main focus was on teaching entrepreneurial skills, and on not focusing exclusively on young Deaf people but on Deaf sign language users of all ages.

What was the most relevant horizontal or sectoral priority addressed by your project?

VET: Enhancing access to training and qualifications for all through C-VET

What were the other relevant horizontal or sectoral priorities addressed by your project?

- HORIZONTAL: Inclusive education, training and youth
- ADULT EDUCATION: Improving and extending the offer of high quality learning opportunities

In case the above selected priorities are different from the ones in the application, please explain why.

The selected priorities are the same as we selected in the application.We developed and evaluated an OER and Curriculum for Deaf sign language users, with content that can be used in CVET and is an example of accessible training content in a format that is attractive to Deaf sign language users. Since there are no specific training facilities or organisations to teach business skills to Deaf sign language users, we were not able to have the curriculum integrated in a formal training programme. We published the curriculum, videos, learning materials and other resources on the project's website, to be used by all.

The project supported inclusive education and training, by preparing Deaf sign language users for participation in mainstream business training programmes.

The Deaf Enterprise output - the OER and Curriculum - can be used EU wide to offer high quality learning opportunities for Deaf sign language users.

What were the most relevant topics addressed by your project?

- Inclusion - equity
- Entrepreneurial learning - entrepreneurship education
- Access for disadvantaged

In case the selected topics are different from the ones in the application, please explain why.

The selected topics addressed by our project remained unchanged: The objective of the Deaf Enterprise project was to give Deaf sign language users access to information about, and training in entrepreneurial skills. The comments made by both trainers and participants in the evaluation interviews made after the two workshops (Preston, UK, Siena, IT, see https://www.deafenterprise.eu/index.php/workshops-info/report-of-the-uclan-workshop#evaluation-by-the-participants and https://www.deafenterprise.eu/index.php/isla-workshop-it#evaluation-by-the-participants) illustrate convincingly how unique these two workshops were, and how valuable for the participants:

"It has been amazing, I am really satisfied because I have learned so much during these days and I think I have looked into myself and found very interesting insight which will be useful for my life. I believe this is the same as all other participants feel. We have shared our points of view, our proposals and ideas - so beautiful - and I really am full of gratitude." (Participant ISLA workshop, IT)

"Clark and I, as BSL native users, were able to give a detailed account of our experiences and explain the process of getting started. You could visibly see the engagement and learning in the eyes of the participants as each day, we went through our programme. It was enjoyable for me to see how much the participants were getting out of the workshop. By the end of the workshop, they all displayed a renewed confidence to be able to go home and act upon their aim of setting up their business idea." (Ramon Woolfe, Trainer of the UCLan workshop, UK).

4. Project Management

Which activities did you carry out to assess the success of your project?

Project management was shared between UCLan and Pragma.

The Project lead has been supported throughout by a Project Officer in the Research Office and Finance Officer at UCLan. There was regular contact by email and telephone and attendance at meetings twice a year. Contact was made early on between support staff at UCLan and partners so that a contact in the lead organisation was available for assistance. The Finance Officer has managed the budget for UCLan and co-ordinated the budgets for all partners, in liaison with the co-ordinator and with partner organisations. The Mobility+ tool was updated regularly in order to keep up-to-date with financial activity and internal finances were managed in order to record activity. The Project Officer responded to requests for information from partners and maintained contact with the National Agency in the UK. These staff worked well together to successfully manage the project for UCLan.

At an early stage, a partner agreement was produced by UCLan and signed by all partners.

Pragma was responsible for the day-to-day management of the project. In the restricted part of the website, Pragma posted information for partners to access: the activities plan, the budget, agendas and minutes of meetings, the latest 'to do' list, work in progress and various other relevant resources (consortium members only, http://www.deafenterprise.eu/index.php/homepage/log-in).

Pragma was responsible for the organization of the meetings, including agendas and minutes. At each meeting, a 'to do' list was agreed upon with tasks – and deadlines – for the next period (http://www.deafenterprise.eu/index.php/meetings).

At the start of the project, a mailing list was set up; all partners received copies of all project emails and had access to all discussions and all decision-making. At the start of each month, Pragma sent partners a monthly update with a summary of tasks accomplished in the past month and work to be done in the next period.

At consortium meetings, we were assisted by 2 sign language interpreters who translated spoken English into International Sign and vice versa. We have been fortunate that we were able to contract the same 2 interpreters for most meetings.

For dissemination purposes, a logo, name-sign and 'Welcome video' in International Sign were produced, as well as a postcard and signed videos with invitations to the national workshops.

How was the monitoring of the project carried out and by whom?

UCLan was responsible for the financial management of the project, see above.

At each meeting, partners completed an evaluation form with questions about the meeting, the process and the output of the project. Pragma monitored the project's process, and sent out reminders and monthly updates to keep all partners up to date on progress.

If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. How did you handle project risks (e.g. conflict resolution processes, etc.)?

The main difficulty that we encountered in the implementation of the project was the lack of time. Even in a small consortium such as ours, communication and decision-making were demanding and time-consuming - partly because partners did not all share the same background and expertise.
Communication in written English (emails, updates, minutes of meetings) often was unsatisfactory. Face-to-face communication with the assistance of sign language interpreters was more effective. As a result, discussions and decision-making often had to wait until the next transnational consortium meeting. We had 6 meetings during the 24 months of the project. Especially at the start of the project, a larger number of meetings might have made it easier to stick to the timetable in the activities plan.
Nevertheless, we were able to find solutions for all difficulties that we encountered. Major difficulties were discussed during transnational consortium meetings, and put to a vote. All partners accepted the decisions made to resolve the difficulties.

The one difficulty that we were unable to resolve effectively was the unexpected postponement of Castberggaard's workshop (Multiplier event E3) from June 2018 to September 2018. The problem was discussed at the consortium

meeting in Preston (May 2018) a solution was agreed upon by the consortium. But unfortunately, the UK-NA did not accept the consortium's solution - see section 5.4 of this report. As a result, the workshop at Castberggaard and its results could not be included in the output of the project.

5. Implementation

this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;

Please describe the activities organised by your project and elaborate on the methodology you applied. Please provide detailed information in particular about the project activities that were supported by the grant for Project Management and Implementation.

The main objective of the project was the development and evaluation of an OER and a curriculum to teach entrepreneurial skills to Deaf sign language users. To this end, the following activities were organised:
* We produced Intellectual Output, see section 5.3;
* We organized 1 Learning/Teaching/Training Activities, see section 5.5;
* We organized 2 Multiplier Events, see section 5.4.

The methodology of the project was bottom-up and collaborative. All partners contributed to all activities; decision making was democratic, if possible by consensus and by majority vote if necessary.

Activities supported by the grant for Project Management and Implementation include:
* participation in 6 transnational consortium meetings and discussions and decision making about methods and output,see section 5.2;
* by each partner: all activities necessary for the national management of the project, including financial management (recording timesheets, invoices, etc.)
* by each partner: all activities required for the transnational management of the project, i.e. communication with partners, meeting deadlines, reporting on progress, and contributing to the interim and final reports;
* each partner: the hosting of 1 (in the case of UCLan 2) transnational consortium meetings;
* various dissemination activities, including regular updates on our Facebook page;
* by Pragma: all activities required for the day-to-day management of the project: posting relevant information on the 'closed' part of the website for the partners, sending out monthly updates, sending our reminders, keeping track of activities and timepaths, organizing meetings including agendas and minutes;
* by UCLan: all activities required for the financial management of the project;
* by UCLan: liaisons with the UK-NA;
* the timely delivery of 1 interim report and 1 final report;
* two requests for amendments of the contract, 1 granted, 1 denied.

How did the project partners contribute to the project? Please detail specific competences brought in by the partner organisations.

UCLan has acquired considerable and long-term expertise in working with European partnerships and the Deaf community, leading to numerous research publications and project partnerships. UCLan's tasks included writing and editing the curriculum; identifying Deaf entrepreneurs to interview; filming and editing interviews; translating the interviews into English for subtitling purposes; identifying Deaf trainers; participation in the Train the Trainer workshop in Siena; attend consortium meetings; provide materials for the website; disseminate information about the survey; provide international sign for the website; film (and edit) activities at the Multiplier Workshop; undertake evaluation of the workshop and record participant evaluation. UCLan also contributed to the Interim and Final Report. UCLan was responsible for the budget, the collation of timesheets and invoices, and input onto the Mobility Tool.
Pragma's competences: extensive experience in managing and leading EU projects including several project for / with Deaf sign language users; website development; research experience; editing skills; experience with the development of curricula and training programmes; experience as a SME business owner. Pragma's tasks included the day-to-day management of the project, monitoring time-path, output and quality; the textual parts of the Interim and Final Reports; the visual identity of the project (logo, photos, dissemination materials); development and regular updates of the website; maintenance of the project's Facebook page; networking and communicating with Deaf Entrepreneurs for the "Gallery" of Deaf entrepreneurs; subtitling several of the interviews; searching the web for relevant resources to be included in the OER; the Glossary with business terms; the production of the Deaf Enterprise Survey and Report; the first draft of the curriculum as well as various edits of the final curriculum; participation in the Train the Trainer Event. Pragma participated in 5 of the 6 consortium meetings (1 person) and hosted the meeting in the Netherlands - March 2018, but was prevented to attend this meeting because of illness.
ISLA has taken part for the last eight years to sign language related projects within a well established network of European partners. We have been working with the deaf community in Italy and internationally since 2004 and have gained experience over the years in the field of sign language teaching and of project management mostly in the areas of arts and culture. Within the Deaf Enterprise project ISLA took part in all meetings and we hosted the International Workshop for the Train the Trainers workshop. On this occasion ISLA produced the videos that were used for the promotion of the national workshops. Throughout the project ISLA was active in supporting dissemination activities and helped writing the Survey and producing an Italian translation. We contributed to the discussion concerning the

curriculum and produced 3 video interviews with deaf Italian entrepreneurs, translated and subtitled in Italian and English. ISLA being the only representative of southern Europe we felt our role was also important in balancing project expectations in terms of the realistic constructive outcomes of the training at a national level that is not as rich in infrastructure as the other countries'.

R&R had been invited as a partner in the Deaf Enterprise (DE) project, because of its experience with building diverse curricula for young entrepreneurs. In the Deaf Enterprise project R&R was responsible for the 5 day Train the Trainer workshop in Siena, 22-16 November 2017 (see section 5.5); R&R contributed to the Deaf Enterprise curriculum. R&R participated in all transnational consortium meetings and hosted the second meeting, in Rotterdam (February 2017)

Castbergaard had been invited as a partner in the Deaf Enterprise project because of its Frontrunners programme. In this programme, Castbergaard Folk High School has trained over 120 deaf young people from over all the world. In the process, the Castberggaard team has accumulated unique and valuable Deaf-led knowledge and expertise in Deaf studies, communication and Deaf culture, as well as with building curricula for Deaf-specific leadership, empowerment and social entrepreneurship courses.

For the Deaf Enterprise OER, Castberggaard produced 3 interviews with Deaf entrepreneurs as well as terms and explanations for the Deaf Awareness Glossary. Castberggaard contributed feedforward and feedback to all output of the project from the perspective of Deaf sign language users and trainers. Castberggaard participated with 2 persons in the consortium meetings and hosted the 3rd meeting in Hedensted. They participated with 3 persons in the Train the Trainer workshop. They contracted trainers and developed a programme for their Multiplier Event E3 to be organized in June 2018. Due to unforeseen circumstances, this workshop had to be postponed until September 2018.

How did other organisations - not formally participating in the project - contribute to the achievement of the project's objectives? Please explain their involvement and how they brought added value to the realised activities, including by investing their own resources and know-how.

The European Union of the Deaf (EUD, www.eud.eu) translated the questions of the Deaf Enterprise Survey into International Sign. EUD will assist us with the dissemination of the results of the project.
Ten Deaf entrepreneurs contributed to the achievement of the project, by allowing us to interview them and to post the interviews on the project's website; more Deaf entrepreneurs contributed by allowing us to post their profiles in the Deaf Enterprise Gallery of Deaf Entrepreneurs, and/or by completing the Deaf Enterprise Survey.

What is your appreciation about the cooperation and communication between the partners and with other relevant stakeholders during the implementation of this project? What are the positive and negative elements of this cooperation process? What are the elements you would improve if you were to carry out a similar project in the future?

The consortium was a small consortium of 5 organizations from 4 EU countries. It was a diverse consortium: three partners had already worked together in several EU projects, for one partner this was the first EU project ever. Four partners had extensive experience working with Deaf sign language users, one partner had - before the start of this project - never met a sign language user before. Some of the partners were entrepreneurs, others were teachers. When the application was being written, we were aware of these differences. We had assumed that - in such a small consortium - the differences would not be a problem, but instead would result in interesting and challenging discussions and would contribute to the quality of the output of the project. The positive elements of this diverse a consortium: we could not taking anything for granted, we were at all times very much aware of different perspectives and the need to explain ourselves clearly. In the process, all partners learned a lot.

There were however also some negative effects: decision making often took a long time, and in spite of all our efforts to explain ourselves clearly, there were misunderstandings.

Fortunately, we were not mistaken in our assumption that misunderstandings could be resolved amicably. At meetings, decisions in most instances were made unanimously.

As an example: when Castberggaard - the Danish partner - informed the consortium that unfortunately they were unable to organize their workshop (the Multiplier Event E3) at the agreed date in June, but would have to postpone the workshop until early September, all partners unanimously decided to apply for a contract amendment. With an extension of an additional 3 months (a project duration of 27 instead of 24 months) the workshop at Castberggaard and its output could still be included in the project's output - as originally planned. Unfortunately, the UK-NA rejected our request for an amendment of the contract.

Elements that we would improve if we were to carry out a similar project in the future:
* Based on our experiences in the current project, for a similar project we would certainly apply for a project duration of 36 instead of 24 months.
* Depending on the objectives of the project, we would probably choose for a more homogeneous consortium, or for the same diversity but a larger number of partners.

What target groups were addressed in your activities plan? Were the target groups changed in comparison to the ones

identified in the application form?

The main target group of our project were Deaf sign language users. This is the target group that was identified in the application form.

There was a minor change in the participants of the "Multiplier Events". In the description of the "Multiplier Events" (the national Deaf Enterprise workshops) we specified the target groups for each event (see section 5.4).
The participants of the UCLan workshop in Preston were to be students and graduates of the University of Central Lancashire.
Participants of the workshop at the Siena School for Liberal Arts, in Siena Italy were to be Deaf artists, filmmakers, photographers.
At an early stage, preliminary market research showed that we should and could not limit ourselves to these specific target groups, because the numbers were too small. Instead, we opened the UCLan and ISLA workshops to all Deaf sign language users, to be able to have a sufficient number of participants.

The target group of the workshop at Castberggaard (DK) did not change: from the start it was to be an international workshop with Frontrunners. Unfortunately, the Castberggaard workshop is not included in the output of the project (see section 3).

5.1. Involvement of Participants With Fewer Opportunities

Did your project involve participants with fewer opportunities in project activities?
Yes
How many participants (out of the total number) would fall into this category?

32

How did you support these participants so that they were fully engaged in the ongoing activities?

The "Participants With Fewer Opportunities" were in our case, Deaf sign language users. Several of the persons participating in the consortium were Deaf sign language users; all of the trainers and participants of the national workshops were Deaf sign language users.
At international events, the Deaf sign language users used International Sign, at national events they used their national sign language.
For communication between non-signing persons and signing persons, we were assisted by sign language interpreters who interpreted the national spoken language into the national sign language, and vice versa. The costs of the national sign language interpreters were not charged to the project's budget.
At transnational events, we were assisted by specialized interpreters who interpret spoken English into International Sign, and vice versa (for more information, see
https://www.eud.eu/about-us/eud-position-paper/international-sign-guidelines/).

At meetings, a minimum of two interpreters was required, taking turns and assisting each other. For the transnational "Train the Trainer" workshop, we were assisted by three International Sign interpreters.

We were lucky to be able to contract the same two interpreters for most meetings. This enabled the interpreters to become familiar with the project and the participants. At each meeting, participants completed an evaluation form that included questions about the quality of the interpreters and the quality of communication. At all meetings, the quality of the interpreters was evaluated very positively by all participants.

The number of International Sign interpreters in Europe is limited. For most meetings, the interpreters had to travel transnationally to the meeting place, adding travel and subsistence costs to the costs for the interpreters.

Which types of situations did these participants face?

- Disability
- Educational difficulties

5.2. Transnational Project Meetings

Please describe the Transnational Project Meetings organised within your project. What was the purpose and frequency of

the transnational project meetings and who participated? Please elaborate how these meetings served the purpose of project coordination and implementation. In case there is a difference between what was planned and what was implemented, please explain why.

During the 24 months of the project, we organized 6 transnational project meetings, always at relevant milestones in the activities plan (see the Mobility Tool for dates and locations).

The meetings were in most cases organized at the venue of the national partner. Often, employees and colleagues of the host partner attended (parts of) the meeting. At two meetings, we had presentations by external experts.

Before each meeting, an agenda proposal was disseminated to the partners, as well as travel information. Usually within a week after the meeting, minutes and a 'to do' list were disseminated. All information – agendas, minutes, to do lists – were posted in the management part of the website, that was accessible to consortium partners only. Information about transnational project meetings was disseminated widely through our Facebook page, photos of meetings were posted on the project's website.

Meetings usually lasted 1.5 - 2 days. At all meetings, activities were organized for informal contacts between partners. The hosts of the meetings organized a welcome dinner the night before, and a consortium dinner on the first day of the meeting. Hosts also organized the lunches. Sometimes, social activities were organized.

At each meeting, a number of topics were addressed:
1.   A discussion of activities undertaken and output produced since the previous meeting;
2.   A discussion of the output of the project, criteria, work to be done, resulting in a 'to do' list;
3.   Discussion of the overall objectives of the project, of methods, materials, and the specific needs / preferences of our target group;
4.   Management issues: clarifying reports, NA requirements, contracts, finances.

At the end of each meeting, the participants completed an evaluation form with questions about progress, and the quality of the process and output of the project and the meeting.

Most partners were represented by 1 or 2 persons at most meetings. Due to illness, Pragma was unable to attend the meeting Pragma was hosting in the Netherlands, March 2018. Fortunately, the meeting could go through with UCLan chairing the meeting and ISLA responsible for the minutes of the meeting.

At all meetings, we had the assistance of 2 sign language interpreters to interpreter spoken English into International Sign, and vice versa.

Meeting ID	Meeting Title	Start Date	End Date	Receiving Organisation	Receiving Country	Receiving City	No. of Participants
24361-TPM-00001	Quarter One Meeting	2016-11-03	2016-11-04	UNIVERSITY OF CENTRAL LANCASHIRE	United Kingdom	PRESTON	5
24361-TPM-00003	Meeting 3	2017-05-25	2017-05-26	Castberggaard	Denmark	Hedensted	6
24361-TPM-00004	Meeting 4	2017-11-21	2017-11-22	ISLA s.r.l.	Italy	Siena	5
24361-TPM-00005	Meeting 5	2018-03-15	2018-03-16	Pragma - Equal Access	Netherlands	Leiden	8
24361-TPM-00002	Meeting 2	2017-02-09	2017-02-10	STICHTING ROOTS & ROUTES	Netherlands	Rotterdam	7
24361-TPM-00006	Meeting 6	2018-05-21	2018-05-22	UNIVERSITY OF CENTRAL LANCASHIRE	United Kingdom	PRESTON	6
							37

5.3. Intellectual Outputs

Please describe the Intellectual Outputs produced by your project. Please provide detailed information in particular about the nature of the intellectual outputs and their significant contribution in terms of impact and transferability (e.g. new curricula, pedagogical materials, IT Tools, analysis and studies, etc.). In case there is a difference between what was planned and what was implemented, please explain why.

The Deaf Enterprise project developed 3 Intellectual Outputs, as planned:

O1: The Deaf Enterprise OER. We developed a website with information, interviews, a 'Gallery' of Deaf Entrepreneurs, glossaries, as well as links to national and international resources relevant to the target group. The OER is part of the Deaf Enterprise website, www.deafenterprise.eu. In 2018, the website had 1.374 visitors, who viewed a total of 9.546 pages. Of the visitors, 31% were returning visitors, 69% were new visitors. Visitors came from EU countries (the UK, the Netherlands, Italy, France, Denmark, Germany, Belgium, Sweden) but also from the United States, Australia, the Philippines and African countries).

The pages most visited (partly depending on publication date) were the homepage (14.000 hits), the Deaf Enterprise Survey (5.209 hits) and the video interviews with Deaf entrepreneurs (2.121 hits).

There was one deviation from what was planned: the bilingual Glossary. At an early stage it was decided that a translation of English business terms into International Sign would be insufficient, and - in International Sign - maybe impossible. We would have to include comprehensive explanations of the meaning of the terms. Because this would be a very time-intensive activity that we had not budgeted for, the resulting glossary could only have a very limited number of entries. Since many of our target group also indicated that they would prefer translations in their national sign language instead of in International Sign, it was decided that the Glossary would be in English text only with easy-to-read explanations of the meaning of the terms. The Google translate option would enable visitors to have the English texts translated into their national written language. In this way, a much larger Glossary could be realized (at this point: 60+ terms) as well as a small Glossary of Deaf Awareness terminology. The resulting Glossaries are some of the resources that are consulted very often by visitors of the website, with some terms now having over 1.500 hits.

O2: A draft curriculum was developed as planned. With the assistance of the Deaf trainers of the national workshops it was adapted to meet the needs and preferences of Deaf learners. Learning materials were selected and developed. The curriculum now consists of 7 Modules, some of which are generic and some of which focus specifically on awareness, skills and competences relevant for Deaf sign language users. At the request of one of the partners, one module addresses employability skills. Trainers can use the curriculum to select the activities that meet the needs/preferences of their target group. The curriculum can be used for a one day workshop, or longer. It was tested in two 5-day workshops, with 10-12 participants and two trainers each. The curriculum is available on the website under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, to be used by anyone. Evaluations with both trainers and participants show two essential ingredients for a successful use of the curriculum with Deaf sign language users:
1. The trainers must be Deaf sign language users and must preferably be entrepreneurs themselves and role models for the participants.
2. The language of instruction and the language of communication in the workshop must be a sign language. In the two Deaf Enterprise workshops, trainers and participants used the national sign language. We were unable to test the effectiveness of the training when International Sign is used. - see below

The curriculum that was published on the website has many videos of Deaf trainers to illustrate the content of the activities; also included: comments and feedback from trainers and participants. These videos are in British Sign Language and Italian Sign Language, most with English and/or Italian translations. Unfortunately, the planned 3rd workshop (E3) with Frontrunners in Denmark had to be delayed and extension of the project was denied by the UK-NA. As a result, the planned international output of the Frontrunners (learning materials tested with an international group of participants) and videos of trainers and participants using International Sign could not be realized within the lifetime of the project.

We assume that many - possibly all - of the activities in the curriculum can be adapted to be used with other target groups, especially other minority groups. Testing this was not part of the project.

O3: We researched the situation of Deaf entrepreneurs in EU member states by internet searches, by interviewing Deaf entrepreneurs and by means of an on-line Survey. The Survey was made available in International Sign, British Sign language and English, Italian, Danish and Dutch text. The results were published in a report: "Deaf Entrepreneurs in Europe" that was published on the project's website as an on-line version and a downloadable .pdf. Results were used as input for the curriculum and OER.

Output Identification	O1
Output title	Deaf Enterprise OER
Description of the intellectual output	A Website with information, tools, videos, interactive and other resources that can be used to train the target group in entrepreneurial skills. Information will include a database with names, contact information of Deaf Entrepreneurs in the EU, interviews with Deaf Entrepreneurs; a Glossy with relevant terms with explanations in English and International Sign; the Deaf Enterprise Curriculum; Information on mobility support & options; online tools; videos and other resources; a network/forum of Deaf Entrepreneurs, trainers, trainees, etc. (for a small pilot version, see www.deafenterprise.eu). The OER can be used for independent study, for dedicated training activities for Deaf sign language users, and/or to support and supplement mainstream entrepreneur education activities with Deaf participants.

Start Date (dd-mm-yyyy)	01/09/2016
End Date (dd-mm-yyyy)	31/01/2017
Available Languages	English
Available Medias	Database, Facebook, Linkedin
Leading Organisation	UNIVERSITY OF CENTRAL LANCASHIRE
Participating Organisations	ISLA s.r.l., Pragma - Equal Access, Castberggaard

Output Identification	O2
Output title	Deaf Enterprise Curriculum
Description of the intellectual output	A Curriculum will be developed, implemented and evaluated; the Deaf Enterprise Basic Training (5 days) for Deaf Sign Language users (all ages). The training will focus on entrepreneurship as a key competence that enables people to develop the skills they need for life and work, and will address active citizenship, social entrepreneurship, venture creation as well as employability (European Commission/EACEA/Eurydice. 2016 Entrepreneurship Education at School in Europe. Eurydice Report. Luxemburg: Publications Office of the European Union). The training course will use a mainstream curriculum as its starting point, but this will be adapted & translated to meet requirements & preferences of the Deaf Enterprise target groups. Trainers will be trained to organise and lead workshops during an international "Train the Trainer" workshop. Three national Deaf Enterprise workshops (different age-groups, different sectors, interests) will be organised in the participating countries. The workshops will have 3 objectives: (1) to train the participants; (2) to evaluate and improve the curriculum, and (3) to collect and develop additional content for the OER (O1): e.g. videos of teachers and participants, examples, etc.
Start Date (dd-mm-yyyy)	01/09/2016
End Date (dd-mm-yyyy)	31/01/2017
Available Languages	English, Dutch, Italian
Available Medias	Interactive Resource, Video, Website
Leading Organisation	UNIVERSITY OF CENTRAL LANCASHIRE
Participating Organisations	STICHTING ROOTS & ROUTES, Castberggaard, ISLA s.r.l., Pragma - Equal Access

Output Identification	O3
Output title	Deaf Entrepreneurs in the EU: Survey & Recommendations
Description of the intellectual output	A survey of Deaf Entrepreneurs in the EU: training, barriers, support, recommendations, results. The Survey will be used (1) as input for O1; a database of names & contact information of Deaf Entrepreneurs, Interviews, good examples, etc. and (2) for a report that describes and evaluates the effectiveness of specific strategies/tools/resources/training options for Deaf Entrepreneurs in EU countries, resulting in an overview of barriers and opportunities for Deaf Entrepreneurs and recommendations to promote/support the awareness of training in entrepreneurship of Deaf Sign Language users.
Start Date (dd-mm-yyyy)	01/09/2016
End Date (dd-mm-yyyy)	31/01/2017
Available Languages	English
Available Medias	Interactive Resource, Publications, Website
Leading Organisation	UNIVERSITY OF CENTRAL LANCASHIRE
Participating Organisations	STICHTING ROOTS & ROUTES, Pragma - Equal Access

5.4. Multiplier Events

Please describe the multiplier events carried out in your project and the way the multiplier events supported sharing and dissemination of the produced intellectual outputs. In case there is a difference between what was planned and what was implemented, please explain why.

Two multiplier events were organized as planned: 5-day workshops, offering basic training to Deaf sign language users

in Entrepreneurial Skills:
E1: the Deaf Enterprise Workshop at UCLan, in Preston UK from 14-18 May 2018, and
E2: the Workshop at ISLA, in Siena, IT, from 4-8 April,

Both events were very successful. Reports and evaluations of the workshops as well as videos of trainers and participants can be found on the project's website.
Registration:
During the Train the Trainer workshop (see 5.5) videos were recorded of the trainers, signing an invitation for people to register for the workshops. These videos were posted on our Facebook page, the project's website, and the website of the organizations.
For registration, an online registration form was developed for the website. Responses were from people across the UK and Italy (and in one case: Nigeria). Communication with potential participants took a lot of time.
Trainers:
Each workshop had 2 trainers: Deaf sign language users who were either experienced entrepreneurs or teachers, or both. All 4 trainers had participated in the Train the Trainer workshop (see 5.5).
Participants:
As was explained in section 5 of this report, there was a minor change in the participants of the "Multiplier Events". At an early stage, preliminary market research showed that we should and could not limit ourselves to the target groups that we had specified in the application (students and graduates of the University of Central Lancashire for the UCLan workshop in Preston, and Deaf artists, filmmakers, photographers for the ISLA workshop in Siena) because the numbers were too small. Instead, we opened the UCLan and ISLA workshops to all Deaf sign language users, to be able to have a sufficient number of participants.
The UCLan workshop had 12 participants from across the UK; the ISLA workshop had 10 participants from across Italy. All participants were Deaf sign language users. Participants varied in age (UCLan: 28-53 years; ISLA: 23 - 45), education level, aspirations, and gender (UCLan: 9 women, 3 men; ISLA: 7 women, 3 men).
Programme:
The reports on the website include information about the programme, together with video-clips of trainers and participants. Activities listed in the programme of the workshops are directly linked to detailed descriptions and learning materials in the Deaf Enterprise Curriculum on the website.

E3: Unfortunately, we were not able to organize the third multiplier event, the Frontrunners Workshop at Casberggaard in Denmark within the time frame of the project. The Castberggaard partners had planned the workshop for early June 2018. Because of external factors outside of their control, the workshop could not go through on the planned dates.
This problem was presented at the consortium meeting at Preston (21-22 May 2018); solutions were discussed.
Partners considered the 5-day workshop in Denmark too important for the successful completion of the project, as well as for planned follow-up activities. to cancel it. It was therefore decided to ask the UK-NA for a contract amendment to move the end date of the project from 31 August to 30 November 2018. The additional 3 months would allow us to have the workshop in Denmark early September (the earliest possible date) and to include the output (videos, learning materials) into the curriculum and the OER, as originally planned.
We sent the request for the contract amendment to the UK-NA, 6 June 2018. We explained that the workshop in Denmark was unique because the participants were Frontrunners: young Deaf sign language users participating in an international 1-year training programme at Castberggaard. Thanks to their participations, we would be able to test our curriculum for its usability 'across Europe'. Videos of trainers and participants of this workshop would be accessible to a larger, international group of sign language users, because International Sign would be used. A third advantage: the international participants would help us disseminate the output of our project to their respective countries.
We were notified that the request was not approved, 18 July 2018; we were not allowed to resubmit the request with additional information. At that time, it was too late to change the plans for E3, the Frontrunners workshop at Castberggaard. As a result, much to the consortium's regret, the output of the Deaf Enterprise workshop at Castberggaard could not be included in the Deaf Enterprise Curriculum and OER.

The two multiplier events E1 and E2 were indispensable for the development and evaluation of the Deaf Enterprise Curriculum and OER: trainers and participants of the events tested the curriculum and contributed valuable learning materials, feedback and videos.

The multiplier events supported the sharing and dissemination of the project's output by means of the many videos that were produced, showing both trainers and participants signing in the sign languages of the participants.

Event Identification	E1
Event Title	Deaf Enterprise Workshop 1: Deaf Students in Higher Education
Description of the multiplier event	A national workshop (5 days) for students and graduates of the University of Central Lancashire, Preston, UK
Country of Venue	United Kingdom

Start Date (dd-mm-yyyy)	14/05/2018
End Date (dd-mm-yyyy)	18/05/2018
Intellectual Outputs Covered (using Output Identification number)	O2;O1
Leading Organisation	UNIVERSITY OF CENTRAL LANCASHIRE
Participating Organisations	

Event Identification	E2
Event Title	Deaf Enterprise Workshop 2: Deaf Artists, Filmmakers, Photographers
Description of the multiplier event	A national workshop (5 days) for Deaf artists, filmmakers, photographers at the Siena School for Liberal Arts, Siena Italy
Country of Venue	Italy
Start Date (dd-mm-yyyy)	22/11/2017
End Date (dd-mm-yyyy)	27/11/2017
Intellectual Outputs Covered (using Output Identification number)	O2;O1
Leading Organisation	ISLA s.r.l.
Participating Organisations	

Event Identification	E3
Event Title	Deaf Enterprise Workshop 3: Frontrunners
Description of the multiplier event	An international workshop (5 days) for Frontrunners, in Castebjerg (Denmark)
Country of Venue	Denmark
Start Date (dd-mm-yyyy)	01/04/2018
End Date (dd-mm-yyyy)	30/06/2018
Intellectual Outputs Covered (using Output Identification number)	O2;O1
Leading Organisation	Castberggaard
Participating Organisations	

5.5. Learning/Teaching/Training Activities

Please describe the long-term learning, teaching or training activities included in your project and explain how they have contributed to reaching the project's objectives. In case there is a difference between what was planned and what was implemented, please explain why.

In November 2017, we organized a 5-day transnational Training Activity (Train the Trainer workshop, TtT workshop) to train the Trainers of the national Deaf Enterprise Workshops (Multiplier Events E1-E3).
ISLA hosted the Training Activity in Siena (IT), from 22-16 November 2018. R&R was responsible for the programme. Throughout the TtT workshop, we had the assistance of 3 sign language interpreters.

The TtT workshop had several objectives:
1. to inform the trainers of the project's goals and the materials and curriculum;
2. to teach 'teacher skills' to the trainers, because some of them were entrepreneurs, without any teaching experience;
3. to receive feedback on the usability of the Deaf Enterprise curriculum and materials.

The participants in the workshop were:

* two hearing trainers from R&R: Ninja Kors and Elten Kiene;
* 5 Deaf sign language users who were going to be the trainers of the national workshops (2 from the UK, 2 from Italy, 1 from Denmark);
* the partners in the Deaf Enterprise consortium (2 from UCLan, 1 from Pragma, 2 from ISLA, 1 from R&R, 2 from CBG). The total number of participants, including the three sign language interpreters: 15.

The TtT workshop contributed to the project's objectives because it offered the Deaf trainers the opportunity to meet and discuss the national workshops and the curriculum, from their personal perspectives. During several activities as well as during informal contacts, the Deaf trainers were able to compare viewpoints, experiences, as well as barriers and support for Deaf sign language users and Deaf entrepreneurs, in their respective countries.
The participation, presentations and assignments by the two hearing trainers from R&R led to lively and valuable discussions about the differences between mainstream approaches to teaching and learning, and the needs and preferences of Deaf trainers and trainees.

During the TtT workshop, the Deaf trainers recorded invitation videos to invite people to participate in the national workshops. The videos were edited by ISLA and were posted on the project's website, the partners' websites, and the project's Facebookpage.

Results of the TtT workshop were incorporated in the Deaf Enterprise Curriculum and the programmes of the national workshops E1 and E2. The reports and evaluations of these workshops can be found on the project's website.

5.5.1. Participants' Profile

Please describe the background and profile of the participants involved in the learning, teaching or training activities and how the participants were selected.

Participants in the Training Activity were on the one hand the 5 Deaf trainers who were going to be the trainers of E1-E3, the national workshops, on the other hand representatives of the consortium partners.

The 5 Deaf trainers were selected by the partners who were hosting E1-E3: two trainers for each event.
UCLan was fortunate that Clark Denmark and Ramon Woolfe were willing to participate in the TtT workshop and to be the trainers of the national workshop at UCLan, UK. Both are highly motivated to support Deaf sign language users and to help them on their way to becoming successful entrepreneurs. Clark Denmark has taught both hearing and deaf students for many years; after his retirement, he started his own consultancy company. Ramon Woolfe is a very successful entrepreneur, an advocate for Deaf rights, and also has extensive teaching experience.

ISLA was able to contract Claudio Ferrara and Humberto Insolera. Both are well-known (nationally and internationally) Deaf sign language users who have proved over the years and through their professional life a very strong commitment to the advancement - in educational and employment terms - of the Deaf community in Italy. Both are held in high esteem by the community. For a short bio, see the project's website https://deafenterprise.eu/index.php/isla-workshop-it#the-trainers.

Castberggaard contracted Jakob Gade and Mette Bertelsen to be the trainers of E3, the Deaf Enterprise workshop at Castberggaard. Both are successful Deaf entrepreneurs, see the website for the interviews with these two: https://deafenterprise.eu/index.php/interviews/denmark). Only Jakob Gade was able to come to the transnational Train the Trainer workshop in Siena, November 2017.

5.5.2. Participants' Recognition

Did your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates for recognition or validation of the learning outcomes of the participants in the learning, teaching or training activities?
No

Activity No.	C1
Field	VET
Activity Type	Short-term joint staff training events
Activity Description	Workshop 1, Train the Trainer
No. of Participants	15

Participants with Special Needs (out of total number of Participants)	8
Accompanying Persons (out of total number of Participants)	0
Is this a long-term activity?	No
Funded Duration (days)	101
Participating Organisations	UNIVERSITY OF CENTRAL LANCASHIRE, STICHTING ROOTS & ROUTES, Pragma - Equal Access, ISLA s.r.l., Castberggaard

6. Follow-up

6.1. Impact

What was the project's impact on the participants and participating organisations involved in the project?

> The impact on the participants and the participating organisations was varied. For R&R, this was the first project, and first encounter, with Deaf sign language users. The Deaf Enterprise project enabled them to develop insights into Deaf Culture, and Deaf entrepreneurship.
> For Castberggaard, this was the first European funded project. They gained valuable insights into the requirements, advantages and disadvantages, of working under Erasmus+.
> All partners learned about the barriers and opportunities that Deaf entrepreneurs have to deal with, and the differences between the support that is available to Deaf entrepreneurs in different EU member states.
> All partners gained valuable insights into the learning needs and preferences of Deaf trainers and learners, and about the differences between mainstream learning activities and learning materials, and those specifically developed for Deaf sign language users.
> The three organisations who organised Deaf Enterprise workshops, or had planned to do this (UCLan, ISLA, CBG) are all committed to continue the work that was started in the Deaf Enterprise project, and are currently looking for national and international funding to do this.
> For UCLan, the impact of the project is already apparent. They have had a meeting with the European Project partners of DESIGNS (a complementary Erasmus+ project) and are organising a collaborative Entrepreneurship Workshop for Deaf people in the Community - utilising the outcomes of both projects.
> For ISLA, one of the most important 'side effects' of participating in this project is that ISLA has since partnered with its sister organization Mason Perkins Deafness Fund Onlus to create a grant for Deaf Entrepreneurship in Italy - Officina Deaf. The first call for proposals was sent out in the Spring and the first grant will be awarded by the end of 2018. Three of the members of the selecting jury were also involved, in different capacities, in Deaf Enterprise.

Outside of the participating organisations which were the project's target groups and other relevant stakeholders? What was the project's impact on them and how did the results reach them?

> The project's target group were Deaf sign language users, both in the participating countries and in all EU member states. The main output of the project: the curriculum and the workshops (multiplier events) was made available on the project's website, during the summer of 2018. The project ended 31 August 2018.
> The project already had impressive impact on the Deaf trainers and participants of the national workshops - see the evaluations on the website.
> We expect a 'ripple on' effect, to a larger and larger group of relevant stakeholders, after the end of the project. In addition, UCLan held a stakeholder event for local members of the Deaf community - who were told about the project, but also had input into the curriculum.
>
> To make sure that the project's output reaches Deaf sign language users across Europe, we will co-operate closely with the European Union of the Deaf (EUD, www.eud.eu).

How has the project contributed to the achievement of the most relevant priorities (as outlined in the description section)? To which extent was the expected impact reached?

> The project achieved the priorities that were selected in the application:
>
> * We developed and evaluated an OER and Curriculum for Deaf sign language users, with content that can be used in CVET and as an example of accessible training content in a format that is attractive to Deaf Sign Language Users. Since there are no specific training facilities or organisations to teach business skills to Deaf sign language users, we were not able to have the curriculum integrated in a formal training programme. We published the curriculum, videos, learning materials and other resources on the project's website, to be used by all.
>
> * The project supported inclusive education and training, by preparing Deaf sign language users for participation in mainstream business training programmes.
>
> * The Deaf Enterprise output - the OER and Curriculum - can be used EU wide to offer high quality learning opportunities for Deaf sign language users.

What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.

The main impact so far was on the trainers and participants of E1 and E2, the two national workshops. Participants were from across the UK and Italy. We expect a 'ripple on' effect from these two workshops.

UCLan is working collaboratively with the DESIGNS project to organise a regional event to showcase our outputs which will impact upon local and regional Deaf entrepreneurs and Deaf people in general.

We will collaborate with the EUD, the European Union of the Deaf, to disseminate the results of the Deaf Enterprise project to the Deaf Community in all EU member states.

6.2. Dissemination and Use of Projects' Results

To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.

Dissemination inside the partnership:
* Partners posted information about the project on the websites of their organizations, with links to the project's website.
* Transnational consortium meetings were usually hosted at one of the participating organizations. Interested colleagues at the host organizations usually attended (part of) the meetings and/or social activities.
* For communication with the Deaf trainers of the workshops, a closed Facebook group was set up.

Dissemination outside the partnership:
* A logo, name-sign and postcard were selected and used in all our dissemination activities.
* At the start of the project, the project's website was set up: www.deafenterprise.eu. The website was updated and revised regularly. We used Google Analytics to monitor visitors to the website. In 2018 (January - August) the number of unique visitors was: 1.374, 68% new visitors, 32% returning visitors.
The total number of page views: 9.546; the average number of pages per session: 4:82. Most visitors came from the UK, the Netherlands, Italy. Other EU countries: France, Denmark, Germany, Belgium, Sweden. International visitors came from the USA, Philipines, Australia, New Zealand.
* After the kick-off meeting (February 2017) a Facebook page was set up: https://www.facebook.com/deafenterprise.eu/ On the Facebook page, we regularly posted information about the project, meetings, workshops and other relevant information.
* On the project's website and Facebook page, partners posted a large number of videos signed in International Sign, British Sign Language, Italian Sign Language and Danish Sign Language. Videos include a signed Welcome video, invitations to the Workshops, and video of trainers and participants of the Deaf Enterprise workshops at Preston (UK) and Siena (IT).
* Luigi Lerose (UCLan) presented the Deaf Enterprise project at three events in the UK: at UCLan (February 2017) at a meeting of Deaf job-seekers, at the Deaf Business Awards event in the UK (16 June 2018), and at the 25th Anniversary of BSL & Deaf Studies Conference - attended by 90 participants (September 2018).
* ISLA used both its own network of Deaf contacts and its partner's Mason Perkins Deafness Fund to disseminate information about the project to the Deaf community in Italy.
Over the summer the project was presented to 50 sign language students and their teachers who were all invited to discuss the project's ideas relating them to opportunities and infrastructures they knew about in their own country.

What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.

We produced a website at the start of the project; the website was regularly updated. For number of visitors, see above.
We regularly posted updates on our Facebook page: www.facebook.com/deafenterprise.eu.
Several partners posted information about the project on the websites of their organizations.
UCLan presented the project at three conferences: two local in Preston, one national in Liverpool. The Anniversary Conference was attended by 90 participants from across the whole of the UK.

We uploaded our final project results onto the Erasmus+ Project Results Platform. Because we want to continue to monitor the number of visitors and users of the website, the curriculum and the Deaf Entrepreneurs in Europe report, we have not uploaded these results to the Platform. All of these, however, can be found, viewed and/or downloaded from the project's website: www.deafenterprise.eu.

We have used the EPALE platform (Electronic Platform for Adult Learning in Europe) to inform trainers and organizers

in adult education- whether for deaf people, other minority groups or other groups with specific learning needs about the project and its output: the Deaf Enterprise Curriculum and OER.

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced tangible deliverables, please describe if and how you have promoted their free access to the public. In case a limitation was foreseen for the use of the open licence, please specify the reasons, extent and nature of this limitation.

The Deaf Enterprise Curriculum and OER are available on the website under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, to be used by anyone.

How have you ensured that the project's results will remain available and/or will be used by others?

Partners will continue to disseminate and use the output of the project. Pragma will continue to support the website for a minimum of 4 years after the end of the project.
Both during and after the lifetime of the project, we will actively support persons and organizations wanting to develop mirror-sites of the Deaf Enterprise OER, and/or translations of the Deaf Enterprise Curriculum into their national sign and/or written language.
Several partners are looking for national and/or international resources to continue to organize workshops for Deaf Entrepreneurs.
We are also planning to apply for funding to organize Train the Trainer workshops in other EU countries, so that the trainers of the workshops in Italy and the UK can train new trainers abroad.

How did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?

The Deaf Enterprise Curriculum and OER can be used across Europe, to organize workshops for Deaf sign language users.
We assume that the Curriculum and OER can - with minor adaptations - be used by / for other minority groups. We have used the EPALE platform (Electronic Platform for Adult Learning in Europe) to inform trainers and organizers in adult education- whether for deaf people, other minority groups or other groups with specific learning needs about this.

6.3. Sustainability

Which activities and results will be maintained after the end of the EU funding? How will these activities be implemented and supported?

Partners will continue to disseminate and use the output of the project.
Pragma will continue to support the website for a minimum of 4 years after the end of the project.
These activities will be supported without additional funding. Partners will apply for funding for spin-offs and follow-ups, both nationally and internationally.
In Italy, ISLA has partnered with its sister organization Mason Perkins Deafness Fund Onlus to create a grant for Deaf Entrepreneurship in Italy - Officina Deaf. The first call for proposals was sent out in the Spring and the first grant will be awarded by the end of 2018. Three of the members of the selecting jury were also involved, in different capacities, in the Deaf Enterprise project.

7. Budget

this section gives a detailed overview of the final amount of the EU grant you request;

7.1. Budget Summary

PIC of the Organisation	Project Management and Implementation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities				Special Needs Support	Exceptional Costs	Exceptional Cost Guarantee	Total (Calculated)
					EU Travel Grant	EU Individual Support	Linguistic Support Grant	Exceptional Costs (Overseas Countries and Territories Travel Costs)				
999883858	12,000.00	4,600.00	23,968.00	1,200.00	550.00	2,800.00	0.00	0.00	5,405.01	0.00	0.00	50,523.01
927019592	6,000.00	5,750.00	12,291.00	0.00	275.00	2,100.00	0.00	0.00	3,409.63	0.00	0.00	29,825.63
940130500	6,000.00	5,175.00	19,474.00	1,000.00	550.00	2,400.00	0.00	0.00	11,260.89	525.30	0.00	46,385.19
945804418	6,000.00	2,875.00	22,413.00	0.00	0.00	700.00	0.00	0.00	3,155.45	0.00	0.00	35,143.45
949518257	6,000.00	1,725.00	11,809.00	0.00	825.00	2,100.00	0.00	0.00	3,111.63	0.00	0.00	25,570.63
Total	36,000.00	20,125.00	89,955.00	2,200.00	2,200.00	10,100.00	0.00	0.00	26,342.61	525.30	0.00	187,447.91

7.1.1. Project Total Amount

Project Total Amount Reported (Calculated)	187,447.91

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

Overall, partners stayed close to the budgeted costs.
The main deviation from the original budget are the relatively low costs claimed by Castberggaard (PIC 949518257). They were unable to organize the planned Multiplier Event E3 in June 2018 as an extension to the project would have been required. As a result, Castberggaard contributed fewer days than planned to the production and evaluation of the curriculum, and they do not claim any costs budgeted for E3. Castberggaard's costs for the Learning/Teaching/Training Activity (the transnational Train the Trainer workshop in Siena) are lower than budgeted because only 1 trainer participated instead of the planned 2 trainers.
Other minor deviations:
Pragma and UCLan claim some more days than originally budgeted for Intellectual Outputs, to make up for the information that Castberggaard's E3 was to provide.
R&R's travel costs are less than budgeted because only 1 person attended most meetings instead of the budgeted 2 persons.

Exceptional costs: UCLan did not claim any payment for the external speakers at the national workshop in Preston (E1) and Castberggaard did not claim for the external speakers at the national workshop they were unable to organize (E3).

7.2. Project management and implementation

PIC of the Organisation	Role of the Organisation	Name of the Organisation	Total
999883858	Beneficiary	UNIVERSITY OF CENTRAL LANCASHIRE	12,000.00
949518257	Partner	STICHTING ROOTS & ROUTES	6,000.00
945804418	Partner	Pragma - Equal Access	6,000.00
940130500	Partner	ISLA s.r.l.	6,000.00
927019592	Partner	Castberggaard	6,000.00
		Total	36,000.00

7.3. Transnational Project Meetings

PIC of the Sending Organisation	Total No. of Meetings	Total Number of Participants in All Meetings	Distance Band	Grant per participant	Total (Calculated)

927019592	1	2	100 - 1999 km	575.00	1,150.00
927019592	1	2	100 - 1999 km	575.00	1,150.00
927019592	1	2	100 - 1999 km	575.00	1,150.00
927019592	1	2	100 - 1999 km	575.00	1,150.00
927019592	1	2	100 - 1999 km	575.00	1,150.00
940130500	1	2	100 - 1999 km	575.00	1,150.00
940130500	1	2	100 - 1999 km	575.00	1,150.00
940130500	1	2	100 - 1999 km	575.00	1,150.00
940130500	1	1	100 - 1999 km	575.00	575.00
940130500	1	2	100 - 1999 km	575.00	1,150.00
945804418	1	1	100 - 1999 km	575.00	575.00
945804418	1	1	100 - 1999 km	575.00	575.00
945804418	1	1	100 - 1999 km	575.00	575.00
945804418	1	1	100 - 1999 km	575.00	575.00
945804418	1	1	100 - 1999 km	575.00	575.00
949518257	1	1	100 - 1999 km	575.00	575.00
949518257	1	2	0 - 99 km	0.00	0.00
949518257	1	1	100 - 1999 km	575.00	575.00
949518257	1	1	100 - 1999 km	575.00	575.00
999883858	1	2	100 - 1999 km	575.00	1,150.00
999883858	1	2	100 - 1999 km	575.00	1,150.00
999883858	1	2	100 - 1999 km	575.00	1,150.00
999883858	1	2	100 - 1999 km	575.00	1,150.00
				Total	20,125.00

7.4. Intellectual Outputs

PIC of the Organisation	Output Identification	Staff Category	Country of Organisation	No. Of Working Days	Grant per Day	Total (Calculated)

999883858	O3	Managers	United Kingdom	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		8	214.00	1,712.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
949518257	O2	Managers	Netherlands	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		48	241.00	11,568.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
927019592	O2	Managers	Denmark	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		44	241.00	10,604.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
940130500	O2	Managers	Italy	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		74	214.00	15,836.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
999883858	O1	Managers	United Kingdom	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		22	214.00	4,708.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
940130500	O1	Managers	Italy	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		17	214.00	3,638.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
949518257	O3	Managers	Netherlands	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		1	241.00	241.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00

945804418	O1	Managers	Netherlands	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		37	241.00	8,917.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
999883858	O2	Managers	United Kingdom	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		82	214.00	17,548.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
945804418	O2	Managers	Netherlands	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		39	241.00	9,399.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
927019592	O1	Managers	Denmark	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		7	241.00	1,687.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
945804418	O3	Managers	Netherlands	0	0.00	0.00
		Teachers/Trainers/Researchers/Youth Workers		17	241.00	4,097.00
		Technicians		0	0.00	0.00
		Administrative support staff		0	0.00	0.00
			Total	396		89,955.00

7.5. Multiplier Events

PIC of the Organisation Organising the Event	Event Identification	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	Total Amount (Calculated)
999883858	E1	United Kingdom	12	100.00	0	200.00	1,200.00
927019592	E3	Denmark	0	100.00	0	200.00	0.00

940130500	E2	Italy	10	100.00	0	200.00	1,000.00
		Total	22		0		2,200.00

7.6. Learning/Teaching/Training Activities

7.6.1. Travel

PIC of the Sending Organisation	Activity No.	Activity Type	No. of Participants	Distance Band	Travel Grant per Participant	Total Amount (Calculated)
927019592	C1	Short-term joint staff training events	1	100 - 1999 km	275.00	275.00
940130500	C1	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
949518257	C1	Short-term joint staff training events	3	100 - 1999 km	275.00	825.00
999883858	C1	Short-term joint staff training events	2	100 - 1999 km	275.00	550.00
		Total	8			2,200.00

7.6.2. Individual Support

7.6.2.1. Short-term Learning/Teaching/Training Activities

PIC of the Sending Organisation	Activity No.	Activity Type	Participants (Excluding Accompanying Persons)			Accompanying Persons			Total (Calculated)
			Funded Duration per Participant (days)	No. of Participants (excluding accompanying persons)	Grant per participant	Funded Duration per Accompanying Person (days)	No. Of Accompanying Persons	Grant per Accompanying Person	
927019592	C1	Short-term joint staff training events	7	3	700.00	0	0	0.00	2,100.00
940130500	C1	Short-term joint staff training events	5	2	500.00	0	0	0.00	1,000.00
940130500	C1	Short-term joint staff training events	7	2	700.00	0	0	0.00	1,400.00
945804418	C1	Short-term joint staff training events	7	1	700.00	0	0	0.00	700.00

949518257	C1	Short-term joint staff training events	7	3	700.00	0	0	0.00	2,100.00
999883858	C1	Short-term joint staff training events	7	4	700.00	0	0	0.00	2,800.00
		Total	40	15	4,000.00	0	0	0.00	10,100.00

7.6.2.2. Long-term Learning/Teaching/Training Activities

This section doesn't apply for this project

7.6.3. Linguistic Support

This section doesn't apply for this project

7.6.4. Exceptional Costs (Overseas Countries and Territories Travel Costs)

This section doesn't apply for this project

7.7. Special Needs Support

PIC of the Organisation	No. of Participants With Special Needs	Description	Total Cost
949518257	3	Lissa Zeviar Invoice no: 5358. Interpreter cost and travel costs for 2nd Project Meeting in Rotterdam 09-10/02/17. 3 deaf participants.	1,427.90
999883858	5	Moriarty Associates Invoice no: 0602-1124-16. Interpreters cost and travel costs for project meeting in Preston 03-04/11/16. 5 deaf participants.	1,119.37
999883858	5	Lissa Zeviar - Invoice no: 5350. Interpreter cost and travel costs for project meeting in Preston 03-04/11/16. 5 deaf participants.	2,065.84
949518257	3	Moriarty Associates Invoice no: 0602-1130-17. Interpreters cost and travel costs for 2nd project meeting in Rotterdam 09-10/02/17. 3 Deaf participants.	1,683.73
927019592	3	Moriarty Associates Invoice no: 0602-1142-17. Interpreters cost and travel costs for 3rd project meeting in Denmark 25-26th May 17. 3 Deaf Participants.	1,759.63
927019592	3	Lissa Zeviar Invoice for Interpreters cost and travel costs for 3rd project meeting in Denmark 25-26th May 17. 3 Deaf Participants.	1,650.00
940130500	8	Moriarty Associates Invoice no: 0602-1157-17. Interpreter cost and travel costs for 4th project meeting and Train the Trainer Workshop in Siena 21-27/11/17. 8 Deaf participants.	3,675.68
940130500	8	SLID Invoice no: SLIDST16143. Interpreter cost and travel costs for 4th project meeting and Train the Trainer Workshop in Siena 21-27/11/18. 8 Deaf participants.	3,222.26
940130500	8	Lissa Zeviar invoice no: 5380. Interpreter costs and travel cost for 4th project meeting and Train the Trainer Workshop in Sienna 22-26/11/17. 8 Deaf participants.	4,066.95

945804418	3	Lissa Zeviar Invoice no: 5383. Interpreter costs and travel costs for 5th project meeting in Leiden 15-16/03/18. 3 Deaf participants.	1,390.50
945804418	3	Moriarty Associates invoice no: 0602-1163-18. Interpreters cost and travel costs for 5th project meeting in Lieden. 3 Deaf Participants.	1,764.95
940130500	8	Accommodation costs for Eddie Moriarty and Brigitte Francois for the Sienna Workshop 21-27/11/17.	296.00
999883858	5	Overseas Interpreting Ltd Invoice no: A218. Interpreters costs and travel cost for meeting at Preston 21-22nd May 18. 5 Deaf participants.	2,219.80
		Total	26,342.61

7.8. Exceptional Costs

PIC of the Organisation	Description of cost item	Total Cost	Grant Requested (75% of the Total Incurred Cost)
940130500	Two external speakers at E2, ISLA's Multiplier Event in Siena.	700.40	525.30
	Total	700.40	525.30

7.9. Exceptional costs - Guarantee

This section doesn't apply for this project

8. Annexes

additional documents that are mandatory for the completion of the report;

Please note that all documents mentioned below need to be attached here before you submit your form online.
Before submitting your report to the National Agency, please check that:

- The Declaration of Honour signed by the legal representative of the beneficiary organisation.
- All necessary information on your project have been encoded in Mobility Tool+
- The report form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- You have annexed all the relevant documents:
- The necessary supporting documents as requested in the grant agreement.

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