

Application

Programme	Erasmus+
Action Type	KA220-HED - Cooperation partnerships in higher education (KA220-HED)
Call	2024
Round	Round 1

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Context

Field Higher Education

Project Title Advanced Training in Digitization of Older Texts

Project Acronym ANTIDOTE

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/09/2024	36 months	31/08/2027	IS01 - Landskrifstofa Erasmus+	English

Project lump sum 400 000,00 €

For further details about the available Erasmus+ National Agencies, please consult the following page: [List of National Agencies](#).

Project Summary

Please provide a short summary of your project. Please be aware that this section (or parts of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

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

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

Objectives: What do you want to achieve by implementing the project?

ANTIDOTE will train a new cohort of students and experts in advanced Digital Humanities (DH) for the edition and study of medieval texts and cultures. It aims to counteract the misuse of the medieval past to justify attitudes and behaviors in the present by making trustworthy historical sources widely available and training students, experts and the wider public in approaching and interpreting the sources with the most up-to-date digital methods.

Implementation: What activities are you going to implement?

ANTIDOTE will primarily be implemented through a series of interdependent training weeks, for "novices" and expert trainees followed by a training week where novices and experts come together to work on practical Digital Humanities projects. To reach a wider public the project will develop teaching and training materials for an online hub, host a series of local "hackathons" and support long-term visits for partners to gain and transfer back essential knowledge from each other.

Results: What project results and other outcomes do you expect your project to have?

ANTIDOTE will train a total of 72 students ("novices") and 39 expert trainees, produce about 30 small scale Digital Humanities projects through the joint training weeks, other DH projects from a wider community through the local hackathons, teaching and training videos and other online materials available through an open access hub and international portals and a new model curriculum for Digital Humanities for medieval texts.

Applicant organisation

OID	Legal name	Country	Region	City	Website
E10209011	HASKOLI ISLANDS	Iceland	Höfuðborgarsvæði	REYKJAVIK	www.hi.is

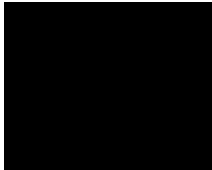
Partner organisations

OID	Legal name	Country	Region	City	Website
E10209245	UNIVERZITA KARLOVA	Czechia	Hlavní město Praha	PRAHA 1	www.cuni.cz
E10120109	Stiftsbibliothek Klosterneuburg	Austria	Niederösterreich	Klosterneuburg	http://www.stift-klosterneuburg.at
E10208633	UNIVERZITA KOMENSKEHO V BRATISLAVE	Slovakia	Bratislavský kraj	BRATISLAVA	http://www.uniba.sk
E10209112	UNIVERSITA CA' FOSCARI VENEZIA	Italy	Veneto	VENEZIA	www.unive.it
E10209520	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS	France		PARIS	www.cnrs.fr
E10208669	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN	Ireland	Dublin	DUBLIN	www.tcd.ie

Work package

Please note that it is recommended to split your projects in a maximum of 5 work packages, including the one on project management.

In this section, please do not add the work package project management already included in the previous section.

Work package id	Title	Number of activities	Grant (EUR)
WP1	Project Management		
WP2	Novice Training	3	
WP3	Expert Training	3	
WP4	Complex Joint Training	3	
WP5	Dissemination of Results	4	
Total			400 000,00

Budget Summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described work packages and their estimated cost.

Budget Items	Allocated amount (EUR)
Work package n°1 'Project Management'	[REDACTED]
Work package n°2 - Novice Training	
Work package n°3 - Expert Training	
Work package n°4 - Complex Joint Training	
Work package n°5 - Dissemination of Results	
Total	400 000,00

Distribution of the grant amount among participating organisations

WP	HASKOLI ISLANDS (EUR)	UNIVERZITA KARLOVA (EUR)	Stiftsbibliothek Klosterneuburg (EUR)	UNIVERZITA KOMENSKÉHO V BRATISLAVE (EUR)	UNIVERSITA CA' FOSCARI VENEZIA (EUR)	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (EUR)	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (EUR)	Total (EUR)
Work package n°1 'Project Management'	[REDACTED]						72 000,00	
Work package n°2 - Novice Training	[REDACTED]						94 800,00	
Work package n°3 - Expert Training	[REDACTED]						38 100,00	
Work package n°4 - Complex Joint Training	[REDACTED]						108 100,00	
Work package n°5 - Dissemination of Results	[REDACTED]						87 000,00	
Total	81 380,00	52 870,00	29 160,00	47 650,00	62 620,00	62 620,00	63 700,00	400 000,00
Project lump sum (EUR)								400 000,00

Participating Organisations

To complete this section you will need your organisation's identification number (OID).

If you have an OID number please introduce it in this section.

If you are not sure if you have OID number, you can check here: [Organisation Registration System](#)

If you do not have OID number, you can create one here: [Register New Organisation](#)

Applicant - HASKOLI ISLANDS (E10209011 - IS)

Organisation ID	Legal name	Country
E10209011	HASKOLI ISLANDS	Iceland

Establishment/Registration date of the organisation
17/06/1911

Applicant details

Legal name	HASKOLI ISLANDS
Country	Iceland
Region	Höfuðborgarsvæði
City	REYKJAVIK
Website	www.hi.is

Profile

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

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	IS REYKJAV01

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The University of Iceland (UoI), founded in 1911, is a progressive educational and scientific institution. Its total revenue is €127M per year. It is a research-led state university, situated in the heart of Reykjavík, the capital of Iceland. A modern, diversified and rapidly developing institution, the University of Iceland offers opportunities for study and research in almost 400 programs spanning most fields of science and scholarship: Social Sciences, Health Sciences, Humanities, Education, Engineering and Natural Sciences. The University employs over 1,500 people (FTE), and has over 13,000 students, of which there are more than 650 Ph.D. students. It is by far the largest teaching and research institution in Iceland and is renowned in the global scientific community for its research excellence, ranking in the top 300 on the Times Higher Education Ranking for the past nine years. The Faculty of Humanities has a staff of 81 (FTE) and around 130 Ph.D. students. The faculty has a strong international research cooperation and obtains research funding from both national and international sources.

UoI has strong professional service support including for research management and event organisation. Administrative aspects of the project will be managed by the Centre for Research in the Humanities, with further support from the Central Grants Office of the University (PMO), which has vast experience in managing H2020, Horizon Europe and other international projects, including Erasmus+ KA2. It offers assistance to researchers with the financial management of their grants through regular meetings with support staff. The University of Iceland has participated in numerous projects funded by the European Union, including research projects funded by the 6th and 7th Framework Programmes. It participated in 61 Horizon 2020 projects and is currently involved in 14 Horizon Europe projects, either as a coordinator or a partner. It has coordinated 7 Erasmus+ strategic partnerships and 2 Jean Monnet networks and participated in numerous more. The PI will have access to all staff support services. The School of Humanities currently hosts two ERC grants (StG+AdG), participates in one MSC ITN training Networks, and two Horizon Collaborative projects. It leads two Erasmus+ KA2 cooperative projects

in Higher Education.

The University of Iceland leads the AURORA Universities initiative (<https://aurora-universities.eu/about/>), a collection of 9 European universities operating since 2016.

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

The School of Humanities at UoI offers diverse academic programmes in the humanities and has a great deal to offer to both exchange and regular international students. In particular, the UoI offers both a three-semester international master's programme in Medieval Icelandic Studies in collaboration with the Árni Magnússon Institute for Icelandic Studies (AMIIS) and a four-semester international master's program in Viking and Medieval Norse Studies run in collaboration with Aarhus University, University of Copenhagen, University of Oslo, and the Árni Magnússon Institute for Icelandic Studies. In a little less than twenty years, around 300 international students of more than 25 different nationalities from all over the world have graduated from these two programmes combined.

Training in manuscript studies focusing on medieval Icelandic manuscripts is an important part of the international programs in medieval Studies at UoI. The programs are run in collaboration with the Árni Magnússon Institute for Icelandic Studies, a research institute with close ties to the University of Iceland. AMIIS and the Department of Nordic Studies and Linguistics (NorS) at the University of Copenhagen share the custody of the Árni Magnússon Collection, the world's largest collection of medieval Icelandic manuscripts, which was inscribed on the UNESCO Memory of the World Register in 2009. The holdings of the collection can be viewed on the online catalogue Handrit.is (<http://handrit.is/>).

There is a close collaboration between scholars from the UoI, AMIIS, and NorS at the University of Copenhagen on a variety of projects, including the annual International Summer School in Scandinavian Manuscript Studies which has been held alternately in Reykjavik and Copenhagen since 2004. This is a two-week long international summer school attended by graduate students from all over the world, numbering 50–60 every year.

In the master programs at UoI and the international summer school in manuscript studies, students get practical training in reading and transcribing medieval Scandinavian manuscripts and encoding texts in TEI-compatible XML, in addition to learning Old Icelandic.

Scholars from UoI, the Árni Magnússon Institute and NorS at the University of Copenhagen have also actively participated in the Medieval Nordic Text Archive — MENOTA (<http://menota.org/>), a network of leading Nordic archives, libraries and research departments working with medieval texts and manuscript facsimiles. Founded in 2001, the aim of this network is to preserve and publish medieval texts, both in the medieval Scandinavian languages and Latin, in digital form and to adapt and develop encoding standards necessary for this work. This work resulted in an encoding standard using TEI-compatible XML as described in detail in the MENOTA Handbook for the Electronic Encoding of Medieval Nordic Primary Sources (3rd edition 2019; accessible at https://www.menota.org/HB3_index.xml), as well as an online archive.

The key persons at the University of Iceland will be:

Eiríkur Smári Sigurðarson has a background in philosophy (Ph.D. classical philosophy, University of Cambridge) and is the Director of Research and a research specialist at the UoI School of Humanities and chairman of the board of Centre for Digital Humanities and Arts, a forum for the development, hosting, and consultation on the development and access to digital databases in the humanities and arts, as well as for research based on these databases.

Haraldur Bernharðsson is an associate professor of medieval Icelandic studies. He is a linguist by training (Ph.D. linguistics, Cornell University) working on Old Icelandic, language change, and medieval Icelandic manuscripts as sources of linguistic evidence. He has been involved in the electronic editing of Old Norse-Icelandic texts for a long time, has been on the board of MENOTA since 2014 and one of the authors of the MENOTA Handbook.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	2	2
Strategic Partnerships for higher education (KA203)	26	15	40	16
Partnerships for Digital Education Readiness (KA226)	0	0	1	0
Cooperation partnerships in school education (KA220-SCH)	7	5	5	5
Cooperation partnerships in vocational education and training (KA220-VET)	0	0	2	1
Cooperation partnerships in adult education (KA220-ADU)	0	0	2	1
Cooperation partnerships in higher education (KA220-HED)	8	5	11	2
Cooperation partnerships in youth (KA220-YOU)	0	0	1	0
Newcomer organisation	No			
Less experienced organisation	No			
First time applicant	No			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

The project will be hosted by the University of Iceland Centre for Medieval Studies (CMS) within the School of Humanities, with additional support from the Centre for Digital Humanities and Arts (CDHA). The CDHA is a collaboration between 14 institutes - universities, libraries, museums, galleries and archives - on the development and promotion of Digital Humanities and Arts in Iceland.

The University of Iceland is a partner of the Icelandic CLARIN centre (<https://clarin.is/>). the CDHA is an associate partner of DARIAH.

Partner Organisations

Organisation ID	Legal name	Country
E10209245	UNIVERZITA KARLOVA	Czechia
E10120109	Stiftsbibliothek Klosterneuburg	Austria
E10208633	UNIVERZITA KOMENSKEHO V BRATISLAVE	Slovakia
E10209112	UNIVERSITA CA' FOSCARI VENEZIA	Italy
E10209520	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS	France
E10208669	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN	Ireland

UNIVERZITA KARLOVA (E10209245 - CZ)

Partner organisation details

Legal name	UNIVERZITA KARLOVA
Country	Czechia
Region	Hlavní město Praha
City	PRAHA 1
Website	www.cuni.cz

Profile

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

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	CZ PRAHA07

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Charles University is one of the oldest universities in Europe and ranks among the world's most renowned research-focused universities. Their international links contribute significantly to strengthening global awareness of the university. Charles achieves high standards of excellence in joint international research projects and is a member of many prestigious international organizations and university networks. Charles also actively support mobility for both students and academic staff. A crucial role in the university's international activities is played by exchange programmes supporting student and academic staff mobility. The European Commission ranks Charles among Europe's leading universities in terms of the number of outgoing and incoming students and teachers within the Erasmus+ programme. Other European Union programmes are also gaining in importance, e.g. the Erasmus Mundus programme. Charles University was founded in 1348, making it one of the oldest universities in the world. Yet it is also renowned as a modern, dynamic, cosmopolitan and prestigious institution of higher education. It is the largest and most renowned Czech university, and is also the best-rated Czech university according to international rankings. There are currently 17 faculties at the university plus 3 institutes, 6 centres of teaching, research and development. The key priority of Charles is to continue to enhance its prestigious status as a research university. To achieve this aim, the university focuses strongly on research activities. Charles can boast a number of outstanding research teams which are involved in close collaboration with international research institutions. Students can also become involved in the university's research work at each of the individual faculties. The university is the best-performing research institution in the Czech Rep. For many years Charles has been keen to incorporate the results of its research and development work into its teaching, and to ensure the greatest possible involvement of research staff and students in Czech and international projects. The success of the university's research policy is reflected in rankings based

on research achievement, which demonstrate that the university can compete strongly with many prestigious institutions outside the Czech Rep. Charles staff have participated in a range of major international research projects – including the CERN programme. The creativity of the university's staff and students is reflected in a huge range of research and applied projects, as well as in valuable works of art and a wealth of publications.

The university has more than 7,900 employees; of this number, almost 4,500 are academic and research staff. Charles has over 53,000 students enrolled in more than 300 accredited degree programmes that offer over 642 different courses. More than 20,000 students are studying in Bachelor's degree programmes, almost 25,000 in Master's programmes, and 8,000 in PhD programmes. The university has over 7,000 students from other countries. Every year, just under 9,000 students complete their studies; Charles graduates enjoy one of the highest employment rates of any population segment in the Czech Rep. Every year a diverse range of lifelong learning courses are attended by more than 16,000 participants. Charles collaborates with a broad spectrum of renowned universities from all over the world, and one of its priorities is to enable every one of its students interested in studying abroad to spend some time in another country. International cooperation has significantly strengthened the university's international profile; these international links have also supported the university's efforts to achieve high standards of excellence in joint international research projects, its participation in many prestigious international organizations and university networks, and its active support for international student and academic staff mobility.

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

The experience most relevant to this project is Charles's successful implementation of Erasmus+ KA2 Strategic partnership project Digital Editing of Medieval Manuscripts (DEMM) in 2014-2017. The network was smaller and the training program was focused only on students but it was a very well evaluated and useful project and we would now like to build on the knowledge acquired and move it further.

The key persons involved in this project are Prof. Lucie Doležalová and Dr. Ondřej Tichý. They both have implemented a great number of projects, most recently project KREAS (Operational programme scheme), Czech grant agency schemes and a Czech Technological agency project. They collaborated on an online database promoting Old Czech medieval texts through their translations into modern European languages, MECz (<https://mecz.kreas.ff.cuni.cz/>).

They also both have extensive teaching, research and management experience. Their courses are typically evaluated very highly, they both collaborate with students intensively through a variety of research projects. Prof. Doležalová is primarily a medieval Latinist who will bring the expertise of manuscript work and critical editing. She has had much experience with international collaboration, as well as outreach: she has organized three manuscript exhibitions that were very successful with a larger public, and her book on the manuscript of the Lipnice Bible has won the best Czech book award, Magnesia Litera. She is a dedicated teacher and PhD student supervisor (with 4 completed and 6 current PhD students).

Dr. Tichý is an English philologist specializing in historical linguistics and digital humanities – areas highly relevant to the current project. He is the leader of the project Anglo-Saxon Dictionary online (bosworthtoller.com), a much visited and very positively evaluated website. He is currently the head of the newly founded Centre for Digital Humanities at the Faculty of Arts of the Charles University, the head of the Department of English Language and ELT methodology, member of the executive board of the Czech Association of Digital Humanities and a former member of the board of the European Association for DH.

Ondřej Fúšik is a PhD student of English philology in the last stage of his studies (ABD). He is also the coordinator of the project LINDAT-CLARIAH.cz at the Faculty of Arts. Thanks to his part-time position in the National Library in Prague, he is also coordinating collaborative activities and projects on exploring medieval manuscripts in the context of DH. He is the main organizer of a number of international workshops in this field.

In February 2023, Doležalová and Tichý organized an international conference on Digital Humanities in Medieval Studies (Prague Medieval DH Storming), gathering important scholars from the field. They also both take an active part in the implementation of the DH project LINDAT-CLARIAH.cz (<https://lindat.cz>).

In 2022, Centre for Digital Humanities was established at the Faculty of Arts of the Charles University. Ondřej Tichý is its director and Ondřej Fúšik the secretary. The Centre coordinates activities in DH at the faculty, including several DH projects and offering DH courses.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	1	0	3	0
Strategic Partnerships for higher education (KA203)	17	5	81	29
Partnerships for Digital Education Readiness (KA226)	3	1	3	0
Cooperation partnerships in school education (KA220-SCH)	3	1	4	2
Cooperation partnerships in adult education (KA220-ADU)	0	0	5	1
Cooperation partnerships in higher education (KA220-HED)	10	2	32	14
Cooperation partnerships in youth (KA220-YOU)	0	0	1	1
Cooperation partnerships in vocational education and training (KA220-VET)	0	0	3	0
Newcomer organisation	No			
Less experienced organisation	No			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

The Charles University in Prague was the coordinator of the Erasmus+ KA2 project Digital Editions of Medieval Manuscripts (DEMM, 2014-2017), which was much appreciated by both students and teachers, and on which the current application is building. Charles University was also the main applicant of two previous versions of the project ANTIDOTE (in 2022 and 2023), which were evaluated positively but not selected for funding.

Stiftsbibliothek Klosterneuburg (E10120109 - AT)

Partner organisation details

Legal name	Stiftsbibliothek Klosterneuburg
Country	Austria
Region	Niederösterreich
City	Klosterneuburg
Website	http://www.stift-klosterneuburg.at

Profile

Is the organisation a public body?	Is the organisation a non-profit?
No	No
Type of organisation	Research Institute/Centre

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The Klosterneuburg Abbey Library near Vienna was founded in 1114 and houses around 300,000 volumes. With its 1250 medieval manuscripts, 880 incunabula and 750 early printed books, it is one of the largest collections of rare books in Austria. The library is responsible for the preservation, access and research of the cultural heritage stored there.

For this purpose the library of Klosterneuburg Abbey cooperates closely with several research institutions such as the Austrian Academy of Sciences, the University of Vienna, the University of Applied Sciences St. Pölten, The Institute for Medieval and Early Modern Material Culture Krems, as well as the in-house Centre for Cultural Studies and numerous Austrian Institutions that house historical book collections.

As part of the cooperation with the Austrian Academy of Sciences, medieval manuscripts have been examined and catalogued in a long-term project since the 1970s. During these activities, several important digital projects on medieval manuscripts in Austria have been developed, which are primarily based on the Klosterneuburg sources, e.g. the database Watermarks of the Middle Ages/Wasserzeichen des Mittelalters (WZMA), a database on Hebrew fragments in Austria (www.hebraica.at) or the web portal of the Austrian Academy of Sciences für manuscripts (manuscripta.at). Since 2012, the library's manuscripts have been successively digitised in-house. The traveller's conservation copy stand is used for this purpose. Currently, around 70% of the manuscripts have been digitised and are gradually being made freely accessible via the manuscripta.at portal (<https://manuscripta.at>).

The academic staff of the library consists of four Academic librarians from different fields.

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

The Klosterneuburg Abbey Library is not only interested in cataloguing and preserving its oldest book collections, but also in making them accessible for research. In recent years, the focus has increasingly been on projects in the field of digital humanities. In 2023, the Scribe ID AI project realised in cooperation with the Department of Media and Digital Technologies of the University of Applied Sciences St. Pölten was completed. The aim of the project was to use active machine learning for automatic identification of handwriting in 12th century manuscripts. In-house, the Sacra.Wiki (<https://sacra.wiki/index.php/Hauptseite>), a digital encyclopaedia on the history of the Augustinian canons and nuns, is being created.

In addition, the team at the Abbey Library has great expertise in the field of manuscript and collection research as well as historical research, which it was able to contribute to this project. The Abbey Library has been organising workshops and summer schools for many years, which benefit from the combination of exceptional collections, specialist knowledge and suitable infrastructure.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	0	0	1	1
Cooperation partnerships in higher education (KA220-HED)	0	0	3	0
Newcomer organisation	No			
Less experienced organisation	Yes			

UNIVERZITA KOMENSKÉHO V BRATISLAVE (E10208633 - SK)**Partner organisation details**

Legal name	UNIVERZITA KOMENSKÉHO V BRATISLAVE
Country	Slovakia
Region	Bratislavský kraj
City	BRATISLAVA
Website	http://www.uniba.sk

Profile

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

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	SK BRATISL02

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Founded in 1919, Comenius University is the oldest university in Slovakia. Faculty of Arts is one of the original three founding faculties. Currently, it has been the largest faculty in Slovakia with approximately 3,000 students enrolling its 65 different study programmes. The academic staff of the Faculty of Arts comprises more than 250 professors, associate professors and lecturers. In recent years, Faculty of Arts has consistently attracted the largest number of study applicants among similar faculties in Slovakia, thus allowing it to remain highly selective when admitting students.

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

The students and teachers from Bratislava took part in the activities organized within SCUSI schools of digital editing in the previous years. Students involved were primarily students of the programmes of History and Archival and Auxiliary Historical Sciences, but students of philology and literatures at the Faculty will also be interested. A new study programme "Archival Science, Museology and Digitalization of Historical Heritage" has recently been accredited at the Faculty of Arts. Stanislava Kuzmová is a medievalist, researcher at the Department of Slovak History, she has been involved in the SCUSI programme. She has worked on international collaborative projects at the Central European University in Budapest and University of Oxford before returning to Slovakia, where she has been part of several research projects supported by Slovak grant agencies. Her expertise is in medieval manuscript sermons and preaching and history of late medieval Central Europe. One of her research projects was within Digital Humanities, it included work on a digital database of manuscript sermons, on which she worked together with other colleagues at the department, and they are planning to continue working on it in an international team.

Ivana Lukáč Labancová, postdoctoral researcher at the department, was part of all these DH initiatives. Moreover, she teaches courses on some basic aspects of DH at the department, designed for students on undergraduate and graduate levels.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	6	4	43	12
Partnerships for Digital Education Readiness (KA226)	0	0	4	1
Cooperation partnerships in school education (KA220-SCH)	1	0	2	2
Cooperation partnerships in vocational education and training (KA220-VET)	0	0	4	1
Cooperation partnerships in adult education (KA220-ADU)	2	0	6	2
Cooperation partnerships in higher education (KA220-HED)	1	1	20	8
Cooperation partnerships in youth (KA220-YOU)	0	0	1	0
Newcomer organisation		No		
Less experienced organisation		No		

UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT)

Partner organisation details

Legal name	UNIVERSITA CA' FOSCARI VENEZIA
Country	Italy
Region	Veneto
City	VENEZIA
Website	www.unive.it

Profile

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

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	I VENEZIA01

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Founded in 1868, Università Ca' Foscari Venezia (UNIVE) is a leading university in Italy in Economics and Management, Humanities, Languages and Literature, Science.

With more than 22,000 students and nearly 1,400 staff, UNIVE is organised into 8 Departments, 3 Schools and an International College, committed to developing the next generation of researchers, scientists and academics through collaboration across disciplines, advanced research projects and innovative study programs.

Thanks to a strong internationalization policy, Ca' Foscari courses (17 bachelor's degree programmes, 29 master's degree programmes, 16 PhD programmes and 32 Professional Master's Programmes), together with a wide portfolio of international programmes, both in Italian and in English, attract an ever-increasing number of talented foreign students. Students are supported before, during and after their study period at Ca' Foscari by an experienced administrative multi-language organization which is specifically designed to meet the whole educational and logistical needs of the students and the faculty staff. A whole series of facilities is available: Italian language courses, housing facilities, guidance services and welcoming activities.

The University has an outstanding national and international reputation for academic excellence in the fields of teaching and research. In 2023, it was rated among the 100 top universities for Hospitality and Leisure Management, Classics and Ancient History, Modern Languages, and among the top 200 universities for Anthropology, Archaeology, History, Arts and Humanities, Philosophy, Geography, Linguistics, Economics and Econometrics in the QS World University Ranking by Subject.

Ca' Foscari has signed hundreds of international cooperation agreements with universities from all over the world, in order to promote mobility, training and research. UNIVE attracts funding from regional, national and international programmes. It has a long-standing tradition in research and well established experience in EU funded projects for education, training and research (282 projects awarded since 2014, of which 187 within the Horizon 2020 Framework Programme). Furthermore, many grants have been obtained within Erasmus+ programme, REC-programme, EU DGs grants, Territorial Cooperation Programmes, Life, Creative Europe, EuropeAid, with Ca' Foscari participating as Lead Partner or Partner) for a total of 75M€ awards (more than 60M€ in Horizon 2020 funding). It is a top Host Institution with more than 120 Marie Skłodowska Curie Individual Fellowship awarded, a Cofund Fellowship programme, 18 ERC grantees and an active and continuous participation in competitive research and collaborative programmes.

Ca' Foscari has joined EUTOPIA European University, an alliance of 10 universities that obtained funding through the

European Universities Initiative and share a vision to build the universities of the future.

Ca' Foscari organises around 800 cultural and scientific events per year, enjoys 11 international research networks, has established around 150 cooperation agreements with some of the most prestigious universities and international bodies in Europe and worldwide, develops fruitful relationship with business and productive world fostering knowledge exchange, innovation, technology transfer and entrepreneurship.

Ca' Foscari has developed an articulated Quality Assurance system, in compliance with national laws and European recommendations, covering its didactic, research and administrative issues. A central Quality Assurance Unit, with decentralized QA Units, is in charge of implementing roadmaps designed by the university governance members. New ICT tools (Datawarehouse, Key Performance Indicators Catalogue, etc.) for monitoring and evaluation activities have been introduced.

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

The Venice Centre for Digital and Public Humanities (VeDPH; <https://www.unive.it/vedph>) was founded in June 2019 (MIUR excellence grant) as an interdisciplinary centre of excellence for research collaboration, training and knowledge exchange. Hosted at the Department for the Humanities (DSU), the centre has established a range of initiatives and formats advancing and promoting digital and public humanities in general and digital textual scholarship in particular:

- developing, enhancing and maintaining digital knowledge resources (textual corpora and editions);
- providing education and training (master programme, conferences, seminars, workshops, labs, summer school);
- maintaining a digital research infrastructure (server, equipment, software tools, licenses etc.);
- promoting FAIR data and open access publications (github repository, docker hub, open access web resources, OA online journal);
- increasing outreach and visibility through collaboration with non-academic institutions (public schools, GLAM), public events and social media;
- operating an interdisciplinary and cross-departmental network of scholars working on Digital and Public Humanities in Venice.

Core staff members have a strong expertise in the field of Digital Medieval Studies and are actively involved in numerous internationally research projects (e.g., 'History as a Visual Concept', ALIM, BIFLOW, biblissima), initiatives & communities (AIUCD, DHd, TEI, DM; CLARIN):

- Franz Fischer, professor for Medieval and Humanist Latin Literature, director of VeDPH, editor-in-chief of journals Digital Medievalist & magazin, editor of works by St Patrick, William of Auxerre, Peter of Poitiers, et al.; co-editor of RIDE; scientific manager of MSCA-ITN DiXIT (until 2017);
- Marina Buzzoni, full professor for Germanic Philology and Historical Linguistics, chair of the Italian Association for Digital Humanities and Digital Culture (AIUCD), chair of CLARIN Scientific Advisory Board, co-PI of the digital Ramusio project, of the digital Marco Polo project (DEDM), and of the ALIM project, PI of the digital Leges Langobardorum project, co-editor of the Parvum Lexicon Stemmatalogicum and of the Handbook of Stemmatalogy (2020).

Other core team members include: dr. Federico Boschetti, dr. Tiziana Mancinelli, dr. Daniele Fusi.

Since 2021 the VeDPH is officially recognised as a CLARIN Knowledge Centre for Digital and Public Textual Scholarship (DiPTeXt-KC; <https://diptext-kc.clarin-it.it/>). As such it is part of a digital infrastructure of pan-European interest identified by ESFRI (European Strategy Forum on Research Infrastructures) and classified as a Landmark Research Infrastructure for the Social Sciences and Humanities (ESFRI Landmarks SSH RI).

In collaboration with the Institute for Computational Linguistics "Antonio Zampolli", National Research Council of Italy (CNR-ICL), DiPTeXt-KC offers expertise on methods, data, instruments and technologies relevant in the field of Philological and Literary Studies, History, Art History and Cultural Heritage. Its actions aim at:

- sharing information with scholars and students about the state of the art in digital scholarly editing and text annotation through domain-specific languages;
- supporting scholars and students in the creation and publication of digital scholarly editions and resources;
- organizing training activities (for instance webinars, workshops and summer schools).

CLARIN Knowledge Centres are a cornerstone of the CLARIN Knowledge Infrastructure, one of the main components ensuring a continuous transfer of knowledge between all players involved in the construction, operation and use of the Infrastructure. The mission of the CLARIN Knowledge Infrastructure is to ensure that the available knowledge and expertise does not exist as a fragmented collection of unconnected bits and pieces, but is made accessible in an organised way to both the CLARIN community and the Social Sciences and Humanities research community more widely.

Action Type	Number of project applications	As Applicant		As Partner or Consortium Member	
		Number of granted projects	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	1	0	
Strategic Partnerships for higher education (KA203)	4	0	15	3	
Partnerships for Digital Education Readiness (KA226)	1	1	1	0	
Cooperation partnerships in school education (KA220-SCH)	0	0	9	2	
Cooperation partnerships in adult education (KA220-ADU)	0	0	4	1	
Cooperation partnerships in higher education (KA220-HED)	2	2	14	5	
Newcomer organisation		No			
Less experienced organisation		No			

CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR)

Partner organisation details

Legal name	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS
Country	France
City	PARIS
Website	www.cnrs.fr

Profile

Is the organisation a public body?	Is the organisation a non-profit?
Yes	Yes
Type of organisation	Research Institute/Centre

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Centre national de la recherche scientifique (CNRS). The CNRS (National Centre for Scientific Research) is the leading, government-funded research institution in France. It is involved in all fields of knowledge offering a gateway into new domains of scientific investigation through interdisciplinary programs and actions. CNRS's main tasks comprises: development of knowledge, dissemination of information and scientific culture, technology transfer and participation in training. With an annual budget of 3.3 billion EUR and a permanent staff of more than 24 000 (11 106 researchers, and 13 511 support staff), its employees are found in more than 1 100 affiliated research centres across France. In the course of its history, the CNRS has received 21 Nobel prizes, and 12 Fields medals.

Our partner will be the CIHAM CNRS research centre in Lyon, which specialises in Medieval Studies. The research centre counts 56 researchers and faculty members, as well as 11 research support staff. It is a research hub for all Medieval Studies at the University of Lyon.

The CNRS is actively involved in the field of digital humanities, in the continuity of its commitment to advancing research and innovation at the intersection of technology and the humanities. The CNRS has been supporting research projects that apply digital tools and methods to analyze cultural artifacts, historical documents, and linguistic data to reveal new insights into the patterns and trends of human behavior, language, and culture.

Notable among medieval digital projects carried out in partnership with the CNRS are:

- The TIME-US project (Texts and Images in Medieval Manuscripts), which used digital technologies to study medieval manuscripts. The aim of TIME-US was to develop tools to analyse the texts and images of medieval manuscripts, which are often very rich and complex. The researchers created a database of digitised medieval manuscripts and developed algorithms to extract information from the images and texts. The results were used to study different aspects of medieval culture, such as the representation of animals and reading practices. One of the most important results of TIME-US was the development of a handwriting analysis tool. This tool makes it possible to analyse the characteristics of a scribe's handwriting and to compare different manuscripts to determine whether the same scribe wrote them. The TIME-US project has shown how digital technologies can be used to explore medieval manuscripts and has opened new perspectives for research in art history and linguistics.
- The Project CEEM: Corpus Étiqueté des Écrits Médiévaux (Tagged Corpus of Medieval Writings) has created a database of medieval texts labelled with linguistic information. This database is used by researchers in linguistics to study the evolution of the French language.

These projects show how the CNRS supports interdisciplinary research and innovation by using digital technologies to explore the humanities and social sciences.

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

CIHAM has a research programme in Digital Humanities which has long been involved in the TEI (Marjorie Burghart served two terms as an elected member of the Board of Directors of the TEI Consortium), leading to the creation of large corpora of TEI XML-encoded texts (sermons, medieval accounts, hagiographic texts, etc.), as well as in the development of DH

projects meant to aid textual scholars, focusing especially on digital scholarly editing. These have included Enigma which helps scholars to decipher Latin words which are difficult to read in medieval manuscripts and the TEI Critical Apparatus Toolbox (TEI CAT) which provides various integrated services for TEI XML critical editions. Marjorie Burghat and Elena Pierazzo also produced an online course “Digital Scholarly Editions: Manuscripts, Texts and TEI Encoding” hosted on the DARIAH Teach platform. CIHAM has also recently opened up to the use of artificial intelligence through Ariane Pinche's work on handwritten text recognition (HTR) and lemmatisation for medieval manuscripts. Open Science tools and FAIR data has always been an important part of CIHAM's projects.

Marjorie Burghart holds a dual degree: she received her MA (1998) and M.Res (2002) in Medieval History, her M.Sc in Computer Sciences (2000), and a PhD in Medieval History from the University of Lyon, in the field of sermon studies (2013). She co-heads of a cross-disciplinary Digital Humanities program at the CIHAM UMR 5648. In this position, she coordinates the computing aspects of several projects involving the electronic editing of medieval documents in TEI format (for instance Sermones.net with the structural and thematic analysis of Latin sermons, or the Interactive Album of Mediaeval Paleography offering TEI-encoded paleography exercises). She is also the creator of the TEI Critical Apparatus Toolbox, and Enigma (an online tool to help decipher medieval Latin writing), and developed with Elena Pierazzo an open online course on TEI encoding for historical sources on the DARIAH Teach platform. She has served 2 terms as an elected member of the Board of Directors of the TEI Consortium (2012-13 and 2015-16).

Ariane Pinche is a CNRS researcher specialized in medieval studies and digital humanities (digital edition and HTR). In 2019, she won the Fortier Award for Best Young Researcher Paper at the 2019 Digital Humanities Conference in Utrecht with her two colleagues J. B. Camps and T. Clérice for the paper Stylometry for Noisy Medieval Data: Evaluating Paul Meyer's Hagiographic Hypothesis. Through her postdoctoral fellowship at the École nationale des chartes (2021-2022), she has been working in the field of automatic handwriting recognition for medieval manuscripts in order to provide the scientific community with generic models for documents written between the 12th and 15th centuries in French. Finally, she is also committed to FAIR and open science principles.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	0	0	9	6
Cooperation partnerships in school education (KA220-SCH)	1	1	1	0
Cooperation partnerships in vocational education and training (KA220-VET)	0	0	1	0
Cooperation partnerships in higher education (KA220-HED)	0	0	5	0
Newcomer organisation	No			
Less experienced organisation	No			

THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE)

Partner organisation details

Legal name	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN
Country	Ireland
Region	Dublin
City	DUBLIN
Website	www.tcd.ie

Profile

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

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	IRLDUBLIN01

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Trinity College Dublin is Ireland's leading university and is ranked 81st in the world (QS World University Rankings 2024). Founded in 1592, Trinity is a comprehensive research university steeped in history with a reputation for excellence in education, ground-breaking research, and pioneering innovation. Located on an iconic 47-acre campus in the heart of Dublin's city centre, Trinity is home to more than 3,500 staff and over 18,000 undergraduate and postgraduate students across three faculties – Arts, Humanities, and Social Sciences; Engineering, Mathematics and Science; and Health Sciences. The University's stunning campus of historic buildings and cobblestoned walkways is juxtaposed with its state-of-the-art facilities and world-renowned centres of excellence where cutting-edge research takes place. The University has a strong tradition of intellectual enquiry, scholarship and creativity, inspiring a love of learning for over 400 years. With over 130,000 alumni, Trinity has produced some of the world's finest, most enquiring minds. Notable alumni include scientists William Rowan Hamilton, Ernest Walton and William Campbell (Nobel laureates), political thinker Edmund Burke, writers Oscar Wilde and Samuel Beckett (Nobel laureates), and former President of Ireland and UNHCR Mary Robinson.

The pursuit of excellence through research and scholarship is at the heart of a Trinity education, and our researchers have an outstanding publication record and strong record of grant success, with annual research income of €99.3m in 2020. Trinity has developed 19 broad-based multidisciplinary research themes that cut across disciplines and facilitate world-leading research and collaboration within the University and with colleagues around the world. One of these is the Manuscript, Book & Print Culture research theme. Trinity is also home to 5 leading flagship research institutes, including ADAPT, the world-leading Science Foundation Ireland Research Centre for AI-Driven Data Content Technology. Trinity is ranked as the 16th most international university in the world (Times Higher Education Rankings 2023). Students and staff hail from over 120 countries and 28% of students are from outside of Ireland, making it a truly international campus. Trinity is also 1st in Europe and in the Top 50 in the World for producing entrepreneurs (PitchBook Universities Report 2020).

Trinity has strategic relationships with some of the most prestigious universities in the world and actively encourages students to undertake a study abroad experience. For Trinity students, this means access to a network of more than 300 exchange opportunities across the globe. They can choose to embark on an Erasmus+ exchange within Europe or go further afield on a non-EU exchange to destinations like the US, India, China, or Australia. These opportunities help students to acquire a global perspective on their studies and to succeed in a globally competitive workplace throughout their career. On

average 30% of eligible undergraduate students undertake a mobility as part of their studies. Trinity is ranked in the top 100 worldwide in the Arts and Humanities, and 25th in the world in English Language and Literature and 29th in the world for Classics and Ancient History.

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

TCD, synonymous for many with the Book of Kells, 'the world's most famous medieval manuscript', holds over six hundred medieval codices, ranging in date from the fifth century to the sixteenth and in origin from across Western Europe. It employs nearly twenty full-time professors of Medieval Studies, across English, French, Italian, History, Art History, Classics, Gender Studies and Religion. Its new manuscript-oriented interdisciplinary masters programme in Medieval Studies recruits around 20 students each year from Europe, North America, Asia and Oceania. At the same time, Trinity also sits adjacent to Silicon Docks, the European base of many of the world's largest tech companies. Old and new meet in the Trinity Centre for Digital Humanities, located in the Long Room Hub, Trinity's Arts and Humanities Research Institute.

Mark Faulkner, the named contact, has been at Trinity since 2016. He is inaugural Director of the Trinity Centre for the Book, founded in 2022, and which grew out of the longstanding College research theme in Manuscript, Book and Print Cultures. Prior to this, he designed and directed the M. Phil in Medieval Studies, which launched in 2019, co-ordinating the manuscript-oriented core course, taught in conjunction with the Library. He is academic lead on the \$1m Carnegie-funded Manuscripts for Medieval Studies project, overseeing a tripling in the number of Trinity's manuscripts available digitally, and Principal Investigator on Searobend: Linked Data for English-Language Texts, 1000-1300, funded by the Irish Research Council's Coalesce Scheme, which supports collaborations between the Arts and Humanities to address major societal challenges, in this case around public engagement with digitised manuscripts. He has also taken a leading role in encouraging public engagement with Trinity's manuscripts, organising the Beyond the Book of Kells lecture series in 2017/8 (which had 40,000 hits on YouTube and was extensively covered in the Irish media), as well as events for European Researchers' Night, including a citizen-science transcribathon of TCD MS 174 in 2021 and an array of events, including a beat-the-computer transcription challenge where participants tried to outperform an AI-approach to reading a manuscript in 2022. Since 2017, he has begun developing, with €350k of Irish Research Council, Provost's PhD and Research Boost Funding, a new sub-discipline of historical linguistics, 'corpus philology', which combines corpus linguistics and traditional philology, to allow for the contextualisation of individual texts within the surviving body of medieval writing, using enormous datasets. It is on this aspect of digitisation that the expert workshop in Dublin in 2025/6 will focus. His growing profile in DH and collaboration with STEM is also reflected in his status as a lead supervisor on Human+, TCD's five-year postdoc programme exploring human-centred approaches to technology. As a former Director of Global Relations in the School of English, he is well positioned to embed an Erasmus+ network in TCD.

Nicole Volmering, the second Trinity collaborator, is Research Assistant Professor in the Department of History. She co-ordinates Reading Medieval Books and Documents on the M.Phil. in Medieval Studies, supervising theses at both MA and PhD level. She also teaches teaching and learning practice on the Master in Higher Education of the School of Education. She is PI of the four-year SFI-IRC Pathway funded 'Early Irish Hands: The Development of Writing in Early Ireland', studying early Irish palaeography and writing techniques based on manuscripts from the earliest period of Irish writing (550-900). The project will develop a digital platform for corpus-based analysis which will allow for synchronic and diachronic investigation of the distribution of specific scribal techniques. Additionally, the project will provide open access research and transcription tools for researchers as well as the general public.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	1	0
Strategic Partnerships for higher education (KA203)	5	1	43	17
Partnerships for Digital Education Readiness (KA226)	3	0	1	1
Cooperation partnerships in school education (KA220-SCH)	2	2	9	2
Cooperation partnerships in vocational education and training (KA220-VET)	3	1	5	1
Cooperation partnerships in higher education (KA220-HED)	3	0	18	7
Cooperation partnerships in youth (KA220-YOU)	2	0	0	0
Cooperation partnerships in adult education (KA220-ADU)	0	0	4	0
Newcomer organisation	No			
Less experienced organisation	No			

Would you like to make any comments or add any information to the summary of your organisation's past participation?

TCD has a strong concentration of both medievalists and book historians, as well as a world-class collection of medieval manuscripts. It is currently home to five major funded medieval DH oriented projects, Peter Crooks' Beyond 2022: Ireland's Virtual Record Treasury, Immo Warntjes' Irish Foundations of Carolingian Europe, Mark Faulkner's Searobend: Linked Metadata for English Language Texts, 1000-1300 and Ansund: Using Machine Learning to Develop a New, Exhaustive, Open Access Corpus of Old English, and Nicole Volmering's Early Irish Hands: the Development of Writing in Ireland.

Relevance of the project

Priorities and Topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

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

HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

If relevant, please select up to two additional priorities according to the objectives of your project.

HE: Stimulating innovative learning and teaching practices

ADU: Improving the competences of educators and other adult learning and guidance staff

How does the project address the selected priorities ?

All three selected priorities are at the project's core. ANTIDOTE's primary aim is to develop digital readiness among several target groups: advanced students (here referred to as "novices"), experts (here referred to as "expert trainees"; the trainees will be trained to become trainers on their own) and the wider interested public. The focus is on older (primarily medieval) texts and the ways they can be accessed, explored, analyzed and enjoyed within a digital environment. The proposed project will provide a wide range of digital skills and competences applied to medieval texts and manuscripts which can be transferred to other fields too: the ability to create, process, link and manage text and image data, as well as to use and design data sets, databases and digital scholarly editions. Students, educators, staff, as well as individuals and communities of the wider public will be able to engage with their textual heritage via an increased awareness of digital methods, tools, resources and infrastructures.

From among the possible paths towards reaching digital readiness, the project takes the one of promoting innovative learning and teaching practices (including blended learning and flipped classroom techniques), which will be developed within the network of seven partner institutions through intensive international collaboration. The project will offer a total of nine training weeks, three for novices (WP2), three for expert trainees (WP3), and three for both the groups jointly (WP4). The training weeks take place in each of the three years of the project so that each year involves one training week of each kind. At the same time, each year has a particular theme: year 1: SCALE and scalability, year 2: TEXT data processing, year 3: MEDIA and linked data. In this way, the training years will not overlap in their content but will be complementary, addressing a great variety of themes and topics of most recent technical developments such as the use of AI applications (LLM) and tools for handwritten text recognition (HTR), entity recognition (NER), language processing (NLP) and image annotation (IIIF).

Various outcomes of the project (such as transcripts and structurally, palaeographically and semantically annotated texts and images files and data models) will be made accessible via an open hub and repositories following the FAIR principles guidelines as findable, accessible, interoperable and reusable data. In addition, the project will create a dedicated online hub to collect and provide access to respective tools, teaching platforms and knowledge resources, including teaching material, online courses, student projects, step-by-step instructions, exemplary project narratives, reflections and practical advice (WP5). In this way, the project will promote digital readiness, innovative teaching and learning practices, as well as adult and staff competences at a level reaching far beyond the seven partner institutions.

Please select up to three topics addressed by your project

Digital skills and competences

Cultural heritage

Creating new, innovative or joint curricula or courses

Project description

Please describe the motivation for your project and explain why it should be funded.

In a post-truth world, plagued with "alternative facts" and "fake media", and the constant risk of the past being abused to justify opinions and actions in the present, it is more important than ever to make trustworthy historical sources widely available. Reliable records are necessary for the emergence of coherent and rational narratives, not only about past cultures but also our present. To establish such records, we rely on the work of scholarly editors, literary scholars, and historians. With the ongoing transformation of human records driven by the rise of information technology, globalization of information, and the increasing power of Artificial Intelligence, the work of those scholars needs to fully engage with a wide technological transmission of the past, including the integration of new media types and technologies, and the necessity to reinvent our relationship to the users of the primary sources and knowledge we produce. This transmission, from analogue to digital and natural to artificial, is a challenge but also an opportunity, allowing people to access and interpret the past made possible by opening up in a digital format new insights into the textual record, and exciting new interdisciplinary research collaboration. To make such transmission possible, the key is to offer Digital Humanities (DH) training to future historians, textual scholars, medievalists, and early modern specialists.

DH skills are still difficult to acquire, due to a lack of training opportunities and resources in some areas, and the organization of curricula. When training is available it often stops after the entry-level, and support is lacking when there is need to go further. ANTIDOTE addresses this issue on three fronts:

- Create training opportunities for "novices" – early-career historians, textual scholars, medievalists, and early modern specialists (MA and PhD students) – in an international environment that fosters a supporting network between the participants, further sustaining their activities in the future (WP2 / WP4).
- Consolidate the first level of DH training, by training "expert" DH specialists, or DH trainers, using the different areas of expertise found in different European institutions. We will enable the experts to train and collaborate with new DH users across institutions, which will not only develop soft skills (collaborative work, communication, etc.) but also bring about the development of local DH hot-spots of competence, going beyond the entry-level training and fostering growth through collaboration (WP3 / WP4).
- Develop online and hybrid DH training opportunities (WP5). By enhancing online DH training, we address the lack of opportunities in some areas, and pave the way to innovative teaching methods, like the flipped classroom. It also strengthens the internationalization of the digital scholarship by linking to international DH infrastructures. The focus on digital methods also reduces the carbon footprint of teaching.

What are the objectives you would like to achieve and concrete results you would like to produce? How are these objectives linked to the priorities you have selected ?

Main objectives:

- O1: Enhance digital literacy and readiness; fostering the continuous growth of Digital Humanities practices among students, focusing on Medieval Studies students since they are among the most active scholars in digital scholarly editing of historical texts and increasingly tackling the issue of big data in relation to historical sources.
- O2: Train new trainers; developing Digital Humanities capacity at each partner institution by training advanced students and staff ("expert trainees"), who will themselves be able to support other students and staff, and create or develop local expertise within a European network.
- O3: Network our DH skills; consolidating and expanding a network of partners with specialized Digital Humanities knowledge, by allowing the exchange of good practices and competences through common training and collaboration.
- O4: Create and promote new learning resources in Digital Humanities by honing and promoting online courses and materials for beginners as well as for experts, that can be used well beyond our own network. We will also invite the students benefiting from the training to report on their experience in a way that can help future learners, and to create a toolbox and orientation resource for their peers learning Digital Humanities.

The objectives include achieving these concrete results:

- three training weeks for "novices";
- three training weeks for expert trainers;
- three complex training weeks for novices and expert trainers jointly;
- online hub with access to innovative teaching materials and learning resources;
- a series of hackathons and other specific events to engage more students, teachers and other interested people in all partner countries;
- intensified collaboration among the partner institutions and exchange of good practice (through long-term mobilities and transnational project meetings).

The objectives derive from the priorities of the project: at the centre is building digital readiness (in students, educators, staff, as well as the general public). The methods selected are innovative courses and learning practices, applying up-to-date methods and new tools. The overall aim is to increase capacity and the competences of adults in a field crucial for future information management.

Courses will include training in the following fields:

- TEI 101: the principles of text encoding;
- encoding a "traditional" codicological record within the TEI header;
- encoding the textual structure (books / sections / paragraphs...);
- abbreviations and the Medieval Unicode Font Encoding Initiative (MUFI);
- diplomatic and interpretative editions;
- a gentle introduction to computational philology (digital philology empowered by computational linguistics);
- IIIF HTR (image import / layout analysis / recognition / manual correction / fine tuning / recognized document export);
- named Entity Recognition;
- management of a complex digitization workflow;
- FAIR-ification;

- licenses.

What makes your proposal innovative?

ANTIDOTE:

1. brings together experts working on different textual cultures from the Middle Ages and thus combines different perspectives, approaches, and areas of expertise, facilitating the exchange of knowledge and fostering a culture of collaboration;
2. mixes established teaching practices with innovative approaches, including blended learning, peer learning, and project-based learning. This combination allows for the integration of new and established teaching methods which will enhance the learning experience for students and experts alike;
3. combines student training with expert training. This approach stimulates knowledge exchange and peer learning, which will lead to a more comprehensive understanding of the subject matter;
4. combines training in essential skills and competences required for sound scholarship in increasingly digital research and teaching environments that involve collaboration between students and experts. This collaboration ensures deep and impactful learning and helps consolidate new competencies;
5. reinforces the knowledge base locally while also promoting the wider accessibility through digital learning and the creation of a modular model curriculum for Digital Humanities (DH). This approach ensures that the benefits of our network can reach a wider audience, both locally and globally;
6. hosts local public events (hackathons, GLAM laboratories, ...), all with a focus on younger cohorts of students and interested public;
7. includes the creation of a digital hub that will provide access to teaching resources as well as practical advice and caveats based on experiences from the training weeks.

In summary: ANTIDOTE is innovative by combining different approaches to training in DH; mixing novices and expert trainees during the training weeks; focusing on practical assignments and projects; developing a new model curriculum for DH; and hosting public events to engage with a wider public.

How is this project complementary to other initiatives already carried out by the participating organisations?

All partners have a long-standing involvement in Digital Humanities at international level, with several very active centres and experts playing a front-line role in the development and dissemination of international standards like the Text Encoding Initiative (TEI).

These past and ongoing projects, which one or more participants have been working on, are especially relevant to the current one:

- Digital Editing of Medieval Manuscripts - DEMM (2014-2017), which concentrated on the students' training and established good practice that can be further developed within the network.
- Digital Scholarly Editions: Manuscripts, Texts, and TEI Encoding - SCUSI (2017-2021), which also concentrated on the students' DH training. Following DEMM, SCUSI gave us the opportunity to hone our skills for hybrid training.
- The Medieval Nordic Text Archive — MENOTA (<http://menota.org/>), a network of leading Nordic archives, libraries, and universities working with medieval texts and manuscripts. This network has developed an encoding standard, published a handbook for the electronic encoding of medieval Nordic primary sources.
- Archivio della Latinità Italiana del Medioevo — ALIM (<http://alim.unisi.it/>), which aims to provide free online access to all the Latin texts produced in Italy during the Middle Ages.
- Corpus Étiqueté des Écrits Médiévaux — CEEM (Tagged Corpus of Medieval Writings) has created a database of medieval texts labelled with linguistic information.
- Texts and Images in Medieval Manuscripts — TIME-US, which used digital technologies to study medieval manuscripts. The aim of TIME-US was to develop tools to analyse the texts and images of medieval manuscripts, which are often very rich and complex.
- Searobend: Linked Data for English-Language Texts (1000-1300) uses techniques from computer science to link fifteen major resources for the study of English texts from the High Middle Ages.

How is your proposal suitable for creating synergies between different fields of education, training, youth and sport or how does it have a strong potential impact on one or more of those fields?

Synergy between university student training and expert training is at the core of the program: indeed, the design of the project is based on it. The whole field of Digital Humanities is based on synergy between humanities and information technology.

The project will primarily impact the field of education and training – it offers new training to students (WP2) as well as expert trainees (WP3) and other individuals and communities (WP5). Synergy will be the primary aim of WP4 where novices and expert trainees meet and collaborate. Evaluation of the success or failure of creating synergy in the complex joint training in year 1 will form the basis for its revision for year 2, and similar evaluation in year 2 will lead to improving it in year 3, so that the synergy effect is as high as possible. These training sessions will result in a continuous exchange of experiences and in a forum of information exchange. As the participating institutions excel in different fields (text encoding, database structures, visualization, etc.), the collaboration between the trainers and the institutions will result in an enhanced level of knowledge in all these areas. Our trainers will compile a course syllabus that can be implemented at the seven participating institutions. It will be made available through our planned hub, which makes it accessible to other institutions with a Digital Humanities' study programmes. A modern model curriculum for a course in Digital Humanities will help disseminating these techniques and enhance the capacity of students to acquire a standardized asset of knowledge that will be accepted as a core knowledge in several countries of the EU.

Working towards a more standardized modular core curriculum for the Digital Humanities will help the movement of the students between the various European countries in the job market, as it will also help their future employers to understand their training and their skills. Experience shows that students trained in DH, with its combination of training in digital technology, advanced experience of working with complicated digital data and the heuristic training characteristic of the humanities, makes them strong candidates for a broad spectrum of jobs that require advanced digital skills (Garnett et al. 2023). This includes academia, museums, libraries, archives as well as IT companies and marketing.

Furthermore, the project will create a platform for future collaborative study programmes and applications for European research funds. Digital humanities is a highly interdisciplinary field and often neglected, as it falls between the borders of traditional scholarly disciplines. It is crucial for the field to maintain and enhance the level of international collaboration, as it will help its visibility and its transformation into a generally accepted field of scholarship.

How does the proposal bring added value at European level through results that would not be attained by activities carried out in a single country?

The acceleration of computing in the humanities tends to be rooted in localised hubs clustered around resident experts, with expertise that is often inaccessible elsewhere. The availability of knowledge and skills is therefore uneven and access to specific digital expertise for students can be quite haphazard. ANTIDOTE aims not only to accelerate digital humanities developments, but to facilitate the exchange of knowledge crucial for capacity building across Europe. The proposed project is based on networking, sharing of experience and best practices, close collaboration between institutions, and joint experimentation in the search for the best solutions. It is unimaginable without a wide network at European level.

ANTIDOTE brings together seven institutions from seven different countries with varied expertise, skills, experiences, and interests. They each have focus and skills in one or more areas of Digital Humanities, reflected in the design of the training programme. By pooling these resources ANTIDOTE will develop a new, modern and modular curriculum for Digital Humanities, concerned with old - in this case medieval - texts, that each on its own is not equipped to do. By bringing these specific areas of expertise into this common project, the partners will also host local multiplier events - hackathons, GLAMhacks, Transkribothons or other forms of project based work - that appeal to a larger section of society (for information on this kind of activities: <https://opendata.ch/handbook/>).

Together we seek to establish best practices and common pathways for creating useful and successful training in DH readiness across the EU; this collaboration brings added value that no single country could achieve.

Needs analysis

What needs do you want to address by implementing your project?

Digital skills and competencies are increasingly required, both in education and industry – notice how AI has been thrust into the public conversation with the emergence of ChatGPT and other AI tools. At the same time, DH skills are notoriously underrepresented in Humanities degrees and training can be hard to come by, especially at an advanced level (for surveys from two different national contexts, see Benatti, Gooding and Sillence 2021; and Doran 2022; Garnett et al. 2023). The courses that are available are mostly not generally accessible and very specific. The relatively small number of DH training courses typically available per institution in Europe (if available at all) often focus on a specific expertise within DH knowledge and technology, closely associated with that of resident staff. The teaching practices in DH are in need of innovation — what is especially missing is internationalization, sharing good practice and knowledge. Students are usually dependent on their location and have limited access to training and events in other countries. Thus, the various types of expertise available throughout Europe are currently not combined into a coherent, easily attainable set of core competencies.

Even if students do not aim to become DH experts, a basic knowledge of the field and its opportunities and limitations is today a necessity. Artificial intelligence is being used in an ad hoc, intuitive manner — an understanding of its role and use is lacking among students, staff and other adults alike. Institutions less advanced in DH are being gradually left out from innovative research and educational projects. Students without training in digital skills increasingly lack the capacity to

properly “read” research data they rely on.

There are many individual DH projects, but they are often created in isolation from already developed successful solutions, which is not a sustainable approach. There is a manifest need of establishing a European and international partnerships or hubs working on creative projects involving Digital Humanities, in an international and interoperable manner.

What are the target groups of the project?

ANTIDOTE targets three groups:

- a) University students (graduate and postgraduate) from the partner institutions wishing to enlarge their skill set in DH;
- b) digital humanities experts (experts, educators, staff), who want to upskill and/or collaborate;
- c) members of the public with interest in cultural heritage.

The project addresses primarily advanced students (PhD students and talented MA students), in Medieval Studies or related fields (e.g., medieval Latin, history, art history, etc.), as well as advanced Digital Humanities students and experts. The first target group (a) is advanced MA students and PhD students, while the second target group (b) is experts already working in the field of Digital Humanities and Medieval Studies. This latter group can include PhD students, if they have advanced skills in DH and medieval studies. The main characteristic of this group is that they will be addressed as trainers in Digital Humanities.

The general public with an interest in Humanities will also benefit from the resources created by the project: new online learning possibilities (e.g., via crowdsourcing and citizen science initiatives), digital editions of medieval texts created by the participants, and a toolbox / starter kit for those wishing to develop their digital literacy.

A fourth group is also relevant in this context, though it is not a priority: Computer Science or IT experts and students. Members of this group will participate to some degree in the training weeks, but will also be an important part of the multiplier events developed in WP5: Hackathons, GLAMhacks and Traskribothons and other events that bring together IT experts and people interested in the medieval heritage.

All these groups are targeted initially via the partner institutions, but their cultural and intellectual status in their respective countries will facilitate the onward sharing of best practices and dissemination of project materials regionally, nationally, and internationally.

How did you identify the needs of your partnership and those of your target groups?

The needs were primarily identified through previous projects in which members of this consortium were involved (DEMM, SCUSI, MENOTA, ALIM and more). The needs were further specified through follow-on international networking (adding partners possessing the expertise we have missed so far) and consultations with other DH and Medieval Studies experts, for instance at the Medieval DH Storming, organised by Charles University (February 2023). These intuitions were compared with published reflections on the status of DH training in different national contexts (e.g., Benatti, Gooding and Sillence 2021; and Doran 2022).

Experience from DEMM, SCUSI, MENOTA, ALIM and more showed very high demand for DH training among students of the humanities. The students were also grateful for the opportunities for networking and international collaboration – meeting colleagues from other countries who have been looking for answers to same or similar questions and for solutions to similar problems, often making connections that would last well beyond their PhD years. However, successfully trained students had very limited opportunities for follow-up training, despite their interest in it and the manifest utility of such training. We were also repeatedly approached by advanced DH students and experts asking us to offer more advanced training to meet their needs. In evaluations from DEMM and SCUSI, all the target groups identified a need to have access to teaching materials and practical advice, self-education materials, and tools with annotations. Conversations with DH experts and literature review have confirmed these imperatives. At the Prague DH Storming, the keynote speaker said a contemporary medievalist needed a knowledge of programming. At present, only a tiny portion of medievalists have this competence, let alone deeper expertise in particular areas of DH – that is the imperative training challenge ANTIDOTE addresses.

How will this project address these needs?

Each need is addressed through a carefully designed work package.

- The need of enhancing students' digital skills through innovative curricula is addressed through WP2: Novice training. Advanced students will get training in DH methodology and practices.
- The need of training experts and expert trainers is addressed through WP3: Expert training. The experts will be trained in specific aspects of DH methodology and project implementation, to make them better trainers in DH.
- The need of networking and sharing good practice and innovation is addressed through WP4: Complex joint training. Here, the expert trainers and the novices will jointly work on joint projects, where the trainers get experience in working with novices at an advanced stage of project development.
- The need to make the training accessible and facilitate the sharing and dissemination of knowledge beyond the partner

institutions is addressed through WP5: Dissemination and engagement. Through a series of multiplier events and long term visits the project will engage with a wider section of society, with hands-on projects.

Training up new and older generations within the proposed project will ensure the long-term availability and development of expertise. The digital skills we will teach are furthermore transferrable to a wide variety of career paths (e.g., academia, cultural heritage institution, IT sector). Through a network of exchange, assisted by a digital learning platform, individual expert knowledge will be shared and become more widely accessible. This dissemination of expertise will allow for the development of a joint curriculum which greatly exceeds what could be offered by the individual institutions. Indeed, the potential impact of the development of expertise and competency in DH extends beyond universities to cultural and GLAM institutions (Galleries, Libraries, Archives and Museums), where the increasing demand for DH skills ensures a broad base for cooperation and development.

Partnership and cooperation arrangements

Partnership composition

Organisation ID	Legal name	Country	City	Organisation type	Newcomer
E10209011	HASKOLI ISLANDS	Iceland	REYKJAVIK	Higher education institution (tertiary level)	No
E10209245	UNIVERZITA KARLOVA	Czechia	PRAHA 1	Higher education institution (tertiary level)	No
E10120109	Stiftsbibliothek Klosterneuburg	Austria	Klosterneuburg	Research Institute/Centre	No
E10208633	UNIVERZITA KOMENSKEHO V BRATISLAVE	Slovakia	BRATISLAVA	Higher education institution (tertiary level)	No
E10209112	UNIVERSITA CA' FOSCARI VENEZIA	Italy	VENEZIA	Higher education institution (tertiary level)	No
E10209520	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS	France	PARIS	Research Institute/Centre	No
E10208669	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN	Ireland	DUBLIN	Higher education institution (tertiary level)	No

Cooperation arrangements

How did you form your partnership? How does the mix of participating organisations complement each other and what will be the added value of their collaboration in the framework of the project? If applicable, please list and describe the associated partners involved in the project.

The suggested partnership is a new network of institutions that have a confirmed history of successful collaborations. Three of them (Prague, Lyon, Klosterneuburg) were part of the Erasmus+ KA2 Strategic Partnership project Digital Editing of Medieval Manuscripts (DEMM) in 2014–2017 and two (Prague and Reykjavík) are currently working together in the Erasmus+ KA2 Strategic Partnership project Multilingual Europe: Communicating (in) the Middle Ages (COMMA) from 2023–2026. All but Dublin and Reykjavík were involved in SCUSI (2018-2021). Dublin was invited to join for this application, for its expertise in DH corpus linguistics, digital palaeography, and Old Irish philology, and Reykjavík for its experience in digital approaches in Old Norse philology and geospatial data.

The partnership of the seven organizations forms a coherent unit with the common denominators of Medieval Studies and DH, but also different specializations (digital scholarly editing, corpus linguistics, manuscript studies, geospatial data, etc.: see the description of the partner organizations and the key personnel included in the project) and different scholarly traditions and cultures. The network will thus offer multifaceted knowledge and experience for the participating students.

An associate partner of the University of Iceland is the Árni Magnússon Institute in Icelandic Studies (AMIIS) (<https://arnastofnun.is/is>), and its sister organization in Copenhagen, The Arnamagnæan Institute (<https://nors.ku.dk/english/research/centres-and-groups/arnamagnaeaan>). They jointly house the Arnamagnæan Manuscript Collection of medieval Icelandic manuscripts. Experts from the AMIIS will participate in activities organized by the University of Iceland.

What is the task allocation and how does it reflect the commitment and active contribution of all participating organisations (including the associated partners, if applicable) ?

The participating universities share the project tasks almost equally, but Klosterneuburg has a very special role. Out of the

total of nine intensive training sessions, Klosterneuburg hosts three – i.e., all the novice training workshops. The other six partners host one workshop each. All participating organizations will take part in every training session, not only through sending their students and experts to be trained, but also designing and taking active part in the training. Reykjavík is responsible for the management of the project (WP1) and the workshops on joint training (WP4); Klosterneuburg is in charge of the novice training (WP2); Dublin is responsible for the Expert training workshops (WP3) and Lyon will be in charge of WP5, the creation of the hub for teaching and training materials and digital tools developed during the project as well as the series of hackathons and long term visits.

The task allocation is designed to ensure as much international collaboration and synergy as possible. All partners will be actively involved throughout the duration of the project, including associate partners.

Describe the mechanism for coordination and communication between the participating organisations (including the associated partners, if applicable)

Each partner nominates one person to the steering committee (SC) of ANTIDOTE for the whole period of the project (plus one substitute member to ensure proper representation throughout the project). The SC meets at least each three months via online platform to coordinate activities. The SC appoints three sup-groups to organize and coordinate specific activities:

- Election Committee (EC) gives advice on the selection of students and experts to the ANTIDOTE seminars; the EC will advise each partner organization on how to call for applications for participation in the training weeks and on selection criteria; it will review the proposals received from each partner with a view to the composition of the groups participating; the EC will make a recommendation to the SC on the final selection of candidates (but the final decision will be made by the SC).
- Novice Committee (NC) appointed each year from the student cohort to discuss and provide feedback on the ongoing activities; the NC will represent each year's student cohorts, consult with cohort members and give formal feedback on the execution of the training weeks.
- Diversity Committee (DC) will give guidance on equality and diversity issues relating to the selection of candidates and the implementation of the project; the DC will give advice on the format and access to the outcomes produced through the project activities.

The EC, NC and DC will have a membership of 3-5 persons, and they will give advice and make recommendations to the SC. The NC will be selected among the Novice trainers during the first week of training each year, but the EC and DC will be appointed by the SC at the start of the project, based on proposals from the partners of suitable experts.

Kanboard, a free and open software for project management, will be used as a common tool to organize the project. Apart from the regular online meetings the SC will hold formal meetings in association with either expert or joint seminars, where many of the SC members are expected to participate.

Meetings concerning particular activities will be organized and managed by the institutions in charge of those activities, while meetings concerning the project implementation, budget, general plans and evaluation will be organized and managed by Reykjavík.

The University of Iceland will appoint a special Project Manager, in a part time position, to manage the day-to-day activities of the project.

Impact

How are you going to assess if the project objectives have been achieved?

Each WP has clearly defined objectives.

In case of WP2-4, the principal objective is the realization of innovative training sessions (9 in total), which will be achieved through running the actual events. They will be evaluated based on in-depth qualitative evaluations, via surveying the students and staff who took part, and through feedback from the NC and DC. The partner institution organizing the particular training is responsible for carrying out its evaluation, and the partner institution overseeing the work-package coordinates the evaluations, but the results of each evaluation will be discussed SC at its regular online meetings, to ensure lessons can be diffused throughout the network and implemented for subsequent training sessions. The objectives shall be considered achieved if according to both the trainers and the trainees, the training sessions were implemented successfully.

WP5 results in an innovative hub, containing a core of DH training materials and example projects from the training sessions that form WP4. In addition, we will produce and provide further content - additional to that described in the proposal - through local initiatives by the project participants. The main criterion of success is a working and freely accessible hub with the core online courses produced in WPs 2-4 and additional teaching and training materials produced in WP5. We will monitor the uptake of the materials by charity download statistics and offer feedback surveys to users downloading it. We will also monitor the uptake of the materials in other academic settings and at GLAM institutions.

Explain how you will ensure the sustainability of the project: How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you plan to continue using the project results or implement some of the activities after the project's end?

The partnership will be mutually enriching, with the project network designed in such a way that each partner provides specific expertise missing in the other partners. The project builds up on experiences and the successful completion of previous network collaborations (DEMM, SCUSI, DiXiT), with the network gradually growing, experience accumulating, and the training improving. The other partners have not yet collaborated with this intensity before and with the complementarity of their expertise, it is certain that each partner organization will learn deeply from the collaboration. The impacts on each organization will differ according to their local contexts – at Trinity, for instance, it will consolidate expertise in Medieval Studies, Digital Humanities and the History of the Book.

Concrete plans for the sustainability and continuation of the project are in development: the core of the network is a solid long-term partnership (Prague, Klosterneuburg, Lyon) with many activities and future plans (manuscript workshops, joint publications and conferences), and there are many connections that might be deepened with the new partners. For instance, Trinity and Charles already have an Erasmus student-mobility agreement, but there would be scope for additional agreements between the partners. Initial connections between the partners have already been strengthened by meetings at the Prague Medieval DH Storming in February 2023 with several future collaborations mooted. The particular network of this project might also be further enlarged in future. The Venice Centre for Digital and Public Humanities at Ca' Foscari University of Venice established close collaborations with other DH master programmes (e.g. Erasmus+ with Universities of Vienna and Helsinki), DH competence centres (e.g. at the Universities of Cologne, Graz, Stanford, Bologna, Paris), archives, museums and libraries (e.g. State Archive of Venice, Marciana, Galleria Borghese).

The main project output, the hub (WP5), is likely to be used widely and continually after the end of the project, by the participating institutions in their teaching, but also by anyone in Europe who wants a guided introduction to DH, from beginners' through to advanced level.

We commit to continue any good practice identified during the project implementation. The results of the project will also be shared or promoted via the Erasmus+ Project Result Platform.

Please describe the potential wider impact of your project: Will the impact be equally spread among the involved organisations? What is the potential impact of the project on each participating organisation as a whole? Are there other groups or organisations at local, regional, national or European level that will benefit from your project? Please explain how.

The project will impact each of the participating organization, especially their history, philology, Medieval Studies and DH students and staff. In each organization, the project will have a more general impact as a model of successful building of digital readiness — the training, although focused on older texts, is easily transferable to other Humanities disciplines and thus usable more widely at the whole organization. The project will also contribute to helping students and staff from different departments make interdisciplinary connections.

On the local level, in each of the participating institutions, the project will make a significant difference by directly educating a solid number of students and staff who will then be ready to carry out independent DH projects, education they cannot presently obtain with sufficient depth or breadth in their home institutions.

On a regional, national, and European level, the hub (WP5) will play an important role in offering material for self-education

to any interested individual. Here, the reputation of the partner institutions and the academic staff directly involved in the network will be important in elevating the resources connected to via the project hub. into regional and national conversations about DH and the Arts and Humanities. Existing methods of dissemination particular to the individual institutions will directly help this, for instance the Trinity Centre for the Book, which has strands dedicated to 'Writing and Society' and 'Sharing the Book', which engage with issues around cultural literacy and accessibility of archival material via digitisation and other initiatives, and the Trinity Long Room Hub, which, as its interdisciplinary Arts and Humanities Research institute, plays a significant role in setting national policy agendas around cultural heritage. The University of Iceland has an international master's program in Viking and Medieval Norse Studies attracting students from all over the world who will benefit from this collaboration and further disseminate in their home countries the skills acquired. The network of institutions participating in this project is a strong one, well established in DH, with many contacts that will ensure the pan-European impact.

Since the output will be publicly available, any interested member of the public, globally, will be able to benefit from the project results. Tracking use of the hub, via Google Analytics, will help us understand where interest in DH comes from, inform impact case studies, and help shape future projects.

Please describe your plans for sharing and promoting the project results: How do you intend to make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you intend to share your results with?

Our main target groups are: (1) network members; (2) colleagues and students in partner institutions; (3) colleagues and students in non-partner institutions; (4) members of the public with curiosity about cultural heritage, the humanities, and digital methodologies.

The project team will meet regularly in person at the training weeks (WP2-4) and, in between, online. Each team member will be responsible for disseminating details of the project within their home institutions, for instance via their departments and research institutes, and for drawing the attention of relevant administrators to its existence and importance, for instance research offices, media and communications teams, departments of global relations and centres for teaching and learning. The results will be made known to the wider public, and students of non-partner institutions, through the mailing lists of relevant departments and research centres within the partner institutions, the media and communications units of partner institutions, and other available media (Facebook, Twitter/X, university websites, other relevant websites). These results will be freely available through these channels and online through the hub (WP5). The local expertise and networks of the project participants will be key to this process, with their accumulated experience in engaging the public with initiatives in Medieval Studies, Digital Humanities and the Arts and Humanities more broadly. European Researchers' Night presents a particular opportunity in this regard.

The seven project partners collect a wide variety of expertise and long-term contacts and collaborations. Individuals taking part in the project are members of various European and world organizations and projects and can also ensure these promote the project results (e.g. Digital Medievalist, Digital Philology, Medieval Sermon Society, MENOTA, IDE, AIUCD, ALIM).

Project design and implementation

In addition, subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

Work package n°1 Project Management

How will the progress, quality and achievement of project activities be monitored? Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

Each year of the project includes three intensive training sessions at different institutions. Each of these training sessions includes an evaluation session and a written evaluation report. We will also conduct follow-up evaluations at partner institutes after one and two years to monitor the actual use of the newly acquired competences by novices and advanced trainees. The NC and DC will be asked to reflect on the formal feedback from the training weeks and other information about their implementation and give advice to the SC. The EC will organise the selection of the student and expert cohorts in year two and three following reflections on the feedback and recommendations from the EC and NC.

Implementing each training week will mean achieving a new result. Local administrative staff will assist in organising the training weeks.

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

The University of Iceland, an institution well-versed in managing budgets of large EU projects (Erasmus+, H2020 and Horizon Europe), will supply administrative assistance and budget management through the central Grants Office and the Centre for Research in the Humanities. It will be responsible for controlling the budget, and the first port of call for partners with any budget-related questions.

Dates and time-loads will be discussed and agreed by the partners at the preparatory meeting at the beginning of the project, and throughout the project duration. Each partner will be responsible for time management at their institution and the allocation of resources.

The project schedule is fixed: every 12 months there will be a total of three training weeks (WP2-4), each managed by one partner who will also supervise the budget and time management for the particular event. The hub and related activities (WP5) will be managed by Lyon, with the contributions of all other institutions.

The preliminary division of the management costs among the partners is the following:
Each partner gets 9,000 Euros for the local management of the project. The University of Iceland gets additional 9,000 Euros for the central administration and reporting to Erasmus+. The partners will revisit the management budget before signing a Partnership Agreement to make sure each has a fair share to cover necessary costs. 10% of the amount will be reserved for an inclusivity fund, for the project to have financial means to give proper services and assistance to students and experts with special needs. If the amount is not needed for these purposes it, or what is left, will be distributed to the partners to meet other management costs.

What are your plans for handling risks for project implementation (e.g. delays, budget, conflicts, etc.)?

Only few and mostly low risks are foreseen. We have identified the following risks and plans to meet them:

RISK 1: Lack of interest by novices and experts. **EVALUATION:** Previous experience has shown that the need for training in Digital Humanities is huge and the pool of suitable candidates very large, so a scarcity of interested participants is very unlikely. **PLANS:** Delaying start of activities to allow for new applications and/or the SC redistributes places for students and experts to partners with more interest.

RISK 2: Disruptions due to rescheduling of events. **EVALUATION:** Potential risk, but the effect on the overall implementation should be minimal. **PLANS:** If one event is postponed, other events in the same project year can also be postponed to keep the overall logic of the work-plan.

RISK 3: A partner institute or a leading scientist needs to withdraw. **EVALUATION:** Potential risk, but unlikely as all partners have been very involved in developing the application. **PLANS:** Due to the size of the network, the partnership has other capable members to compensate for any gaps in coverage.

RISK 4: Crisis / period of instability. **EVALUATION:** Some crises of planning should be expected, but are not likely to be serious. **PLANS:** Events can be postponed, relocated to other partners or moved online (as a last resort).

RISK 5: Conflicts over content and budget. **EVALUATION:** This is possible, but not likely as most partners have already an experience of working together and all partners have been deeply involved in the development of the plans, including budget

plans, for the project. PLANS: At the start of the project the partners will jointly agree on and sign a Partnership Agreement, that details methods of conflict solution. Through regular meetings all partners will be kept up-to-date on activities and given ample room to have an effect on the process.

How will you ensure that the activities are designed in an accessible and inclusive way?

ANTIDOTE is committed to ensuring diversity when selecting students and experts for the training activities. Equal opportunities for women, young parents, LGBTQ+ people, scholars and students with disabilities and from non-academic backgrounds as well as for refugee scholars are an important goal. ANTIDOTE will set up a contingency fund (10% of the Project Management budget) to accommodate any disadvantaged novice or expert trainees. Individual institutions provide policies, training, and guidance about inclusivity (e.g., Trinity College Dublin's portfolio of online courses around equality, diversity, and inclusion) and the network will facilitate sharing and implementation of best practices in this regard.

To achieve this goal in the selection of students and experts, each activity will be widely publicized in the partner organizations. The final selection of students and experts will be discussed and validated by all partners, based on a recommendation by the EC. Application forms will be designed in consultation with professional staff, based on guidance by the DC. The NC will be asked to give advice after each year on how to improve the selection process. Selection for the training weeks will take place well in advance to allow those with parenting or caring responsibilities sufficient time to organize cover. Social events associated with the training weeks will be diverse, to give due allowance to different religious beliefs and preferred working patterns.

Since there might still be groups with disadvantages that will not allow them to take part in person, WP5 assumes especial importance. This hub is intended to facilitate remote and self-education. All efforts will be made to make sure that all interested public will be informed about its existence (e.g., via public-facing initiatives in the partner institutions, for instance Trinity's Centre for the Book and Library and Researcher's nights events). Particular attention will be paid to issues of inclusivity and accessibility in the preparation of the teaching materials for the hub (format, access).

Digitization and DH, which are at the core of this project, themselves very significantly enhance accessibility. For instance, the digitization of medieval manuscripts has democratized access to them, something that was once the privilege of a limited number of experts with extensive travel budgets. Projects from the partner institutions, for instance Searobend and the Early Irish Hands project at Trinity College Dublin, and the online manuscript cataloguing project at the University of Iceland (www.handrit.is), are starting to take up the challenge of guiding the public through digitized objects, so that they can not only view them, but view them with understanding. When these are enhanced by advanced digital solutions, like AI based reading of manuscripts (e.g. eScriptorium, Transkribus) and automatic processing of information, the public access to these resources is dramatically enhanced.

How does the project incorporate the use of digital tools and learning methods to complement the physical activities and to improve cooperation between partner organisations?

Digital tools and learning methods are the core of the proposed activities.

For instance, the first-level training offered to students ("novices") will be conducted partly according to the "flipped classroom" principle: participants will be asked to self-study the online course "Digital Scholarly Editions: Manuscripts, Texts and TEI Encoding" (developed by CNRS in Lyon) before the first training session. After that, during the week-long face-to-face workshop, instead of passively listening to lectures on XML TEI encoding for historical texts, students will be invited to take part in more advanced exercises and activities, putting into practice the knowledge they have acquired by themselves, under the guidance of experts.

The advanced training offered to expert trainees will also include the use of online courses (e.g., on the topic of XML data processing, search, and retrieval with the native XML database eXist-db and the XQuery language, currently being developed in Lyon).

The complex joint training will also amply use digital tools and learning methods.

Finally, the hub (WP5) will fully focus on incorporating digital tools and learning methods and promoting them to the wider public. In WP5 the partners will also organize a series of hackathons, Transkribothons and GLAMhacks (or other similar activities), where participants will develop projects where digital methods are applied to digital data.

In terms of cooperation, all participating institution members have a long history of international collaboration, the COVID pandemic helping us hone our online collaboration skills, involving various video conferencing tools, project management tools (Kanboard), collaborative writing tools (Sharepoint), etc. We will consequently be able to seamlessly integrate those tools and practices into our collaborative work.

How does the project incorporate green practices in different project phases?

Mobility is by essence at the core of Erasmus projects, but we have designed this project so as to minimize the potential

carbon footprint:4

- by choosing meeting locations to facilitate low-carbon land transportation for the majority of partners: Prague, Klosterneuburg and Bratislava are all reasonably close within Europe, and will host 5 out of 9 events. It means that for each of those events 3 out of 7 will be able to travel by green transport (train) very easily.
- by prioritizing hybrid teaching and flipped classroom and mixing online courses and face-to-face workshops. This means we can make the best of the time spent together in person through travel. Home preparation through online courses, digital tools and pre-training communication will help the efficiency of the personal meetings.

The project also prioritizes sustainability in other ways. WP5 (the hub) means that large numbers of future learners will be able to train to an advanced level in DH without the need to travel, significantly reducing the carbon footprint of manuscript studies. The inclusion of WP5 also makes the project economically sustainable and value for money, in that the activities funded under this grant will not be repeated, and will reach far more people than those able to engage directly with the mobilities in WP2-4.

At the events themselves, we shall use sustainable products and ecological catering where available.

How does the project encourage participation and civic engagement in different project phases?

The project directly encourages civic engagement through WP5, including the hub. This will make available to anyone interested a suite of training materials through which they can self-train and up-skill. The hub will provide access to those DH resources that have been designed, used, enriched and further elaborated by those who participate in WP4, the complex training. These resources will make hitherto inaccessible texts and data accessible and comprehensible to anyone interested. Local expertise will make it possible to choose projects with particular civic resonance. Particular initiatives. The participants will help crowd source training data for Handwritten Text Recognition models of sample pages from Trinity manuscripts, that can be used to automatically generate full transcriptions for use in a wide-range of corpus linguistic approaches and published in the library's IIF manifests for these digitized manuscripts.

The hub will be promoted through the extensive local networks of the project partners, for instance Trinity's Centre for the Book and new Arts and Humanities Festival, and through European research initiatives, like European Researchers Night. The elements made available through the hub will be made available through DARIAH Commons or CLARIN Resources, the Social Science & Humanities Open Marketplace, and also through other international platforms such as Humanities Commons.

Resources like Google Analytics will enable us to track where and how it is being used.

The skills the project will teach to the 'novices' (WP2) and 'expert trainees' (WP3) significantly serve participation and civic engagement in the long term. Based on Open Science and FAIR data (<https://www.clarin.eu/fair>), the project will teach participants to contribute to collective knowledge by publishing their research results according to ethical principles and reproducible and verifiable science, which are valuable practices in today's society affected by disinformation and AI-led information regurgitation. The acquired skills will also equip those trained to play key roles in public engagement within academia or to work in GLAM industries (Galleries, Libraries, Archives, Museums), which are at the core of fostering civic engagement and collective identity. The multiplier events described in WP5 address these issues by offering open "hackathon" events.

Grant amount allocated to Project management

72 000,00 €

Work package

Work package n°2 - Novice Training

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

This WP aims at improving digital readiness of students (graduate and postgraduate), by transferring digital humanities skills to "novices", through blended training and especially intensive face-to-face training in Klosterneuburg. The novices will be advanced university students (historians, philologists, medievalists). Three intensive training sessions will be hosted in Klosterneuburg, one in every project year (scheduled for a week between September and March). The specific objectives described below will contribute towards the general objectives of the project to increase the digital competences of students.

Students from all the partner institutions will take part in this training, on average 4 students from each partner institution at every workshop; a total of 72 in this WP. One teacher from each partner institution will take part in each of the workshops in the role of a trainer. In this way, the overall coherence and exchange of good practice will be strengthened.

The specific objectives are to train the novices in the following skills:

- TEI 101: the principles of text encoding;
- encoding a "traditional" codicological record within the TEI header;
- encoding the textual structure (books / sections / paragraphs...);
- abbreviations and the Medieval Unicode Font Encoding Initiative (MUFI);
- diplomatic and interpretative editions.

In addition the novices will be introduced to some of the following skills:

- a gentle introduction to computational philology (digital philology empowered by computational linguistics);
- IIIF HTR (image import / layout analysis / recognition / manual correction / fine tuning / recognized document export);
- named Entity Recognition;
- management of a complex digitization workflow;
- FAIR-ification;
- licenses.

An important objective is for the novices to network during these training weeks (and the joint training week that follows).

What will be the main results of this work package?

The main results will be three cohorts of graduate and postgraduate students, 24 each year, with advanced skills they can apply to manuscript studies and in other contexts. These students will in turn go into academia, the GLAM sector or other workplaces where their skills are useful. They will also have a positive effect on the reception and use of Medieval culture by mastering digital means of research and communication.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

Quantitative indicators:

- number of students applying for the training, number of students going through and successfully finishing the training;
- outcome of formal evaluations of the training weeks conducted by the organizers;
- number of teachers taking active part in the training, number of teachers evaluating the training positively.

Qualitative indicators:

- in-person evaluation session at the end of the training, to hear the students' voices;
- detailed evaluation form to be filled a week, a year, and two years after the training. The follow-up evaluations are destined to find out whether the students put to actual use the newly-acquired skills.

The evaluation results will be managed by Klosterneuburg and presented to the partners at regular meetings. The NC and DC will take part in reflecting on the student feedback and suggesting improvements to further plans. Based on evaluation of the training in year 1, the training for year 2 will be revised and improved, and the same shall be the case for year 3 being improved on the basis of evaluation of year 2.

Please describe the tasks and responsibilities of each partner organisation in the work package.

This WP is based in Klosterneuburg Monastic Library which will host and organize the student training events. Each partner will send students, as well as selected experts, to take part in teaching the course. Thus, the main responsibility lies with Klosterneuburg but all partners take active part in implementation of the activities.

The EC will give guidance on the selection of students for the training weeks, i.e. on the optimal composition of the group based on already acquired skills and competences, and it will suggest a group of students to select from the partners to the SC.

Klosterneuburg will appoint appropriate teachers for the training weeks, but each partner will send one teacher to the

training weeks in consultation with Klosterneuburg.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

Funding in WP2 is dedicated to the three novice workshops, one in each year of the project. The workshops will all be hosted by Klosterneuburg, which apart from being the best partner to run these workshops can offer very affordable accommodation. Four students and one expert from each partner (a total of 24 students and 6 experts) will travel to each workshop, which will last for 7 days including travel days.

24 students plus 6 experts travel to Klosterneuburg; all 30 participate in the workshop for full 5 days; two days are travel days. The budget is for travel costs for all 30 and per diem costs for all 30 for 7 days each.

Each workshop is estimated to cost 31 600 Euros. This covers green travel (trains) from Prague and Bratislava and flights for other partners; per diem for all travelers for the full 7 days.

Local costs for hosting the training weeks will be supported by the Project Administration budget and by the host organization. Working hours of the teachers and trainers will be covered by the partners, thus contributing substantially to the project.

Activities (2 - Novice Training)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Novice training 1	Austria	01/10/2024	31/03/2025	Stiftsbibliothek Klosterneuburg (E10120109 - AT)	Applicant - HASKOLI ISLANDS (E10209011 - IS) , CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR) , THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE) , UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) , UNIVERZITA KARLOVA (E10209245 - CZ) , UNIVERZITA KOMENSKÉHO V BRATISLAVE (E10208633 - SK)	31 600,00	The first cohort of novice students finishes the training.
Novice training 2	Austria	01/10/2025	31/03/2026	Stiftsbibliothek Klosterneuburg (E10120109 - AT)	Applicant - HASKOLI ISLANDS (E10209011 - IS) , CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR) , THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE) , UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) , UNIVERZITA KARLOVA (E10209245 - CZ) ,	31 600,00	Second cohort of novice students finishes the training.

UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 - SK)

Applicant - HASKOLI ISLANDS (E10209011 - IS) ,

CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS
 (E10209520 - FR) ,

THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE
 OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE
 HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR
 DUBLIN (E10208669 - IE) ,

UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) ,

UNIVERZITA KARLOVA (E10209245 - CZ) ,

UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 - SK)

Novice training 3	Austria	01/10/2026	31/03/2027	Stiftsbibliothek Klosterneuburg (E10120109 - AT)	31 600,00	Third cohort of novice students finishes the training.
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Total	Sum of grant (EUR)		94 800,00
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Description of the activities

Describe the content of the proposed activities.

The WP2 activities are each a week-long intensive training session in DH for students. During the project implementation, a group of 24 students will be recruited each year from the partner organization (typically 4 from each).

Before arriving in Klosterneuburg, the students will independently follow an online course created by one of the project partners (<https://teach.dariah.eu/course/view.php?id=32§ion=0>) and then participate in an online meet-and-greet session where they introduce themselves and describe their interests, projects and focus. The students will then be introduced to that year's theme (based on the topics of that year's expert training) and its possibilities in a demo.

The students then all meet for intensive training sessions in Klosterneuburg. In the mornings, the students will attend DH workshops applying the principles acquired in the online course; in the afternoons, they will participate in hands-on activities with the manuscripts in the Stift's library.

One teacher from every partner institution will also take active part at every training session, helping with the teaching and supervising the event. Each teacher will thus contribute with the expertise specific to their home institution.

At the end of this activity, the students will have the opportunity to evaluate their experiences both in a shared discussion in person and later using an anonymous feedback form online.

Klosterneuburg was selected as hosting institution, since it is the largest monastic medieval library in Austria and among the largest in Europe. In addition to the DH training, the students will be able to work first-hand with manuscripts.

The teaching outcomes of these activities consist of the students having deepened their practical skills in the DH, in handling medieval documents, and building a new academically and otherwise diverse international network. The activity will also prepare the students for the complex training activity (WP4).

Explain how these activities are going to help reach the WP objectives.

The workshops at Klosterneuburg will specifically target the training objectives of WP2 as listed above. The students will be trained in the digital methods and technologies described during the 5 day workshops, and they will have ample opportunities for networking during the training weeks (and the following joint training weeks in WP4).

More specifically:

- by training the students in text encoding and skills needed to produce digital editions of manuscripts the students will be much more capable of working with digital manuscripts and on the digitization of manuscripts;
- by learning about computational philology, digitization workflow, FAIR data and other key issues of Digital Humanities the students digital readiness will be greatly improved;
- by working intensively on manuscripts and the encoding of manuscripts for a whole week the students will leave with a much greater understanding of the work, workflow and organization needed to produce digital versions of analogue manuscripts for use in scholarship and public engagement;
- by working together as a group of 24 students, with 6 trainers from partner institutes plus teachers and trainers from Klosterneuburg, the students will leave with a much larger network of fellow students and experts.

Describe the expected results of the activities.

The activities will result in enhancing the DH skills among the participating students (72 in total). They will also contribute to exchange of good practices among teachers and trainers involved in the training weeks (18 total).

Successful lectures and course material will be revised from year 1 to year 2, and from year 2 to year 3, and will be subsequently included in the open access hub (WP5) and made available in Open Access and following FAIR principles.

Expected number and profile of participants.

24 student participants per year, i.e., 72 in the whole project. These will be university students interested in medieval manuscripts – i.e. students of history, philology and auxiliary sciences.

6 teacher participants per year (18 in the whole project), plus the teachers and trainers involved from Klosterneuburg. These teachers will supervise the incoming students and take an active part in the training (it is expected that more teachers shall actually take part, but they will not be funded from this project). The teachers and trainers will all have experience in text encoding, digital editions and working with digital data in research, teaching and public engagement.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant

can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°3 - Expert Training

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The primary aim of this work package is to train new DH trainers and strengthening essential/fundamental skills and requirements for of digital humanities research and teaching.

Specific objectives are:

- the affordances of scale that digital editing brings for new cultural analytics of the Middle Ages, covering sources of big data (data scraping, OCR, HTR, crowdsourcing), data wrangling and cleaning, corpus-linguistic and computational techniques for information extraction, as well as visualisation options.
- modelling the edition: application of semantic web technologies and creation of linked open data (LOD); identification of persons, places, and other named entities (TEI; NLP, NER) via authority files (e.g. VIAF, GND, wikidata); use of geographical information system (GIS) and image data protocols (IIIF).
- technologies of advanced creation and processing of TEI-XML encoded texts. Using XSLT transformations, ODD/XSD schemata, eXistDB, TEI-TOK corpus manager and other web-based technologies will show how to transform, present, store and analyze TEI-encoded data in keeping with standards of accessibility, long-term preservation and open science.

These will contribute to the following general objectives:

- to consolidate and widen the existing expertise of staff and experts ("expert trainees") at the partner institutions;
- to increase capacity for future training and development of DH skills and competencies among staff and students of the partner institutions, and, by making them beacons of best practice, increasing national capacities in this area;
- to stimulate the development of innovative, transferable teaching and learning approaches for blended, distant, and face-to-face teaching and learning across the partner institutions and countries (and via the material associated with the workshops published and freely accessible online via the project hub) other universities and libraries across Europe.

What will be the main results of this work package?

The main results of this WP will be:

- the exchange of expertise and competencies among the staff from the partner institutions who attend one of the annual week-long workshops;
- the sustained exchange of expertise and competencies among the academics responsible for the network over the three-year duration of the project;
- the creation and implementation of innovative teaching and learning approaches locally;
- the emergence of the partner institutions as beacons of best practice in their countries, increasing national capacities in DH.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

Detailed quantitative and qualitative feedback will be collected from teachers and participants after each of the three annual workshops via a survey. As coordinator of WP3, Trinity College Dublin will be responsible for designing and administering this survey and reporting the findings back to the network.

Quantitative indicators will include:

- the number of 'expert trainees' applying for the training, the number of 'expert trainees' going through and successfully finishing the training, the number of 'expert trainees' evaluating the training positively;
- the number of teachers taking active part in the training, the number of teachers evaluating the training positively;
- the number of interactions between teachers and experts through the DiPText-KC Help Desk (<https://diptext-kc.clarin-it.it/>);
- the number of Help Desk's tickets closed with a positive evaluation (= satisfactory answer to the request).

Qualitative indicators will include:

- Attendees and project partners will be asked to report back briefly on any innovations introduced in their teaching deriving from attendance at one of the project workshops, giving a brief account of these innovations via various communications formats and social media (YouTube, Instagram, X, institutional websites and science blogs). These accounts might for instance include student feedback and samples of student work produced as a result of the new teaching techniques.

The DC will reflect on the reports from the workshops each year and give advice to the SC on how to improve the organization of the training weeks with a view to inclusivity and diversity.

Please describe the tasks and responsibilities of each partner organisation in the work package.

WP3 is managed by Dublin. It consists of one intensive training for experts each year of the project implementation, between January and August. Dublin will be responsible for the organization of the training in year 1 (2025), Lyon in year 2 (2026), Venice in year 3 (2027). Each of the other network partners will be responsible for selecting, with appropriate attention to considerations of inclusion and diversity, two suitable colleagues to attend the training as expert trainees at each of the annual workshops.

The responsibilities of Dublin include:

- oversight of organization of week-long meetings in Lyon in 2025/6 and Venice in 2026/7;
- coordinating feedback collection for the expert weeks organized as part of WP3;
- liaison with Reykjavik, where the network will be based, on EU reporting regarding WP3;
- direct organization of the week-long meeting in Dublin in 2024/2025, including collation of participant data; notifying participants of travel and accommodation options; booking teaching rooms and organizing catering; producing the programme; liaising with participants on expenses; and conducting feedback surveys.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

The funding in WP3 is dedicated to travel costs and per diem costs for the expert trainees traveling to the training weeks.

- Each university, five in all for each training week (i.e. not including the host), send two expert trainees;
- Klosterneuburg sends one expert trainee to each training week;
- Per diem is for 11 expert trainees for five days of training and two travel days.

Green travel (i.e. trains) will be used where possible.

Total cost for each workshop is 12 760 Euros.

The events will be further supported from other institutional sources, especially for administrative expenses and local teachers' time. In case the organizer, in agreement with another project partner, wants an expert from outside the host institute as a teacher the transnational training budget in WP5 can be used to cover some of the extra travel costs.

Activities (3 - Expert Training)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Expert training 1	Ireland	01/01/2025	30/04/2025	THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE)	Applicant - HASKOLI ISLANDS (E10209011 - IS) , CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR) , Stiftsbibliothek Klosterneuburg (E10120109 - AT) , UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) , UNIVERZITA KARLOVA (E10209245 - CZ) , UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 - SK)	12 700,00	First cohort of experts finishes training.
Expert training 2	France	01/01/2026	30/04/2026	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR)	Applicant - HASKOLI ISLANDS (E10209011 - IS) , Stiftsbibliothek Klosterneuburg (E10120109 - AT) , THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE) , UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) ,	12 700,00	Second cohort of experts finishes training.

				UNIVERZITA KARLOVA (E10209245 - CZ) , UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 - SK)		
				Applicant - HASKOLI ISLANDS (E10209011 - IS) , CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR) , Stiftsbibliothek Klosterneuburg (E10120109 - AT) , THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE) , UNIVERZITA KARLOVA (E10209245 - CZ) , UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 - SK)		
Expert training 3	Italy	01/01/2027	30/04/2027	UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT)	12 700,00	Third cohort of experts finishes training.
Total				Sum of grant (EUR)	38 100,00	

Description of the activities

Describe the content of the proposed activities.

WP3 comprises three distinct training weeks, each focusing on a particular theme:

1. A week-long workshop hosted by Trinity College Dublin in 2024/5 on the affordances of scale that digital editing brings for new cultural analytics of the Middle Ages. It will cover sources of big data (data scraping, OCR, HTR, crowdsourcing), data wrangling and cleaning, corpus-linguistic and computational techniques for information extraction, as well as visualization options.
2. A week-long workshop hosted by CNRS, Lyon, in 2025/6 on technologies of advanced creation and processing of TEI-XML encoded texts. Using XSLT transformations, ODD/XSD schemata, eXistDB, TEI-TOK corpus manager and other web-based technologies will show how to transform, present, store and analyse TEI-encoded data in keeping with standards of accessibility, long-term preservation and open science.
3. A week-long workshop hosted by Ca' Foscari University of Venice in 2026/7 on the theme of modelling the edition: application of semantic web technologies and creation of linked open data (LOD); identification of persons, places, and other named entities (TEI; NLP, NER) via authority files (e.g. VIAF, GND, wikidata); use of geographical information system (GIS) and image data protocols (IIIF).

Each week-long workshop will comprise a mixture of masterclasses and sessions which facilitate collaboration, knowledge exchange and experimentation between the participants and the teachers. All three institutions have access to extensive holdings of medieval manuscripts, and these, in physical form or digital surrogate, will provide ample material on which to test the new techniques to which the masterclasses introduce the participants. It is envisaged this extensive academic programme will also be accompanied by shared meals and excursions to relevant local sites to facilitate further networking that will underpin strong collaboration in the years to come.

Explain how these activities are going to help reach the WP objectives.

Participation of academic staff from each of the partner institutions in the masterclasses that form the core of the week-long workshops organized as part of WP3 will significantly consolidate and deepen the expertise of the partner institutions.

It will also increase their capacity to train students in these methods once they return to their institutions. The dedicated time given to collaboration, experimentation, and exchange of best practices on each day of the week-long workshops will ensure the staff are confident in their ability to implement these approaches with their students, as well as provide an 'innovation lab' for the generation of new ideas of how the techniques under consideration might be used. All of the institutions in the network are nationally important and will be able to further disseminate the expertise gained in the project in their national contexts through further workshops, conferences and collaboration. Where possible, a selection of teaching materials (e.g., slides, handouts, code, datasets) and materials produced by participants during the workshops will be mounted on the hub as reference material for the network and other institutions across the world (WP5).

Describe the expected results of the activities.

We anticipate that the three workshops that comprise WP3 will significantly enhance the quality and range of teaching in Medieval Studies and Digital Humanities across the universities that belong to the network. At present, the member institutions have significant, diverse, and complementary expertise in these fields: the network will enable teachers in each institution to up-skill, learn from international best practices, and enhance their understanding of the range of methodologies available.

As with the other WPs, further results include strengthening the international network and facilitating exchange of good practice. Selected lectures will be recorded and made available through the hub and accessible across Europe (WP5); selected tools (e.g., for crowdsourcing transcription or the use of AI applications for handwritten text recognition), instructions, and experiences and shared via the hub and existing repositories (HTR United, CLARIN) and tutorials for free use by interested public, as part of citizen science.

Expected number and profile of participants.

Each workshop will be attended by 13 participants (2 from each partner in the network, except Klosterneuburg which sends one expert) or a total of 39 experts during the project period. These "expert trainees" will primarily be experienced experts, but can also include PhD students with advanced knowledge and experience of Digital Humanities.

The teaching staff will be from the hosting institutes, with optional experts from other partners participating. This includes for instance computer scientists from the ADAPT centre at the Dublin workshop, or computational linguists from the CLARIN Knowledge Centre DiPText at the Venice workshop and text encoding expertise from the CIHAM CNRS research centre in

Lyon. The participants will typically be members of the teaching staff at the partner institutions, teaching either Medieval Studies or Digital Humanities, and with an interest in textual culture. They will be experts in a field of medieval oriented DH, but they will have identified clear training needs that they feel the relevant workshop can provide.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°4 - Complex Joint Training

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The objective of this WP is the pooling together of the participants of WP2 ("novices") & WP3 ("expert trainees") and combining their newly-acquired skills. The expert trainees will have gained advanced skills related to different aspects of digital editing, analysis, and presentation of historical data in WP3 and on overseeing DH projects, while the novices will have already learnt the basics of digital editing in WP2.

WP4 will then teach and foster cooperation between the two groups. The novices will learn to formulate their scholarly goals and needs to communicate them effectively to people with advanced technical expertise (i.e., the expert trainees). The expert trainees, on the other hand, will acquire skills in interpreting the requirements of DH scholars (i.e., the novices), gain experience in offering them technical support as well as hone their newly-acquired technical skills from WP3 by applying them hands-on in shared projects with the novices.

Together they will produce, present, and publish small digital projects centred on the historical material defined by the students, such as spotlighting the material itself, the advanced techniques used to process, analyze and represent it and other critical issues. The projects will also highlight the steps and problems of the collaboration that brought the two groups together, thus producing useful material for the hub (WP5).

What will be the main results of this work package?

This work package focuses on one of the main hurdles of the Digital Humanities projects: translating the scholarly aims into actual high-quality, innovative digital projects. The main result is teaching both the novices and the expert trainees to communicate their aims and needs across the scholarly-technical or humanities digital divide by giving them the collaborative experience of an actual DH project planning and implementation.

These small collaborative projects will be the other type of results of this WP and will, by design, have the potential to be further developed by the participating institutions. The projects will be made publicly available through the hub (WP5, as well as stored for long-term preservation in other digital repositories like DARIAH-CAMPUS) and because they will also describe the steps and problems leading to their creation, they will serve as model case studies of other DH projects.

Three week-long training weeks will be organized over the three years, hosted by Reykjavík in 2025, Bratislava in 2026, and Prague in 2027. These are the most innovative among all the training weeks of the proposed project. It will be challenging to combine the novices with the expert trainees and offer meaningful training to such a diverse cohort. It is known from past projects and activities that this is the most valued experience by the participants because it gives them skills impossible to acquire otherwise, but also because it shows them new and refreshing aspects of the field that are usually concealed to them. The novices learn the need to be more precise and goal-oriented in describing their project aims when they realize what technical hurdles IT experts face when implementing the projects. The expert trainees discover new and exciting subjects for digital projects in SSH.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

There will be in-depth evaluation of the collaborative process and the resulting projects. The students will evaluate the cooperation with the experts and vice-versa. Teachers will evaluate the overall training.

Quantitative indicators:

- the number of "novices" and "expert trainees" going through and successfully finishing the training, the number of "novices" and "expert trainees" evaluating the training positively.
- the number of teachers taking active part in the training, the number of teachers evaluating the training positively.

Qualitative indicators:

- there will be in-person evaluation session at the end of the training when the voices of the "novices" and "expert trainees" will be heard.
- there will be a detailed evaluation form to be filled a week, a year, and two years after the training. The follow-up evaluations are designed to find out whether the students put to actual use the newly-acquired skills.
- the DC and the NC will be asked each year to reflect on the evaluations from the training weeks to give advice on how to improve the organization the year after.

The organizing institutions (Reykjavík in 2025, Bratislava in 2026, and Prague in 2027) will be responsible for carrying out the evaluations and sharing and discussing their results with the project partners at their regular meetings. On the basis of the evaluations, the most successful material will be selected for publication on suitable platforms and repositories linked to from the project's hub (WP5).

Please describe the tasks and responsibilities of each partner organisation in the work package.

WP4 is managed by Reykjavík. The responsibility of organizing the intensive trainings lies with the activity organizers: Reykjavík in 2025, Bratislava in 2026 and Prague in 2027. All other partners will be responsible for sending experts and students to the joint training weeks (students already selected in WP2 and experts in WP3).

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

The budget for WP4 is dedicated to three workshops on joint training and is intended to pay for travel costs of participants.

The budget is for travel costs for 24 students and 11 expert trainees to each of the hosting partner destinations. Travel costs vary from one place to another, depending on the length of travel. The budget is also intended to cover per diem for all 36 participants for 5 working days and 2 travel days.

The costs for the training weeks are estimated to be:

- Reykjavík 2025: 39 900 Euros.
- Bratislava 2026: 33 900 Euros.
- Prague 2027: 34 300 Euros.

The events will be further supported from other institutional sources, especially for administrative expenses and local teachers' time. This will be a considerable contribution to the project by the partners.

Activities (4 - Complex Joint Training)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Joint training 1	Iceland	01/03/2025	30/06/2025	Applicant - HASKOLI ISLANDS (E10209011 - IS)	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR) , Stiftsbibliothek Klosterneuburg (E10120109 - AT) , THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE) , UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) , UNIVERZITA KARLOVA (E10209245 - CZ) , UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 - SK) Applicant - HASKOLI ISLANDS (E10209011 - IS) ,	39 900,00	First cohort from joint training finishes; training material for hub produced.
Joint training 2	Slovakia	01/03/2025	30/06/2025	UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 - SK)	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR) , Stiftsbibliothek Klosterneuburg (E10120109 - AT) , THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE) ,	33 900,00	Second cohort from joint training finishes; training material for hub produced.

UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) ,

UNIVERZITA KARLOVA (E10209245 - CZ)

Applicant - HASKOLI ISLANDS (E10209011 - IS) ,

CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE
 CNRS (E10209520 - FR) ,

Stiftsbibliothek Klosterneuburg (E10120109 - AT) ,

THE PROVOST, FELLOWS, FOUNDATION SCHOLARS &
 THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF
 THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH
 NEAR DUBLIN (E10208669 - IE) ,

UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) ,

UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 -
 SK)

Joint training 3	Czechia	01/03/2027	30/06/2027	UNIVERZITA KARLOVA (E10209245 - CZ)	34 300,00	Third cohort from joint training finishes; training material for hub produced.
Total				Sum of grant (EUR)	108 100,00	

Description of the activities

Describe the content of the proposed activities.

Each training week will concentrate on projects relating to the themes of the training weeks in WP3:

- Training week 1: Practical projects based on big data (data scraping, OCR, HTR, crowdsourcing), data wrangling and cleaning, corpus-linguistic and computational techniques for information extraction, as well as visualization options.
- Training week 2: Practical projects based on technologies of advanced creation and processing of TEI-XML encoded texts. Using XSLT transformations, ODD/XSD schemata, eXistDB, TEI-TOK corpus manager and other web-based technologies will show how to transform, present, store and analyse TEI-encoded data in keeping with standards of accessibility, long-term preservation and open science.
- Training week 3: Practical projects applying semantic web technologies and creation of linked open data (LOD); identification of persons, places, and other named entities (TEI; NLP, NER) via authority files (e.g. VIAF, GND, wikidata); use of geographical information system (GIS) and image data protocols (IIIF).

Each week will have a similar structure:

- Day 1: Students and experts will be introduced to and get familiar with the manuscript data they will be working on and the specific technologies and methods.
- Day 2: Students and experts will agree on specific practical projects to develop during the training week, and start experimenting with the materials and methods.
- Day 3-4: Students and experts develop their projects.
- Day 5: Students and experts showcase their projects and participate in peer feedback. The day ends with joint plans for how to communicate and disseminate project results.

Each day will include time for joint discussions of problems and solutions.

Explain how these activities are going to help reach the WP objectives.

The main objectives of WP4 are two: 1. Training students and expert trainees in developing and working on practical DH projects; 2. producing projects that are useful for a wider community of students, experts and the wider public.

The training weeks are clearly focused on these two aspects of the WP.

1. The organization of the week is intended to foster collaboration and constructive feedback on ongoing projects, thus encouraging and developing skills to work in teams - which is especially important for DH projects that require deep interdisciplinarity.
2. The focus of the work during the whole week is on producing practical projects that will be made available in the hub (WP5) and through other relevant venues. It is likely that not all project will end with a viable "product", but that is to be expected from an explorative project like this. Still, these projects will not be "failed" projects, as the experience of working on them will produce experiences that will be documented and made available.

Describe the expected results of the activities.

The following results will be produced:

1. Cohorts of students and expert trainers with new and improved competences in developing DH projects. These groups will have an effect on the developing field of DH at their home institutes and in other places where they will work following the completion of this project.
2. We expect 5-10 viable DH projects will be produced each year, i.e. projects that can be distributed widely through the hub and other venues.
3. Vastly improved networking of the participants, that will have an effect on their continuing maturation as scholars and experts.

Expected number and profile of participants.

The participants will be those from WP2 and WP3 in the individual years, i.e., students of history, auxiliary sciences, philology, medieval studies, as well as DH experts. In total 24 students and 13 expert trainees each year. A total of 72 students and 39 experts during the project period.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°5 - Dissemination of Results

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

Whereas the WP 2-4 are aiming at students and staff of the partner organization, the objectives of WP5 are to impact the wider audiences directly and safeguard this impact.

It is a common problem of digital projects to become obsolete. WP5 will focus on establishing long-lasting results, safeguarding them both through established long-term preservation infrastructure as well as by making them broadly accessible and finally by their targeted promotion.

These results will primarily consist of the teaching materials used in the other work packages, enhanced to allow them to be used by students and experts outside this project, including tools and tutorials for the creation, enrichment, preparation, processing, presentation and analysis of historical texts. Some of these tools will be based on existing software, some will be developed for this project to fill in holes that exist in production pipelines between existing apps (e.g., fast & simple deployment of TEI-XML via CSS tools or linking presentation apps like TEI-Publisher and analytical software such as TEITOK). The WP also aims to further the exchange of good practices among the partners as well as other institutions through long-term mobility and dissemination events.

In addition to the hub WP5 also includes a series of multiplier events, where the skills, tools and methods developed in WP2-4 will put to the test in a wider societal context.

The objectives are thus:

- creating innovative tutorials, teaching materials, lectures, to be freely used by public and self-guided learners;
- preserving and disseminating the results including the mini-projects stemming from WP4;
- addressing and helping the wider public in acquiring DH skills and digital readiness, by providing practical advice and guidance fit for self-education, responding to actual needs of the public;
- accommodating the newest trends in digital humanities;
- strengthening the collaboration and educational network among the project institutions.

What will be the main results of this work package?

The primary result will be an innovative, freely accessible set of resources (separately or via the hub) for use by wider audiences with varying levels of expertise, from students to experts in digital humanities. The teaching materials will support the users in learning how to process, present and analyze their TEI-XML encoded data, and provide the necessary tools to accomplish those tasks.

The resources consist of:

- selected and curated innovative teaching materials from the training weeks (WP2-4), e.g. recorded key-note lectures, particular skill-targeted courses;
- open-source tools and solutions developed through the course of the project;
- the individual projects of the novices and expert trainees built during the complex training (WP4);
- a narrative of an exemplary project aimed at the broader public. This will be prepared through collaboration of all the project partners and should work as a case study of a medieval DH project implementation from the very beginning to a successful completion, offering a detailed step-by-step documentation;
- reflection on the process of DH project implementation: notes on the efforts, costs, time, energy, decisions, necessary expertise, including explanation and documentation of the way we chose the project theme, aims, and hypothesis; reflections on failures, unfeasibility, choices rejected and problems of sustainability; suggestions for future development needs; detail how life events affected the project;
- a series of hackathons, Transkribothons and GLAMhacks to engage more students, experts and the wider public;
- long term visits, particularly for partners with less developed DH cultures to learn and bring back new skills and resources;
- new standardized modern model curriculum for DH humanities, based on the training weeks in WP2, WP3 and WP4.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

We shall use in-depth evaluation via users' feedback. We will also be in touch with the DH community, not only the end-users, but also other developers, and we will evaluate how integrated the tools and tutorials will be in curricula.

The publication of tools, tutorials and training materials will be widely announced through communication channels such as mailing lists and social media of partner institutions and respective communities (TEI, Digital Medievalist, Digital Classicist, Humanist, etc.). Peer scholars will be encouraged to review digital tools and scholarly resources in relevant open access journals such as DM, TEI-J or RIDE (many of which have partner representatives in the editorial boards).

The teaching materials from WP2 will be revised after each training week, so by the time they are published, they will have undergone three revisions. The materials from WP3 and WP4 (which do not overlap in their contents) will be each revised

after the training week before being published.

The dissemination events participants shall be asked to provide written feedback after the event, which will then be analyzed by the events organizers and be used by the partners in revising the contents as well as organization of the hub.

The DC and NC will be asked to reflect on the reports and other evaluation results and give advice to the SC on ways to improve outputs.

Please describe the tasks and responsibilities of each partner organisation in the work package.

Lyon is responsible for WP5.

Prague will create the hub and secure long-term storage, but all partners will take part in creating the results. Prague will be responsible for developing most of the tools and recommending tools created by other developers. Prague will ensure these tools are well integrated into the tutorials and supply supporting documentation.

The team of the Klosterneuburg will produce a set of videos that extends the already existing TEI online course by Marjorie Burghart, focusing on manuscript materiality. Three overview videos on manuscript transmission in the Middle Ages are planned, seven videos on TEI-relevant topics from a book history perspective, one video on manuscript descriptions, and a glossary video on the most important terms used in manuscript studies.

Trinity College Dublin will produce a series of half-hour videos that showcase the ways in which advanced digitization of older texts facilitates new methods for answering philological questions about the date, origin and style of medieval texts.

Techniques covered will include basic corpus linguistic methodologies and how they can be applied to medieval texts; metadata curation; lemmatisation and POS tagging; basic computational linguistic methodologies such as n-grams; topic modelling and similarity detection. They will be published along with necessary documentation.

Venice, with the support of H2IOSC, the Italian consortium of the Research Infrastructures for the Humanities CLARIN, DARIAH, E-RIHS and OPERAS, will create or adapt tutorials on the use of free and open software tools relevant for manuscript research, text encoding and analysis. As part of the long-term services provided by the CLARIN Knowledge Centre DiPText, an overview of existing tools and tutorials will be created and continuously updated.

Reykjavík, Prague, Lyon, Dublin and Venice will each host a multiplier event, Prague inviting Bratislava and Klosterneuburg to participate in an event in Prague.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

The bulk of the budget for WP5 is for work on the teaching and training materials and for producing the new model curriculum. In all we budget for 320 days of work, distributed among the partners thus:

- Reykjavík: 80 days;
- Bratislava, Dublin, Prague, Klosterneuburg, Lyon and Venice: 40 days each.
- A total of 62 000 Euros.

10 000 Euros are intended for a series of multiplier events (hackathons), a total of 5 events. The budget is to host two day events in each place, and is towards costs of inviting a group of interested students, experts and from the general public (i.e. individuals with interest and some prior knowledge and experience of working on medieval manuscripts in some form). The budget will be used to pay for rent of facilities, food and drinks during the days and, where needed, to compensate experts for participating as trainers.

4 500 Euros are reserved for transnational meetings. This is intended for cases where an expert is needed to participate in a hackathon (i.e. an expert from outside the hosting institute), but can also be used for cases where an expert is needed for training in WP3 (as described there).

10 500 Euros are for 5 long-term mobilities, that will coincide with periods of work on the teaching and training materials (see the enclosed Gantt chart). Advanced students or experts will be able to spend 3 months at another partner institute to develop their own skills and bring back to their home institutes. They will, during the secondments, work with the host institute on the training and teaching materials.

Considerable costs for WP5 will be the contribution of the project partners through work of high-end experts in DH.

Activities (5 - Dissemination of Results)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Development of training and teaching materials	Czechia	01/05/2025	31/08/2027	UNIVERZITA KARLOVA (E10209245 - CZ)	UNIVERZITA KOMENSKÉHO V BRATISLAVE (E10208633 - SK) , UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) , THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE) , Applicant - HASKOLI ISLANDS (E10209011 - IS) , Stiftsbibliothek Klosterneuburg (E10120109 - AT) Applicant - HASKOLI ISLANDS (E10209011 - IS) , CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR) ,	62 000,00	Teaching and training materials for the hub.
Hackatons and other multiplier events	Czechia	01/09/2025	31/08/2027	UNIVERZITA KARLOVA (E10209245 - CZ)	Stiftsbibliothek Klosterneuburg (E10120109 - AT) , THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE) ,	10 000,00	A series of local events involving a wide selection of students at various stages and interested public.

					UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) ,			
					UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 - SK)			
					UNIVERZITA KARLOVA (E10209245 - CZ) ,			
					UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 - SK) ,			
					CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR) ,			
Transnational meetings	Iceland	01/06/2025	31/08/2027	Applicant - HASKOLI ISLANDS (E10209011 - IS)	Stiftsbibliothek Klosterneuburg (E10120109 - AT) , THE PROVOST, FELLOWS, FOUNDATION SCHOLARS & THE OTHER MEMBERS OF BOARD OF THE COLLEGE OF THE HOLY & UNDIVIDED TRINITY OF QUEEN ELIZABETH NEAR DUBLIN (E10208669 - IE) , UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT) UNIVERZITA KARLOVA (E10209245 - CZ) , UNIVERZITA KOMENSKEHO V BRATISLAVE (E10208633 - SK) ,	4 500,00	Members from project partners attend multiplier events at other partners.	
Long term mobilities	Iceland	01/06/2025	31/05/2027	Applicant - HASKOLI ISLANDS (E10209011 - IS)	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE CNRS (E10209520 - FR) , Stiftsbibliothek Klosterneuburg (E10120109 - AT) , UNIVERSITA CA' FOSCARI VENEZIA (E10209112 - IT)	10 500,00	Five long term mobilities concluded.	
Total						87 000,00		

Description of the activities

Describe the content of the proposed activities.

The final WP is concerned with producing, preserving and disseminating results that will be freely shared and sustainably accessible to a wider public and with engaging a larger community in exploring these tools and methods. It will:

1. Publish the teaching materials used in the other work-packages. These materials will be produced before the training weeks and developed further within and after each training week in WPs 2-4 (contents described under WP2-4 in this application);
2. enhance the materials to allow them to be used by students and experts outside this project (as described in #1);
3. create and publish tools and tutorials for processing, presentation, and analysis of historical texts, including reflections of failures and problems. The partners will, during the implementation of the training weeks in year 1 and 2, analyze the need for additional training and teaching materials and produce within WP5 what is needed for the model curriculum;
4. develop a new model curriculum for Digital Humanities. During the planning and implementation of the training weeks the partners will continuously work towards defining a new model curriculum for DH as it applies to the edition of medieval manuscripts, research on these manuscripts, dissemination and crowd-sourcing/citizen science;
5. host five hackathons, one in each participant country (except Austria and Slovakia, which will participate in the event hosted by Prague). The hackathons (that can be Transkribothons - i.e. hackathons concentrating on AI tools to machine-read manuscripts - and GLAMhacks - i.e. hackathons that are organized in close collaboration with GLAM institutes) will be organized over two days, first day with focus on defining challenges and team-building, and second day with focus on "hacking" and producing projects;
5. complete 5 long-term mobilities for work on teaching/training materials and developing skills.

Explain how these activities are going to help reach the WP objectives.

The main objectives of WP5 are to make available teaching and training materials produced for and in WPs 2-4, produce additional teaching and training materials for advanced training in DH, make these materials available through a dedicated hub and other relevant European and international venues, develop new and advanced DH skills at all project partners and disseminate project results and the methodology of DH to a wider public.

These objectives will be met by concentrated work on the teaching and training materials and their availability through the hub; a series of long-term mobilities to develop skills and competences within the partnership; a series of hackathons to engage a wider audience with the digital cultural heritage.

The activities of creating resources, publishing them, linking the via the hub, as well as the hackathons will together fulfill the main objectives of WP5: creating, preserving and disseminating innovative resources, which will include tutorials, teaching materials, lectures, to be freely used by public, and accommodating the newest trends in digital humanities.

All the planned activities are meant to transfer the results of WP2-4 from the partner institutions to other local and international institutions and the wider public and have been planned with this aim in mind.

Describe the expected results of the activities.

The resources and the hub will be used not only by the project partners and their students but will promote online learning in DH (in coordination with DARIAH Teach) and promote digital readiness among wider public.

It will also develop outreach skills in students, who will produce screen-cast presentations of their work, and in peer support, by encouraging both novices and advanced trainees to share their experience and DH toolbox for the benefit of others.

The hackathons will increase the awareness among a wider public of the digital cultural heritage that is found in digitized manuscripts of medieval texts and how it is possible to engage with them in a responsible manner.

The other activities will make the project results better known and will help exchange of ideas, not only among the partners but also more widely.

Expected number and profile of participants.

All partners will contribute to the creation of the material distributed via the hub.

The hackathons will be organized by the relevant partner organization, one in each country. Each hackathon will bring together experts and students from the partner who have participated in the workshops organized in WP2-4, but also bringing in a larger number of advanced students from two distinct groups: Students in humanities and students in computer science. These students will work in pairs in exploring digital methods and applying them on medieval manuscripts. We assume that 10 to 20 students will participate in each hackathon.

A total of 5 experts from partner institutions will participate in the long-term mobilities. They will be selected by the relevant partners, in order to gain new knowledge and skills to bring back home. The participants will be advanced PhD students, postdocs or experts already working within DH but with an identified need for further development.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

EU Values

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

Article 2 of the TEU: The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Article 21 of the EU Charter of Fundamental Rights: 1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. 2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

Subscribing to EU Values

I confirm that I, my organisation and the co-beneficiaries (where applicable) adhere to the EU values mentioned in Article 2 of the TEU and Article 21 of the EU Charter of Fundamental Rights

I understand and agree that EU Values will be used as part of the criteria for evaluation of the activities implemented under this project

Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (kB)
DOH -Reykjavík - declaration-on-honour.pdf	3 497
Total Size (kB)	3 497

Accession forms

Please download the accession forms, have them signed by the relevant legal representatives, and attach the signed forms here. You can attach a maximum of 90 documents.

Accession forms must be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
ACF -Bratislava - accessionForm_E10208633.pdf	301
ACF -Dublin - accessionForm_E10208669.pdf	300
ACF -Klosterneuburg - accessionForm_E10120109.pdf	64
ACF -Lyon - accessionForm_E10209520.pdf	79
ACF -Prague - accessionForm_E10209245.pdf	271
ACF -Venice - accessionForm_E10209112.pdf	180
Total Size (kB)	1 197

Other Documents

If needed, please attach any other relevant documents (a maximum of 9 documents). Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details here: [List of National Agencies](#).

File Name	File Size (kB)
OTH -ANTIDOTE - GANTT.pdf	525
OTH -ANTIDOTE - PERT.pdf	69
Total Size (kB)	594

Total Size (kB)	5 289
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Checklist

Before submitting your application form to the National Agency, please make sure that:

- It fulfills the eligibility criteria listed in the [Programme Guide](#).
- All relevant fields in the application form have been completed.
- You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: IS01 - Landskrifstofa Erasmus+

Original content and authorship

- I confirm that this application contains original content authored by the applicant and partner organisations.
- I confirm that no other organisations or individuals external to the applicant and partner organisations have been paid or otherwise compensated for drafting the application.

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Please also keep in mind the following:

Accession forms of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed accession form will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: [Organisation Registration System](#)

Submission History

Version	Submission time (Brussels time)	Submission ID	Submission status
1	05/03/2024 11:31:15	1559072	Submitted