

**Pädagogisches Seminar**, Pedagogical Seminary: As far as research and lecturing are concerned the Pedagogic Seminary (<http://www.paedsem.uni-goettingen.de>) of the Georg-August-University of Goettingen is responsible for the subject "Pedagogics" and accordingly "Educational Science". The sponsorship of the University of Goettingen has been transferred from the federal state of Lower Saxony to a foundation under public law on January 1<sup>st</sup> 2003. The university is a public body with the right for self-administration.

Pedagogical Science in Goettingen reaches back to the founding times of the university (1737) and had its beginnings in the seminary of Johann Matthias Gesner, which was responsible for the training of teachers at schools for savants. Goettingen was an important precursor regarding the development of pedagogical science as an independent academic discipline as well: Along with the training for teachers it was Herman Nohl who initiated an orientation towards extracurricular aspects at the beginning of the 20<sup>th</sup> century. These two focuses on curricular and extracurricular training processes have been defining the profile of pedagogical science up till today. They share the claim to identify teaching, learning, socialising and educational processes in different institutional conditions and to analyse them with regard to educational, socialising and learning theories as well as to elaborate concepts for the changing and innovation of educational and training processes.

This profile of curricular and extracurricular education shows in the research <http://univis.uni-goettingen.de/form?dsc=go&to=res> and lecturing <http://univis.uni-goettingen.de/form?dsc=go&to=lec> of the Pedagogic Seminary. As far as lecturing is concerned there are numerous offers, which are relevant for the curricular and extracurricular education. Among them are basics regarding the history of education and the theory of socialisation, analysing the history and structure of educational institutions as well as the individual and collective socialising and educational processes. On the level of pedagogic act basics in the didactic design of learning processes apply for both areas. Goettingen is particularly focussing on subjects which aim at the extracurricular field of action of adult education/further training and which concentrate at the formal but mainly informal life-long learning processes.

Both areas, the curricular and extracurricular, work with socio-scientific methods, are mostly empirical and, as far as the methodological aspect is concerned, it is closely linked with the faculty's qualitative as well as quantitative research methods.

The profile of pedagogics grants an integration into the questions of the social-scientific faculty: Educational science as a discipline, which scientifically examines the processes of education, training, teaching, learning and consulting and which therefore formulates reflecting knowledge and crucial positions regarding a possibly necessary need for changes, also concentrated on the relationship between man and society as other disciplines within the faculty. Socialising-theoretical questions allude to references to sociology, the analysis of the development of an educational system and its institutions allude to references to political sciences.

The Pedagogic Seminary employs about 30 staff members, including 9 professors. It has a fixed yearly budget of about 80 000 € for material costs, tutors and guest lecturers as well as third-party funds of twice to thrice this amount.

The project will be guided by the Pedagogical Seminary.

There will be a work sharing between Prof. Hans-Dieter Haller who will be responsible for the evaluation (setting-realisation-monitoring-documentation), the coordination of partners from the content point of view and Mr. Tim Scholze who will be working as project manager. He will set up the internal project management and monitoring system and keep the partnership and the project processes going.

The Pedagogical Seminary has been working as evaluator and pedagogical consultant for the L3-consortium in 1999 - 2003 (SAP et al.), in 2 Socrates projects (*INTEGRATION* and *JEM!*) that also deal with active citizenship of young people and disadvantaged groups (migrants), the IWF Wissen und Medien gGmbH (Knowledge and Media Lt.) (DVD-Produktion "*Ökosystem Wald*" (DVD-production Ecosystem Forest)) and VIAMUS, the "*Virtuelle Antikenmuseum*" (Virtual Antiques' Museum). The Seminary is also responsible for the evaluation and pedagogical expertise in the project eL3 funded in the framework of the eLearning-programme.

The actual head of the institute, Prof. Dr. H.-D. Haller, has been working in the field of pedagogical research and teaching for more than 35 years. He developed the Goettingen Catalogue of Didactic Models with Prof. Dr. K.-H. Flechsig and is working in various projects with migrants and disadvantaged groups of the society. He has a large experience as the evaluator of different types of educational projects – from grass-root-projects with youngsters to large networks on a European level.



Mr. Tim Scholze has been working in national and international education and development projects for 20 years. Since 1998 he has been responsible for or collaborated in various European funded projects under the following programmes: Socrates (Grundtvig, Joint actions), Leonardo da Vinci, eLearning and LIFE Environment. He will be employed part-time by the Pedagogical Seminary in case of funding and write his PhD-thesis about the project.

**Personnel** to be involved: 2 plus local project partners

**Specific tasks:**

**BUPNET GmbH** BUPNET GmbH, Bildung und Projekt Netzwerk GmbH – Training and Project Network Ltd.: founded in 1985, stands for professional and innovative training projects in the health and social sector, environment, tourism, e-business and journalism. Since 1999, BUPNET has developed and realized eLearning courses, tools and platforms. For seven years, BUPNET has been working on large scale European education and employment programmes such as ADAPT: introduction of environmental management in hospitals; NOW: special designed training course for unemployed women; Article 13: European network for the fight against discrimination, Leonardo da Vinci: development of training material and courses in quality and environmental management in hospitals; Grundtvig 1, *IT's social!* 2002-2004: introduction of new technologies in social organisations in Europe, Grundtvig 2, *PARENT*, 2001-2003: informal parental education; Grundtvig 2, *INTEGRATION*, 2004-2006: improvement of intercultural competencies and communication in social organisation with multiethnic public; Article 6 etc. and is a part of the ECC-Network Marseille. BUPNET developed a multilingual e-learning platform which has been tested in a LIFE Environment project and in different EU-projects (objective 3) on a local and regional level.

BUPNET has 5 branches over northern Germany and 20 staff members who form an interdisciplinary team consisting of pedagogues, engineers, natural scientists, economists, social degrees and interpreters. Per year about 500 learners attend the various vocational training courses.

**ACT! relevant projects:**

In the framework of ACT! the European project *INTEGRATION – Intercultural Dialogue for a Multicultural Society in Europe* which is co-ordinated by BUPNET will be involved. The project *INTEGRATION* aims at improving the intercultural competencies of staff members of social organisations. The staff members will be helped to re-think training contents and adapt to the multicultural reality through the development of common transferable patterns for didactic material and training units on intercultural issues. The training material and information will be developed in collaboration with migrants and will be partly available on the project's e-learning platform. The creation of a framework to enhance the co-operation with multicultural groups will lead to better mutual understanding and a better integration.

The second project "*KulturWerk Südstadt*" is aiming at a better integration of German Russians through arts, music and sports as well as the improvement of intercultural competencies of staff in schools and kindergartens which are frequented by these people. The project is realised by the Municipality of Northeim with BUPNET as a partner.

An additional project involved is the Tagessatz e.V. which has been developing in collaboration with the German Theatre, Goettingen an exhibition of homeless persons ("Pictures from the Road") and a project for the resocialisation of juvenile delinquents (CONTACT).

**Personnel** to be involved: 2 plus local project partners

**Specific tasks:**

**Imago Mundi** is an association providing consulting services and support activities for pedagogic institutes aiming at sensitising young people for their cultural patrimony through illustrations of principle phenomena and direct knowledge of museums, collections and monuments with the help of appropriate documentation, graphics and audio-visual material and organizes regularly cultural events in different regions of the island. The co-operative offers services for the management, protection and maintenance of cultural or artistic centres. Imago Mundi realises didactical studies in schools and other training institutes, elaborates, co-ordinates, and realises theoretical research programmes of local, regional, national and international interest and co-operates with similar



institutions in common studies or information exchange. Imago Mundi offers training courses and professional training specially designed for individuals or groups.

Participation in various projects like Youthstart, CENSIL – Measure 3.4 POR 2000 – 2006; project for the constitution of a service centre for the employment of handicapped or foreign people; EQUAL, MONUMENTI APERTI, a project against the phenomena of school drop-out; IFTS “MEDEA”; *IT’S Social !* Grundtvig 1.

IMAGO MUNDI will involve the following local partners in the project at a local level: Cooperative Social Il Ghetto; Associazione Culturale Arcoiris Onlus; Cooperativa sociale I Talenti; Isforcoop; Comune di Cagliari Assessorato ai servizi sociali.

**ACT! relevant projects:**

Since 1997, Imago Mundi has been realising the cultural event “Monumenti Aperti” which means “opening of monuments to public” in several towns of Sardinia. The project has a very great success all over the Island and is attended by a rising number of people (in 2004: 150.000). The projects aims at strengthening a common perception of culture as a primary value, raising awareness among young citizens, public opinion, and local authorities of civic and social potentials of the cultural heritage and promoting, in particular among school students, the sense of belonging to a specific community. The project is supported by the above mentioned local partners, schools and universities in the respective towns. The pupils and students are working as volunteers in the organisation and realisation of the event.

**Personnel** to be involved: 2 plus local project partners

**Specific tasks:**

**Centrum voor Europese Studies en Opleidingen**, Centre for European Studies and Training is a non-profit association without members dealing with consultancy in European programmes (until 2002 external expert of two big Regional Training Centres in Maastricht and Heerlen). Main areas: education, training, schooling, ICT in education and SMEs, information society, European citizenship and gender mainstreaming.

The CESO consists of the director and a various number of free-lancers.

The CESO has been developing and realising projects under various European programmes such as Leonardo da Vinci, Grundtvig, Social Exclusion, Connect, Prince etc. e.g. “*Empowering Disadvantaged Young Adults for Traditional Craft Activities*” in 2003 – 2006; “*Actions citoyennes: une étape vers une égalité des changes durable*” in 2003 -2005; “*Network against Social Exclusion*” in 2001 – 2003; “*Favoriser l’insertion sociale par la pratique citoyenne*” in 2001 – 2002; etc. As partner has been participating in the Grundtvig 4 Network “*OASIS- Open Activities Network – Strategies and Integrated System*” in 2003 -2005 and in two relevant Leonardo da Vinci projects (*EDYCATE*: entrepreneurship, youngsters at risk; *PACE*: development of partial qualifications) etc. (please see also the attached CV).

The CESO worked in the role of consultant for setting up a Second Chance School in Heerlen, NL, (contract European Commission) and executed the evaluation of the pilot-project Second Chance Schools (1995-2000) for the European Commission.

**ACT! relevant projects:**

In the framework of ACT! an actual regional project will be involved aiming at developing “innovative products and services” for young immigrants with a low or without education and qualification, older immigrants of the first generation. In this project 8 municipalities of the region of Parkstad Limburg will collaborate with the Open University, the Fachhochshule, wellfareservices and colleges.

**Personnel** to be involved:1 plus external evaluator, plus local project partners

**Specific tasks:**

**Arbetarrörelsens folkhögskola i Göteborg**, AFIG, Labour Movement Folk High school in Gothenburg, is a folk high school established by the state 1991. Main areas: Different courses for adults, especially for people with low formal education, women, immigrants and people with write- and read-disabilities.

AFIG has been working in the field of adult education since 1975 and as an independent folk high school since 1990. Every year more than 100 adult students participate in full time courses and about 20 students follow a part time course. These courses can be characterised as second chance education in order to complete qualifications for future studies at university level or for a better possibility to succeed in the labour market. AFIG also realises about 100 short term courses in collaboration with the local trade unions as a part of the development of these organisations and the promotion of Long Life Learning. AFIG also carries out special designed full time and part time courses for disabled persons principally for who are affected by dyslexia



AFIG has 23 full time staff members and 150 students in courses with long duration and 2000 students in courses with short duration.

Most of the Swedish folk high schools have a special profile which permeates all activities. The profile of AFIG is internationalism and participation which means that the education in addition to formal knowledge promotes participation in the public debate and in Non Governmental Organisations, political parties and trade unions.

AFIG has an extensive experience in cooperation with different partners. Every year a considerable amount of educational activities is in progress together with various partners. During the last three years AFIG has carried out courses in cooperation with local and regional trade unions, Non Governmental Organisations and neighbour folk high schools. There is also a national network for web based education.

AFIG has participated in transnational projects. Inside the scope of cooperation for education and culture in the Nordic countries AFIG has participated in one project and is now postulating to coordinate another one. In the European Union context, AFIG has participated as a partner in one Socrates project, "*Pathways to Democracy*" and coordinated a Socrates Grundtvig 1 project, "*Life Long Learning Animator*".

#### **ACT! relevant projects:**

In the framework of ACT!, AFIG will involve the Arbetarrörelsens folkhögskola i Göteborg which is realising a local project dealing with the training for persons with dyslexia. The training is aiming at helping the participants to find ways to manage various problems connected with their handicap. In this project AFIG will evaluate the effects of the introduction of computers and especially made programs to facilitate reading and writing. The evaluation will have a special attention to the improvement of the possibilities to an active citizenship.

**Personnel** to be involved: 1 Head of vocational trainer ( teacher and expert in dyslexia), 1 project assistant (adviser in pedagogic of dyslexia), 1 computer engineer (expert in pedagogic IT-training)

**Specific tasks:** contribute with the experiences of the education and its evaluation model and to disseminate the results of our work and the results of the total project to our local partners and local and regional authorities. We also have the intention to be an active partner in the work of integration within the project.

**ТЕХНИЧЕСКИ УНИВЕРСИТЕТ – ГАБРОВО, TECHNICAL UNIVERSITY OF GABROVO** is a higher education state institution with different faculties providing bachelor, master and Ph.D. degree courses in electrical engineering, electronics, automation, computer science, mechanical engineering, environment, finances, commerce, marketing, public administration, social science, etc. The Centre of Postgraduate Qualification provides more than thirty training and retraining courses for students and adults in different areas according to the needs and interests of trainees and partners with local businesses and regional employment authorities.

The University has a full time staff of 500 and 4000 learner per year.

The University cooperates with local businesses, government and non-government organisations (e.g. the Chamber of Commerce and Industry), local and regional authorities (e.g. Municipality, Department of Labour), social organisations, organisation of and supporting people with disabilities (e.g. The Union of the Blind in Bulgaria) on developing thematic research projects. It has initiated a number of projects financed by the Ministry of Education in the field of engineering, quality management, library management, etc.

At a national and international level the University cooperates with the other Bulgarian universities within the Association of Universities in Bulgaria and several European universities on developing joint curricula projects, academic staff exchange programmes and student mobility projects. It has bilateral contracts for cooperation with 19 European universities. It has initiated and participated in SOCRATES (Erasmus and Grundtvig), LEONARDO DA VINCI, TEMPUS, COPERNICUS, CEEPUS and FIFTH FRAMEWORK Programme projects, and has partnered in projects under these European programmes,

#### **ACT! relevant projects:**

In the framework of ACT!, the university will involve the following partners with their specific projects:

The Union of the Blind in Bulgaria, Branch Gabrovo which is realising the project "*Daily Centre for Rehabilitation of Visually Impaired People*" promoting the successful rehabilitation and integration of visually impaired people by helping them to acquire necessary skills and knowledge for an active participation in social life in Bulgaria. The project started on May 2001 and has become permanent partner's activity between non-government organisation "Union of the Blind in Bulgaria", Branch Gabrovo on the one hand, and Municipality of Gabrovo on the other hand. The project aims at developing a training system for the rehabilitation and socialisation of visually impaired- and blind-deaf people and at developing a specific training for the families of visually impaired people. The Centre works according to requirements of contemporary pedagogy for visually impaired adult learners.



The second project “*Socialization of Long-term Unemployed Adults through Adaptive Sport Games and Physical Activities*” (Grundtvig 1, 2004 - 2006) which will be involved is co-ordinated by the university itself and is dealing with the improvement of the social integration of unemployed people by helping them to develop self-confidence, decisional balance, and a sense of personal achievement through physical activity which in turn will lead to better social contacts, employment opportunities, flexibility and self-respect.

The project aims at developing a specific training system including study programmes, course books, self-study kit and methodological guide for their implementation; procedure for organising adapted sport games and physical activities; methodology for assessing trainees’ physical activity and social skills acquired. In addition, along with pleasure and fun adults can develop physical and social skills, and learn new things so as to become active citizens in their communities and play a full and active role in society.

**Personnel** to be involved: 2 plus local project partners

**Specific tasks:**

- Developing an evaluation framework (general outline);
- Developing an evaluation methodology in regard to projects concerning unemployed and disabled people;
- Developing of approaches to monitor the learning process of unemployed and disabled people;
- Description of the learning situation and the learning process in different institution organizing non-formal learning (e.g. the Centre of Postgraduate Qualification, the Department of Labour, The Union of the Blind, etc.)
- Carrying out of analysis in the project and courses concerning unemployed and disabled people;
- Testing the evaluating approaches, discussing and reporting of the results;
- Networking – integration of new partners, sharing the results of the evaluation in the new partners and planning a common strategy leading up to active citizenship;
- Campaigning for new European partners;
- Organizing and carrying out different dissemination activities (articles in newspapers and magazines, radio and TV broadcasts and interviews, participation in briefings, seminars and conferences, edition of leaflets, using of networks, etc.).

**Latvijas Universitātes Pedagoģijas un psiholoģijas fakultāte - The Faculty of Pedagogy and Psychology**

belongs to the largest higher education establishment in Latvia – to the UNIVERSITY OF LATVIA. The faculty ensures the academic and professional training of the students, scientific research and creativity in pedagogy, psychology and educational science, as well as in philology, information science, art and some other fields. The total number of students in all study programmes and study forms is 5170. The total number of personel is 200. The faculty implements all stages (bachelor, master, doctor) of academic study programmes in pedagogy and psychology. There are developed the science of pedagogy, psychology, education management and education sciences. The latest trend in research and study fields is education management. The intercultural approach is integrated in all blocks of studies.

The aims and tasks of the Faculty of Education and Psychology are closely connected not only with teachers’ training but also with the research of education processes and the integration of topical tendencies of the society into the development of the faculty. The centre carries out the research projects and further education programmes for teachers in the fields of multicultural, multilingual, and civic education. The Centre of Multicultural Education at the faculty is organized as a structural unit for the following purposes: to provide academic and professional education in multicultural and bilingual education, to develop research in multicultural and bilingual education, to train pre-staff and staff-teachers, scholars and policy makers or expert advisors in issues on ethnic groups in Latvia, to make publicity of the multicultural education in Latvia etc. The researchers from the centre’s projects take part in SOCRATES programmes e.g. Socrates/Comenius *Inter. A practical Guide to implement Intercultural education in Schools* (since 2002), Socrates/Grundtvig *INTEGRATION* (since 2004), E-Content project *MedTerm* (since 2005) and Open Society Institute project *Management of Integration in Multicultural Societies* (in 2002) etc.

The total number of students in all study programmes and study forms in the Faculty of Education and Psychology is 5170. The total number of personnel is 200.



Since 2001, the Faculty of Pedagogy and Psychology has been providing teachers' training courses in multicultural and bilingual education. Number of learners are more than 130 staff-teachers, schools' administrative persons and coordinators of bilingual education in the state.

In 2002, the Centre of Multicultural Education organised study visits and round table seminars with experts in integration and educational policy from Latvia, Estonia, Germany, U.K., Romania, Hungary and other European states and USA dealing with the integration in multicultural societies. Since 2002, the Centre has been participating in several SOCRATES projects in the field of teachers' education and integration in society with partners from all over Europe.

**ACT! relevant projects:**

In the framework of ACT!, a project realised by the University of Latvia will be involved dealing with the training of teachers and policy makers on how to transmit issues of citizenship to young people. The training will be organised in lectures, e-learning and studies.

**Personnel** to be involved in the project: 2 permanent staff members, 1 project manager, 2 heads of the vocational training, 3 part time staff members, 1 computer engineer; 2 assoc. professionals, 3 project assoc. professionals.

**Specific tasks:**

**Centrum Kształcenia Ustawicznego** – jednostka budżetowa (Centre of Continuing Education – budgetary unit) is an adult education provider. The Centre was established in 1980 and educates and trains people 17+ providing vocational education in economy and ICT fields for those who failed to get secondary education on time, do not have any vocational training and those who want to update their qualifications. About 90% of the students are women. All formal courses finish with exams and nationally recognized certificates and meet the needs of the regional economy. The centre has 115 staff members and train about 1500 learners per year.

In 1998, inside the Centre of Continuing Education the practice firm CKU Modex Ltd was established in order to provide practical training. The practice firm reflects the work of the real enterprise and as a trading company it "trades" with other practice Polish and foreign companies. Every course is preceded by the session with the psychologist to build self-esteem of 'employees'. The practice firm is also a place where different local, national and international projects are carried out.

Active citizenship is implemented in the organisation through learners self government who participate actively in managing the organisation including financial management in the parts connecting with learners' contribution. The centre takes part in civic activities i.e. name day of the street, clean the world etc. In non formal courses information are provided on human rights, tolerance and cultural differences in Europe and the world.

Since 2001, the centre has been taking part in or co-ordinating several projects under the Leonardo da Vinci and the SOCRATES programme such as Grundtvig, Accompanying Measures, Minerva and Youth and won a Grundtvig Award in 2003 (Socrates Grundtvig 1 – 'Employing Women's Potential'), e.g. *1st Summer School for Second Chance School* in 2001/02; *Inclusive Practices for Learners with Disabilities* in 2003-2005, *Developing Female Enterpreneurs* in 2002 – 2004; *Conceptual Learning Environments for sensorial impaired Learners* in 2003 – 2005; *Gender Specific Aspects of Violence Prevention* in 2003 – 2005; *Youth Work in Progress* in 2003 – 2005) etc.

**ACT! relevant projects:**

In the framework of ACT!, the project partners of the above mentioned project "*Employing Women's Potential*" will be involved in the project. The project directed to women from disadvantaged groups like long term unemployed, single mothers, victims of domestic violence seeking employment was dealing with the analysis of the specific needs of the target group in order to develop a pilot training course. The course consists of three modules: personal development course, IT and mentoring. The two modules: personal development and mentoring courses contribute greatly to ensure involvement of women threatened with exclusion in active citizenship. They learn about their and their children rights and to look for help in state and local institutions. The mentoring course shows them that to help others can be a way to become involved in social and civic life of local community. The second project which will be involved in the project is directed to NGO's working with voluntaries and voluntaries themselves and is dealing with the assessment of the training needs of the organisations and voluntaries themselves with the help of questionnaires and with the elaboration of specific training modules. The voluntary work itself contributes to active citizenship. People who are ready to devote their free time to other people in need are active citizen themselves and spread this idea widely among their beneficiaries.

**Personnel:** Mainly two persons are expected to be involved. Other people can be involved if necessary.



## Specific tasks:

**Asociatia pentru Promovarea Femeii din Romania**, Association for the Promotion of Women in Romania, APFR, is a non-governmental, non-profit and apolitical organisation, whose mission is the education of the whole society through the promotion of affirmative, non-discriminatory policies for increasing the life quality of women in Romania. The organisation works for improving the statute of women through education, access to income-generating programmes, social services of support and social integration, lobby and advocacy for equality of chances. The target group are women victims of domestic violence, sexual abuse, unemployed women and girls, or with a low economic status.

The staff is formed by an interdisciplinary team consisting of the administrative staff, psychologists, social workers, an economist, journalists, translators, as well as designers and professionals in the IT field.

With their contribution, from its beginning in 1999, APFR has assisted approximately 1900 persons, most of them women and girls victims of domestic violence or sexual abuse, or with a low economical status. The number of the direct beneficiaries for the year 2004 was of 561 persons.

APFR has been developing 14 national educational programmes and 5 international ones. The association also developed educational programmes for the representatives of the institutions having a direct contact with the victims of domestic violence (policemen, Institute of Forensic Medicine, staff of the shelters for victims).

APFR has organised public campaigns aiming at informing and raising awareness on various issues, e.g. the gravity of domestic violence phenomenon, communication between citizens and the local authorities or the media, the necessity for women's involvement in politics and in decision-making process, women's major role in society and family, the importance of knowing, respecting and making use of people's rights, means to fight abuses and discrimination, civic education, the importance of voting, knowing the electoral platforms, of the parties/candidates, the relationship between citizens and the members of the Parliament, means of education and social integration for the people with disabilities etc.

APFR has been developing several regional projects as well as European projects under Grundtvig "*Employing Women's Potential*" in 2001 – 2003; "*Climbing Up – For a Supported and Shared Life „Climbing Up” of Women Victims of Violence*" in 2003 -2006; "*Developing Female Entrepreneurs*" in 2001 – 2003; "*Inclusive Practices for Learners with Disabilities*" in 2003 – 2005 etc.

### **ACT! relevant projects:**

In the framework of ACT! APFR will involve the partnership of the above mentioned project "*Employing Women's Potential*" which was an educational programme addressed to women who have suffered different forms of abuse or discrimination, or who were qualified for a job which is no longer required on the work market. The educational programme aimed at empowering women by offering them a set of courses, where women acquired the tools and diplomas to integrate in the labour market and be financially independent. An important part of the project was focused on the formation of women mentors, women survivors of domestic violence, that managed to re-integrate their social and professional life and now eager to help other women in similar situation overcome the difficulties they have to face.

The second project which will be considered is called "*Centre for Information, Intervention and Research on legal regulations and practices protecting women's rights in Romania*" dealing with women's right in Romania with a priority on the legislative practices in Romania and the instruments in use at international level. The most important outcome of the project was the development of an intensive campaign on the protection of women's rights and on legal measures for fighting abuses and treating cases of domestic violence. This was followed by an advocacy campaign that culminated with the launching of a legislative proposal, accepted in the Parliament and later adopted as the Law 217/2003 on domestic violence.

**Number and profile of personnel** expected to be involved in the project

- 1 national project manager responsible to manage the national project team, to administrate financial and material resources, to maintain and develop relations with local, national and transnational partners, and develop dissemination activities.
- 1 project assistant – to ensure the implementation of project activities including: evaluation, networking and dissemination.
- 2 research operator – to contribute to the elaboration of evaluation approach, to test the project methodology, and to monitor the results of the evaluation process
- 1 social worker – to facilitate communication with target group (victims of domestic abuse)



- 1 accountant – to prepare contractual documents, to ensure bank operations and registration of the financial documents.
- 1 executive assistant responsible to maintain relations with mass-media, local partners and facilitate information exchange between the members of the local team
- 1 IT administrator – to facilitate maintenance of the electronic network

**Specific tasks:**

- development of an approach to evaluate the impact of programmes/projects regarding domestic violence on local communities
- development of an approach to monitor the learning process of disadvantaged women (victims of domestic violence and sexual abuse)
- elaborate the methodology of evaluation and monitoring process
- describe the learning process for victims of domestic abuse within the projects developed by our organisation
- test the evaluation approach and publish the results
- identify and integrate in the project local and national networks. The organisations of the networks will use the methodology created in the project in order to evaluate the impact of their programmes regarding domestic violence in communities.
- Organize meetings with the participation of organisations in the national network to share results of the evaluation process and plan a common strategy to improve the impact on active citizenship
- attract new European partners working on domestic violence to affiliate to the project
- develop dissemination activities by mass-media, conferences and public campaigns.

**Orta Doğu Teknik Üniversitesi, ODTÜ, Middle East Technical University (METU):** The department of Educational Sciences offers graduate courses leading to M.S. degree in Educational Sciences, non-thesis M.A. degree in Human Resource Development in Education, and Ph.D. degree in Educational Sciences. The department also offers courses to prepare students from various departments of the Faculty of Education for teaching at the primary and/or secondary school level, and conducts research in various areas of educational sciences. Students in M.S. and Ph.D. programme in Educational Sciences may choose one of the three areas of education for specialization: Educational Administration and Planning, Curriculum and Instruction, or Guidance and Psychological Counseling. Non-thesis M.A. programme in Human Resource Development in Education aims at preparing individuals as training and development specialists in human resources units of schools, government and private agencies, and organisations.

The ODTÜ is realising in-service training and counselling to public and private sector (e.g., Ministry of National Education, NGOs, Higher Education Board).

The teaching staff has been involved in several projects. There is a newly dissertation on democracy education. Dr. Akar was involved in a project on “democratic education in the classroom” in collaboration with an NGO and the Education Board. She conducted several workshops in lower levels of education with that regard. Currently, Akar is working on a project that deals with the moral development of teachers.

The Department of Educational Sciences has a rich profile of teaching staff. All the teaching staff has either received a Ph.D. from a foreign country mainly the USA or has acted as a visiting researcher or visiting scholar in several universities in the USA. Most of the staff has collaborative projects with MONE. ODTÜ has a part-time faculty who comes from the State Planning Organisation, and two other part-time faculty from other national State Universities in Turkey. Some teaching staff are consultants in private and public organisations or are external experts for the National Agency, Ministry of Education, and Higher Education Board.

**ACT! relevant projects:**

“The education problems of primary and secondary school children caused through migration in urban and rural areas.” Large-scale research project sponsored by EARGED (project coordinator) in distributing the survey questionnaires. Multi-disciplinary project by Hanife Akar (project coordinator). Additional local partners are schools facing problems of mobility. Project proposals towards a Ph.D that may be considered in the interest toward an active citizenship project by \*Aysegül Mısırlı, Ph.D. candidate (Middle East Technical University, Dept. of Educational Sciences, Research Assistant. Contact information: misirli@metu.edu.tr. \*Mehmet Ali Icbay, Ph.D. candidate (Middle East Technical University, Dept. of Educational Sciences, Research Assistant. Contact information: icbay@metu.edu.tr.

**Personnel** to be involved:



**Specific tasks:**

The mission of the organisation is to identify educational issues from primary up to tertiary education national-wise and/or international-wise and collaborate with schools and other organisations to overcome those problems through quality research and education. The ultimate aim is to graduate prospective teachers, teachers or teacher educators to care to the welfare and development of the entire nation. The ODTÜ collaborates with the Ministry of National Education in conducting research and planning educational programmes for students and teachers.

Their role will be taking part in the evaluation process in this active citizenship project. Two of the research assistants may complete their dissertation projects with this partnership and open space for cross-cultural research with the other partner countries.

