



**2<sup>nd</sup> Transnational Meeting in Città delle Pieve 18.-22.06.2007**  
in the framework of  
**BACKGROUND**

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**Participants:**

**CKU (PL)**

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**APOWER (RO)**

Adela Dinu

**METIS Education (IT)**

Antoine Gambin

**AMCV (PT)**

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**blinc eG**

Tim Scholze

**SIF (LT)**

Loreta Golubevaite  
Zivile Maciuleviciene

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## 1. Introduction

Sabine Wiemann, BUPNET and all partners

- presentation of meeting programme
- short presentation of participants
  
- short presentation of Social Innovation Fund  
SIF was founded in 1994 as a non-governmental charity and support fund. It is very active on the gender equality implementation at national level and initiated the establishment of the NGOs Coalition for the Protection of Women's Human Rights in Lithuania in order to put equal rights for men and women in practice. Today the Coalition unites 66 NGOs and is coordinated by SIF.  
SIF's activities on a local level are aimed at unemployed and socially disadvantaged women. On an international level, SIF has participated in several European projects such as Socrates, Leonardo and Daphne.

## 2. LMS q21 - introduction to learners' section

Sabine Wiemann, BUPNET

- presentation of principal functions of the learners' section with personal desktop (courses, inbox), internal messaging system, tests and forum followed by practical exercises (LMS accessible on the project website: [www.background-eu.org](http://www.background-eu.org) / eLearning). All participants had no difficulties in handling the platform.
- For the eLearning parts in the BACKGROUND the q21-LMS was considered to be useful, since it's very easy to use by the learners. For our target group we don't need any sophisticated system, but a system which can be understood without a long introduction phase. The LMS will be used in the course context for the delivery of introductory information on domestic violence only in the preliminary phase.

## 3. Brainstorming workshop - didactic frame

all partners

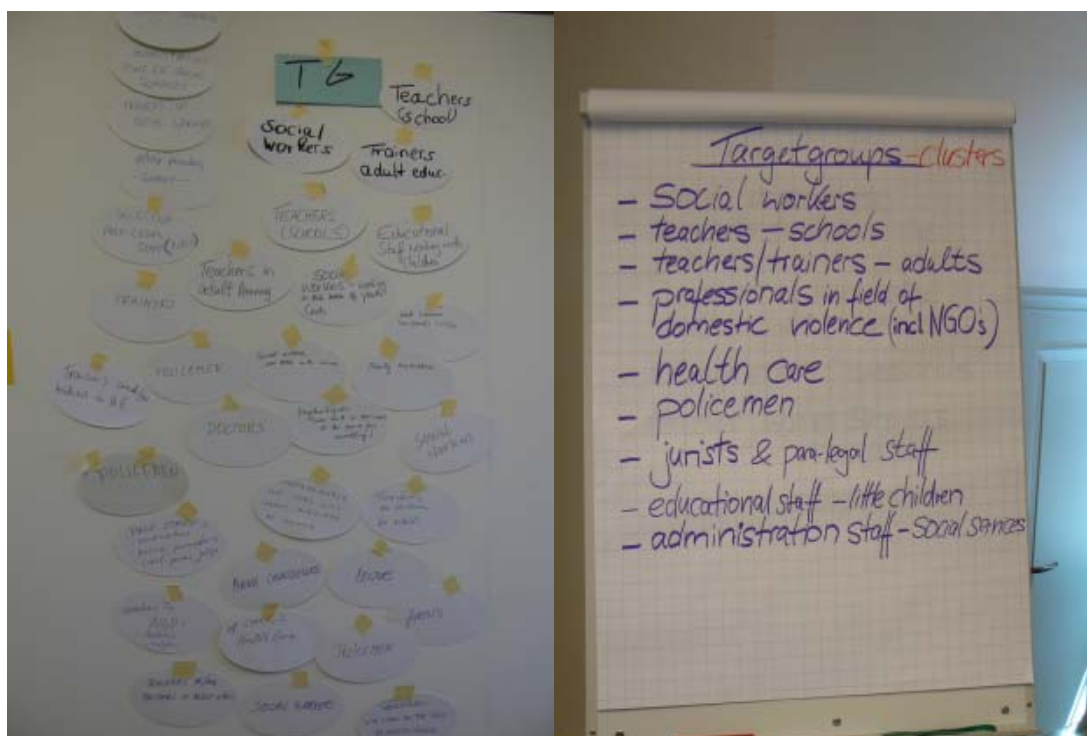
- all participants were asked to write down on cards:
  - target groups
  - timing
  - overall aim
  - aspired competencies

The cards were put on the wall, clustered and discussed.

As to the target group, we had this discussion during the transnational meeting 1, but people felt the need to redefine it. At the beginning of the discussion basically we identified the following groups:

- trainers/teachers in adult education or schools who potentially are confronted with cases of domestic violence
- social workers and trainers in adult education

- multipliers in adult education that are able to link all professionals that work with the women survivors of domestic violence
- all professionals that meet the women in their daily work
- marketing approach: on a European level: people that can be reached with the G3 database, e.g. trainers and teachers, on a local level: people that can be reached by local networking

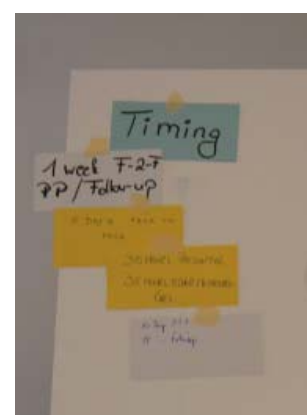


We agreed on teachers and trainers in adult education/schools that are potentially confronted with cases of domestic violence as well as social workers or professionals. We don't want to close the doors to those professionals that have identified specific training needs in the matter. We have to take into account that for its relatively short duration the course cannot deliver a very profound knowledge in the matter.

A proposal was to have a more general course on a European level and to adapt this course to a specific target group on a local level, so that we would have one European course and different national courses. This has to be seen, as it would require adaptation and translation.

The timing was easily agreed upon:

1 week with a preliminary and follow-up phase. Any longer period for the face-to-face session was considered to be difficult for the acquisition of participants.



Overall aims:



The overall aim of the course is

- to raise awareness for the topic
- to recognise cases of domestic violence
- to help teachers, trainers and other professionals to deal more professionally with the women survivors of domestic violence

Aspired competencies (first unclustered):



The aspired competencies were discussed and then clustered in three categories (see the clustered competencies hereafter):

- skills
- attitudes
- knowledge

Definition of skills (delivered by Adela): to have the ability to do something without putting to much effort.



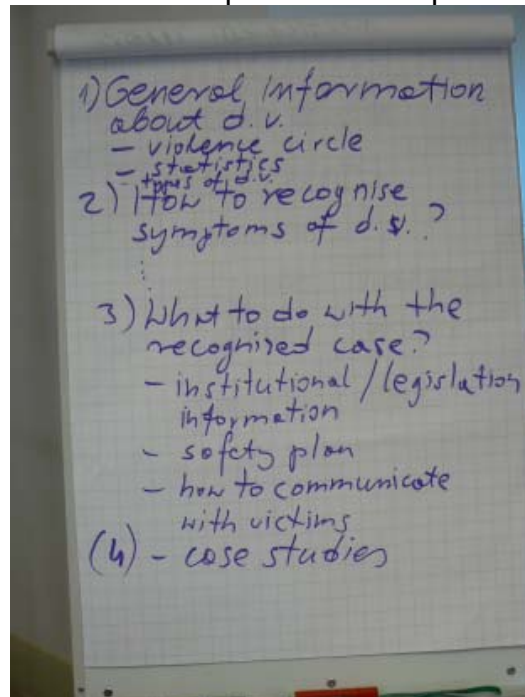
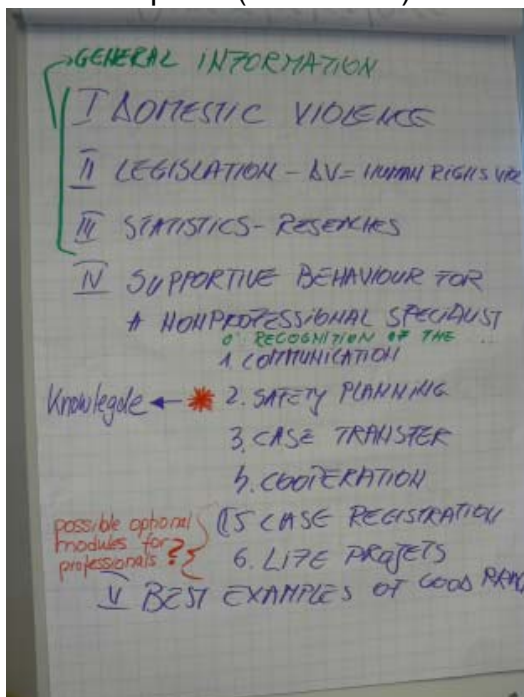


### 1. Content list

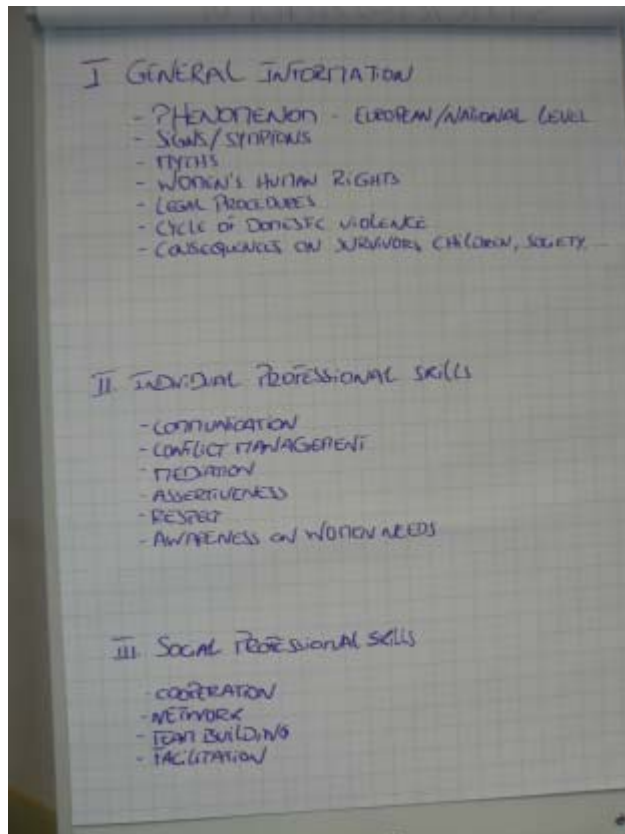
all partners

- On the basis of the definition of the target group, the overall aim and the aspired competencies the content list was developed. The main topics are:
  - communication
  - cooperation
  - domestic violence

Proposal (Adela/Ania) for the content list with topics and subtopics



Proposal (Petra):



The proposals were discussed. Some statements:

- Adela's proposal: some subtopics (\*) were considered not evident for non-professionals, since they go too deep. Safety planning should be limited on the delivery of information to raise awareness for the matter.
- Ania's proposal: very practice-orientated for the participants: general information as introduction, "meet the problem and deal with it"
- Petra's proposal is the combination of both proposals and was taken as basis for the working groups (see hereafter)

We split into 3 work groups for the definition of subtopics and the related competencies (cognitive, affective, activity level).

Work group 1: General information: Adela, Ula, Sabine, Ania

Work group 2: Social professional skills: Zivile, Tim, Antoine, Sandra

Work group 3: Individual professional skills: Petra, Ines, Loreta, Elisebeht

The results of the work group were presented and discussed. On the basis of the definition of the target group, the overall aim and the aspired competencies the content list was developed.

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## 1. LMS q21 - trainers' section

Sabine Wiemann

- introduction to the functions of the trainers' section and practical work with:
  - creation of courses
  - elaboration of learning units
  - upload of materials (material manager)
  - user and group administration
- each participant created his/her own course with min. one learning unit consisting of descriptions, assignments and materials and created an own group which the course was assigned to.

## 2. Introduction and work with the GKDM

all partners

- The list with the 20 instructional models (GKDM - Göttinger Katalog der Didaktischen Modelle) was sent to the partners before the meeting. We decided therefore not to go through the whole catalogue, but selected the most 9 relevant models (for our context) and assigned 3 of them to the 3 work groups. The work groups had to present 2 models verbally and 1 model digitally (on LMS) by referring to the course context. Please find hereby the table with the references to BACKGROUND.

## 3. Course planning I

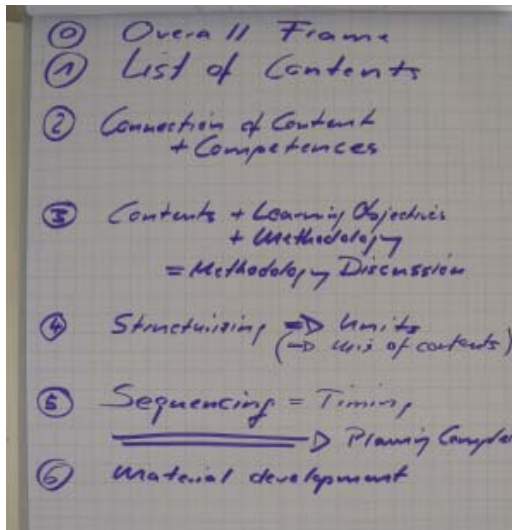
all partners

- The results of the 3 working groups (content list with topics and subtopics) were transferred in a table where the learning content was associated with learning objectives, methodologies, instructional models, learning materials and media. The time aspect (duration) was not taken into consideration yet. Please see the course planning pattern.



## 1. Course planning II

all partners



The steps of the course planning process were visualised by Tim for a better orientation.

Step 2 is represented by the table “course planning pattern” (see day 3). In the step 3, we had to combine the content with the methodology. Different contents can be interlinked, e.g. theoretical knowledge on domestic violence can be combined with the training of soft skills.

The final result of this step is available here.

Moreover, the following phases with respective contents were identified:

### Preliminary Phase

#### Prep-Phase

- > Formalities
- > learners get to know each other
- > IT-Intro (basic instruments)
- > learner styles

#### Introduction

- > giving an overview about the themes (index)
- > presenting the learning pathway
- > clarifying the basic situation (statistics, stakeholders)
- > explanation of the aspired competences (maybe mixed with expectations)
- > connection of DV, learners experiences and expectations and course components (e.g. communication)

#### Domestic Violence 1:

- Types of violence
- Cycle of violence theory
- Causes for the violence

**F2F**

## Domestic Violence 2

- Signs of violence
- Cycle of violence practice / Communication (understanding instable behaviour)
- Consequences on women and children

**Follow Up**

## Support

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Day 5

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**1. Course planning III**

all partners

- All results (phases and course planning pattern) were put in one table. The table had to be finished after the meeting.

**2. Considerations**

all partners

- Among the course members there could be survivors of domestic violence that might need psychological support when confronted with the course content. Trainers need to be prepared to a “break down” of participants when “well closed boxes are opened”. Moreover, the participants go home and might see signs of domestic of violence among their colleagues, neighbours or friends. They could need support in the follow-up phase and this has to be carefully planned. The trainers’ role must be very clearly defined.
- For the course development there is no ultimate standard solution. There are many ways to present the topic; we have to create a unique BACKGROUND approach respecting other approaches and proposals. We are in a situation that we have experts from different fields in the project with different experiences that can be put together. The understanding of the different position is important and we ourselves have to establish a culture of openness and respect and to create an intensive discussion culture in the development process.
- Collaboration and continuous communication via online (online conferences) should be take place 2/months.

**3. Further planning**

all partners

- Interim version of the course planning pattern will be sent to all partners for final feedbacks. On the basis of the final version of the table the learning units will be developed in detail with materials and media. Partners are requested to check the existing materials that could be eventually adapted for the course purposes.
- Evaluation tools will be further developed by the three partner organisations AMCV, SIF and APOWER. The provisional version of the internal evaluation tool

will be finalised and applied as soon as it will be ready. The results will be delivered to the external evaluator.

- 3<sup>rd</sup> transnational meeting will take place in Malta in January/February 2008. The final conference will take place in Lisbon (originally we planned Malta for the final conference, but Lisbon was considered to be more easily accessible for a broader audience)