

**LERNPARTNERSCHAFT**

**„EUROPEAN WOMEN -  
IMAGES OF INTERACTION“**

**2002-2003**



Bildung und Kultur

**Sokrates**  
Grundtvig



# IMPRESSIONS



## Das Programm

Im Rahmen des EU-Programms Grundtvig 2, Lernpartnerschaften, können sich Einrichtungen aus mindestens drei europäischen Ländern ein bis zwei Jahre treffen und zu einem gemeinsamen Thema arbeiten und austauschen. Diese Lernpartnerschaft bestand im ersten Jahr (2002-2003) aus Organisationen der Länder Republik Irland, Nordirland, Dänemark, Ungarn, Deutschland, die Weiterbildungen für Frauen anbieten. In dem ersten Jahr erarbeiteten Weiterbildungsteilnehmerinnen bzw. -mitarbeiterinnen aller am Projekt beteiligten Organisationen einen Teil einer Ausstellung, die im Mai 2003 in Esbjerg (Dänemark) zu einem Ganzen zusammengefügt und eröffnet wurde, um dann als Wanderausstellung auch in den anderen europäischen Städten vor Ort gezeigt zu werden. Die Ausstellung "Women in Progress" beschäftigt sich mit unterschiedlichen Lerngeschichten von Frauen.

Erfahrungen mit Frauenbildung bzw. der eigenen Lerngeschichte sollten medial umgesetzt werden, um

- für eine größere Öffentlichkeit zugänglich zu sein
- Unterschiede und Gemeinsamkeiten in den Lebens- und Bildungsbedingungen von Frauen verschiedener europäischer Länder sichtbar zu machen
- Bilder und Vorstellungen von Frauen in anderen Ländern zu hinterfragen, die häufig mit Klischees behaftet sind
- Begegnungen zu ermöglichen vor Ort, in den jeweiligen Lebensumgebungen und Weiterbildungsprojekten
- sprachliche Barrieren (englisch als gemeinsame Verständigungssprache) zu überbrücken
- einen Austausch über unterschiedliche Konzepte von Frauenbildung in Europa zu ermöglichen und voneinander zu lernen.

Das Zusammenfügen der verschiedenen Teile zu einem Ganzen erzeugte auf dem transnationalen Treffen in Esbjerg durchaus Erstaunen, waren doch die Umsetzungen sehr unterschiedlich, was die Aufgabenstellung, die Gestaltung der Fotos, den Einsatz von Zeit und Geld und weitere Faktoren anbelangt. Somit wurden über die Ausstellung unterschiedliche Lebens- und Bildungskontexte unmittelbar ersichtlich und sinnlich erfahrbar sowie interkulturelle, aber auch soziostrukturelle Verständigungsprozesse noch stärker angeregt. Denn auch dieses wurde deutlich: Nicht alles ist "kulturell" bedingt. Es treffen sich nicht nur Irinnen und Deutsche etc., sondern auch beispielsweise Arbeitslose und Ehefrauen von Wirtschaftsmanagern oder Frauen ohne Schulabschluss und Akademikerinnen.

Diese Lernpartnerschaft wird ein zweites Jahr weitere Lernerfahrungen ermöglichen. Unter anderem sollen ergänzend zur Ausstellung schriftliche Erläuterungen zusammengestellt und vor allem der Austausch über die verschiedenen Frauenbildungskonzepte werden vorangetrieben werden. Beteiligt sind diesselben Organisationen aus Deutschland (Frauenakademie Ulm; Tuebinger Institut fuer frauenpolitische Sozialforschung (tifs) e.V.), Dänemark (Daghojskolen De Frie Fugle Esbjerg), Nordirland (Ardoyne Women´s Group Belfast), neu dazugekommen sind



eine weitere Institution in Nordirland (Belfast Institute), Polen (Dakini) und Spanien (Heura). Nicht mehr teilnehmen konnten die Organisationen aus der Republik Irland (Access 2002) und Ungarn (Internationale Frauenakademie Budapest).

Folgende dokumentierende Auswertung des ersten Jahres wurde von Dr. Gerrit Kaschuba/tifs e.V. erstellt.



## Account of the EU learning partnership „European Women – Images of Interaction“ 2002-2003

Or: roller coaster, flowers, ship collision, Swiss clocks breaking down, hiking to the summit (a selection of the pictures associated with the learning partnership in the questionnaires at the end of the first year)

### Aims of the learning partnership and an overview of the trans and bi national meetings

#### Aims of the Project:

- to raise awareness of different living and learning experiences of women in various European countries
- to gain intercultural competence, mainly in terms of communication/interaction and languages
- to improve NT skills
- to clarify the conditions for intercultural women's education through exchange of experiences about different attitudes and methods in the field of women's education in various countries considering different target groups

At the trans national meeting in Wexford (Ireland) and Esbjerg (Denmark) the trainers/staff and participants of each of the women's education organisations developed a common agenda, the idea for the exhibition and introduced their institution and their concept for further education. The bi national meetings were an opportunity for joint workshops and direct exchange of information among practitioners about the daily practice of education in their institution.

#### Partners:

Access 2002  
Ardoyne Women's Group Belfast  
Daghojskolen De Frie Fugle Esbjerg  
Frauenakademie Ulm (coordination)  
Internationale Frauenakademie Budapest (IFAB)  
Tuebinger Institut fuer frauenpolitische Sozialforschung (tifs) e.V.

#### Bi national meetings:

The following bi national meetings took place  
14.11. - 17.11.02 Women's Academy Ulm and Budapest in Budapest  
seminar with creative methods, issue: sculptures expressing the strength of women  
6.2. - 9.2.03 Women's Academy Ulm and Budapest in Budapest  
political seminar: EU Eastern expansion focussing the effects on woman  
20.2. - 22.2.03 Women's Academy Ulm and Frie Fugle Esbjerg in Ulm  
exchange about teaching methods in women's further education  
11. - 14.3.03 tifs (Tuebingen) and Women's Academy Budapest in Budapest  
coaching, concept discussion



## Process of the trans national meetings

The idea for the project started at the preparatory meeting of the Learning Partnership (LP) in **Budapest** in 2002. It was considered important that the project should have a practical component for participants and not just be an opportunity for exchange of ideas. Consequently the idea of an exhibition was developed to communicate the learning and living situations of participants in women's education in different European countries. Those present decided to highlight the commonalities and barriers of women returning to education through a photographic exhibition: „What does it mean for you as a woman returning to education?“ This form of media was selected because it helped to cross the language barrier and, at the same time, inform a wider public.

The LP-participants (trainers and trainees) developed this idea further at the trans national meeting in **Wexford**, Ireland (31st October – 4th November, 2002). Questions to be addressed were: how much freedom does each of the national projects have in the design of their work and how much consultation is necessary? The topic was discussed further and amended slightly „What is the story of your journey as a woman into further education?“

„Returning to learning“ was seen as a problem, by the German participants in particular (and the German women from Hungary), on the grounds that women learn in different contexts and therefore, logically „returning to further education“ was chosen instead. Different conditions (of daily life and learning) and understandings were named for the first time.

The goal was to exhibit in a multimedia form the journey of European women into further education. The big exhibition would be shown in Esbjerg in May 2003. Each project would develop their exhibition in multi-media form to capture, in their own way, the journey of women into further education. Participants of the different European women's education projects would be given the opportunity to themselves present their own situation. Each of the "national" exhibitions would be brought together in Esbjerg.

In addition a comprehensive presentation on „Access 2000“ took place at Wexford as well as a visit from another Community Development Project, F.A.B., which cooperates with Access.

Access 2000 gave an overview of their project including the history, how it developed, the programmes and projects and the barriers and issues, which are experienced by women involved in the project. These presentations were given by staff, voluntary management members and the participants themselves. On one evening the Learning Partnership were present at the graduation of two further education courses. This was an evening event in the Heritage Park, where Access 2000 presented certificates for two groups: Women Making Choices and the Training for Trainers. A historical city tour on Sunday provided a further insight into the history, the living and working conditions and the culture of the region.

At the end of the meeting it was agreed that in addition to the Exhibition, planning for the second year and a consideration of the process of making the exhibition should take place in Esbjerg (Denmark). An exchange of teaching methods was planned for the second year. The participants named recognition for women's education as a political aim (particularly at a time of Gender Mainstreaming).



On 23rd May 2003 the exhibition was opened during the second Transnational Meeting in **Esbjerg** in a training centre for social work. Not only the participating projects but also the public were invited. As part of the exhibition each of the individual institutions involved were introduced by way of a small presentation but viewing the exhibition was an individual activity. At the end of the afternoon the participants of the Learning Partnership got informations about the training center for social work and education. In the evening the Danish hosts of the Frie Fugle provided a colourful and culinary feast.

Saturday was marked by work and the Frie Fugle gave an overview of their concept based on the pedagogic of Grundtvig. In the afternoon trainers/staff and participants talked about their way into women's education projects, which was very moving and highlighted the different living and learning conditions. For example Belfast is dominated by a civil war, Wexford by high unemployment – what does that mean for women and for community education? In this way the exhibition became more alive and vivid.

In addition the organisers found some time to reflect on the first year and to plan the coming year. Topics arising were, the need for more time for discussion and communication between trainers, which should be promoted in the second year through transnational meetings of the staff and binational meeting of the participants. Furthermore it became apparent that the roles and duties of the coordinator and the partners were not clearly defined within the Learning Partnership, in particular in relation to the preparation of the trans national meetings, which should take place at the beginning of the second year. Agreement was reached on the stages of the exhibition, which will be shown in each country within an appropriate context. Gesa, in her role as coordinator, was heartily thanked for the smooth functioning of the Learning Partnership.

On Sunday there was a sight seeing tour of the region and a trip to the island of Fäno.

## Summary evaluation of the first year

This evaluation is based on the written questionnaires of the organisers/trainers and participants as well as the process of the meetings and verbal feedback at staff meetings. It is important to note here that these are the subjective comments of individuals.

### **1. Differences and similarities in the conditions of education and the concepts for women's education among the different participating countries.**

Whereas the preparatory meeting in Budapest and the first trans national meeting in Wexford served as an opportunity for the different projects, and the women themselves, to get to know each other as well as plan the exhibition, at the Esbjerg meeting stronger comparisons could be made and the differences and similarities addressed.



A central question relates to the concept:

- Community education versus structured school?  
In relation to this it appears that within our Learning Partnership the Irish and Danish concepts are poles apart which could be clearly seen in terms of trainee participation, design of courses and, not least, in forms of financing.
- Is the participation of learners anchored in the concept? How is this possible or desirable if at all?
- What are the advantages and disadvantages of accrediting courses, that is, who has access?
- How are the working conditions for trainers? Most importantly here, have they permanent contracts, are they volunteers or do they work freelance. To illustrate the following statement is provided: In Denmark the structures are different
  - all workers are paid – no volunteers.

## **2. Social and cultural differences among women and similarities as women?**

In addition to the questions about the educational concepts, the above question was a central theme and was mostly raised in connection with educational concepts. Even when this question was not explicitly stated the comparison among women as members of different European countries was a concern of both participants of the women's education projects as well as the trainers/organisers. This was also clear in the assessments, in that the learning impact was often named in relation to contacts with other women:

- Mostly the contacts made a change. We have encountered very different women and education concepts.
- Got to know the learning and living conditions of women in Europe.
- We know what we have in common and what the political, cultural and religious conditions mean for everyday life.
- Changes have taken place in the image we have of women from different countries.
- Women have now got an individual face
- The difference between poverty and affluence was palpable in the different projects but the issues facing women are the same
- I have greater awareness of other women's struggles – which may be different – all embracing feeling of solidarity
- Women have the same struggles... all equal in an un-equal world, regardless of financial structures
- Women need to work together in order to make change
- admiration for the spirited way in which the Danish and Irish women tackle the situation when it comes to asserting women's interests
- Northern Ireland: much emphasis on their own struggles
- Polish: massive issues, only funding themselves
- Germans: struggling with single mothers
- I have got to know the women in their own groups better, differences in the German group.



### 3. The exhibition: expressing different circumstances, educational concepts and the consequent group dynamics

The exhibition was put together in Esbjerg by all the participants and made available to a wider public. This was also the first time the participants in the Learning Partnership had seen the exhibition in its entirety.

Differing emphases were clear from the individual contributions to the exhibition from the various European countries. The Danish women from Frie Fugle demonstrated by means of a collage the different opportunities women and men in Denmark have to take part in further education. The photographs of the Irish women documented the courses on offer from Access 2000 and showed participants and trainers involved in common activities. In the German contribution individual women presented their own way into and through the Women's Academy in Ulm by way of large photographic posters. Similarly, the women from the Women's Academy in Budapest also used photo posters to demonstrate their individual paths. For those involved various feelings and thoughts were prompted by the exhibition, such as competitiveness, comments on the intensive preparation or artistic design. The time in Esbjerg provided an opportunity to express these, mostly in informal discussions.

Images of the self and others also arose such as „we Germans were once again busy“.

In informal talks factors in the different concepts of women's education and social conditions were identified which determined completely different forms of presentation. This means that (perhaps) the different circumstance of each of the projects was expressed in the exhibition.

For example, whereas in the Women's Academy Ulm women mostly take part for a longer period, on average three years or more, and were able to make a proper project out of the Learning Partnership with specially designed seminars, the circumstances in Denmark were different in that within a four month course only one week was available for the project. Financial aspects also played a role.

The fact that there was no mutual feedback on the exhibition was criticised from various sides, as was the lack of transparency about the different processes of developing the exhibition. Such feedback should have been an opportunity for women to provide each other with recognition which is an important principle in feminist and emancipatory women's education. (These are now my words based on the background of women's education and women's research in Germany).

A common consideration of the process of creating the exhibition was missing. This did take place on an informal level at the trans national meeting in Esbjerg and partly in the individual projects, in particular where there had been internal conflict. The topic of competitiveness and cooperation between and within the individual projects is, however, an important, albeit difficult, area of learning for women.

A product such as the exhibition offers an outstanding opportunity to reflect on group processes and provides an intercultural comparison of social and conceptual differences and similarities.



#### **4. The learning process**

Work with the Internet, computers, learning about the ways of life of other women in Europe, and intercultural communication, were often named in the questionnaires and other evaluations at meetings. In general women were more interested in world events, European topics and wanted to learn English or improve their English. Some have gained knowledge in relation to exhibitions and public relations work. The German participants have also mentioned learning in relation to their own group and the group dynamic that emerged during the first year of the project.

The impact on their own style as trainers and questioning their own concept was also raised by some trainers/organisers. Project work, European topics, comparison of their own education work and a greater awareness of the structure of education and the political, cultural, religious circumstances of everyday life in other countries, the social politics of education in Denmark and state support, the learning conditions in Denmark, the community base of work in Wexford were all named as being of use for their careers and for themselves. Not least, the opportunity to form friendships was considered valuable.

#### **5. Assessment of the process of their own national project**

In the Women's Academy Ulm courses were offered in English, photography, computers, public relations work, digital photographic work and web design. In the Frie Fugle language courses, at Access 2000 photography and computing, at the IFAB English, photography, computing/Internet, European eastern expansion, in Belfast computing.

The processes in some of the groups were, at points, charged with tension. A variety of experiences were enough to cause conflict, from the design of the exhibition, discussions of who wanted to be publicly presented in the exhibition to strengthening their own group.

The support of the organisers and trainers was, in general, assessed positively.

#### **6. The process and the assessment of the trans national meetings**

All concurred with the assessment that the trans national meetings were the high point of the Learning Partnership. This was not lessened by the fact that the group formation process at the trans national meetings was not always easy due to the fact that the agenda was so long and the group, comprising both trainers and participants, was so large. The process of working at the meetings was differently estimated from very good to difficult. Criticism was mostly focussed on the tight schedule and pressure of work, which consequently did not leave much time for an exchange of views. It took a lot of time to effectively communicate the very different activities of the projects in the individual countries.

At the beginning it was difficult to integrate Northern Ireland in the network. The



role of the coordinator of the Learning Partnership was not adequately explained. In addition, it was apparent that this was too high an expectation on the coordinator.

The organisation of the trans national meetings proved to be a learning process in that supportive and hindering conditions for intercultural learning became apparent.

## **7. Consequences for continuation**

It was discussed in Wexford that an exchange on teaching methods should take place in the second year and that a training course on this subject should be held. In Esbjerg, however, plans for this course were dropped due to difficulties in finding a convenient date. It is now planned that the exchange of ideas about teaching methods should take place at the trans national meetings. In addition, a network of the participants and of the trainers should be established by bi national meetings and by e-mail-contact. The political aim decided upon is the recognition and validation of work with women in times of Gender Mainstreaming

In a practical sense those involved wanted to reduce the amount of work for the coordinator and the participants of the individual women's education projects and not be so ambitious and aim to produce anything like an exhibition. The emphasis should rather be on what has already been developed within the individual projects as well as in the Learning Partnership.

The wish is for more bi national meetings, smaller trans national meetings, improved consultation before the trans national meetings and greater reliability. Most importantly, in relation to the trans national meetings the programme should be more balanced and if possible spread over three days. More workshops are needed as well as small group work, and time to allow women to exchange information on their experiences and practice.

For example:

- Individual groups within the Learning Partnership should take more responsibility to ensure that they are better prepared for meetings.
- Time should be devoted to the process of intercultural exchange of education experiences rather than focussing on producing a product.
- A lot more needs to be known about the voluntary sector in the partnership countries except Ireland.
- Consideration needs to be given to the challenges concerning paid workers and a greater acknowledgement of the contribution of voluntary workers.

## **8. Conditions of the Learning Partnership**

In addition to the very positive assessment of the programme of the Learning Partnership those present formulated criticism in relation to the following points:



1. There was no reimbursement of expenses for the host organisation and also no budget to pay fees, this meant that everything had to be done more or less on a voluntary basis.
2. No childcare expenses included in funding
3. Consideration of Gender as a category should be included in all Learning Partnership applications and should be basic to all.

## 9. Evaluation

The Tübinger Institute for feminist social research (tifs) wanted to support the project with a basic evaluation. Questionnaires were offered to the staff and the teachers as well as to the learners. They were to support the reflection of the experiences and expectations at the EU-project.

The answers provided in the questionnaires demonstrated that there were differences in how questions were understood and these differences were due to a background of different processes in the individual projects. It would have made sense to have verbal feedback about the first year between the trainers and participants, but unfortunately there was not sufficient time at the meeting in Esbjerg to allow for this. The analysis of the questionnaires for the trainers and participants as well as some internal evaluation (from Access 2000, Ulmer Frauenakademie) can perhaps at least offer clues about which factors support or hinder the learning process in the European Learning Partnership with particular reference to an exchange of experiences about concepts of women's education.



**PICTURES OF**

**AN EXHIBITION**



Ausstellungsteil der Internationalen Frauenakademie in Budapest



Eröffnung der Ausstellung in Esbjerg/  
Dänemark am 23. Mai 2003



Ausstellungsteil Daghøjskolen  
De Frie Fugle



Ausstellungsteil Access 200



Ausstellungsteil Frauenakademie Ulm



Ausstellungsteil Frauenakademie Ulm



# PARTICIPATING PROJECTS

## AN OVERVIEW



## Access 2000 Wexford, Ireland

A Woman's Community Education and Training Project.

### Address:

5 Monck Street  
Wexford  
Tel.: 00353-5321200  
Fax: 00353-5321818  
e-mail: accesswex@iol.ie

### Staff:

Co-ordinator – Pauline Ennis  
Development worker – Ms Nuncie Murphy  
Part time Administrator – Ms Marian Donegan  
Pool of Community Education Facilitators – (8 – 10)  
Trainee Shadow Facilitators – (12)

### Management Structure:

Voluntary management board (11) made up of women participants plus women from community projects in town.

### Function:

To provide education and training programmes to marginalized women, and to challenge policies that discriminate against women's equal participation in education and decision making process.

### Town:

Based in Wexford Town, and delivering programmes in surrounding rural areas. South East Ireland.

### Programmes:

Participants – all women experiencing inequality and disadvantage.  
Predevelopment Women Making Choices 1, and Progression 2. Training for Trainers.  
National Certificate in Community Education, Training and Development.  
National Diploma in Community Education, Training and Development.

### Aims:

To deliver programmes based on the principals of community education to women who are not accessing mainstream education provision.

### Subjects:

Women Making Choices: Personal Development, Communications, Job Seeking Skills, Introduction to computers, Stress Management, Art and Craft, Introduction to Equality Studies. (8 weeks).  
Training for Trainers: Conflict Resolution, Advanced Facilitation Skills, Team Building, Prejudice Reduction, Community Arts, Outreach, Evaluation, Literacy Awareness. (Based on consultation with group, current or, over 1 year)



National Certificate in Community Education, Training and Development:  
Community Development, Facilitation Skills, Social Analysis, Equality studies,  
Project Management, Adult Education. (2 years).

National Diploma in Community Education, Training and Development:  
Action Research, Dissertation- Community Development, Equality Studies. (One  
year).

**Funding:**

Funded through the Irish Governments National Programme for Community Development Projects, Department of Social, Community and Family Affairs, and FAS National Training Programme. FAS supply a training allowance to the women participants.

**Locality:**

Based in small offices

Outreach – Community centres

Schools

Anywhere

**Certificate:**

- Women Making Choices is accredited through the Open College Network.
- Training for Trainers is accredited through the Open College Network.
- National Certificate and Diploma is accredited through Waterford Institute of Technology.



## Ardoyne Womens Group, Belfast, Northern Ireland

### Address:

Tel.: 0044-289074 3536

Fax: 0044-289074 1367

info@kawg.freemove.co.uk

### Name of Participants:

Geraldine McAuley

### History and Background of the Organisation:

Ardoyne is a nationalist interface area in North Belfast, which suffers from serious levels of unemployment and social exclusion.

It has additionally endured high levels of sectarian strife from 1920's through to summer 1999, when raised levels of tension caused by incidents at Drumcree forced the widespread evacuation of families from vulnerable areas.

Waves of forced population movement caused by such unrest have been a cause of serious overcrowding in the area, and people are afraid to venture out of the locality to socialise and seek employment

Most families in Ardoyne have suffered through imprisonment or death of a family member due to the conflict and the area was known as 'murder mile' due to the high levels of sectarian killings in the 1970's.

The whole community has suffered through this trauma and women have borne the brunt of this because of their pivotal role in the family.

Women are acknowledged to be a doubly disadvantaged group in society as a whole. In an area such as Ardoyne, which suffers serious deprivation and political marginalisation, this disadvantage is compounded.

It is within this context that Ardoyne Womens Group came into being, and their concerns reflect the social and political problems of their locality.

The first development of interest in women's issues was highlighted in research carried out in 1990 in a report entitled 'Unheard Voices'. This detailed the disadvantage suffered by women in Ardoyne, and made recommendations for overcoming them. Ardoyne women's group, which was just emerging at that time, played a role in assisting this research.

Ardoyne Women's Group was established in 1990 by a group of women from the area. The group was established to relieve poverty, advance education and to protect health; and in particular to provide in Ardoyne facilities in the interests of social welfare, and provide a drop-in centre for local women and children, who by reason of social and economic deprivation have need of such facilities.

The mission of the group is to support women to grow in a positive and proactive way, rather than simply to assist them to survive.

The group provides training and education, support and advice. The aim of this provision is to build the capacity of the most excluded members of the community; to empower women to become agents of their own change, by transcending their own personal traumas and difficulties, identifying their needs and voicing their concerns.



The group has managed to date to provide personal development and training courses backed up by on-site childcare provision; an informal drop-in facility for support to families, and an advice and referral system. We run a cross-community summer scheme, and have a vibrant young women's group established. Our services are utilised by women, victims of domestic violence, lone parents ex-prisoners, people on low incomes, young women, children, members of residents associations and disadvantaged people living in urban areas.



# Daghøjskolen De Frie Fugle, Denmark

## Address of the organisation:

Teglværksgade 3,  
6700 Esbjerg.  
Tel.: 0045-75125556  
Fax: 0045-75125541  
e-mail: frifugl@esenet.dk  
website: not working at the moment

## Name of participants and positions:

Randi Hundebøll, Birte Duus and Mona Ditlevsen  
headmaster and teachers

## Staff:

1 headmaster, 1 secretary,  
2 teachers, full time,  
2 - 3 teachers, parttime,  
1 - 2 responsible of the kitchen and cleaning

## Board:

7 women from different institutions in town and former students

## Programmes

Participants: about 30-50 women at the time in our different courses in the age of 18-70, mainly short educated or non educated women and new danish citizens.

## Subjects:

different courses as "Women in progress", or "Women at work" or "Life is fat"

## Durations:

from 4 weeks to 16 weeks, 30 hours a week

## Aims:

- To run a day-high-school for women
- To be a source of inspiration to the persons life-understanding or selfunderstanding
- To be a place where you together with other people can find solutions of the present problems
- To be a place where you can make goals for the future

## Certificate:

when a woman has been at the school more than 75 % , she gets a certificate.

## Finances:

the courses are payed for by the local government or by the state, and there is a small fee for everyone to pay too.

## Localities:

We have rented some rooms in a very big house , we have about 600 square meters.  
We have not earlier taken part in any EU-program.



## Tuebingen Institute for Feminist Social Research (tifs) e.V., Germany

The Tuebingen Institute for Feminist Social Research is an independent Gender Research Institute. This community organisation has existed since 1994. An important emphasis of our work is to explore social questions and developments from a gender perspective and, in particular, examine how these impact on the opportunities for women and girls in various stages of life.

Our aim is to facilitate and stimulate communication between research, practice and politics. We aim to make visible the innovative working practices and competence resulting from practice as well as providing research results for practice.

### We offer:

- Scientific evaluation of practice and pilot schemes
- Research projects and studies on the topic of different fields of work
- Development of expertise and opinion building
- Scientific advice on political and planning processes and in the development of networks
- Conceptualising and conducting training and conferences
- Advice on the development and implementation of Gender Mainstreaming
- Chairing business meetings and providing presentations
- Supervision

### Address:

Tübinger Institut für frauenpolitische Sozialforschung (tifs) e.V.  
Wöhrdstr. 25  
D-72072 Tübingen  
Tel.: 0049-7071-31758  
Fax: 0049-7071-31744  
e-mail: tifs-Tuebingen@t-online.de  
website: <http://www.tifs.de>

### Structure:

Non-profit association with an executive board (4 women)

### Staff:

7 members (women), free lancers

### Name of participants:

Dr. Gerrit Kaschuba, Researcher

### Programmes:

1. Research on different situations and interests of women and men, especially on further education and social work with women and girls  
Follow-up research on pilot projects  
For example: research on the vocational training with homeless women returning to learning



research on women's studies

research on girls of German and migrant families and their possibilities to get qualified jobs

## 2. Train the Trainer

For example: Vocational training with professionals in further education with women,

Gender Training with male and female professionals in further education, gender and intercultural issues



## Women's Academy Ulm, Germany

### Address:

Kornhausplatz 5  
D-89604 Ulm (Germany)  
Tel.: 0049-731-153040  
Fax: 0049-731-153055  
Email: [krauss@vh-ulm.de](mailto:krauss@vh-ulm.de)  
Website: <http://www.frauenakademie-ulm.de>

### Name of Participants:

Gesa Kraus  
Position and Area of Responsibility within the Organisation: Co-ordinator, Head of Department

### Staff:

1 Co-ordinator and 1 Secretary (both part-time)  
30 Teachers (freelance) for mostly 1 lesson (90min.) per week  
27 Female, 3 male teachers

### Programmes

Participants: 200 Women, age 29 to 79 mostly with family, some working part-time, some getting old age pension, coming with different school degrees and professions.

### Aims:

Key qualifications, networking, planning the next step (job, voluntary work, own project...)

### Subjects:

a structured academically orientated range of courses with main emphasis placed upon all-round education not further occupational training (history, politics, sociology, literature, psychology, etc also self-awareness groups, IT Project work) all courses considering results of women's studies.

### Duration:

2 – 3 mornings per week, max 3 years.

### Certificate:

Voluntary (thesis or exhibition or evaluation or web site design, single or group work).

### Finances:

students pay 200 Euro for one semester (13 weeks)  
Frauenakademie is funded by Ulmer Volkshochschule and Land Baden-Wuerttemberg.

### Locality:

all rooms of the Ulmer Volkshochschule can be used including special rooms for IT, Arts, body-work, auditorium café, etc.

The Frauen academy has not participated in European cooperation's before.



## The International Women's Academy, Budapest, Hungary

### Address:

Alkotmány u. 15  
1054 Budapest  
Tel.: 0036-3112369  
Fax: 0036-2691001  
e-mail: ifabudapest@yahoo.de

### Name of Participants:

Petra Auster / Angela Hendrych

December 2001 was the official opening of the international women's academy in Budapest. This is a charitable organisation, which currently has 30 members. The academy follows in the footsteps of the women's academy in Ulm, Germany, which over the last 15 years has developed into an established institution of further education for women.

The initiators of the international women's academy Budapest are women who have taken a break in their careers due to family or other commitments and who came to Budapest because of their partners' work. On the basis of their varied educational backgrounds and work experience in responsible positions these women decided that, in addition to their family commitments, they would devote their free time to the development of the academy. The women's academy is intended to provide opportunities to women of different nationalities to exercise their right to training and further education. In addition to offering women the possibility to reflect on their own personal situation in the context of prevailing social conditions, the women's academy provides general education and the opportunity to expand knowledge as well as develop communication and personal agency skills.

The development of competencies for taking on new tasks and occupations is as much the stated aim of the women's academy as personal development. Qualified lecturers who are trained in adult education as well as experienced in further education enthuse students for the courses on offer and support the work through their contribution. In this way approximately 100 women have already actively taken part in the courses on offer. Learning together and the exchange of ideas are core concepts. At the moment among the many nationalities represented the mostly German and Hungarian participants come together in courses such as literature, development psychology, art techniques and history, politics, sociology, rhetoric, theology and business English. There are also three courses in Hungarian, which are keenly attended by the German participants, advanced German is also offered. A new feature for the winter semester 2003-2004 is subject mornings, which take place every second Thursday in the month and are presented by different people. It is intended that the educational courses will be continue to be expanded.