



Project Actors Capacity Training in Caucasus

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CONTENT

| | |
|---|---|
| BRIEF DESCRIPTION OF PACT PROJECT..... | 1 |
| TRAIN-THE-TRAINER IN TBILISI..... | 2 |
| EU TRAINERS' PROFILES..... | 3 |
| TOOL ON THE SPOTLIGHT: THE LOGICAL FRAMEWORK APPROACH | 4 |
| RELATIONAL MENTORING | 4 |

Brief description of PACT-project

Research and development in public and private universities remained static in the Caucasus Region (Azerbaijan, Armenia, Georgia) in the last years. Universities have to finance their research and development work with external funds. Research capacities of universities are generally low since the main focus has been teaching. The majority of doctoral students in Azerbaijan, Armenia and Georgia self-finance their studies.

In European universities more and more work is dedicated to offering Master programmes, trainings and workshops in postgraduate departments in order to

teach PhD students, young researchers and lecturers at university how to apply for international project funding for research and development. They learn about project development and funding their own research and development ideas. Also the European Commission has put enormous effort into developing tools to support project developers and applicants in the process of developing and managing projects with an international or European scope (i.e. Survival Kit for Lifelong Learning Projects). These tools have never been transferred to the Caucasus Region, although they offer the possibility of



increasing research capacity and international relations in the Caucasus region

The main aim of PACT is to successfully transfer existing knowledge funded by the EC for project developers to the Caucasus Region and contributing to capacity building and international relations in Caucasus universities.

Why focus on the Caucasus area?

Short overview of Tbilisi training

Tbilisi, 23-25 September 2014

On September 22-24, 2014 the University of Georgia (UG) hosted 30 participants from Georgia (GE), Armenia (AM) and Azerbaijan (AZ). The purpose of this training was to introduce the train-the-trainer programme to future trainers from partner institutions. During two days 30 participants had a chance to get to know the Logical Framework Analysis of a project, which is the most important tool for planning and evaluating a project. They also became acquainted with the tools for project development

Armenia, Azerbaijan and Georgia all have developed national priorities in strengthening international relations. International project development and grant writing skills are seen as the basis for developing transnational academic projects in the future. PACT wants to give young researchers in these countries tools to learn how to develop their own project ideas, structure them in order to develop projects.

process, which can be used in transnational projects, especially for project development in the Caucasian region. Each tool was introduced by two PACT partners: Johnny Baltzersen (University College Copenhagen UCC, Denmark) and Katharina Resch (die Berater, Austria). Polish partners Joanna Szczecińska and Piotr Goetzen (Społeczna Akademia Nauk, Poland) introduced to participants the platform for trainers which has been created for PACT project.



EU Trainers' profile

All PACT-trainings are supported by experienced trainers in project design. Two are introduced here:



Johnny Baltzersen is chief consultant and Head of the Program for International Education Development at University College Capital/UCC in Copenhagen, Denmark. Johnny is in charge of work package 4 in the PACT project, i.e. drafting the curriculum and handbook for the training of staff and students at the Caucasus partner universities.

With a background as a teacher and a decade long involvement in international cooperation for peace, détente and international understanding he joined, in 1992, the world of technical cooperation within Danish development assistance, and has worked with EU Aid and UNESCO as well.

For more than 22 years, Johnny is working as project manager, project developer, chief consultant, trainer and evaluator in a number of countries in Africa, Asia and Europe. For ten years he was also responsible for the international relations department at UCC but is now exclusively engaged in international project development and cooperation.

Johnny holds MPhil and PhD degrees in Education with a focus on educational and institutional change.

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Katharina Resch is senior researcher and lecturer at *die Berater*[®] and the University of Applied Sciences in Austria.

She has planned, implemented and evaluated projects throughout different European funding schemes and countries, especially in Eastern Europe and for the Red Cross (Belarus, Georgia, etc.). Also, she teaches "application writing" at university in order to give students the skills to hand in research proposals and to receive funding for their project ideas.

Katharina is a sociologist and translator by training and experienced project planner and project writer.

In the PACT-project she is the internal evaluator for the PACT-partnership, a trainer in project development, and a mentor for students from the Caucasus region in Georgia, Armenia, and Azerbaijan.

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Tool on the spotlight: the Logical Framework Approach

The idea of log frames or logic models goes back to the 1960s and logic models have been used ever since. They can be used for two different purposes: first for planning the purpose of a project or programme and secondly for evaluation purposes of a project or programme. In other words: A logic model is created before a project starts and as a consequence is the core instrument for planning and evaluating a project or programme.

A logic model has several functions:

- finding objectives for a project idea in the first place;
- summarizing complex activities of a project or programme;
- basic tool for planning and corrective action/evaluation of activities;
- tool for demonstrating a program's success.

In the research phase, the PACT partners identified more than 20 project development tools which have been integrated into the Logical Framework Approach, forming the basis for the project development training at universities in the Caucasus region.

Relational Mentoring

What is relational mentoring? We understand mentoring as a widening of professional and social networks, among colleagues, students, university staff, and trainers. We define these relationships as "high quality" relationships, in which personal profits and benefits are not the top priority, but in which the development and success of a person is the main means of motivation to join the mentoring process (relational mentoring).

In relational mentoring not only the mentee benefits, but also the mentor. While the mentee benefits from the experience and the skills of the mentor, the mentor develops counselling competence and leadership skills.

In the PACT-project we are looking for mentors who are experts in project design and project planning who want to become mentors for students from Caucasus universities from April-June 2015 and/or from Sept.-Nov. 2015.

These mentors should have fun when working with foreign students and their project ideas, supporting them in writing a coherent project application.

For more information about the mentoring process, please contact:

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