

Institutional Profile

Mission and status

TEHNE - Centre for Development and Innovation in Education is a non-profit organization, aiming to support educational initiatives through projects and programs covering areas of non-formal education, curriculum development, education for democratic citizenship, education through ICTs, elearning, lifelong learning, and in-service teacher training.

TEHNE is the one of the most important non-governmental organisation active in the field of education, providing expertise and quality services. It has promoted internal high professional standards and procedures.

As an independent organisation, without political purposes, TEHNE promotes the European principles and values in the field of education through innovative approaches and technologies.

Strategic programs

Three programmatic missions are sustaining the activities and projects developed by TEHNE:

- Promoting, supporting and monitoring the implementation of ICT in education and training, with a focus on e-learning and computer assisted instruction.
- Promoting and sustaining actions in the field of education for democratic living and active citizenship.
- The evaluation of social programmes with a significant education component.

The plan for 2007 includes two strategic intervention paths: dissemination and mainstreaming the results obtained so far in the projects developed and lobbying for specific education policies. At the same time, the activities in schools will be continued and there will be found ways to multiply and scale the successful grass-root level actions.

Fields of expertise

The expertise of TEHNE as an active Romanian NGO in the field of education is built through the experience of experts' boards, involved by TEHNE in its educational programs - researchers, academics, practitioners, combining different types of expertise: from grass-root level to decision-making.

High-level experience of TEHNE is reflected by the partnerships with different types of institutions - governmental, non-governmental, private and public – and by the activities undertaken, developed in line with national and international needs and trends:

- **ICT based education and elearning:** distance education, evaluation of elearning programs and projects, computer-assisted learning methodology development, online learning environments
- **Citizenship education:** democratic citizenship, intercultural education, peace and human rights education
- **School and community development:** school development planning, leadership, school and community link, community development facilitation
- **Education policies:** policy analysis, design, implementation and evaluation
- **Teacher training and trainers training:** training needs assessment, training programs' design and implementation, curriculum development
- **Education for disadvantaged children:** access to education and culture for disadvantaged pupils (pupils living in rural areas, in poor families, isolated communities etc.)
- **Evaluation of social and educational programmes, projects and materials:** evaluation design and implementation, meta-evaluation, evaluation tools development
- **Education research:** development of research methodology and instruments, implementation and reporting.

Networking

TEHNE has carried out projects and activities in partnerships with institutions from Cyprus, Denmark, Finland, Germany, Greece, Italy, Norway, Portugal, Romania, Spain and UK, and with international organisations - Council of Europe, Menon, SEE-ECN.

TEHNE is a member of **SEE-ECN** (South East Europe Education Cooperation Network), supporting the network in local research and projects. SEE ECN is developed by Centre for Educational Policy Studies (Slovenia) and KulturKontakt (Austria), within the framework of the Stability Pact for South-East Europe. (www.see-educoop.net)

TEHNE is a partner of **EULLearnN** (European University Lifelong Learning Network) a Socrates Erasmus Thematic Network aimed at identifying coherent strategies and practical measures to foster university lifelong learning. This Thematic Network supports the exchange of good practices and experiences and the identification of common problems, ideas and priorities. (www.eullearn.net)


TEHNE is a member of **European Foundation for Quality in Elearning**, an initiative of European Commission funded by the Triangle project, aiming to enhance the quality of elearning programmes in Europe. (www.qualityfoundation.org)

TEHNE is the initiator and an active member of **Elearning.Romania** programme, a national initiative aiming to gather all the stakeholders in the area of using ICT for education and training. (www.elearning.ro)


Projects and activities

TEHNE has a broad portfolio of projects and activities targeting specific categories of education actors: teachers, pupils and students, experts and consultants, researchers, local community actors, parents.

The projects and activities carried out by TEHNE are contributing to the development of education reforms in Romania and to the renewal of education practices.

Ref. # 1	Project title		VEMUS – Virtual European Music School					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	<i>P.D.</i>	3,61%	4	European Commission	FP6 Priority 2 "Information Society Technologies"	2005-2008	<ul style="list-style-type: none"> • ILSP: Institute for Language and Speech Processing • GRAME: Centre National de Creation Musicale • KTH: Royal Institute of Technology • EA: Ellinigermaniki Agogi

								<ul style="list-style-type: none"> • BALTECK: UAB "BALTECK" • NAKAS: Philippos Nakas S.A. • MIKSIKE: Miksike LearningFolders Ltd.
Detailed description of project						Type of services provided		
<p>The VEMUS project is aiming to design, develop and evaluate an open, highly interactive, and networked multilingual music tuition framework for popular instruments and a set of innovative pedagogically-motivated e-learning components addressing different learning settings. A key goal of VEMUS is to contribute to strengthening the integration of the IST European Research Area, through the active participation of partners from new and associate Member States.</p>						<p>VEMUS builds on the knowledge and results of the successful IMUTUS project that delivered an efficient practicing environment for the recorder; it extends the pedagogical and technological basis of IMUTUS to cover additional popular instruments, additional learning environments, and enhanced pedagogical scenarios. Preliminary validation activities carried out by IMUTUS clearly showed a strong potential for the concept and approach. VEMUS scales-up validation activities to obtain more coherent and statistically meaningful results and to identify the critical factors for wider deployment.</p>		

Ref. # 2	Project title		Take Part Too - Active Global Citizenship					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania, UK, Denmark	<i>P.D</i>	16%	11	European Commission	Socrates Minerva, DG EAC	2005-2006	<ul style="list-style-type: none"> • Development Education Centre (UK) • Intuitive Media UK • The National Innovative Centre of General Education (DK) • The Institute for Education Sciences (RO) • Story Factory (DK) • The Danish Institute for Human Rights (DK)
Detailed description of project						Type of services provided		


The main aim of the TPT project is to empower young people from different European countries to play an active and responsible role as democratic European citizens in the rapidly changing context of our modern learning societies.

This aim is supported by the following objectives:

- To provide young people the opportunity to take active and responsible roles in our multicultural societies by creating an ICT based platform for collaboration, exchanging opinions and decision-making on local and global issues.
- To encourage young people from 14 to 18 years old to develop the knowledge, skills and attitudes they will need as adult members of our global and multicultural society.
- To promote democratic processes and positive attitudes toward cultural, social, ethnic and religious diversity by using simulation activities on topics such as human rights, poverty, gender, migration, inclusion, sustainable development and conflict resolution.
- To provide an efficient computer mediated tool for teachers of 14-18 years old learners involved in the project, for complementing their activities in the field of citizenship education and across the curriculum.
- To explore the possibilities and limitations of ICT in relation to inclusion and the development of democracy and active global citizenship.

The virtual context provided by the platform developed within the project has an impact on enhancing the opportunities for 14 to 18 year old learners to exercise their global citizenship. The young people in the project will look together at ways of defining issues and problems that Europe is facing today, as well as working together to find out the best solutions offered by the democratic process. The simulation activities that are run through the Internet within the project will enrich teachers' pedagogical knowledge and skills. That helps them in using innovative strategies to meet the common intended goals in education for global citizenship. The content of the simulation activities stimulates cross-curricular approaches, using and complementing the resources offered by other areas of study, and calls for close cooperation between teachers as well as pupils.

Take Part Too is a web based simulation game that combines facts and fiction off-line and on-line. It provides a proactive way of using knowledge. It consists of a universe of three existing countries and a 'fictional' or virtual Youth Council. The Youth Council consists of all the participants from the three classes. A number of parallel games can take place at the same time. It is possible for the players in one game to follow the proceedings in other games.


Ref. # 3	Project title		Students' participation in school life: a form of living democracy					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	P.D	100%	3	The Royal Netherlands Embassy To Romania	The Royal Netherlands Embassy To Romania - Matra-KAP programme	2005-2006	<ul style="list-style-type: none"> • Council of Europe, the Information Office in Bucharest • School Inspectorate of Dolj County • Institute for Education Sciences
Detailed description of project						Type of services provided		
The project aimed to support the development of student participation mechanisms and structures at school level and to offer students real opportunities to exercise the democratic participation. It also aimed to enhance the school transformation towards a						Through this project, there were created in the pilot schools the mechanism and structures for students' participation in the school life, including school and out-of-school activities. In each		


democratic learning environment, with a participative management, flexible curriculum offers, and a modern, democratic organizational culture, based on fundamental principles of democracy and human rights.


The target group was composed by 4 schools located in the South of Dolj county, in rural and small towns. It is very relevant for the concrete needs of rural and small towns schools, which had less opportunities to be involved in educational or social projects, less training opportunities for teachers, a limited access to information and resources.

The key-word in this project is "participation", reflected not only in theoretical approach of the necessity/ forms/ benefits of students' participation, but in the very concrete ways, for example initiating school councils, students' councils, students' spokesman, civic club, organizing community-oriented events, partnership with other institutions in the community etc. The representatives of local communities and local authorities participated both in training activities but also in the events organized by the students. Their role is to support students to exercise the skills and attitudes of participative citizenship. The local NGO's were invited to join the project as participants in training sessions and partners in the community and school events.


pilot school a project team acted as the "initiative group". The project teams were trained in order to have a broader meaning of students' participation and how it can be achieved. School inspectors and community representatives were also trained in order to have a common understanding of students' participation and to promote the values and principles of democratic citizenship. Each pilot-school prepared a project aiming to promote students' participation and implemented it during the project life-time. This way, there were developed the school capacities of writing and implementing projects. The school project had 2 components: one promoting students' participation in the school, and one promoting SP beyond the school, in the community context.

Ref. # 4	Project title		EULLEARN - The European Lifelong Learning Network					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	<i>P.D</i>	100%	4	European Commission	Socrates Erasmus TN, DG EAC	2003-2006	100 partner institutions in 31 countries, coordinated by ISM University of Management and Economics, Lithuania
Detailed description of project						Type of services provided		
<p>EULLearN is a European Thematic Network under Socrates Institutional Contract, set up in response to the Commission's Communication "Making a European Area of Lifelong Learning a Reality". The traditional systems must be transformed to become much more open and flexible for the learners to have individual pathways of learning that match their needs and interests, and, thus, to take the genuine advantage of equal opportunities in the course their lives.</p> <p>The Overall Objective: EULLearN aspires to identify coherent strategies and practical measures to foster university lifelong learning. It aims at more cohesive and economical use of existing instruments and resources.</p>						<p>This Thematic Network supports the exchange of good practices and experiences and the identification of common problems, ideas and priorities through the work of three Targeted Thematic Groups (EULLearN TTGs):</p> <ul style="list-style-type: none"> • TTG A - LLL Methods and Environments, Common Core References, Lifelong Learning Materials • TTG B - National University Lifelong Learning Networks and European Co-operation • TTG C - Accreditation in LLL, Tuning, APEL and ECATS in LLL <p>More information about EULLearN Thematic Network can be found at: www.eullearn.net</p>		


Ref. # 5	Project title		MOBIKID – Geographic Mobility and Children School Performance in Europe					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 TEHNE Centre for Innovation and Development in Education	11 countries of the European Union and Romania	<i>P.D</i>	11,1%	3	European Commission	Socrates Action 6.1.2&6.2, DG EAC	2005-2007	<ul style="list-style-type: none"> • Lifelong Learning Institute Dipoli, Finland • SCIENTER, Italy • FIM-NeuesLernen, Germany • Lambrakis Research Foundation, Greece
Detailed description of project						Type of services provided		
<p>Professional mobility is viewed as one of the major factors to develop Europe's competitiveness on the global stage. Considered as an opportunity to improve the person's ability to take advantage from distant job or academic offers in the Union, or as a mean to reduce the gap between offer and demand on a European-wide labor market, mobility is the central point of personal, regional, national and continental economic dynamism strategy.</p> <p>The main objectives of the project are to analyse and understand the impact of mobility on academic achievement, considering the problem as a whole, addressing its psychological and sociological dimensions and to come up with practical recommendations and solutions for supporting mobile children.</p>						<p>The main outcomes of MobiKid project, addressing 11 countries of the European Union and Romania are as follows:</p> <ul style="list-style-type: none"> • study report on school provision for mobile children • study report on pedagogical needs of teachers facing underperformance issues of mobile children schooling • study report on the impact of geographic mobility on academic performance • good practices compendium about access, integration, management and tracking of mobile children in Europe • prospective study report presenting advice for a successful education of mobile children and teenagers in Europe 		


Ref. # 6	Project title		Civica Online					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 TEHNE Centre for Innovation and Development in Education	Romania	<i>P.D</i>	100%	3	N/A	TEHNE – Centre for Innovation and	2005-2010	Institute for Education Sciences

						Development in Education		
Detailed description of project						Type of services provided		
<p>Civica Online project aims to:</p> <p>(a) present the key-concept and practices in the field of EDC;</p> <p>(b) stimulate the discussion, debate and initiatives on new EDC guidelines and methods;</p> <p>(c) facilitate the flow of information to all the stakeholders.</p> <p>As a long standing objective, the project aims to support the social transformation and the civic education reform.</p>						<p>It was developed the website www.civica-online.ro, which provides resources and information for teachers, headmasters, policy-makers, education experts, NGOs activists. Relevant information, studies and resources are constantly updated and disseminated to all stakeholders.</p>		


Ref. # 7	Project title		SMEs COUNSELLING: Development of a "front-line" advice-guidance-counselling scheme for SMEs' employees					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	P.D	6,09%	3	European Commission	Leonardo Da Vinci, DG EAC	2004-2006	Politehnica University of Bucharest
Detailed description of project						Type of services provided		
<p>The Overall Objective:</p> <ul style="list-style-type: none"> to improve access to general and vocational training for those generations that are already integrated into the labour and employment markets <p>Specific Objectives:</p> <ul style="list-style-type: none"> identifying the desired profile and creating a training package (curriculum, methodology, instruments, evaluation criteria and certification provisions) for developing new social skills for front-line counsellors elaborating a " scheme " with an European dimension, for providing internal guidance fit for SMEs , with particular attention for older people and especially for women networking with stakeholders in the area of lifelong learning, in view of lobbying for curricula improvement for technical qualifications and for qualifications and competences recognition. 						<p>This project considers that first ("front-line") approach of employees, in view of lifelong learning, fostering the metamorphosis of SMEs into "learning organisations", should come not from foreign/ external bodies, but from in-house well-known persons. When new technologies require higher qualifications, managers' roles shift from technical and organisational issues towards more social and educational aspects. Their job would be to foster awareness on the culture of learning within own organisations, skills development, leadership commitment, continuous improvement and lifelong learning, as essential prerequisites for successfully employment of the principles of the EFQM Quality Model. New management techniques (coaching, mentoring) are enriched; hence the managers are also able to give "front-line" information-advice-counselling on lifelong learning and act like</p>		

"on-the-job" learning facilitators or learning brokers.


Ref. # 8	Project title		Education Club					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	P.D	33%	3	National Foundation for Community Development	National Foundation for Community Development & Agata Publishing House	2004-2009	<ul style="list-style-type: none"> Ministry of Education and Research National Foundation for Community Development Agata Publishing House
Detailed description of project						Type of services provided		
Educator's Club is a centre for exchange of experiences and innovative knowledge transfer at grass-roots level. The project - comprised of periodic meetings of teachers, school inspectors, journalists, researchers - is addressed " <i>to those interested, in love with, scared of, motivated, enthused or perplexed of what is happening or what is not happening in education</i> ". The frames for discussions are proposed by teachers, journalists or even pupils and echoes of these meetings reach decision levels and local newspapers.						Within the project, TEHNE is the reviewer for the periodical EDICT - Education Review (a Education Club journal) and provides external evaluation for some activities.		

Ref. # 9	Project title		Publishing and dissemination of EDC materials					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	P.D	100%	4	Council of Europe	Council of Europe & TEHNE - Centre for Innovation and Development in	June-December 2005	<ul style="list-style-type: none"> Romanian Coordination Committee for the European Year of Citizenship through Education – 2005 Ministry of Education

						Education		and Research <ul style="list-style-type: none"> Institute for Education Sciences
Detailed description of project						Type of services provided		
<p>This project was run in the framework of the European Year of Citizenship through Education - 2005, launched by the Council of Europe. It aimed:</p> <ul style="list-style-type: none"> to raise awareness of EDC and of the role of education in promoting active and responsible citizenship; to provide instruments for EDC actors, in order to develop effective EDC policies and practices at the level of the education system as a whole, as well as at school level. <p>The target group comprises education policy makers, school inspectors, headmasters, teachers, education experts, NGOs activists.</p>						<p>Several significant materials in the field of EDC were provided into Romanian language in order to support the policy-makers, education experts, teachers and headmasters to have a broader understanding of EDC policies strategies and practices. The project was implemented in June-December 2005 and included:</p> <ul style="list-style-type: none"> Translation, printing and dissemination of the toolkit "From policy to effective practice through quality assurance in EDC", part of the Council of Europe EDC Pack. Translation, printing and dissemination of the toolkit "Teacher training for EDC and Human Rights", also part of the Council of Europe EDC Pack. Translation into Romanian language, printing and dissemination of promotional materials of the EYCE (flyers, posters etc.) 		


Ref. # 10	Project title		VALUE-SCOUT – Value Schools and Citizenship Observatory for Culture and Sport					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	P.D	9,5%	3	European Commission	Socrates Action 6.1&6.2, DG EAC	2004-2006	<ul style="list-style-type: none"> Lambrakis Research Foundation The Tavistock Institute of Human Relations Helsinki University of Technology ELLINOGERMANIKI AGOGI SA Friedrich-Alexander University of Erlangen-Nuremberg University of Bologna

								• MENON Network
Detailed description of project						Type of services provided		
<p>The VALUE SCOUT project identified and analysed recognised good practices, initiatives of excellence and innovative examples concerning the role of sports and cultural practices in formal contexts (schools) and in non-formal and informal settings (sport clubs, associations, etc.) and elaborated a set of policy recommendations, suitable for the different European countries, focused on the educative and socialising dimensions of sport and culture.</p> <p>Main objectives</p> <ul style="list-style-type: none"> • An innovative methodological approach to investigate the association of values related to the emerging society in Europe, in the process of the enlargement with culture and sport activities in the context of school education. • A web-based database with case studies identified through a comparative mapping and analysed through the above common methodology. • A map of the existing actors and initiatives in the field, covering all European countries. • A network of stakeholders and policy makers that will establish a long-term dialogue on the issue of sport and culture in schools. • An indicator system, able to monitor the policy, practice, and research achievements in the area. • A set of recommendations targeted to policy maker in the field of sport and culture. 						<ul style="list-style-type: none"> • Setting up a conceptual and methodological framework to map current sport and cultural practices in formal and informal educational settings aiming at the transmission of fundamental values such as solidarity, tolerance, comprehension, respect of others and of diversity. • Conducting a systematic desk research and review of existing policies and expected developments aiming at exploiting the education potential of sport and cultural activities in formal, non-formal and informal education. • Carrying out a systematic analysis of a significant number (30) of Case Studies among at least 7 EU countries to identify examples of recognised good practices, initiatives of excellence and innovative practices about the role and the impact of education pedagogies and practices of culture subjects and sport in schools, in relation to value building, active citizenship, new learning objectives and attitudes. • Developing indicators, guidelines and recommendations for decision makers geared to highlight principles and practices for an effective development of sport and culture in education. 		


Ref. # 11	Project title		E-DRIM - European Dream for Immigrants					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	P.D	7,8%	5	European Commission	Socrates Grundtvig, DG EAC	2005-2007	<ul style="list-style-type: none"> • Ente ACLI Istruzione Professionale, IT • SCIENTER, IT • Gwent Careers Service Partnership, UK • Instituto Municipal de Formación y Empleo, ES • FIM-NewLearning, DE


								<ul style="list-style-type: none"> • SCIENTER, ES • Nova Distance GEMS AB, SW • South East Wales Racial Equality Council, UK
Detailed description of project						Type of services provided		
<p>E-DRIM intends to favour the process of integration of immigrants, especially, but not exclusively, of those who have higher levels of competences, qualifications and professionalism, by supporting their more active role in the society, providing them with learning and lifelong learning initiatives supporting entrepreneurship as a new and alternative path to personal development.</p> <p>The E-DRIM project aims at:</p> <ul style="list-style-type: none"> • Designing, developing and validating a personal development methodology and the related toolset and guidelines to support immigrants in the realization of their "dream/life project", by providing them with the socio-cultural mediation, the language training, formal and non-formal learning opportunities and relevant support services for a full development of their active citizenship and entrepreneurship, thereby accompanying them in the realization of their human and social potential (social aim) • Contributing to the overcoming of existing social stereotypes (which determine that a particular ethnic group is associated with specific professional skills and job opportunities), by promoting the visibility of competences and knowledge patrimonies of immigrants, as well as intercultural dialogue among immigrants, practitioners and other key players in the fields of lifelong learning, labor market, recognition and certification of competences and prior learning outcomes • Raising awareness on the E-DRIM outcomes among practitioners working in assistance desks and other services which provide legal and institutional assistance, guidance for job search, support for housing, health services, training and learning opportunities • Promoting collaborative reflection and critical analysis of opportunities for personal development (in different domains of social life, i.e. education, training, employment, entrepreneurship etc.) according to individual "dreams/life projects", in order to enhance social regeneration as well as mobility from a social condition characterized by necessity and heteronomy to a new condition characterized by autonomy and empowerment • Promoting intergenerational exchange in order to preserve disappearing handcrafts activities and other professions such as those implying services to the person (i.e. care to elders and to children) 								

Ref. # 12	Project title		Digitalizacion en el sector de la comunicacion – un reto europeo					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any

 Centre for Innovation and Development in Education	Romania	<i>P.D</i>	15%	8	European Commission	Leonardo da Vinci	2005-2007	<ul style="list-style-type: none"> • Col·legi de Periodistes de Catalunya (ES) • Centro Protocolar De Formaço Profissional Para Jornalistas (PT) • Fons Formació Zona Mediterrania (ES) • Rogaland Training and Education Centre (NO) • Sindicato dos Jornalistas (PT) • Sindicat de Periodistes de Catalunya (ES) • Union of Cyprus Journalists (CY)
Detailed description of project						Type of services provided		
<p>Aims of the project:</p> <p>A. Research, and formalisation of methods and tools, concerning changes in jobs and skills in the sector:</p> <ul style="list-style-type: none"> • To identify those development factors which are, in a substantial and homogeneous way across the participating countries, modifying activities involved in communications and information. This involves conducting research into those evolutionary factors which are bringing about profound changes in professions and jobs in the communications sector. In particular, those connected with digitisation. • To identify those activities most affected by these factors, and the professions and jobs engaged in these, and to identify the changes occurring in current skills, together with the new demands. • To describe new jobs in terms of associated skills, where applicable. <p>B. To offer tools which will help guide and train both currently active and future professionals in the sector:</p> <ul style="list-style-type: none"> • Formalisation of a quality standard for analysing processes of technological evolution (digitisation) in the sector, and their impact on the skills required, allowing these to operate as professional observatories, and contribute to the adaptability and competitiveness of the sector in a sustainable manner. • Comparative study of the skills which these changes demand of workers, and the related formal training available (University, Vocational Training). This comparative evaluation will be conducted specifically for each country. • Identification of common deficiencies, and the translation of these shortfalls into training pathways, structured into modules which can be assimilated in the various participating European countries. This will allow each country and each agent within the education and vocational training system, based on a transnational definition, to group together and apply modules in a flexible manner in accordance with the needs of its target audiences. To offer these tools (training pathways, descriptors) to: • Professionals, professional associations, journalists' unions, professional bodies and other organisations into which companies and/or workers within the sector are grouped, in order to offer reliable information and provide guidance to their associates and the users of their services, designing appropriate training actions and adapting their internal structures. • Universities, formal Vocational Training Centres, institutes offering qualifications and other educational and 						<ol style="list-style-type: none"> 1. Media field research: analysis of digitisation processes undertaken by various media channels (at state, regional, provincial and local level, and in both public and private sectors). The aim here is to provide a snapshot of the current situation in this field in those countries involved in the project; there will be then a transnational comparison from which both common and differential trends can be extrapolated, with the aim of identifying what training deficiencies (in terms of digitisation) workers are subject to, in addition to the new jobs which have emerged. 2. Field research about training: analysis of training programmes, both formal and informal (including those organised by the private sector and institutions) for media professionals, with the aim of comparing these programmes with media employees' real needs, and the creation of training pathways for each participating country. 		

training authorities, in order for these to be used within their guidance services, in order to contribute to the adaptation of the training courses they offer, in particular within postgraduate studies and in optional courses.

Ref. # 13	Project title		Elearning.Romania					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	<i>P.D</i>	100%	14	N/A	TEHNE – Centre for Innovation and Development in Education	2006-2009	<ul style="list-style-type: none"> University of Bucharest National Foundation for Community Development AltFACTOR
Detailed description of project						Type of services provided		
<p>The Elearning.Romania project is focused on presenting an overall picture of the current state-of-the-art of in the usage and penetration of ICT in the education system in Romania. In portraying the picture, specific efforts are paid not only in verifying the existing situation/scenario but also in identifying the expectations, prerequisites and needs of the education system actors and beneficiaries as well as values, concerns, fears and tensions which are influencing the real innovation and development process.</p> <p>The aim of the project is to promote and support innovative practices in education through the development of a significant opinion stream, common for all the main stakeholders' representatives in the field of Computer-Assisted Instruction. This aim is operationalised through the two main objectives: organisation of a national conference and publication of a significant yearly monograph on elearning and ICT in education.</p>						<ul style="list-style-type: none"> Yearly workshops on Elearning and Computer-Assisted Instruction Publishing periodical issues on Elearning in Romania Disseminating reports, relevant projects' outputs, announcements, publications on Elearning 		

Ref. # 14	Project title		Quality Assurance of Education for Democratic Citizenship					
Name of legal entity	Country	Overall project value (\$)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	<i>P.D</i>	100%	5	N/A	Department of State, Public Affairs Section (U.S. Embassy in Bucharest)	10.2006-09.2007	<ul style="list-style-type: none"> CCD Dambovita (county centre for teaching staff) Institute for Education Sciences)
Detailed description of project						Type of services provided		
TEHNE supports teachers of 6 schools of Dambovita county (urban and rural areas) to provide their students and the local community with efficient and systematic civic and human rights education programmes. The theoretic basis of the project						Training the participating teachers (up to 10 people per school) in quality assurance of EDC		

consists in the document developed by the Council of Europe: *Tool for quality assurance of education for democratic citizenship (EDC) in schools* published in the fall of 2005. The core idea of the “**quality assurance**” concept applied to education for democratic citizenship is to (self)evaluate all **aspects and actors** of civic education carried out in school and generate a **school development planning** meant to really challenge the school's beneficiaries to become active and responsible citizens. The novelty of this project refers to the **holistic approach** to EDC (education for democratic citizenship) and HRE (human rights education) activities at **school level** and the involvement of **all school people** (learners and teachers) in setting up a **democratic culture in school**.

The **teachers** are challenged: - to critically consider all aspects of EDC and HRE (curriculum, manuals, training courses, school atmosphere, their own performance, etc.);

- to develop an efficient civic education policy at school level;
- to set up school development planning of EDC;
- *to outline* school quality assurance system;
- to work in a professional team.

As a result of this project the **6 participating schools** will have a concrete experience in developing holistic systematic approaches to EDC or HRE and they will be the first institutions outlining a quality assurance system of EDC.


The quality assurance system within each school will be visible through: - more (pro)active and more credible civic educators;

- a more democratic school management and a better leadership;
- more realistic and more efficient partnerships with community;
- more deeply involved and more responsive students;
- a more democratic environment.


The four facilitator-trainer people go to the 6 schools every month and help the school teams with analyzing the EDC profile by **identifying the relevant indicators and descriptors** and **designing the evaluation tools** meant to measure all EDC dimensions.

The final products (the EDC policies and the development plans of all schools) will be posted on specialized sites and sent to the local and national educational authorities. At the same time, the Council of Europe will be given the 6 case studies describing the processes run in and the lessons learned by the 6 participating schools.


Assisting the school teams in evaluating the EDC and planning their school development

Ref. # 15	EI Dorado – European Learning Community for Regional Development							
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	P.D	7.59%	3	European Commission/ DG EAC	Minerva Action/ Socrates Programme	2006-2008	<ul style="list-style-type: none"> • FUEIB: University-Enterprise of the Balearic Islands Foundation • FIM: Friedrich Alexander University of Erlangen-Nuremberg • Scienler Espana • Eifel: European Institute for eLearning

								<ul style="list-style-type: none"> • Scierter • BME: Budapest University of Technology and Economics • HUT: Helsinki University of Technology • NADE: Norwegian Association for Distance and Flexible Education • TEHNE: Center for Innovation and Development in Education
Detailed description of project						Type of services provided		
<p>The main goal of ELDORADO is to establish a user-friendly- European Learning Community for Regional Development responsables and agents, addressing their main leaning needs and aiming at familiarizing them with the use of ICT for learning. The Community is intended to become, not only an approach to support their own learning as a professional community, but also as a high potential instrument to accompany and accelerate regional innovation and socio-economic development programmes/initiatives. The objectives of ELDORADO are:</p> <ul style="list-style-type: none"> • To establish a Continuing Professional Development model (CPD model) for Regional Development Agents (RDA) based on an integrated and contextualised use of ICT for learning; • To increase awareness and confidence of Regional Development Agents community and related policy makers on the potential of ICT for learning through promoting a direct experience of learning embedded in relevant project work ; • To explore and collect evidence of the potential of ICT for learning to accompany and support regional development initiatives/programmes; • To validate the model and plan its dissemination and sustainable development, upgrading and updating the model on a basis of a continuing flow of improvement. <p>ELDORADO mainly addresses the Regional Development Responsibles and Agents which will be supported by means of a collaborative learning approach influencing the level of attention of regional and local policy makers towards the innovative use of ICT to support learning. It ill also imply the active involvement of the research community and will aim at influencing the regional and local policy makers.</p>						<p>Eldorado activities are organized in several Work packages, namely: 1.- Regional Development Laboratory; 2.-Benchmark Analysis, 3.- Project based pilot learning , 4.- Learning Community for Regional Development, 5.- Feedback and sustainability and 6.-Project management and evaluation. ELDORADO main outcomes include:</p> <ul style="list-style-type: none"> • Map of main regional development priorities from a benchmarking analysis, identification of learning supply and related learning needs • Activation of a collaborative learning environment and learning resources • Continuing Professional Development model tested and running, including two learning initiatives related to Regional development launched • Sustainability plan developed • Coordination and quality management implemented. 		

Ref. # 16	Project title		Prelude – Training Programme on ICT in Music Education					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 TEHNE Centre for Innovation and Development in	Romania	<i>P.D</i>	6,6%	3,5	European Commission/ DG EAC	Comenius Action/ Socrates	2006-2009	<ul style="list-style-type: none"> • EA: Elinogermaniki Agogi • ILSP: Institute for Language and Signals Processing

Education						Programme		<ul style="list-style-type: none"> • ROH: Roehampton University • WALDING: Enterprise Jens Waldig • SONIC : The Interactive Institute II AB • TEHNE: Center for Innovation and Development in Education • DIMA: Academy of Music "Gheorghe Dima" – Cluj-Napoca • SEK: SEK-Ciudalcampo • LeFo: Miksike LearningFolders
Detailed description of project						Type of services provided		
<p>The PRELUDE project (Training programme for ICT in Music Education) aims to develop an in-service training programme for music teachers who are motivated to learn about, integrate and critically evaluate the use of ICT in music education. A plethora of web-based music material, the proliferation of e-learning modules, music educators' tight schedules between teaching and performing, a growing requirement for music education in remote schools, and an increasing familiarity of young learners with computer and music technology creates a new research area for music education. In this framework the proposed project addresses the needs of music educators who see their fellow teachers benefit from the use of technology and often ask what technology can do for them and how they can get started.</p>						<p>The PRELUDE is expected to help music teachers to increase student's motivation in music practicing, enhance individualised instruction in music teaching and facilitate classroom-based teaching. Computer-based instruction and assessment should be designed to help students set realistic goals and achieve them through systematic yet creative and amusing activities, which in turn generate intrinsic motivation.</p> <p>The project's implementation is based on a blended training scheme that includes two cycles of school-centred work in order to build a training programme that is based on an extended needs analysis study. Music teachers will continuously give feedback to the project teams about their experiences acquired along with their students. Furthermore, the proposed project will take into account other 'ICT and music education' initiatives in Europe and beyond.</p>		

Ref. # 17	Project title		RuralLearn – Rural Learning for Development in Europe					
Name of legal entity	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of client	Origin of funding	Dates (start/end)	Name of partners if any
 Centre for Innovation and Development in Education	Romania	P.D	9%	1,5	European Commission/ DG EAC	Accompanying Measures/ Socrates Programme	2006-2007	<ul style="list-style-type: none"> • EA: Ellinogermaniki Agogi • UA: University of Aegean • MESTA: Mesta Association for Learning and Culture • UB: Department of Didactics and Educational Organization - University of Barcelona • IFS: Institute for Future Studies

Detailed description of project	Type of services provided
<p>The proposed RuralLEARN project is an Accompanying Measure across the main Actions of the Socrates Programme. It aims to gather the knowledge, experiences and outcomes of the different Socrates-funded European cooperation projects which have been carried out in the field of learning in rural and geographically disadvantaged areas, analyse them, and present them coherently and systematically to stakeholders and the wider public. This will be achieved through a carefully designed campaign, which will peak into the organisation of a coordinated cluster of public events. The events will be organized in remote and rural settings on the Greek island of Chios, a mainly rural, geographically disadvantaged, less developed piece of insular land at the southeastern fringe of the European Union, which however presents a tremendous developmental potential and a challenge for sustainable development initiatives. By choosing this remote and rural setting for the organization of the public events, the RuralLEARN project seeks to directly exemplify the challenges faced by Europe's rural communities in terms of development and inclusion, as well as the relevant opportunities that lifelong learning presents for Europeans of all ages in rural and geographically disadvantaged areas; the project will have the opportunity to present these to the visitors invited to the events, the tourists that will happen to visit the island, invited visitors from the Turkish coast lying opposite to the island, as well as, importantly, to the local communities, including rural citizens, and students and teachers from all levels of education represented on the island (pre-school to vocational training and university).</p>	<p>The public events, which will form the core of the RuralLEARN project, will include the following:</p> <ul style="list-style-type: none"> • An international conference, which will bring together academics, agents of applied research, and, most importantly, field practitioners, who in the last ten years have been supported by the Socrates Programme to investigate ways of promoting lifelong learning, in the widest sense, in rural communities and geographically disadvantaged areas in Europe. recommendations for the future. • A series of parallel seminar workshops, each one delving deeper into one of the three major thematic lines of the project. • An open Rural Learning Fair, disseminating the concepts of the proposed project, as well as the outcomes of all projects invited, to the wider public. • A competition for the "Most Brilliant Idea for Better Life at the Village through Learning", aimed particularly at school students and teachers in rural settings in Europe.