

## **Das ADHS-Vignetten Projekt von Frau Prof. Dr. Hanna Christiansen - Universität Marburg**

Aktuell führe ich mit meinem Doktoranden und der Universität in Isfahan eine Studie zur Diagnostik der ADHS durch. Wir wollen die Studie von Bruchmüller, Margraf und Schneider (2012) replizieren, die niedergelassenen Kinder- und Jugendpsychotherapeut\*innen und -psychiater\*innen 4 Fallvignetten jeweils für Jungen und Mädchen vorgelegt haben. In der 1. Vignette waren alle Kriterien einer ADHS erfüllt, in der 2. fehlten 2 Kriterien, in der 3. drei und die 4. Vignette beschrieb eine völlig andere Störung, nämlich die generalisierte Angststörung des Kindesalters. Diese Vignetten hat Ashkan übersetzt und aktuell füllen iranische Kinder- und Jugendlichenpsychotherapeut\*innen und -psychiater\*innen diese Vignetten aus. Wir wollen überprüfen, ob wir im Iran ähnliche Ergebnisse erzielen wie in Deutschland. Die deutschen Ergebnisse weisen auf eine Überdiagnostizierung von Jungen hin und generell auf diagnostische Fehler durch das fehlende Abprüfen der diagnostischen Kriterien.

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## Providing psychotherapy to people with mental disorders: A culture-sensitive German-Iranian “Training-the-trainers-“approach

### Aims of the project

A postgraduate training in psychotherapy for psychologists is considered a necessary condition to improve access to psychotherapy for patients with mental and psychosomatic disorders. Therefore a group of 20 psychologists (Masters degree) representing different regions of Iran are selected and will receive a postgraduate training from international experts on evidence-based psychotherapy. This training lasts for 3 years, consisting of more than 350 hours of training in workshops, plus continuous supervision, self-reflection and practical clinical work. Once they have completed their postgraduate training, the members of this training group are expected and encouraged to start training their own group (“**training the trainers**” approach). They will also receive a certificate that they have successfully completed the training as an “International Psychotherapist (DGPs)”.

In addition to this “training the trainers” approach, a committee will be established to analyze culture-sensitive aspects of training and applying psychotherapy. This committee consisting of Iranian and German members will meet at least once a year to monitor transcultural problems in psychotherapy trainings, develop recommendations for modifications, and support the development of an internet-based training program how to deal with culture-sensitive aspects in psychotherapy.

### Project plan/time schedule

**2016:** Selection of an Iranian group of psychologists (Masters degree) for the initial training cohort; first meeting of the scientific committee/ICC “Culture-sensitive psychotherapy” with the aim of developing the training plan; first week with workshops for members of the training group (IP-trainees).

**2017:** Three training weeks with workshops for the training group; meeting of the scientific committee/ICC; continuous supervision via Skype/internet.

**2018:** Three training weeks with workshops for the training group; one meeting of the scientific committee. Continuous supervision via Skype/internet.

**2019:** Three training weeks with workshops for the training group. Continuous supervision via Skype/internet; oral exams of participants; one meeting of the scientific committee/ICC to evaluate the program; finalizing the internet program for culture-sensitive psychotherapy.

Start of their own training groups for every trainer in Iran; advice and support for the trainers via Skype/internet

**2019-2022:** Establishing sustainable structures for postgraduate psychotherapy for psychologists continues. .

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### The Training Program

## Appendix

### Information for Participating Students

Participants should comply with the basic requirements that are necessary for a successful course of this project. They are expected to contribute actively during the three year training, and to chair workshops and organize trainings for a subsequent cohort in Iran.

During the three year training program, they are expected:

- To attend and participate in 320 hours of workshops on psychotherapy
- To work with patients (minimum 300 hours over a three year period)
- To participate in therapeutic self-reflection (40 hours; could be additionally organized as two group block courses of 20 hours)
- To integrate into a group of Iranian trainees with different gender and cultural backgrounds;
- To support all other group members, to work for group coherence and transcultural tolerance
- To translate English workshop elements and materials into Farsi, to prepare further workshop material in Farsi (e.g., video clips)
- To be open to specializing on some of the training contents, and to become a trainer for a few topics of the whole program
- To be willing to participate in a subsequent three year program for dissemination (organizing a training cohort and program in year 4-6 in Iran); establishing sustainable structures for further dissemination of the program and of evidence based psychotherapy in general (together with Iranian home university?)
- To support an improved integration of psychotherapy and psychotherapists in the Iranian health care system (e.g., lobbyism, chamber work, ...)
- **Before each workshop:** Participants are expected to prepare actively for the workshops. The local coordinator of the next workshop will receive manuscripts, videos, and other material from the next workshop trainers, and he/she will disseminate this material to the participants. Participants will translate and adapt the material before the start of the workshop, and provide this material to all participants and the international coordinators.
- **Workshop participation:** Participants are expected to organize their trips and the hosting for the workshops. They are expected to participate actively, be prepared to develop and test new behavior and reflect their personal role, the role of the culture, and the need for tolerance and flexibility during the whole course. This includes the participation in role plays, and providing feed-back to the trainers about the usefulness of the workshop, and to the international coordinators about the need to culturally adapt treatment approaches. Workshops will end with the definition of aims and clear intentions what to do before the next meeting (“homework”). Participants are expected to specialize in specific skills of a few of the workshop topics (e.g., exposure in agoraphobia; motivational interviewing in addicts; schema therapy in borderline). They prepare to become a trainer for workshops on some of these topics during the training of the second cohort. At the end of every workshop, special skills, experiences and potential problems are discussed when becoming a trainer for such a workshop in the future.
- **After each workshop:** It is expected that participants try to apply the new competences in their work with patients. They will report their experiences to supervisors, and they will ask for feedback what to improve.
- **End of training:** At the end of the three -year training program, an oral exam will take place. If successfully passed, participants will receive a certificate of the German Psychological Society DGPs on “International Psychotherapy”.

The subsequent three year period: **Training the next cohort**

- To start: Together with a local institution (University; Teaching institute) and with the support of the other participants of the original cohort, the new trainer prepares to train a new cohort of upcoming psychotherapists. With the institution, up to 20 participants are selected for the new

(local?) cohort.

- Together with the participants of the original cohort and the local institution, the training program, definition of trainers, schedule, administrative affairs, financial issues (salaries, travel costs, etc.) are agreed on.
- Participants should be motivated to accept the role as a trainer for the new programs established of other original team members at other locations in Iran and other Farsi speaking countries.
- Participants commit themselves to working in professional societies to better represent psychotherapy within the Iranian society, its political and economic system, and to improve access to psychotherapy for patients in Iran.
- Participants can request advice from international experts if needed. They will receive addresses from contact persons in Germany who are happy to offer advice.
- If participants with a certificate of “International Psychotherapy” engage for at minimum of 2 years in such a “Training the next cohorts” program, they will receive a certificate of the German Psychological Society DGPs certifying that they are a “Trainer in International Psychotherapy”.

#### **Costs for participants:**

- Participation fees (first three years): 1.900 EUR per year
- Housing costs for participants during workshops (up to 8 weeks over 3 years)
- Travel costs for participants to workshop venues
- Costs for local self-reflection groups (in Iran)
- Participants agree with their home universities about optional tuition fees and negotiate all local affairs that are necessary for a successful course of the whole program

### **Information for Participating Universities/Institutions in Iran**

Participating institutions have a crucial role for the success of this project. They decide to become a nucleus of psychotherapy training in Iran. Their expected benefit should not only be short-term, but to develop a long-term reputation as expert center for psychotherapy training. The establishment of structures that guarantee sustainability is highly welcome (e.g., University advanced master program in psychotherapy; continuous postgraduate training program in psychotherapy). Special tasks of these institutions are:

#### **Before the training starts:**

##### **Selection of applicants:**

- Please select about twice as many applicants for participation than will finally be expected to participate from your institution. The International Coordination Committee (ICC) will select about half of the suggested applicants for final participation. The final group will be selected according to criteria like qualification, motivation and six year perspective, gender issues, representation of different country parts, group coherence. **Please be clear to applicants about the risk of not being finally accepted!** (Example: If you want to have about four final participants from your institution in the first cohort, you should provide a list of eight potential candidates who fulfill the requirements; see below).
- Criteria for applicants: Applicants should be prepared to devote their professional life to psychotherapy, and to spend a substantial amount of time during the next six years for this project. As the provision of psychotherapy for most mentally ill persons in Iran will strongly depend on many people with a professional focus on psychotherapy, the majority of the first cohort (and subsequent cohorts) is expected and will be selected to be graduated psychologists (Master level). Physicians (especially psychiatrists) can also participate, as long as they are willing to focus their work the next years mainly/exclusively on psychotherapy.
- **Specific criteria participants of the first cohort should fulfill:**
  - Excellent knowledge in psychology (preconditions for psychiatrists: see above)
  - Fluent in English

- Willingness to participate in a three year training program, and to act as a workshop presenter and training organizer in subsequent years
- Access to patients with mental and/or psychosomatic disorders
- Openness and flexibility to learn and change the individual behavior and attitudes in order to become a professional psychotherapist; willingness to reflect personal and professional characteristics. No serious personal conflicts should be evident.
- Openness to develop culture-sensitive interventions, also for members of other cultures, and to work with people from different cultures
- The ICC will strive to select a balanced male:female ratio
- The ICC will strive to select a balanced distribution of Iranian country parts and cultures; culture diversity is welcome.
- 
- Future participants for subsequent cohorts can be accepted for the program, even if they do not fulfill the specific requirements for the first cohort. Candidates not being accepted for the first cohort can be part of a waiting list for subsequent cohorts.
- Please prepare all administrative necessities that you need, contracts, lecture hall reservations, financial issues etc.

#### **When the first training period starts:**

- Be prepared to host about 2-3 workshops (à 4-6 days) during the next three years
- If you are the host of a workshop, your specific tasks are:
  - Organize hotel reservations for the trainers
  - Organize shuttle services and, if possible, personal assistance for trainers
  - Announce locations details, workshop venues, potential housing options etc. for participants
  - If possible, some gratification for trainers (e.g., sightseeing tour) is welcome.
- Please also support the collaboration with the International Coordination Center. Sometimes some members of the ICC will also attend, and your assistance to make their stay as convenient and fruitful as possible is highly welcome.

#### **Preparing sustainable structures for future training cohorts**

- The participating universities should decide whether they want to establish a local postgraduate training program in psychotherapy that is mainly based on this first training group (Advanced masters program?). This should be decided at latest in the 2<sup>nd</sup> or 3<sup>rd</sup> year. This postgraduate training program should consist of courses mainly provided by the Iranian experts from the first training group. Additional advice/support from international experts is possible.
- Develop your local budget plan
- Support the organization of future trainings to improve the expertise of psychotherapists and to improve the access to psychotherapy for patients with mental and psychosomatic problems.

#### **Further duties of the participating institutions**

- Housing/hotels (usually 4 to 5 stars) for up to 6 trainers and supervisors per training week that is hosted by this university (up to 2 times during the first 3 years); shuttle service and further support for the International trainers
- Local infrastructure (lecture halls etc., projectors, preparation of paper copies, etc.) , local transport of trainers and supervisors
- Infrastructure to continue the training program with a new local training group, chaired by one of the trainees of the first training cohort
- Several universities should be also prepared to host one meeting of the International Coordination Committee, and one visit of some supervisors coming from Germany during the first three years

### **Information for Workshop Trainers and Supervisors**

Workshop trainers are expected to provide workshop materials **at least two weeks** before the workshop to the international coordination center in Germany. They arrange all necessities that this material can

be translated and used in Iran (e.g., patient's approval to use videos; approval to culturally adapt and use this material in Iran by Iranian trainers).

#### **Before workshop:**

Arrange your trip. Apply for visa at the Iranian embassy (Frankfurt a.M.) two months in advance. Indicate the time frame for which you would like the local hosts to book you into a hotel room. Together with your local hosts, we will try to arrange shuttle services for you. Indicate whether you wish any assistance to plan a trip in Iran after your workshop. Send workshop material 2 weeks before the workshop starts (see above).

#### **During workshop:**

As you are the expert workshop trainer, we do not offer any advice for your specific workshop. However, we want to express the need to be culture-sensitive, and to address culture-sensitive aspects actively.

Save some time at the end of your workshop to discuss:

- The need for cultural adaptation of the workshop content
- Please define specific goals that participants should practice in the following weeks. These goals should also be communicated to the (international) supervisors.
- Anticipate potential problems and requirements if participants will become trainers for this topic in the future. Please advise which further experiences are needed. If possible, please recommend people who might become future trainers for this topic.
- Communicate these impressions also to the international coordination center.

#### **After your workshop:**

Take some time and visit the lovely and wonderful places of Iran (strongly recommended!). You can ask the international coordination center to offer advice. If you expect any problems for future trips to countries with tense relations to Iran (e.g., to US, Israel), the German embassy offers the opportunity to provide you with a second passport.

Upon your return to your home country, write a report to the ICC about necessary transcultural adaptations; suggest participants to ICC who have the potential to become good experts for dissemination of the workshop topics in future Iranian workshops.

#### **Costs/income:**

- Costs for economy flights, hotel during the workshop period, transit and shuttle in Iran will be covered by the ICC.
- Trainers will receive a cheque corresponding to the value of 500 EUR per workshop day. They can use this amount for travelling and visiting the wonderful country of Iran after the workshop.

#### **Supervisors:**

Supervisors are expected to offer at least one session per month with their trainee via Skype/Phone (30 sessions during three years). They are invited to fly to Iran to visit their trainee once during the three-year training program; they are expected to arrange a visa via the Iranian Embassy (Frankfurt?) themselves two months before the trip to Iran. Current costs are around 60 EUR. Flight costs plus a 400 EUR voucher for round-trips after the supervision sessions will be covered by the ICC. Supervisors are expected to send a report to ICC during the third year about necessary transcultural adaptations.

#### **Self-reflection courses/trainers:**

To be organized by trainee locally or by steering committee (self-reflection could be also organized as block seminars in Iran)

#### **International Coordination Center (ICC; Marburg, Germany)**

**(up to 10 people, representatives of every participating university; of the Marburg steering committee; of Razi):**

**Tasks:**

- Overall coordination
- Meeting in 1<sup>st</sup> year in Iran (one week): selection of participants, definition of workshop program for the upcoming workshops; preparation of program start, guidelines for universities, participants, trainers, supervisors
- Participation in evaluation committee/ICC
- Collecting and evaluating feedback in general, and on transcultural aspects of the training workshops in particular
- two-days meeting in 2<sup>nd</sup> year (in Iran)
- two-days meeting in 3<sup>rd</sup> year (either in Iran or Germany)
- Final report about transcultural dissemination of psychotherapy
- Recruitment of trainers and supervisors
- Initiation and supervision of planning of workshops, supervision
- Collection and analyses of feedback after workshops from trainers, workshop participants, and hosting institutions
- Initiation and co-organization of ICC meetings (and/or collection of written feedback)
- Collection of transcultural evaluation of workshop feedback
- Support of development of an Internet training program on “Transcultural psychotherapy” for Germans and Iranians
- Organization of final examinations of participants (after three years)
- Certificate for participants: Organization of a certificate “International Certificate of Psychotherapy”, by the academic German Psychological Society DGPs
- Support of the establishment of sustainable structures for psychotherapy training in Iran

**Costs:**

- Travel costs to Iran/Germany (we expect to be able to compensate these costs)
- Hotel/housing: should be covered by inviting university.

**Budget Planning (three years)**

<b>Expenses</b>	<b>EUR</b>
<b>Flights Germany – Iran for 25 trainers x 600 EUR</b>	<b>15.000</b>
<b>Remuneration for Trainers per Workshop day 42 days x 500 EUR</b>	<b>21.000</b>
<b>Visits of members of ICC in Iran: Flights 12 x 600 EUR</b>	<b>7.200</b>
<b>Visits of supervisors in Iran: 10 * Flights + 400 EUR Travel Voucher</b>	<b>10.000</b>
<b>Remuneration of Sself-reflection trainers 6 week-ends plus travel costs</b>	<b>6.000</b>
<b>Assistant in Iran</b>	<b>9.000</b>
<b>Others</b>	<b>2.800</b>
<b>TOTAL</b>	<b>71.000</b>

**Expected income via participation fees: 80.000,-- EUR**

**(Minimum Calculation: 14 Ss x 1.900 EUR p.a. = 79.800 EUR)**

## **Beschreibung des Projektes**

### **„Untersuchungen zur Umsetzung der UN-Konvention über die Rechte von Menschen mit Behinderungen im Iran und in Deutschland“**

#### **1. Das Übereinkommen der Vereinten Nationen über die Rechte von Menschen mit Behinderungen (UN-Konvention)**

Die Generalversammlung der Vereinten Nationen hat am 13. Dezember 2006 das „Übereinkommen der Vereinten Nationen über die Rechte von Menschen mit Behinderungen“ (kurz: UN-Konvention) verabschiedet. Die Bundesrepublik Deutschland hat diese völkerrechtlichen Verträge unterzeichnet und ratifiziert. Sie sind mit Wirkung zum 26. März 2009 rechtsverbindlich geworden und haben den Rang eines Bundesgesetzes. Die islamische Republik Iran hat die UN-Konvention am ... unterzeichnet.

Die UN-Konvention stellt behinderte Menschen mit ihrem Wunsch nach Unterstützung für ein selbstbestimmtes Leben unter Beachtung der Fähigkeiten und Eigenschaften des Einzelnen in den Mittelpunkt der Regelungen. Sie deckt bei der Beschreibung der einzelnen Rechte alle Lebensbereiche ab, angefangen vom Recht auf Leben über Erziehung, Schule, Bildung, Arbeit und Beschäftigung, Gesundheit, Wohnen, Mobilität, Achtung der Privatsphäre, Zugang zu Informationen, Teilhabe am politischen und öffentlichen Leben bis hin zur Teilhabe am kulturellen Leben sowie an Erholung, Freizeit und Sport.

Ziel der UN-Konvention ist es, „den vollen und gleichberechtigten Genuss aller Menschenrechte und Grundfreiheiten durch alle Menschen mit Behinderungen zu fördern, zu schützen und zu gewährleisten und die Achtung der ihnen innewohnenden Würde zu fördern (Art. 1 UN-Konvention)“. Allen Menschen, so verschieden sie sind, soll gleichberechtigte Teilhabe und Teilnahme am gesellschaftlichen Leben ermöglicht werden.

Neben diesem Leitgedanken der Inklusion ist die Achtung der sozialen Wertschätzung behinderter Menschen von besonderer Bedeutung. Behinderung wird nicht als etwas Negatives, sondern als normaler Bestandteil menschlichen Lebens und menschlicher Gesellschaft angesehen. Dabei werden die Wechselwirkungen zwischen Beeinträchtigungen bei einzelnen Menschen und den unterschiedlichen Hürden oder Barrieren, die ihrer Teilhabe am gesellschaftlichen Leben entgegenstehen, in den Blick genommen. Behinderung ist danach kein individuell zu lösendes Problem oder Defizit. Vielmehr ist die Gesellschaft so barrierefrei oder zugänglich zu gestalten, dass möglichst alle umfassend an ihr teilhaben können.

Alle Länder, welche die UN-Konvention unterschrieben haben, sollten einen nationalen Plan erarbeiten, wie die Konvention umgesetzt werden soll. In Deutschland gibt es keinen nationalen Plan, sondern jedes der sechzehn Bundesländer erarbeitet einen eigenen. Hamburg hat am 15.02.2012 als eines der ersten Bundesländer einen „Landesaktionsplan“ vorgelegt. Im Iran ... Seitens der kommunalen Schul- und Sozialverwaltungen der Provinzen Isfahan und Shahrekord wurde bereits Unterstützung nachgefragt zur Umsetzung der UN-Konvention auf lokaler Ebene.

Ziel des Kooperationsprojektes ist es, im wissenschaftlichen und bildungspolitischen Austausch den Bedarf, das Verständnis, die einzelnen Handlungsfelder, den Stand und mögliche Empfehlungen zur Umsetzung der UN-Konvention im Bundesland Hamburg und in den Provinzen Isfahan bzw. Chaharmahal Bakhitiani (Shahrekord) zu erforschen, zu diskutieren und Empfehlungen zur Weiterentwicklung zu erarbeiten.

#### **2. Vorarbeiten und bestehende Kooperationsbeziehungen**

Im Rahmen eines Internationalen Kongresses, der 2007 an der Universität Isfahan durchgeführt worden ist, sind viele Gespräche des wissenschaftlichen Beirats des Projektes „Psychosomatik



Aufbau im Iran“ zustande gekommen. Dabei ist die Idee der Gründung einer Gesellschaft zur Förderung des wissenschaftlichen und kulturellen Austausches entstanden. Im Verlauf des Projektes hat sich diese Idee bis zur Gründung einer Internationalen Gesellschaft weiterentwickelt, die am 07.04.2009 als „Gesellschaft Razi für Medizin und Psychotherapie“ beim Amtsgericht Siegen unter der Nummer 2943 ins Vereinsregister eingetragen worden. Ziel der Gesellschaft ist u.a. die Koordination, der Austausch und die Kooperation von wissenschaftlichen und therapeutischen Initiativen im Bereich der Medizin und Psychotherapie nach Bio-psycho-soziokulturellen Ansatz, die Durchführung von regelmäßigen Kongressen, Informationsvermittlung über wissenschaftliche Arbeiten und Forschungsberichte, Tagungen und Vorträge sowie interdisziplinäre Vernetzung.

In einer Dissertation hat *Dr. Farid Mosharaf Dehkordi* eine Untersuchung zu den Angeboten und Problemen der pädagogischen Unterstützung von Familien mit geistig behinderten Erwachsenen im Iran vorgelegt, die erstmalig und auf die Provinz Chaharmahal Bakhitiari (Shahrekord) bezogen einen Problemaufriss zum Stand der Behindertenarbeit bietet. Herr Dr. Dehkordi hat Kontakte aufgebaut zu den Universitäten in Isfahan und Shahrekord, und ist regelmäßig im Iran, um diese Kontakte zu pflegen und auszuweiten. *Prof. Dr. Joachim Schroeder*, bei dem Dr. Dehkordi promoviert hat, besuchte im Oktober 2012 erstmals im Rahmen einer Vortragsreise die Universitäten in Sari, Isfahan und Shahrekord. In Gesprächen und Workshops wurden Möglichkeiten der Kooperation in Forschung, Lehrerfortbildung und Beratung eruiert. Prof. Schroeder wechselte 2012 von der Goethe-Universität Frankfurt/Main an die Universität Hamburg und hat dort nun eine Professur für inklusive Pädagogik inne. Er ist an mehreren wissenschaftlichen Begleitprojekten zur Umsetzung der UN-Konvention im hamburgischen Bildungssystem beteiligt, er berät die Lehrplankommission zur curricularen Einbeziehung der Inklusion und berät die Senatsbeauftragte für die Gleichstellung von Menschen mit Behinderung in der Erarbeitung und Umsetzung des Landesaktionsplans im Handlungsfeld Schule/Bildung.

### **3. Arbeitsziele und Arbeitsformen**

Das Kooperationsprojekt möchte in den beiden Ländern die UN-Konvention zum Anlass nehmen, um in Deutschland (insbesondere in Hamburg) und im Iran (fokussiert auf die Provinzen Chaharmahal Bakhitiari und Isfahan) eine Diskussion über die Weiterentwicklung der Behindertenarbeit unter dem Leitbild der Inklusion anzuregen. In Workshops, Tagungen und Debatten soll geklärt werden, was in der UN-Konvention steht, was damit gemeint ist, wie der Stand der Umsetzung im jeweiligen Land bzw. in der Provinz Isfahan und Chaharmahal Bakhitiari ist. Gefragt wird auch, inwiefern es Konzepte oder Aktionspläne zur Umsetzung gibt, wie man solche Pläne erarbeiten kann und wie sie in verschiedenen Handlungsfeldern bzw. Institutionen umgesetzt werden können etc.

In einem ersten Schritt sollen mit den beteiligten Universitäten in Form von kleinen Tagungen in Vorträgen und Workshops einführende Diskussionen zur UN-Behindertenkonvention, ihrer theoretischen und methodischen Grundlagen sowie Beispiele konkreter Umsetzung angeregt werden. Sowohl an den Universitäten in Isfahan bzw. Shahrekord als auch in Hamburg sollen in Lehr-Lern-Projekten mit Master-Studierenden der Erziehungswissenschaft und Sozialen Arbeit eine Reihe von Studien zu verschiedenen Handlungsfeldern (Bildung, Wohnen und Arbeit) initiiert, begleitet und ausgewertet werden, in denen der Status quo zur Umsetzung der Konvention auf Provinzebene beschrieben sowie Bedarfe identifiziert werden, um die Ergebnisse in gemeinsamen Tagungen zu präsentieren und zu diskutieren.

In einem zweiten Schritt sollen mit Akteuren aus der Bildungs- und Sozialverwaltung in den fokussierten Provinzen in kleinen Tagungen und Workshops die Ergebnisse der Untersuchungen diskutiert, Handlungsansätze identifiziert und Empfehlungen zur Weiterentwicklung des Systems der Behindertenarbeit formuliert werden. Die konkrete Praxisarbeit soll mit einem PhD-Programm begleitet werden, das in den beiden iranischen Universitäten angegliedert und in die internationale Kooperation eingebettet ist. Beispielsweise können die iranischen Doktorandinnen und Doktoranden zu einer Summer school nach Deutschland eingeladen werden, um ihre Arbeiten zu präsentieren und zur Diskussion zu

stellen.