**Minutes**

**v.1**

**4th Transnational Partner Meeting**

***Recommendations for international project managers competences recognition and validation for lifelong learning [AER-V]***

**Porto, Portugal / 22 & 23 November 2021
organized by Rightchallenge**

**Time:**

***1st Day: Monday,*** ***22 November 2021: 10:00 - 17:00 GMT***

***2nd Day: Tuesday, 23 November 2021: 10:00 - 14:00 GMT***

**Place:**

Rua do Conde Ferreira 208, 4000-222, Bonfim, Porto

## Participants

Agnieszka Dadak, FAIE (PL) | on-site

Rafał Dadak, FAIE (PL) | on-site

Jerzy Kraus, FAIE (PL) | on-site
Lorenza Lupini, COOSS (IT) | on-site
Luca Bordoni, COOSS (IT) | on-site
Hans Jørgen Vodsgaard, Interfolk (DK) | on-site

Aron Weigl, EDUCULT (AT) | on-site

Oliver Löscher, EDUCULT (AT) | on-site

Ana Carneiro, RightChallenge (PT) | on-site

Marisa Esteves, Rightchallenge (PT) | on-site

Yiannis Laouris, FWC/CNTI (CY) | online

**Minutes:** Rightchallenge

**Goals of the meeting:**

1. Review of the AER-V project actions and the previous outcomes and recommendations.
2. Requirements for continuing/maintaining PM certification and validation of competences periodically.
3. Insight into the practical work developed by partners on the units and skills for the certification and validation provider and common reflection.

**Expected outcomes:**

1. Define the competencies European project managers should have in order to apply for certification, and how to motivate managers to use the knowledge and improve their skills.
2. Several written options for maintaining the training process and renewal of certification system.
3. Enrichment of the project recommendations through practice insights.

***Monday, 22 November 2021: 10:00 - 17:00 GMT***

Welcoming of participants and presentation of the agenda – no changes were made to the agenda.

Recaption of project aims and review of achievements so far by Faie: Agnieszka made a presentation about the project, namely the priorities, budget and timeframe. She also mentioned the preceding project of AER-V (First-time International project realizers support network) and shortly presented the research done and results produced that build the basis on which AER-V is built on.

Agnieszka made a recaption of the achievements since the beginning of the project and the plan containing the agreed alterations of the order of the meetings. Reviewing the timeline of the project the event in Nicosia, Cyprus, was mentioned, due to happen in May next year. The SDD (Structured Democratic Dialogue - training event will increase knowledge and skills in the field of planning and conducting the SDD co-laboratory, as an effect of the experimental learning - experiencing the subsequent stages of the SDD process.

Agnieszka recaptured WP 1 (Preparatory and management Activities), WP (TPM1 in Bielsko Biala) and in WP3 Agnieszka recaptured the State-of-the-Art Analysis in all partner countries. The desk research consisted in mapping the solutions for recognition and validation of knowledge, skills and competences available for the adult learning CSOs in all partner countries. The recommendations made in the previous meeting in Vienna were reviewed (the training offer that could be offered to those who would like to work as project managers, and it was also agreed that only European project managers would be addressed in the project, not international project managers (it is too wide to integrate cooperation outside of Europe).

Agnieszka followed with the dissemination aspects of the project and the dates of the reports were reviewed and how Covid put the project’s dissemination on hold because the meetings are the main source of dissemination. Agnieszka brought up the importance of sustaining/updating the FIRST Network Portal (<https://www.first-network.eu/en/>)

The meeting proceeded to the next point in the Agenda, the presentations of the “homework” partners agreed in Vienna – to allocate the competences and skills to each job role. (Filles attached in the annex section).

**COOSS – Italy**

Ludovica and Luca: The work we tried to do in this task was to sign each module cloud that we first identified in the meeting in Vienna. The work we did was to assign specific skills to each module. We decided to do it this way in order to understand which skills can be assigned to each module (even more than one). The colors help identify which skills belong to each module, and the total number of skills to each module.

**Rightchallenge – Portugal**

Ana: We also tried to assign skills and a competence to each module and assigning them to the agreed Job Roles 1 (PM for national coordination of European project), 2 (PM for coordination of a whole European project and 3 (Trainer/mentor/supervisor for EU PMs). We used the same color method to separate the modules and thought that almost all skills from the different modules could be assigned to each nob role. This is just a draft, and it is hard to catch up, so this is our proposal.

**Interfolk – Denmark**

Hans: Last meeting we sort of talked about on 3 main roles we should certify, and I have tried to divided into 4 job roles: the project designer Then I proposed two competences levels, because we don’t need to certify beginners, then I used the PMC triangle as reference. So, I tried to make fewer units to included micro-certification and I made a proposal in which we use 6 unites per leg of the module. That is the approach I used in the excel file. Some units can be merged into ones, and some can move places, so this is what I propose, we can discuss them and elaborate them. The second sheet it has my proposal of the alterations, and the levels assign to each skill in different competences per job role. For instance, if you are mentor you need to have expert skills and experience in

As I see the certification aspect, if you are certified as a project designer you have already many of the units you need for the upper level of certification, as a coordinator you only need some extra units, and as a mentor some extra units on top of that. That is the idea. I combined two skills in one unit: for example, Needs Analysis and Swot Analysis or Motivation, Influencing and Situational Understanding. Each unit you could transfer to a training session, a module. It is important to have a clear relation between the training area and the certification area. In this method you will have 8 certifications and 18 micro units certified (6 competences 3 legs).

**FAIE - Poland**

Agnieszka: In our module we tried to divide the competences I am unable to assess the competences from the triangle, it was unclear which competences go where. Many of those competences should be in many places, and there is also the difficulty of defining the competence itself. Taking into account the three job toles I just assessed the levels of the competences to the three job roles bet ween Basic, Intermediate and Expert. A challenge with the word competence appeared: some of the things on the triangle are really just a knowledge or a skill, in a competence we are supposed to have knowledge, skill and awareness.

**EDUCULT - Austria**

Aron: We had the same issues you described to merge the skills with each other. We stuck with the clusters we agreed last meeting. We thought about this micro-certification, that with each skill you can have a micro-certification. The Strategy and Creativity are clusters we added by us. We added a few more skills, such as evaluation and monitoring to the technical cluster. The creativity cluster was considered a relevant addition by partners.

We did not assign the sign roles yet, because we thought it was better to show and agree on this first.

Hans: These structures are not appealing to the three-leg module, but it was the one agreed in Vienna.

Partners commonly discussed the use of the clusters and competence-oriented approach and the three-leg module, the original method. It was agreed that the three-leg module would prevail with six competences in each axis – Technical competences/ Leadership competences/ Strategic and Business Management competences.

The discussion proceeded following the work brought in by Interfolk - partners agreed on working on that base document to merge, rename and adjust the competences on each axis (see annex). Partners debated about the axis each competence should refer to and saved the alterations in the working document. This task was to be completed the next day.

**Group Visits**

The day followed by two study visits organized to the EPES - Escola Profissional de Economia Social (Professional School of Social Economy) and to the Cooperativa de Solidariedade Social Povo Portuense (Cooperative of Social Solidarity Povo Portuense).

**EPES - Escola Profissional de Economia Social (Professional School of Social Economy)**

The Professional School of Social Economy is an institution dedicated to the professional teaching and consolidated experience in youth and adult training inserted in the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET Framework). The EPES and their board members welcomed the group warmly and made a short introduction to the history of the institution and their training offer. They provide a training offer to those who look for a double certification (educational and professional) in several courses. The particular point of incision was the recognized certification the school provides, and their course offer related to the qualification and contextualization for working on the Civil Society Organization Sector. Also, as a partner and coordinator in European projects on the theme, they shared their thoughts and insights on the possible structure, difficulties and barriers of constructing and certifying a training offer in the context of people involved in CSOs, based on their knowledge and on the Portuguese system.

**Cooperativa de Solidariedade Social Povo Portuense (Cooperative of Social Solidarity Povo Portuense)**

With about 18,000 members, the Cooperativa de Solidariedade Social do Povo Portuense (CPP) has been equivalent to an IPSS (Private Institution of Social Solidarity). They exist and operate in Porto since 1900 in the area of citizenship and social protection. This visited provided awareness and understanding to the functioning and operating method of an important and established CSOs in the city of Porto. The group was welcomed by the Cooperative President and visited the facilities. This visit consisted in a guided insight on the work developed by the institution as an actor of the social economy framework and the work of civil society organization in Porto.

***23 November 2021: 10:00 - 14:00 GMT***

Welcoming participants and signing the attendance list of the second day.

Recaption of the working activities of day before by Rightchallenge and FAIE.

Continuation of the work of merging competences and detailed discussion about the competences assigned for each of the previously defined units. Partners went through the definitions of the competences presented and worked on the definition and area each unit should have, within technical competences, leadership competencies and Strategic and Business Management – the three legs of the (PMC) working module. After the completion of this task, it was defined the homework for next meeting:

**Homework for next meeting:**

**TASK 1:** Improve/rewrite the wording and overall description and name of the competences.

* FAIE and Rightchallege – Technical competences
* COOSS and Interfolk - Leadership competences
* EDUCULT / FWC – Strategic and Business Management competences

**TASK 2:** Assigning the 6 competences to each job role.

**TASK 3:** Assess the level of the competence.

**Agreed deadline for completion: 15 March 2022.**

After the finalization of this task the meeting proceeded with an activity proposed by FAIE/Agnieszka, with the goal of preparing an input for the next meeting in Denmark.

Agnieszka: Imagine that you need to urgently employ a person in one of the previously agreed job roles. You cannot see the CV of the candidate, but you know the person is certified in this job role,

and that the certificate was issued five years ago. You need to decide if you want to employ this person or not just by asking them only five questions. The goal is to ask questions about the level of the competence and give proposals to keep the job roles.

Partners were dived in four groups and each group picked randomly picked one job role. Partners proceeded to discuss in 15 minutes each question they would ask. The questions were further presented to the whole group but not discussed, leaving the discussion to the next meeting.

The questions for each job role were the following:

**JR 1 - Project partner / co-applicant (PM for national coordination of European project)**

1. Do you feel confident with this role even if your certification was issue 5 years ago?
2. How many projects and what types have you participated in the last year?
3. How many funding programs do you have knowledge about?
4. Are you able to use specific tools for the internal communication of the project, and be ready to learn about more?
5. What knowledge of the CSO context in your country?

**JR 2 – European Project Manager for coordination/management of the whole project work (at the project leader organization)**

1. How many EU/international projects did you manage in the last 5 years?
2. How many organizations are involved in each project and what are the budget managed?
3. In which thematic fields did you work in the last 5 years?
4. What challenges did you face in communication (internal and external) and how did you manage them?
5. Did you attend any courses to improve PM skills in the last 5 years?

**JR 3 - Project Mentor (Trainer/mentor/supervisor for EU PMs)**

1. What kind of training/mentoring have you already implemented?
2. What competences are in your point of view most important for an international project manager?
3. Have you refreshed your knowledge in any way in the last 5 years?
4. What are you most curious on the topic of European cooperation?
5. What were the most challenging situations you face while training, mentoring, supervising a European project and how did you manage them?

**JR4 - Project designer / applicant /fundraiser (PM for preparing project applications)**

1. Experiences in the field: in which project have you been a project designer
2. What was the success rate with your applications?
3. Working methodology in working in application: did you involve staff, which work context are we you used to work on?
4. Where did you do the job before and in what context have you worked on?
5. Idea workshops and managing of teams.

After the questions were presented, the meeting continued to the next point in the agenda: Management issues and planning of future steps in the project.

**Planning the next meeting in Denmark**

Hans sent partners a document explaining the conditions of holding the meeting in Vartov, Copenhagen or in Middelfart. After discussing both possibilities and conditions partners agreed the best location would be Copenhagen, in the previously agreed date of **23 – 24 March 2022.**

**Management issues:**

* Payment will be delayed due to the extension of the project
* Portal developed in the previous project: FIRST NETWORK, FAIE made a kind reminder about updating the portal about the project AER-V.
* Community of practice on EPALE Platform – there were a few technical issues with the tool, but FAIE made a kind reminder to partners to share relevant information on the tool.
* Clarification of the formal documents for the meeting (attendance list, new member of the project committee.
* Discussing dissemination aspects of the project and using the meeting as main dissemination activities.
* Agreement on a date for all partners to complete the homework – **15 March 2022.**

**Round of evaluation**

All participants made a round of evaluation regarding TPM4 in Porto.

Ana mentioned the meeting went well, even though it was difficult to catch up. It is quite visible how much the project has progressed, even more to someone who is new to it. The consortium so far made a great job in narrowing our topics of discussion and progressing in the right direction. Discussing the topic of certification for project managers is not easy but very useful to build on for the future. The meeting was balanced, and the group visits gave a good insight on Civil Society Organizations in Porto.

Hans mentioned the meeting functioned very well the hybrid format and that the meeting itself went well. Regretted not being able to physically attend. He mentioned that we could have focused more on the topic of the continuing of certification, but we have a very solid base to conclude this theme quite quickly in Denmark.

Yiannis mentioned the hybrid meeting worked also very well and was sorry that the consortium could not be together. He mentioned the long-lasting relationship of the group that made it easier, and that the meeting was very productive. The coordinators were very good in pushing us to make progress.

Agnieszka thanked Rightchallenge for hosting the meeting. Also mentioned that the study visits were relevant and insightful, mainly the second one. The cooperative visit was significant for a study element and networking for future activities. Regarding the content of the meeting: this project needs to be adjusted to the ongoing realities, we started in Vienna after a year of the project “paused”. The project

has really progressed, and it is heading the right direction. The topic of continuing of certification was not directly discussed, but we build a solid basis for the discussion of completion of certification and its maintenance in meeting in Denmark (March 2022), and we will be able to address this theme quite quickly. In Cyprus we will have a discussion about the final recommendations for this validation and recognition system, and we are preparing the SDD (Structured Democratic Dialogue) process and use those experiences.

Yannis added that in Cyprus the goal is to experience and learn how to utilize this methodology of SDD, because we will be in an advanced stage of the project everyone will be invited to submit recommendations to move forward, after defining the “triggering question”. We will then have several submitted actions/suggestions/contributions. The stronger ones will be selected.

Ludovica and Luca mentioned the homework methodology works very well for partners, but the meeting had a productive group discussion, and prepared the continuation of discussion for the next meeting. The homework was a good reflection, and this methodology helps partners think clearly and stay on the topic, with concrete ideas/challenges/results to present. The group activity at the end was very engaging and effective to discuss certification.

Oliver agrees on the point Ludovica made. It is quite useful to have something written in between the meetings, to reflect and stay on the topic. We proceeded today with our certification system, we have a structure now. Concerning the hybrid meetings, it is a good solution for now regarding the circumstances, but hopefully it will get back to normal and all partners will be together the next time.

Aron mentioned that he appreciated the group work very much that Agnieszka proposed and added that hopefully we can further reproduce these questions. Regarding the group visits, the first visit was not good, concerning the language barrier.

Rafał and Jerzy mentioned it was great that we managed to meet in Porto and thanked Rightchallenge for organizing the meeting and program. Important visit to the Cooperative of Porto Portuense.

Marisa thanked the kind words, it was a pleasure to host the meeting.

**Final Recommendations**

**Some difficulties encountered:**

* Difficulty in defining skills and competences – defining the concept of competence: it implies to encompass knowledge, skills and attitude/awareness and that is not always easy in their definition.
* Difficulty assigning competence /skill level to the job role. It is very complicated to assertively assign the competences to each job role.

**Agreeing points:**

* Merging some skills to create a compact and comprehensive module with 6 competences for each leg.
* Merging skills and assigning them to each leg of the triangle module.
* That will be the basis of agreeing certification to continue to the renewal of certification.
* Competence and skill oriented – focus of all homework brought in by participants
* All levels in the assessment system - from beginner to expert to proficient.
* **The agreed methodology is the three-leg module/ PMC triangle.** Each one of the axes (units/ modules) of the PMC triangle refers to one of the previously agreed units: Technical Competences, Leadership Competences and Strategic and Business Management Competences. Each is agreed to have 6 competences, comprising one or more skills, some of them are merged for a more compact and comprehensive module.
* **Give focus to the certification through training – micro certification system - possible to transform training units in training modules.** The numbers are to 6 in each leg by merging some of the units, so we can get a simpler certification unit model, with 3 legs x 6 units, like 18 units. The Micro-certification of each unit in the certification frame will be less comprehensive and complicated.
* **Suggested addition of a new job role:** **Project designer / applicant /fundraiser (PM for preparing project applications)**. The success rate of EU applications may be approx. 15 – 25 pct depending on the program, so the first main threshold for being engaged in European projects is to provide successful applications in a very competitive environment.

Prepared by: Rightchallenge

3rd December 2021

**ANNEX I**

Final alterations discussed and done to the working document during the meeting in Porto, regarding the three legs of the PMC triangle. Inicial and complete document by Hans, Interfolk [here](Homework/Certification%20frame%2C%20JR%20-%20levels%20-%20units%2C%20v1-Interfolk.xlsx).

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| **1. Technical skills - 6 units**  |
| Technical project management refers to more technical competences to plan and execute the project in the area of adult education in a civil society context.  |
| Here we present 6 technical key competences that are important for being a good international project manager.  |
| 1 - English language skills | **English language skills,** |
| i.e. high level of reading, writing and speaking English as the common foreign language in European cooperation, incl. skills in terminology of adult education in a civil society context.  |
| 2 - Project Planning | **Develop project plan**  |
| i.e. how to design a project idea in a structured manner, engage co-applicants, design the application and present it to be co-funded by specific funds and programmes.  |
| 3 -Project scheduling and budgeting | **Project planning and scheduling** |
| i.e. to plan the break down structure of the work programme, fx the SMART manner with Specific / Measurable / Achievable / Realistic / Timely goals, key activities and outputs.  |
| **Budgeting and cost estimation,** |
| i.e. to add the detailed cost estimates of the activity plan into a detailed budget plan, which help to monitor the budget and to provide a work programme related account.  |
|  **Financial management,**  |
| i.e. to manage the planning, budgeting, accounting, internal control, auditing, procurement, disbursement and financial reporting in accordance with the project plan.  |
| 4- Coordinating the teamwork | **Coordinating the teamwork,** |
| i.e. to put the work plan into practice by creating task lists, nominating responsibilities, supervising the execution with clear procedures for controlling and time management.  |
| 5 - Communication and dissemination strategy | **Internal communication,** |
| i.e. to plan and implement an effective and assertive communication with the project team, that defines What, Why, Who, Where, When and How, incl. the ICT means to use.  |
| **Dissemination,**  |
| i.e. to plan the dissemination in accordance with the stakeholders and target groups in the civil society area and to provide the specific means to reach them, incl. use of social media**.** |
| 6 - Evaluation | **Evaluation skills,** |
| i.e. to plan, conduct and report progress and impact evaluation, incl. to define methodology and procedures and to design online evaluation forms.  |
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| **2. Leadership competences - 6 units**  |
| Leadership competences refers to the ability to build team spirit, present visions for your team members and inspire them to achieve the target and to help them dealing with the various stakeholders in the project.  |
| Here we present 10 leadership competences that are important for being a good international project manager.  |
| 1 - Communication in the CSO context and intercultural competences | **Effective communication in the CSO context,** |
| i.e. to communicate the project vision and meaning of the activities to stakeholders and especially to reach out to key stakeholders from the civil society contexts.  |
| **intercultural competences,** |
| i.e. the ability to work in international context with the needed inter-cultural competences and basic understanding of and skills to behave in different cultural and social contexts.  |
|  2 - Motivation, influencing and situational understanding | **Motivation and Influencing,** |
| i.e. to motivate the project team and key stakeholders with clear goals and empower them to put their mark on the work, which reinforces the cohesion and co-ownership. |
| **Empathy and Situational Understanding,** |
| i.e. to engage in free human relationships and understand and meet the needs of your project participants and be good at bringing the strengths of the participants into play.  |
| **Motivation by good exemplary practice,** |
| i.e. to motivate by being a good example by keeping deadlines and focussing on the goals and content, to take responsibility and act in a compassionate, honest and transparent way. |
| 3 - Improvisation and agility | **Improvisation and agility** |
| i.e. to be able to act agile when needed and to improvise in unforeseen situations to ensure progress and effect by following openings, possibilities and the flow of the context. |
| 4 - Team Building and conflict resolution | **Team Building including volunteers**  |
| i.e. to promote ownership in the project team and related volunteers and promote a constructive collaborative culture with a strong mutual responsibility and motivation. |
| i.e. as coordinator to delegate as many tasks as possible to get more time for dealing with the unexpected, and to gain more time to engage the project work as a whole. |
|  **Conflict resolution** |
| i.e. to successfully navigate in internal and external conflicts and challenging situations and mediate between different point of view and ability to take the final decision. |
| 5 - unnamed | **Moderating meetings and events,** |
| i.e. to have the skills and attitude to moderate consortium meetings, plenary sessions and bigger project events both face to face and on virtual events (by Skype, etc.).  |
| **Organising Idea-Workshops,** |
| i.e. idea generation during group sessions, like brainstorming or brain-writing, where engaged stakeholders qualify the project idea or design solutions to unforeseen problems. |
| 6 - Peer-to-peer counselling and mentoring | **Peer-to-peer counselling and mentoring** |
| i.e. to counsel and help other team member with specific project tasks, or rather to provide counselling and advice on a peer-to-peer level in a cross-border and multilateral context.  |
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| **3. Strategic and Business Management competences - 6 units**  |
| Strategic and Business Management competences refer to knowledge and expertise in the area of activity so the team better can execute the projects accordingly to the strategy of the organisation and the context they are working in.  |
| Here we present 10 Strategic and Business Management competences that are important for being a good international project manager.  |
| 1 - unnamed (we should have not only knowledge to complete the competence)  | **Insight knowledge of the CSOs providing adult education,** |
| i.e. knowledge of the mission and the needs and conditions of the CSOs sector of non-formal and informal adult education in your own country and the wider European community.  |
| **Insight knowledge of the situation in the involved partner countries,**  |
| i.e. a basic knowledge of the history and current challenges as well as of the CSO field in the involved partner countries.  |
| 2 - unnamed | **International and multilateral network in the CSO field,** |
| i.e. to have a strong European network in the CSO sector and the ability to find and select appropriate new partners. as well as to promote your own organisation as a future partner. |
| 3 - Use of European funding programmes | **Use of European funding programmes,**  |
| i.e. an overview of relevant funding programmes and not least an insight in the specific demands these programmes have for the project plan and the specific application design. Adapting to the needs of the organization. |
| 4 - Project Strategy Building | **Need (and stakeholder) analysis,** |
| i.e. to know how to analyse the need for the project idea and to clarify the means to meet the need and to involve the key stakeholders in the project plan.  |
| **SWOT and Risk analysis,**  |
| i.e. to clarify the Strengths, Weaknesses, Opportunities and Threats for the project plan, and state the obvious risks and plan how to handle them.  |
| 5 - Legal and regulatory compliance | **Legal and regulatory compliance,** |
| i.e. to ensure that the planning and implementation of the project are aware of and take steps to comply with relevant laws, policies, and regulations in the area. |
| **Dissemination tools (?),**  |
| i.e. the ability to apply the tools and contact channels for information, promotion and dissemination of the project to the main target groups. Logo and disclamer mandatory for the dissemination of all materials. |
| 6 - Strategy for European Cooperation | **Synergies between national CSO projects and between varied international CSO projects, Sustainability and transfer** |
| i.e. ability to see and use possible synergies by initiating parallel international and national projects with overlapping activities and outputs and suplementing funding possibilities.  |

**ANNEX II**

**Meeting Agenda**

**AGENDA**

**v.1**

**4th Transnational Partner Meeting**

***Recommendations for international project managers competences recognition and validation for lifelong learning [AER-V]***

 **22 & 23 November 2021
organized by Rightchallenge**

**Time:**

***1st Day: Monday, 22 November 2021: 10:00 - 17:00 GMT***

***2nd Day: Tuesday, 23 November 2021: 10:00 - 14:00 GMT***

**Place:**

Rua do Conde Ferreira 208

4000-222

Bonfim, Porto

***and online via Zoom:***

***1st Day: Monday, 22 November 2021: 09:30 - 17:00 GMT***

<https://us02web.zoom.us/j/84358227155>

***2nd Day: Tuesday, 23 November 2021: 09:30 - 14:00 GMT***

<https://us02web.zoom.us/j/81274622949>

**Sunday, 21 November 2021: 19:30 GMT**

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| 19:30 | Welcome dinner at “O Gaveto”.**Location:** R. Roberto Ivens 824, 4450-279 Matosinhos, Portugal<https://restaurante.ogaveto.com/>  |

**Monday, 22 November 2021: 10:00 -17:00 GMT**

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| 9:30 – 09:45 | Welcome – signing the attendance list – presentation of the 1st day agenda – possible adjustments to the workplan.Moderation: Rightchallenge |
| 09:45 – 10:30 | Recaption of the project aims, and review of the achievements and recommendations so far.Presentation: FAIE |
| **10:30 – 10:45** | **Coffee break** |
| 10:45 – 11:15 | Recaption of the former project developments and ideas:Presentations of the work developed by partners between meetings 3 in September (Austria) and 4 in November (Portugal). Moderation: RightchallengeEach partner presents their “homework” in a common discussion. |
| 11:15 – 12:30 | Division in two working groups:Discussion of the modules/units for a course structure. Focus on a thematic/skill-oriented approach and project/process-oriented approach. |
| **12:30 – 15:00** | Lunch break at “Madureiras”.**Location:** Avenida Rodrigues de Freitas 1, Porto, PT 4300-456<https://www.madureiras.pt/list-menu/restaurante-madureira/>  |
| 15:00 – 15:45 | Group visit to the EPES, Escola Profissional de Economia Social (Professional School of Social Economy).**Location:** Rua da Alegria, 598 4000-300 Porto<https://epes.pt/a-escola/>  |
| 16:00 – 16:45 | Group visit to the Cooperativa de Solidariedade Social Povo Portuense (Cooperative of Social Solidarity Povo Portuense).**Location:** Rua do Paraíso, 213 RC - Porto<http://www.povoportuense.pt/>  |
| 19:30 | Dinner at “Restaurante Portucale”.**Location:** Rua da Alegria 598, 4000-037 Porto [www.miradouro-portucale.com](http://www.miradouro-portucale.com)  |

**Tuesday, 23 November 2021: 10:00 -14:00 GMT**

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| 09:00 – 09:30 | Welcome – signing the attendance list – presentation of the 2nd day agenda – possible changes to the workplan.Moderation: Rightchallenge |
| 09:30 – 10:00 | Common reflection and discussion on the practice insights of the work done on the previous day.Moderation: Rightchallenge |
| 10:00 – 10:30 | Continuation of the group work. |
| **10:30 – 10:45** | **Coffee break** |
| 10:45 – 11:30 | Group presentations and common discussion. |
| 10:30 – 12:30 | Further discussion and reflection of the recognition and re-validation for the certification of international project managers and for lifelong learning, based on previous and present insights and consortium agreements.Moderation: Rightchallenge |
| 12:30 – 13:00 | Preparation for the next and final steps in the project, evaluation, final matters and farewell.Moderation FAIE/Rightchallenge |
| 13:00 – 14:00 | Lunch at “Madureiras”.**Location:** Avenida Rodrigues de Freitas 1, Porto, PT 4300-456<https://www.madureiras.pt/list-menu/restaurante-madureira/> |

Prepared by: Rightchallenge

11 November 2021