

Compendium of training course curricula II

Handbook on international pilot trainings
for the first time international projects
realisers



1st TIP

First-time international project realisers support network



Erasmus+

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Compendia of international training courses curricula

Part II. International trainings

Compendium of training courses curricula II. Handbook on international pilot trainings for the first time international projects realisers

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Preface

“He who knows nothing, loves nothing. He who can do nothing understands nothing. He who understands nothing is worthless. But he who understands also loves, notices, sees. [...] The more knowledge is inherent in a thing, the greater the love. [...] Anyone who imagines that all fruits ripen at the same time as the strawberries knows nothing about grapes.” – Paracelsus

International cooperation is part of the work of a number of European NGOs which deal with lifelong learning. However, many organizations do not participate in international partnership collaborations or are unable to participate successfully. International collaboration can help organizations to initiate internal learning process and renew their every-day organizational practices. This is an important benefit of the European cooperation programs, including Erasmus+ programs, too. To succeed achieving goals, time and personnel are needed. Starting an international project is a challenge, but implementing them can even be a more daunting task. Project managers need support and special skills at international level. How to promote international project managers in this field? First, they need help, because - as it is often found - they are mainly not ready to work in an international environment.

The two-year Erasmus+ development project, realised from September 2018 – ~~August~~ December 2020, entitled “First-time international project realisers support network” addresses exactly this issue.

The partnership circle consists of five organisations from five EU member states working in the area of lifelong learning, culture, social work and civil society development. The partnership circle includes:

The coordinator:

FAIE – Foundation of Alternative Educational Initiatives (PL) – www.fundacjaaaie.eu

The partners:

- COOSS – Cooperativa Sociale COOSS MARCHE ONLUS scpa (IT) – www.cooss.it
- FHSASB – Folk High School Association Surrounding Budapest (Budapest Környéki Népfőiskolai Társaság - BKNSZ) - <http://www.bknsz.hu>¹
- Interfolk – Institut for Civilsamfund (DK) – www.interfolk.dk
- EDUCULT – Denken und Handeln in Kultur und Bildung (AT) – <https://educult.at>

The overall aim of this project to support increasing innovativeness of the adult education organisations, in terms of education methodology, outreach to adult learners and adult education organisations, by supporting them in undertaking new ways and areas to be active.

The aim of our handbook for participants in international cooperation is to review the basics of andragogy, adult education methods and giving examples and edifications of international trainings fitted for international cooperation.

We hope that the handbook will also provide new knowledge to encourage other actors in European civil society involved in lifelong learning to strengthen their international projects and European cooperation activities.

Júlia NAGY
president of FHSASB

¹ By September 2019 the Hungarian project partner was the Hungarian Folk High School Society.

1. Foundations of andragogy

Nowadays, the concept of learning itself is interpreted more broadly. According to the concept of lifelong learning, learning is an uninterrupted process because the set of knowledge and skills we acquire in school at a normal age is not enough for our whole life, so we also have to learn as adults. However, in the concept, not only the temporal (Lifelong Learning) but also the thematic extension (Lifewide Learning) appears, according to which range of life covers by the learning.

There is a particular importance of adult education including life long learning in the European Union. The main reason of it are the great changes in the society and the economy – which some extend similar to the industrial revolution. One of the possible answers for these challenges the adult learning and LLL, which are essential for strengthening Europe’s competitiveness and employability and adaptability. But it is not just Europe’s complex social and political understanding and strengthening social cohesion, but also the quality of life of individuals adult learning also has an important role to play.

1. Table: Comparison of pedagogy and andragogy

	Pedagogy	Andragogy
Lerner	<i>Dependent.</i> Teacher directs what, when, how a subject has been learned.	<i>Self-directing and independent.</i> The task of the teacher is to encourage and nurture learning.
Experience	<i>Of a little value.</i> Teacher experience and text is what matters. Hence, teaching method is didactic.	<i>A rich experience as a resource.</i> Teaching method includes discussion, problem solving etc.
Readiness	<i>People learn what society expects them to.</i> The curriculum is standardized.	<i>People learn what they need to know.</i> Learning programmes are organized around life application.
Orientation	<i>Acquisition of the subject matter.</i> Curriculum organised by the subject under focus.	<i>Learning based on experiences.</i> People are performance centered in their learning.
Motivation	<i>External factors.</i> Examples include parents, fear of failure etc.	<i>Internal factors.</i> Examples include self-esteem, quality of life, etc.

Source: Adopted from Knowles (1984: 812)

1.1. Special features of adult education

Nowadays, the concept of learning itself is interpreted more broadly. According to the concept of lifelong learning, learning is an uninterrupted process because the set of knowledge and skills we acquire in school at a normal age is not enough for our whole life, so we also have to learn as adults. However, in the concept, not only the temporal (Lifelong Learning) but also the thematic extension (Lifewide Learning) appears, according to which range of life covers by the learning.

2. Table: Comparison of childhood and adult learning

Speciality of childhood learning	Speciality of adult learning
• dependent accept control	• independent, responsible
• easily influenced	• not possible or difficult to influence
• main task: learning	• main task: work
• a lot of time to learn	• a little time to learn
• a little experience	• a lot of experience
• memorizing	• looking for logical connections
• theoretical	• practica
• external compliance (parent, teacher)	• internal expectations
• main source of information: teacher	• many external sources of information
• studying alone	• studying in a group (also)
• tolerance for failure is high	• tolerance for failure is low
• subordinate teacher-student relationship	• teacher-student relationship based on partnership

Source: Zrinszky 1996

Formal, non-formal and informal learning at any stage of life also create an excellent field for the acquisition of knowledge and competencies, which is no longer merely the acquisition of knowledge or the development of skills, but a life activity that affects the whole of existence.

3. Table: Formal, non-formal and informal learning

Formal	Non-formal	Informal
Usually at school	At institution out of school	Everywhere
Maybe repressive	Usually supportive	Supportive
Usually prearranged	Structured	Unstructured
Motivation is typically more extrinsic	Motivation may be extrinsic but it is typically more intrinsic	Motivation is mainly intrinsic
Compulsory	Usually voluntary	Voluntary
Teacher-led	May be guidedguide- or teacher-led	Usually learner-led
Learning is evaluated	Learning is usually not evaluated	Learning is not evaluated
Sequential	Typically non-sequential	Non-sequential

Source: Eshach, 2007

1.2. The function of adult education

The functions of adult education continuously changing over the years. The two most important (permanent) functions are the improvement of the specific labor market situation of individuals and their general personal development.

4. Table: Possible grouping of adult education function

	Functions for labour market	Life quality promotion
Main aim	<ul style="list-style-type: none"> • human capital development • the adult's existential sense of security • strengthening the labor market situation of adults 	<ul style="list-style-type: none"> • human resource development • the adult's sense of mental security strengthening • improving the quality of life of adults
Direction of development	<ul style="list-style-type: none"> • special / professional knowledge • knowledge transfer • foreign language competence • IT competence 	<ul style="list-style-type: none"> • learning competence • communication competence • cooperation competence • social competence • cultural competence
Main arena	<ul style="list-style-type: none"> • formal training. 	<ul style="list-style-type: none"> • non-formal training • informal learning
Main function	<ul style="list-style-type: none"> • providing qualification competence • replacement • intragenerational social mobility promoting • Stabilization, existential 	<ul style="list-style-type: none"> • self-development • personality development • recreation • adult socialization • life skills • community-civil basis

Source: Horváth, 2015: 71-73

2. Methodology of adult education

2.1. Methodological principles of adult education

According to the book *The Fundamental Principles Behind Effective Adult Learning Programs* (Cordiner 2016), in order to allow effective learning for adults, trainings needs to be designed in a way that meets the following core principles of adult learning:

Self-directing

The first difference according to Knowles is that adults are autonomous and self directing, meaning that they live under a large degree of self-governance and to their own laws, beliefs and values.

They need to know the benefits, values and purposes of a learning program. They need to know why they are learning and what they're learning. If they cannot appreciate the purpose or value, they will be reluctant to engage in the learning intervention.

Learning by doing

Adults learn through direct experience; therefore, their training and learning interventions must include active and practical participation and offer implementable techniques and methodologies that will immediately improve their everyday lives.

Relevance

The content of a training program must be meaningful and relevant to the adult learners, their lives and their business. They have to very clearly see why this is important to them personally and how it applies to their life.

The immediate use of the learning needs to be clearly understood by the learner. If they can't see how they personally can apply the learning to their own life and roles, it is suggested that motivation towards the training intervention will be significantly reduced.

Experience

Adult learners need to be able to draw upon their past experiences to aid their learning. Training needs to be contextualised to use the language that they are familiar with. We need to select case scenarios and examples that they can relate to, as well as refer to their direct past life, work and social experiences to bring the meaning of the learning into their world as they understand it.

Multisensory learning

Adult learners need multi-sensory learning and teaching methodologies. We must ensure that our learning interventions have appropriately proportioned delivery techniques that meet the needs of audio, visual, reading/writing, kinaesthetic, dependent and independent learning preferences.

Practice

Adult learners are often engaged in learning because a problem needs to be solved. Practicing skills in a controlled environment allows them to grow self-efficacy in new tasks that prepare them to act autonomously outside of the learning environment. The more an adult learner can practice new skills, competencies or the application of knowledge, the more transformational impact the learning intervention will have.

Personal Development

The intrinsic, personal desires and ambitions of an adult learner need to be considered when planning and delivering adult learning programs. As learners get older, their cause for participation in learning programs often moves from external drivers (such as getting a promotion), to internal drivers, like simply learning out of pure pleasure or interest in learning something new.

Involvement

Effective adult learning programs should be planned including for learners feedback and consultation. Adults need to feel as though they have a sense of responsibility, control and decision-making over their learning. They need to be involved in the planning, evaluation and consultation of their own learning process to be fully on board with its successful execution.

In terms of education, this requires the flexibility of the learning situation, the learning program and most importantly, the educator to actively involve the participant in a way that allows them to have a degree of control over what they do, or, in fact, how much they learn.

2.2. Main general features of adult education methods

The methodology should not have the task of making universal recommendations, giving 'recipes'. The facilitator needs to find out in which cases which method is the most appropriate.

The selection of teaching methods should be based on the whole teaching-learning process and it is recommended to take into account the following main aspects:

- ♣ **Aim to be achieved:** The aim of the teaching-learning process determines the content to be conveyed and the methods to be used. In essence, the methods must serve to achieve the goal in the safest, the most complete and the most economical way.
- ♣ **Content to be conveyed** (subject, topic).
- ♣ **Didactic task** (e.g. motivation, teaching and learning new knowledge, application of existing knowledge, skills development, systematization, summarizing, repetition, evaluation).
- ♣ **Personal conditions:**
 - *Adult educator:* readiness, proficiency in adult education methodology.
 - *Participants:* their number, education, performance, mutual knowledge, prior knowledge of the topic, attitudes towards the methods.
- ♣ **Objective conditions:**
 - *Location*
 - *Time available*

In reality, the choice of methods is not an easy task even for educators and andragogues with many years of experience.

The main general features of adult education methods are:

- ♣ *practice-oriented:* the adult is practical-minded, wants to apply the learning outcomes in his / her work and in all areas of life, teaching should be problem-oriented,
- ♣ *reliance on life and work experience:* the adult learner's own world, individual experience, experience and reliance on literacy,
- ♣ *activity, cooperation, independence:* students should be involved in the educational process, teaching methods should develop students' self-activity and social skills.

2.3. Selection of the training method

The repertoire of teaching methods is constantly enriching. The methods can be grouped in several ways, but none can be considered perfect. One of the most common aspects is grouping based on the dominance of the actors. In this way we can distinguish between facilitator-/teacher- and participant-/learner-centered methods.

5. Table: Teaching methodology according to the dominances of actors

Lecturer-/teacher-centered methods	Participant-/learner-centered methods
<ul style="list-style-type: none"> • Presentation/Lecture • Explanation • Conversation/Discussion 	<ul style="list-style-type: none"> • Teamwork • Training • Situation plays • Project methodology • Debate methodology

Source: Szokoly-Csoma, 2012

2.3.1. Lecturer / teacher-centered methods

PRESENTATION/LECTURE

Presentation is a monologue method of oral communication that serves to explain a topic in a logical, detailed way. Ideal structure according to the time available:

- introduction 10%,
- explanation 80%,
- closure 10%.

In addition to the pure, classical form of the presentation, we can also talk about a relaxed or combined presentation, the essence of which is to combine with dialogical solutions (for example, student questioning, facilitator's explanation, discussion). It is important for the speaker to be able to adapt to the specific audience, time frames and infrastructural conditions in advance and continuously during the presentation.

Advantages of the presentation:

- ♣ large amount of information, transfer of new knowledge in a short time,
- ♣ gives a more comprehensive picture of a larger topic,
- ♣ can involve many students,
- ♣ allows a versatile presentation of the topic.

Disadvantages of the presentation:

- ♣ gives one-time knowledge, low efficiency in remembering what listened,
- ♣ processes the problem mostly just from the point of view of the rapporteur,
- ♣ there is little interaction between the two parties,
- ♣ the impact is hardly measurable.

Proposals for facilitator:

- ♣ Obtain information about the purpose of the lecture, the circumstances, and the audience (their age, composition, prior knowledge of the topic) in advance!
- ♣ Plan the structure of the presentation in advance, make a sketch with a time plan if necessary!
- ♣ Build on participants' prior experiences.
- ♣ Do not read the text of your lecture!
- ♣ Illustrate what you have to say with examples, but their proportions and nature should not distract the students from the main line of thought of the lecture!
- ♣ Illustrate with different tools!
- ♣ Speak at the right pace, not too fast and not too slow!
- ♣ Build your presentation well! Briefly summarize each structural unit at the beginning and end, as well as at the content nodes!

- ♣ Emphasize the point, for example, by repetition, louder and slower speech, pause, gesture.

Demonstration (demonstration, illustration) can be an independent method, but it can complement other methods, such as presentation. The point is visualization, which can make the teaching-learning process more efficient, since the more effective we use our senses, the more effective the learning.

Scientific study (Dale, 1969) have shown that, in general, we remember

- 10% of what we read,
- 20% of what we hear,
- 30% of what we see,
- 50% of what we hear and see,
- 70% of our own words, we note, and
- 90% of our own active action.

Demonstration in the teaching-learning process can contribute to the development of pictorial, illustrative thinking, the exploration of practical application possibilities, the acquisition of activities, the application of what has been learned, and the arousal of students' interests. The means of illustration can be, for example, a flip-chart board, a computer projector, real objects, models, movies.

EXPLANATION

The explanation helps to understand laws, rules, theorems and concepts. It is also used to present and understand causal relationships.

The interpretive explanation interprets concepts.

The descriptive explanation describes a process or structure.

The explanatory explanation explores the causes of the phenomena and connections.

The explanation helps to present a phenomenon, event, process, person, object in a sensual way. It mainly mobilizes the students' imagination and emotions. It is distinguished from the presentation by its shorter scope, while from the explanation it is distinguished by the purpose and nature of the information transfer. The use of examples is also an important tool for explanation.

Proposals for facilitator:

- ♣ Bring examples that are interpretable and experiential for the participants!
- ♣ Use only a few examples related to the topic!
- ♣ When describing the example, emphasize the features that are relevant to the topic!
- ♣ Draw attention to the relationship between the example and the rule.
- ♣ Build your explanation logically, use explanatory conjunctions and linguistic phrases (for example, because, in order to, as a result, thus, consequently, so, that is!)
- ♣ Use illustrative tools! (e. g. real objects, mock-ups, models, images, audio-visual tools)!

CONVERSATION/DISCUSSION

A conversation or discussion can also be an adjunct to and close the presentation. It aims to explore a topic together and initiate a process of understanding. It can be realized by spontaneous or conscious questions. Conversation can also be seen as a kind of mixture of public and private conversation.

Advantages of the conversation:

- ♣ the teacher receives regular feedback from the students,
- ♣ the students are active, they come up with the solution themselves,
- ♣ it gives the students a common sense of success.

Types of questions:

- ♣ Open: You have to / can answer a lot, you can start a conversation the respondent. e.g.: What is the opinion of...?
- ♣ Closed / to be decided: In short, one word, typically yes/no, can be answered, suitable for restraining chatter.
- ♣ Clarifier: Asks for the details of the thing in question, it helps to focus and concentrate on the point. e.g.: What exactly do you mean?
- ♣ Alternative: The interviewer offers a choice e.g. needs assessment, examination, appointment. e.g.: Do you want to take the exam orally or in writing?
- ♣ Suggestive: With the questioner's question, he or she suggests the answer into the other, the respondent feels that their answer is not being ignored. e.g.: Do you think this is good too?
- ♣ Hypothetical: Assume that the respondent has already decided something and ask what he or she would do in this case. e.g.: If you found your job more secure, would you sign this contract?
- ♣ Reflective: Summarizing what we have heard so far, we condense it into a question, thus seeking confirmation. Eliminates side-by-side narration.

Proposals for facilitator:

- ♣ During the conversation, pay attention to the principle of gradation, proceed according to the knowledge that builds on each other!
- ♣ With the initial, easier questions, try to involve those in the conversation who are less active and prepared!
- ♣ Ask precise, clear, concise and unambiguous questions!
- ♣ The questions correspond to the prior knowledge and experience of the participants!
- ♣ Ask questions to the whole group!
- ♣ Ask questions as much as possible!
- ♣ Do not ask suggestive or decisive questions!
- ♣ Give enough time to think and respond!
- ♣ Be tactful and encouraging when answering! Focus on the positive elements, avoid all forms of negative evaluation (condemnation, cynical remarks)!
- ♣ Don't embarrass those who obviously don't know the right answer!

2.3.2. Participant / learner-centered methods

TEAMWORK

Teamwork is an independent method, but it can also be an element of other methods (such as training, project method, role play). In addition to expanding knowledge, it aims to develop collaboration skills as well. Its effectiveness is based on the common goals of the participants. The teamwork method is a framework whose parameters can be changed freely. You can change the purpose, content, form of work, group size, group composition, duration, tools, location, among other things. It is advisable to follow the principle of graduation, that is, to move from simpler group tasks to more complex ones. The ideal group size is 3-6 people. Groups can be homogeneous or heterogeneous based on their composition (e.g. students' gender, age,

interests), it can evolve spontaneously, according to students' will, or under the influence of teachers.

Basic skills needed for teamwork:

- ♣ say thanks and accepting when our help is thanked,
- ♣ listening attentively,
- ♣ acknowledging others and being able to receive when being recognized,
- ♣ patiently waiting,
- ♣ asking for help and give help,
- ♣ apologize and forgive,
- ♣ ask and answer,
- ♣ say no and understand others if they say no,
- ♣ give and follow instructions,
- ♣ gently interrupt others and accept if others interrupt,
- ♣ help others and not deviate from the task,
- ♣ sense of humor,
- ♣ adherence to time limits.

Advantages of teamwork:

- ♣ develops social cooperation, trust, creativity, problem-solving and communication skills,
- ♣ encourages participation and interaction,
- ♣ participants learn from each other,
- ♣ participants have common goals.

Disadvantages of teamwork:

- ♣ not in case of large number of participants and little time applicable,
- ♣ requires more in-depth planning and organizing work in advance,
- ♣ adult learners are often averse to it (they have little experience of teamwork in the public education system).

Proposals for facilitator:

- ♣ Define each group task clearly!
- ♣ Prepare the necessary work tools for each group in advance!
- ♣ Explain the purpose, meaning and usefulness of the group task!
- ♣ Make students interested in the group task!
- ♣ Make participants aware that they can also learn new things during group work!
- ♣ Involve students in determining the rules of group work!

TRAINING

The interpretation of training is not uniform in the literature or in practice. Some call all kinds of practice-oriented education 'training', while others call so only self-knowledge-based, personality-focused and often social skills-based group development techniques. The essence of the training is that the participants acquire the new knowledge and competencies not in theory, in a traditional way, but mostly in group work, preferably in conditions similar to reality. The participants own experiences play an important role in it. It aims not only to develop cognitive abilities, but also, for example, emotional and behavioral development, social skills development and personality development. We can differentiate between indoor (on-site) and outdoor (on-site) trainings by location, while based on the topic, we can talk about self-knowledge, personality development, communication and team building training.

Proposals for facilitator:

- ♣ It is important to ensure that the participants understand the purpose of the tasks performed during the training (which competencies each task develops, what benefits they will have in the future)!
- ♣ Create a positive learning environment, good atmosphere, anxiety-free atmosphere!
- ♣ Observe the interactions of the group members!
- ♣ Encourage participants to ask questions and express their opinions!
- ♣ Practice self-assessment and group assessment with group members!
- ♣ Prepare the tools to be used during the training (systematized)!
- ♣ Be friendly and open to the thoughts and initiatives of the participants!
- ♣ Do not leave the group alone, either physically or mentally!
- ♣ Stay in the room during group work, be available to the participants asking for help, but do not interfere in the group work process!

SITUATIONAL PLAYS

A common feature and essence of situational plays is getting into an imaginary but life-like situation, the abstraction and simplification of reality. The role-playing is important when someone plays the role of another person. We can distinguish between pre- and post-role play. In the preliminary, the participants play a role in an imaginary “as if” situation. In the later, the participants process an already experienced situation with them in order to define and evaluate their previous behaviour. This is a special type of situational plays when the participants focus on thinking, planning and implementing a future situation. There are many types of situational plays.

Advantages of the situational method:

- ♣ motivates the participants,
- ♣ provides experiential, lasting knowledge, can be instructive and convincing,
- ♣ develops thinking, self-knowledge, empathy, cooperation skills,
- ♣ the role of the observer of the spectators helps the development of critical thinking.

Disadvantages of the method:

- ♣ time consuming,
- ♣ requires a complete overview of the given topic,
- ♣ can increase the possibility of conflicts within the group.

PROJECT METHODOLOGY

The project methodology is a complex activity that focuses on a task or problem solving of a practical nature. Projects can be short (1-2 days), medium (1-2 weeks) or long-term (several weeks) and involve individuals, small groups or large groups.

Main features of the project:

- ♣ builds on the interest of the participants, the joint activities of facilitator and participants,
- ♣ enables a high degree of freedom for the students in the whole process (selection of goals, planning, task execution),
- ♣ gives students independence through a supportive and less knowledge-transferable approach,
- ♣ solves a specific task or problem,
- ♣ indirectly ensures the acquisition of knowledge, skills, abilities,

- ♣ useful to prepare students for how to think through, prepare and organize a process that is important to them.

DEBATE METODOLOGY

The debate methodology is a clash of different or opposing views. The point is the reasoning and resolution. The prerequisite for this methodology is that the parties are involved in the discussion and have knowledge of the topic to be discussed.

The debate is distinguished from the discussion:

- ♣ not questions and answers, but opinions, statements, statements alternate,
- ♣ statements, opinions are not addressed to the teacher, but to each other,
- ♣ statements, opinions are evaluated according to agreement, not right or wrong along,
- ♣ in addition to the teacher, students are also appreciated.

Benefits of discussion:

- ♣ encourages participants to think and be active,
- ♣ develops speaking, reasoning and logic,
- ♣ enhances problem-solving, decision-making and conflict management skills and increases tolerance,
- ♣ can also contribute to the development of self-knowledge emotionally saturated dialogue, which increases the interest in the topic.

Proposals for facilitator:

- ♣ Make suggestions on the procedures, rules and duration of the discussion!
- ♣ Control the debate from the background, stay impartial!
- ♣ Ask questions to get to know the arguments of the opposite sides!
- ♣ Encourage the arguments to be supported by examples!
- ♣ Leave enough time for answers!
- ♣ Repeat and summarize what has been said from time to time.
- ♣ Highlight the identities of opinions!
- ♣ Pay attention to the verbal and nonverbal cues of the participants!

2.4. Specialties of intercultural trainings

During multinational training courses the trainer faces more complex situation than during national trainings. During the national training one and common culture prevails, while in international trainings there are few different cultures meeting. The trainees' expectations towards the training may also differ more than at national trainings – since they are working in various work-place/country-specific conditions.

The motivation of participants to take part in an international course may be also strongly affected by the specificity of different countries, nations, cultures, traditions. It is a challenge to understand and evaluate properly motivation of the trainees of international trainings. Due to this situation in many cases distrust may occur.

These aspects shall be taken into account while planning international training experience. Most of the recommendations for designing and delivering a good, useful and inspirational learning experience for the adult learners are common both for the national level courses and international level courses: It is a good recommendation to, in the first step, clearly define the aims of the training and the learning outcomes expected – so it would be possible for the candidates to decide, if they are really interested in taking part in this course – since it would deliver the knowledge/skills they actually need. It is also recommendable to involve the already recruited

trainees into shaping the final content of the course programme by collecting their expectations towards the training – and adjusting the training programme accordingly. During the training, proper care should be given to connecting/networking activities – using the workshop method (actively involving the learners into the learning), group work, common coffee breaks and meals, common cultural experience. Also the intercultural experience of the trainer(s) is important. Experienced trainer will be able to use the cultural differences as a basis for providing additional learning experience to the course participants.

In the context of training courses dedicated to the first-time international projects realisers, organizing such trainings in the international environment, in mixed-nationality groups, seems to be the best solution. Apart from learning ‘the job’, the trainees may also practice international cooperation in a small scale, meet the possible project partners, with a trainers’ support – that would certainly make it easier for them to design and realise successful international cooperation in the future.

3. The findings of the baseline surveys

This project began with two surveys that included a multilateral online questionnaire and interviews. Each partner organization asked to participate in the survey to collected data by involving relevant stakeholders and persons in connection with the asking about their project activities.

The following four groups were therefore relevant:

- A. Project managers experienced in internal project cooperation (at least one international project realised)
- B. Organizational leaders experienced in internal project management (at least one international project realised)
- C. Project managers inexperienced in international project management
- D. Organizational leaders inexperienced in international project management

Summarizing it we dealt with two groups:

Group A: Management bodies members – managers, board members, council members, etc. of the civil society organisations, CSOs, (i.e. associations, foundations, social cooperatives, third age universities, folk universities, social enterprises etc.) active in the field of non-formal and informal adult education, interested in initiating and realising international, partnership cooperation. (Henceforth: **management bodies members**)

Group B: Workers, co-workers, members, volunteers of the civil society organisations, CSOs, (i.e. associations, foundations, social cooperatives, third age universities, folk universities, social enterprises etc.) active in the field of non-formal and informal adult education, interested in working as international projects managers. (Henceforth: **project managers**)

The participants in the online survey were asked what are the good practices and challenges related to the implementation of the EU projects. For the second part of the survey conducted, the respondents were asked which key competences they considered important for the implementation of the EU projects. The project managers were asked to select the competences they would like to develop themselves, while management bodies' members were asked what they would like to see strengthened in their staff.

The findings of the survey were published² in the multilateral Survey Report I about **Successes and challenges and the** multilateral Survey Report II about **Key competences and needs for support in the civil society sector of adult education**.

These two research reports constituted the baseline analysis for designing and developing the support tools for the first time international project realisers – among them – the training programmes.

The aim of **Report I** was to gain knowledge about successes and challenges as the basis for developing the support network and possible support services.

The objectives of the report were:

- ♣ to define the kinds and methods of support offered to international project managers in the field of lifelong learning in the five partner countries,
- ♣ to describe expectations of the international project managers concerning support they expect from their employing organisations to be able to successfully realise international co-operation.

² see: <https://www.first-network.eu/en/category/151-to-download.html>

The aim of **Report II** was to gain knowledge about key competences and needs for support as the basis for developing the support network and possible support services. The objectives of the Report were:

- ♣ to clarify the competence profile of successful international project managers and to design an appropriate competence³ set that includes the needed 1) technical competences, 2) leadership competences, and 3) strategic and business management competences,
- ♣ to clarify the needs for support from a new international network for first-time international project realisers, including online tools, knowledge pills, webinars, mentoring and e-mentoring services, peer-to-peer advices, training courses, workshops and seminars.

Several dimensions of the training occur in these reports. Report II summarizes all the expectations of the interviewees had regarding to the training activities.

3.1. Summary of the expectations in the surveys regarding to the training

The interviewees were asked, what kind of support should the **training** possibilities provide for first-time international project managers.

Polish respondents mentioned the following areas:

- ♣ how to realise a project to make it sustainable,
- ♣ recruitment – effective methods,
- ♣ promotion and dissemination, including social media; project dissemination - non-standardized possibilities,
- ♣ advanced graphics,
- ♣ project management methodology; various aspects of project management (time, resources, finances, tools...),
- ♣ sources for project co-financing; European fundraising; fundraising – what is there apart from Erasmus+,
- ♣ specific, project-related knowledge + soft skills,
- ♣ intercultural trainings,
- ♣ understanding situation in the partnership countries,
- ♣ soft skills, working in international, partnership teams,
- ♣ short training how to prepare the application.

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Expectations of the Italian interviewees regarding to the training were:

- ♣ language courses,
- ♣ online supervised simulation,
- ♣ modules/video supporting for the drafting of projects,
- ♣ training on the preparation of a budget and on the management of a project in all its operational phases,
- ♣ targeted training support, based on the background and programs and funds of interest,
- ♣ international trainers who have on field experience, techniques and contacts to share,
- ♣ co-designing and co-management workshop,
- ♣ training days on participation in European tenders and how to find them,
- ♣ bureaucratic examples of projects.

³ see: https://www.first-network.eu/images/Report_II_competences_and_needs_EN.pdf on page no.62

Hungarian answerers emphasized that they would expect, that training would provide the following topics:

- ♣ development the digital skills, focused on the confident handling of tenders in construction phase,
- ♣ project management: design, implementation and dissemination phases of the main application constructions, objectives, instruments, resources,
- ♣ how to raise funds for activities,
- ♣ knowledge about different sources and opportunities for applications,
- ♣ introducing international tender conditions (peculiarities) and explanation of the needed English-language skills related to the applications,
- ♣ tender writing and language courses.

The Danish respondents' answers were, regarding to the new training opportunities:

- ♣ provision of nationwide courses where participants are divided into different groups according to the field of activities,
- ♣ training courses both in applying and in acting as project manager,
- ♣ courses on EU grant programs and to make successful EU applications,
- ♣ courses on how to use social media in the project dissemination,
- ♣ courses on how to complete efficient project evaluations.

The Austrian project managers hoped to develop soft skills in personal educational situations, possibly supported by e-mentoring. Direct, personal learning is was emphasized. Case studies and role plays could help methodically.

In the survey, particular mention is made of social skills:

- conflict resolution competence,
- gender and diversity competence (sensitisation to prejudices, inequalities, ambiguities),
- communication skills,
- dealing with resistance.

In the area of project management, we they would like to receive offers that help with basic questions such as: What are the basic needs of my project? What "problem" should my project solve (exact target development, e.g. SMART model)? What are meaningful, measurable indicators for my project? How do I create joint (international) budgets (which are often larger)? What should be taken into account here, how much buffer should be built into which items?

General project management courses could include modules for international project management. Here, too, there are dissenting voices that make it clear that there is no need for special support offers for project management skills.

In addition, the interviewed project managers pointed out that an overview of funding opportunities should be an important part of the training offerings. European courses could provide general skills and understanding of EU programme directives. Overall, English courses are considered necessary.

The leaders of the organisations saw a challenge in transferring the "usual" project management skills to the international context and creating synergies, especially taking into account a longer duration and the associated stamina. There would therefore be a need for training offers here.

It was concluded by the partners that the stated needs for competence development vary a lot between the groups of respondents, both regarding level of experience, area of activity and country. So it seems seemed difficult to provide a common course programme or other support

services that suits all groups. Instead the partners – learning providers may might offer some general topics for all as well as design specific courses modules and services that meet the special needs some of the particular, defined training groups.

The interviewees had different types of proposals. The inexperienced talked mostly about national Danish courses and here mainly with focus on developing successful applications. Their focus was on the first steps on getting started with the international project work and they didn't seem to include possible Erasmus+ mobility grants as a helping hand to take part in international training events.

Contrary, the more experienced project managers focused on getting new international training possibilities, where they could combine exchange of experiences with other participants and gain knowledge transfer from experts in the field. Their priorities were mainly to have courses about different aspects of the project coordination, like evaluation, dissemination, surveys or even financial management, but some still saw a need to have courses about the most relevant EU funding programmes and on how to prepare and design successful applications.

3.2. The proposal for the international trainings

In Ancona, in September 2019, on the project meeting we discussed some fundamental principles regarding to the international trainings. The main line was that the content of the European training will be designed according to the experiences of the national trainings.

The general idea was to introduce the participants the whole process of international cooperation from finding a partner with common interest, elaboration of common project idea, preparation of project proposal and implementation. We wanted to encourage the participants to cooperate in small groups during the training in order to work on common projects, so we would provide theoretical and practical knowledge to them.

We defined some recruitment criteria as well. We invited those people who are working for the five project partner civil society organization dealing with adult education, The trainee introduces his/her own organization's international cooperation project idea according to some questions,

3.3. Summary of national trainings

Since the big question of national trainings were: How could we imply in a unified training programme the interviewees' expectations since the answers were so diverse. The European level training – according to the experiences gained prior in the project - we wanted to provide theoretical and practical knowledge on international project management.

We have already gained different experiences from the national trainings.

The Polish experience was that the organizations are preparing very consciously for the international cooperation and for this they wanted to provide all real knowledge and developing key competences necessary to effective planning, preparing and realising international projects.

The general aim in Italy was to deliver effective courses that will allow the participation of project manager and managers of CSOs in international cooperation, giving those starting tips and skills to undertake this possibility of funding.

Main idea of **the Hungarian national trainings** was that the participants should be aware what kinds of prerequisites are needed for a successful international cooperation.

They Danish courses provider presumed that the planned learning outcomes for the two groups can be the same, even though they use the outcomes with different focusses.

Due to the limited time, the **Austrian** courses provider concentrated on the core topics which also have an international reference avoiding a classic introductory course on project management and instead focusing especially on international cooperation. This approach allowed focusing less on general information about project management and more on international funding, cultural competence and interaction as well as other special features of international cooperation.

For the details concerning the national pilot trainings realized in the five partner countries, please see the publication ["Compendium of training course curricula I. Handbook on national pilot trainings for the first time international projects realisers"](#).

4. Development of the international trainings for international cooperation

4.1. Purpose of the training

The overall aim of the courses – from the 1stTIPPM project partners perspective – was to test the training courses curricula for a 5-days pilot European training for the first-time international project realisers in order to deliver improved and refined, ready to use, European level sustainable course curricula, to be placed on the FIRST Network Portal (support portal for the beginners in the field of international cooperation designed by the partnership, www.first-network.eu) and open to all interested. The aim also was to initiate international networking of the course participants.

Specific goals of the training:

For the management bodies' members: Supporting the persons managing civil society organisations for making informed decision: Is the organisation already “ready” to initiate international cooperation? If not yet – what needs to be done to get prepared?

For the project managers: Gaining, by the project managers, useful knowledge and developing essential key competences for planning, preparing and realising international projects successfully.

4.2. Development of the training programs

The course materials

Our international training courses materials based on the following:

- The two baseline survey reports: “Successes and challenges. Report I on international projects management in the civil society sector of adult education” and “Key competences and needs for support. Report II on international projects management in the civil society sector of adult education”.
- The report “Guidelines and scenario for implementation mentoring and e-mentoring systems supporting international cooperation initiation and developing in the 3rd sector adult learning organisations”.
- National training curricula based on the national trainings.

Profile of the participants

The European pilot training courses were planned as two parallel courses for two main target groups: Group A – management bodies members of the civil society organisations (CSOs) active in the field of lifelong learning interested in running international cooperation and group B – persons planning to work as international projects managers in the liberal adult learning CSOs. The course participants were meant to be the managers, members, workers, co-workers and volunteers of the five civil society organisations involved in the project.

The number of participants was planned for 15 per group, 3 from each of the five partner countries: Poland, Italy, Hungary, Austria and Denmark (30 in total). There were 5 trainers from the Partnership organisations expected to run the courses.

4.2.1. Training programs for personal attendance

The two European pilotage training courses for the first-time international projects realisers were planned to take place in Budapest, Hungary, 30th of March – 3rd of April 2020. The course participants were to be 30 trainees active in the civil society organisations (CSO) from the five partner countries: Poland, Italy, Hungary, Austria and Denmark. The courses were to be run for two groups working in the field of lifelong learning/liberal adult education: A – management

bodies members of the CSOs interested in including international cooperation into the organisations' development strategies and B – first-time international project managers active in the CSOs.

Organisation

The lead partner, FHSASB planned, in dialogue with the other partners, the programme of the courses taking into account the baseline survey research results. FHSASB in dialogue with the other partners also planned the pedagogical form and certification as well as the methods for validation of the learning outcomes. There were five main modules for both courses planned and the partners agreed on the content of each of the five modules. The partners also agreed which trainers are responsible for preparing which parts of the training.

The courses were planned as two parallel, 5-days European pilot courses, including some common lectures, plenum meetings and joint cultural activities. The testing was to focus on how to enhance the synergy by having two parallel courses with interrelated groups of participants. The courses type was short-time joint staff training.

Form and content

The courses programmes were embedded in the baseline survey results and adjusted to the specificity of the adult education 3rd sector organisations. The courses were entitled “How to plan, develop and realise international projects”. There were two pilotage courses programmes designed, one focusing on the management body member's perspective of international projects realization and one focusing on the project manager's perspective of international projects realization.

The course programme for group A – management bodies members – was to focus on preparing the organization to international cooperation and ways of support to the international project managers working for the organization. The course programme for group B – international project managers – was to focus on the key steps of project planning and implementing as well as finding and choosing the right project partners. Both courses programmes included five main elements of the international projects realization: 1. Planning the project; 2. Designing the project; 3. Coordinating the project; 4. Running the project; 5. Monitoring and evaluating the project.

The pedagogical form was planned as based on participatory and activity-based methods, based on the workshop method – in order to give as much as possible practical experience. The courses programme also included common cultural programme in Szentendre and reasonable amount of time during the coffee breaks, common meals and common sessions for the networking activities. The courses were to be finalized with the evaluation session followed by the certificate ceremony and finally – official farewell. The working language was to be English.

4.2.2. The challenge... - Conversion the programs with personal attendance to online programs

On the turn of February and March 2020 the COVID-19 emergency appeared in Europe. It became clear for the partners involved in the European pilot courses planning that it will not be possible to organize the courses, in the time period planned, in Budapest. At that moment the both courses participants were already recruited, the trainers' team set – preparing the course materials, and the course venue booked. After some intensive dialogue in the partnership and with the recruited course participants, the courses in Budapest were cancelled.

Three main, various scenarios to cope with the situation were discussed:

- To move the courses to the summer period when, as it was expected, the Coronavirus will be defeated;

- To resign from delivering the courses at all, gathering some recommendations from the recruited trainees concerning the desired form and shape of such a courses, if they were available in the future instead;
- To deliver the courses in an online form, via internet.

It was agreed that essential for the partners was to remain in touch with the recruited course participants and to regularly inform them about the course of the situation. The coordinating partner – FHSASB – started to search for alternative courses venues for the summer, after it appeared that the chosen hotel requires prepayments for the booking.

The closer to the summer, the more clear was becoming that the Covid19 virus will not be defeated so fast and that the courses will not be possible to be realized in the traditional way.

The partners came back to discussion how to deliver the courses. The only possible form for realizing the trainings was to deliver them via Internet. Here some challenges appeared. From the project coordinators' point of view, delivering the international pilot courses was essential for the success of the project and it was clear that the courses must be delivered – even if in different form. Some partners perceived organizing the courses in the online form as an extra task that was not planned, and therefore, may be easily cancelled. As a result of the discussions, one of the partners decided to not participate in delivering the courses in the online form. The other four partners started to revise the courses programmes in order to be able to deliver them in the online form.

4.2.2.1. The realisation...

The two European pilotage online courses: “How to plan, develop and realise international projects...” – “...the management body member perspective” (group A) and “...the project manager perspective” (group B) were realised in the period 22nd of June – 30th of June 2020.

The Aim

The general aim of the courses – from the 1stTIPPM project partners' perspective – remained unchanged. It was still to deliver improved and refined, ready to use, European level sustainable course curricula – still – in the online form this time.

For the purpose of clarifying the courses aims for the courses participants, the course aims were described as follows:

The general aim of the training was providing basic knowledge and acquiring skills related to preparing the organisation to initiating, planning and realising partnership, international projects and acquiring co-financing for their realisation.

Organisation

It was decided between FHSASB and the project coordinator – FAIE, that FAIE takes responsibility for coordination and technical implementation of the courses in the online form.

As preliminary planned, both courses programmes included five main elements of the international projects realization: 1. Planning the project; 2. Designing the project; 3. Coordinating the project; 4. Running the project; 5. Monitoring and evaluating the project.

The partners did their best to include the participatory and activity-based methods – in the form of the afternoon workshop sessions – in order to give as much as possible practical experience. During the courses, the participants were asked to do some assignments, related to the course topics, in order to put into practice some knowledge learnt during the lecture sessions. The trainees could work on those assignments individually, but also in international working groups – getting a glimpse how could the international team cooperation look like in practice; the courses organisers were also hoping that some international cooperation networks could be built this way.

The four project partners involved in realization of the courses shared responsibility for preparing the agreed course materials, including presentations and workshop exercises. The project partner that decided not to take part in the online training delivered course presentations and materials as planned for the Budapest course. Those parts of the training were then adopted and realized by the FAIE team of trainers.

The number of didactic hours, planned for around 30 for the Budapest courses, was kept. The courses activities online were realized during 7 days.

The course materials

The direct course materials included two presentations on each of the five course modules and course assignments to be realized during the workshop time. The three project publications and the resources and guidelines gathered at the 'FIRST Network' Portal were also presented to the courses participants – as preliminary planned.

Profile of the participants

The profile of the course participants remained unchanged. From the group of 30 persons recruited for the Budapest European pilot trainings, some persons took part in the online course, some resigned, because of various reasons. The partner organisations invited new trainees.

All the trainees registered to the courses online, choosing the level of participation and preferred form of working on the course assignments. Before the courses started, all the participants also received a set of technical guidelines and tips for participating in the courses in the online form.

In total, there were 22 trainees from five partner countries participating in the courses. Most of the trainees decided for the full participation, taking part in all the course sessions and doing all the course assignments.

The courses were realized by seven trainers from four partner countries.

4.2.2.2. Changing the form and content

The courses took place June 22nd – June 30th 2020. Both courses included three independent course sessions and two collective meetings: introductory and summary.

The timeframe looked as follows:

- 1) Opening session: Monday, June 22nd.
- 2) Course session 1: Planning & Designing the project: June 23rd - 24th (Tuesday – Wednesday).
- 3) Course session 2: Coordinating & Running the project: June 25th – 26th (Thursday – Friday).
- 4) Course session 3: Monitoring & Evaluating the project: June 29th (Monday)
- 5) Summary/Evaluation session: Tuesday, June 30th.

The forms of course activities were:

- 2 Collective meetings (opening and summary),
- 5 Lecture/presentations sessions + question & answer sessions, including presentation of the workshop assignments (in the mornings),
- 5 Workshop sessions (in the afternoons).

The course programmes are available in the attachments:

Attachment 3.a.: GROUP A: “How to plan, develop and realise international project - The management body member perspective”.

Attachment 3.b.: GROUP B: “How to plan, develop and realise international project -The project manager perspective”.

Three levels of flexible participation

Taking into account the fact, that realising the courses online and not out of the work – place in Budapest, some of the courses participants were expected not to be able to be off from job for the course time and participate in the courses in their work-time. In order to give as much flexibility to the course participants as possible, not excluding anyone interested, there were three levels of participation proposed.

All the course participants were invited to take part in the whole of the course, the three thematic course sessions and opening + summary sessions.

To complete the course and get the course certificate the course participant was expected to:

- Actively participate in chosen 2, out of 3, course sessions and to complete all the course assignments related to the chosen 2 course packages.
- Take part in the introductory and the summary session.
- Fill in the course evaluation form, including recommendations for future on-line courses.

The 'Free listener' participation option enabled the trainee to choose just 1 course package out of 3. The 'free listener' was expected to:

- Actively participate in the chosen course package and complete the assignments related to the chosen course package.
- Fill in the course evaluation form, including recommendations for future on-line courses.

Participation in the introductory and the summary session was not obligatory, still recommended. The working language was English.

International workshop groups or individual work

In order to meet the participants needs and expectations – and in the same time – to sustain the opportunity for networking and practicing international cooperation – the participants could choose between two options of working during the afternoon workshops:

- Individually, completing the course assignments on their own.
- In international working groups, doing the course assignments together, trying international cooperation in practice.

The question on how a trainee would prefer to work on the course assignments (international team vs individually) was included in the registration form.

During the afternoon workshop sessions, the trainers – coaches were available for the courses participants both for individual and group consultations, possible to realise via the online course environment (chat, teleconference) or via e-mail.

4.2.2.3. Technical conditions

There were two implementation platforms chosen for delivering the two online courses:

1. ClickMeeting platform, for delivering the morning, lecture sessions (in the form of webinars).
2. Zoom, for delivering the opening and summary sessions as well as for the five afternoon workshop sessions.

Using both platforms was possible for the trainees both on the PCs as well as on their mobile devices with an access to the Internet. In order to participate in the morning, webinar sessions, the course participants just needed to click the link provided by the course organizer to join. The courses participants could see and hear the trainer and see the presentation. The trainees could also ask questions via chat.

Using this solution, the trainer could neither see nor hear the courses participants; the trainees also weren't able to ask questions in other form than via chat.

This solution was chosen due to good previous experiences of the partner responsible for technical solutions for the courses in delivering webinars for wide groups of participants.

For participating in the two collective sessions and the afternoon workshop sessions, we used Zoom, the courses participants just needed to click in the link provided by the course organizer to join. It was possible to both download the Zoom programme to the desktop and access the site by the internet browser. Here all the trainers and trainees could see and hear each other. The trainers were able to display course presentations through sharing their screen.

This solution was chosen due to the opportunity to organize workshop work in various groups through using the 'breakout rooms' option – in which the participants could hear and see each other, working together. The trainers were, at the time of workshops, present in the 'main room', and were accessible during whole the workshop session for support and advice on how to complete the courses assignments.

4.3. Worth to underline

To conclude, it is worth to underline, that in the end there were four various training programmes designed by the project partners: The first two training programmes – for the first-time project managers and management bodies members of the civil society organisations interested in international cooperation – were designed for the 'traditional', on-the-site trainings expected to be organized in Budapest, Hungary, in March/April 2020. These training programmes are included as attachments 1a and 1b to this handbook. The other two training programmes were designed, basing on the Budapest programmes, for the purposes of the on-line training courses that were realized in June 2020. These re-designed training programmes are available as attachments 3a and 3b to this publication. The original courses programmes needed to be adjusted to function well in the virtual environment with the thought, that most of the future trainees did not have previous experiences with participating in international trainings, and even more importantly – in participating in such a demanding training courses in the virtual form. The latter also relates to the courses providers – with little previous experience in organizing and delivering virtual, international training events. The challenge – and also the concerns of the involved project partners were significant. The more satisfying was to read, in the trainees' evaluation, that most of them appreciated the form and schedule of the courses. We hope that our experiences described here will be useful for other international training events providers.

5. Evaluations of the European training courses

After finalising the courses, both the trainees and the trainers were also asked to evaluate the learning process and give recommendations for possible improvements.

5.1. Evaluation of participants

5.1.1. Evaluation of the courses

The evaluative key message was that this distinction between the staff and the board members is fluent and difficult to define and handle. The main reason was, that in the most of the enrolled CSOs the project managers and management bodies members oftenly are the same persons. For those persons – both the project managers' perspective and the management body members' perspective while implementing international cooperation are important to learn. Likewise, the separation in two courses was in practice not very handy to use.

Motivation

Primrily the participants wanted to receive guidelines for the success of a project. The participants wanted to learn most how to plan and implement international projects as general. More participants mentioned they are interested very much of the theoretical background of the international project management, and they wanted to get more knowledge about the whole process of project implementation from designing to monitoring and evaluation. They wanted to get information about how to find project partners.

The content of the courses

More than the half of the participants said, that they learned during the training “*very much*” or “*quite much*”. Two people evaluated that received “*much*” knowledge and one participant evaluated “*little*”.

The participants find the most useful the topic of planning, designing and coordinating of the project. In the meantime the monitoring and evaluation and implementation was important a well. Many participants evaluated very useful the workshops related to presentations. The participants find very useful the presentation titled by “*Why and how can you start to work internationally?*” “*How to prepare the development plan and project concept?*”

The most participants have not felt that any lessons were the “*least*” helpful. Couple of them mentioned the least helpful topics were the evaluating, monitoring of the project and the budgeting. According to this participant's view the budgeting can be omitted, because the requirements of the donors and the construction of budgets are very different in each call. One participant would omit the general management topics.

In the meantime other participants would liked to have more details regarding to the budget and more specific examples, and experiences. They would meet representatives of those organizations which implemented successful international projects in different sectors. There was a demand for the knowledge of sustainable international project management. One participant mentioned s/he would add some test after each sessions/presentations. They would have needed more interaction, and they missed personal meetings and conversations.

The participants wanted to have more practical examples. For better understanding the participant would received the workshop materials in advance. They suggest editing a handbook with practical tips and information.

Almost all participants were on the opinion that all the raised issues were well discussed. One trainee mentioned, that there was no discussion possible during the lectures, because the used “*click meeting*” communication tool did not make it possible.

The trainees sometimes did not understand the trainers due to English language. The participants would expect from the trainers more self and practical experiences as illustration of the theoretical presentations. They would expect more written text provided it in advance for the better understanding. The participants sometimes felt the presentations were monotone due to the fact that real interaction was not possible (during the morning, presentation sessions).

The majority of participants declared, that their training needs was “fully” (5) or to a large extent (7) realized. Four people stated it is “fifty-fifty”, and one is in “a small extent”.

Organizational issues

During the workshop sessions 4 participants realized the course assignment “Cooperating with a course participant from another country”, 5 participants “Partly individually – partly cooperating with a course participant from another country” and 8 of them “individually”.

The participants were very satisfied with the workshop time, mainly they evaluated it as “fantastic” and “excellent”. It was also mentioned that there was too long break between the lectures and the workshops, or problems with internet connection. There was a need for personal cooperation as well.

Most participants would recommend these courses to their friends. On the 10 divisions scale five participants would recommend this training at 10 point, 3 at 9, 3 at 8, 2-2 at 7 and 6, and one participant at 3 points.

The participants suggested that the next time more practical examples must be used and stationary working groups organized for the workshop sessions. If possible must be organized traditional face to face courses, and we should not use anymore “click meeting” because it is very impersonal. They suggested applying test after each sessions/presentations and providing more notes for the presentations for better understanding. Other suggestion was that during presentations more multimedia tools like short movie or slide show about successfully implemented international projects should be used.

Overall evaluation

Five people from the participants assessed the course “very well” as a whole, 11 “well”, and one person “poor”.

Eight participants assessed the organization of the course “very well”, 7 participants “well”, and 2 “acceptable”.

Finally there were some final remarks from participants:

- *“I've found some assignments quite challenging, but the trainers offered us all support required.”*
- *“I was very pleased to take part at this training, and looking forward to get invitation to the next one.”*
- *“Thank you for the opportunity! Congratulation!”*

5.1.2. Self evaluations of the participants

The expected learning outcomes for the online participation were planned basing on the assumptions made for the Budapest courses, separately for each of the five main course topics/modules (due to the decision on offering the trainees flexible participation options).

I. Planning the project.

Upon completion of this part of the course, the participant was expected to:

1. Learn how to develop an initial international development plan for the organisation.
2. Learn how to prepare a draft project concept, including expectations towards the project partners.
3. Learn how to register in the partner search base(s).

4. Learn basic co-funding sources supporting international cooperation that are available on the European level.

II. Designing the project:

Upon completion of this part of the course, the participant was expected to:

1. Learn the international project design logic.
2. Learn how to initially design the key elements of the international project.

III. Coordinating the project:

Upon completion of this part of the course, the participant was expected to:

1. Know what the “letter of intent and the partnership agreement” should contain.
2. Know what should the “transnational project meeting and the meeting minutes” contain.
3. Learn the principles of successful international project management.

IV. Running the project:

Upon completion of this part of the course, the participant was expected to:

1. Know how to make a dissemination plan for the project and how to run the project dissemination.
2. Know how to organize efficient work division and effective delivery of the project tasks in the project group.

V. Monitoring and evaluating the project:

Upon completion of this part of the course, the participant was expected to:

1. Learn how to plan and implement effective international project monitoring.
2. Learn how to plan and implement effective international project evaluation.

In order to measure the learning outcomes, the courses participants were asked to fill in a self-assessment online survey before and after participation in the courses.

With the help of this self-assessment questionnaire, we asked the participants to assess and numerically evaluate their own competences with regard to the course content, before the course starts. After completion of the course, we asked again to evaluate their own competences. We asked the participants to choose an answer that describes the competence level before and after the courses best in each of the five areas of the course.

Sixteen participants filled in the questionnaire, where they could choose among the given categories that were:

1. Very low

None / very little knowledge of the field.

2. Minor

Little understanding and knowledge of the field.

3. Elementary

Basic understanding and knowledge of the field.

4. Advanced

Advanced understanding and knowledge of the field.

5. Excellent

Excellent understanding and knowledge of the field.

- 1. The participants felt the *most improvement* in the topic of **“III.2. Know what should the *transnational project meeting and the meeting minutes* contain.”** (This topic covers knowledge about what should the transnational project meeting and the meeting minutes contain. Contains general knowledge about the internal communication in the partnership, teamwork, planning and realising project meetings, documenting partnerships’ decisions.)
Three participants evaluated their own competences “Excellent”, seven evaluated “Advanced” after the course. Five participants assessed their competences in this field “Very low” and 8 “Minor” before this course. After the course only 1 participant assessed “Very low”, and 2 participants evaluated their skills “Minor”.
- 2. The next topic, where the participant felt very much improvement is **“I.2. Learn how to initially design the key elements of the international project.”** (This topic covers knowledge about how to prepare a draft project concept, including expectations towards the project partners. Contains knowledge about planning the project concept, including needs, programme objectives, target groups, key activities and results, budget framework, possible partnership circle, as well as defined role of the international partner(s)).
Two participants evaluated their competences “Excellent” after the course. One participant evaluated his/her skills as advanced before the course, and nine evaluated “Advanced” after the course. Four participants assessed their competences in this field “Very low” and 4 “Minor” before this course. After the course nobody assessed neither “Very low”, nor “Minor” their skills.
- 3. The next topic, where the participant felt very much improvement also is **“III.1. Know what the *letter of intent and the partnership agreement* should contain.”** (This topic covers knowledge what should the letter of intent and the partnership agreement contain. Contains general knowledge about what are the prerequisites for good project partnership, what are the differences in management and organisational responsibility of the project coordinator vs project partner, how to define and secure the partners’ rights and obligations).
Two participants evaluated their competences “Excellent”, 6 evaluated “Advanced” after the course”. 8 participants assessed their competences in this field “Very low” and 6 “Minor” before this course. After the course nobody assessed “Very low”, and only one participant evaluated “Minor” their skills.
- 4. The next topic, where the participant felt very much improvement is **“I.3. Learn how to register in the partner search base(s).”** (This topic covers knowledge how to register in the partner search base(s). Contains knowledge where and how to search for the project partners, how to use the online partner search tools, contact and dialogue with the partners.)
One participants evaluated their competences “Excellent”, eight evaluated “Advanced” after the course. Four participants assessed their competences in this field “Very low” and 8 “Minor” before this course. After the course only 1 participant assessed “Very low”, and 1 participants evaluated their skills “Minor”.
- 5. The next topic, where the participant felt much improvement is **“II.2. Learn how to initially design the key elements of the international project.”** (This topic covers knowledge Knowledge how to initially design the key elements of the international project. Contains general knowledge how to design elements of the international project such as needs presentation, goals, activities, timetable, budget, outputs and results, risk, involvement of partner organizations.)

One participant evaluated their competences “Excellent” and 10 “Advanced” after the course. Three participants assessed their competences in this field “Very low” and 9 “Minor” before the course. After the course nobody assessed “Very low”, and 2 participants evaluated “Minor” their skills in his field.

- 6. The next topic, where the participant felt much improvement is “**II.1. Learn the international project design logic.**” (This topic covers knowledge, how the international project design logic looks like. Contains knowledge about the subsequent, logical steps of international project design and the logical sequence of project design steps recommended by the project cycle management methodology.)

One participant evaluated their competences “Excellent”, nine evaluated “Advanced” after the course. 6-6 participants assessed their competences in this field “Very low” and “Minor” before this course. After the course nobody assessed “Very low”, and 3 participants evaluated still their skills “Minor”.

- 7. The next topic, where the participant felt much improvement is “**IV.1. Know how to make a dissemination plan for the project and how to run the project dissemination.**” (This topic covers knowledge about how to make a dissemination plan for the international project and how to run the international project dissemination. Contains knowledge how to plan the dissemination so it becomes an integral part of the ongoing work programme and outputs delivery; Knowledge how to define key elements of the dissemination plan to reach various groups of stakeholders; efficient use of multiplier events.)

One participant evaluated their competences after the course “Excellent”, eight evaluated “Advanced”. Four participants assessed their competences in this field “Very low” and 8 “Minor” before the course. After the course only 1 participant assessed “Very low”, and 1 participant evaluated their skills “Minor”.

- 8. The next topic, where the participant felt much improvement is “**V.1. Learn how to plan and implement effective international project evaluation.**” (This topic covers knowledge how to plan and implement effective international project evaluation. Contains knowledge of evaluation methods, correct evaluation of the evaluation carried out, importance of an evaluation for follow-up projects and the effectiveness of the project.)

One participant evaluated their competences after the course “Excellent”, 6 evaluated “Advanced”. Six participants assessed their competences in this field “Very low” and 8 “Minor” before the course. After the course only 1-1 participant assessed “Very low”, and “Minor” their skills in his field.

- 9. The next topic, where the participant felt much improvement is “**V.2. Learn how to plan and implement effective international project monitoring.**” (This topic covers knowledge how to plan and implement effective international project monitoring. Contains knowledge about proper monitoring of project progress, project management and controlling tools for successful project implementation.)

One participant evaluated their competences after the course “Excellent”, 6 evaluated “Advanced”. Six participants assessed their competences in this field “Very low” and 7 “Minor” before the course. After the course only 1-1 participant assessed “Very low”, and “Minor” their skills in his field.

- 10. The topic where the participant felt further improvement of their skills was “**I.1. Learn how to develop an initial international development plan for the organisation.**” (This

topic covers knowledge how to develop an initial international development plan for the organisation. Contains knowledge how to clarify the overall aim and the key objectives for working more internationally and the expected benefits for one's own organisation.)

Ten participants evaluated their competences "Advanced" after the course. Three participants assessed their competences in this field "Very low" and 8 "Minor" before the course. After the course nobody assessed "Very low", and one participant evaluated "Minor" their skills in this field.

- 11. The topic where the participant felt further improvement of their skills was "**IV.2. Know how to organize efficient work division and effective delivery of the project tasks in the project group.**" (This topic covers knowledge how to organize efficient work division and effective delivery of the project tasks in the project group. Contains knowledge how to define internal project staff/resources needed and what tools may be used to ensure correct, ongoing flow of the project work.)

Nine participants evaluated their competences "Advanced" after the course. Six participants assessed their competences in this field "Very low" and 5 "Minor" before the course. After the course only 1 participant assessed "Very low", and nobody evaluated "Minor" their skills in this field.

- 12. The topic where the participant felt further improvement of their skills was "**III.3. Learn the principles of successful international project management.**" (This topic covers knowledge of the principles of successful international project management. Contains knowledge about task assignments, coordinating the team work and team management, project execution, budget control and financial management; general knowledge of the success factors for the project process.)

Nine participants evaluated their competences "Advanced" after the course. Seven participants assessed their competences in this field "Very low" and 5 "Minor" before the course. After the course only 1 participant assessed "Very low", and 2 "Minor" their skills in this field.

- 13. The topic where the participant felt further improvement of their skills was "**I.4. Learn basic co-funding sources supporting international cooperation that are available on the European level.**" (This topic covers general knowledge about the basic co-funding sources supporting international cooperation, available on the European level. Contains knowledge of the main EU funding programmes for the civil society sector of lifelong learning, requirements for the applying organizations, insight in their relevance for my organisation.)

Seven participants evaluated their competences "Advanced" after the course. Five participants assessed their competences in this field "Very low" and 7 "Minor" before the course. After the course nobody assessed "Very low", and 2 participants evaluated "Minor" their skills in this field.

- 14. There was an extra question in the self evaluation questionnaire about **VI.1. Support the first-time international project managers** (This topic covers the knowledge about how to support the first-time international project managers effectively. Contains knowledge and awareness what kind of support is expected by, and useful for, the first-time international projects managers active in the 3rd sector adult learning organisations, from their organisations managers.)

Regarding to this topic 7-7 participants assessed "Very low" and "Minor" their competences in this field before the course. After the course 1-1 participant assessed "Very low" and "Minor" their skills in this field.

5.2. Evaluation of the trainers

5.2.1. Preparation of course contents

Preparation of the online course presentations and training materials did not cause many challenges for the trainers in terms of the content, due to the fact that the trainers already provided more-less the same topics at the national pilot courses. Challenges occurred when the international courses were altered from the 'traditional', on-the site courses to online courses. Here, more topics needed to be elaborated and to be delivered in different way, adding sessions different than it was originally planned. Using online technics and providing assignments for the trainees required much more effort from the trainers.

The trainers assumed that all the course materials prepared were satisfactory. It was noticed that it would be worth to prepare some extra comments to the trainers' presentations as additional course material, since some presentations were quite brief "in writing", the trainers just said most of the content. Still – it was assumed that taking into account that the morning sessions were recorded and would be made available as recorded webinars – the users would be always able to reach to the recording to recall the issue of interest. Maybe it would be also useful to edit a sort of study book with all the contents of the courses.

5.2.2. Invitation of course participants (the trainees)

Inviting the participants was a challenge. Most of the partners have already agreed upon some participants who would have participated in the courses organized in Budapest. These courses were cancelled due to the pandemic situation. After the decision about organizing online courses, the partners had to refresh the list of participants, who would be able to participate in the new time period and in the changed form.

FAIE (PL) was maintaining good and regular communication with the 6 persons recruited for the Budapest trainings. All the 6 persons declared they will take part in the online courses. Due to the online form planed - *FAIE* also invited some additional persons. In the end only 3 persons recruited for Budapest took part in the course. The other 2 persons were newly invited.

COOSS (IT) experienced a challenge as well because after the lockdown people were trying to work as much as they could in the new conditions. Some of the trainees were already recruited for the Budapest course but could not take part in the virtual one. For the Budapest course there were more requests for participation from among the *COOSS* associates than there were places available. The option - that participants could select just some sessions they would participate in - was important for the involvement of the final, online trainees. In Italy, despite the summer period, 5 learners have been registered.

It was difficult to involve participants in *Austria* as well (*Educult*), over such a long time after the Budapest courses' announcement. The work life was already quite back to normal at the time of the courses, so people could not easily take part a whole week, every day – as it was proposed for the full participation. The different options of participation offered were a good solution.

For repeating the courses in the future, it was mentioned that it would be a good solution to make a ***wide promotion of the courses, open invitations and recruitment*** – but then limit the number of places and make some 'motivation check' of the potential participants, in order to invite those really interested and committed. Such a committed participation makes the courses more useful for all the participants – who can also learn from each other and motivate each other.

It would need some time and effort – but – if the courses would to be offered in the future – a brand should be built communicating the courses as prestigious and offering an added value in comparison with the benchmarks (for ex. scholarship placements for the 'best' students or so).

The possibility of choosing only some topics, according to specific needs, was also regarded as a strength for the participation.

There was also a discussion about whether the participants should pay a small fee for participation in such courses in the future within the courses evaluation by the trainers.

It was mentioned that courses '**for free**' seemed attractive, still, unfortunately, some of the possible participants tend to neglect the offer they receive for free. They resign in the last moment, they do not participate regularly or their participation is uncommitted. 'Courses for free' only work for really motivated persons, who really want to/need to learn the knowledge/skills offered. If the courses were organised, in the future, within some projects co-funded from the public sources, it would need to be 'for free' though. In this case it would be recommendable to make the recruitment to the courses challenging for the potential trainees (i.e. asking for motivation, limiting the number of places; interviews...) – so they would feel they are really receive something valuable and 'not so easy to get', even if for free.

If the courses would **not be free**, should be adapted a bit, probably to improve the quality, especially the interconnections between the different sessions' content. If there would be some **fee** – for sure – most of the participants would feel more motivated to participate and would be more engaged. So – if only possible – an affordable (for the CSOs' people) a fee would be recommendable. It was also mentioned that, at the beginning, maybe this kind of courses should be organised 'for free' – to 'show the offer'. After some time, when enough references are available, can be organized for a fee. People appreciate more things that aren't for free.

5.2.3. Courses structure

The trainers consider as a good solution the morning webinars but it was observed that the technical solution chosen could have been difficult for people who wanted interaction and possibility to discuss during the lesson (like a face to face course). During the courses a mix of theoretical and practical methodology would be fundamental.

The trainees' opinions were varied when it came to the overall length of the course sessions and the length of the single session. Some of them evaluated the overall length as appropriate, the others said 5 days would be enough, because 7 is too much even if there is an opportunity to participate only in some session. The length of the morning webinars was considered quite right by all the trainers. Most of the trainers said that the afternoon sessions could have been an hour shorter.

5.2.4. Implementation platforms

During the courses the lectures were provided in ClickMeeting platform, which has a clear interface, and using it earlier loading of the presentations is possible; it is also appropriate for recording the presentations. Still, the most of the trainers did not like this solution much – due to the limited interactions possibilities with the trainees.

FAIE said, that probably – for the training group of 18 – 24 participants - it would be better to use a platform that gives the possibility to see the other course participants and hear the other course participants – organising the morning sessions also in the 'meeting mode' (as the afternoon sessions). The webinar mode seem more fitted where there are many more participants (40 and above). It works well for one-nationality groups and limited number of presenters-trainers. The ClickMeeting – specifically – turned also to work poorly for the purpose of the international team, with many presenters (trainers). From the technical/moderators' perspective: There was a lot of fuss with setting the webinars and inviting participants – where each Partner was supposed to do it himself/herself – and in the end it was all done by FAIE. It was stressful both for FAIE's team – and probably also for the other trainers.

COOSS's opinion was that it would be better to give the possibility to have an "exchange of feedback" also during the lesson. Probably with the meeting format – where you can see all the participants and give them the possibility to ask question - it would be easier both for trainees and for trainers.

The trainers evaluated the general technical implementation of the courses as quite satisfactory. It worked well at the end, but there was some stress created by technical issues, because it was really difficult to manage an entire online course with people connected from several countries. Regarding to the possible future use, the choice of the tool shall be preceded by checking the new options/possibilities/tools made available – to choose the best option – both in technical and financial terms.

5.2.5. Introductory session/opening session

It was concluded that the introductory session of the online courses was very valuable because all the trainers and trainees could introduce themselves in person, see and hear each other. Unfortunately not each participant was able to attend the opening session. It would be good if all the course participants would participate in this session. Seeing/hearing other course participants/trainers would make the subsequent online work easier for all and it would build more motivation and involvement.

5.2.6. Summary/evaluation session

Most of the trainers considered the closing session complete and whole. There were just some small remarks. One of the Italian trainers mentioned that maybe it would be good to give some words about the future assistance of the trainers or about the work done on the afternoon sessions. It would be good if all the course participants would participate in this session, as well.

5.2.7. The webinar session

Regarding to the morning sessions, the webinars, the trainers considered - similarly to the opinion of the participants – that the most important 'things worth to improve' are: The language issue (English), the clarity of the presentation and request for some more practical examples (case studies). It was mentioned that very important from the technical point of view would be that the trainers could work in a well-lit spaces – so they could be clearly visible for the participants.

In general, the *Austrian* partner would prefer having a dialogue with the trainees, also in a lecture format. It is good to activate the participants by asking questions, by asking for their experience, etc. So, a zoom - type session was regarded as much more preferable for the "giving knowledge" part where even short group works would have been possible if needed, and where a trainer could see the trainees.

The *Italian* partner mentioned, that maybe we would need similar solution as they applied during the national online courses, where COOSS carried out a teacher and a tutor - the person that verified if is everything ok in the group of the trainees. Tutor is not a technical profile but a contact person for the class.

5.2.8. The afternoon workshop session

The trainers' evaluations of the afternoon, workshop sessions were very diverse. Basically, in the courses planned for Budapest the main stress was put on the workshop sessions in order to establish networks and design common project ideas by the groups of participants. These groups – that were expected to work on a common project idea – would elaborate the subsequent elements of the international project according to lectures presented during the morning sessions. Due to the the online character, and the decision of half of the course

participants to work individually rather than in an international group online, this kind of work was quite limited.

It was clear that the solution to offer various levels of participation in the courses (all sessions or at least one chosen session) plus the possibility to decide if the trainee wants to work individually or with the others on the course assignments, made the whole courses more accessible for varied group of trainees. At the same time – offering these options limited the networking dimension of the courses. It meant that the original “aim of Budapest courses” afternoon workshops was just partly reached at the afternoon online sessions.

During the online courses more-less separate course assignments were prepared as a “training part” accompanying each lecture. These assignments were assessed as really useful exercises for the participants working either in groups or individually. The participants were really eager to work on the assignments. In the meantime the assignment procedure was not clear. (For whom, when,...) The trainers were available on the “other side of the screen” waiting for questions of the participants regarding to the assignments and ready to offer support. When they received the ready assignments, feedback was sent back to the trainees.

FAIE’s opinion was that these sessions could have been shorter. 2 hours seems sufficient, also for the trainees who decided to work in the international groups in the breakout rooms. It was very satisfying that some of the course participants decided to work in the international groups during the afternoon sessions. Offering such a possibility within the tool used (Zoom) was an advantage.

COOSSs’ trainers said that the online presence should not have been compulsory for the trainers during the afternoon sessions. It would have been sufficient if they were available via email or chat or mobile. On the other side, their role was fundamental for the interaction and activation of trainees. Groupwork should have been more encouraged, because the individual work seems less appropriate for this kind of courses.

According to the EDUCULT’s opinion, having assignments in the afternoon was good, but it would have worked probably better in a physical setting where participants and trainers could have a more natural dialogue. It is not sure if that shall be provided in that way virtually. Still, it was set as a part of the course, so the participants were doing their assignments because they had some time for it prepared in the course frame.

5.2.9. Interaction with the course participants (the trainees)

The trainers evaluated the interactions with the trainees in a positive manner.

According to the *Polish* partner the interaction with the trainees was good, especially excellent for the most involved group – who participated in all the 3 course sessions and done all the assignments. The course participants were involved persons, taking the courses seriously, really wanting to benefit from the participation. It was a pleasure to work with them.

The *Italian* partner mentioned that the trainees actively participated in questions/answers sessions and they also interacted with the trainers during workshops. All of them sent their homework and most of them were asking an email feedback. The trainers thought that a different format (not a webinar, but an online meeting, for example) should give more opportunity for the interaction also during the lessons.

The *Austrian* partner desired more interaction during the the morning sessions. Strong connection to the trainees was not established during the course, and it would have been preferable to have the courses with physical presence.

Inspite of the fact that the courses were realised online, some trainees very actively participated in the courses.

There is still a room to improve the trainer - trainee relationship in the online environment. The partners proposed:

- Maybe offering some individual meeting/sessions with the trainers;

- To use online meeting form in instead of webinars in Click Meeting;
- The best solution could be to create a stable group with a reference trainer for the exercitations.

In the meantime the *Polish* partner believed that the communication options offered (availability of the trainers during the afternoon sessions, answering to emails) were sufficient – each trainee could use these options as he/she needed most.

It would be very important to find the opportunity in the future to create a possibility to meet the trainers and the trainees in person. Maybe – for the possible future courses – could be organized partly online and partly physical. This solution would be for sure cheaper than a physical course – but better due to the possibility to meet in person.

5.2.10. Cooperation among the trainers

The communication between the trainers was assessed as good, frequent and supportive. Accordong to the opinion of FAIE there were some technical troubles – where the trainers could prove their ‘cold blood’ and professionalism. Good communication was a great success factor of this online courses delivery.

Others say they have a good cooperation with those partners with whom they have common presentations (co-lead sessions), and in the future some more attention could be paid to this topic.

The cooperation between the trainers in the preparation phase really worked well. Especially taking into account the confusion all went through due to the necessity to cancel the Budapest courses and find a sound alternative for it due to Covid-19. Some of the partners were concerned by the situation and one decided not to participate in lessons, but only provided the material. FAIE supplemented the withtdrowed partner’s lectures. This was really a big burden to deliver two extra courses modules, taking into account the parallel responsibility for the moderation of the whole course.

The *Italian* opinon was that in the preparation phase there were some difficulties because it needed to change from a face-to-face training course to an online version, but finally a good job was done.

The *Austrian* partner mentioned that in the course contents clearer times for exchange should have been developed and structured. It would be wise to just split it up amongst the trainers, because that would save much time. A better quality and higher learning experience for the trainees would have been probably achieved if among the trainers there would be more discussions in advance on contents, which was not possible due to too little time.

The trainers gave some ideas how to improve the communication in the trainers team:

- If the trainers had more time comfort and possibility to meet in person and discuss the challenge/plan the event would help.
- It’s important to:
 - assign topic to trainers
 - have a clear agenda/programme
 - have defined a detailed summary of specific topic
 - share and agree short and set deadlines for arranging contents/lessons/presentations
- To keep it feasible, the clear division of topics is probably the best solution. The outlines were very helpful for that.
- Good idea would be to prepare some kind of “technical instruction” – arrangements for the trainers (e.g. how to invite co-host etc. and who is supposed to do it).
- The possibility to discuss and comment with the other trainer by chat (but this modality is already available in the current Zoom platform).

5.2.11. Learning outcomes for the trainees

In general, the trainers could notice the learning progress among the trainees.

During checking the assignments it was visible that the trainees used the knowledge from the morning sessions and applied it well.

The Italian partner especially experienced the improvement among the Italian participants, since the same people participated in the national training as well.

The trainers assessed the result of the work assignments very well. Most of the assignments delivered were of a high quality. It was assessed that the trainees worked both individually and in group with good dedication.

Some issues presented in the mornings turned out not to be very clear – it was clearly reflected in the assignments received what could have been said/described better. It wasn't much though. Taking into account experiences of delivering these courses and the evaluations – the courses content could be adjusted and made a bit more affordable/interesting/useful for the trainees, for example:

- by improving English;
- by giving more practical examples;
- by preparing some extra explanations/additional materials 'to read' for the most challenging parts – as for ex. the budget, the dissemination plan or evaluation;
- maybe introducing some interactive IT tools;
- working in groups was very important, and this way of working should be compulsory.

It was also observed that final verification for the learning outcomes shall be successful project implementation by the project managers participating in these courses. So the **monitoring** and the follow up of the training participants would be very important.

The connection of **training and mentoring was seen as important as well**. If anybody finishes the training he/she could get e.g. 5 hours mentoring. It could be sold in package. Looking at the second self-assessment done by the trainees – most of them declared they have learnt quite much.

5.2.12. Course evaluation

Two-folded courses evaluation was applied, which meant the progress evaluation (in order to measure the 'knowledge increase') before and after the courses and also the final course evaluation questionnaire and reflection round were organized.

The trainers assessed that due to the fact, that the courses were pilotage – the more feedback received the better. This evaluation designed was assessed as a good mixture. According to the *Austrian* partner it was good to have the self-reflection questionnaire on abilities/competences. Besides, it was important to have the oral reflection round as well as the questionnaire on the courses itself. All was good to have.

The *Italian* opinion was overall positive both for the results learned during the lessons and for the feedback received by the learners at the end of the course. It would be important to be able to use of a unique online platform with the constant presence of tutors.

Regarding to the courses evaluation it was also mentioned that maybe some postponed evaluation would be useful (for ex. after 3 – 6 months after completing the course) – to check, if the knowledge learned was applied in practice – and if yes – what was most challenging for the trainees.; how did it affected their work at the CSOs etc.

Quoting the trainers, for the possible future FIRST Network courses it would be worth to:

- *Apply the lessons learnt – it was a pilotage – a we have all learnt a lot;*

- *Have time-comfort at planning the next courses;*
- *Conduct a personal/physical team-building meeting for the trainers. It would be ideal to work with the 'trainers' team' method (more direct information exchange/common planning and adjusting during the whole course of the event) – financially little possible in E+ projects unfortunately...*
- *Have a mixture – blended learning course: Online part and physical-training part + offering some kind of 'continuation' for the trainees after graduating (for ex. scholarships/mentoring/community of alumnus).*
- *If it would be possible to do it physically, I would prefer it. If it shall be a virtual course, there should be one online platform and always possibilities for interaction.*
- *The possibility of participating in a flexible course where each trainees can choose a series of topics to follow according to his/her personal needs.*

In general, the trainers believed that the online courses were successful. The courses were delivered in difficult conditions, with little time comfort, using totally new tools/forms of participation/work for some of the participants/trainers. Still it was done well. It was an excellent experience on which to lay the foundations for future training courses for European project managers. Good that we have done it!

6. Lessons learnt. Proposals for the future international trainings.

Trying to summarize the experiences gained during this pilot process of preparing European level training courses, in order to encourage and support the adult-learning organizations to launch and implement international projects, there are some crucial points worth to mention:

Content of trainings and the tools

- The most challenging areas for those who would like to start international cooperation are: finding and choosing the project partners, designing the project and fitting the idea into the application form. It is obvious that there would be several days of training needed to cover just these issues. Also facing so much new information at one course is a challenge.
- The 7-days of the international training, several hours each day for full participation, may seem considerably long. Still, taking into account that the courses were realized online, and were offered to the persons who did not get a time-off from regular job for participating in the course (as it would need to happen for the 'traditional', on-the-site courses planned for Budapest) changes the situation. The specific equilibrium should be found each time while planning such a learning experience, regarding to the time with appropriate tailoring for the participants' needs and availability.
- The most demanding during the trainings was to combine the theoretical and practical knowledge. As we have learnt, the participants of long-term trainings want to see as many successful projects case studies, as possible. The future trainings shall be based more on various case studies from analyzing which also the 'theory' could be learned.
- To be resilient during implementation of international trainings seem very important. Especially at the pilotage stage, it is worth to be brave and to try innovative ways – both for the courses providers and the trainees.
- Trainees would have expected to receive training materials in advance, which is really useful expectation from trainers' point of view as well.
- Delivering the European level courses, we have experienced that many different ways can lead to the same goal. It is not recommendable to apply the same methodology for various situations. It is worth to have a core or basic methodology - but it should be, each time, adjusted to the specific requests or situation.
- Both the trainers and the trainees unanimously mentioned that they have missed the face to face meetings, the personal conversations. It suggests that for this kind of trainings the on-line tools shall be used just in the "case of emergency" (such, in our case, the Covid-19 pandemic in Europe) or as supplementary to the on-the-site courses based on meetings and physical international group - training experience.

Reaching the trainees, communication, dissemination, cooperation with the target group

- Regarding to our experiences it is one of the most important aspects, reaching those organizations and persons who really desire to cooperate internationally and want to learn, how to do it. Motivation seem to be the key, followed by the time comfort to learn. The target groups can be reached only by effective domestic networking. It is the responsibility of each of the partners cooperating at designing and delivering European level courses to reach to and select the trainees, who could benefit most from participation in the learning experience.

Future perspectives

After completing the pilotage, 2-years long Erasmus+ development of innovations project, the already established network of partners is working within the initiated FIRST Network (First International Realisation Support Team Network) aimed at supporting international cooperation of the civil society organisations (CSOs) active in lifelong learning area. The FIRST Network

specialists will continue the fine tuning the training programmes and will elaborate a complex “package” which is appropriate for guiding different CSOs toward successful international project design and implementation. This package is planned to be a mixture of different methodological tools, including training, mentoring, job shadowing and traineeships. In the future the support is meant to be differentiated also according to the preparedness of the specific organization to work internationally. There may be a support package offered to those organizations that want to establish the first international partnership and that have not started to cooperate internationally yet. The other support package might be offered to those organizations which are more mature and more experienced in the field of international cooperation, that already have some international partners and specific goals for cooperation set. The offer of the FIRST Network is meant to be both country-specific (available on the national levels, varying from country to country) and European level. The financing of this work is still an open question.

For the current offer of the FIRST Network please check the “FIRST Network Offer” sections on the FIRST Network portal <https://www.first-network.eu>

ANNEXES

A.1. Table of Figures

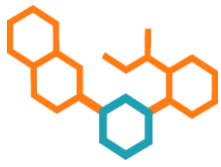
<i>1. Table: Comparison of pedagogy and andragogy.....</i>	<i>6</i>
<i>2. Table: Comparison of childhood and adult learning</i>	<i>7</i>
<i>3. Table: Formal, non-formal and informal learning</i>	<i>7</i>
<i>4. Table: Possible grouping of adult education function.....</i>	<i>8</i>
<i>5. Table: Teaching methodology according to the dominances of actors</i>	<i>11</i>

A.2. Refences

- APPS, JEROLD W. (1991): Mastering the Teaching of Adults - Krieger Publishing Company,
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Attachments

TRAINING PROGRAMMES



Project 1stTIP-PM First-time international project realisers support network 2018-1-PL01-KA204-051192

Attachment 1.a.: Budapest training programme for management bodies members

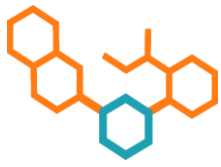
HOW TO PLAN, DEVELOP AND REALISE INTERNATIONAL PROJECT?

INTERNATIONAL TRAINING FOR THE CIVIL SOCIETY ORGANISATIONS MANAGEMENT BODIES MEMBERS

Training programme

30th March – 4th April 2020





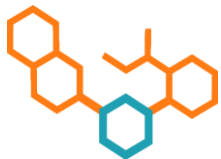
Output Identification: IO5

Output Title:

Developed training course curricula and open educational resources for the first time international projects realisers. – Testing the five days international training programme

Recruitment criteria:

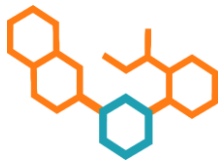
- Presentation of its own international cooperation project idea
- The project idea should be written by given questions
- English knowledge



Monday, 30th of March 2020

Moderator of the day: Marianna Labbancz

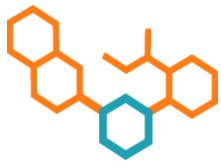
TIMEFRAME	TOPIC	CONTENT/ACTIVITY		
..... -15:00	<i>Arriving</i>			
15:30 - 15:45	Welcoming of the president of FHSASB			Júlia Nagy
15:45 – 16:00	Greeting of the project coordinator			Agnieszka Dadak
16:00-17:00	Getting acquainted with others, formulating groups			Marianna Labbancz
18:00 – Dinner				



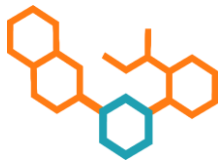
Tuesday, 31st of March 2020

Moderator of the day: Agnieszka Dadak

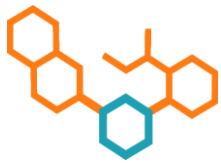
TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Responsible organization	Lecturer
9:00 - 9:20	Shortage Pyramid of successful cooperation among CSO's			Sandor Koles
9:20 - 9:50	Why and how to start to work internationally as a partner or coordinator, with project or mobilities, finding options Networking possibilities on the European level, the benefits and limitations;	Why and how you can start to work internationally? (Why your organisation wishes to work internationally? What resources are to be devoted? How best to get started: Clarify being a partner or coordinator – different strategies).	Interfolk	
Break				



TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Responsible organization	Lecturer
10:00 - 11:50	<p>I. Planning the project</p> <p>The CSO Management Body Member perspective</p>	<ul style="list-style-type: none"> - formulate and finding common goals; - from which sources can be financed; - how does consortium work; - who is the good partner; - needs analysis conducting skills of the organisation's clients and other stakeholders; - the funding possibilities co-financing international cooperation. (Short review of the grants; - international development plan and the initial international project concept; (Mobilities; need, aim, key activities and budget frame) - how to find good project partners and how to develop international contacts and network; 	<p>FAIE INTERFOLK</p>	
11:50-13:00 Lunch				
13:00–15:00	<i>I. Planning the project in practice</i>	Working inf 4 groups		
Break				



TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Responsible organization	Lecturer
15:15-17:30	<p>II. Designing the project</p> <p>The CSO Management Body Member perspective</p>	<ul style="list-style-type: none"> - description of the project; - objectives (goals) of the project; - what will be result and the impact of the project; - what are the main project activities, and steps; - scheduling (timeframe) and milestones; - indicators; - technical/formal international project management: methods, tools (including ICT tools), procedures, documentation; 	<p>COOSS EDCULT</p>	
18:00 – Dinner				

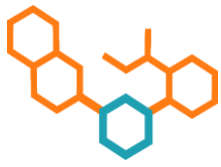


Wednesday, 1st of April 2020

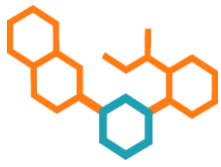
Moderator of the day Aron Weigl

TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Responsible organization	Lecturer
9:00 – 11:00	<i>II. Designing the project in practice</i>	Working in 4 groups		
Break				
11:15 – 12:00	III. Coordinating the project (part I.) The CSO Management Body Member perspective	<ul style="list-style-type: none"> - The partners and the coordinator; - Coordinating teamwork; - International partnership: what does it mean? How not to get a partner “just on the paper”? - The project coordinator – the project partner: differences in management and organisational responsibility. Good practices of project management; - The partnership agreement – what should it contain? Exemplary agreement; - The transnational project meeting – exemplary agenda; 	FHSASB FAIE	
12:00 -13:00 Lunch				





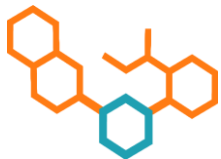
TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Responsible organization	Lecturer
13:00 – 13:45	III. Coordinating the project (part II) The CSO Management Body Member perspective	<ul style="list-style-type: none"> - project management; - team management; - budget control; - financial management; 	FHSASB FAIE	
Break				
14:00-15:30	<i>III. Coordinating the project in practice</i>	Working in 4 groups		
Break				
15:45-17:30	IV. Running the project The CSO Management Body Member perspective	<ul style="list-style-type: none"> - what is success, how project implementation can be successful; - dissemination; - organizational structure; - management; - conflict and risk management; - methods of & mentoring support to the staff; - formal and administrative aspects of international projects realization; 	COOSS INTERFOLK	
18:00 – Dinner				



Thursday, 2nd of April 2020

Moderator of the day Hans Jørgen Vodsgaard (INTERFOLK)

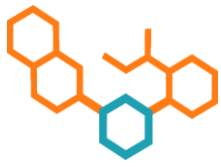
TIMEFRAME	GOAL OF THE ACTIVITY	CONTENT/ACTIVITY	Responsible organization	Lecturer
9:00 – 10:30	<i>IV. Running the project in practice</i>	Working in 4 groups		
Break				
10:45 – 12:00	V. Monitoring and evaluating the project The CSO Management Body Member perspective	<ul style="list-style-type: none"> - monitoring - evaluation - exit strategy development - synergies with other projects and transfer 	FHSASB EDUCULT	
12.00 -13:00	<i>V. Monitoring and evaluating the project in practice</i>	Working in 4 groups		
13:00 – Lunch				
14:30 – 20:00	Cultural program in Szentendre			
Dinner in Szentendre				



Friday, 3rd of April 2020

Moderator of the day: Lorenza Bordoni (COOSS)

TIMEFRAME	GOAL OF THE ACTIVITY	CONTENT/ACTIVITY	Responsible organization	Lecturer
9:00 - 9:30		Plan plenary presentations		
9:30 – 10:30		Group presentations 1-2		
Break				
10:45 – 11:45		Group presentations 3-4		
Lunch				
13:00 -13:45		What we have learnt		
Break				
14:00 – 14:30		Evaluation of the training		
14:30-15:00		Certification Ceremony		
15:00 – 15:10		Official farewell		



Project 1stTIP-PM First-time international project realisers support network 2018-1-PL01-KA204-051192

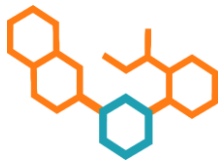
Attachment 1.b.: Budapest training programme for project managers

HOW TO PLAN, DEVELOP AND REALISE INTERNATIONAL PROJECT?

INTERNATIONAL TRAINING FOR THE FIRST TIME INTERNATIONAL PROJECT MANAGERS

Training programme

30th March – 4th April 2020



Output Identification: IO5

Output Title:

Developed training course curricula and open educational resources for the first time international projects realisers. – Testing the five days international training programme

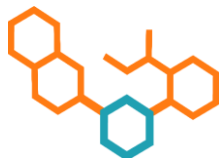
Recruitment criteria:

- Presentation of its own international cooperation project idea
- The project idea should be written by given questions
- English knowledge

Monday, 30th of March 2020

Moderator of the day: Marianna Labbancz

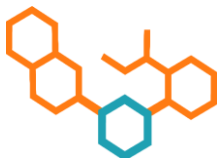
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18:00 – <i>Dinner</i>				



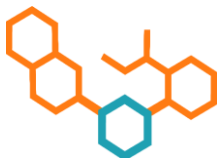
Tuesday, 31st of March 2020

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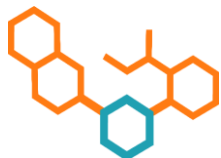
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Break				



TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Responsible organization	Lecturer
10:00 - 11:50	<p>II. Planning the project</p> <p>The Project Manager perspective</p>	<ul style="list-style-type: none"> - finding and choosing partners to the project; agreements with the partners; - formulate and finding common goals; - from which sources can be financed; <ul style="list-style-type: none"> - how does consortium work; - who is the good partner; - needs analysis conducting skills of the organisation's clients and other stakeholders; - the funding possibilities co-financing international cooperation. (Short review of the grants; - international development plan and the initial international project concept; (Mobilities; need, aim, key activities and budget frame) - how to find good project partners and how to develop international contacts and network; 	<p>FAIE INTERFOLK</p>	
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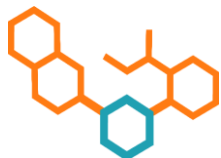
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18:00 – Dinner				



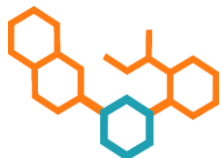
Wednesday, 1st of April 2020

Moderator of the day Aron Weigl

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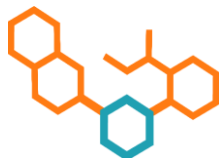
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18:00 – Dinner				



Thursday, 2nd of April 2020

Moderator of the day Hans Jørgen Vodsgaard (INTERFOLK)

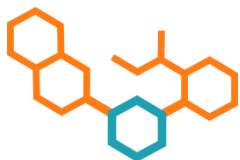
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Dinner in Szentendre				



Friday, 3rd of April 2020

Moderator of the day: Lorenza Bordoni (COOSS)

TIMEFRAME	GOAL OF THE ACTIVITY	CONTENT/ACTIVITY	Responsible organization	Lecturer
9:00 - 9:30		Plan plenary presentations		
9:30 – 10:30		Group presentations 1-2		
Break				
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Lunch				
13:00 -13:45		What we have learnt		
Break				
14:00 – 14:30		Evaluation of the training		
14:30-15:00		Certification Ceremony		
15:00 – 15:10		Official farewell		



Attachment 2.: Methodology of the online courses

“HOW TO PLAN, DEVELOP AND REALISE INTERNATIONAL PROJECT”

Online course

INFO PACKAGE, v3

June 2020

1. Welcome!

Welcome to the information package of the online course: **“How to plan, develop and realize international project”** offered by the European team of the “First-time international projects realisers support network” project.

Some of the information you will find in this document has already been explained by the realizing on representatives, who invited you to participate in the course, but other information will be new to you. So please read the whole document.

The “[First-time international projects realisers network](#)” (1stTIPPM) project

Is an European, 2-years long (October 2018 – September 2020) partnership initiative realizing by the team of five partners from five European countries. The project idea is to design and deliver sustainable support for the 1st time international project managers and the civil society realizing on active in the life-long learning sector, planning to incorporate international cooperation into their strategies.

This strategic partnership, development of innovation, has been supported by the Erasmus+ Programme of the European Union.

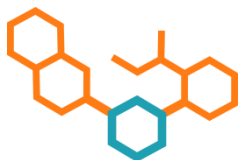
The course Realisation Team

Includes four civil society realizing on – three Non-governmental realizing on and one Research Institutes – providing life-long learning:

- Foundation of Alternative Educational Initiatives, Poland (Coordinator), www.fundacjaiae.eu
- Cooperativa Sociale COOSS MARCHE ONLUS scpa, Italy, <http://www.cooss.it/it/>
- Folk High School Association Surrounding Budapest, Hungary, <http://www.bknsz.hu/>
(And, formerly, Hungarian Folk High Schools Society, Hungary, www.nepfoiskola.hu)
- EDUCULT – Institute of Cultural Policy and Cultural Management, Austria, <http://educult.at/>

Support:

- Interfolk, Institut for Civilsamfund, Denmark, www.interfolk.dk



The concept

One of the objectives of the project is to ensure long-term support for adult education providers to create new international partnerships as well as to initiate international projects by delivering a sustainable FIRST Network Portal & an International Support Network.

In order to realise this objective, new training course curricula and open educational resources for the first time international projects realisers are being developed.

The two pilot courses are aimed to test the European level training courses for the two groups:
A. Management bodies members of the Civil Society Organisations working in the field of lifelong learning, interested in including international cooperation to their development strategies;
B. Persons interested to work as international project managers in the Civil Society Organisations, active in the field of lifelong learning.

After finalising the courses, both the trainees and the trainers will be asked to evaluate the learning process and give recommendations for possible improvements.

The final, perfected training packages, including the handbook as a methodological guide to implementing the trainings, will be made available through the FIRST Network Portal for anyone interested.

The courses will also be included in the offer of the FIRST Network dedicated to support the first-time international project realisers.

2. “How to plan, develop and realize international project”

Aim of the course:

The general aim of the training is providing basic knowledge and acquiring skills related to preparing the organisation to initiating, planning and realising partnership, international projects and acquiring co-financing for their realisation.

Specific goals of the course:

Group A: Supporting the persons managing civil society organisations at making informed decision: Is the organisation already “ready” to initiate international cooperation. If not yet – what needs to be done to get prepared.

Group B: Gaining, by the project managers, useful knowledge and developing key competences essential for planning, preparing and realizing international projects successfully.

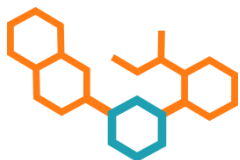
Time frame & content

The course will take place **June 22nd – June 30th**.

The course includes 3 independent course sessions and two collective meetings: introductory and summary.

The timeframe looks as follows:

- 1) **Opening session:** Monday, June 22nd.



3. Course session 1: **Planning & Designing the project**: June 23rd – 24th (Tuesday – Wednesday).
- 3) Course session 2: **Coordinating & Running the project**: June 25th – 26th (Thursday – Friday).
- 4) Course session 3: **Monitoring & Evaluating the project**: June 29th (Monday)
- 5) **Summary/Evaluation** session: Tuesday, June 30th.

The course activities

Forms of course activities are:

- 2 Collective meetings (opening and ending),
- 5 Lecture/presentations sessions + question & answer sessions,
- 5 Workshop sessions.

Course programme: Please see:

Annex 1a. **GROUP A**: “How to plan, develop and realize international project. The management body member perspective”.

Annex 1b. **GROUP B**: “How to plan, develop and realize international project. The project manager perspective”.

3 levels of flexible participation

Please feel invited to take part in the whole of the course, the three thematic course sessions and opening + summary sessions. It would give you complete, basic knowledge concerning international projects planning, developing and realizing.

If, for some reasons, your full participation is not possible, we offer you the following, flexible scheme for participation:

To complete the course and get the course certificate the course participant is expected to:

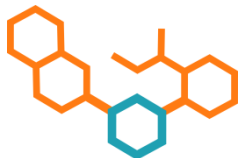
- Actively participate in chosen 2, out of 3, course sessions and to complete all the course assignments related to the chosen 2 course packages.
- Take part in the introductory and the summary session.
- Fill in the course evaluation form, including recommendations for future on-line courses.

‘Free listener’ participation option. The ‘free listener’ may choose just 1 course package out of 3. The ‘free listener’ is expected to:

- Actively participate in the chosen course package and complete the assignments related to the chosen course package.
- Fill in the course evaluation form, including recommendations for future on-line courses.

Participation in the introductory and the summary session is not obligatory (still please feel invited to participate!).

The working language is **English**.



International workshop groups or individual work

During the course, you will be asked to do some assignments, related to the course topics, in order to put into practice some knowledge learnt during the lecture sessions. Why not to experience some international cooperation in practice?

Please feel invited to work in international teams, to do the assignment together. You would get a glimpse how could the international team cooperation look like in practice; you may also start your international cooperation network this way.

Still, if you prefer to work on the assignments individually, please feel free to do so.

The question on how would you prefer to work on the course assignments (international team vs individually) is included in the registration form.

The course participants

The course is dedicated to the beginners in the field of international cooperation, the ‘first-time’ international projects realisers (‘first-time international project realiser’ = no more than 1 international project managed).

The persons invited to participate in the pilot courses are 30 specialists from 5 countries, representing to 2 groups:

- A. Management bodies members of the Civil Society Organisations working in the field of lifelong learning, interested in including international cooperation to their development strategies;
- B. Persons interested to work as international project managers in the Civil Society Organisations, active in the field of lifelong learning.

E-mail

For the running of the course it is important that you know in advance, which email address(es) you are going to be using. The email-address you would fill in when you register will be the one we will be using to keep in contact with you. Please try to stick to this email in order to help us to keep a clear overview of who is who.

Registration

To get registered to the course, please fill in the registration form available here:

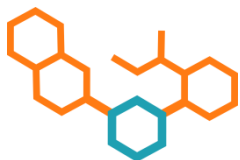
<https://docs.google.com/forms/d/e/1FAIpQLScU936qHeYFAA9itTyYwTiae3zSbbV2CHKXu32mdnWtK8DTqQ/viewform?vc=0&c=0&w=1>

The registration is opened by June 18th, by midnight.

The address and start of the course

The first day of the course, Monday, June 22nd you will receive an e-mail invitation with a link to join the course. Please accept the invitation. To enter the course environment, you would need to give your name and e-mail address. You may log in to the course session around 5 – 10 min before the start of the session – you will be directed to the waiting room.

Technical preconditions for participation



In order to see our site you need to have a browser. Under Internet options the 'javascript' options must be turned 'on' and you must 'accept cookies' (under Tools/Options/Security in your browser). With almost all computers this is already the case, since it is a requirement for many websites.

Online environment orientation

All the course participants will receive more detailed guidelines how to use the online course environment at least one week before the course starts. Some introduction will be also offered at the opening session.

Certificate

Students who successfully complete the course will receive a Certificate of Completion. This award of this certificate will be based on your completion of assignments, participation in the lectures, and general participation. The course certificates will be issued electronically.

3. What we ask of YOU the participant?

Registration and profile

When you register you are asked to fill in some information about yourself. Through this information the other participants can get to know you. You will be able to see your and your fellow participants' profiles and emails (if 'turned on').

Email

During the course some of interaction will take place through email. For example, when your assignment has been reviewed by one of the trainers you receive an email-notification. Please make sure you use the same email all the time.

Participation and workshop work

We ask our participants to actively contribute to the programme. Participation can be in the form of [amongst others] asking questions after the lectures, co-operating with others in the completion of the assignments, using the trainers support in order to complete and evaluate the assignments. Whatever form the participation takes it is important to remember that you the participant are co-responsible for the success of the course.

We encourage you to take the chance to initiate your first international network.

Courses effectiveness measurement

Since these are the pilot courses, that we offer for the first time, we would like to check how effective the courses were. Therefore we will ask you for a self-assessment of the level of knowledge at the beginning, and at the end of the course.

Evaluation

We also ask all of our participants to complete and submit an evaluation form at the end of the course. The evaluation form can be accessed online. You shall receive a link to the evaluation form after completing the course.

4. What can you expect from us?

Technical problems



The technical support specialist is available to assist you in your own learning adventures. If you have any questions regarding technical problems, please contact Rafał at: faie@fundacjaie.eu

Trainers support

The trainers are available for support at delivering the course assignments for 3 hours during the afternoon, workshop sessions at each part of the course. You will be able to contact the trainers via chat, arrange online call or e-mail exchange. The trainers would be also available for e-mail consultation through whole duration of the course (June 22nd – June 30th).

There will undoubtedly be times during which we will be unable to answer your questions promptly (perhaps because we are asking for the input of some fellow trainer). In such a case, we ask for your understanding and patience.

Course team

In case of any questions or comments please feel free to contact the courses provider in your country:

Poland: Agnieszka Dadak, faie@fundacjaie.eu, (+48) 511 551 439

Italy: Lorenza Lupini, ricerca22@cooss.marche.it, (+39) 328 761 02 27

Austria: Aron Weigl, aron.weigl@educult.at, (+43) 660 842 14 13

Hungary: Marianna Labbancz, labbanczm@gmail.com, (+36) 20/9674748

Support for the Danish group: 'Hans Jørgen Vodsgaard, hjv@interfolk.dk, (+45) 51 300 320

We are looking forward to meet you at the course!

Best regards,

The course team.



Attachment 3.a.: Online training programme for management bodies members

HOW TO PLAN, DEVELOP AND REALISE INTERNATIONAL PROJECT?

THE MANAGEMENT BODY MEMBER PERSPECTIVE

GROUP A

On-line training programme 3 in 1

22nd - 30th of June 2020 (full course)

Opening session: June 22nd

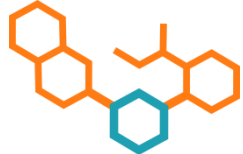
Course session 1: June 23rd – 24th

Course session 2: June 25th – 26th

Course session 3: June 29th

Summary & evaluation session: June 30th

On-line course

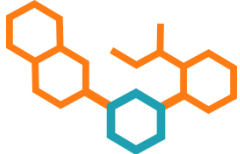


INTRODUCTORY/OPENING SESSION

Monday, June 22nd 2020

INTRODUCTORY/OPENING SESSION.

TIMEFRAME	TOPIC	CONTENT	PRESENTER
15.30 – 17.00	OPENING/INTRODUCTION		
Participants:	<i>All. The Trainees + the Trainers, Group A and Group B</i>		
15:30 - 15:45	Registration. Greeting of the project coordinator. Introducing the course: the programme, organization, tools, assignments.	<i>Registration via chat. On-line environment navigation: How to use the online environment; where to find all the course guidelines, materials and documents.</i>	Agnieszka Dadak, FAIE
15.45 – 16:00	Introducing the Trainers.	<i>The Trainers are being introduced.</i>	Agnieszka Dadak, FAIE
16:00-17:00	Introducing the Trainees.	<i>Each Course Participant has 2 minutes for short presentation.</i>	Marianna Labbancz, FHSASB
See you at the course!			



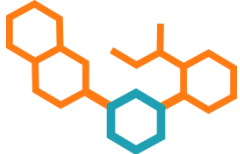
cOURSE SESSION 1: PLANNING & DESIGNING THE PROJECT.

The management body member perspective.

Tuesday, June 23rd – Wednesday, June 24th

PLANNING THE PROJECT - THE MANAGEMENT BODY MEMBER PERSPECTIVE.

TIMEFRAME	TOPIC	CONTENT	Lecturer
Tuesday, June 23rd 9.30 – 12.15	PLANNING THE PROJECT – THE MANAGEMENT BODY MEMBER PERSPECTIVE. MORNING SESSION Webinar 1.		
Participation	Course Participants + Trainers-lecturers		
Form	Online lecture + questions & answers session; presentation of the assignment.		
9.30 – 10.20	Part 1. <ul style="list-style-type: none"> Why and how can you start to work internationally? How to prepare the development plan and pro- 	<ul style="list-style-type: none"> <i>Why and how to start to work internationally as a partner or coordinator, with project or mobilities; funding options.</i> <i>Networking possibilities on the European level, the benefits and limitations;</i> <i>The international development plan for your organisation plus special development issues – needed in general</i> 	Agnieszka Dadak, FAIE



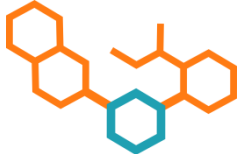
	ject concept?	<p><i>and especially for mobility projects;</i></p> <ul style="list-style-type: none"> - <i>Main steps in the application proces: Project concept, find partners, develop detailed work programme and budget, clarify partner agreements, elaborate the application text with annexes and submitting the project;</i> - <i>The essential first step: design the initial project concept that include: need, aim, key activities, main output and expected outcome as well as outline of work programme and budget frame.</i> 	
10.20 – 10.35	Questions & answers session	<ul style="list-style-type: none"> - The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions. 	Agnieszka Dadak, FAIE
10.35 – 10.40	Short presentation of the assignment to be delivered individually/ by the international teams	<ul style="list-style-type: none"> - <i>Presenting the working-sheet/template.</i> - <i>Short introduction what to do and how.</i> 	Agnieszka Dadak, FAIE
Break (20 minutes)			
11.00 – 11.50	<p>Part 2.</p> <ul style="list-style-type: none"> • How to find good project partners and how to develop international contacts and network? • What are the funding possibilities co-financing international cooperation? 	<ul style="list-style-type: none"> - <i>Most common international cooperation models;</i> - <i>Where and how to search for the project partners. Who should search/choose? Presentation of several partner search tools;</i> - <i>Short presentation of the following grants:</i> <ol style="list-style-type: none"> 1. <i>Interreg Baltic Sea Region</i> 2. <i>EEA grants</i> 3. <i>Visegrad International Fund</i> 4. <i>Europe for Citizens</i> 	Rafał Dadak, FAIE



		<p>5. <i>Erasmus+</i> 6. <i>Creative Europe</i></p>	
11.50 – 12.05	Questions & answers session	<p>- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.</p>	Rafał Dadak, FAIE
12.05 – 12.10	Short presentation of the assignment to be delivered individually/ by the international teams	<p>- <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i></p>	Agnieszka Dadak, FAIE
12.10 – 12.15	Invitation to the workshop-time in the afternoon	<p>- <i>Introducing the afternoon, workshop session.</i></p>	Agnieszka Dadak, FAIE

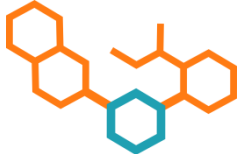


TIMEFRAME	TOPIC	CONTENT	Trainer(s)
Tuesday, June 23rd 15.00 – 18.00	<p>I. PLANNING THE PROJECT – THE MANAGEMENT BODY MEMBER PERSPECTIVE.</p> <p>AFTERNOON SESSION</p> <p>Workshop</p>		
Participation	Course Participants + Trainers-coaches		
Form	The Trainers-coaches are available for the Course Participants for individual consultations. The consultations may be done via e-mail, chat, teleconference etc.		
Training materials	The assignments - Workshop-sheets/templates presented during the morning session.		
Learning outcomes	<p>Upon completion of this part of the course, the Participant is expected to:</p> <ol style="list-style-type: none"> 1. Learn how to develop an initial international development plan for the organisation. 2. Learn how to prepare a draft project concept, including expectations towards the project partners. 3. Learn how to register in the partner search base(s). 4. Learn basic co-finding sources supporting international cooperation are there available on the European level. 		



DESIGNING THE PROJECT - THE MANAGEMENT BODY MEMBER PERSPECTIVE.

TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Lecturer
Wednesday, June 24th 9.30 – 12.15	DESIGNING THE PROJECT – THE MANAGEMENT BODY MEMBER PERSPECTIVE. MORNING SESSION Webinar 2.		
Participation	Course Participants + Trainers-lecturers		
Form	Online lecture + questions & answers session; presentation of the assignment.		
9.30 – 10.20	Part 1. <ul style="list-style-type: none"> • What aims and goals will the project realise? • What tasks/activities need to be realised? • How long and when will the project be realised? • How much would it cost? • What are the planned 	<ul style="list-style-type: none"> - <i>Defining the project aim (general objective) and goals (detailed objectives);</i> - <i>Planning the tasks and sub-tasks; planning the project phases if relevant;</i> - <i>Developing the timetable for the project. Definition of milestones;</i> - <i>Planning the project budget – general introduction;</i> - <i>Defining the project outputs, results and impact.</i> 	Lorenza Lupini, COOSS Luca Bordonni, COOSS



	outputs and results?		
10.20 – 10.35	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Lorenza Lupini, COOSS Luca Bordoni, COOSS
10.35 – 10.40	Short presentation of the assignment to be delivered individually/ by the international teams	- <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i>	Lorenza Lupini/Luca Bordoni, COOSS
Break (20 minutes)			
11.00 – 11.50	Part 2. <ul style="list-style-type: none"> • How to measure project results? • What could influence the project? 	- <i>Defining the quantitative and qualitative indicators;</i> - <i>Defining the project risks; impact and probability.</i>	Aron Weigl, EDUCULT Oliver Löscher, EDUCULT
11.50 – 12.05	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Aron Weigl, EDUCULT Oliver Löscher, EDUCULT
12.05 – 12.10	Short presentation of the assignment to be delivered individually/ by the international teams	- <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i>	Aron Weigl/ Oliver Löscher, EDUCULT
12.10 – 12.15	Invitation to the workshop-time in the afternoon	- <i>Introducing the afternoon, workshop session.</i>	Aron Weigl, EDUCULT



TIMEFRAME	TOPIC	CONTENT	Trainer(s)
Tuesday, June 24 th 15.00 – 18.00	DESIGNING THE PROJECT – THE MANAGEMENT BODY MEMBER PERSPECTIVE.		
	AFTERNOON SESSION		
	Workshop		
Participation	Course Participants + Trainers-coaches		
Form	The Trainers-coaches are available for the Course Participants for individual consultations. The consultations may be done via e-mail, chat, teleconference etc.		
Training materials	The assignments - Workshop-sheets/templates presented during the morning session.		
Learning outcomes	Upon completion of this part of the course, the Participant is expected to: <ol style="list-style-type: none">1. Learn the international project design logic.2. Learn how to initially design the key elements of the international project.		

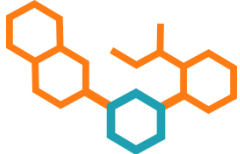


COURSE SESSION 2: COORDINATING & RUNNING THE PROJECT. The management body member perspective.

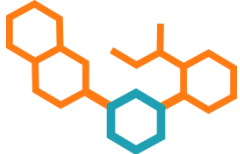
Thursday, June 25th – Friday, June 26th

COORDINATING THE PROJECT - THE MANAGEMENT BODY MEMBER PERSPECTIVE.

TIMEFRAME	TOPIC	CONTENT	Lecturer
<p>Thursday, June 25th 9.30 – 12.15</p>	<p>COORDINATING THE PROJECT – THE MANAGEMENT BODY MEMBER PERSPECTIVE.</p> <p>MORNING SESSION</p> <p>Webinar 3.</p>		
<p>Participation</p>	<p>Course Participants + Trainers-lecturers</p>		
<p>Form</p>	<p>Online lecture + questions & answers session; presentation of the assignment.</p>		
<p>9.30 – 10.20</p>	<p>Part 1.</p> <ul style="list-style-type: none"> • International partnership. • The project coordinator – the project partner. • The partnership agreement. 	<ul style="list-style-type: none"> - International partnership: <i>what does it mean? How not to get a partner “just on the paper”?</i> - The project coordinator – the project partner: <i>differences in management and organisational responsibility. Good practices of project management;</i> - The partnership agreement – <i>what should it contain? Exemplary agreement;</i> - <i>The transnational project meeting – exemplary agenda;</i> 	<p>Agnieszka Dadak, FAIE</p>



	<ul style="list-style-type: none"> The transnational project meeting. 		
10.20 – 10.35	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Agnieszka Dadak, FAIE
10.35 – 10.40	Short presentation of the assignment to be delivered individually/ by the international teams	<ul style="list-style-type: none"> - <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i> 	Agnieszka Dadak, FAIE
Break (20 minutes)			
11.00 – 11.50	<p>Part 2.</p> <ul style="list-style-type: none"> The partners and the coordinator. Coordinating teamwork. Project management – project execution. Team management. Budget control. Financial management. 	<ul style="list-style-type: none"> - <i>Different duties and responsibilities of the partners and the coordinator;</i> - <i>Working together in one project. How build up an efficient team work?</i> - <i>How to build up a clear transparent, and efficient management which helps to ensure a smooth project implementation;</i> - <i>How to coordinate the project management team? Working together with the partners;</i> - <i>Budgeting: Why do we need to plan the project budget? Process of planning the budget;</i> 	Marianna Labbancz, FHSASB



		<ul style="list-style-type: none"> - <i>Budget management. Coordination of planning of cost Aspects of cost planning. Estimation of costs (Inputs of estimation, Estimation techniques, Results of estimation);</i> - <i>Defining the budget: Inputs of designing the budget, Results of defining the budget;</i> - <i>Control of financing: Means of control.</i> 	
11.50 – 12.05	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Marianna Labbancz, FHSASB
12.05 – 12.10	Short presentation of the assignment to be delivered individually/ by the international teams	<ul style="list-style-type: none"> - <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i> 	Marianna Labbancz, FHSASB
12.10 – 12.15	Invitation to the workshop-time in the afternoon	- <i>Introducing the afternoon, workshop session.</i>	Marianna Labbancz, FHSASB

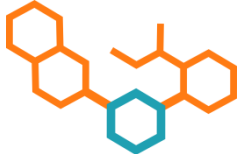


TIMEFRAME	TOPIC	CONTENT	Trainer(s)
Tuesday, June 25 th 15.00 – 18.00	<p>III. COORDINATING THE PROJECT – THE MANAGEMENT BODY MEMBER PERSPECTIVE.</p> <p>AFTERNOON SESSION</p> <p>Workshop</p>		
Participation	Course Participants + Trainers-coaches		
Form	The Trainers-coaches are available for the Course Participants for individual consultations. The consultations may be done via e-mail, chat, teleconference etc.		
Training materials	The assignments - Workshop-sheets/templates presented during the morning session.		
Output	<p>Upon completion of this part of the course, the Participant is expected to:</p> <ol style="list-style-type: none"> 1. Know what should the letter of intent and the partnership agreement contain. 2. Know what should the transnational project meeting and the meeting minutes contain. 3. Learn the principles of successful international project management. 		

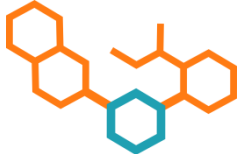


RUNNING THE PROJECT - THE MANAGEMENT BODY MEMBER PERSPECTIVE.

TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Lecturer
Friday, June 26 th 9.30 – 12.15	RUNNING THE PROJECT – THE MANAGEMENT BODY MEMBER PERSPECTIVE. MORNING SESSION Webinar 4.		
Participation	Course Participants + Trainers-lecturers		
Form	Online lecture + questions & answers session; presentation of the assignment.		
9.30 – 10.20	Part 1. <ul style="list-style-type: none"> How to spread project information? How to raise awareness among different target groups, stakeholders and policy makers? Efficient use of multiplier events. 	<ul style="list-style-type: none"> - Main elements of the dissemination plan: Define target groups, define key messages, clarify media (dissemination means), expected outcome, phases, division of work; - Defining target groups: Direct targets, indirect targets, end-users; - Priorities of possible media – get value for money; - Appropriate use of multiplier events, both in a national and transnational contexts. Possible use of combined events. priorities of different forms of events, like conferences, seminars, symposia and virtual events. 	Agnieszka Dadak, FAIE
10.20 – 10.35	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Agnieszka Dadak, FAIE



10.35 – 10.40	Short presentation of the assignment to be delivered individually/ by the international teams	- <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i>	Agnieszka Dadak, FAIE
Break (20 minutes)			
11.00 – 11.50	<p>Part 2.</p> <ul style="list-style-type: none"> • Efficient work division in project group. • How can be guarantee the internal correct on-going of project activities? 	- <i>Defining the perfect internal project staff/resources;</i> - <i>The project in motion – possible tools: Trello, Mail, Skype, Interim report;</i>	Lorenza Lupini, COOSS Luca Bordoni, COOSS
11.50 – 12.05	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Lorenza Lupini, COOSS Luca Bordoni, COOSS
12.05 – 12.10	Short presentation of the assignment to be delivered individually/ by the international teams	- <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i>	Lorenza Lupini, COOSS Luca Bordoni, COOSS
12.10 – 12.15	Invitation to the workshop-time in the afternoon	- <i>Introducing the afternoon, workshop session.</i>	Lorenza Lupini, COOSS Luca Bordoni, COOSS



TIMEFRAME	TOPIC	CONTENT	Trainer(s)
Friday, June 26 th 15.00 – 18.00	IV. RUNNING THE PROJECT – THE MANAGEMENT BODY MEMBER PERSPECTIVE.		
	AFTERNOON SESSION		
	Workshop		
Participation	Course Participants + Trainers-coaches		
Form	The Trainers-coaches are available for the Course Participants for individual consultations. The consultations may be done via e-mail, chat, teleconference etc.		
Training materials	The assignments - Workshop-sheets/templates presented during the morning session.		
Learning outcomes	Upon completion of this part of the course, the Participant is expected to: <ol style="list-style-type: none">1. Know how to make a dissemination plan for the project and how to run the project dissemination.2. Know how to organize efficient work division and effective delivery of the project tasks in project group.3.		



COURSE SESSION 3: MONITORING & EVALUATING THE PROJECT.

The management body member perspective.

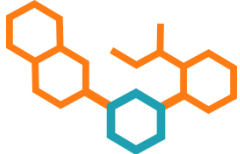
Tuesday, June 29th

RUNNING THE PROJECT - THE MANAGEMENT BODY MEMBER PERSPECTIVE.

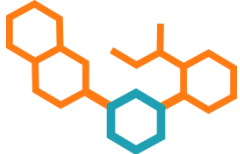
TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Lecturer
<p>Tuesday, June 29th</p> <p>9.30 – 12.15</p>	<p>MONITORING AND EVALUATING THE PROJECT – THE MANAGEMENT BODY MEMBER PERSPECTIVE.</p> <p>MORNING SESSION</p> <p>Webinar 5.</p>		
<p>Participation</p>	<p>Course Participants + Trainers-lecturers</p>		
<p>Form</p>	<p>Online lecture + questions & answers session; presentation of the assignment.</p>		
<p>9.30 – 10.20</p>	<p>Part 1.</p> <ul style="list-style-type: none"> • Introduction to evaluation. • • How to implement the project evaluation. 	<p>- <i>Introduction:</i></p> <ul style="list-style-type: none"> - <i>Raising attention;</i> - <i>Highlighting and positioning evaluation and monitoring in the project implementation process;</i> <p>- <i>Evaluation</i></p> <ul style="list-style-type: none"> - <i>Why evaluation is important?</i> - <i>Definition of evaluation;</i> 	<p>Aron Weigl, EDUCULT Oliver Löscher, EDUCULT</p>



	<ul style="list-style-type: none"> • Synergies with other projects. 	<ul style="list-style-type: none"> - <i>Types of evaluation;</i> - <i>Principles of evaluation;</i> - <i>Evaluation process and methodology;</i> - <i>Evaluation plan (highlight);</i> <p>- <i>Synergies with other projects</i></p> <ul style="list-style-type: none"> - <i>How to make use of the own learning outcomes for other projects?</i> 	
10.20 – 10.35	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Aron Weigl, EDUCULT Oliver Löscher, EDUCULT
10.35 – 10.40	Short presentation of the assignment to be delivered individually/ by the international teams	<ul style="list-style-type: none"> - <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i> 	Aron Weigl, EDUCULT Oliver Löscher, EDUCULT
Break (20 minutes)			
11.00 – 11.50	<p>Part 2.</p> <ul style="list-style-type: none"> • Monitoring. • Comparison of conventional and participatory monitoring and evaluation. • Evaluation vs monitoring. • Evaluation and monitoring plan. 	<p>- <i>Monitoring</i></p> <ul style="list-style-type: none"> - <i>Why do we need monitoring?</i> - <i>What is monitoring?</i> - <i>Goals of monitoring;</i> - <i>Methodology of monitoring;</i> - <i>Levels of monitoring;</i> - <i>Monitoring tools;</i> - <i>Steps of monitoring;</i> <p>- <i>Comparison of conventional and participatory monitoring and evaluation. Comparison of “who, what, how, why” aspects;</i></p>	Marianna Labbanz, FHSASB



	<ul style="list-style-type: none"> Exit strategy and transfer. 	<p>- <i>Evaluation vs monitoring: Summarizing and comparison the main aspects of evaluation and monitoring;</i></p> <p>- <i>Evaluation and monitoring plan: Phases and methodology of evaluation and monitoring plan;</i></p> <p>- <i>Exit strategy and transfer: How to continue after an international cooperation project is finished.</i></p>		
11.50 – 12.05	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Marianna FHSASB	Labbanz,
12.05 – 12.10	Short presentation of the assignment to be delivered individually/ by the international teams	<p>- <i>Presenting the working-sheets/template.</i></p> <p>- <i>Short introduction what to do and how.</i></p>	Marianna FHSASB	Labbanz,
12.10 – 12.15	Invitation to the workshop-time in the afternoon	- <i>Introducing the afternoon, workshop session.</i>	Marianna FHSASB	Labbanz,



TIMEFRAME	TOPIC	CONTENT	Trainer(s)
Friday, June 29 th 15.00 – 18.00	V. MONITORING AND EVALUATING THE PROJECT – THE MANAGEMENT BODY MEMBER PERSPECTIVE. AFTERNOON SESSION Workshop		
Participation	Course Participants + Trainers-coaches		
Form	The Trainers-coaches are available for the Course Participants for individual consultations. The consultations may be done via e-mail, chat, teleconference etc.		
Training materials	The assignments - Workshop-sheets/templates presented during the morning session.		
Learning outcomes	Upon completion of this part of the course, the Participant is expected to: <ol style="list-style-type: none"> 1. Learn how to plan and implement effective international project evaluation. 2. Learn how to plan and implement effective international project monitoring. 		



SUMMARY/EVALUATION SESSION

Tuesday, June 30th

SUMMARY AND EVALUATION

TIMEFRAME	TOPIC	CONTENT/ACTIVITY/SOLUTION	PRESENTER
15.30 – 17.00	SUMMARY/EVALUATION		
Participants:	<i>All the Trainees + the Trainers</i>		
15.30 – 15.50	What we have learnt?	<ul style="list-style-type: none"> • „Transfer” - a new pedagogical buzzword. Focus on the situation and context where the learned shall be applied. Focus on the transfer potential • Transfer requires a holistic pre-, during- and post- approach to learning, that include the future situation and context in which to apply the learned. • How will you transfer the learned in this course to your situation at home? 	Agnieszka Dadak, FAIE
15.50 -16.05	Evaluation of the training	<i>Introduction to the evaluation: online evaluation form.</i>	Aron Weigl, EDUCULT



16.05 – 16.10	Certification Ceremony	<i>Explanation how the certificates would be issued.</i>	Marianna Labbancz, FHSASB
16.10 – 16.50	Short round of reflections concerning the course experience	<i>The Trainers and Trainees have a space to share their reflections.</i>	Lorenza Lupini, COOSS
16.50 – 17.00	Official farewell		Agnieszka Dadak, FAIE

Good bye, good luck, see you at the Network events!



Attachment 3.b.: Online training programme for project managers

HOW TO PLAN, DEVELOP AND REALISE INTERNATIONAL PROJECT?

THE INTERNATIONAL PROJECT MANAGER PERSPECTIVE

GROUP B

On-line training programme

3 in 1

22nd - 30th of June 2020 (full course)

Opening session: June 22nd

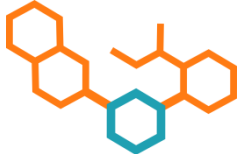
Course session 1: June 23rd – 24th

Course session 2: June 25th – 26th

Course session 3: June 29th

Summary & evaluation session: June 30th

On-line course



INTRODUCTORY/OPENING SESSION

Monday, June 22nd 2020

INTRODUCTORY/OPENING SESSION.

TIMEFRAME	TOPIC	CONTENT	PRESENTER
15.30 – 17.00	OPENING/INTRODUCTION		
Participants:	<i>All. The Trainees + the Trainers, Group A and Group B</i>		
15:30 - 15:45	Registration. Greeting of the project coordinator. Introducing the course: the programme, organization, tools, assignments.	<i>Registration via chat. On-line environment navigation: How to use the online environment; where to find all the course guidelines, materials and documents.</i>	Agnieszka Dadak, FAIE
15.45 – 16:00	Introducing the Trainers.	<i>The Trainers are being introduced.</i>	Agnieszka Dadak, FAIE
16:00-17:00	Introducing the Trainees.	<i>Each Course Participant has 2 minutes for short presentation.</i>	Marianna Labbancz, FHSASB
<i>See you at the course!</i>			



COURSE SESSION 1: PLANNING & DESIGNING THE PROJECT.

The project manager perspective.

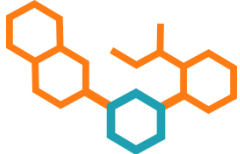
Tuesday, June 23rd – Wednesday, June 24th

PLANNING THE PROJECT - THE PROJECT MANAGER PERSPECTIVE.

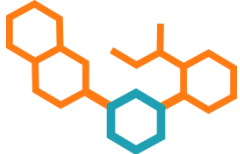
TIMEFRAME	TOPIC	CONTENT	Lecturer
<p>Tuesday, June 23rd</p> <p>9.30 – 12.15</p>	<p>PLANNING THE PROJECT – THE PROJECT MANAGER PERSPECTIVE.</p> <p>MORNING SESSION</p> <p>Webinar 1.</p>		
<p>Participation</p>	<p>Course Participants + Trainers-lecturers</p>		
<p>Form</p>	<p>Online lecture + questions & answers session; presentation of the assignment.</p>		
<p>9.30 – 10.20</p>	<p>Part 1.</p> <ul style="list-style-type: none"> Why and how can you start to work internationally? How to prepare the development plan and project concept? 	<ul style="list-style-type: none"> Why and how to start to work internationally as a partner or coordinator, with project or mobilities; funding options. Networking possibilities on the European level, the benefits and limitations; The international development plan for your organisation plus special development issues – needed in general and especially for mobility projects; 	<p>Agnieszka Dadak, FAIE</p>



		<ul style="list-style-type: none"> - <i>Main steps in the application proces: Project concept, find partners, develop detailed work programme and budget, clarify partner agreements, elaborate the application text with annexes and submitting the project;</i> - <i>The essential first step: design the initial project concept that include: need, aim, key activities, main output and expected outcome as well as outline of work programme and budget frame.</i> 	
10.20 – 10.35	Questions & answers session	<ul style="list-style-type: none"> - The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions. 	Agnieszka Dadak, FAIE
10.35 – 10.40	Short presentation of the assignment to be delivered individually/ by the international teams	<ul style="list-style-type: none"> - <i>Presenting the working-sheet/template.</i> - <i>Short introduction what to do and how.</i> 	Agnieszka Dadak, FAIE
Break (20 minutes)			
11.00 – 11.50	<p>Part 2.</p> <ul style="list-style-type: none"> • How to find good project partners and how to develop international contacts and network? • What are the funding possibilities co-financing international cooperation? 	<ul style="list-style-type: none"> - <i>Most common international cooperation models;</i> - <i>Where and how to search for the project partners. Who should search/choose? Presentation of several partner search tools;</i> - <i>Short presentation of the following grants:</i> <ol style="list-style-type: none"> 7. <i>Interreg Baltic Sea Region</i> 8. <i>EEA grants</i> 9. <i>Visegrad International Fund</i> 10. <i>Europe for Citizens</i> 11. <i>Erasmus+</i> 	Rafał Dadak, FAIE



		<i>12. Creative Europe</i>	
11.50 – 12.05	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Rafał Dadak, FAIE
12.05 – 12.10	Short presentation of the assignment to be delivered individually/ by the international teams	- <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i>	Agnieszka Dadak, FAIE
12.10 – 12.15	Invitation to the workshop-time in the afternoon	- <i>Introducing the afternoon, workshop session.</i>	Agnieszka Dadak, FAIE



TIMEFRAME	TOPIC	CONTENT	Trainer(s)
<p>Tuesday, June 23rd 15.00 – 18.00</p>	<p>I. PLANNING THE PROJECT – THE PROJECT MANAGER PERSPECTIVE.</p> <p>AFTERNOON SESSION</p> <p>Workshop</p>		
<p>Participation</p>	<p>Course Participants + Trainers-coaches</p>		
<p>Form</p>	<p>The Trainers-coaches are available for the Course Participants for individual consultations. The consultations may be done via e-mail, chat, teleconference etc.</p>		
<p>Training materials</p>	<p>The assignments - Workshop-sheets/templates presented during the morning session.</p>		
<p>Learning outcomes</p>	<p>Upon completion of this part of the course, the Participant is expected to:</p> <ol style="list-style-type: none"> 1. Learn how to develop an initial international development plan for the organisation. 2. Learn how to prepare a draft project concept, including expectations towards the project partners. 3. Learn how to register in the partner search base(s). 4. Learn basic co-finding sources supporting international cooperation are there available on the European level. 		

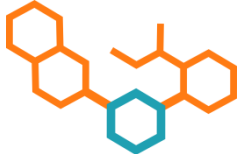


DESIGNING THE PROJECT - THE PROJECT MANAGER PERSPECTIVE.

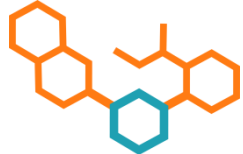
TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Lecturer
Wednesday, June 24th 9.30 – 12.15	DESIGNING THE PROJECT – THE PROJECT MANAGER PERSPECTIVE. MORNING SESSION Webinar 2.		
Participation	Course Participants + Trainers-lecturers		
Form	Online lecture + questions & answers session; presentation of the assignment.		
9.30 – 10.20	Part 1. <ul style="list-style-type: none"> • What aims and goals will the project realise? • What tasks/activities need to be realised? • How long and when will the project be realised? • How much would it cost? 	<ul style="list-style-type: none"> - <i>Defining the project aim (general objective) and goals (detailed objectives);</i> - <i>Planning the tasks and sub-tasks; planning the project phases if relevant;</i> - <i>Developing the timetable for the project. Definition of milestones;</i> - <i>Planning the project budget – general introduction;</i> - <i>Defining the project outputs, results and impact.</i> 	Lorenza Lupini, COOSS Luca Bordoni, COOSS



	<ul style="list-style-type: none"> • What are the planned outputs and results? 		
10.20 – 10.35	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Lorenza Lupini, COOSS Luca Bordoni, COOSS
10.35 – 10.40	Short presentation of the assignment to be delivered individually/ by the international teams	- <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i>	Lorenza Lupini/Luca Bordoni, COOSS
Break (20 minutes)			
11.00 – 11.50	Part 2. <ul style="list-style-type: none"> • How to measure project results? • What could influence the project? 	- <i>Defining the quantitative and qualitative indicators;</i> - <i>Defining the project risks; impact and probability.</i>	Aron Weigl, EDUCULT Oliver Löscher, EDUCULT
11.50 – 12.05	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Aron Weigl, EDUCULT Oliver Löscher, EDUCULT
12.05 – 12.10	Short presentation of the assignment to be delivered individually/ by the international teams	- <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i>	Aron Weigl/ Oliver Löscher, EDUCULT
12.11 – 12.15	Invitation to the workshop-time in the afternoon	- <i>Introducing the afternoon, workshop session.</i>	Aron Weigl, EDUCULT



TIMEFRAME	TOPIC	CONTENT	Trainer(s)
Tuesday, June 24 th 15.00 – 18.00	ii. DESIGNING THE PROJECT – THE PROJECT MANAGER PERSPECTIVE. AFTERNOON SESSION Workshop		
Participation	Course Participants + Trainers-coaches		
Form	The Trainers-coaches are available for the Course Participants for individual consultations. The consultations may be done via e-mail, chat, teleconference etc.		
Training materials	The assignments - Workshop-sheets/templates presented during the morning session.		
Learning outcomes	Upon completion of this part of the course, the Participant is expected to: 3. Learn the international project design logic. 4. Learn how to initially design the key elements of the international project.		



COURSE SESSION 2: COORDINATING & RUNNING THE PROJECT.

The project manager perspective.

Thursday, June 25th – Friday, June 26th

COORDINATING THE PROJECT - THE PROJECT MANAGER PERSPECTIVE.

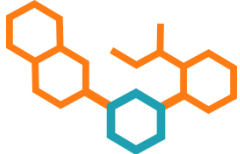
TIMEFRAME	TOPIC	CONTENT	Lecturer
Thursday, June 25 th 9.30 – 12.15	COORDINATING THE PROJECT – THE PROJECT MANAGER PERSPECTIVE.		
	MORNING SESSION		
	Webinar 3.		
Participation	Course Participants + Trainers-lecturers		
Form	Online lecture + questions & answers session; presentation of the assignment.		
9.30 – 10.20	Part 1. <ul style="list-style-type: none"> International partnership. The project coordinator – the project partner. 	<ul style="list-style-type: none"> - International partnership: <i>what does it mean? How not to get a partner “just on the paper”?</i> - The project coordinator – the project partner: <i>differences in management and organisational responsibility. Good practices of project management;</i> 	Agnieszka Dadak, FAIE



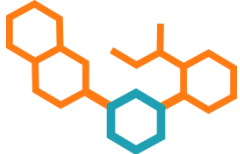
	<ul style="list-style-type: none"> • The partnership agreement. • The transnational project meeting. 	<p>- The partnership agreement – <i>what should it contain? Exemplary agreement;</i></p> <p>- <i>The transnational project meeting – exemplary agenda;</i></p>	
10.20 – 10.35	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Agnieszka Dadak, FAIE
10.35 – 10.40	Short presentation of the assignment to be delivered individually/ by the international teams	<p>- <i>Presenting the working-sheets/template.</i></p> <p>- <i>Short introduction what to do and how.</i></p>	Agnieszka Dadak, FAIE
Break (20 minutes)			
11.00 – 11.50	<p>Part 2.</p> <ul style="list-style-type: none"> • The partners and the coordinator. • Coordinating teamwork. • Project management – project execution. • Team management. • Budget control. • Financial manage- 	<p>- <i>Different duties and responsibilities of the partners and the coordinator;</i></p> <p>- <i>Working together in one project. How build up an efficient team work?</i></p> <p>- <i>How to build up a clear transparent, and efficient management which helps to ensure a smooth project implementation;</i></p> <p>- <i>How to coordinate the project management team? Working together with the partners;</i></p> <p>- <i>Budgeting: Why do we need to plan the project budget? Process of planning the budget;</i></p>	Marianna Labbancz, FHSASB



	ment.	<ul style="list-style-type: none"> - <i>Budget management. Coordination of planning of cost Aspects of cost planning. Estimation of costs (Inputs of estimation, Estimation techniques, Results of estimation);</i> - <i>Defining the budget: Inputs of designing the budget, Results of defining the budget;</i> - <i>Control of financing: Means of control.</i> 	
11.50 – 12.05	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Marianna Labbancz, FHSASB
12.05 – 12.10	Short presentation of the assignment to be delivered individually/ by the international teams	<ul style="list-style-type: none"> - <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i> 	Marianna Labbancz, FHSASB
12.10 – 12.15	Invitation to the workshop-time in the afternoon	- <i>Introducing the afternoon, workshop session.</i>	Marianna Labbancz, FHSASB



TIMEFRAME	TOPIC	CONTENT	Trainer(s)
Tuesday, June 25 th 15.00 – 18.00	<p style="text-align: center;">III. COORDINATING THE PROJECT – THE PROJECT MANAGER PERSPECTIVE.</p> <p style="text-align: center;">AFTERNOON SESSION</p> <p style="text-align: center;">Workshop</p>		
Participation	Course Participants + Trainers-coaches		
Form	The Trainers-coaches are available for the Course Participants for individual consultations. The consultations may be done via e-mail, chat, teleconference etc.		
Training materials	The assignments - Workshop-sheets/templates presented during the morning session.		
Output	<p style="text-align: center;">Upon completion of this part of the course, the Participant is expected to:</p> <ol style="list-style-type: none"> 1. Know what should the letter of intent and the partnership agreement contain. 2. Know what should the transnational project meeting and the meeting minutes contain. 3. Learn the principles of successful international project management. 		



RUNNING THE PROJECT - THE PROJECT MANAGER PERSPECTIVE.

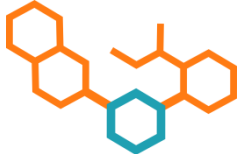
TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Lecturer
<p>Friday, June 26th</p> <p>9.30 – 12.15</p>	<p>RUNNING THE PROJECT – THE PROJECT MANAGER PERSPECTIVE.</p> <p>MORNING SESSION</p> <p>Webinar 4.</p>		
<p>Participation</p>	<p>Course Participants + Trainers-lecturers</p>		
<p>Form</p>	<p>Online lecture + questions & answers session; presentation of the assignment.</p>		
<p>9.30 – 10.20</p>	<p>Part 1.</p> <ul style="list-style-type: none"> • How to spread project information? How to raise awareness among different target groups, stakeholders and policy makers? • Efficient use of multiplier events. 	<p>- Main elements of the dissemination plan: Define target groups, define key messages, clarify media (dissemination means), expected outcome, phases, division of work;</p> <p>- Defining target groups: Direct targets, indirect targets, end-users;</p> <p>- Priorities of possible media – get value for money;</p> <p>- Appropriate use of multiplier events, both in a national and transnation contexts. Possible use of combined events. priorities of different forms of events, like conferences, seminars, symposia and virtual events.</p>	<p>Agnieszka Dadak, FAIE</p>
<p>10.20 – 10.35</p>	<p>Questions & answers session</p>	<p>- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.</p>	<p>Agnieszka Dadak, FAIE</p>



10.35 – 10.40	Short presentation of the assignment to be delivered individually/ by the international teams	- <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i>	Agnieszka Dadak, FAIE
Break (20 minutes)			
11.00 – 11.50	Part 2. <ul style="list-style-type: none"> • Efficient work division in project group. • How can be guarantee the internal correct on-going of project activities? 	- <i>Defining the perfect internal project staff/resources;</i> - <i>The project in motion – possible tools: Trello, Mail, Skype, Interim report;</i>	Lorenza Lupini, COOSS Luca Bordoni, COOSS
11.50 – 12.05	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Lorenza Lupini, COOSS Luca Bordoni, COOSS
12.05 – 12.10	Short presentation of the assignment to be delivered individually/ by the international teams	- <i>Presenting the working-sheets/template.</i> - <i>Short introduction what to do and how.</i>	Lorenza Lupini, COOSS Luca Bordoni, COOSS
12.10 – 12.15	Invitation to the workshop-time in the afternoon	- <i>Introducing the afternoon, workshop session.</i>	Lorenza Lupini, COOSS Luca Bordoni, COOSS



TIMEFRAME	TOPIC	CONTENT	Trainer(s)
Friday, June 26 th 15.00 – 18.00	<p style="text-align: center;">IV. RUNNING THE PROJECT – THE PROJECT MANAGER PERSPECTIVE.</p> <p style="text-align: center;">AFTERNOON SESSION</p> <p style="text-align: center;">Workshop</p>		
Participation	Course Participants + Trainers-coaches		
Form	The Trainers-coaches are available for the Course Participants for individual consultations. The consultations may be done via e-mail, chat, teleconference etc.		
Training materials	The assignments - Workshop-sheets/templates presented during the morning session.		
Learning outcomes	<p style="text-align: center;">Upon completion of this part of the course, the Participant is expected to:</p> <ol style="list-style-type: none"> 4. Know how to make a dissemination plan for the project and how to run the project dissemination. 5. Know how to organize efficient work division and effective delivery of the project tasks in project group. 		

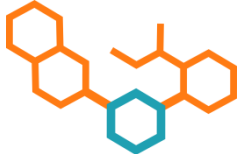


COURSE SESSION 3: MONITORING & EVALUATING THE PROJECT. The project manager perspective.

Tuesday, June 29th

RUNNING THE PROJECT - THE PROJECT MANAGER PERSPECTIVE.

TIMEFRAME	TOPIC	CONTENT/ACTIVITY	Lecturer
<p>Tuesday, June 29th</p> <p>9.30 – 12.15</p>	<p>MONITORING AND EVALUATING THE PROJECT – THE PROJECT MANAGER PERSPECTIVE.</p> <p>MORNING SESSION</p> <p>Webinar 5.</p>		
<p>Participation</p>	<p>Course Participants + Trainers-lecturers</p>		
<p>Form</p>	<p>Online lecture + questions & answers session; presentation of the assignment.</p>		
<p>9.30 – 10.20</p>	<p>Part 1.</p> <ul style="list-style-type: none"> • Introduction to evaluation. • How to implement the project evaluation. • Synergies with other projects. 	<p>- <i>Introduction:</i></p> <ul style="list-style-type: none"> - <i>Raising attention;</i> - <i>Highlighting and positioning evaluation and monitoring in the project implementation process;</i> <p>- <i>Evaluation</i></p> <ul style="list-style-type: none"> - <i>Why evaluation is important?</i> - <i>Definition of evaluation;</i> - <i>Types of evaluation;</i> 	<p>Aron Weigl, EDUCULT Oliver Löscher, EDUCULT</p>



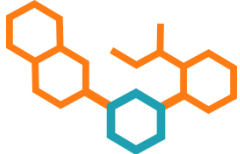
		<ul style="list-style-type: none"> - Principles of evaluation; - Evaluation process and methodology; - Evaluation plan (highlight); - Synergies with other projects - How to make use of the own learning outcomes for other projects? 	
10.20 – 10.35	Questions & answers session	- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Aron Weigl, EDUCULT Oliver Löscher, EDUCULT
10.35 – 10.40	Short presentation of the assignment to be delivered individually/ by the international teams	<ul style="list-style-type: none"> - Presenting the working-sheets/template. - Short introduction what to do and how. 	Aron Weigl, EDUCULT Oliver Löscher, EDUCULT
Break (20 minutes)			
11.00 – 11.50	<p>Part 2.</p> <ul style="list-style-type: none"> • Monitoring. • Comparison of conventional and participatory monitoring and evaluation. • Evaluation vs monitoring. • Evaluation and monitoring plan. • Exit strategy and transfer. 	<ul style="list-style-type: none"> - Monitoring <ul style="list-style-type: none"> - Why do we need monitoring? - What is monitoring? - Goals of monitoring; - Methodology of monitoring; - Levels of monitoring; - Monitoring tools; - Steps of monitoring; - Comparison of conventional and participatory monitoring and evaluation. Comparison of “who, what, how, why” aspects; - Evaluation vs monitoring: Summarizing and comparison the main aspects of evaluation and monitoring; 	Marianna Labbancz, FHSASB



		<ul style="list-style-type: none">- <i>Evaluation and monitoring plan: Phases and methodology of evaluation and monitoring plan;</i>- <i>Exit strategy and transfer: How to continue after an international cooperation project is finished.</i>	
11.50 – 12.05	Questions & answers session	<ul style="list-style-type: none">- The Course Participants are welcomed to ask questions via chat. The Lecturer answers the questions.	Marianna Labbancz, FHSASB
12.05 – 12.10	Short presentation of the assignment to be delivered individually/ by the international teams	<ul style="list-style-type: none">- <i>Presenting the working-sheets/template.</i>- <i>Short introduction what to do and how.</i>	Marianna Labbancz, FHSASB
12.10 – 12.15	Invitation to the workshop-time in the afternoon	<ul style="list-style-type: none">- <i>Introducing the afternoon, workshop session.</i>	Marianna Labbancz, FHSASB



TIMEFRAME	TOPIC	CONTENT	Trainer(s)
Friday, June 29 th 15.00 – 18.00	<p>V. MONITORING AND EVALUATING THE PROJECT – THE PROJECT MANAGER PERSPECTIVE.</p> <p>AFTERNOON SESSION</p> <p>Workshop</p>		
Participation	Course Participants + Trainers-coaches		
Form	The Trainers-coaches are available for the Course Participants for individual consultations. The consultations may be done via e-mail, chat, teleconference etc.		
Training materials	The assignments - Workshop-sheets/templates presented during the morning session.		
Learning outcomes	<p>Upon completion of this part of the course, the Participant is expected to:</p> <ol style="list-style-type: none"> 3. Learn how to plan and implement effective international project evaluation. 4. Learn how to plan and implement effective international project monitoring. 		

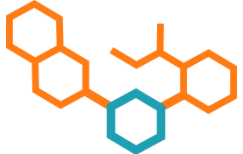


SUMMARY/EVALUATION SESSION

Tuesday, June 30th

SUMMARY AND EVALUATION

TIMEFRAME	TOPIC	CONTENT/ACTIVITY/SOLUTION	PRESENTER
15.30 – 17.00	SUMMARY/EVALUATION		
Participants:	<i>All the Trainees + the Trainers</i>		
15.30 – 15.50	What we have learnt?	<ul style="list-style-type: none">• „Transfer” - a new pedagogical buzzword. Focus on the situation and context where the learned shall be applied. Focus on the transfer potential• Transfer requires a holistic pre-, during- and post- approach to learning, that include the future situation and context in which to apply the learned.• How will you transfer the learned in this course to your situation at home?	Agnieszka Dadak, FAIE
15.50 -16.05	Evaluation of the training	<i>Introduction to the evaluation: online evaluation form.</i>	Aron Weigl, EDUCULT



16.05 – 16.10	Certification Ceremony	<i>Explanation how the certificates would be issued.</i>	Marianna Labbancz, FHSASB
16.10 – 16.50	Short round of reflections concerning the course experience	<i>The Trainers and Trainees have a space to share their reflections.</i>	Lorenza Lupini, COOSS
16.50 – 17.00	Official farewell		Agnieszka Dadak, FAIE

Good bye, good luck, see you at the Network events!

Compendium of training course curricula II. Handbook on international pilot trainings for the first time international projects realisers.

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