



Compendium of training course curricula I

Handbook on national 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 training courses curricula

Part I. National trainings

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

Editor: Marianna Labbanz; co-editors: Agnieszka Dadak, Hans Jørgen Vodsgaard, Aron Weigl, Oliver Löscher, Lorenza Lupini, Luca Bordoni.

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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 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.fundacjaie.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 national 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 Comparizon pedagogy an 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 childhood learning 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 expectatio
• 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 manly 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 over the years, continuously changing. 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 adult labor market situation, • improving. 	<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 gradation, 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/appreciate.

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!

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)
- B. Organizational leaders experienced in internal project management (at least one international project)
- 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 which key competences they considered important for 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,

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

- ♣ 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.

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.

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,

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

- ♣ co-designing and co-management workshop,
- ♣ training days on participation in European tenders and how to find them,
- ♣ bureaucratic examples of projects.

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 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.

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.

3.2. *The proposals for the national trainings*

In Ancona, in September 2019, on the project meeting we discussed some fundamental principles of the national trainings. The main line was that we can not prepare a strict schedule for the national programmes, rather everybody must work according to the specific participant’s expectations. We prepared just a general frame for the national trainings.

3.2.1. Development of the project management skills

- ♣ Schedule for the first-time international project managers in the 3rd sector adult learning organisations (training group 1):
- ♣ Duration: 2 days (16 hours)
- ♣ Recruitment criterias were:
 - working at CSO
 - related adult education
 - letter of reference

6. Table: Proposed national training programme for the project managers

No	Content	Teaching method	Volume (ours)
Common general			
1	Knowledge about European funding programmes	Lecture	2,0
2	Intercultural competences	Lecture Group work	1,0
3	Organizational management and strategy in project management context	Lecture Group work	2,0
4	How to establish international contacts	Group work	1,0
5	Criteria of success of the international projects	Short presentation Group work	1,0
6	International project management skills	Short presentation Group work	3,0
Total common general			10,0
National specific			6,0

3.2.2. Develop organizational skills of the managers/management body members

- ♣ Schedule for the management bodies members in the adult learning organisations planning to realise international cooperation (training group 2):
- ♣ Duration: 2 days (16 hours)
- ♣ Recruitment criteria:
 - working at CSO
 - related adult education
 - short description about the future development plans for the CSO

7. Table: Proposed national training programme for the management body members

No	Content	Teaching method	Volume (ours)
Common general			
1	Knowledge about the CSOs providing adult education and the situation of the involved partners in their respective countries	Short presentations Group work	2,0
2	Knowledge about European funding programmes	Lecture	1,0
3	Organizational strategy building	Lecture Short presentations Group work	3,0
4	Project management in general	Lecture Group work	1,0
5	Intercultural competences	Lecture Group work	1,5
6	How to establish international contacts	Group work	1,5
Total common general			10,0
National specific			6,0

3.3. *The expectations regarding the outputs during designing the training*

How the training topics referred to the survey findings?

The common, for all the participating countries, conclusion from the interview part was that the inexperienced interviewees regard the content of the application as a major challenge, since the pilot trainings were dedicated to first-time international project realisers, planning the project, designing and developing the elements of the project application was to be the essential parts of the training programmes.

The national pilot courses programmes referred mostly to all country findings of the baseline research.

The big question was: How could we imply in a unified training programme the interviewees' expectations since the answers were so diverse. The partners met the goals successfully converged upon the common goals in a more-less different way.

The Polish research results indicated that decision about entering into international cooperation is usually taken consciously by the management of the organisations; it is usually not taken by chance, it is rather following inspiration and encouragement of one or more already experienced persons. Therefore the specific goal of the training for group management bodies members was drafted as "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".

At the initial stage, the first question to answer is: Do we really want to cooperate internationally on this stage of the organization development? And if not yet – what needs to be done to get prepared.

On the other hand, the specific goal of the training for group of future project managers was “Acquiring, by the project managers, some 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. The topics referred both to COOSS⁴ experience in project management and the results of the research, in particular to the interviews one. It was also important to remind that some of the participants were also respondents of the interviews (un-experienced), so it gave the COOSS team the possibility to create a course fitting with their requests and the initial need assessment.

Main idea of **the Hungarian national trainings** was that the participants be aware what kinds of prerequisites are needed for a successful international cooperation and how to get the organization prepared for international cooperation. We wanted to raise the level of awareness regarding to the different managerial tools in case of international cooperation.

Learning outcomes were also central to the **baseline reports in Denmark** where respondents indicated a need to improve knowledge and skills in some specific areas. The Danish courses provider presumed that the planned learning outcomes for the two groups can be the same, even though they will use the outcomes with different focusses. The Danish planned these four learning outcomes of the national courses:

1. More knowledge of the funding programmes with focus on Erasmus+
2. More knowledge and skills to prepare successful Erasmus+ project applications
3. More knowledge and skills to prepare successful Erasmus+ mobility applications
4. More know-how to self-assessment and needs for competence development to work with international cooperation.

The-Danish courses provider also presumed that the number of learning outcomes and thereby topics of the courses must be quite limited for a 2-day courses with just 12 academic class-room hours. Therefore, the Danish trainers chosen to focus on the first step of the international cooperation, i.e. to prepare successful applications to the Erasmus+ programme; and here they have chosen the following 4 main learning outcomes:

1. More knowledge of the funding programmes with focus on Erasmus+ including:
 - The Erasmus+ mobility courses and study visits (KA1)
 - The Erasmus+ strategic partnership projects (KA2)
2. More knowledge and skills to prepare successful Erasmus+ project applications, including:
 - to develop the project concept (project idea) with focus on needs and aims,
 - to clarify the key activities and main outputs,
 - to plan the dissemination, evaluation, and management,
 - to prepare the work programme and budget,
 - to find partners as coordinator or promoting oneself as a partner.
3. More knowledge and skills to prepare successful Erasmus+ mobility applications, including:
 - preliminary to clarify/develop the international development plan of the own organisation,
 - to develop the mobility concept with focus on learning needs and aims,

⁴ COOSS, the Italian partner organization of the current ERASMUS+ project: Cooperativa Sociale Onlus scpa.

- to clarify if the priorities is to enrol to training courses or plan more open study visits,
 - to plan the mobility programme and budget,
 - to find hosting partners.
4. More know-how about self-assessment and needs for competence development to work with international cooperation, including
- to clarify/develop the international development plan of the own organisation,
 - to identify own needs for competence development to work with international cooperation,
 - to transfer the learned to the situation at home after the course.

During the course, also the shortened version, the covered topics that substantiated the planned outcome.

Regarding to the Austrian training, in the conception phase, the expectations of the course were hopeful and motivated to give potential participants a condensed measure of knowledge and experience in international project management in 1,5 days. 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 focus specifically 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.

4. The trainings preparing for international cooperation

(analysis of the implemented national trainings)

4.1. Purpose of the training

Generally, the purpose of delivering the national pilot courses was to test training course curricula, including training programmes dedicated to two main target groups of the first-time international projects realisers.

The general aim of the national pilot courses – of every partner organization was a further training in international cooperation for CEOs and project managers/members of CSOs in the life-long learning sector who are unexperienced in international cooperation projects, but interested in implementing some in the future. In addition to this, the main aim of training was providing basic knowledge and acquiring skills related to preparing the organisation to initiate and realise international projects and to acquire co-financing for their realisation as well.

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. Needs assessment

Basically, the partners in the baseline surveys received indications of the needs analysis and prepared the training programme. All the partners – the courses providers - had the general knowledge and experience of the courses providing for the 3rd sector organisations interested in initiating and realizing international cooperation.

All partners conducted needs analysis of the future participants orally or writing. It was based on the results of the FIRST surveys and the competence triangle.

In order to tailor the training programmes and its content to the training needs of the specific persons who have registered for the two training courses, for example FAIE asked the registered persons to complete an online needs assessment form prior to the training courses. The training needs assessment looked as follows:⁵

I. Needs – expectations:

- The 3 things I need to learn most during the training are:....
- My additional expectations towards the training are:....

II. Challenges:

- APPLYING FOR CO-FINANCING OF THE INTERNATIONAL PROJECT (i.e. planning and developing the project, choosing the grant programme, choosing international partners, developing the project and the application): What kind of challenges do you see for yourself (and the organisation you represent) while applying for co-financing of the international project? Please, name the challenges in short:

⁵ The training needs analysis form was filled in by 19 out of the 22 training courses participants.

- *INTERNATIONAL PROJECT REALISATION (RELATES TO THE INTERNATIONAL PROJECT THAT WAS CO-FUNDED): What kind of challenges do you see for yourself (and the organisation you represent) during the international project realisation? Please, name the challenges in short:*

III. Organisational issues:

- *Meals during the training*

- *The team of the "First-time international project realisers support network" project intends to set up an international support network dedicated to the first-time international projects managers and the civil society organizations in the adult education sector planning to include international cooperation into their strategies.*

- *In the frame of the network, an internet portal will function, gathering under one internet address the relevant information and tips/hints for the first-time international projects realisers from the civil society organizations active in the field of lifelong learning.*

- *In addition, mentoring and training support in the field of international cooperation will be offered. Would you be interested in services of such a network? (Yes/No/I don't know).*

- *Is there anything else you would like to add?*

Based on these findings, adequate courses programmes could be designed which we were not able to adapt statically but flexibly to the wishes and needs of the participants.

4.3. Target groups

As was already mentioned in chapter 4. **Findings of the surveys**, we had two main target groups of the training courses:

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.

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.

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.

4.4. Recruitment and enrollment

The partner organizations developed their own event page on their website, and in the social media and relevant portals, where the trainings were promoted. In addition, active in the field of lifelong learning and which we had already collected and listed in the course of the FIRST surveys, were contacted. Some of these organisations also forwarded our invitation to their contacts. Through this diverse dissemination organizations received requests to participate until the registration deadline, checked them and sent out confirmations. The courses were announced by emailing invitations to our key network in the adult education filed.

In the registration process, the recruitment criteria had to be considered with regard to the two target groups.

All partners must have paid attention – especially FAIE - to the recruitment criteria which was set differently for the two target groups:

FAIE set the recruitment criteria for the *management bodies' of CSOs* – the managers, board members, council members etc. – as a following:

1. *Being a manager/board member/council member... of a civil society organisation active in the field of adult education, beginner in the field of international cooperation (a beginner = no more than one international project realised by the organisation as a project leader).*

2. *Being interested in including the international cooperation in the organisations' development strategy.*

For the first-time international project managers, the recruitment criteria were:

1. *Being the member/co-worker/worker/volunteer of the civil society organisation active in the field of adult education, beginner in the field (a beginner = no more than one international project realised, as a manager, as a project leader).*

2. *Being interested in working as an international project manager.*

Additionally, for both groups experience in realisation of at least local/regional/national project, co-financed from external funds (public or private) was welcomed.

In addition to the basic data, FAIE asked more detailed information from the applicants during the enrolment procedure.

To register to the training courses, interested persons were asked to fill in an online application form.

The application form included the following questions:

- *Contact data (name; e-mail; telephone number)*
- *Name and address of the delegating civil society organisation; website/social media profile; type of the organisation (association/foundation/social cooperative... etc.)*
- *Role in the organisation (member/worker/co-worker/volunteer...)*
- *Job position in the organisation (project manager/director of the organisation/person responsible for international cooperation)*
- *Field of education the candidate is active in (adult education/school education/university education/youth education...) and the sector of education (formal/non formal/informal)*
- *Information about experience in the field of international projects realisation*
 - *Has the candidate ever applied for co-financing of international project?*
 - *Did any of the applications receive funding?*
 - *How many times the candidate realised international project?*
 - *What was the role of the organisation in the project (partner/leader)?*
 - *Has the candidate ever managed any project co-funded from external sources (and if yes – the title of the project, period of realisation and the co-financing institution)?*
- *Short description of an initial idea for international cooperation*

The more detailed information about the participant helped to measure the participants involvement in the topic.

The professional networks operates very different in different countries. While EDUCULT had to limit the number of participants due to the lack of space, INTERFOLK experienced low interest as from 14 enrolled participants only 9 participated in the courses.

The reason could be the missing initiation of the cooperation with some main national associations in adult education and other main NGO associations.

The other reason could be that the offered courses were on weekends for 2 days, and this could be too much time for many persons. Especially the more professional staff from the CSO area that work full-time and would prefer courses on the weekdays.

Furthermore, in this sector typical training events and information meetings are only 1-day events, often shorter than 8 hours, so the participants only use a normal workday, including travel time to get to the course venue.

4.5. The participants

In *Poland* there were, 22 persons took part in the two pilot training courses.

There were 9 management body members (8 women and 1 man), and 13 future international project managers (11 women and 2 men).

It is worth mentioning, that the course participants came from various parts of Poland – both the surroundings of the Kraków city (where the trainings took place) and more remote voivodeships. It is also worth mentioning that the necessity to cover the costs of travel and possible accommodation in Kraków for some of the candidates was the reason to resign from participation in the training courses. This is a recurring challenge, characteristic for the CSO sector in Poland.

In *Italy*, 24 participants were participating in the two courses. At the morning session for the future project managers: 12-13 participants. At the afternoon sessions which were organized for the management body members: 11-12 participants. They came from the third and the volunteering sectors, especially from cultural, migrant, agricultural/heritage fields.

In the *Hungarian trainings*, 7 future project managers and 6 management bodies' members were participating. Both trainings took two days long. Due to absence of accommodation just those participants came who were able to travel home after the first training day.

In *Denmark*, 14 people were enrolled in the two courses, 8 participants in the course of management body members and 6 participants in the course of future project managers. From these enrolled participants only 9 came to the course, 5 were management body members and 4 project managers. 5 people sent apologies, where 3 told they wished to avoid possible coronavirus risk.

17 participants took part in the trainings in *Austria*, of which 8 were CEOs and 9 project managers of civil society organizations. The participants were active in different professional areas: social affairs, culture, gender, health. Age and professional experience were also diverse, so that the trainers were able to teach a heterogeneous group, but they all had one thing in common: the desire to realize partnership or mobility project-oriented international cooperation with other non-profit organizations in the future. Fifteen of these participants finished the courses and received the participation certification. Two project managers quitted after the introduction, because their organization is still at the beginning of their finding and orientation phase which is why they presumed that the learning content would be too complex for them and a bit too early in their process to accomplish.

4.6. Content of the training

The results of the online research in this field weren't taken into account much. The design of the training programmes were based primarily on the specific development needs indicated by the persons enrolled to the training courses, expressed in the training needs analysis. Some recommendations from the interview part were included though, especially answers to the questions:

- competences to prepare a successful application,
- competences to be a better international project manager.

The implementations of the national trainings were quite different. COOSS and FHSASB organized two days trainings separately for the management body member and the future project managers. FAIE and EDUCULT organized the 2-days-training for these two groups parallel, on the same two days, but with various trainers. COOSS organized morning session for the future project managers and afternoon session for the management bodies' members. INTERFOLK organized a one-day training for both groups with different moderators.

FAIE and EDUCULT decided to run parallel courses because both the online research results as well as the interviews indicated that the respondents held various functions in the organisations they worked for, often being both management body members and working as international projects managers. The persons playing various functions in their organisations were invited to choose the group, which programme suited them best. Therefore, while planning the pilot courses, it was decided to run two parallel groups (for the management bodies members and for the project managers), where some sessions were common and some separate. During the presentations and introducing the common assignments, the trainers reflected both the project manager and the organisations management body member perspective – in order to try to include both while planning the subsequent steps of international projects planning and realisation.

All the training programmes included topics related to the most oftenly named challenges, both on the project application stage and on the project realisation stage. The training programmes served everywhere the same aims but regarding to the local needs their content became very various. Usually day 1 of the trainings was concentrated on preparing the participants to international cooperation with the topic such as:

- needs analysis, environment analysis, success indicators, result and impact expectations,
- overview European funding programmes,
- intercultural competences and interaction,
- instruments and tools for the partner search.

The second day 2 was concentrated on the various project realisation aspects. These topics are

- financing, budgeting, processes and procedures, work packages, coordination,
- partner meetings, project coordination, project management tools
- success factors for the project process, risk analysis,
- monitoring and evaluation of an international project.

The training programmes also reflected the preconditions to successfully realise international cooperation projects, named by the research respondents.

Since one of the most important technical skills mentioned by all the respondents, from all the partner countries, was the knowledge of English. FAIE and COOSS also provided some help in order to better understanding-the 'project' English.

The participants left the training with some discussed and verified project ideas, more-less clear guidelines on how to proceed if still interested in international projects realization, filled in templates documenting the project planning and design according to the project cycle management logic. Most of the participants declared that they are going to realise international projects and apply for funding in this field, but few mentioned, that applying for international cooperation co-funding from the European sources is probably not a solution for them.

4.7. *The training methodology*

The methodology of the implementation of the training was almost the same at all organizations. The idea of the training courses was to offer as much of learning by doing as possible, get as much as possible practice. Therefore most of the work was organized with participants divided into small

teams, developing an international project idea step by step, and then planning the implementation. The process was supported by several workshop templates, organizing the work in a logical manner.

Each day was organized as follow:

- Welcome and introducing the topic of the day, warming-up.
- Lesson face-to-face and using Power Point presentations.
- Dialoge/exercises/workshop in groups.

The lectures could be practiced in small workshop teams. The courses participants in Poland, for example, were offered by FAIE a set of especially designed workshop templates, helping to capture the most important stages of an international project design. These templates may be used also in the future for planning next international initiatives. Usually the method of work was a workshop; exemplary forms of excercises, case studies, discussions, mini-presentations, working in small groups.

During lecturing and group working the participants had always the opportunity to ask for additional information or for deeper explanations. These questions were answered individually or in the plenum depending on the subject. It seemed to work fine, probably because the participants were adults and older people that are used to this form and feel comfortable with it. It seems especially important that they get opportunities to present own ideas and opinions and to get involved in exchange of experiences with the other participants. And here the variation between presentations and group work (and peer-to-peer work) seems to work well.

4.8. Learning materials

During the trainings many different tools were used, which were almost the same at all organizations. The basic training materials were the Power-Point presentations prepared by the trainers and the workshop assignments templates. The trainers also indicated additional sources of information and knowledge, available in the Internet, during their presentations. What is more, the FIRST Network Portal was presented and promoted as a basic source of information for the first-time international projects realisers.

- *Other tools used*useful links,
- study materials: (calls, possible application forms, programme guides, budget plan examples, Gantt form example, eForm, example of project partners' descriptions, example of submitted projects' budget plan, milestone plan, etc.),
- paper material for doing exercises and the workshop plan was delivered day by day,
- dashboard / LIM: for the final presentation of workshop results,
- as background material for home study the two baseline reports (IO1 & IO2),
- Erasmus+ funding scheme.

All organization sent the PowerPoint presentations to the trainees. INTERFOLK provided the programme information at the Danish national office about the Erasmus+ programme. COOSS shared all materials with the trainees at the end of both courses in a Google Drive and provided a tablet for each working group. EDUCULT sent the training material after the course, which they would do differently in retrospect, because sending it out in advance allows the participants to read up on the topics.

4.9. Learning environment

In Poland, the *two training courses were realised by FAIE* in the Centrum Obywatelskie (the Citizenship Center) in Kraków, an organisation supporting the 3rd sector funded by the Kraków city. The Centrum Obywatelskie, among others, organises trainings and advisory for the civil society organisations as well as rents training rooms. There were two training rooms available for the courses, making it possible to both work in two parallel course groups as well in a plenary form and in small, mixed teams.

The training rooms were equipped with the computers/beamers/flipcharts.

Coffee breaks were served in the large, plenary training room.

The course participants were also offered lunch, served in the plenary training room.

The Italian courses took place in COOSS accredited training rooms in Ancona. The rooms are equipped with PC, LIM, projector, tables and chairs, tablet and wi-fi connection.

FHSASB organized training in the Village House in Erdőkertes where many CSO work. This village is near to Budapest with easy logistics. The meeting room was equipped with computers and flipcharts. The participants were offered refreshments and lunch.

The place of the Danish course was Vartov. Vartov is placed very centrally in Copenhagen near the main square of the town hall and central railway station and main metro lines, so it is logistic easy to get to. Vartov is also a well-known and respected place among associations from the civil society sector. The course rooms and learning facilities were also very fine, so it was surely not the place of the venue and the learning facilities that caused the low interest.

The Austrian courses took place in an extra rented and fully equipped seminar room in Vienna.

4.10. Evaluation

The courses evaluation included both the 'knowledge increase measurement' (where it was checked how much the course participants have learnt, to which extent the learning outcomes were reached) and the general courses evaluation (in terms of meeting the expectations towards the courses, the course organisation, usefulness of the training materials and training methods, overall satisfaction from participation, etc.).

In Poland, the increase of knowledge of the courses participants was measured through a pre-test and a post-test. The tests included the same questions, but in various order. The questions were related to the merits content of the courses. Directly after completing the training courses, the participants were also asked to evaluate the courses (paper evaluation forms).

The evaluation form included the following questions (scale 1-5 for the closed questions):

- 1. To what extent did the training meet your expectations?*
- 2. How much of what you have learned during the training will you be able to use in practice?*
- 3. Which part of the workshop did you find most useful?*
- 4. Which part of the workshop did you find the least helpful?*
- 5. Which part of the workshop do you think could be omitted?*
- 6. What part could be added?*
- 7. What do you think about the organization of workshop time?*
- 8. Were the visual materials well prepared?*
- 9. Have the issues raised been well discussed?*
- 10. How was the organization of the whole workshop?*
- 11. How do you assess the work of the trainer/trainers as a whole?*
- 12. How do you assess the workshop (training) as a whole?*

13. *Would you recommend these workshops (training) to your friends?*

14. *Other remarks.*

COOSS, and FHSASB delivered at the beginning of the course (entry test) with basic questions on project management. At the end of the course we delivered the same test (exit test). EDUCULT offered a self assessment at the beginning and at the end for the participants.

COOSS distributed the results of the entry test and we discussed together, in a round table, the improvement they gained to reach a self-assessment of participants. Similarly, INTERFOLK planned to use the premade standard course evaluation query as well as the query for self-assessment of own competence development. They skipped the standard course evaluation form to the adjusted course programme and instead had a plenary oral evaluation session at the end of the 1-day course that was more suitable for the extraordinary context of the course. Interfolk used the query for competence assessments, which all 9 participants received by mail and were asked to filled-in and send back the week after the course. 8 filled-in forms received. FHSASB asked written evaluation from the trainees about courses as well.

The courses were evaluated via two evaluation methods (quantitative and qualitative) because EDUCULT wanted first to see if the courses created a measurable progress of knowledge/understanding and second to investigate possible strengths and weaknesses to develop improvement opportunities. At last a short description of the trainers' perception will followed.

Self-assessment sheet

The knowledge and the experiences of the participants on various topics concerning international cooperation were queried by an assessment sheet before and after the course. The sheet was designed as a questionnaire with the same questions before and after the courses to make the results comparable. The questionnaire had four topics: Funding Programmes, Project Development, Project Design, Project Implementation and Evaluation, Personal Application Profile. To each of these topics three questions had to be answered on a five-scale from 1 to 5 (1. No/very low, 2. little, 3. Elementary, 4. Advanced, 5. Excellent understanding and knowledge of the field).

Before the courses, across all topics the participants indicated that they have no/very low or little knowledge and understanding. After the courses they indicated in general that they have now little, elementary or advanced understanding and knowledge. Hardly anyone claimed to have no knowledge and understanding at the end. Compared to the previous test, there were at least 2 people per topic who confirmed an excellent knowledge after the course. In sum we can note that the participants have increased their knowledge and understanding in the different topics.

Round Table

At the end of the courses, the EDUCULT trainers formed a common round table where the participants had the opportunity to share their personal assessments regarding organization, lectures, content (lecture and group works), structure, infrastructure and learning success. The results of the round table confirmed the evaluation of the assessment sheets concerning the learning success. The participants noted that they could increase their knowledge and understanding. The organization was perceived as very good. Some negative remarks were that too less documents and material were made available before the courses to enable a better start in the group works. The contents were praised but judged as a bit too extensive for the two days.

So, it was possible to get an overview about all single topics, but impossible to deepen in one specific topic.

The participants appreciated it very much that there was always a connection between theory and practice examples of the field work. Though the small groups had little time to develop their projects, this task was perceived as stimulating and motivating. Finding project ideas only in the courses was considered critical, because information in advance might have led to better results. In addition, a topic specification was suggested, which could save time on the one hand, but would have also reduced identification on the other hand. The time problem regarding the deepening of the topics was reflected in the demand for a further course, as the general satisfaction was very high according to the round table.

Similar to EDUCULT, FHSASB formed the „round table” at the end of the courses, where the participants had the opportunity to share their experiences. The participants’ perceptions were the same as well.

4.11. Competences of the trainers

In Poland, three *trainers from FAIE* were working with the two training course groups:

Trainer No. 1

- Specialist in international project cycle management,

Trainer No. 2

- Specialist in the field in the of project administration and legal issues.

Trainer No. 3

- Specialist in the field of co-funding for international cooperation.

All the trainers had more than 8 years of experience in delivering training courses in the field of planning, initiating and realising international cooperation, as well as practical experience in realising international, partnership projects. All the trainers has more 11 years experience of work in the CSO sector.

The *Italian training courses* were implemented by 3 trainers.

Trainer No. 1

- Researcher and project executive of the Training and Research Department Inat COOSS since 2010.
- Graduated in Modern Literature with a thesis in Social and Economic Geography, she’s deeply involved both in designing and running programs of research and training in the field of organisational learning, training of people belonging different situation and groups and also in some EU project funded by Erasmus +, LLP, IPA-CBC, FP7 Programme, AAL call 3, etc.
- She’s also the responsible of Responsible for the area of Employment and Vocational Guidance Services for all the activities connected with the application of Youth Guarantee in Marche Region.

Trainer No. 2

- Researcher of the Training and Research Department at COOSS.
- He holds a degree in European and International Studies, at the Faculty of Policy Sciences.
- He’s certified as professional counsellor in Gestalt Counselling, expert in the field of communication field and has a postgraduate master in policy-making for socio-economic socioeconomic development.

- He's experienced in design, manage and carry on EU projects, especially regarding Social inclusion (Erasmus+, LLP, IPA-CBC) and also VET courses, in particular devoted to provide specific competences and qualifications for social operators.

Trainer No. 3

- Researcher and project executive of the Training and Research Department of COOSS since 2002.
- Degree in Philosophy, he has specific skills and competences about "User Needs and Requirements Analysis", "scenario definition", "planning and implementing field tests and trials with end-users".
- Participated to EU Programmes by projects under FP5, FP6, FP7, CIP ICT-PSP and AAL JP, dealing with innovative technologies and solutions applied for beneficiaries facing disabilities, mental impairments and age-related issues.
- Expert in communication and dissemination strategies.

The Hungarian trainings were implemented by two trainers.

Trainer No. 1

- Graduated from public administration.
- Skill development trainer.
- Has experience with EU Structural Fund implementation.
- Experienced in community development and strategic management.

Trainer No. 2

- Adult education expert.
- Trainer.
- Expert in project management.

Both trainers had more than 30 years experience dealing with CSOs.

In Austria the *trainers were both* EDUCULT employees, who both had experience in international projects.

Trainer No. 1

- Executive Director, Research & Consulting.
- Cultural policy, arts education, evaluation.
- Doctor's degree in the subject cultural policy.
- Researched various topics of foreign cultural and educational policy like conceptual design, governance, project management, target group orientation and transcultural education.

Trainer No. 2

- Project Management & Public Relations.
- Cultural management, cultural education, organisational research.
- Studied cultural and social anthropology.
- Researched civil society organisations, focusing on financing structures in the cultural sector and Austrian cultural policy.

5. Lessons learnt. Proposals for the future national trainings

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 also obvious that two days are not enough to prepare a beginner to run international cooperation. Facing so much new information at a 2-days long course is a challenge.

Expressing their opinions in the evaluation form, the courses' participants were asked, what could be added to the training programme: *More practice (case studies); Discussing some ready (real) project application more in deep; More about developing the project budget and searching for the project partners; One more day of training.*

The conclusion is that the support for the first-time international projects realisers should be both complex (trainings, advisory, mentoring, supervision etc.) and tailor made (for the various needs and levels of project management experiences) and giving space for as much practical experience as possible.

Building partnerships shall be supported by giving space for networking activities on the European level. Access to the basic knowledge and information shall be ensured. Space for gaining the first international cooperation experiences as 'just a participant' of a project team would be valued. This is the aim of the FIRST Network to be initiated at the end of the project realisation.

The greatest challenge is designing sustainable funding sources for such a network services, taking into account the specificity of the civil society organisations as a sector in Europe.

Division of the work between the civil society organisations' managers and project managers is not substantial in the CSOs sector – most of managers are also project managers in these kinds of organizations.

Important, that during the trainings homogenous groups should be created in terms of knowledge and experience.

Teaching methodology is more important than a specific content: for example, to give the tools to find the information, to a specific step and to give technical competences to learn and study new calls, new funding programmes, new submission platforms, is more important than providing general knowledge.

Some other recommendations that could be drafted after delivering the national pilot courses in the five partner countries are:

- Create a network!
- Offer a course with some practical activities/workshop sessions!
- Provide a small overview on how to manage/run a project after the approval (i.e. how to manage administrative issues, midterm and final reporting).
- Wide spaces are needed for trainings in order to work in group without annoying others.
- Tablet/PC with internet connection for each group (in order to autonomously and directly search for and examine available online material).
- Natural light and/or possibility to have short breaks outside.

The most challenging circumstance was working with a very diverse group. First, the participants are working in practice in the cultural, social, health, gender or educational sector, but always with a connection to life-long learning. This was the reason why it was difficult to find common project ideas with which the group members could identify equally. It was helpful for forming the groups that some participants had already certain project ideas. Second, the participants had a different level of knowledge about international cooperation. And third, the experience level was different as well. All these points influenced the group working progress. Two groups (one of the project manager course, one of the management body course) were quite fast in developing the single project steps whereas the other two groups had difficulties in formulating their idea and developing project goals. We noticed that this difference originated in the prior knowledge and experience. The participants who worked before in one international project or had already a certain idea for an international project and the associated knowledge about funding programmes had less problems to deal with this topic and to develop a hypothetical international project independently.

So, we had to realize that not the position (project manager or management body), but the knowledge and experience is the decisive factor for defining needs and challenges for target groups working in the life-long learning sector and aiming at international cooperation. That is also based on the fact that CEOs in the life-long learning civil society sector (at least in Austria) are also involved in project management processes, especially when it comes to European or international cooperation. Therefore, the artificial division in CEOs and project managers could create an additional hurdle in dealing with individual target groups. Partly, CEOs had more experience in international projects than project managers, but that's no fact to generalize. Based on the national courses, we recommend a two-step structure of building target groups: firstly based on experience (higher priority) and secondly on the position.

The visible cohesion between the conclusions from the research phase of the project and the national trainings testing phase make a good base for designing the scope of support to be delivered by the FIRST Network. The FIRST Network is planned to be founded within the project, with an aim to deliver sustainable support for the first time international projects realisers in the adult learning civil society organisations in Europe.

It is worth to mention that the lessons learnt during delivering the national pilot courses also confirmed the conclusions from the baseline survey, concerning needed support for the first time international projects realisers.

The first baseline Report: "Report on Successes and Challenges" mentions in the final recommendations, page 86:

"First, it would be necessary to offer easy access to in-depth support both for those preparing applications as well as for those coordinating an international project. Fulfilling the coordinator function includes helping potential partners to promote themselves and to handle their new positions as partners in international projects. A support network needs to address this challenge.

The support could be in form of

- *counselling and mentoring, and also access to tools and video clips and knowledge pills with thematic advice to prepare applications and to handle coordination (and to become a partner);*
- *tailored support for small CSOs for each stage of the project application and implementation (i.e. how to read a call, how to estimate a budget, how to build the partnership, etc.);*

- *new thematic Erasmus+ courses with focus on the challenges for first-time international project managers responding to the identified needs;*
- *educational tools of idea mapping, how to turn a problem-solving idea into a project;*
- *educational tools on basic budget planning;*
- *“do’s” and “don’ts” in application writing, partner search, and project planning;*
- *shared experiences, personal stories of what to do when things go wrong (in general the support sources are focused on good planning and preventing, but what do they do when typical problems occur? to whom do they turn? what do others do in similar situations?).*
- *access to an international network for beginners to get support and motivation to prioritise international cooperation;*
- *a platform to support the initiation phase of first partnerships;*
- *educational tools, templates on how to reach out (where? in what form? when? on what level of planning?) for partners;*
- *job shadowing to give the possibility to participate in international project activities as an element of learning typical tasks of international project management;*
- *a glossary about technical English used in project management and English vocabulary in the field of lifelong learning/adult education.*

Eventually the support should lead to

- *an increased level of networking that enhances the impact of the sector;*
- *a joint lobby for the sector – among others to increase the possibilities of co-financing for international cooperation;*
- *the opportunity to learn from others’ experience, possibly with options to directly reach out to more experienced organisations.”*

The second baseline report: “Report on key competences and needs for support” mentions in the final recommendations, page 96-100, the needs both for support from an open international network with peers, free access to online tools and knowledge pills, easy access to mentoring services, and new training possibilities; and in the final recommendations, page 100, the respondents also mentioned:

“Currently, there is a lack of a structured, measurable support program on the market, which would be directed to beginners in the field of international project management, working for non-governmental organisations. I hope that this project will significantly contribute to filling this gap. Good luck!”

ANNEXES

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A.2. Refences

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Attachments

TRAINING PROGRAMMES OF THE PARTNERS

1. Programme of FAIE

TRAINING COURSE

HOW TO PLAN, WRITE AND REALISE INTERNATIONAL PROJECT...

GROUP A: ...FROM THE ORGANISATIONS' MANAGEMENT BODY MEMBER PERSPECTIVE

GROUP B: ...FROM THE PROJECT MANAGER PERSPECTIVE

COURSES PROGRAMMES					
DAY 1. PREPARATION OF THE ORGANISATION TO WORK IN AN INTERNATIONAL PROJECT					
HOURS	TOPICS				
9.00 – 10.00	Registration of the participants. Introduction. Short presentation of the international projects ideas – areas of cooperation. Joint session GROUP A and GROUP B .				
10.00 – 11.00	<table border="1"> <thead> <tr> <th>MODULE 1. GROUP A:</th> <th>MODULE 1. GROUP B:</th> </tr> </thead> <tbody> <tr> <td>International cooperation: what does it mean for the organisation? Preparation of the organisation to undertaking international initiatives – CSO development as a project. Planning of the organisations development strategy including international cooperation: The European Development Plan. Possibilities for raising the competences of the organization's staff in an international environment: How to get a grant for participation in courses/trainings/job shadowing abroad – the Erasmus+ grants.</td> <td>Key competences of the international project manager. Diagnosis of own competences. My competence development plan: How? – Where? – When? The international project manager and the organisations' development strategy. Possibilities for raising competences in an international environment: How to get a grant for participation in courses/trainings/job shadowing abroad – the Erasmus+ grants.</td> </tr> </tbody> </table>	MODULE 1. GROUP A:	MODULE 1. GROUP B:	International cooperation: what does it mean for the organisation? Preparation of the organisation to undertaking international initiatives – CSO development as a project. Planning of the organisations development strategy including international cooperation: The European Development Plan. Possibilities for raising the competences of the organization's staff in an international environment: How to get a grant for participation in courses/trainings/job shadowing abroad – the Erasmus+ grants.	Key competences of the international project manager. Diagnosis of own competences. My competence development plan: How? – Where? – When? The international project manager and the organisations' development strategy. Possibilities for raising competences in an international environment: How to get a grant for participation in courses/trainings/job shadowing abroad – the Erasmus+ grants.
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11.00 – 11.15	Coffee break				
11.15 – 12.45	MODULE 2. Joint session for GROUP A and GROUP B. Working in small teams. Resources analysis (material, organisational, personal) of the CSO planning international cooperation.				

	International project planning step-by-step: needs analysis of the organisations' clients and other stakeholders. Defining the problem to be solved, the aim and goals of the project.
12.45 – 14.00	<p>MODULE 3.</p> <p>Joint session for GROUP A and GROUP B.</p> <p>Working in small teams.</p> <p>International project planning step-by-step, cont.: The tasks – the team – the timetable – the results.</p>
14.00 – 14.30	Lunch in the Centrum Obywatelskie
14.30 – 16.00	<p>MODULE 3.</p> <p>Joint session for GROUP A and GROUP B.</p> <p>Working in small teams.</p> <p>International project planning step-by-step, cont.: The budget – the risks – the monitoring and evaluation. Dissemination.</p>

COURSES PROGRAMMES			
DAY 2. INTERNATIONAL PROJECT MANAGEMENT – REALISATION			
HOURS	TOPICS		
9.00 – 9.30	Registration of the participants. Summary and conclusions – 1st day of the courses. Joint session for GROUP A and GROUP B .		
9.30 – 10.15	MODULE 4. Joint session for GROUP A and GROUP B. Working in small teams. Planning, initiating and building international partnerships and cooperation. Choice of the project partner(s). The role of the project leader vs the role of the project partner. Examples of cooperation.		
10.15 – 11.00	MODULE 5. Joint session for GROUP A and GROUP B. Working in small teams. How (and with whom) to plan the project development? Tips & hints concerning “reading” the call announcement and related documentation. Tips & hints concerning project application development.		
11.00 – 11.15	Coffee break		
11.15 – 12.30	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> MODULE 6. GROUP A: What is the „international project management” about? The project leader vs the project partner perspective. The international project manager competences needed. How to support the international project manager in the organisation? </td> <td style="width: 50%; vertical-align: top;"> MODULE 6. GROUP B: What is the „international project management” about? What are the international project manager responsibilities in the project leader-organisation? What are the international project manager responsibilities in the project partner-organisation? </td> </tr> </table>	MODULE 6. GROUP A: What is the „international project management” about? The project leader vs the project partner perspective. The international project manager competences needed. How to support the international project manager in the organisation?	MODULE 6. GROUP B: What is the „international project management” about? What are the international project manager responsibilities in the project leader-organisation? What are the international project manager responsibilities in the project partner-organisation?
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12.30 – 13.15	MODULE 7. Joint session for GROUP A and GROUP B. Formal and legal aspects of international cooperation: forms of partnerships; benefits and challenges; the partnership agreement. Formal and organisational aspects of the project management: methods, tools, procedures, dosumentation, solutions. Intercultural differences, conflicts, motivation. The European dimension.		
13.15 – 14.00	Lunch in the Centrum Obywatelskie		
14.00 – 15.45	MODULE 8.		

	<p>Joint session for GROUP A and GROUP B.</p> <p>Possibilities of acquiring co-financing for international projects realisation. Review of the available grant programmes.</p> <p>Short presentation of, among others: Erasmus+, Creative Europe, Europe for Citizens, Visegrad Fund, RITA, EOG (the programmes: Culture, Education, Active Citizens Fund); POWER – the international component; grants of the chosen private foundations; others.</p>
15.45 – 16.00	<p>CONCLUSIONS</p> <p>Joint session for GROUP A and GROUP B Conclusions from the trainings. Future plans. Handing out certificates confirming participation in the courses.</p>

2. Training programme of COOSS

Programme for future project managers

Data	Lesson	Topic	Methodology	Hours
5/12/2019 <i>h. 09.00-13.00</i>	Lesson 1	1. Introduction about the course + TEST	Short presentation	1
		2. PM in general	Lecture, Short presentation	
		3. International PM skills	Triangle, Short Presentation	2
		<i>Need assessment</i>	<i>Exercise/ Triangle</i>	<i>1</i>
		Tot. Duration		
10/12/2019 <i>h. 09.00-13.00</i>	Lesson 2	4. Intercultural competences and technical English	Short Presentation with examples	1
		5. Knowledge about EU funding	Short presentation, example from the web	2
		<i>How to read a call?</i>		<i>1</i>
		Tot. Duration		
12/12/2019 <i>h. 09.00-13.00</i>	Lesson 3	6. Criteria of success (how to adapt the idea according to criteria and in a participatory way)	Lecture, Short presentation	1
		7. How to establish International Contact (how to present, how to invite, how to select partners, etc)	Short presentation, example from the web	2
		<i>How to choose a partner according a call and motivate it</i>	<i>Exercise</i>	<i>1</i>
		Tot. Duration		
17/12/2019 <i>h. 09.00-13.00</i>	Lesson 4	8. Organizational management and strategy in PM contest	Short Presentation with examples	1
		9. Document, annexes, budget: how to submit?	Short presentation, example from the web	1.5
		<i>Try to submit!</i>	<i>Exercise</i>	<i>1</i>
		<i>Short evaluation + TEST</i>	<i>Questionnaire</i>	<i>0.5</i>
		Tot. Duration		

Programme for management bodies' members

Data	Lesson	Topic	Methodology	Hours
5/12/2019 <i>h. 14.00-18.00</i>	Lesson 1	1. Introduction about the course + TEST	Short presentation	1
		2. PM in general	Lecture, Short presentation	
		3. International PM skills	Triangle, Short Presentation	2
		<i>Need assessment – how to choose the team</i>	<i>Exercise with post it / Triangle</i>	1
			Tot. Duration	4
10/12/2019 <i>h. 14.00-18.00</i>	Lesson 2	4. Intercultural competences and technical English	Short Presentation with examples	1
		7. Knowledge of CSO	Lecture, Short presentation	2
		<i>How to read a call?</i>		1
			Tot. Duration	4
12/12/2019 <i>h. 14.00-18.00</i>	Lesson 3	6. Criteria of success (how to adapt the idea according to criteria and in a participatory way)	Lecture, Short presentation	1
		7. How to establish International Contact (how to present, how to invite, how to select partners, etc)	Short presentation, example from the web	2
		<i>How to choose a partner according a call and motivate it</i>	<i>Exercise</i>	1
17/12/2019 <i>h. 14.00-18.00</i>	Lesson 4	8. Organizational strategy building	Short Presentation with examples	3
		<i>Brainstorming and short evaluation+TEST</i>	<i>Dialogue, Questionnaire</i>	1
			Tot. Duration	4

3. Training programme of FHSASB

Training for future project managers
Erdőkertes, Faluház (Erdőkertes, Fő út 112.)
 2020 január 17, Péntek

Time	Topic	Moderator
9:00 – 10:10	Introducing the program Get acquainted each other, rules of the two days, expectations	Varga-Farkas Gyula
10:10 – 10:20	Entry Testing	Varga-Farkas Gyula
Break		
10:40 – 11:10	About FHSASB and about the ERASMUS+ project	Nagy Júlia
11:10 – 11:30	Experiences on the international cooperation's <i>We are talking about what kind of experiences have the participants, and what kind of plans do they have in the future regarding to the international cooperation</i>	Varga-Farkas Gyula
11:30-12:00	What are the main principles of the successful international cooperation?? <i>Now we are talking about it in general. After lunch we discuss it in detail.</i>	Labbancz Marianna
Lunch		
13:00 – 13:45	Strategies – Situation analysis <i>Something new under the sun. Many times used different method for this analysis than SWOT. It is the SOAR analysis. But what are the differences?</i>	Labbancz Marianna
13:45 – 14:30	Projectmanagement – Who is good project manager? <i>The core of the successful project implementation is a good project management. How should the good project management look like? - from the project manager point of view</i>	Varga-Farkas Gyula
14:30 – 15:15	Communication – From the project manager point of view <i>At the organizational and individual level, good communication is one of the keys to success. What does this mean specifically for an organization?</i>	Varga-Farkas Gyula
Break		
15:30 -16:00	Exercises	Varga-Farkas-Gyula
16:00 – 16:30	Closing	Varga-Farkas Gyula Labbancz Marianna

Training for managers and management body members

Erdőkertes, Faluház (Erdőkertes, Fő út 112.)

2020 január 18, Szombat

Időpont	Téma	Facilitátor
9:00 - 9:30	<i>Warming up</i>	Varga-Farkas Gyula
9:30 – 10:00	How does the successful project outputs look like?	Labbancz Marianna
Szünet		
10:15 – 11:00	<i>How to build up a good cooperation?</i> <i>We need money to implement the organizational goal.</i> <i>Just only the money is missing?</i>	Labbancz Marianna
11:00 – 11:45	<i>Exercises on building up partnerships</i>	Varga-Farkas Gyula
Ebéd		
12:45 – 14:00	What kind of sources we can expect between 2021 and 2027?	Labbancz Marianna
14:00 – 15:00	Discussion on the participants' concrete and current challenges regarding to the future international cooperation	Labbancz Marianna
Szünet		
15:15 – 16:30	Closing - suggestion for the international training, evaluation	Varga-Farkas Gyula Labbancz Marianna

Training for managers and management body members

Erdőkertes, Faluház (Erdőkertes, Fő út 112.)

2020 január 31, Péntek

Time	Topic	Moderator
9:00 – 10:10	Introducing the program Get acquainted each other, rules of the two days, expectations	Varga-Farkas Gyula
10:10 – 10:20	Entry Testing	Varga-Farkas Gyula
Break		
10:40 – 11:10	About FHSASB and about the ERASMUS+ project	Nagy Júlia
11:10 – 11:30	Experiences on the international cooperation's <i>We are talking about what kind of experiences have the participants, and what kind of plans do they have in the future regarding to the international cooperation</i>	Varga-Farkas Gyula
11:30-12:00	What are the main principles of the successful international cooperation?? <i>Now we are talking about it in general. After lunch we discuss it in detail.</i>	Labbancz Marianna
Lunch		
13:00 – 13:45	Organizational Vision and Strategies – Situation analysis <i>Something new under the sun. Many times used different method for this analysis than SWOT. It is the SOAR analysis. But what are the differences?</i>	Labbancz Marianna
13:45 – 14:30	Management and Projectmanagement – <i>- from the management point of view</i> <i>The core of the successful project implementation is a good project management. How should the good project management look like?</i>	Varga-Farkas Gyula
14:30 – 15:15	Communication <i>At the organizational and individual level, good communication is one of the keys to success. What does this mean specifically for an organization?</i>	Varga-Farkas Gyula
Break		
15:30 -16:00	Exercises	Varga-Farkas-Gyula
16:00 – 16:30	Closing	Varga-Farkas Gyula Labbancz Marianna

Training for managers and management body members

Erdőkertes, Faluház (Erdőkertes, Fő út 112.)

2020 február 1, Szombat

Időpont	Téma	Facilitátor
9:00 - 9:30	<i>Warming up</i>	Varga-Farkas Gyula
9:30 – 10:00	How does the successful project outputs look like?	Labbancz Marianna
Szünet		
10:15 – 11:00	<i>How to build up a good cooperation?</i> <i>We need money to implement the organizational goal.</i> <i>Just only the money is missing?</i>	Labbancz Marianna
11:00 – 11:45	<i>Exercises on building up partnerships</i>	Varga-Farkas Gyula
Ebéd		
12:45 – 14:00	What kind of sources we can expect between 2021 and 2027?	Labbancz Marianna
14:00 – 15:00	Discussion on the participants' concrete and current challenges regarding to the future international cooperation	Labbancz Marianna
Szünet		
15:15 – 16:30	Closing - suggestion for the international training, evaluation	Varga-Farkas Gyula Labbancz Marianna

4. Training programme of INTERFOLK - Planned

Programme for the future project managers and management bodies' members

Saturday, 29th of February

09:30 – 10:00 Course registration and morning coffee, croissants and fruits

10:00 - 10:15 Welcome and presentation of programme and participants

10:15 – 11:00 Presentation of main funding programmes

By Hans Jørgen Vodsgaard

11:00 – 11.15 Coffee break

11.15 – 11:45 Introduction to international development plans and project ideas

By Bente von Schindel

11:45 – 12.30 1st group session about international development plans and project ideas

Group A: Project managers – Moderator: Hans Jørgen Vodsgaard

Group B: Members of man. bodies – Moderator: Bente von Schindel

12:30 – 13.00 Lunch at Vartov

13:00 – 13:30 Introduction to prepare successful applications for development project

By Hans Jørgen Vodsgaard

13:30 – 14.10 2nd group session about international development plans and project ideas

Group A: Project managers – Moderator: Bente von Schindel

Group B: Members of man. bodies – Moderator: Hans Jørgen Vodsgaard

14:10 – 14.40 Coffee break

14:40 – 15:10 Introduction to prepare successful applications for mobility activities

By Hans Jørgen Vodsgaard

15:10 – 15:55 3rd group session about international development plans and project ideas

Group A: Project managers – Moderator: Hans Jørgen Vodsgaard

Group B: Members of man. bodies – Moderator: Bente von Schindel

15:55 – 16:00 Conclusion and outline of programme next day

Sunday, 1st of March:

09:30 – 10:00 Course registration and morning coffee, croissants and fruits

10:00 - 10:15 Summary of presentations and outcome of workshops.

By Bente von Schindel and participants

10:15 – 10:45 How to find project partners or promote oneself as partner.

Presentation by Bente von Schindel

10:45 – 11:30 Planning of work programme and budget for cooperation projects.

Presentation by Hans Jørgen Vodsgaard

11:30 – 11:45 Coffee break

11:45 – 12:30 Planning of work programme and budget for mobility activities.

Presentation by Hans Jørgen Vodsgaard

12:30 – 13:00 Lunch at Vartov

13:00 – 13:45 4th group session about planning of work programme and budget

Group A: Planning Cooperation projects – Moderator: Bente von Schindel

Group B: Planning Mobility Activities – Moderator: Hans Jørgen Vodsgaard

13:45 – 14:00 Transfer the learned to work at home – outline the next steps

Introduction by Hans Jørgen Vodsgaard

14:00 – 14:45 5th group session about transference of the learned

Group A: Project managers – Moderator: Hans Jørgen Vodsgaard

Group B: Members of man. bodies – Moderator: Bente von Schindel

14:45 – 15:00 Coffee break

15:00 – 15:20 Peer-to-peer assessment of own learning profile and future learning needs

15:20 - 15:40 Plenary session about course evaluation

- Oral course evaluation by trainees and trainers
- Introduction of evaluative follow-up: Query for self-assessment of learning outcome and query for course evaluation

Moderator: Bente von Schindel / reporter: Hans Jørgen Vodsgaard

15:40 – 15:55 Plenary Ceremony with Course Certificate of attendance

15:55 – 16:00 Farewell

5. Training programme of INTERFOLK - Implemented

Adjusted 1-day programme: 29th Februar 2020 i Vartov

Saturday, 29th of Feb:

09:30 – 10:00 Course registration and morning coffee, croissants and fruits

10:00 - 10:15 Welcome and presentation of programme and participants

10:15 – 10:45 Presentation of main funding programmes

By Bente von Schindel

10:45 – 11:15 Introduction to international development plans and project ideas

By Hans Jørgen Vodsgaard

11:15 – 11.30 Coffee break

11:45 – 12.30 1st group session about international development plans and project ideas

Group A: Project managers – Moderator: Hans Jørgen Vodsgaard

Group B: Members of man. bodies – Moderator: Bente von Schindel

12:30 – 13.00 Lunch at Vartov

13:00 – 13:30 How to find project partners or promote oneself as partner.

by Bente von Schindel

13:30 – 14:15 Introduction to prepare successful applications for projects and mobilities

By Hans Jørgen Vodsgaard

14.15 – 14.30 Coffee break

14:30 – 15:15 2nd group session about international development plans and project ideas

Group A: Project managers– Moderator: Bente von Schindel

Group B: Board members – Moderator: Hans Jørgen Vodsgaard

15.15 – 15:40 Transfer the learned to work at home – outline the next steps

Short Introduction by Hans Jørgen Vodsgaard

Peer-to-peer dialogue about plans and priorities for international work

15:40 - 15:55 Evaluation in plenum

15:55 – 16:00 Conclusion and farewell

6. Training programme of EDUCULT

Further Training Courses

“International cooperation in the field of lifelong learning, but how?”

Friday 28.02.2020

13:00 – 14:00 Introduction

- Welcome, introduction EDUCULT, introduction participants
- Presentation: FIRST Network Project, overview of previous results

14:00 – 14:45 Project Development I

- Introduction to the Overarching Exercise (OE): Playing through an international cooperation project
- Input: Needs analysis, environment analysis, success indicators, result and impact expectations, EU funding programmes
- Division into two courses/working groups (separation into CEOs and project managers, division of the groups into Mobility Projects and Strategic Partnerships)

14:45 – 15:00 Break

15:00 – 16:00 Project Development II

- OE Step 1)
 - Development of a project idea, formulation of objectives, expectation of results and effects in the working groups
 - Presentation of the project ideas and discussion in the plenum

16:00 – 16:15 Break

16:15 – 18:00 Intercultural Cooperation

Lecturer: Dya Günay

- Input: Intercultural interaction (both courses together)

Saturday 29.02.2020

09:00 – 10:30 Project Design I

- Input: Partner Search
 - OE Step 2)
 - Search and selection of suitable partner organisations in the working groups

10:30 – 10:45 Break

10:45 – 13:00 Project Design II

- Input: Financing, budgeting, process and procedure, work packages, coordination

- OE Step 3)
- Project design in the working groups
- Discussion of the results of the group works in the plenum

13:00 – 14:00 Common Lunch

14:00 -15:15 Application

- Input: Mobility Projects and Strategic Partnerships

- OE Step 4)
- Application development

15:15 – 16:15 Project Implementation

- Input: Partner meetings, project coordination, project management tools, success factors for the project process, risk analysis

- OE Step 5)
- Exemplary project implementation in the working groups and identification of risk factors

16:15 – 16:30 Break

16:30 – 17:30 Project Monitoring und Evaluation

- Input: Monitoring and evaluation of an international project

- OE Step 6)
- Discussion of monitoring and evaluation in the plenum

17:30 – 18:00 Conclusion

- Course evaluation, discussion of open questions, farewell (both courses together)

Compendium of training course curricula I.

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

This compedium of training course curricula on national pilot trainings for the first time international project realisers has been developed as the fifth intellectual output in the 2-year Erasmus+ development project, Sept 2018 – Aug 2020: “First time international project realisers support network”.

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Erasmus+