

SHORTCUT OF THE PROJECT

Content

Project identification	4
Summary of the project	5
3. Priorities	7
3.1. Comment on the choice of priorities	7
4. Participating organisation(s)	9
4.1. Applicant Organisation – FAIE (PL)	9
Background and Experience.....	9
Activities and experience in the areas	10
Key-persons to be involved are:.....	10
4.2. Partner Organisation – COOSS (IT)	12
Background and Experience.....	12
Activities and experience in the areas	13
4.3. Partner Organisation - HUNGARIAN FOLK HIGH SCHOOL SOCIETY (HU)	15
Background and Experience.....	15
4.4. Partner Organisation - Interfolk, Institut for Civilsamfund (Interfolk) - DK	19
Background and Experience.....	19
The main activities in 2008-2017 included:	19
Activities and experience in the areas	20
Bibliography:	21
4.5. Partner Organisation - EDUCULT (AT)	22
Background and Experience.....	22
Activities and experience in the areas	23
5. Description of the Project	25
5.1. The rationale of the project	25
THE CONTEXT:	25
THE NEEDS:	25
THE TARGET GROUPS:.....	26
WHY TRANSNATIONALLY?	26
5.2. What results are expected during the project and on its completion?	27
RESULTS DURING THE PROJECT	27
RESULTS ON THE PROJECT COMPLETION:	28
5.3. innovative and/or complementary	28
THE OBJECTIVES:	28
INNOVATIVE ASPECTS	29
5.4. The choice of the project partners & what will they bring to the project?	30
5.5. How will the tasks and responsibilities be distributed among the partners?	31
INTELLECTUAL OUTPUTS:.....	31
MULTIPLIER EVENTS:.....	32
TRAINING EVENTS:	32
PARTNER MEETINGS:	32
TRANSVERSAL ACTIVITIES:	32

5.6. What are the most relevant topics addressed by the project?	33
6. Participants - selection & involvement in different activities	34
7. Project Management and Implementation	36
7.1. The project activities "Project Management and Implementation":	36
7.2. The methodology to be applied in the project:	36
7.3. Transnational project meetings planned:	39
PM1. in Bielsko-Biała, PL, Oct 2018.....	39
PM2. in Vienna, AT, Apr 2019	39
PM3. in Ancona, IT, Sept 2019	40
PM4. in Budapest, HU, Mar 2020	40
PM5. in Kraków, PL, Sept 2020	41
7.4. Communication and cooperation between the partners planned:.....	42
FRAME OF COLLABORATION	42
COMMUNICATION	42
PROJECT MEETINGS	43
7.5. Ensuring proper budget control and time management planned.....	43
THE EXCEPTIONAL COSTS & CONTRIBUTION FROM OTHER SOURCES	44
7.6. Monitoring	45
7.7. Evaluation.....	47
7.8. Possible risks handling planned:	49
7.9. The Erasmus+ online platforms	50
8. Intellectual Outputs	52
IO-1. Multilateral Survey Report on good practices & success stories	52
8.2. IO2. Multilateral Research Report on key competences	56
8.3. IO3. Developed 'SUPPORT PORTAL' for the first time international projects realisers.	62
8.4. IO4. Mentoring and e-mentoring system	68
8.5. IO5. Training course curricula and open educational resources	71
8.6. IO6. Established and working International Support Network.	76
9. Multiplier Events	81
9.1. E1. National conference in Ancona	81
9.2. E2. National conference in Budapest	84
9.3. E3. National conference in Copenhagen	87
9.4. E4. National conference in Vienna	90
9.5. E5. European conference in Kraków.	93
10. Learning/Teaching/Training Activities.....	96
10.1. C1. SP-ADULT-SHORT - Short-term joint staff training events	97
10.2. C2. SP-ADULT-SHORT - Short-term joint staff training events	100
10.3. Selection, preparation and support & safety ensuring plan	104
10.4. recognition or validation of the learning outcomes	105
11. Follow-up	107
11.1. Impact	107

11.2. Desired impact at the local, regional, national, European levels:	108
11.3. Measurement of the previously mentioned impacts plan:.....	110
12. Dissemination and Use of Projects' Results	111
12.1. The target groups	111
12.2. Dissemination activities	114
12.3. Organisations/persons responsible for the dissemination	115
12.3. Ensuring free access for the public to the digital form of the material developed within the project:	117
12.4. Ensuring that the project's results will remain available and will be used by others plan:	117
13. Sustainability	119

Project identification

TITLE:

First-time international project realisers support network.

ACRONYM: -

Period

Project Start Date (dd-mm-yyyy): 01-09-2018

Project Total Duration (Months): 24

Project End Date (dd-mm-yyyy): 30-08-2020

Key Action: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

Action: Strategic Partnerships

Which field is the most impacted?: Adult education

Main objective of the project: Innovation

Summary of the project

The main problem the project addresses is **low level of innovativeness** of the 3rd sector adult education organisations. This lowers the effectiveness and efficiency of adult education, being a barrier for effective outreach to the adult learners.

One of the reasons for this is **low level of international, partnership cooperation and networking** of the adult education organisations. European cooperation brings innovations in the methods of work to better fit the needs and expectations of the adult learners, including low-skilled and low-qualified ones. It also brings development of professional skills of the organisations staff – adult non-vocational, liberal education professionals. Low level of cooperation in international environment results in low level of trust, low level of intercultural competences and often even consent to discrimination. Lack of cooperation on the European level may be the basis for questioning the united Europe existence.

AIM

The overall aim is to **support increasing innovativeness** of the adult education organisations, in terms of **education methodology, outreach to adult learners and managing adult education organisations**, through supporting them at undertaking new ways and areas of activities.

PARTICIPANTS

The two primary, specific direct target groups are:

1. **Staff members**/volunteers/experts of the adult education 3rd sector organisations who would like to undertake initiating and realizing international, partnership cooperation for the benefit of their organisations – as the first-time international project managers;
2. **The managers** and management bodies members (the boards, auditing commissions, councils etc.) in the 3rd sector adult education organisations that would like to initiate and run international cooperation – with the first step to be to appoint a person responsible for international cooperation management.

The indirect target group include wide range of education – related organisations, institutions and decision makers.

The dissemination activities would reach, in total, at least 55.500 recipients.

PARTNERSHIP CYCLE

Project partners are five 3rd sector civil society organisations, working in the field of lifelong learning adult education from Poland, Italy, Hungary, Denmark and Austria. Even though all the organisations involved are 3rd sector and working in the field of lifelong learning, they have various profiles and experience – which makes the Partnership composition somehow representative for the adult liberal education sector in Europe.

METHODOLOGY & ACTIVITIES

The design of the work programme is chronological, divided into 3 main phases. Project activities are divided into 17 Work Packages, including transversal activities of management, evaluation and dissemination. There are 6 activities delivering Intellectual Outputs, 5 Transnational Project Meetings, 5 Multiplier Events and 2 Training Events planned. The Intellectual Outputs include:

- IO1. Developed Multilateral Survey Report on good practices & success stories at supporting international projects managers in the adult education civil society organisations.

IO2. Developed Multilateral Research Report on key competences of international project managers in the adult education civil society

IO3. Developed 'SUPPORT PORTAL' for the first time international projects realisers.

IO4. Developed mentoring and e-mentoring system for the first-time international project realisers.

IO5. Developed training course curricula and open educational resources for the first time international projects realisers.

IO6. Established and working International Support Network.

RESULTS & IMPACT

The results of the project will be tangible and intangible (material and immaterial). The direct tangible results will be reached during the work packages, while the intangible will be illustrated in the field of increased knowledge, skills and awareness, change of attitudes etc. The indirect, third level of results are those long-term ones, clearly connected with the varied project impact.

The direct intangible results will be seen both on individual and organizational levels, referring to change of attitudes and values related to international cooperation realizing, introducing innovations, professionalization of the adult education staff, and developing long-term development strategies of the 3rd sector adult learning organisations.

SUSTAINABILITY

Project results will be sustainable, among others, through:

- Delivering and sustaining a SUPPORT PORTAL gathering all the basic information essential for 1st time international project managers and the 3rd sector adult learning organisations that are planning to include international cooperation into their mid- and long-term development strategies. The SUPPORT PORTAL will also promote the European cooperation idea underlining European common values and solidarity.
- Founding International Support Network assisting first-time international projects realisers.

3. Priorities

HORIZONTAL: Open education and innovative practices in a digital era

ADULT EDUCATION: Extending and developing educators' competences

HORIZONTAL: Development of relevant and high-quality skills and competences

3.1. Comment on the choice of priorities

Project fits in with the following priorities:

First horizontal priority "Open education and innovative practices in a digital era", through:

- Selection of information and communication technology tools to promote educational content as a form of long-term investment in adult education as the one most suited to the challenges of the contemporary recipient of educational services
- The using of new technologies will enable the creation of a community of practitioners of international activities in the adult education sector
- Offering the opportunity to create in one place - Support Portal - educational development resources database, which enable to introduce of innovative methods of raising the competences of people working for the education of adults in the international level
- aiming of project activities to a group of people from civil society organizations that operate in the adult education sector; The basis of these activities is to enable the recipients of educational services to participate in the creation of educational paths
- Direct participation of project participants in the process of: mapping of best practices, identification of key competences of managers of international educational activities and active cooperation for the development of new training programs
- Preparing, development and testing of curricula courses for people who are engaged in international activities for the first time or who manage such activities in the field of education - a compendium of test-ed courses and a methodological guide will be open educational resources for use in the EU
- achieving the synergy effect through: using and testing courses at the national and European level, based on previously obtained data from the mapping process and the creation of a cooperation network - the possibility of shaping the European adult education policy.

Second field specific priority, for the Adult Education sector - "Extending and developing educators' competences" and **the third horizontal priority**: "Development of relevant and high-quality skills and competences". **The project aims at increasing the adult educators competences, so they could deliver better educational offer to the learners** – including those of low skills and low competences.

The project proposed plans to deliver new adult education tools (including ICT tools) supporting adult education sector specialists at initiating, developing and realizing international cooperation. The curricula developed would be possible to adjust to national contexts, if needed. Their realization will also upgrade the transversal skills of the participants, such as "learning to learn", communication in foreign languages", "social and civic competences", "sense of initiative and entrepreneurship", "digital competence" – necessary to conduct international cooperation of the 3rd sector organisations active in adult education sector. The project will enable educating and supporting social change leaders, which can contribute to upgrading the civic participation and social inclusion.

These priorities are addressed by the project, **by opening possibilities for international cooperation and thus – opening doors for innovation, inspiration, learning from other adult learning organisations from other European countries.**

Indirectly, the project addresses also two other Adult Education sector priorities:

- - “Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults”, since internationally cooperating organisations would get inspiration, access to innovative methods and skilled specialists – and this way they will be able to extend the supply of high quality learning opportunities for low-skilled or low-qualified adults, and:
- - “Increasing the demand and take-up through effective outreach, guidance and motivation strategies”, since international cooperation can also give inspiration on how to improve outreach, guidance and motivation strategies used.

The activities planned are also in line with the EKES recommendations (2017) through: widening the educational offer in the frame of horizontal cooperation of the working age Europeans, create results taking into account multiculturalism of the EU countries, increases the level of adjusting the educational programmes to demographic changes in the EU.

The project proposed is totally in line with the “Manifesto of Adult Learning in the 21st century” document (2016) – calling to support Learning Europe, to develop a knowledge society capable to deal with modern challenges. The Manifesto addresses the adult education as a factor that can help change lives and transform societies – as a human right and common good.

The Manifesto also outlines how much adult education can contribute to a number of European policies, among others, to both Europe 2020 Strategy and Juncker’s agenda.

4. Participating organisation(s)

4.1. Applicant Organisation – FAIE (PL)

Background and Experience

Fundacja Alternatywnych Inicjatyw Edukacyjnych (FAIE) is non-profit, non-governmental organisation, founded in 2011.

The main goal is adults Life Long Learning promoting - developing one's own abilities, predispositions, interests - both in personal and professional life. Another goal is to promote and support vocational and personal development through culture and art (professional as well as un-professional). FAIE also promotes applying ecological solutions at work as well as in everyday life.

Since 2011 FAIE is conducting state of the art and needs analysis concerning the third sector organisations needs, including the seniors and culture/arts/heritage sector organisations. The aim of the research & analysis is to design, develop, test and deliver curricula (training and advisory programmes) to support development of the 3rd sector organisations and their people. The other field of research and developing curricula is active democratic participation, civil and societal involvement – both on the national and European level. FAIE offers experience in planning, designing and conducting research (on-line, face-to face interviews); curricula planning & conducting, experience in the field of working with 3rd sector organisations, seniors, young adults.

From the beginning FAIE supports development of the third sector organisations at preparing and realizing quality international projects. On regular basis FAIE realizes advisory for 3rd sector organisations on possibilities of their development and professional development of their managers/members/workers/ volunteers.

Another group strongly supported by FAIE are the seniors, Third Age Universities and other organisations & informal groups gathering seniors and working for the benefit of seniors. FAIE cooperates with several Third Age Universities on regular basis.

FAIE also works in the field of democratic empowerment. An international partnership research project in the frame of Europe for Citizens Programme: "Let's get active!" was realised in 2015. Project included an international open on-line research, four National Citizen's Forums, International Citizens Forum realization and developing final recommendations. Based on its' conclusions, an international initiative aiming at supporting exercising the European citizens' rights by the young adults mobile within EU (in order to learn/work/volunteer) is now being realized (REC Programme).

In the field of arts & culture FAIE develops support for craftsmen at promoting their works and keeping the cultural heritage, also, in modern forms. We have cooperation with several craftsmen associations established. In the field of development through culture and art, recently there was cooperation with some Norwegian organisations supporting craftsmen initiated, aiming at developing common initiatives in the field of national cultural heritage preserving and promoting. Currently FAIE is also involved in an international, partnership projects aiming promote cross-cultural activities in the sparsely populated communities in the Baltic Sea region with an added value for civic and democratic participation and community bonding (LEVER) as well as an international initiative aiming at developing curricula for culture volunteers and managers in sparsely populated areas (SPAR).

Since 2014 FAIE runs the EURODESK Information Point. It's role is to provide information regarding opportunities for education, training, traineeships, voluntary work and work in Europe for the youth and the youth workers. The Eurodesk network works in 33 European countries and is supported, among others, by the European Commission.

Locally - FAIE is involved in inter – sectoral partnership for employment and development of social entrepreneurship in the region building. The aim of this partnership is to develop some forms of support for persons dismissed from work, especially those endangered with social exclusion and discrimination. FAIE also is a founder - member of the Non-governmental Organizations of Bielsko-Biala Treaty.

FAIE is a learning organization. Has adopted a custom of developing exit strategy at the end of each project initiative, to assure sustainability of the results & solid ground for planning follow-up projects. FAIEs staff is constantly upgrading skills and competences concerning working in the adult education sector – recently in the frame of Erasmus+ KA1 "EDU-DESIGN. Education for designing the future" project. Has established wide networks and recognisability in the 3rd sector in Poland; cooperates with several European partners of adult education sector on regular basis.

FAIE's staff are 3 persons, active in the 3rd sector since 2002 as trainers, project managers, advisors and volunteers, who have also worked in business & public sector . Cooperates with 2 part-time specialist (media relations and IT) and 2 volunteers on regular basis. Cooperates with certified accountant. Regularly realises traineeship programmes.

Activities and experience in the areas

relevant for this project & skills and/or expertise of key persons involved in this project

In the field of supporting 3rd sector organisations at initiating, developing & running international cooperation, there were 3 projects, with the support of governmental actors, realized on the local, regional and all-Polish level (P FIO 2012, 2013 and 2016): There was staff of 115 NGOs trained at knowledge and skills on planning, preparing and realizing international projects. 38 NGOs took then part in advisory sessions. In 2016 initiated an International Projects Realisers Club in Poland.

In the field of supporting Third Age Universities & the seniors, FAIE has realised, with the support of governmental actors (P ASOS), 3 regional projects. We offered free educational courses for 95 persons in the age 60+ (2012-13) and trained 145 seniors from 84 various organisations & informal groups in the subject of planning, developing and realising projects co-financed from external funds as well as legal and financial aspects of running 3rd sector organization (2015,2016). There were 20 ready project concepts, supporting the seniors, developed during the advisory sessions. Incentives for more enhanced inter-generational cooperation were identified.

In both fields IT support tools were developed.

In the field of democratic empowerment, the "Let's get active!..." project, resulting in developing recommendations on active democratic participation of the EU citizens, which was then disseminated to the relevant actors on the EU, national, regional and local levels & to other wide public was realised.

Key-persons to be involved are:

Agnieszka Dadak, author and international projects manager (PMP Certificate by Project Management Institute). Over 10 years of experience at multi – partner, international projects co-financed from external funds (Norwegian Financial Mechanism; "Life Long Learning" Programme; EQUAL CI; Europe for Citizens; Rights,

Equality, Citizenship; Erasmus+) in the fields of: building clusters, educational mobility, vocational development & re-training of mature workers, empowering democracy. Author of several methodologies in HR management. 12 years of experience at designing curricula, organizing and leading trainings & workshops – workshop trainer recommended by Association of Psychological Help „Integracja” (recommendation no. 31). Has been working as vocational advisor and coach. Since 2002 cooperates with the 3rd sector organizations as a trainer, projects coordinator, language teacher and adviser. Master of Psychology (The Jagiellonian University); has graduated from post – diploma studies „European Project Management” (The University of Economics in Katowice); has also graduated from post – diploma studies in Stockholm (“Socialpedagogiskt ungdomsarbete”, Tollare folkhögskola) in the frame of The Swedish Institute scholarship – Visby Programme. 2011-2015: one of the founders and Board member of Baltic Network for Adult Learning.

Rafał Dadak, Specialist in co-funding for projects realization and in legal and administrative advisory. Over 9 years of experience in advisory concerning co-funding for projects and projects realization (among others: The Culture Programme; Norwegian Financial Mechanism; Regional Operational Programmes; Rural Areas Development Programme). Since 2003 cooperates with NGOs in the field of administrative and legal advisory. NGOs trainer in the field of planning, developing and realising externally co-funded projects. Several years of experience in educational work with seniors. Since 2011 involved in the field research concerning mapping professional and non-professional folk artists and craftsmen and alternative culture centers. Researcher in the field of NGOs development needs and obstacles/incentives for active democratic participation. Worked in the European Social Fund Department at The Marshal’s Office in Katowice. Master of Public Administration (The Silesian University in Katowice). Graduated from post – diploma studies „European Project Management” at the University of Economics in Katowice. Amateur photographer and skilled multi-media specialist.

Jerzy Kraus, Specialist in co-funding for projects realization, project administration and project settlements. Over 9 years of experience in advisory concerning co-funding for projects from public grants acquiring and projects realization (among others: The Culture Programme; Norwegian FM; RPO; Rural Areas Development Programme). Since 2003 cooperates with NGOs in the field of administrative and legal advisory. NGOs trainer in the field of administrative, financial and legal issues. Several years of experience in educational work with seniors. Since 2012 involved in the field research concerning mapping folk artists and craftsmen and alternative culture centres. Master of Public Administration (The Silesian University in Katowice).

Cooperation: **Magdalena Wojtczak, certified accountant**, 11 years of experience in life-long learning programmes; running 3rd sector organisation with over € 1 mln turnover.

4.2. Partner Organisation – COOSS (IT)

Background and Experience

COOSS is an Italian private no profit organisation whose main objective is to support the integration of disadvantaged people through the provision of social, assisting, care, educational and training services and to propose interventions to meet the different needs of the local community. Born in 1979, COOSS counts nowadays around 2700 members-employees and serves more than 7.400 users among which minors, youngsters, elderly, disabled people, mentally impaired, drug addicted, migrants.

Since 1993 works the Department of Research and Training, which experiments innovative solutions to the emerging social needs through its participation to EU projects and organizes training courses for the qualification of social professionals.

In 2000 the Department was accredited by the Regional Government as a VET Agency.

Since 2000 COOSS **organises and manages courses** for social professionals in collaboration with main municipalities and other public bodies of the region, with the aim to provide recognized qualifications at regional and national level; in 2016 realizes 41 training courses devoted both for internal employees (949 people trained for an amount of 29.000 hours) and external professionals (356 people trained for a n amount of 49.000 hours). COOSS is also accredited as employment centre by Marche Region and manages the Youth Guarantee activities concerning training, education, employment and entrepreneurship promotion, directed also to NEETs and disadvantage people.

COOSS provides social and educational services in deep collaboration with public and private organizations of Local Administration and Marche Region.

COOSS has the SA8000 (Social Accountability 8000) certification about Social Responsibility; the aim is the protection of health and well-being of workers, respect for the rights and working conditions, improvement of social communication and product quality through the monitoring of suppliers through compliance with standards defined by the International Standard.

COOSS will take advantage of this structured experience to manage, implement, monitor, evaluate EU projects to feed that back into the improved management of future EU and local projects. Specifically COOSS get involved in EU project within several EU Programme such as: **Youth in Action, Daphne, LLP - Grundwig Multilateral Projects, Leonardo da Vinci – Transfert de l'innovation, AAL, FP7, ICT-PSP, PROGRESS, Comenius.**

The areas in which COOSS Marche offers resources and experience are:

- Analysis of needs, good practices, skills, attitudes, democratic inclusion, educational provision, EU awareness, state-of-the-art throughout local areas at national and EU level;
- Involvement of several typologies of disadvantage citizens, providing a tailored Inter-generational and Inter-cultural approach;
- Management and implementation of project activities, research designing, conducting and summing-up;
- Designing and realizing dedicated training, including tutoring and mentoring tools.
- Organisation of Events and local and International level and dissemination of project activities and results thanks to different tools and channels, including new media;
- Use of ICT and e-learning process in training activities.

COOSS staff is composed by psychologists, social workers, educators, careers, trainers, researchers, worker on vocational guidance, project managers and executive, administrative, and it offers knowledge and expertise in different fields; it is well-trained to carry on all project activities/tasks in order to implement, present and disseminate project activities/results and to guarantee the achievement of all the goals of the proposal.

COOSS Marche can take advantage of the collaboration of experts in several sectors as project managers, financial managers, teachers and trainers, inter-cultural operators, social workers, worker on vocational guidance.

Activities and experience in the areas

relevant for this project & skills and/or expertise of key persons involved in this project

COOSS experienced projects dealing with strategies to implement innovative training courses, to promote social inclusion, to gather and share good practices and foster active citizenship. Pilot activities are done thanks to a wide and direct contact with users, as active lifelong learning opportunities provider, VET Agency and employment centre.

SIGNIFICANT EXPERTISES:

- Training of operators of social and training services;
- Training of professionals;
- Development of training courses devoted to the different target of groups;
- Management of project activities, specifically the implementation of an active involvement of partners, associates and relevant local stakeholders, to guarantee the visibility and effectiveness of the project;
- Deep experience in use of ICT and e-learning process in training activities;
- Validation of "new training methodology" in order to evaluate the strengths points, effectiveness, learners and teachers feedback.

COOSS was also partner in projects on adult education as "IGTrain" a project aiming to create job opportunities both for people over 50 and unemployed youth, through the implementation of a course based on the intergenerational transfer of knowledge on the workplace or in project dealing with active citizenship as "Let's get Active!", cooperating with FAIE (P1), the applicant. COOSS also was a receiving organisation for FAIEs staff within "EDU-DESIGN..." Erasmus+ KA1 project, organising a dedicated course "Networking and good practices concerning Research & Training Unit building", realised in May 2017. Currently is involved in cooperation with FAIE (P1) and HFHSS (P3) realising the "MyEU" REC project.

STAFF and SKILLS:

COOSS Department can offer EU know-how, local practice, experience in creating local partnerships in strong collaboration with the private and public sector. COOSS is able to share experiences from different services well-established in the territory of Marche Region.

KEY PERSONS INVOLVED

Francesca Scocchera - coordinator of the EU Projects Area within the Department of Research and Training of COOSS. Graduated at the Faculty of Commerce and Economics, University of Ancona. She has been working within EU projects and initiative since 1998. She is experienced in several EU initiatives and transnational cooperation funded by EU (Horizon 2020, Erasmus+, Progress, IPA Adriatic CBC, Youth in Action, EuropeAid, Lifelong Learning Programme, Daphne, Interreg IIIA, Leonardo da Vinci, Socrates, Phare, Equal, Adapt etc.).

She is author of several publications in the fields of VET needs in the care and social sector, ageing phenomenon, social inclusion, equal opportunities, sustainable development.

Lorenza Lupini - researcher and project executive of the Training and Research Department in 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 the area of Employment and Vocational Guidance Services for all the activities connected with the application of Youth Guarantee in Marche Region.

Romina Boraso - researcher in COOSS Marche, since 2012. She is currently involved in European and National projects. She is engaged in several activities in the field of research, planning, development, dissemination, pilot deployment, users' provider and representative. Degree in Education and Pedagogy at the Educational Department of Bologna University. Since 2006 she works in Education and Social Care sector as expert in educational, social and cultural services addressed to youths, families and disadvantage groups.

Francesca Lorenzini - administrative employer in COOSS since 2011; she's an expert in financial reporting and administration issues both for Local and National projects and training courses funding by ESF, FEI, etc. and mostly for administrative and reporting aspects concerning European and transnational programmes as ERASMUS+, H2020, YOUTH in ACTION, LLP, 6th and 7th FP, INTERREG CARD PHARE, PROGRESS, ALL, Adriatic IPA-CBC. In a DAPHNE III project (ATTEMPT) she was also the only financial responsible of all the project reporting and financial reporting aspects. Moreover, she gathered a previous experience in ENDAS Marche, where she was in charge of administrative management for cultural associations.

4.3. Partner Organisation - HUNGARIAN FOLK HIGH SCHOOL SOCIETY (HU)

Background and Experience

Magyar Nepfoiskolai Tarsasag, the Hungarian Folk High School Society is a national level non-governmental organisation specialising in non-formal adult education. MNT/HFHSS is an umbrella organization with more than one hundred member organisations within Hungary.

The general objectives of the MNT/HFHSS are:

- Realisation of learner-centeredness;
- Increasing individual and minor community autonomy and action-capability;
- Addressing problems of marginalisation through learning as well as community development;
- Taking up of local and national traditional values and increasing European and international openness;
- Recognition and support of all forms of learning;
- Increasing participation in learning;
- Recognition of the role of learning in individual and family life, social role taking, employment and career planning.

History:

- History of Hungarian FHS movement goes back to 1930's;
- 1949 dictatorship - the FHS has been prohibited;
- Discourse about a reinvention 80's;
- Change of regime 1988/89, started the operation again.

Legal status:

- Public NGO by the law of associations (1989, 2011) and law on Public Benefit Organisations (1997);
- Law on popular adult education 1997;
- Law on adult training 2001.

Activities:

Local courses (daily courses and residential programmes):

- Active citizenship,
- Basic Skills and key competencies training (also for Roma people),
- Training for unemployed;
- Clubs for elderly people;
- Computer courses;
- Foreign language courses;
- Courses on environment and ecology;
- Youth courses;
- ICT courses;

Types of Folk High Schools (FHS) in Hungary (the members of the MNT/HFHSS):

- Agricultural FHS, training for farmers;
- FHS activities related to age groups;
- Citizenship;
- VET orientation;
- Health and a way of life in centre.

A typical course lasts 30 hours, 10 meetings. Annual number of participants: approximately 40.000 adults.

Characteristic activities of the HFHSS:

- • Policy advocacy;
- • Development of legal regulations;
- • National conferences;
- • Contribution to the national strategy on lifelong learning;
- • Adult learning week organization;
- • Research activities.
- • Training for adult educators.

The MNT/HFHSS has a residential learning centre in western Hungary (Balatonszepezd), where all learning programs are held, which include teaching learning methods and developing curricula.

Publications

- • Quarterly journal called : FHS, Education, FHS, Society;
- • Products of the projects;
- • Collated essays;
- • Research reports, publications.

Partnership:

- • Local governments;
- • Other NGO-s;
- • Universities;
- • Churches.

Development projects:

- • Active citizenship;
- • Basic Skills;
- • Roma programme;
- • Rural development;
- • Promotion for learner's voice to be heard;
- • Social co-operatives;
- • International co-operation.

The MNT/HFHSS also has broad experience of European level projects dealing with adult learning.

HFHSS developed the European Handbook on Lifelong Learning – published in 2001, (ISBN 963 860 1973) second edition in 2004 (ISBN 963 863 75 52), which consists of the most important documents issued by the EU Commission and other relevant European institutes. (i.e CEDEFOP and European Training Foundation, OECD). The two handbooks became study materials in the higher education in Hungary related to adult learning and lifelong learning.

The staff of HFHSS contributed a lot to the training path called Policy development in adult education and training in higher education. The training specialization implied either theoretical, policy development as well as practical skills development aspects and modules.

Running courses were successful at 3-4 universities and it has contributed to spreading of European lifelong learning studies in the framework of higher education training for adult educators in Hungary. Among others after teaching programs in Debrecen, Esztergom, Pécs universities Dr. Szigeti Tóth currently still teaches at the ELTE (Budapest University) in MA courses the subject called European lifelong learning policy and practice. Students can practice at HFHSS to join to any international project activity in order to take part in preparatory of making application, events of projects, reporting and analyzing the field to respond to the demands of social groups etc.

MNT publishes a quarterly journal on adult education that reaches 8.000-10.000 readers, including not only adult educators, but educators in general education, VET and higher education as well as policy-makers. MNT organises at least one conference annually, its representatives regularly participate in Hungarian and international events. Its annual meeting is attended by more than one hundred delegates plus guests from other organizations.

Activities and experience in the areas relevant for this project & skills and/or expertise of key persons involved in this project

HFHSS nationally and regularly organizes training of trainers programs in which the main objective is to develop capacities of trainers carrying out non-formal adult learning courses. HFHSS facilitated training sessions over the past decade especially in rural areas.

HFHSS has been a member of the European Association for the Education of Adults since 1992. The president of the HFHSS has served as the elected president of the European Association for Education of Adults (EAEA) between 2002 and 2008. The EAEA (established in 1953 in the Netherlands) is currently based in Brussels.

The HFHSS also has broad experience of European level projects dealing adult learning.

Examples of projects:

1. Moleya – motivating and encouraging young adults to learn www.moleya.eu
2. Sense of Place – Grundtvig learning partnership, <http://grundtvigprojectasop.wordpress.com/>
3. In Balance – European Framework for Numeracy with Accompanying Method, www.inbalance-online.eu
4. A Learning Heart http://www.norfolkkrcc.org.uk/leah/index.php/Main_Page
5. Sowing the Learning Seeds 2010-12, <http://pro.acs.si/sls>
6. Vitalize rural regions by senior citizens 2011-13, <http://www.vitalise-regions.eu/index.php/en/>
7. Intergenerational Communication and Active ageing in a Rural Environment. Acronym: I-CARE http://en.lflplatform.net/uploads/2/6/5/3/26536967/i-care_project_english_2014.pdf

8. Culture Guides – the European Handbook 2013-2015. This publication has been supported by the European Commission's Grundtvig Lifelong Learning Programme, goo.gl/xVPS3q
9. SPAR project. Researching and developing curricula for culture volunteers & managers in sparsely populated areas SPAR 2016-2018, <https://www.sparproject.eu/>

HFHSS organized a number of national training courses for its members on international project management. These courses aimed to develop foreign language skills, identifying potential foreign partners, contact building, preparing application, carrying out a project.

KEY STAFF:

Janos Szigeti-Toth, PhD has been playing an active role in European, global and national organizations for decades. He was the President of the European Association for the Education of Adults (EAEA) between 2002 and 2008 (see www.eaea.org). He headed the preparation works of the "Adult Education Trends and Issues in Europe" study, and contributed as an adult education expert on the communication: "It is never too late to learn" COM (2006)614, and in the Action Plan on adult learning: "It is always a good time to learn" COM(2007)558. He is the president of MNT/HFHSS and a university teacher, lecturer and author of a great number of publications. E.g. A tanulas sokfelesege (The diverse ways of learning) supported by the National Institute of Vocational and Adult Education. He has gained profound experience in European and national projects throughout many years of activities covering a wide range of fields in adult education and culture: basic skills or competence development for adults and young adults, combating marginalization, increasing participation in learning and cultural activities, curricula development, further training for adult educators, community building in rural environment, re-activating resources in rural areas. At the university of Budapest (ELTE) he is teaching the subject of EU studies of lifelong learning. In this framework in 2015-2016 he has conducted a project on job mobility in Europe for youth.

Tunde Toth is a junior staff, who has worked for the past two years in a learning centre (www.szepezd.hu) in a small village near lake Balaton. The learning centre also serves as community house, library and folk high school open to the population of the village and its surroundings. She organizes various local cultural events, visits to places of historical or cultural interest, walking or biking trips, lectures on various subjects e.g. literature, local history, public life, healthy life style, mental health. She is also responsible for the local library (housed and operated in the learning centre), and has good contacts with local clubs, associations in the neighbouring small settlements. She participated in a European project on active aging in rural environment.

4.4. Partner Organisation - Interfolk, Institut for Civilsamfund (Interfolk) - DK

Background and Experience

Interfolk, Institute for Civil Society, is a Danish non-profit and non-governmental association and private research institute, founded in 2008. Interfolk is a member of the Baltic Sea NGO Network Denmark; the International Platform for Citizen Participation (IPCP); and the European Network for Active Participation in Cultural Activities (AMATEO).

The aim is to promote humanistic and democratic learning capacities in a civil society context.

The objectives are:

- to promote liberal adult education and cultural learning that focus on personal autonomy, active citizenship, social inclusion, and cultural cohesion;
- to create partnerships with Nordic and European associations within liberal adult education, NGO-activities and the spheres of amateur arts and voluntary culture;
- to ensure that the objectives of lifelong learning adhered to by the European Commission and the Nordic Council of Ministers also continues the best of the intentions of the Nordic-European tradition of Enlightenment and Bildung.

The activities of Interfolk include research, surveys, development projects, courses, seminars, debate arrangements and other cultural activities - in a Danish, Nordic and European context.

The main activities in 2008-2017 included:

2007 - 2008: Coordinator of a two-year Nordplus Adult mapping project, regarding in-service training activities with a general scope in the Nordic liberal adult education & voluntary associations, supported by the Nordic Council of Ministers.

2008 – 2010: Head of a major survey task regarding validation of values & goals in voluntary culture organisations in cooperation with the Joint Cultural Councils in Denmark; supported by the Danish Ministry of Culture.

2011: Head of a development project of an e-learning tool for validation of students' learning profile for Esbjerg Folk High School, 2011; supported by the Association of Folk High Schools in Denmark.

2009 - 2011: Coordinator of a two-year Nordplus Adult development project, regarding validation of non-formal and informal learning outcome in cooperation with seven partners from the Nordic & Baltic countries; supported by the Nordic Council of Ministers.

2009 - 2011: Coordinator of a two-year Grundtvig Multilateral Project, entitled "Learning outcome of amateur culture" (LOAC) with four partners from the European amateur culture; supported by EACEA.

2012: Coordinator of a development project of a new learning assessment frame focussed on the existential learning dimension for folk high school students at Nordfyn Folk High School.

2011 - 2012: Lead partner for planning a NGO Portal for the Baltic Sea Region, with reference to the CBSS-NGO Forum (The Council of the Baltic Sea States' NGO Forum).

2012 - 2014: Coordinator of a Grundtvig Learning partnership, entitled "Arts- based learning and active ageing" (ART-AGE), supported by the Danish Agency for International Education.

2013 - 2015: Coordinator of a Grundtvig Multilateral Project, entitled "Culture guides for marginal-ised social groups" (GUIDE), supported by EACEA.

2015: Initiator of the European network of voluntary arts to provide Erasmus plus training events, entitled "EVA -European mobility for Voluntary Arts and Culture associations.

2016: Coordinator for the 1-year Nordic Culture Point, capacity development project, entitled "Amateur art and voluntary culture as suppliers of arts and culture in sparsely populated areas in the West Nordic Region" (AMARE).

2016 - 2018: Coordinator of the three year NGO development project, entitled "Voluntary culture as leverage of cross-cultural activities in sparsely populated areas" (LEVER), supported by the Nordic Council of Ministers' NGO programme for the Baltic Sea Region, www.culture-lever.net

2016 - 2018: Initiator and partner in a two year Erasmus+ strategic partnerships, entitled "Develop curricula and training programmes for culture volunteers"(SPAR) supported by the UK Office of the Erasmus+ programme, www.sparproject.eu

2016 - 2018: Partner in the two year Nordplus Adult Development project, entitled "Curricula and training for culture volunteers in sparsely populated areas (SPARK)" supported by the Danish Agency of Higher Education, <http://nordplus-spark.one>

2017 - 2018: Coordinator of the 18 months NGO project, entitled "Nordic and Russian NGOs building bridges (BRIDGES)" supported by the Nordic Council of Ministers' Open Call Programme for cooperation with Northwest Russia, <http://www.ngobridges.com/>

2017 - 2019: Initiator and partner in a two year Erasmus+ partnerships, entitled "Bridging social capital by participatory and co-creative culture (BRIDGING)", supported by the Danish Erasmus+ Office, <http://bridgingsocialcapital.eu/>

2017 - 2021: Designed the project concept and application of the 4-year Network project 'ARTS TAKE PART' on behalf of AMATEO, which has been supported by the Creative Europe Programme, the Cultural Networks strand; and are now member of the documentation & research team.

Activities and experience in the areas

relevant for this project & skills and/or expertise of key persons involved in this project

Interfolk has expertise competencies in validation of informal and non-formal prior learning, pedagogical theory and curricula planning in the fields of liberal adult education; and strong competences in research and development work in the field of civil society associations including amateur arts and voluntary culture.

Interfolk has also expertise in national as well as international contexts in relation to develop new project concepts, design project applications, project management, project evaluation, dissemination and reporting.

The key person involved will be Hans Jørgen Vodsgaard, Head of Institute, Cand. Phil and Mag. Art. (History of ideas). Current member of the Danish coordination committee of the Baltic Sea NGO network.

He has been active in liberal adult education and the folk high school movement since 1980 - as co-initiator and teacher at Kritisk Oplysningsforbund in Aarhus; General Secretary of the National Adult Education Association, SFOF; as consultant in The Association of Folk High Schools in Denmark; as teacher at Ry Folk High

School, as principal of Snoghøj Folk High School and Uldum Folk High School, as project leader for Askov Folk High School, and as research leader for Nordic European Academy.

Bibliography:

Reports and books regarding Liberal Adult Education and cultural and art based learning:

- Menneske først, ideoplæg om højskoleand og arbejdsliv, FFD, august 1997
- Rapport om højskolernes økonomi, FFD, december 1997
- Rapport om Ry Højskoles udviklingsmuligheder, Ry, august 1998
- Den særegne højskole - idegrundlag og tradition, FFD, januar 2000
- Højskole til tiden – en udredning om de unges trang, regeringens ønsker og højskolens ærinde under senmoderne vilkar, FFD, august 2003.
- (Red). Nye æstetiske læreprocesser og højskolens dannelsesopgave - adresse til højskoleudvalget, Mid-delfart, maj 2004
- (Ed.): Nordic-European Academy – background and visions, NEA Publisher, 2006
- Da dannelsen gik ud - en kortlægning af det almene sigte i nordisk folkeoplysning og foreningsliv, Nea Publisher, 2007.
- Den Frie Kultur. Paradigmestrød om læring, kunst og civilsamfund. Interfolks Forlag, 2010
- Survey Report on Learning Outcome of Amateur Culture. Interfolks Forlag, 2011
- Course Compendium on Learning Outcome of Amateur Culture. Interfolks Forlag, 2011
- Dannelse, kundskaber og kompetencer. Nordplus rapport om læringsvurdering. Interfolks Forlag, 2012
- (Ed). Compendium. Arts and Culture on the Nordic Edge. KSD Forlag, 2016
- (Ed.) Multilateral Need Survey. Voluntary culture in sparsely populated areas. Interfolks Forlag, 2016

4.5. Partner Organisation - EDUCULT (AT)

Background and Experience

EDUCULT – Institute for Cultural Policy and Cultural Management is an independent European research institute with long expertise in the consultation, analysis, evaluation and assessment of Austrian and European education and cultural policy. During the last couple of years EDUCULT activities covered a wider regional balance across Europe including European neighbourhood countries. Thus, its collaborators are experienced in managing international co-operation projects. EDUCULT aspires to build bridges between research and practice and combines both elements in its activities.

Through research EDUCULT aspires to initiate discussion and raise new questions. Dialogue is essential – therefore we include discussion-based methods and involve relevant stakeholders into our work whenever applicable. Our interdisciplinary competences and our international network of experts allow us to design tailor-made concepts. The aims are:

- Cooperation between arts, scientific, cultural and educational institutions on the individual, institutional and political level.
- Knowledge exchange in the field of access, participation and education between different levels and institutions.
- Awareness raising for the importance of cultural participation through public discussion and dissemination activities (events, web portal, etc.).

These aims are reached by:

- Methodological research, analysis and evaluation of projects, programmes and initiatives;
- Service and consultation activities for the implementation and development of programmes;
- Exchange and dissemination of research results.

EDUCULT carries out national and international cultural policy research projects in the area of arts and cultural education, with the aim to provide reliable data for evidence-based policy. Besides, we implement participative projects. Recent activities in these fields include:

European level:

- “Bridging social capital by participatory and co-creative culture” (2017-2019): Funded by the Erasmus+ programme, investigates how participatory and co-creative activities can promote inclusion, cohesion and trust in communities in the sector of amateur arts, voluntary culture and heritage by educating the educators.

- “School INCLUSIVE Cultural Education” (2015-2017): Funded by the Erasmus+ programme, investigates how a different kind of school culture supports respect and openness for cultural diversity and a sense and understanding for the meaning of aesthetic elements in everyday life, as well as the appreciation of creative practice.

- “Brokering Migrants’ Cultural Participation” (2013-2015): Funded by the EC DG Home with the aim to enhance and stimulate the cultural participation of migrants by improving the capacity of their local cultural public institutions to interact with them.

- “Access to Culture” (2013-2015): Funded by the EC Culture Programme with the aim to compare the priority setting on European level and national implementations. Hereby the project establishes indicators for the further development of Access to Culture policies on European and national level.

- "AEMS – Arts Education Monitoring System" (2011-2013): Funded by the EC Culture Programme. Through two years of research policy analysis of different EU member countries in the field of arts education monitoring was provided, with setting up a structure to make national European data on the resource input in arts education comparable.
- "European Arts Education Fact Finding Mission" (2010): Funded by the CULTURE EACEA Programme.
- "Language Rich Europe" (2010-2013): Participation in European project on multilingualism policies, lead by the British Council.

National level:

- Cultural Policy consultancy for the Ministry for Education, Culture and the Arts, especially on access to culture, cultural participation, cultural education programmes, fostering of creativity and innovation at schools.
- "Learning in, with, and through culture" (2013-2015): Supported by funds of the Oesterreichische Nationalbank, participatory research project on the development, definition, reflection and assessment of cultural competence.
- "Mapping out of the research situation in cultural education" (2010): collection and data analysis of research publications in Austria.
- The European Year of Creativity and Innovation (2009): Consulting the Austrian ministry for education and culture, several research projects.
- "Arts, Culture and Intercultural Dialogue" (2008): Qualitative study on the situation of intercultural education programmes in Austrian cultural institutions in the European Year of Intercultural Dialogue.

Local level:

- Public lectures/conferences on cultural policy and intercultural dialogue;
- Project management for cultural participation (multilingual rhetoric contest "SAG'S MULTI"; participative sound project "work:sounds");
- SummerAcademy for groups of non-EU countries;
- Workshop concept for diversity management in cultural institutions.

Activities and experience in the areas

relevant for this project & skills and/or expertise of key persons involved in this project

EDUCULT staff includes one director, three researchers, one office manager, one project manager and one project assistant (total number of staff: 7). Additionally, we dispose of a strong national and international network of practitioners, policy-makers and experts in the field.

EDUCULT's expertise covers certain areas which are relevant for this project like: international project management, research in culture and education, the role of civil society and cultural institutions, as well as studies, surveys, reports, evaluations and dissemination in these fields.

EDUCULT will involve dialogue partners in the project, which cover relevant fields of adult liberal education and administration, e.g. the Austrian folk school association, responsible division for adult education in the Austrian ministry for education, etc. With all these partners EDUCULT is already in contact or working together since years.

The following key persons can contribute to the project in different ways. First, they will contribute in developing the field with their practical expertise in the field of managing international co-operation education projects. Second, their experience in research, survey and evaluation methodology will help with revealing indicators of success, mapping good practice examples and following reports as well as evaluating the project itself. Third, experience in organising conferences and contacts to stakeholders will be conducive for implementing a wider dialogue and disseminating the results.

Dr. Aron Weigl, EDUCULT executive director, has expertise in research and project management in the field of education and culture. Between 2008 and 2015, he worked as project manager and lecturer in the field of international cooperation of higher education institutions and for the Goethe Institute. In 2014/2015, he was scholarship holder of the Institute for Foreign Relations Stuttgart/Germany, writing the study "Arts education in international exchange". In his doctoral thesis, Aron Weigl analysed various international cooperation projects in the field of arts and culture in concern of their organisation/management and their contribution to transcultural education.

Dr. Angela Wieser, EDUCULT research associate, studied Political Science in Vienna and graduated from the Europe Regional Master Programme in Human Rights and Democracy in South East Europe. She has worked on European integration and democratisation processes at the University of Vienna, the European Parliament as well as the OSCE Secretariat. Due to her interdisciplinary approach and interest in various forms of self-organisation and political participation she has also increasingly gained working experience in the Austrian and European cultural sphere. At EDUCULT Angela Wieser is responsible for European cooperation and evaluation projects, specifically in the sphere of diversity, participation, and democracy.

Veronika Ehm, MA: After graduating from the training school for kindergarten educators, Veronika Ehm studied education and sociology at the University of Vienna. During her studies, she completed study visits at the University of Copenhagen and the Hebrew University of Jerusalem. Her main focus was social inequality, education and integration. Next to her studies Veronika was involved in PROSA – Project School for All, a project that provides educational courses for young refugees in Vienna. Also, she worked on international projects at the United Nations Office on Drugs and Crime. At EDUCULT Veronika Ehm is responsible for educational and cultural participation as well as social scientific research methods.

5. Description of the Project

5.1. The rationale of the project

THE CONTEXT:

Democracy does not exist without engaged citizens, able to critical thinking and aware of their rights and obligations, creating lively civil society. This comes with participation in lifelong learning.

This conclusion is included in the Manifesto for Adult Learning in the 21st Century, issued by EAEA in 2015, setting objectives for creating a Learning Europe: a Europe that is able to tackle the future positively and with all necessary skills, knowledge and competences.

The manifesto underlines, and proves, positive influence of adult learning in several areas, such as: Active citizenship, democracy and participation, life skills for individuals, social cohesion, equity and equality, employment and digitalization, migration and demographic change, sustainability, European policies.

THE NEEDS:

The main problem the project addresses is lower than possible level/low level of innovativeness of the adult education organisations.

There are no structured training programmes dedicated for international project managers at adult learning organisations available. The available offer is a general one, directed to whole 'education sector' as one, upgrading mostly fundraising (acquiring EU grants) skills. The offer is a commercial one, and even if possible to be financed through Erasmus+ KA1 grants, is available to limited group of recipients (whose organisations are able to successfully apply for E+ mobility grants). Many 3rd sector organisations are unaware of this opportunity.

The 3rd sector organizations cope with the challenge themselves. In those already running international cooperation, a new person is usually introduced through mentoring and job-shadowing by more experienced peer. The challenge appears if there an organization is not running international cooperation yet at all, and just wants to start.

It is needed that we can deliver support for the 1st time international project managers and managers/management bodies members of the adult non-vocational learning provides from the 3rd sector (the 2 primary direct target groups), taking into account specificity of the 3rd sector – among others – non-profit and not-for-profit character, necessity to acquire external funds, analysing and satisfying local/regional needs. There is a professional development programme applicable at the European level needed.

The results of low innovativeness of the adult life-long learning organisations are:

- Low effectiveness of the outreach to adult learners;
- Educational offer not well enough fitted to the expectations of the adult learners;
- Little dedicated tools/methods of teaching directed to adults.

This results in prevailing tendency to apply to educating adults "school-style" teaching methods (forms and contents) primarily designed for the youth. The result is low attractiveness and low efficiency of the adult education and

- - Lower than possible, effectiveness of teaching in the adult education organisations.

Low innovativeness in the sector also leads to

- - Low status of the adult learning organisations in the local and regional communities;

This image of adult learning organisations results in

- - Limited role in building more inclusive and democratic, active society.

From the other side, the result is

- - Little attractiveness of those non-innovative adult education organisations as an international partner, in international cooperation. The accumulated knowledge and experience, the discovered – in the local environment of the organization - microtrends and challenges are not widely shared.
- - The fact, that adult education civil society organisations are close to the local communities and might become early warning systems & ideas provider – is unused.

All this limits the development capacities of the adult education organisations. What is more

- – results in low participation in shaping adult education policies on the European level, low & limited influence on implementing needed solutions, which contributes to low percentage of adults participating in lifelong learning, both on national and European level.

THE TARGET GROUPS:

In general – the direct target group of the project are adult education sector representatives of the 3rd sector, Civil Society Organisations (CSOs): associations, foundations, third age universities, folk universities, social cooperatives, social enterprises etc. - education provides for, among others, adults with fewer opportunities as well as low-skilled and low-qualified adults, and especially their

WHY TRANSNATIONALLY?

Thanks to the transnational character, the Partners will complement each other in delivering quality results. Addressing the project challenge on the European level will deliver European level solutions, ready to be replicated. Due to involvement of various countries, the dissemination potential will be enhanced. Last but not least – the Partners bring varied expertise and experiences in the field, which could not be found in just one country.

5.2. What results are expected during the project and on its completion?

RESULTS DURING THE PROJECT

The results of this project will be tangible as well as intangible (material & immaterial). The direct tangible results will be produced during the work packages. Intangible ones will be seen in the field of increase of knowledge, skills, awareness, change of attitudes etc. The indirect, third level long-time results are clearly connected with the varied project impact.

The material results will include 6 Intellectual Outputs, 2 transnational Training Events, 5 Multiplier Events and tangible dissemination products (publications, advertisement materials, invitations, presentations, media releases etc.). They are described in more detail in the relevant fields of this application (sections G1, G2, G3 and H2).

These results are a lot easier to monitor and assess, than the immaterial ones.

The direct intangible (immaterial) results refers to a change of attitudes & values on:

1) Individual level (the mentored adult education CSOs staff, course participants and their immediate environment):

- - New learning perspective on their prior learning and own competences and skills;
- - Clearer understanding why the prior learned competences and the enhanced skills learned during the courses are important for acting as a successful international project manager/supporting manager in a 3rd sector adult education organization;
- - Enhanced awareness of the benefits of the international, partnership cooperation and networking.

2) Organizational level (the 3rd sector adult education organisations planning to realise international cooperation):

- - Understanding the need for upgrading the competences and capacity of their managers/ management bodies members to provide support for international project managers in their organisations, to become successful;
- - Understanding the need for upgrading the competences and capacity of their key staff to provide innovative ways of outreach and innovative, tailor-made for the needs educational offer to the adult learners – that can be accomplished through international cooperation;
- - New insight in the benefits of international cooperation and networking for the organization development strategy shaping and realizing.

3) Other Stakeholders level:

- - Local politicians and administrators may adjust the local policies to give higher priority to adult education;
- - Local public arts and culture institutions, public libraries, other public adult non-vocational education providers may give more priority to cooperate with the adult learning 3rd sector organisations;
- - Other local NGO's may to a higher degree recognise the benefits of international cooperation;
- - Local commerce associations, other private businesses and media may be more attentive and interested to support the promotion and realization of lifelong learning .

The indirect immaterial results relate to the impact, and they will be traced or disclosed by the advanced impact evaluation, delivered by the Partnership.

RESULTS ON THE PROJECT COMPLETION:

The direct, long-term result is increased interest and motivation to undertake international cooperation and networking by the 3rd sector adult education organisations. It is expected that the project's information provision, awareness raising as well as new possibilities for further education delivered will inspire the learning providers in the civil society organisations to be more open for widening the organisations networks.

The indirect, long-term result is expected to be improved and more innovative educational offer to the adult learners and more effective outreach of the adult learners, including those low-skilled and low-qualified, thanks to changes introduced through and inspired by international cooperation of the adult education providers.

The indirect long-term impact can properly not be seen during the period of the project, therefore it will be difficult to measure the on the end-user level (improved educational offer).

In sum, if the planned support is to succeed, we have to answer two questions:

1. 1. What is the basic skill-set to be a successful international project manager in 3rd sector adult learning organization?
2. 2. What is the optimal support the adult learning organisations managers shall offer to their international cooperation specialists, to be able to initiate, design and realise successful, quality international projects.

Answering these questions will allow developing the right curricula & the right methods of support to the first-time international project realisers, which will enable overcoming the difficulties and enhance European level cooperation of the LLL organisations.

Thanks to the cooperation of 5 organisations experienced in international project development & realising, cooperating with wide networks of other 3rd sector organisations, the Partnership will be able to develop effective support scenarios to make initiating international cooperation easier and more encouraging for the non-vocational adult education providers.

5.3. innovative and/or complementary

THE OBJECTIVES:

The overall aim is to support increasing innovativeness of the adult education organisations, in terms of education methodology, outreach to adult learners and managing adult education organisations, through supporting them at undertaking new ways and areas of activities.

The (specific) objectives are:

- To increase the competences of the adult education organisations' managers and educators at initiating, developing and realizing international, cooperation projects aiming at enhancing inclusion, diversity, equality and non-discrimination in education and fostering the development of social, civic and intercultural competences.

Diminishing barriers for the adult non-vocational education providers and their staff deriving from limited level of international, European cooperation, through developing, testing and delivering sustainable training programmes & mentoring systems dedicated to support at initiating, building and developing international contacts and cooperation.

Ensuring long-term support in initiating, planning and realising international, partnership European projects as well as supporting initiating first partnerships and developing first international cooperation projects through developing and delivering a sustainable SUPPORT PORTAL & The International Support Network/Team.

INNOVATIVE ASPECTS

Focus on organizational development of the 3rd sector, civil society organisations, as an actor of adult learning, social participation and democratic participation. In previous international project carried out by the Partner organisations, the main focus has been on the content of adult learning & training.

Delivering mapping competences of the international project manager for 3rd sector adult education organization (knowledge, skills & other requirements, including social skills). These standards of competence will facilitate communication between employers (3rd sector organisations) and job seekers (international project managers). They would also make a tool for designing training courses based on diagnosed competence gaps, supporting the informal education & confirmation of acquired skills. This way the 3rd sector adult learning providers would receive guidelines on how to prepare the organization – and its people – to international cooperation on the EU level.

According to the KLON/JAWOR comparative analysis of 3rd sector condition both in Poland and in EU (2008), **the data on the 3rd sector published are fragmentary**. Very few of them are translated into other languages. Also the data validity is problematic. This makes comparing those data impossible. Neither EUROSTAT nor OECD or other body deliver comprehensive and up-to-day knowledge concerning the 3rd sector. **Gathering comparable data and delivering conclusions and recommendations concerning the 3rd sector adult education organisations is, in this context, innovative.**

Undertaking the subject of preparation & support for the 3rd sector adult education providers on the international level. Usually this kind of support – if any or in limited offer – is available nationally. It is also innovative for the Partners involved: both FAIE (P1), HFHSS (P3) and EDUCULT (P5) used to delivered before some support programmes for CSOs interested in international cooperation – but only on the national lever. The European one – taking into consideration multinational aspects and contexts - were missing. The other Partners did not realise such initiatives.

As mentioned above, support at initiating international cooperation, offered by national operators of the European funds is limited and available to few.

The project will deliver comprehensive curricula preparing the 3rd sector adult organisations staff to initiate and develop international cooperation. Thanks to the SUPPORT PORTAL-a one-stop-shop & the International Support Network founded – the accessibility to the relevant support will be increased. What is more, due to extensive dissemination activities both on national & European level, rising awareness of benefits of international cooperation will be obtained.

Partners experience says, that one of the reasons of abandoning the idea to become international project manager, even after getting trained, is low or any support offered by the “mother – organization”. It often derives from the lack of knowledge and experience in international cooperation of the organisations other staff and managers. This is why the project approach is not only to prepare 1st time project managers, but also the managers/management bodies members in the organisations they work/will work for – to ensure synergy and support for this new field of oragisations activities. It also empowers the adult education providers.

Last but not least, concentrating on the 1st time management, delivering the SUPPORT PORTAL, gathering all relevant information and guidelines enhancing international cooperation of the 3rd sector adult organizations.

5.4. The choice of the project partners & what will they bring to the project?

The project involves a group of partners with supplementary competences, know-how and expertise re:

- Designing, conducting and analyzing research in the education field;
- Developing new curricula answering specific groups learning and development needs;
- Testing and implementing development programmes in the field of education, social change, civil society strengthening, including reaching out to adults of low skills and low qualifications having limited access to education available in "official", formal systems;
- Integrating modern information and communication technologies in the education field;
- Supporting other organisations/institutions in the field;
- Realising international, partnership cooperation on the European level.

Project partners are five 3rd sector, non-profit organisations, working in the field of lifelong learning and adult education. The project activities will mainly focus on the adult education organisations of the environment the project Partners belong to and know best – i.e. Third Sector, Civil Society Organisations.

Even though all the organisations involved are CSOs, working in the field of lifelong learning, they have various profiles and experience – which makes the Partnership composition somehow representative for the adult liberal education sector in Europe:

1. P1, FAIE, is a private NGO specialized in supporting third sector organisations and civic informal groups working for the benefit of local communities (civil society organisations) and their people in their development; involving specialists with previous many years-experience in working in the 3rd sector.
2. P2, COOSS is private, regional cooperative specialized in providing social and educational services to disadvantaged persons in deep collaboration with public and private organizations of Local Administration and Marche Region. Hosts Research and Development department specialising at exploring social needs and developing solutions.
3. P3, HFHSS is an umbrella organization with more than one hundred member organisations within Hungary, including folk high schools, active in small towns and rural areas, contributing to the national strategy on lifelong learning development;
4. P4, EDUCULT is an independent European research institute, with expertise in the field of designing and realising research, including international co-operation projects evaluation; aspires to build bridges between research and practice and combines both elements in its activities.
5. P5, Interfolk, is an association and private research institute aiming at promoting humanistic and democratic learning capacities in a civil society context, promoting liberal adult education and cultural learning that focus on personal autonomy, active citizenship, social inclusion, and cultural cohesion.

The project coordinator – FAIE (P1) has positive experience of long-term, sustainable cooperation with all the other organisations. This proposal is based on shared interests and exit strategies developed in previous projects. Most of the Partners have also cooperated/currently cooperates with each other. This is essential for a project aiming at, among others, initiating International Support Network, the Project partners will be the founders and first members of.

COOSS Marche (P2) was working with FAIE (P1) in 2014 and 2015 designing, developing and implementing "Let's get active!..." project, realized in the frame of Europe for Citizens Programme, which delivered recommendations on how to increase the level of engagement and democratic participation of the European Union citizens in the democratic life of the EU.

The applicant (P1) and HFHSS (P3), together with P5, Interfolk, are currently involved in realization of a 2 year-long "SPAR..." Erasmus+ adult education sector project, aiming at developing support for cultural 3rd sector organisations volunteers and manages, operating on sparsely populated areas.

COOSS (P2) and HFHSS (P3) were involved in cooperation with FAIE (P1) within Erasmus+ KA1 adult education sector project "EDU-DESING. Education for designing the future". They have recognized common needs regarding the 3rd sector adult education organisations development (i.e. low level of support at initiating, developing and realizing international cooperation aiming at upgrading the offer for the adult learners) and share interest in developing solutions answering these needs. Sharing mutual interests and having identified similar needs and challenges of their clients, COOSS (P2) and HFHSS (P3) are now FAIEs partners in a MyEU project realized in the frame of REC Programme.

Interfolk (P5), EDUCULT (P4) and FAIE (P1) are involved together in Erasmus+ KA2 project BRIDGING.

5.5. How will the tasks and responsibilities be distributed among the partners?

The tasks and responsibilities will be shared in the Partnership. All Partners participate with varying workloads and responsibilities in the different activities according to their expertise. All will be lead partners for at least one of the Intellectual Outputs (IO), Multiplier Events (ME) and Training Events (TE). Four Partners will host Transnational Project Meetings (PM). All will realise the 3 transversal tasks of dissemination, evaluation and project management.

INTELLECTUAL OUTPUTS:

P1, FAIE, will be the lead Partner for:

IO3. Developed 'SUPPORT PORTAL' for the first time international projects realisers - due to its experience at designing and developing on-line support tools for the 3rd sector organisations and

IO6. Established and working International Support Network – due to experience in founding related, national network in Poland in 2016.

P2, COOSS, will be lead Partner for:

IO4. Developed mentoring and e-mentoring system for the first-time international project realisers– due to expertise in designing tailor made development programmes for social and education sector workers.

P3, HFHSS, will be the lead Partner for:

IO5. Developed training course curricula and open educational resources for the first time international projects realisers – due to its wide experience and wide network – as an umbrella organization - of specialists in planning, designing and realizing training courses for adult learners .

P4, Interfolk, will be the lead Partner for:

IO2. Developed Multilateral Research Report on key competences of international project managers in the adult education civil society – due to its research institute capacity experience in mapping competences in the adult education field.

P5, EDUCULT, will be the lead Partner for:

IO1. Developed Multilateral Survey Report on good practices & success stories at supporting international projects managers in the adult education civil society organisations – due to expertise in designing research processes bridging the practice.

MULTIPLIER EVENTS:

- Partners P2-P5 will be responsible for delivering national conferences to share the project outputs and results in a way best fitted to the national audience (ME1-ME4).
- P1, FAIE will be responsible for organizing the European conference in Kraków, PL, related to launching and widely promoting the International Support Network coordinated by FAIE.

TRAINING EVENTS:

- All Partners deliver pilot training courses for 2 respective target groups: 1) First-time international project managers and 2) Managers/management bodies members at the 3rd sector adult education organisations (TE1-TE5);
- P3, HFHSS, will be responsible for organizing testing of the European level training courses in Budapest, included in development IO5 (developing training curricula and open educational resources) and expertise in gathering and supporting adult education organisations, also on trans-national level (as the EAEA member).

PARTNER MEETINGS:

- P1, FAIE, will be the host for the 1st project meeting, planned for October 2018 in Bielsko-Biała, PL;
- P4, EDUCULT, will be the host for the 2nd meeting, planned for April 2019 in Vienna, AT, concluding phase 1 of the project implementation (providing the baseline) and bridging phase 2 (developing and testing);
- P2, COOSS will be the host for the 3rd meeting, planned for September 2019 in Ancona, IT, summing-up the development & testing works done on the SUPPORT PORTAL and opening designing and testing innovative support tools: mentoring system and training programmes.
- P3, HFHSS, will be the host for the 4th meeting, planned for March 2020 in Budapest, HU, just after the 2 European pilot courses. The meeting concludes phase 2 of the project realization (developing & testing) and will bridge phase 3 (support, valorization & dissemination).
- P1, FAIE will be the host for the 5th meeting, planned in September 2020 in Kraków, PL, just after the European conference, concluding the project activities & developing Exit Strategy for the Partnership.

TRANSVERSAL ACTIVITIES:

- P1, FAIE, will deliver the overall project management – as the applicant and beneficiary and as an experienced project coordinator.
- P4, Interfolk, will coordinate the dissemination efforts.
- P5, EDUCULT, will design – consult with the Partners – and implement transversal evaluation.
- All the Partners will develop detailed dissemination strategies to be implemented at the local/regional/national level of their countries;

- All the Partners will take part in regular evaluation activities;
- All Partners will be responsible for managing the project implementation on the national levels; all will appoint local coordinator to represent the organization in the Management Committee.

5.6. What are the most relevant topics addressed by the project?

Intercultural/intergenerational education and (lifelong)learning

International cooperation, international relations, development cooperation

New innovative curricula/educational methods/development of training courses

6. Participants - selection & involvement in different activities

The direct target group of the project was described above. To summarise,

The direct target group includes the members, workers, co-workers, educators and volunteers of the Third Sector adult education organisations (i.e. Civil Society Organisations, including informal groups, Non-governmental organisations and other non-profit organisations), such as:

- Associations and foundations;
- Folk High Schools;
- Third Age Universities;
- Adult Education Centres;
- Study Centres;
- Summer Universities;
- Evening Schools;
- Third Age Universities;
- Social Cooperatives;
- Sports Institutes etc.

The two primary, specific direct target groups for the project are:

1. Staff & members/volunteers/experts of the adult education organisations who would like to undertake initiating and realizing international, partnership cooperation – as the first-time international project managers;
2. The managers and management bodies members (board members, councils etc.) in the education organisations, that would like to initiate and run international cooperation.

The indirect target group include:

- Other (than specializing in non-vocational adult education) 3rd sector organisations - their managers, management bodies members, staff and volunteers;
 - Other, than CSOs, providers of adult education (for ex. Public sector educational institutions & enterprises);
 - Overall adult educators, trainers and teachers;
- b) Education departments in the Municipalities;
- Decision makers in the field of adult education, on the local, regional, national and European level;
 - Persons active within local informal groups active in the field of education;
 - Adult learners;
- c) Private stakeholders from the local commerce associations, other private businesses and local media;
- d) Research institutions;
- e) Other appropriate decision-makers and multipliers

The other stakeholders would be:

Culture institutions, including museums;

Educational centres;

Universities and high schools;

Research institutes;

Libraries;

Prisons;

Church organisations providing adult education

Overall Local/regional/national authorities and decision makers;

Enterprises;

Persons supporting the labour market needed competences development – career counsellors, employment offices workers, employers;

Andragogs;

Journalists interested in the adult education field;

Other stakeholders.

The project activities will target two main group of direct beneficiaries:

- 1) Persons who will be directly involved in the project activities, including those participating in mentoring, trainings and actively using the SUPPORT PORTAL.
- 2) Persons who will be direct receivers of dissemination, such as news-mails recipients, social media followers, meeting audiences, own magazine readers, visitors to/aware of the SUPPORT PORTAL.

In this section and the section below, the selection and involvement of the 1) group, the direct project participants is described. Since selection methods depend on the kind of activity realized, the description of selection is strongly related to which activities the persons take part in. This is why the descriptions asked about in this field and the field below weren't separated (and descriptions begun in this field are continued below).

The project does not involve participants facing situations that make their participation more difficult.

7. Project Management and Implementation

7.1. The project activities "Project Management and Implementation":

Within the "Project Management and Implementation" support the following activities will be realized:

PROJECT MANAGEMENT (organisation of work, financial and time management, communication between Partners) – as described below in sections "budget control and time management" and "communication and cooperation with the partners".

INFORMATION, PROMOTION AND DISSEMINATION

All the Partners agreed to use the "Management and Implementation" unit support to deliver information, promotion and dissemination on the local, regional, national level. All Partners would also contribute to dissemination on the European level by, among others, developing information and promotion materials related to the Intellectual Outputs delivery of which they are to coordinate.

Dissemination activities and the use of project results are described in detail in part H of the proposal.

MONITORING, EVALUATION & QUALITY ASSURANCE

All Partners agreed to use the unit support for conducting the monitoring and evaluation activities on the national level and will participate in the overall, European level monitoring and evaluation. Quality assurance and quality control of the project's activities and results be monitored and evaluated both on the national levels and on the whole Partnership level.

Evaluation procedures were described in detail below, in the "evaluation and indicators" field.

OVERALL ADMINISTRATION AND DOCUMENTATION.

Apart from the financial documentation and registering the staff working days, the scope of the other needed documents and information, to keep the record of the Partners involvement in the project realization in their countries, will be agreed (for ex. documentation of cooperation with local expert groups and other stakeholders, dissemination activities record etc.).

7.2. The methodology to be applied in the project:

The design of the work programme is primarily chronological. All project activities are divided into 17 Work Packages (WP), including transversal activities of management, evaluation and dissemination. There are 6 activities delivering Intellectual Outputs Planned (O1 – O6) – as described in section G1 of the application. WPs also contain five Transnational Project Meetings (PM1-PM5) – as described below, five Multiplier Events (ME1 – ME5) – as described in section G2 and two international Training Events (Short-term joint staff training events, as part of IO6 - as described in section G3). The work programme also includes one start-up package (WP01).

The first four partner meetings function as bridges between the main project phases, and the final fifth meeting functions as a bridge to sustainable activities after the end of the project.

The chronological order of the work packages makes it easier to monitor the work progress. The 14 subsequent work packages (WP01-WP14) correspond with the 14 main milestones of the work programme, where the key activities of each WP contribute to reaching each milestone. WP15-WP17 are transversal ones: dissemination, evaluation & management.

The breakdown structure of the work programme is described in detail in the key activities with corresponding budget lines for each work package, and it gives the decisive basis for the management, coordination and cooperation among the partners.

In summary - OUTLINE OF THE WORK PROGRAMME - project phases, Work Packages, periods, lead partners, including intellectual outputs, training courses and multiplier events are planned as follows:

PHASE 1: DEFINING THE BASELINE, OCT 2018 – MAR 2019 (6 months):

WP 01: WP 01. Preparatory & management activities, Oct - Nov 2018 (P1, FAIE).

WP 02. First transnational meeting of all Partners (kick-off meeting) in Bielsko-Biała, PL, Oct 2018 (P1, FAIE).

WP 03. Mapping best practices and success stories at supporting international project managers in the adult education civil society organisations, Nov 2018 – Mar 2019 (P5, EDUCULT).

- IO1. Developed Multilateral Survey Report on good practices & success stories at supporting international projects managers in the adult education civil society organisations.

WP 04. Mapping key competences of the successful international project managers in the adult education civil society organisations, **Nov 2018 – Mar 2019 (P4, Interfolk)**.

- IO2. Developed Multilateral Research Report on key competences of international project managers in the adult education civil society organisations

PHASE 2: DEVELOPING & TESTING, APR 2019 - MAR 2020 (12 months):

WP05. Second transnational meeting of all Partners in Vienna, AT, Apr 2019 (P5, EDUCULT).

WP06. Designing, developing, testing and running a 'SUPPORT PORTAL' for the first-time international project realisers in the adult education civil society organisations (technical development & secondary data), Apr 2019 – Mar 2020 (P1, FAIE).

- IO3. Developed 'SUPPORT PORTAL' for the first time international projects realisers.

WP07. Third transnational meeting of all Partners in Ancona, Italy, Sept 2019 (P2, COOSS).

WP08. Designing, developing and testing a mentoring and e-mentoring system for the first-time international project realisers & managers in the adult education field, Sept 2019 – March 2020 (P2, COOSS).

- IO4. Developed mentoring and e-mentoring system for the first-time international project realisers.

WP09. Designing, developing and testing training course curricula and open educational resources for the first time international projects realisers & managers in the adult education field, Sept 2019 – March 2020, (P, HFHSS).

- IO5. Developed training course curricula and open educational resources for the first time international projects realisers.
- TE1-TE2: Transnational training mobility (Short-term joint staff training events).

WP10. Fourth transnational meeting of all Partners in Budapest, Hungary, Mar 2020 (P3, HFHSS).

PHASE 3. SUPPORT, VALORISATION & DISSEMINATION, Apr 2020 – Sept 2020 (6 months):

WP11. Designing, initiating and testing an International Support Network for the first-time international projects realisers & managers in the adult education field, APR 2020 – JUNE 2020 (P1, FAIE).

- IO6. Established and working International Support Network.

WP12. Organising & delivering 4 national conferences, Jun 2020 – Aug 2020 (All the partners).

- ME1-ME4: Multiplier Events in Ancona (IT), Budapaest (HU), Vienna (AT), Copenhagen (DK).

WP13. Organising & delivering European conference, Jul 2020 –Sept 2020 (P1, FAIE).

- ME5: Multiplier Event in Krakow, PL.

WP14. Fifth transnational meeting of all Partners (& developing an Exit Strategy) in Kraków, Poland, Sept 2020 (P1, FAIE/ after the conference).

TRANSVERSAL ACTIVITIES, PROJECT IMPLEMENTATION, OCT 2018 - SEPT 2020:

WP 15: Transversal dissemination (P4, Interfolk).

WP 16: Transversal evaluation (P5, EDUCULT).

WP 17: Project management (P1, FAIE).

7.3. Transnational project meetings planned:

There are 5 transnational project meetings (PM) planned during which the Management Committee meeting will take place. Each Partner organization will delegate 2 representatives: the national project coordinator & key specialist. The coordinator additionally brings administration/financial specialist:

PM1. in Bielsko-Biała, PL, Oct 2018

1st transnational meeting of all Partners (kick-off meeting) in Bielsko-Biała, PL, Oct 2018 (P1,FAIE).

Goals of the meeting:

1. To meet Partners face-to-face and to introduce key persons involved;
2. To agree on tools of communication & information exchange;
3. To detail and discuss, step-by-step, activities planned and to set the ground for 1st phase of the project realization;
4. To discuss the project dissemination strategy and evaluation;
5. To review the Partners responsibilities and deadlines;
6. To establish the Project Management Committee.

Expected outcomes:

1. Finalised and agreed format of each project activity at national & European levels;
2. Finalised and agreed common detailed methodology and key-aspects of project implementation and dissemination plan;
3. Finalised and agreed internal management and financial rules; Partnership Agreement officially signed;
4. Ground set for the research (mapping) process.

PM2. in Vienna, AT, Apr 2019

2nd transnational meeting of all Partners in Vienna, AT, Apr 2019 (P5, EDUCULT).

Goals of the meeting:

1. To discuss the 2 research-lines results;
2. To report/agree on dissemination & further exploitation of the outputs: Survey Reports (IO1, IO2);
3. To discuss the preliminary structure and contents of the 'SUPPORT PORTAL' (IO3);
4. To overall prepare the 2ND phase of the project realization.

Expected outcomes:

5. 1. Finalised and agreed format of the subsequent activities: delivering the 'SUPPORT PORTAL' structure & contents;
6. 2. Agreed dissemination plan;
7. 3. Developed guidelines for delivering the next output planned: IO3.
8. 4. Interim evaluation of the realized project phase 1 completed.

PM3. in Ancona, IT, Sept 2019

3rd transnational meeting of all Partners in Ancona, IT, Sept 2019 (P2, COOSS).

Goals of the meeting:

1. To discuss the current shape and content of the 'SUPPORT PORTAL' & received feedback on its testing (IO3);
2. To discuss the mentoring and e-mentoring systems to be developed (IO4);
3. To discuss ideas & recommendations for the national pilot courses (TE1-TE5) & European pilot course (TE6) within delivering (IO5);

Expected outcomes:

1. Summed-up conclusions and recommendations for further development of the PORTAL;
2. Finalised and agreed format of the subsequent activities: process of delivering the mentoring systems (WP08) and Open Educational Resources for the PORTAL (WP09);
3. Updated dissemination plan;
4. Developed guidelines for delivering the subsequent outputs planned: developing IO3; IO4 and IO5.

PM4. in Budapest, HU, Mar 2020

4th transnational meeting of all Partners in Budapest, HU, Mar 2020 (P3, HFHSS).

Will take place after testing the European pilot courses.

Goals of the meeting:

1. To discuss the national pilot courses results; to sum-up conclusions and recommendations (IO5);
2. To discuss the European level pilot courses; to sum-up conclusions and recommendations (IO5);
3. To discuss the current shape & content of the 'SUPPORT PORTAL'; to sum-up conclusions & recommendations (IO3);
4. To report/agree on dissemination of the outputs delivered in the 2nd phase: IO3 (continuation); IO4 and IO 5;
5. To prepare 3rd phase of the project realization:
 - Initiating the International Support Network (IO6);
 - Multiplier events: the four national conferences (ME1-ME4) & the European conference (ME5).

Expected outcomes:

1. Finalised and agreed format of the subsequent activities: founding the Network and multiplier events;
2. Agreed dissemination plan;
3. Developed guidelines for delivering the output planned: IO6;
4. Developed guidelines for the multiplier events planned: ME1 – ME 4 and ME 5;
5. Interim evaluation of the realized project phase 2 completed.

PM5. in Kraków, PL, Sept 2020

5th transnational meeting of all Partners (developing an Exit Strategy) in Kraków, PL, Sept 2020 (P1, FAIE).

Will take place after the European conference.

Goals of the meeting:

1. To discuss founding and 1st months of operating of the Support Network & to sum-up conclusions and recommendations (IO6);
2. To discuss the current shape & content of the 'SUPPORT PORTAL'; to sum-up conclusions and recommendations (IO3);
6. To discuss and evaluate the multiplier events: national conferences and the European conference;
7. To plan the last dissemination activities;
8. To discuss the Exit Strategy including plans for sustainable follow-up activities after the conclusion of the project.

Expected outcomes:

1. Finalised and agreed format of the subsequent activities: updating the SUPPORT PORTAL&promoting its resources (IO3); further functioning of the Network (IO6);
2. Agreed dissemination plan;
3. Interim evaluation of the realized project phase 3 completed;
4. Agreed and discussed format of the final evaluation.
5. Developed frames for the Exit Strategy.

7.4. Communication and cooperation between the partners planned:

FRAME OF COLLABORATION

The Partnership will use participative and democratic approach, where Partners share ideas, work and responsibilities. From the start would seek to generate ownership and high commitment off all team members and keep a high level of mutual dialogue and reporting of the project progress.

It will be achieved by ensuring all the team members are fully informed what is going on (transparency), can contribute to all the important project aspects (involvement), have a say (participative decision-making), are encouraged to create benefits for themselves and their institution (acceptance of individual motives and agendas) and are going public with the achievements (building the image and reputation). Furthermore, the Partners cooperation is an element of a long-term cooperation strategy based on common interests and goals: the Partners have cooperated before, are currently involved in cooperation, and the present cooperation is planned to go beyond the end of the funding period by means of sustainable results – the SUPPORT PORTAL and International Support Network. Cooperation is concluded with outlining the Exit Strategy for possible follow-up projects.

If the proposal is successful, at the beginning there is comprehensive and engaging start-up planned (WP01) to get the project on track before the kick-off meeting, ensuring the meeting can start from a high level of involvement, knowledge and preparation by all Partners. P1, FAIE, will prepare draft proposals on legal and financial matters, communication, evaluation and dissemination strategies. P1 will also prepare proposed design of the visual identity and logo for the network, and prepare the design of 'SUPPORT PORTAL'. All partners give feedback to the proposals, so they can be adjusted at the kick-off meeting.

COMMUNICATION

The working language will be English, which all Partners can use without any communication problems. The Partnership doesn't expect any cultural differences that can cause problems for the cooperation.

The Project Management Committee, composed of all 5 Partners representatives – established as a managing body - will be keeping the main communication.

In contrary to the national projects, communication and reporting are mostly done virtually by the use of ICT tools. As for the internal communication, apart from the 5 face-to-face meetings the Partners will regularly communicate via e-mails exchange. Facebook/ social media group will be proposed to maintain current contact with the project partners; administrators of each of the partners assigned. A virtual work space for sharing and co-editing documents and other project files (for ex. Dropbox) will be appointed. What is more, there will be regular on-line project national coordinators conferences scheduled, using chosen Internet communicator (for ex. Skype), taking place at least once in 2 months.

There will be some communication rules, to make it easier and clearer adopted, such as:

- Each e-mail with questions or activities to be carried out should have a deadline for the answer;
- Any answer to the above-mentioned e-mails is required, including sending a feedback about being late with some tasks;
- One person from each organization is responsible for e-mail communication;

- Partner being responsible for development of the output will maintain communication about this output with the Partners.

The external communication will imply that all partners make comprehensive and prioritised contact lists of target groups at the start of the project, and update the lists during the project.

PROJECT MEETINGS

There are five 2-days long partner meetings planned, where at least 2 project members from each of the 5 project countries participate. There may be national target groups representatives and other stakeholders invited to take part in parts of the meetings, if justified.

The overall aim of the Partner meetings are to bridge the main project steps, by summarizing the state of the project at the moment and clearing the way forward. The dates, venues, expected goals and outcomes of these meetings were described above, in the "transnational project meetings" section.

Concerning communication around the meetings: two weeks before each meeting there will be an agenda developed by the meeting coordinator and shared for comments. At the meeting there will be a chairman/women – to lead the meeting and a secretary – to take notes appointed. After the meeting all Partners will receive minutes for approval. The minutes would make an internal project documentation, containing all the decisions taken by the Management Committee.

Each meeting would include: review of management, dissemination and evaluation activities, concluding the previous project realization phase and preparing for the subsequent one.

Also evaluation of the meeting itself will be done at the end of each meeting (by evaluation questionnaires).

7.5. Ensuring proper budget control and time management planned

1, FAIE (PL), as the applicant and beneficiary organisation, will take care of legal matters and the financial management of the project. The internal financial rules will be developed as an element of the Partnership Agreement. The subject was initially discussed by the Partners at the project preparation stage.

The Partners will contribute to the budget control and time management by:

- Providing monitoring data and internal evaluation reports of each work package;

- Filling-in financial templates for each work package including job-logs and other necessary documents demanded for proper accountancy and documentation;

- Taking care of the book keeping for their own project costs.

The financing – as preliminary agreed - will be based on a pre-payment for the Partners to make the start-up of activities easier and then reimbursement of costs for the work packages properly delivered. The reimbursement method minimises the risk of non-delivery or late delivery of results or ineligible expenditure by the Partner organisations. It also secures better overview of the current expenditure and an easier financial monitoring.

Partner organisations would keep the original cost documents in their own finance departments; certified copies will be accepted (true copy of the original, plus date, stamp and signature of the financial officer). The refunding will be paid to the Partner organisation and not to individuals.

There will be Rules of financial management adopted, as an appendix to the Partnership Agreement, that will clarify the standard rules for record keeping, reporting, documentation, and methods of cost refunding, and also clear rules for reduced refunding, if a Partner doesn't deliver work agreed on time or with the needed quality, including rules on how to appeal such possible reduced refunding to the Management Committee (the five project leaders).

All Partners fill-in reimbursement templates for their work days and other costs at the end of each work package. The project manager receives the agreed reimbursements sheets, checks and certificates all claimed documents, the eligibility of expenditure and its congruence with the budget and expected quality of the tasks (done on time with the agreed quality).

The assessments may be used for possible reductions of reimbursements, because:

1. Only costs according to budget are refunded.
2. Delays/exceeding of deadlines may imply reductions according to agreed standard rules, such as a reduced refunding by 5% for each initiated exceeded week, without a motivated requests of postponements that had been accepted in a writing (email) by the project manager before deadline.
3. When the quality of the deliverables is assessed as poor, the related work to refund is reduced with 25%, or the work must be redone.

THE EXCEPTIONAL COSTS & CONTRIBUTION FROM OTHER SOURCES

In general, the grant implies at least 25% own financing, because the salary ceilings don't cover the full salary costs, and most of the other unit supports to partner meetings, transnational training events, multiplier events will also imply some own financing.

Partnership applies for covering the exceptional costs to cover 75% of the rent of venue, catering, external speakers and ICT to the series of national pilot courses (IO5), the European conference (ME5) and the external service for technically delivering and technical support for the 'SUPPORT PORTAL' and the Knowledge Pills/videos. The Partnership will solidary cover the remaining 25% of those costs. The detailed agreements will be described in the Partnership Agreement.

Finally, some of the Partners may try to get extra national funding to support extended dissemination activities, and to publish the three main project publications as paper publications for the library system and main stakeholders.

Other minor costs would be also covered within the unit support, such as local project activities or local meetings.

7.6. Monitoring

of the progress, quality and achievement of project activities planned. Qualitative and quantitative indicators. Involved staff & the timing and frequency of the monitoring activities:

MONITORING OF THE PROGRESS AND QUALITY ASSURANCE (QA):

The monitoring consists of reporting procedures for all partners of each work package and backup checks of the task flow by the coordinating organization (P1, FAIE), that will assign the Project Manager (PM). The quality assurance implies that the Management Committee can correct deviations from the task plan and budget or implement correction plans, if Partners wouldn't solve the task as agreed.

The monitoring of the work progress by the coordinator (represented by the Project Manager, PM) would have three main stages:

- 1) All Partners receive, after each partner meeting, the minutes and detailed task plan for the next period. Specific tasks of each Partner will be additionally presented in an e-mail by the PM; the partners will be expected to confirm their tasks;
- 2) The PM contacts, during the work packages implementation, the Partners to learn, if tasks are progressing as planned. Interim work packages completion reviews will be delivered by Partners during the regular Skype conferences (at least once in two months). Corrections and updates, if needed, introduced.
- 3) At the deadlines the PM checks, if the Partners have delivered as planned, and informs the Management Committee, if any Partner did not deliver the agreed tasks on time or with the agreed quality. Corrections and updates if needed are introduced.

The monitoring and QA will be based on regular, multi-channel communication between the Partners.

REPORTING ON PROGRESS

The Partnership will use online evaluation questionnaires and financial reporting templates for each work package (WP), which all Partners will be obliged to fill-in and send latest 2 weeks after the completion of the WP. For the major work packages there will be part milestones defined with deadlines, where all will be obliged report the status of their work

The organization responsible for overall evaluation (P5, EDUCULT), will provide Summary Progress Evaluation reports at the end of each three project phases, latest 1 week before the next partner meeting. The evaluator will also provide Summary Impact Evaluation reports first after the completion of the pilot courses (IO5) and second after the completion of the concluding national conferences (ME1-4).

EVALUATION METHODOLOGY & INDICATORS

The evaluation will be conducted as a Mixed Method Evaluation combining Process Evaluation and Impact Evaluation.

1) The Process Evaluation will be used to make sure the project is being implemented according to the activities plan, timeline and budget. The aim also be to gain direction for improving the work plan if needed, while the project is being implemented. The indicators for process evaluation would focus on whether the planned key activities and deliverables have been produced on time with the agreed quality, and within the allocated project budget - thus keeping the project implementation on track. Process evaluation will be

completed for each work package, where all Partners fill-in evaluation questionnaires and financial reporting templates at the conclusion of the work package.

Process Evaluation will also be an important and constant part of the partner meetings, and will be delivered both orally and in a form of written questionnaires. The written summary of the oral evaluations at the meetings will be part of the minutes.

Process Evaluation allows reviews and adjustments of different parts of the project work, and it is an important part of the ongoing monitoring and Quality Assurance of the work progress.

2) Impact Evaluation will be used to assess the extent to which the project has achieved its intended effects and to outline recommendations for sustainable activities in the field.

The Partners will provide information to the Impact Evaluation according to the evaluation strategy agreed for the Partnership. There will be an annual (interim) and final evaluation reports delivered by the coordinating organization (EDUCLT) and consulted with all the Partners for refinements on the next stage of the project realization/ projects results sustainability level. For the report development, there will be both qualitative and quantitative measures of program quality and design applied, including measures of the number of direct participants of the activities and number of direct receivers of dissemination reached.

STAFF INVOLVED, TIMING AND FREQUENCY:

Each of the Partners appoints national project coordinator, who will be responsible for monitoring activities. The stages of the monitoring activities will correspond with the work packages planned.

7.7. Evaluation

- to which extent the project reached its results and objectives – planned. Indicators to measure the quality of the project's results planned:

The project detailed objectives will be reached by obtaining the planned results (as described in detail in section E "expected results" of the application).

As mentioned in section E, the project results will fall in one of two categories: material (survey results, curricula design, tests of training, pilot work, reports, dissemination deliverables and other tangible actions) and immaterial (change of knowledge, skills, attitudes, etc.).

The achievement of the material results will be assessed primarily as part of the process evaluation. Evaluation of the long-term immaterial results, regarding change of values and attitudes and practises in the engaged 3rd sector adult education organisations, will be assessed as part of the impact evaluation.

INDICATORS

PROCESS EVALUATION OF THE TANGIBLE (MATERIAL) RESULTS

The planned deliverables include 6 intellectual outputs, 5 multiplier events and 2 transnational training courses and 5 partner meetings.

1) The 6 Intellectual Outputs include:

IO1. Developed Multilateral Survey Report on good practices & success stories...;

IO2. Developed Multilateral Research Report on key competences ...;

IO3. Developed 'SUPPORT PORTAL' ...;

IO4. Developed mentoring and e-mentoring system...;

IO5. Developed training course curricula & open educational resources...;

IO6. Established and working International Support Network.

The indicators for process evaluation focuses on whether the planned key activities and deliverables have been produced on time with the agreed quality with reference to the output descriptions, and within the allocated project budget - thus keeping the project on track.

2) The 5 Multiplier Events include:

- ME1-ME4: Four national 1-day conferences, June-Aug 2020;

- ME5: The European 2-day conference in Kraków, PL, Sept 2020;

The indicators for process evaluation focuses on whether the planned multiplier events have been completed on time with the agreed quality with reference to the event description, and within the allocated project budget - thus keeping the project on track.

3) Transnational training activities:

- T1-T2: The two 5-days pilot European training courses, Mar 2020 in Budapest, HU.

The indicators for process evaluation focuses on whether the planned training events have been produced on time with the agreed quality with reference to the curricula developed, and within the allocated project budget - thus keeping the project on track.

FIRST LEVEL DIRECT IMMATERIAL RESULTS

Since the curricula and the training courses are to be thoroughly tested and evaluated, to be able to introduce refinements – and as a result – ready product, ready to be replicable – it is necessary to adopt some measures of the effectiveness of the tools proposed. The indicators include:

1) Increased knowledge and skills concerning planning, developing and realizing international cooperation of the national training events participants, by 3 points on the 10-point scale for 120 persons (to be measured by pre- training and post-training tests)

2) Increased knowledge and skills concerning planning, developing and realizing international cooperation of the European level training events participants, by 3 points on the 10-point scale, for 30 persons (to be measured by pre- training and post-training tests);

3) Increased knowledge and awareness concerning effective support for the first-time international project managers to be delivered by their employers (managers/management bodies members of the 3rd sector adult learning organisations) among the dedicated training participants, both on the national and international level, by 3 points on the 10-point scale, for 70 persons (to be measured by pre- training and post-training tests);

4) Increased level of motivation to initiate and realise international cooperation in the environment of 3rd sector adult education organisations thanks to:

- Clarifying the competences needed for successful international cooperation running both of the international project managers and managers/management bodies members in the organisations they work for;
- Delivering tested, improved and replicable curricula to upgrade the skills needed in this field on the national levels – for the two respective abovementioned groups;
- Delivering tested, improved and replicable curricula for the European level Erasmus+ courses, available for all interested.
- Delivering tested mentoring systems and open educational resources through the PORTAL.

Among national and international trainings participants, by 3 points on the 10-point scale, for 120 persons (to be measured by pre- training and post-training tests);

7.8. Possible risks handling planned:

According to the Partners experience, typical conflicts in international project teams arise due to: disrespect for set deadlines and different views about the quality of contributions.

The Partnership doesn't expect conflicts arising due to:

- - Linguistic misunderstandings, because all Partners have the necessary English competences;
- - Cultural misunderstandings, because we are cultural not very different and what's more – the Partners have already worked together and know each other;
- - General misunderstandings of the task plan, because the work programme is detailed and was consulted with the Partners at the project development phase, both regarding key activities, outputs, timeline and budget. Possible adjustments will take place during the first, preparatory start-up stage and subsequently during the other partner meetings and also or in between by e-mails exchange and Skype conferences (and possibly a Facebook group). This way every time when a multi-actor product is to be developed, the team will have clearly defined and agreed quality criteria in advance.
- - Violation of financial rules or reporting obligations, since the financial management will be, in general, based on reimbursement method where the Partners will only get costs refunded if they deliver quality result and correct financial documentation.

In general, everybody will know what to do and when, so possible conflicts will most likely relate to two risk areas:

1. Non-compliance with deadlines, where Partners do not respect agreed deadlines or reply unacceptably late to queries, because the flow of the work programme depends on an assumption that all do their part of the common tasks. The probability of the risk is assessed as moderate, and the impact on the project success as high.
2. Poor performance level, where Partners make contributions to the content of products at an unacceptable level of quality. The probability of the risk is assessed as moderate, and the impact on the project success as high.

It happens that the Partners management bodies tend to see the international work as secondary to their major daily tasks in the home country. Excuse that project tasks have been delayed or delivered on poor quality due to busy time with other main tasks in the organisation (which the line manager see as most important) are delivered.

The plan to handle the risks comprises of:

- Motivating a strong commitment and shared responsibility in the project team, where the possible problems with delays and poor quality are transparent for all and not just a matter between the Partner and the coordinating organisation;
- Adopting clear financial rules in the preparatory, start-up phase for reduced refunding, if a Partner doesn't deliver on time or with the needed quality, including rules on how to appeal such possible reduced refunding – to be included to the Partnership Agreement signed by all the Partners at the kick-off meeting;
- Keeping close and regular communication between the Partners, including meetings, Skype conferences, e-mails exchanges, possibly FB group – to be able to identify potential challenges at early stage;

- The risk is also minimized by the former cooperation of the Partners and their involvement in other common initiatives.

In theory, there may occur a conflict or rather risk situation, which cannot be solved and the withdrawal of a project Partner appears to be the only solution. This could happen, if a Partner does not deliver crucial contributions to the project products and thus endangers the success of the whole project. In this case, if two repeated e-mail reminders and at least one bilateral talk will not improve the situation, a formal and fast action is required by a simple majority of votes decision of the Management Committee (the 5 project leaders), so it will be possible to implement correction plans, including replacing the withdrawn Partner with a new Partner for the remaining part of the project.

There will be a specific article in the Partner Agreement included, entitling the Management Committee, by majority of votes, to decide on terminating the Agreement with this Partner, without application of any juridical procedures, by notice in writing, including via e-mail, to the Partner.

7.9. The Erasmus+ online platforms

for the preparation, implementation and/or follow-up of the project planned:

During the project implementation the EPALE Platform will be used by the project leader and Partner organizations. The Partnership plans to use the Platform as a tool to promote new ideas related to the adult education and to report on the progress of the project and its promotion. Information will be published in English and 5 national languages.

AT PREPARATION OF THE PROJECT

The platform's resources were analysed as an element of gathering data for the needs analysis and searching for inspiration to the project. It was discovered, among others, that there is no Community of Practice dealing with international cooperation of the sector. The Partnership would initiate such a Community.

AT IMPLEMENTATION OF THE PROJECT

- Links to the project outputs will be published;
- Each event, which will be organized during the project implementation, will be placed in the Calendar of upcoming events with the designation: place of the event, its date, subject, type and target group; one of the most important elements will be the publication of invitations to taking part in the research, testing the mentoring systems, to national and international conferences.
- Important element of the using of the EPALE Platform will be the establishment of a new Community of Practitioners, to deal with topics such: establishing international contacts, creating joint international initiatives, developing international cooperation between experienced educators and members of adult education civil society organizations.
- In addition, the Partner organizations may join and be involved in development of the existing Practitioner Community of the mentoring related subject. Project activities will enable widening of cooperation in the field of mentoring for adults who would like to start international activities.
- The EPALE platform will be used by the project leader and Partner organizations as a tool to disseminate project results for a wide and diverse group of recipients of educational content. The possibility of posting opinions by Platform users, e.g. on the Blog, will enable constant improvement of educational tools and developing implementation of new solutions.

- Since one of the project partners is an organization from Denmark, the Nordic Portal will also be used as part of the EPALE Platform. The Scandinavian specificity of educational activities and tools will enable widening of the group of recipients of educational content also to the EEA countries.
- Links to the EPALE and its tools will be published on the SUPPORT PORTAL (Resource Centre, Partner Search etc.). The main goal is to integrate content and using the synergy of IT and education tools.
- The national EPALE offices representatives and ambassador will be invited to the conferences organised within the project.

FOLLOW-UP

- The links to the EPALE resources will be available on the SUPPORT PORTAL up to 5 years after concluding the project;
- The International Support Network Community of Practitioners will be still developed.

Realization of the above mentioned activities will contribute to:

- Building an interactive community of practitioners and people interested in undertaking and enhancing international cooperation between civil society organizations that operate in the adult education sector;
- Increasing in the competences of the staff of the adult education sector organization's;
- Increasing the knowledge base;
- Stimulation of the implementation process of innovative solutions, including the educational paths for international cooperation specialists resulting from the implementation of the best practices in Partner countries and whole EU;
- Strengthening and complementing the discussion on the participation of civil society organizations active in liberal adult education in the process of building a new framework of the EU's education policy, which will take into account demographic changes in the societies of European countries.

8. Intellectual Outputs

IO-1. Multilateral Survey Report on good practices & success stories

at supporting international projects managers in the adult education civil society organisations.

Output Identification:	IO1
Output Title:	Developed Multilateral Survey Report on good practices & success stories at supporting international projects managers in the adult education civil society organisations.
Output description (including: elements of innovation, expected impact and transferability potential)	<p>GOALS OF THE MAPPING ARE:</p> <p>in 5 Partner countries;</p> <ol style="list-style-type: none"> 1. To define the kinds and methods of support offered to international project managers by the adult education CSOs in 5 Partner countries; 2. To define expectations of the international project managers concerning support they expect from their employers to be able to successfully realise international cooperation - in all in 5 Partner countries; 3. To define possible challenges for the CSOs (existing barriers, proposed ways to overcome them); 4. To define specific areas of information/knowledge/tools/other support for supporting international cooperation in the field of adult non-vocational education offered by the European cooperation programmes operators in 23 EU countries other than the 5 Partnership ones. <p>EXPECTED OUTCOMES:</p> <ol style="list-style-type: none"> 1. Defined good practices developed by adult education CSOs supporting international project managers in 5 Partner countries. 2. Defined good practices applied by the European level projects operators in 23 EU countries other than the 5 Partnership's ones. 3. Named areas for improvements and lacking information/knowledge/tools/other support for successful international cooperation in the field of adult non-vocational education – developing recommendations. 4. Delivered 5 national surveys and survey reports. 5. Delivered European Survey Report (5 national languages + Eng-

	<p>lish, electronic format).</p> <p>6. Defined baseline for the future works, especially in the field of developing mentoring systems (IO4).</p> <p>The OUTPUT – Multilateral Survey Report on good practices & success stories - possible outline:</p> <ul style="list-style-type: none"> . Foreword on background and aims for the report (2 pages); . Introduction of used methodology and approach (4 pages); . Presentation of min. 10 best practice examples applied in the 3rd sector adult education organisations (10 x 3 pages); . Presentation of the European wide state of the art concerning support offered in 23 other EU countries than the Partnership countries, including recommendations for improved support (5-10 pages); . Outline essential conclusions (10 pages); . Concluding perspectives on common needs and challenges and recommendations for further work packages. <p>The report will be published in the five partner languages: German, Polish, Italian, Hungarian, Danish + English. The reports will have the same outline and layout.</p> <p>The Multilateral Survey Report is an independent output (IO1) that brings important new knowledge on supporting structures & good practice examples. The description of these will give an in-depth insight in factors that are important for the successful implications of support initiatives for the international project managers in adult education organisations. Further, the report will function as an input to plan and focus the succeeding further working packages, especially WP08.</p> <p>ELEMENTS OF INNOVATION:</p> <ul style="list-style-type: none"> • Looking at the challenge of international cooperation of the 3rd sector organisations from 2 perspectives: The international project managers & the organisations they work for. • Reaching for inspiration to EU countries others than the Partnership countries. • Presenting the key conclusions and recommendations in the form of Knowledge Pills – short, attractive, multimedia of wide dissemination potential. <p>There was no research done concerning international cooperation,</p>
--	--

	<p>in any of the participating countries or European level, concentrating specifically on the adult education providers from the 3rd sector. The research planned fills in this gap. The conclusions would be useful for all 3rd sector organisations planning to initiate international cooperation.</p> <p>EXPECTED IMPACT AND TRANSFERABILITY POTENTIAL:</p> <p>The conclusions would be useful to all 3rd sector organisations active in the field of education in all 5 Partner countries, both those already realizing international cooperation & those preparing to it. The national research reports will be developed first in 5 national languages and widely disseminated within the partner's networks. Translating the reports into English would make them available also for organisations from other countries.</p> <p>Reaching for inspiration to other 23 European countries would allow the Partnership to develop recommendations for the 5 national European level programmes operators in the 5 Partner countries to improve support for the CSOs in the overall lifelong learning field.</p> <p>Through presenting not only quantitative data, but also the qualitative data – gathered during the interviews – the reports might inspire both the organisations managers & educators on how to professionalize their activities and widen their offer. All Reports will be available both through the Partners web-pages and the SUPPORT PORTAL and will be disseminated. The national reports can be used for articles in own magazines, online articles, disseminated through EPAL. Video format of the Knowledge Pills will widen the impact making the material more attractive, available any-time any-place, encouraging to read the full elect</p>
Output type	Studies / analysis – Best practice guidelines / report
The division of work, the tasks leading to the production of the intellectual output and the applied methodology	<p>TIME SCHEDULE</p> <p>The planning, completion and reporting of the surveys will take place between Nov 2018 and Mar 2019 (months 2 - 6).</p> <p>DIVISION OF WORK & KEY TASKS:</p> <p>P5, EDUCULT will be the lead partner for developing the IO. P1, FAIE; P2</p>

Start Date (dd-mm-yyyy)	01-11-2018
End Date (dd-mm-yyyy)	31-03-2019
Languages	English, Danish, German, Italian, Hungarian, Polish
Media(s)	Dataset Facebook Internet Publication Social Media Text File Video Youtube
Activity Leading Organisation	EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN
Participating Organisations	FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOP- ERATIVA PER AZIONI MAGYAR NEPFOISKOLAI TARSAGAG Interfolk, Institut for Civilsamfund

8.2. IO2. Multilateral Research Report on key competences

of international project managers in the adult education civil society

Output Identification:	IO2
Output Title:	Developed Multilateral Research Report on key competences of international project managers in the adult education civil society
Output description (including: elements of innovation, expected impact and transferability potential)	<p>GOALS OF THE MAPPING ARE:</p> <ol style="list-style-type: none"> 1. To define the key competences of successful international project managers in the 3rd sector CSOs, active in the field of adult non-vocational education in 5 Partner countries; 2. To define expectations of the first-time international project managers concerning the competences needed to be able to successfully initiate & realise international cooperation, in all in 5 Partner countries; 3. To define expectations of the managers/managing bodies members of the 3rd sector adult education providers concerning the competences of the international project managers and the expectations toward international cooperation. <p>EXPECTED OUTCOMES:</p> <ol style="list-style-type: none"> 1. Named key competences of the successful international project managers from 3 perspectives: practitioners, first-time managers (managers-to be) & managing bodies members of the adult education CSOs; 2. Delivered 5 national surveys and survey reports; 3. Delivered Multilateral Research Report (5 national languages + English, electronic format); 5. Defined the baseline for the future works, especially for developing training programmes (IO5). <p>The existing gaps between current status (locally/regionally/ nationally cooperating adult education organization) and the desired status (internationally cooperating organization) will be identified based on the real experience, thanks to reaching to already internationally cooperating organisations & specialists. This will provide the baseline for filling in these gaps and will define where the development work shall concentrate its effort.</p>

	<p>The OUTPUT - Multilateral Research Report on key competences - possible outline:</p> <ul style="list-style-type: none"> • Foreword on background and aims for the series of five national surveys (1-2 pages); • Outline of applied methodology and variations of local approaches (4-5 pages); • Presentations of the five national surveys results (5 x 6 pages, 30 pages); • Outline essentials of competence profiles in the 3 fields: Technical project management, Leadership and Strategic & CSO management, including needs for learning opportunities (15 pages); • Concluding perspectives on common needs and challenges and recommendations for designing the support tools (4-6 pages). <p>The text of the multilateral report will be approx. 55 – 60 standard pages (2.400 characters per page, 40 lines of 60 characters).</p> <p>The Research Report will be published in the five partner languages: Polish, Italian, Hungarian, Dutch and German + English. The reports will have the same layout, using the adopted visual identity of the project, including the Erasmus+ logo. The colophon will also acknowledge the European Union's support.</p> <p>ELEMENTS OF INNOVATION:</p> <ul style="list-style-type: none"> • Combining 3 perspectives: practitioners (managers/organisations already relising international cooperation), those intending to run international cooperation & their employers – managers/management bodies members of the adult education CSOs. • Adapting the PMI Talent Triangle (PMI TT) for defining international project managers competences specific for the needs of the adult learning CSOs. • Presenting the key conclusions and recommendations in the form of Knowledge Pills – short, attractive, multimedia of wide dissemination potential. <p>There was no research of this kind done, in any of the participating countries or European level, concentrating specifically on the adult education providers from the 3rd sector. Also, to the best knowledge of the Partners and the state of art analysis done while preparing the application, the adult education providers' strategic</p>
--	--

	<p>development goals weren't analysed in the context of potential international cooperation in any systematic way yet. What is more, adapting business method of international project managers certification approach (PMI TT) allows to include needs of the specific sector - adult education - in the desired competences profile. The conclusions would be useful for all 3rd sector organisations planning to initiate international cooperation.</p> <p>EXPECTED IMPACT AND TRANSFERABILITY POTENTIAL:</p> <p>The conclusions would be useful to all 3rd sector organisations active in the field of education in all 5 Partner countries, both those already realizing international cooperation and those preparing to it. The national research reports will be developed first in national languages and widely disseminated within the partner's networks. Translating the reports into English would make them available also for organisations from other countries.</p> <p>Through presenting not only quantitative data, but also the qualitative data – gathered during the interviews – the reports might inspire both the organisations, their managers and educators on how to professionalize their activities and widen their offer.</p> <p>The reports will be available both through the Partners web-pages and the SUPPORT PORTAL; will be disseminated by all the partners. The national reports can also be used for articles in own magazines, other online articles & disseminated through EPALE pl</p>
Output type	Studies / analysis – Research study / report
The division of work, the tasks leading to the production of the intellectual output and the applied methodology	<p>TIME SCHEDULE:</p> <p>The designing, completion and reporting of the research will take place between Nov 2018 and Mar 2019 (months 2 - 6).</p> <p>DIVISION OF WORK & KEY TASKS:</p> <p>P4, Interfolk, will be the lead Partner for developing the IO2. P1, FAIE; P2 COOSS, P3, HFHSS and P5, EDUCULT equally participate in delivering the output.</p> <p>1. Interfolk defines procedures and methods to realise the research, including the research tools & research questions both for the questionnaire and the interviews & consults with all the Partners.</p> <p>The scope of the research will be inspired by the Project Management Institute Talent Triangle (PMI TT), introduced in 2016 as basis of training and certification of the project managers for busi-</p>

ness sector. PMI research revealed that while technical skills are core to project management, they are not enough in today's increasingly complex and competitive market. Companies are seeking added competences in leadership & business intelligence, that can support longer-term strategic objectives.

Therefore the ideal skill set — PMI TT — is a combination of knowledge, skills and behaviors in: Technical project management, related to specific domains of Project, Program and Portfolio Management; Leadership, specific to leadership-oriented, cross-cutting activities that help an organization achieve its business goals and Strategic & business management: Knowledge of and expertise in the industry or organization that enhances performance and better delivers business outcomes. This approach will be adopted for the adult education CSOs sector.

2. Interfolk, with dialogue with the Partners, designs interview guidelines & templates for the 5 national research reports & the final report.

3. All Partners identify the 3rd sector organisations in the adult education field already realizing international cooperation and the organisations interested in initiating/developing international cooperation in the adult education field; invites them to take part in the research; disseminate & promote the survey.

4. All the Partners realise 8 - 10 qualitative interviews per country, both with the adult education CSOs management & international project managers, to deepen understanding of the needed competences.

5. Each partner summarises the quantitative results (questionnaires) and qualitative conclusions in national survey reports. The reports are translated to English.

6. Interfolk designs and provides the final Multilateral Research Report in English. Partners give feedback, and after refining translate it into 5 national languages.

7. FAIE (P1) develops min. 2 Knowledge Pills presenting the key findings and encouraging to read the full version. The Partners provide subtitles in national languages.

	<p>METHODOLOGY:</p> <p>The applied research methodology will combine quantitative data using questionnaires and qualitative data using interviews.</p> <p>The research would involve 4 main target groups:</p> <ol style="list-style-type: none"> 1) Persons already working as international project managers in 3rd sector adult education organisations (group A); 2) Lead staff, managers and management bodies (board, council etc.) members adult education providers already realizing international cooperation (group B); 3) Persons planning to/willing to/preparing to work as international project managers in the 3rd sector adult learning organisations (group C); 4) Lead staff, managers and management bodies members of organisations which would like to start international cooperation (group D). <p>The research will comprise of:</p> <ul style="list-style-type: none"> - Gathering quantitative data – the questionnaires: 60 - 80 per country (min. 15 for groups A, B, C and D; in sum: 300 – 400 questionnaires); - Gathering qualitative data – interviews: min. 15 - 20 per country (min. 3 of each group: A, B, C and D; in sum: 75 – 100 interviews). <p>The research reports will be prepared using the same research template in all 5 Partner countries, to ensure comparability of the results between countries. The reports will be developed in national languages, and then translated into English. Key conclusions will be presented in Knowledge Pills.</p> <p>The Report is an independent output (IO2) that brings important new knowledge on competences needed for successful international project realisation in the field of non-vocational adult education, provided by CSOs. This sector have special clients: most of them are adults who don't have to – but have chosen to - participate in LLL. Methods of delivering education, motivating to learn as well as outreach methods must be adjusted to the adult learners needs & expectations. Applying the PMI TT inspired approach includes mapping competences characteristic & specifically needed for the 3rd sector education providers. The description of these will give an in-depth insight in factors that are important for the success of the international project managers in adult education organisations. Further, the report will function as an input to plan the succeeding work, especially WP09.</p>
--	---

Start Date (dd-mm-yyyy)	01-11-2018
End Date (dd-mm-yyyy)	31-03-2019
Languages	English, Danish, German, Italian, Hungarian, Polish
Media(s)	Dataset Facebook Internet Publication Social Media Text File Video Youtube
Activity Leading Organisation	Interfolk, Institut for Civilsamfund
Participating Organisations	FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOP- ERATIVA PER AZIONI MAGYAR NEPFOISKOLAI TARSAGAG EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN

8.3. IO3. Developed 'SUPPORT PORTAL' for the first time international projects realisers.

Output Identification:	IO3
Output Title:	Developed 'SUPPORT PORTAL' for the first time international projects realisers.
Output description (including: elements of innovation, expected impact and transferability potential)	<p>THE GOALS ARE:</p> <ul style="list-style-type: none"> - To provide sustainable support for the first-time international project realisers of the 3rd sector, adult education organisations, at initiating, developing and realising international, partnership cooperation; - To gather all relevant information in the field in one place; - To support international, European partnerships development, especially in the adult education sector; - To initiate the national & European communities of international project realisers for experiences and good practices exchange; - To be the project's offer to the virtual audience. <p>The idea is not to copy already existing tools, but to link to them as a resources and to deliver additional support, especially directed to the beginners in the field of international cooperation.</p> <p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> - Project's results exploitation & dissemination window to the virtual world delivered; - Sustainable support tool delivered. The PORTAL will be sustained after the project ends; Exit Strategy will define how the Partners will, in turns, keep it updated. <p>The OUTPUT - 'SUPPORT PORTAL' – will contain:</p> <ul style="list-style-type: none"> - English and 5 national language version sub-sides presenting the project, the activities, the Partners & funders, including the project library gathering documents, outputs & reports; - The Support Part. This part will be designed based on the conclu-

sions from the 1st phase of the project realization – concluded with IO1 and IO2.

The SUPPORT PORTAL includes 7 main functionalities:

1) Knowledge Base on international projects management. Answering: What for?, How?, With whom and legal & administrative questions. Here will be the links to existing publications, internet portals, tools, service providers. Each link will be shortly described to give overview what can be found under it, including filters for easier search.

The assumption is that there is no use in repeating already existing, well developed & comprehensive information. The idea is to gather all the most important/relevant links in one place, useful for persons unaware of existing all those scattered-across-the -net informative portals.

Here also the Knowledge Pills recorded during the project will be placed.

2) International Support Network: Answers the need to access to specialists & experts in the international cooperation field to receive guidelines on how to solve specific problems, address challenges. This interactive part is especially important for the beginners, who usually gets de-motivated when facing challenges. Advisory services (in a form of FAQ list, e-mail guidance, Internet communicator conferences) available through the Portal would fill this gap. The most frequently asked questions will be listed & the most common ones answered in a form of Knowledge Pills and/or included into the webinars curricula. For the others, the visitors will be redirected to the right information source or service.

3) Links database to the partner search tools (browsers) of the currently available funding programmes & to the contact points of international programmes. The idea is to gather links of numerous existing browsers in one place, including short, structured characteristic of the browser (programme, languages, filters), friendly for the beginners.

4) Links database to the grants search tools (browsers) co-financing international, partnership cooperation. The links provided will be accompanied by short, structured characteristic of the browser (what may be searched, how, in what language), friendly for beginners.

	<p>5) Database of links to the webpages of the European level programmes operators co-financing international, partnership cooperation. The links will be accompanied by short, structured characteristic of the grant. Including funding opportunities offered by private foundations, enterprises & other bodies. There are numerous options available on the international level where most persons interested do not know about or get lost in the "jungle" of possibilities.</p> <p>6) Database of other useful links, for ex. to the portals with knowledge about the adult education sector, trends, methods (as EPALE), international umbrella organisations in the sector (as EAEA, VOICE) etc.</p> <p>7) Integrated news service, using news-mail, Facebook, Twitter and other means of communication for the project consortium & related stakeholders, to disseminate the results to wider European target groups.</p> <p>The main language of the 'SUPPORT' part will be English, still Partners will be able to provide national language information when they believe it is important. There may be additional, external co-funding acquired for developing the national versions.</p> <p>EXPECTED IMPACT AND TRANSFERABILITY POTENTIAL:</p> <p>The PORTAL's main language will be English, which enhances transferability potential. The project sub-pages will be also available in 5 national languages. The tool will be widely promoted & useful for whole education 3rd sector in EU.</p> <p>Elements of innovation are described below.</p>
Output type	Open / online / digital education – Open Education Resource (OER)
The division of work, the tasks leading to the production of the intellectual output and the applied methodology	<p>ELEMENTS OF INNOVATION:</p> <p>The innovative approach is to collect all the important pieces of information, concerning establishing & realising international partnerships – right now scattered across various Internet locations - in one place. Information will be presented in a simple, clear & consistent manner, following established structure. The SUPPORT PORTAL is meant to become a centre facilitating and</p>

	<p>supporting activities connected with international partnership projects. It is meant to be a “professionals-beginners” site, gathering good practices, experts, tools – updated and developed as needed.</p> <p>TIME SCHEDULE:</p> <p>The SUPPORT PORTAL design, developing, delivering, testing and running will take place between Apr 2019 and Sept 2020 (months 7 - 24). Will be divided into 2 phases:</p> <ol style="list-style-type: none"> 1. Designing, developing and testing the structure & content of the PORTAL - technical development, developing project information sub-pages & filling in the PORTAL with secondary data (6 months); 2. Updating the PORTAL with innovative education resources of IO4, IO5, IO6 + updating functionalities & support offered (webinars, Knowledge Pills, FAQs atc.). <p>DIVISION OF WORK & KEY TASKS:</p> <p>P1, FAIE, will be the lead partner for developing the IO3. P2 COOSS, P3, HFHSS, P4, Interfolk and P5, EDUCULT will be consulting & updating the output.</p> <p>Phase 1. Designing the Portal and developing its preliminary structure and contents, Apr 2019 – September 2019:</p> <ol style="list-style-type: none"> 1. FAIE, in dialogue with the Partners: <ul style="list-style-type: none"> - Designs the preliminary structure and contents of the ‘SUPPORT PORTAL’; - Developes the Rules & Privacy Policy; 2. Technical project & graphic layout are developed (external specialist; exceptional costs); 3. All Partners coordinate open testing & consulting of the Portal (correctness of functioning, usability, solutions used) in all 5 Partner countries; <p>Phase 2. Final shape & support, Oct 2019 – Sept 2020:</p> <ol style="list-style-type: none"> 1. FAIE responds for updating the functionalities and tools; runs the PORTAL; develops min. 3 KPs on functionalities of the PORTAL (Partners make subtitles). 2. All Partners run national sites (having administrators rights) update data, deliver educational resources (webinars, FAQs, Pills) & support to target groups and promote the ‘PORTAL’ making it
--	--

	<p>available for wide public.</p> <p>METHODOLOGY:</p> <p>The external IT service provider is to be chosen in a competitive procedure that will be responsible just for the technical, IT part. All Partners will be responsible for merits: creating, delivering & updating the content & refinements.</p> <p>The approach was chosen the way to deliver best possible main output – SUPPOTY PORTAL – as well fitted to the end-users needs as possible, both in form, content & functionalities. The portal is planned in such a way to collect and analyse information and needs in a structured and orderly way and to widely consult proposed solutions, having the end users of this output involved at every stage of the project realization. This approach was chosen also in order to motivate the beginners in the international project realization field to use and co-create the SUPPORT PORTAL giving them ownership of the tool. The approach also is also not to duplicate information/tools/services already existing and available, but to gather the links to them in a one-stop-shop –SUPPORT PORTAL – to be easily accessed any time by all interested. This way the work done will also be replicable for other countries interested.</p> <p>The Portal will have 6 language versions: 5 national and English, adjusted to be used on mobile devices, as smartphones or tablets, all 6 language versions. It would be an interactive a “one-stop-shop”, providing relevant information. Interactivity of the Portal will be based on a client centred approach, assisting dialogue with the target group.</p> <p>Through closely linking the PORTAL to social networks, interaction with target group will be faster, easier and confident. Final shape of the PORTAL will be developed basing on the consultations with the end-users.</p> <p>Knowledge Pills (KP) to be used, present specific answers for specific questions. The methodology, developed in Portugal, is based on social, informal learning. It is based on identifying the “hidden knowledge owners” (not recorded, not formalised, derived from experience) – the „knowledge mediators”. The knowledge is being registered in a short (max. 3 minutes), attractive form of audio,</p>
--	---

	video or multimedia material. The "Pills..." present how to realise certain activities or solve specific problems. They are easy to understand and follow for varied recipients. "Pills.." can be reproduced any-time, any-place, just-in-time when needed. The electronic format enables easy distribution. KPs will be available also through YouTube.
Start Date (dd-mm-yyyy)	01-04-2019
End Date (dd-mm-yyyy)	30-09-2020
Languages	English, Danish, German, Italian, Hungarian, Polish
Media(s)	Database Dataset Facebook Image Interactive Resource Internet Publication Social Media Text File Video Website Workspace Youtube
Activity Leading Organisation	FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH
Participating Organisations	COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOPERATIVA PER AZIONI MAGYAR NEPFOISKOLAI TARSAGAG Interfolk, Institut for Civilsamfund EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN

8.4. IO4. Mentoring and e-mentoring system

for the first-time international project realisers.

Output Identification:	IO4
Output Title:	Developed mentoring and e-mentoring system for the first-time international project realisers.
Output description (including: elements of innovation, expected impact and transferability potential)	<p>THE GOALS ARE:</p> <ol style="list-style-type: none"> 1. To propose the scope and content of the mentoring and e-mentoring services, directed both to the adult education organisations managers/management bodies members and first-time international project managers; 2. To test the mentoring programme with at least 2 adult education organisations planning to realise international cooperation, in each Partner country (it total – min. 10 mentoring pilots); 3. To evaluate the cooperation; 4. To deliver ready-to-use mentoring programmes, both for the adult education organisations managers and first-time international project managers – to be available through the SUPPORT PORTAL; <p>EXPECTED OUTCOMES:</p> <ol style="list-style-type: none"> 1. Delivered sustainable support tool – mentoring and e-mentoring systems – for the first time international projects realisers (both the adult education organisations’ managers and their staff – international project managers). 2. Delivered Guidelines for implementation mentoring and e-mentoring systems supporting international cooperation initiation and developing in the 3rd sector adult learning organisations. <p>The OUTPUT - mentoring and e-mentoring system – will contain:</p> <p>ELEMENTS OF INNOVATION:</p> <p>New methodology for skills acquisition</p> <p>Capitalization of different experience in transversal competences acquisition in a non-formal situation</p> <ul style="list-style-type: none"> • This kind of mentoring – focused on 1st time international co-

	<p>operation, dedicated to adult education organisations is not available at the moment.</p> <ul style="list-style-type: none"> • Testing the tools in practice. <p>EXPECTED IMPACT AND TRANSFERABILITY POTENTIAL:</p> <p>The Guidelines and mentoring scenarios will be available in English, which enhances transferability potential. The scenarios will be also available in 5 national languages. The national reports can also be used for articles in own magazines, other online articles & disseminated through EPALE platform. There will be min. 2 Knowledge Pills recorded to present the idea and encourage to learn the Guidelines (in English, with national subtitles).</p> <p>The tool will be widely promoted & useful for whole education 3rd sector in EU.</p> <p>The guidelines will be realized in all partners languages and available for all through the SUPPORT PORAL</p> <p>The tool will be used within the training of different partner also after the end of the project</p> <p>The SUPPORT PORTAL tool may be capitalize in other national or international initiatives concerning the improvement of skills.</p>
Output type	Methodologies / guidelines – Non-formal learning methods
The division of work, the tasks leading to the production of the intellectual output and the applied methodology	<p>TIME SCHEDULE:</p> <p>The designing, developing and testing the mentoring systems will take place between Sept 2019 and Mar 2020 (months 13 - 18).</p> <p>DIVISION OF WORK & KEY TASKS:</p> <p>P2, COOSS, will be the lead partner for developing the IO4. P1, FAIE P3, HFHSS, P4, Interfolk and P5,EDUCULT equally participate in delivering the output.</p> <p>Division of work: The Partner mainly responsible for the activity will be COOSS. The other Partners will give their feedback at every stage of the mentoring/e-mentoring systems development. After developing the initial scope and content - each Partner will test the mentoring programme with at least 2 adult education organisations planning to realise international cooperation in his country (it total – min. 10 mentoring pilots);</p>
Start Date (dd-mm-yyyy)	01-09-2019

End Date (dd-mm-yyyy)	31-03-2020
Languages	English, Danish, German, Italian, Hungarian, Polish
Media(s)	Facebook Interactive Resource Internet Social Media Text File Video Website Youtube
Activity Leading Organisation	COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOPERATIVA PER AZIONI
Participating Organisations	FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH MAGYAR NEPFOISKOLAI TARSAGAG Interfolk, Institut for Civilsamfund EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN

8.5. IO5. Training course curricula and open educational resources

for the first time international projects realisers.

Output Identification:	IO5
Output Title:	Developed training course curricula and open educational resources for the first time international projects realisers.
Output description (including: elements of innovation, expected impact and transferability potential)	<p>THE GOALS ARE:</p> <ul style="list-style-type: none"> - To develop pilot training courses programmes for the two respective groups: The first-time international project managers in the 3rd sector adult learning organisations and the managers/management bodies members in adult learning organisations planning to realise international cooperation – both on the national and European level; - To test the 5 national training and 2 European trainings courses for the respective two groups. - To thoroughly evaluate the training programmes; - To introduce possible refinements on the basis of the feedback from the learners and thorough evaluation. <p>EXPECTED OUTCOMES ARE:</p> <ul style="list-style-type: none"> - Developed Compendia of tested and improved training course curricula – 5 national & 2 European level scenarios (5 languages + English PDF edition); - Developed 2 handbooks as a methodological guide to implementing the trainings programmes. <p>The OUTPUT - training course curricula and open educational resources – will contain:</p> <p>2 publications, 1 for national course curricula and 1 for European level course curricula, with appendices (learning and teaching materials, course presentations etc.). Each of them includes:</p> <ol style="list-style-type: none"> 1. Foreword on common background and aims for new training courses in the adult education field; 2. Introduction of used methodology with reference to the key findings of the initial baseline research (IO1, IO2);

	<p>3. Presentations of the essential curriculum and its variations in the two main type of trainings for respectively first-time international project managers and managers of the supporting 3rd sector organisations;</p> <p>4. Programmes for both short (2 days long) national courses, respecting national specifics, and the 5-days European level courses;</p> <p>5. Presentation of the appropriate pedagogical method and its variation in the different course contexts;</p> <p>6. Presentation of the methods of recognition and validation of the learning outcomes (LEVEL5-system developed by the GINCO network will be proposed);</p> <p>7. Concluding perspectives on common needs, challenges and recommendations on how to initiate and develop international, partnership cooperation in the adult education field, especially in the 3rd sector;</p> <p>The texts of the Compendia will contain approximately 50 - 60 standard pages, illustrations included. Will have the same layout, using the adopted visual identity of the project, including the Erasmus+ logo and acknowledgement of the European Union's support. Will be developed in 5 Partner languages and English.</p> <p>ELEMENTS OF INNOVATION:</p> <p>The existing training possibilities in the field of management usually offer 2 various training paths to choose: The path to acquire skills in the field of the project management or the path of acquiring skills of organization management. Many 3-rd sector organisations managers and board members are skilled at organization management, but have no, or very little knowledge on the specificity of international projects realization. From the other hand – the project managers know how to initiate, develop and realise project, but have little knowledge concerning the strategy of the organization and organization management. Without combining those two perspectives, international cooperation will not be as beneficial for the 3rd sector adult learning organization, it's clients and it's staff as it could be. Mutual understanding for the "other side" part is essential. The project proposed uses integrated approach, facilitating building successful project teams of both the specialists in project management and specialists in the 3rd sector organization management.</p>
--	---

	<p>EXPECTED IMPACT AND TRANSFERABILITY POTENTIAL:</p> <p>The tested and improved course curricula will be available in all the partner languages and English through the 'SUPPORT PORTAL' and widely promoted. Accompanying handbook - methodological guide to implementing the trainings would make programmes easier to use by various stakeholders. This way a broad outreach and replicability will be ensured. The curricula may then be used by other organisations and institutions working in the field of education. At least 6 (2 – 3 hours long) webinars will be delivered, based on the refined course programmes, through the PORTAL.</p>
Output type	Open / online / digital education – Open Education Resource (OER)
<p>The division of work, the tasks leading to the production of the intellectual output and the applied methodology</p>	<p>TIME SCHEDULE:</p> <p>The national training course curricula design, developing, delivering and testing will take place between Nov 2019 and Jan 2020 (months 14 - 16), and the European level courses between Jan – Mar 2020 (months 14-18)</p> <p>DIVISION OF WORK & KEY TASKS:</p> <ol style="list-style-type: none"> 1. The lead Partner, P3, HFHSS will prepare the guidelines for testing and will monitor the testing process, evaluation and developing final, improved course curricula. 2. All the partners will organize 2 training events in their countries, directed to: 1) 3rd sector people interested to become first-time international project managers and 2) 3rd sector adult education organisations managers/management bodies members. The courses will be preceded by training needs assessment of the persons recruited, will follow specific course plan, apply specific pedagogic approach, and will be concluded in evaluation and certification. 3. All Partners announce the course programmes in their countries and recruit the two groups of participants, respectively 12 international project managers to-be, and the 12 managers/management bodies members/lead staff of the 3rd sector adult learning organisations; 4. Partners complete the two training courses and to provide a comprehensive evaluation, drafting and translating into English evaluation reports. 5. Based on the recommendations, HFHSS designs the final European course programmes in dialogue with the other Partners; 6. Partners announce the courses, recruit 3 participants (in total: 6

participants per country) and choose/enroll trainers;

7. Learning providers management team, comprising of 1 representative of all the partners experienced in training programmes development and evaluation, is established to be responsible for monitoring and evaluation of the courses and learning outcomes and then responsible for refinement of the training curricula according to the conclusions from the testing process.

8. Courses are delivered and their thorough evaluation conducted.

9. After the delivery of the training activities final, corrected if needed training packages, including the handbook as a methodological guide to implementing the trainings are developed and made available, in tested and optimized versions, including simple and easy-to-use online tools for validation of personal competence profile and online questionnaires for course evaluations.

METHODOLOGY:

1. At the national level: Non-residential, 2-days long courses for 2 groups, for max. 12 persons per group and 2 trainers.

The course frame may be extended by the Partners and /or changed to a residential course with more follow-up sessions and distance learning sessions and possible supervision, if the Partners will increase their own financing or manage to get extra national or local funding and sponsor support.

The course programmes would include descriptions of the main curricula and essentials of the training sessions, the pedagogical approach and certification methods and quality assessment approach and methods to validate the learning outcome.

2. At the European level: The two residential 5-days courses are planned as parallel courses with some common parts: lectures, plenary meetings and joint cultural activities.

The number of trainees will be 15 for each course, with 3 participants from each of the 5 partner countries. The working language will be English.

Pedagogical approach:

The trainings should be designed using active, participatory methods, involving participants in exercises, case studies, group work, sharing experience. Group work included, this is why the group should not be bigger than 12-15 participants, to ensure intensive cooperation with the trainers – to give feedback, guidelines, share

	<p>good practices. Participants would have the opportunity to present themselves and their experience – to be able to use the already existing knowledge and experience in the training process.</p> <p>The training for the international project managers-to-be would focus on practical skills in initiating, planning, developing and realizing international cooperation in the frame of educational projects. The participants should end the training with some real knowledge and skills at planning, developing and realising international project.</p> <p>The training for the supporting organisations managers and management bodies would focus at the international cooperation as the element of the mid-and long-term strategy of the organisation's development. The managers should be able to make a conscious decision: if the organization is "ready" to undertake international cooperation, and if not – what is still needed to get prepared.</p> <p>At the European level, there will be some cultural programme included to enhance intercultural exchange and practice/upgrade skills of communication in foreign languages and social and civic competences in the intercultural context.</p>
Start Date (dd-mm-yyyy)	01-09-2019
End Date (dd-mm-yyyy)	31-03-2020
Languages	English, Danish, German, Italian, Hungarian, Polish
Media(s)	Event Facebook Interactive Resource Internet Network Publication Text File Video Website Workspace Youtube
Activity Leading Organisation	MAGYAR NEPFOISKOLAI TARSAGAG
Participating Organisations	FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOPERATIVA PER AZIONI Interfolk, Institut for Civilsamfund EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN

8.6. IO6. Established and working International Support Network.

Output Identification:	IO6
Output Title:	Established and working International Support Network.
Output description (including: elements of innovation, expected impact and transferability potential)	<p>As part of the project, a network of civil society organizations representing the adult education sector will be created. The purpose of these activity is to strengthen the capacity of these organizations to work internationally, enhancing innovativeness and the ability to adapt to changes in the modern world.</p> <p>THE GOALS ARE:</p> <ul style="list-style-type: none"> - To deliver sustainable support for first-time international project realisers in 3rd sector adult education organisations; - To enhance acquisition of skills, competences and expert knowledge, exchange of experiences and testing of innovations; - To increase the number of European level activities and international cooperation in the area of liberal adult education; - To strengthen cooperation between existing networks to enhance the organizational and financial structure of the newly established network and its members. <p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> - Founded and working international network of civil society organizations enhancing cooperation in the area of adult liberal education; - Prepared Charter /Statute of the newly established network; - Appointed the Network Council consisting of members of the Partnership. <p>The network will be a multi-state membership organization whose mission, rights and obligations of members will be defined within the framework of the statute, jointly developed by its members.</p> <p>The OUTPUT - Established and working International Support Network:</p> <p>New, sustainable, service / structure with a legal personality, focusing at supporting international cooperation & networking (including network creation and strategies) and peer-learning in the adult education field. The network will be founded by 5 Partner countries, the working language will be English.</p>

	<p>ELEMENTS OF INNOVATION:</p> <p>First of all, innovative is focus on international cooperation of the adult education civil society organisations. There is no network functioning on the European level supporting first time international projects realisers yet. Important features of the network are: innovativeness & flexibility, resulting from the level of involvement of individual members of the network, the type of projects undertaken and readiness to respond to changes in the adult education sector and civil society. The network members will offer a broad spectrum of knowledge, skills and experiences. The fact that the network will be a "knowledge bridge" between members of the civil society sector active in adult education field and international institutions, makes it an indispensable tool for implementing innovations in the sector. It will also have capacity for influencing EU policies, while remaining a communication platform for cooperation.</p> <p>What is more, the network would realise recommendations of the recent European Economic and Social Committee stating that:</p> <p>6.15. As regards development cooperation, the EU should invest more in cooperation initiatives focused on (...) education (...)through a thematic approach by country with close involvement of civil society.</p> <p>6.18. CSOs in the countries of Central and Eastern Europe still have proportionally less access to funds. The Commission should step up (...) various funds available to CSOs and provide more support for partnerships between organisations.</p> <p>[Opinion of the European Economic and Social Committee on 'Financing of civil society organisations by the EU' (own-initiative opinion) (2018/C 081/02)]</p> <p>EXPECTED IMPACT AND TRANSFERABILITY POTENTIAL:</p> <p>Cooperation networks of civil society organizations are an indispensable tool at the EU level, because they are more flexible and the level of motivation of their members is higher than in more traditional channels of educational cooperation. Network will be a common and open form of action as well as a platform for exchanging experiences, creating inspiration and implementing common ideas involving not only its members but all interested.</p> <p>Establishment of the network is necessary due to the growing number of projects and initiatives carried out by non-profit organizations active in adult liberal education, local and regional governments, as well as by national governments and other educa-</p>
--	---

	<p>tional institutions, thus highlighting the growing importance of international networks of the third sector organizations operating in adult education sector. The network, founded by the 5 project Partners, will be open for new members interested in international cooperation of the adult education organisations. The working language will be English.</p>
Output type	Services / structures – Cooperation, networking (including network creation and strategies)
<p>The division of work, the tasks leading to the production of the intellectual output and the applied methodology</p>	<p>TIME SCHEDULE:</p> <p>The designing, initiating and testing the International Support Network will take place between Apr 2020 and Sept 2020 (months 19-24).</p> <p>DIVISION OF WORK & KEY TASKS:</p> <p>P1, FAIE, will be the lead partner for developing the IO. P2 COOSS, P3, HFHSS, P4, Interfolk and P5, EDUCULT will equally participate in delivering the output.</p> <ol style="list-style-type: none"> 1. P1, FAIE, will research in detail the legal and organizational possibilities of formalizing the network (giving it the legal personality); 2. P1, FAIE, will propose activities plan for the 6-months period, propose the form and fields of activities for the network, including draft of the charter/ statute and procedures for accepting a new members; 3. All the Partners will consult the propositions and be involved in choosing the most suitable solutions, including developing statute/charter; 4. Each organization will appoint one its member to the Network Council. 5. The network is officially launched; formalities fulfilled; 5. All the Partners define the forms and scope of support they will deliver within the project; 6. All the Partners prepare information about network in their national languages and widely promote the network and it's offer. 7. All the Partners offer dedicated support to the first time international project realisers. <p>METHODOLOGY:</p> <p>The applied research methodology will combine the desk research</p>

	<p>and qualitative data gathering using interviews (at the founding stage) and creative methods of planning the network's activities in the testing stage.</p> <p>Mapping/researching and analyzing existing networks to identify best solutions (desk research) will be done by the FAIEs legal and administrative specialists.</p> <p>Interviews with representatives of 3-5 European networks will be conducted to learn the strengths and weaknesses of the solutions applied by already existing networks and identify good practices. The legal form of the network will be chosen in agreement with all members of the network after preparation of the statute. Creativity training methods will be applied to develop the short- and middle-term strategy for the network.</p> <p>Benefits for network members foreseen:</p> <ul style="list-style-type: none"> • Possibility of expanding the promotion of member organizations; • Increased access to specific resources (contacts, knowledge, trainings, sometimes financing); • Inspiration for a new type of activity, transferring of good practices; • Gaining practical skills in implementing international projects, the opportunity to find suitable partners for European projects; • Mutual support of member organizations; • Combining the research, theoretical and practical dimension in the implementation of innovative solutions; • Creating a common voice of the Civil Society Organizations active in adult liberal education on the European forum; • Building bridges between generations of professionals in the adult education sector; • Creating innovative tools, resulting from the knowledge and experience of the members of the newly established network. <p>Network activities shall include: exchange of experience, organization of symposia, meetings and lectures, workshops with the participation of theoreticians and practitioners, publishing and promoting multilingual events and publications, creation of a website dedicated to intensifying international cooperation, transfer of knowledge between partners, cooperation with educational institutions and civil society organizations active in adult liberal education sector from all over Europe, the decision makers and other relevant stakeholders.</p>
--	--

Start Date (dd-mm-yyyy)	01-04-2020
End Date (dd-mm-yyyy)	30-09-2020
Languages	English, Danish, German, Italian, Hungarian, Polish
Media(s)	Facebook Internet LinkedIn Network Text File Video Website Workspace Youtube
Activity Leading Organisation	FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH
Participating Organisations	COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOPERATIVA PER AZIONI MAGYAR NEPFOISKOLAI TARSAGAG Interfolk, Institut for Civilsamfund EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN

9. Multiplier Events

9.1. E1. National conference in Ancona

Event Identification	E1
Event Title	National conference in Ancona
Country of Venue	Italy
Event Description	<p>SCHEDULE</p> <p>The 1-day national conference will take part in the period Jun - Aug 2020 (months 21-23) in: Ancona, IT and will be organized by P2, COOSS. The event may be moved to another city in the MARCHE Region, Jesi – where the annual Education Festival takes place.</p> <p>AIM</p> <p>The aim of the conferences is to valorize (further dissemination and exploitation) of the key outcomes of the project to the main target groups in Italy in a sustainable manner.</p> <p>TARGET GROUPS & PARTICIPANTS</p> <p>The dissemination of the conference will reach the following target groups:</p> <ol style="list-style-type: none"> 1) The direct target groups, i.e. 3rd sector adult education organisations, their managers, key staff, educators, volunteers and possible first-time international project managers and managers-to-be and also other adult education sector representatives from the 3rd sector, civil society organisations: associations, foundations, third age universities, social cooperatives, social enterprises etc. 2) The indirect target groups, including: <ol style="list-style-type: none"> a) Other (than specializing in non-vocational adult education) 3rd sector organisations - their managers, management bodies members, staff and volunteers; b) Other, than CSOs, providers of adult education (for ex. Public sector educational institutions & enterprises); c) Overall adult educators, trainers and teachers; d) Education departments in the Municipalities;

	<p>e) Decision makers in the field of adult education, on the local, regional, national level;</p> <p>f) Persons active within local informal groups active in the field of education;</p> <p>g) Adult learners;</p> <p>h) Private stakeholders from the local commerce associations, other private businesses and local media;</p> <p>i) Research institutions;</p> <p>j) Other appropriate decision-makers and multipliers.</p> <p>Expected number of participants at each conference is minimum 40 persons.</p> <p>CONTENT</p> <p>During the conferences, the projects' methodologies and main results will be presented. Key speakers from relevant areas to the project will be invited to deliver talks on core issues and reviews of the project. A foreign key speaker is planned to be invited to also present inspirations from the other European countries.</p> <p>A plenary session with round table debate as well as a session with parallel workshops on main issues will be part of the programme.</p> <p>EVALUATION</p> <p>In the frame of evaluation, earlier developed evaluation questionnaire for the conference participants (prepared by the Partner responsible, EDUCULT) will be translated into Italian and filled-in by the attendees at the conference. COOSS will summarise the result of the questionnaires and collate other feedback from stakeholders to secure the needed evaluative feedback to the project Partnership.</p> <p>DISSEMINATION OUTPUTS</p> <p>Articles, power-points and other presentation materials from the conference will be uploaded in the national sections of the 'SUPPORT PORTAL'. Parts of the conference may be video-recorded; in this case the video materials will be also placed in the PORTAL.</p>
Start Date (dd-mm-yyyy)	01-06-2020
End Date (dd-mm-yyyy)	31-08-2020
Intellectual Outputs Cov-	IO1 Developed Multilateral Survey Report on good practices & success

ered	<p>stories at supporting international projects managers in the adult education civil society organisations.</p> <p>IO2 Developed Multilateral Research Report on key competences of international project managers in the adult education civil society.</p> <p>IO3 Developed 'SUPPORT PORTAL' for the first time international projects realisers.</p> <p>IO4 Developed mentoring and e-mentoring system for the first-time international project realisers.</p> <p>IO5 Developed training course curricula and open educational resources for the first time international projects realisers.</p> <p>IO6 Established and working International Support Network.</p>
Activity Leading Organisation	COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOPERATIVA PER AZIONI
Participating organisations	-

9.2. E2. National conference in Budapest

Event Identification	E2
Event Title	National conference in Budapest
Country of Venue	Hungary
Event Description	<p>SCHEDULE</p> <p>The 1-day national conference will take part in the period Jun - Aug 2020 (months 21-23) in: Budapest, HU and will be organized by HFHSS. Budapest is a natural contact point and meeting place for the HFHSS umbrella members organization representatives, and it's also close to various educational organisations and institutions, decision-makers, media and other relevant stakeholders.</p> <p>AIM</p> <p>The aim of the conferences is to valorize (further dissemination and exploitation) of the key outcomes of the project to the main target groups in Hungary in a sustainable manner.</p> <p>TARGET GROUPS & PARTICIPANTS</p> <p>The dissemination of the conference will reach the following target groups:</p> <ol style="list-style-type: none"> 1) The direct target groups, i.e. 3rd sector adult education organisations, their managers, key staff, educators, volunteers and possible first-time international project managers and managers-to-be and also other adult education sector representatives from the 3rd sector, civil society organisations: associations, foundations, third age universities, social cooperatives, social enterprises etc. 2) The indirect target groups, including: <ol style="list-style-type: none"> a) Other (than specializing in non-vocational adult education) 3rd sector organisations - their managers, management bodies members, staff and volunteers; b) Other, than CSOs, providers of adult education (for ex. Public sector educational institutions & enterprises); c) Overall adult educators, trainers and teachers; d) Education departments in the Municipalities; e) Decision makers in the field of adult education, on the local, region-

	<p>al, national level;</p> <p>f) Persons active within local informal groups active in the field of education;</p> <p>g) Adult learners;</p> <p>h) Private stakeholders from the local commerce associations, other private businesses and local media;</p> <p>i) Research institutions;</p> <p>j) Other appropriate decision-makers and multipliers.</p> <p>Expected number of participants at each conference is minimum 40 persons.</p> <p>CONTENT</p> <p>During the conferences, the projects' methodologies and main results will be presented. Key speakers from relevant areas to the project will be invited to deliver talks on core issues and reviews of the project. A foreign key speaker is planned to be invited to also present inspirations from the other European countries.</p> <p>A plenary session with round table debate as well as a session with parallel workshops on main issues will be part of the programme.</p> <p>EVALUATION</p> <p>In the frame of evaluation, earlier developed evaluation questionnaire for the conference participants (prepared by the Partner responsible, EDUCULT) will be translated into Hungarian and filled-in by the attendees at the conference. HFHSS will summarise the result of the questionnaires and collate other feedback from stakeholders to secure the needed evaluative feedback to the project Partnership.</p> <p>DISSEMINATION OUTPUTS</p> <p>Articles, power-points and other presentation materials from the conference will be uploaded in the national sections of the 'SUPPORT PORTAL'. Parts of the conference may be video-recorded; in this case the video materials will be also placed in the PORTAL.</p>
Start Date (dd-mm-yyyy)	01-06-2020
End Date (dd-mm-yyyy)	31-08-2020
Intellectual Outputs Covered	IO1 Developed Multilateral Survey Report on good practices & success stories at supporting international projects managers in the adult edu-

	<p>cation civil society organisations.</p> <p>IO2 Developed Multilateral Research Report on key competences of international project managers in the adult education civil society.</p> <p>IO3 Developed 'SUPPORT PORTAL' for the first time international projects realisers.</p> <p>IO4 Developed mentoring and e-mentoring system for the first-time international project realisers.</p> <p>IO5 Developed training course curricula and open educational resources for the first time international projects realisers.</p> <p>IO6 Established and working International Support Network.</p>
Activity Leading Organisation	MAGYAR NEPFOISKOLAI TARSAGAG
Participating organisations	-

9.3. E3. National conference in Copenhagen

Event Identification	E3
Event Title	National conference in Copenhagen
Country of Venue	Denmark
Event Description	<p>SCHEDULE</p> <p>The 1-day national conference will take part in the period Jun - Aug 2020 (months 21-23) in: Copenhagen, DK and will be organized by Interfolk.</p> <p>AIM</p> <p>The aim of the conferences is to valorize (further dissemination and exploitation) of the key outcomes of the project to the main target groups in Denmark in a sustainable manner.</p> <p>TARGET GROUPS & PARTICIPANTS</p> <p>The dissemination of the conference will reach the following target groups:</p> <ol style="list-style-type: none"> 1) The direct target groups, i.e. 3rd sector adult education organisations, their managers, key staff, educators, volunteers and possible first-time international project managers and managers-to-be and also other adult education sector representatives from the 3rd sector, civil society organisations: associations, foundations, Evening Schools, Folk High Schools etc. 2) The indirect target groups, including: <ol style="list-style-type: none"> a) Other (than specializing in non-vocational adult education) 3rd sector organisations - their managers, management bodies members, staff and volunteers; b) Other, than CSOs, providers of adult education (for ex. Public sector educational institutions & enterprises); c) Overall adult educators, trainers and teachers; d) Education departments in the Municipalities; e) Decision makers in the field of adult education, on the local, regional, national level; f) Persons active within local informal groups active in the field of education;

	<p>g) Adult learners;</p> <p>h) Private stakeholders from the local commerce associations, other private businesses and local media;</p> <p>i) Research institutions;</p> <p>j) Other appropriate decision-makers and multipliers.</p> <p>Expected number of participants at each conference is minimum 40 persons.</p> <p>CONTENT</p> <p>During the conferences, the projects' methodologies and main results will be presented. Key speakers from relevant areas to the project will be invited to deliver talks on core issues and reviews of the project. A foreign key speaker is planned to be invited to also present inspirations from the other European countries.</p> <p>A plenary session with round table debate as well as a session with parallel workshops on main issues will be part of the programme.</p> <p>EVALUATION</p> <p>In the frame of evaluation, earlier developed evaluation questionnaire for the conference participants (prepared by the Partner responsible, EDUCULT) will be translated into Danish and filled-in by the attendees at the conference. Interfolk will summarise the result of the questionnaires and collate other feedback from stakeholders to secure the needed evaluative feedback to the project Partnership.</p> <p>DISSEMINATION OUTPUTS</p> <p>Articles, power-points and other presentation materials from the conference will be uploaded in the national sections of the 'SUPPORT PORTAL'. Parts of the conference may be video-recorded; in this case the video materials will be also placed in the PORTAL.</p>
Start Date (dd-mm-yyyy)	01-06-2020
End Date (dd-mm-yyyy)	31-08-2020
Intellectual Outputs Covered	<p>IO1 Developed Multilateral Survey Report on good practices & success stories at supporting international projects managers in the adult education civil society organisations.</p> <p>IO2 Developed Multilateral Research Report on key competences of</p>

	<p>international project managers in the adult education civil society.</p> <p>IO3 DevelopEd 'SUPPORT PORTAL' for the first time international projects realisers.</p> <p>IO4 Developed mentoring and e-mentoring system for the first-time international project realisers.</p> <p>IO5 Developed training course curricula and open educational resources for the first time international projects realisers.</p> <p>IO6 Established and working International Support Network.</p>
Activity Leading Organisation	Interfolk, Institut for Civilsamfund
Participating organisations	-

9.4. E4. National conference in Vienna

Event Identification	E4
Event Title	National conference in Vienna
Country of Venue	Austria
Event Description	<p>SCHEDULE</p> <p>The 1-day national conference will take part in the period Jun - Aug 2020 (months 21-23) in: Vienna, AT, and will be organized by EDUCULT.</p> <p>AIM</p> <p>The aim of the conferences is to valorize (further dissemination and exploitation) of the key outcomes of the project to the main target groups in Austria in a sustainable manner.</p> <p>TARGET GROUPS & PARTICIPANTS</p> <p>The dissemination of the conference will reach the following target groups:</p> <ol style="list-style-type: none"> 1) The direct target groups, i.e. 3rd sector adult education organisations, their managers, key staff, educators, volunteers and possible first-time international project managers and managers-to-be and also other adult education sector representatives from the 3rd sector, civil society organisations: associations, foundations, educational houses, Folk High Schools, forum catholic adult education, educational institutes etc. 2) The indirect target groups, including: <ol style="list-style-type: none"> a) Other (than specializing in non-vocational adult education) 3rd sector organisations - their managers, management bodies members, staff and volunteers; b) Other, than CSOs, providers of adult education (for ex. Public sector educational institutions & enterprises); c) Overall adult educators, trainers and teachers; d) Education departments in the Municipalities; e) Decision makers in the field of adult education, on the local, regional, national level; f) Persons active within local informal groups active in the field of edu-

	<p>cation;</p> <p>g) Adult learners;</p> <p>h) Private stakeholders from the local commerce associations, other private businesses and local media;</p> <p>i) Research institutions;</p> <p>j) Other appropriate decision-makers and multipliers.</p> <p>Expected number of participants at each conference is minimum 40 persons.</p> <p>CONTENT</p> <p>During the conferences, the projects' methodologies and main results will be presented. Key speakers from relevant areas to the project will be invited to deliver talks on core issues and reviews of the project. A foreign key speaker is planned to be invited to also present inspirations from the other European countries.</p> <p>A plenary session with round table debate as well as a session with parallel workshops on main issues will be part of the programme.</p> <p>EVALUATION</p> <p>In the frame of evaluation, earlier developed evaluation questionnaire for the conference participants (prepared by the Partner responsible, EDUCULT) will be translated into German and filled-in by the attendees at the conference. EDUCULT will summarise the result of the questionnaires and collate other feedback from stakeholders to secure the needed evaluative feedback to the project Partnership.</p> <p>DISSEMINATION OUTPUTS</p> <p>Articles, power-points and other presentation materials from the conference will be uploaded in the national sections of the 'SUPPORT PORTAL'. Parts of the conference may be video-recorded; in this case the video materials will be also placed in the PORTAL.</p>
Start Date (dd-mm-yyyy)	01-06-2020
End Date (dd-mm-yyyy)	31-08-2020
Intellectual Outputs Covered	IO1 Developed Multilateral Survey Report on good practices & success stories at supporting international projects managers in the adult education civil society organisations.

	<p>IO2 Developed Multilateral Research Report on key competences of international project managers in the adult education civil society.</p> <p>IO3 Developed 'SUPPORT PORTAL' for the first time international projects realisers.</p> <p>IO4 Developed mentoring and e-mentoring system for the first-time international project realisers.</p> <p>IO5 Developed training course curricula and open educational resources for the first time international projects realisers.</p> <p>IO6 Established and working International Support Network.</p>
Activity Leading Organisation	EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN
Participating organisations	-

9.5. E5. European conference in Kraków.

Event Identification	E5
Event Title	European conference in Kraków.
Country of Venue	Poland
Event Description	<p>SCHEDULE</p> <p>The 2-day long European conference will take place in the period July - September (month 22-24) in Kraków, PL. P1, FAIE will organize the conference. The place was chosen due to its long tradition and recognisability as the education center (with one the oldest universities in Europe – The Jagiellonian University) and numerous other educational organisations and institutions located. Practical aspect is an airport location in the city.</p> <p>FAIE would be the lead Partner, though the Partnership shares responsibility for preparing and completing the event. Representatives, teachers and educators from all Partners will prepare presentations and take part as conference and workshop leaders. The conference language will be English. Interpretation costs were included into the indirect costs.</p> <p>AIM</p> <p>The aim is to valorize (further dissemination and exploitation) of the key outcome of the project to main European target groups, especially to other countries than the countries of the project partners and to trans-European organisations, thereby reaching out to European audience.</p> <p>TARGET GROUPS & PARTICIPANTS</p> <p>The dissemination of the conference will reach the following target groups:</p> <p>1) The direct target groups, i.e. 3rd sector adult education organisations, their managers, key staff, educators, volunteers and possible first-time international project managers and managers-to-be and also other adult education sector representatives from the 3rd sector, civil society organisations: associations, foundations, educational houses, Folk High Schools, forum catholic adult education, educational institutes etc.</p>

	<p>2) The indirect target groups, including:</p> <ul style="list-style-type: none"> a) Other (than specializing in non-vocational adult education) 3rd sector organisations - their managers, management bodies members, staff and volunteers; b) Other, than CSOs, providers of adult education (for ex. Public sector educational institutions & enterprises); c) Overall adult educators, trainers and teachers; d) Education departments in the Municipalities; e) Decision makers in the field of adult education, on the local, regional, national level; f) Persons active within local informal groups active in the field of education; g) Adult learners; h) Private stakeholders from the local commerce associations, other private businesses and local media; i) Research institutions; j) Other appropriate decision-makers and multipliers. <p>3) Representatives of the European Parliament, European Commission, and other relevant European institutions will receive personal invitations to attend this event.</p> <p>Expected number of participants: At least 50, including approximately 12 participants from other countries.</p> <p>CONTENT</p> <p>The projects' methodologies and main results will be presented. Representatives from the project consortium will present key issues of the project, and function as workshop leaders, moderators and reporters. Key speakers from relevant areas to the project will be invited to deliver talks on core issues and reviews of the project. Knowledge Pills will be presented. A plenary session with round table debate as well as two sessions with parallel workshops on main issues will be part of the programme.</p> <p>EVALUATION</p>
--	---

	<p>The lead partner for the evaluation, P5, EDUCULT, will design and consult with the Partners a brief questionnaire in English, which will be filled-in by the attendees at the end of the conference. The questionnaire will be also translated into Polish, due to major group of Polish participants expected. FAIE will summarise the result of the questionnaires and collate other feedback from stakeholders to secure evaluative feedback to the project consortium.</p> <p>DISSEMINATION OUTPUTS</p> <p>The chosen lectures, plenary debates and selected workshops will be video recorded and broadcasted live, and later uploaded to the project's 'SUPPORT PORTAL' together with articles, power-points and other presentation materials from the conference.</p>
Start Date (dd-mm-yyyy)	01-07-2020
End Date (dd-mm-yyyy)	30-09-2020
Intellectual Outputs Covered	<p>IO1 Developed Multilateral Survey Report on good practices & success stories at supporting international projects managers in the adult education civil society organisations.</p> <p>IO2 Developed Multilateral Research Report on key competences of international project managers in the adult education civil society.</p> <p>IO3 Developed 'SUPPORT PORTAL' for the first time international projects realisers.</p> <p>IO4 Developed mentoring and e-mentoring system for the first-time international project realisers.</p> <p>IO5 Developed training course curricula and open educational resources for the first time international projects realisers.</p> <p>IO6 Established and working International Support Network.</p>
Activity Leading Organisation	FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH
Participating organisations	<p>COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOPERATIVA PER AZIONI</p> <p>MAGYAR NEPFOISKOLAI TARSAGAG</p> <p>Interfolk, Institut for Civilsamfund</p> <p>EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN</p>

10. Learning/Teaching/Training Activities

What is the added value of these learning, teaching or training activities (including long-term activities) with regards to the achievement of the project objectives?

Two short-term joint staff training events (TE1-TE2) are planned to be organized within delivering IO5. Developed training course curricula and open educational resources for the first time international projects realisers.

The pilot European level courses are planned to be designed and developed in the period Sept 2019 –Mar 2020 and will take place in March 2020 in Budapest, HU. P3, HFHSS, will be the lead Partner for the events, since included in IO5 that the Hungarian Partner is coordinating.

THE ADDED VALUE IS:

- On short-term - that the evaluations of the applied curricula and essentials of the programme can be used as an input for the subsequent provision of the Open Educational Resources within the 'SUPPORT PORTAL'.
- On the long term - that the evaluations can be used for the planning of enhanced and sustainable training events after the conclusion of the project, to be organised also by 3rd sector adult education organisations others than involved in the project. What is more, the Partnership – within the founded International Support Network - may decide to offer the training programmes (possibly combined with mentoring) within dedicated offer for a specific adult education organization, also with co-financing from the Erasmus+ KA1 grant. The Network may deliver support at designing the development plans for the adult learning organization & supporting at applying for the grant. This way, reaching out to new European audiences yet not addressed would be possible, after the conclusion of the project.

The gained know-how can also have a sustainable derivative effect, where the 5-days pilot course programme can be adjusted to different sorts of national training courses and shorter non-residential events, with other pedagogical forms but with the same essential content, which also can be provided after the conclusion of the project.

10.1. C1. SP-ADULT-SHORT - Short-term joint staff training events

Activity No.	C1
Fields	Adult Education
Activity Type	SP-ADULT-SHORT - Short-term joint staff training events
Activity description (including profile of participants per organization)	<p>The course will be organized within delivering IO5. Developed training course curricula and open educational resources for the first time international projects realisers.</p> <p>The pilot European level course is planned in the period Feb – Mar 2020 and will take place in Budapest, HU.</p> <p>AIM</p> <p>The overall aim is to test the training course curriculum for a 5-days pilot European training for the 1st time international project managers in order to deliver improved and refined, ready to use, European level sustainable course curricula, to be placed on the SUPPORT PORTAL and open to all interested. The aim also is to initiate international networking of the course participants.</p> <p>ORGANISATION</p> <p>The lead Partner, HFHSS will plan, in dialogue with the Partners, the programme taking into account the key competences mapping research results (IO2). HFHSS will also plan pedagogical form and certification and the methods for validation of the learning outcomes.</p> <p>The course is planned as parallel with the other 5-days European pilot course for managers/management bodies members of the 3rd sector adult education organisations. The two courses will have some common lectures, plenum meetings and joint cultural activities. The testing would focus on how to enhance the synergy by having two parallel courses with interrelated groups of participants.</p> <p>FORM & CONTENT</p> <p>Course programmes will be embedded in the baseline survey results, adjusted to the specificity of the adult education 3rd sector organisations.</p> <p>The pedagogical form will be based on participatory and activity-based methods.</p>

	<p>Concerning the content of the training – the aim is upgrading competences at:</p> <ul style="list-style-type: none"> • Needs analysis conducting skills of the organisation’s clients and other stakeholders; • Project planning: goals, activities, timeframe, budget, the team, risk management, monitoring, evaluation, overall management; • Finding and choosing partners to the project; agreements with the partners; • Choosing the possible sources of financing for the project; • Developing the project answering a specific call for applications; project language (English terminology); • Technical/formal international project management skills: methods, tools (including ICT tools), procedures, documentation; • Team management skills; • Monitoring and evaluation skills. <p>The course materials would be, among others:</p> <ul style="list-style-type: none"> - The Multilateral Reports, English edition (delivered in IO1 & IO2); - The mentoring guidelines, English edition (IO4) - Resources and guidelines gathered at the ‘SUPPORT PORTAL’ (IO3). <p>PROFILE OF PARTICIPANTS</p> <p>The number of participants provided above includes the 5 trainers from the Partnership organisations. The participants of the course will be persons interested in becoming the first-time international project managers in the 3rd sector adult learning organisations: present or future members, staff, co-operants and/or volunteers. All the course participants will be somehow formally connected with the Partner organisations involved, or by being experts, educators, administrative staff and/or co-operants, and/or volunteers with formal cooperation agreement or registered in the formal Partners’ network (umbrella).</p> <p>The number of trainees is 15, with 3 participants from each of the five partner countries.</p> <p>Each Partner country sends 1 representative to the course leader group (to work as speakers, teachers, workshop leaders, moderators or excursions guides). The working language is English.</p> <p>EVALUATION</p> <p>The course evaluation and validation of the participants learning outcome will especially assess if the following learning outcomes has been reached:</p> <p>On completion of the course, the first-time international project managers-to-be should be able to:</p>
--	---

	<ul style="list-style-type: none"> • Recognise and validate their prior learning and asses their key competence profile and its relevance for working as international project manager in a 3rd sector adult learning organization; • Understand the main conditions of 3rd sector adult education organisations functioning (legal and organizational aspects as well as the clients profile, clients' needs and educational methods used); • Apply the international project planning, developing and realizing skills, including searching for and choosing the project partners; • Apply the team-leading skills necessary to plan and realise international cooperation. <p>DISSEMINATION</p> <p>The programme, background articles, power-point presentations and other presentation & PR materials, reports from the plenary debates and workshops and photographic documentation will be uploaded to the SUPPORT PORTAL, allowing broad outreach.</p>
Country of Venue	Hungary
No. of Participants	15
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	5
Duration (months)	-
Participating Organisations	<p>MAGYAR NEPFOISKOLAI TARSAGAG</p> <p>FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH</p> <p>Interfolk, Institut for Civilsamfund</p> <p>COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOPERATIVA PER AZIONI</p> <p>EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN</p>

10.2. C2. SP-ADULT-SHORT - Short-term joint staff training events

Activity No.	C2
Fields	Adult Education
Activity Type	SP-ADULT-SHORT - Short-term joint staff training events
Activity description (including profile of participants per organization)	<p>The course will be organized within delivering IO5. Developed training course curricula and open educational resources for the first time international projects realisers.</p> <p>The pilot European level course is planned in the period Feb – Mar 2020 and will take place in Budapest, HU.</p> <p>AIM</p> <p>The overall aim is to test the curriculum for a 5-days pilot European level training course for the managers and management bodies members of the 3rd sector adult learning organisations, planning to initiate and realise international cooperation, in order to deliver improved and refined, ready to use, European level sustainable course curricula. To be then placed on the SUPPORT PORTAL and open to all interested. The aim also is to initiate international networking of the course participants.</p> <p>ORGANISATION</p> <p>The lead Partner, HFHSS will plan, in dialogue with the Partners, the programme taking into account the key competences mapping research results (IO2). HFHSS will also plan pedagogical form and certification and the methods for validation of the learning outcomes.</p> <p>The course is planned as parallel with the other 5-days Erasmus+ pilot course the 1st time international project managers. The two courses will have some common lectures, plenum meetings and joint cultural activities. The testing would focus on how to enhance the synergy by having two parallel courses with interrelated groups of participants.</p> <p>FORM & CONTENT</p> <p>Course programmes will be embedded in the baseline survey results, adjusted to the specificity of the adult education 3rd sector organisations.</p> <p>The pedagogical form will be based on participatory and activity-based methods.</p>

Concerning the content of the training – the aim is upgrading competences at:

- Needs analysis conducting skills of the organisation's clients and other stakeholders;
- Methods of & mentoring support to the staff;
- Developing the organisations development strategies: short-, mid- and long-term;
- Organisation development plans building;
- Networking possibilities on the European level, the benefits and limitations;
- Project planning: goals, activities, timeframe, budget, the team, risk management, monitoring, evaluation, overall management;
- Formal and administrative aspects of international projects realisation;
- Choosing the possible sources of financing for the project;
- Technical/formal international project management skills: methods, tools (including ICT tools), procedures, documentation;
- Team management skills;
- Monitoring and evaluation skills.

The course materials would be, among others:

- The Multilateral Reports, English edition (delivered in IO1 & IO2);
- The mentoring guidelines, English edition (IO4)
- Resources and guidelines gathered at the 'SUPPORT PORTAL' (IO3).

PROFILE OF PARTICIPANTS

The number of participants provided above includes the 5 trainers from the Partnership organisations. The participants of the course will be persons acting as adult education civil society managers and/or management bodies members (boards, councils, etc.) interested in realizing international cooperation in the 3rd sector adult learning organisations. All the course participants will be somehow formally connected with the Partner organisations involved, with formal cooperation agreement or registered in the formal Partners' network (umbrella).

The number of trainees is 15, with 3 participants from each of the five partner countries.

Each Partner country sends 1 representative to the course leader group (to work as speakers, teachers, workshop leaders, moderators or excursions guides). The working language is English.

	<p>EVALUATION</p> <p>The course evaluation and validation of the participants learning outcome will especially assess if the following learning outcomes has been reached:</p> <p>On completion of the course, the CSOs managers should be able to:</p> <ul style="list-style-type: none"> • Recognise and validate their prior learning and asses their key competence profile and its relevance for working as international project supporter in a 3rd sector adult learning organization; • Understand the main conditions of 3rd sector adult education organisations international cooperation and networking functioning (legal and organizational aspects, benefits and challenges); • Apply the international project planning, developing and realizing skills, including supporting their 1st time international projects managers; • Apply the team-leading skills necessary to plan and realise international cooperation. <p>DISSEMINATION</p> <p>The programme, background articles, power-point presentations and other presentation & PR materials, reports from the plenary debates and workshops and photographic documentation will be uploaded to the SUPPORT PORTAL, allowing broad outreach.</p>
Country of Venue	Hungary
No. of Participants	15
Participants with Special Needs (out of total number of Participants)	0
Accompanying Persons (out of total number of Participants)	0
Duration (days)	5
Duration (months)	-

Participating Organisations	MAGYAR NEPFOISKOLAI TARSAGAG FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH Interfolk, Institut for Civilsamfund COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOPERATIVA PER AZIONI EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN
-----------------------------	---

10.3. Selection, preparation and support & safety ensuring plan for the participants of the training events. Practical arrangements including training, teaching or learning agreements.

SELECTION

The project Management Committee will, latest at the 3rd partner meeting, Sept 2019, outline shared criteria on how to recruit and select the participants, where each Partner country must select 3 participants to the two parallel week courses.

The first address for recruitment will be the adult learning civil society organisations participating in the previous stages of the project development (interviews for IO1 and IO2, testing the Portal – IO3; testing the mentoring systems – IO4) – and thus already related to the Partnership organisations.

The announcement and recruitment procedures will be transparent and public, also to increase the awareness-raising among the direct and indirect target groups. The selection process will also follow the criteria decided at the 2nd Partner meeting. The basic criteria would be: being a worker/volunteer of the adult education sector, formal link to one of the Partnership organisations (which will be confirmed by signed cooperation agreement, employment/membership or on voluntary basis). The other important criterium will be a communicative level of English.

PRACTICAL SUPPORT & PREPARATION

The transnational pilot course will take place in Hungary, and all Partner countries are member of EU, so the groups of participants don't need visas.

The national project leaders will arrange the group travel, the host organisation, HFHSS will organise the local transport, accommodation and working space. The Partners will make sure all the participants have valid travel & health insurance. Mobility agreements, including the terms of cooperation, financial and organizational solutions adapted, the agreed mobility programme) will be signed with all training participants.

Some specific decisions, concerning ensuring the safety of the participants and the project team and other practical and organizational issues will be clarified at the 3rd Partner meeting.

PROGRAMME SUPPORT

All participants will latest 3 weeks before the courses in February 2020 will receive the course papers, including guidelines for preparation of short presentations on the topic that as examples and cases can be part of the course.

No special linguistic support will be provided, because one of the selection criteria of participants will be communicative level of English.

All trainees will be in contact with the mobility coordinator at the respective Partner organisations, who would support them at preparation and organization of the mobility.

FOLLOW-UP SUPPORT

The participants will complete an evaluation questionnaire at the end of the course.

After the course the participants will receive summaries of the course evaluations, contact lists, the presentations, workshop reports and other course outcome.

The SUPPORT PORTAL and its resources will be presented, with encouragement to use the resource after coming back to work. Possible initiated international Partnerships will be offered support (mentoring, advisory, etc.) within the planned International Support Network – to enable them to develop their first international projects.

10.4. recognition or validation of the learning outcomes of the participants in learning, teaching or training activities. Use of European instruments.

The general framework for the European level curriculum for both the first-time international project managers and managers at the supporting organisations would be:

1) In the field of self-assessment of training needs, to be taken into account:

- Prior learning and lifelong developed transversal skills and key competences, especially the "learning to learn", "social and civic competences", "sense of initiative and entrepreneurship" and "communication in foreign languages";
- Effective promoting lifelong learning, effective teaching for varied groups of adult learners including those low-skilled and low-qualified; effective outreach, guidance and motivation strategies to encourage low-skilled or low-qualified adults to participate in lifelong learning;
- Specificity of 3rd sector organization in the field of adult education (non-profit) functioning in the context of international cooperation;
- Basic project management skills;
- Expected support needed from the organisations' managers and managing bodies.

The validation procedures will be embedded in the content of the course programme. Validation is a natural part of a holistic learning offer, where the acquired competences during the course should already be considered in the planning process.

The assessment and evidencing should be included in the learning activity. Integrated validation contributes both to the recognition of the outcome for the participants and to the quality of the course.

The direct immaterial result of the course will be measured in terms of knowledge and skills of the participants increase in the field.

On this application stage, the Partnership hasn't decided which specific validation methods will be used. It is expected to clarify this issue at the 3rd Partner meeting in September 2019.

One of the possible references is the one to the online LEVEL5-system, developed by GINCO network, and will be embedded in the content of the course programme.

The GINCO approach, contrary to the EQF system (and its derivative systems as ECTS and ECVET) also include the emotional/affective competence dimension to be considered. It is also more open for

non-formal and informal learning in Civil society organisations and more sensitive to the outcome of short training events, compared to the ECVET and ECTS systems (since ECTS focuses on formal learning in higher education, and ECVET focuses on vocational Education and Training).

Furthermore, the organisers may ask the participants, as part of their preparation, to create a EUROPASS CV at the CEDEFOP portal, and then at the end of the course have a session where the participants can get help to fill-in data about the course outcome in their EUROPASS CV.

11. Follow-up

11.1. Impact

The expected impact on the participants, participating organisations, target groups and other relevant stakeholders:

The project will influence all stakeholder groups. The impact will be long-term and will integrate organizations and adults in the EU Member States.

Implementation of the project activities will increase the number of international initiatives implemented by adult education civil society organizations in the EU. The project will contribute to the strengthening of international dialogue. There will also be increased levels of responsibility and cross-sectoral cooperation (education, adult education, actors implementing educational policies) visible. Sustainable outputs of the project – the SUPPORT PORTAL & its open resources and the International Support network – will continue to support international cooperation and networking in the European adult non-vocational education sector.

Implementation of the project activities will increase the motivation of the Partnership organizations to further collaboration and to make use of project results in other projects funded by the European Programs. This will be strengthened by the functioning of the International Support Team.

Staff members of adult learning organizations and pilot course participants will improve their language skills. Also, the two training events planned will enable effective upgrade of newly developed curricula and the SUPPORT PORTAL. It is expected that during the training events – due to their international and networking character - first partnerships of the first-time international project realisers will be initiated. The biggest impact of the project is expected on the first-time international projects realisers.

The project will expand the contact base for all project participants (through national and international conferences, training events, SUPPORT PORTAL).

Project implementation will also increase the level of creativity and improve ICT skills in the teaching process – through, among others, Knowledge Pills instructing how to use open educational resources of the PORTAL, international trainings – allowing to exchange experiences and getting inspiration.

Introducing of the new curricula and gained experience of the project participants will indirectly influence increase employment opportunities of adults with low skills and competences.

One of the most important project influences will be increasing the level of confidence in partnership organizations. The process of implementing the project will enable creation of a bank of educational ideas needed to develop and implement new educational solutions.

Furthermore project influences improving quality of the partnership organizations activities and modernization of the adult education offer in EU countries.

The impact of the project will also be increased level of networking – due to founding the International Support Network, that will be, consecutively, widened by new European members.

The implementation of the project will bring:

- Increased offer of open learning resources, ICT tools and virtual collaboration;
- Increased level of social inclusion by the development of social and intercultural competences;
- Synergy between education and practice (preparation, testing, implementation, adaptation of innovative educational programmes);
- Increased quality of adult education and improved access to more effective, more efficient and more attractive learning opportunities due to increased innovativeness of the involved adult learning organisations;
- Increased level of International cooperation of adult education organizations.

To summarise, quoting the “Manifesto for Adult Learning in the 21st century” issued by EAEA (2015), investing in adult education brings positive influences in several areas, such as: Active citizenship, democracy and participation.; life skills for individuals; social cohesion, equity and equality; Employment and digitalisation; Migration and demographic change; Sustainability and adult education and European policies. If we want “an innovative, more equal, sustainable Europe in which the citizens participate democratically and actively, where people have the skills and knowledge to live and work healthily and productively and take part in cultural and civic activities from a very young to a very old age”, adult lifelong learning must be supported and promoted.

11.2. Desired impact at the local, regional, national, European levels:

The implementation of the project will affect each level, in various degrees:

EUROPEAN, INTERNATIONAL LEVEL

- Sustainable partnerships between adult education staff of the Partner organizations will be created and developed.
- New entity and its’ offer will be made available for all interested – the International Support Network. There is no such network, focused on supporting first-time international projects realisers, functioning in the EU at the moment.
- The project will make it possible to compare models of adult education in countries with different cultures, traditions and social development. Mutual conclusions from the analysis of the situation will enable the preparation of new educational programmes for facilitating international activities realisation in 3rd sector adult education organizations, which will be applicable to whole adult education sector in the EU. All the project Partners know from experience, that international cooperation increases innovativeness of both the organization and its’ offer to adult learners. This results in more effective outreach to adult learners, offering more attractive educational offer based on solid educational needs analysis and respecting the specificity of learning by adults.

- Conducting pilot courses on the international level – due to active and integrative learning methods applied - will bring first partnerships and exchange of experiences. It will also result in new adult education tool – the curricula – to be then widely promoted in Europe and available for all interested.
- Mapping of good practices in the field of international initiatives management in the lifelong learning field will fill the gap of European researches in this sphere, giving field-specific conclusions and recommendations.
- Organising the European conference in Kraków will directly affect other stakeholders (also from other sectors) who are responsible for adult education.

(LOCAL), REGIONAL AND NATIONAL LEVEL, the project:

- Will influence adapting educational offer of the Partnership organizations to the identified needs of adults, which is changing due to socio-economic changes.
- Will increase an impact of the Partnership organizations both on the regional and national level as opinion-making centers in the field of adult education and as qualifications raising centres of educators working for CSOs.
- Will create a space for exchange of experience from different sectors and exchange of information that will be used by Partners to analyse needs of the adult learners. This analysis will be the basis for the preparation of new educational initiatives at local, regional and national level.
- Cooperation between the Partner organisations, and other participating 3rd sector organisations, will be developed and strengthened which can lead to new project initiatives and cooperation in the adult non-vocational education field.
- Conducting pilot courses on national level will enable improving new adult education tools – the curricula, that will be then available in the national sections of the SUPPORT PORTAL, available for all interested.
- Inviting min. 2 adult education civil society organisations planning to realise international cooperation for the first time in all 5 Partner countries, to the testing the supporting mentoring programmes will prepare first 10 European organisations to initiate and realise such initiatives. The mentoring programmes will be then available for all interested.
- Organisation of national conferences in Partner countries will directly affect other stakeholders (also from other sectors) who are responsible for adult education.
- Last but not least, thanks to overall promotion of lifelong learning within the project activities, encouragement to join civil society organisations as a member/volunteer – may bring them new members. Being active in CSOs is an non-formal and informal education itself - enhances learning-by-doing, learning by discussions, debates and common activities.

In sum, The knowledge, skills and attitudes of each of Europe's 6 million teachers are of great importance. The quality of their teaching has a direct effect upon learner's attainments. The demands made on educators/teachers are increasing and changing. They are called on to play a key role in modernizing education. To do that, they need to develop their own knowledge and skills.

Expected long-term impact is improvement of the 3rd sector adult education providers managers, educators (and volunteers/ experts) professional competences in the field of initiating, developing and realising inter-

national cooperation – enhancing the adult non-vocational learning providers to creatively respond to changes and challenges of the modern world.

The project long time effect will also be increasing the educators' and managers' motivation of using languages and ICT in communication and obtaining international experience in professional development.

11.3. Measurement of the previously mentioned impacts plan:

The impact of the project will be measured using a variety of evaluation tools.

The measures of the project direct, material results – related to the 6 Intellectual Outputs, 5 Multiplier Events, 5 Transnational Partner meetings, 5 national pilot-courses and 2 European level Training Events were described in the previous sections.

Other tools and documentation applied will include:

- a) List of event participants;
- b) Minutes form the transnational partner meetings;
- c) Photographic and video documentation, including Knowledge Pills;
- d) Information and promotion materials;
- l) Invoices – to work out of exceptional costs planned in the project budget.

During the preparatory, start-up management phase there will be also monitoring documents prepared for the 3 transversal project activities: dissemination, evaluation and management, to be applied on regular basis.

At the end of the project, project implementation report will be prepared by the project leader in dialogue and cooperation with Partner organizations to be submitted to the National Agency.

12. Dissemination and Use of Projects' Results

12.1. The target groups

of the dissemination activities inside and outside the partnership. The target audience(s) at local/regional/national/EU level and motivation of the choice:

The dissemination strategy will be based on a combination of three different ways:

1. Dissemination for Awareness – to make the wide networks of stakeholders aware of the Partnership work and Erasmus+ Programme;
2. Dissemination for Understanding – directed to audiences that will be targeted directly with project's dissemination activities;
3. Dissemination for Action – directed to stakeholders that are in a position to "influence" and bring about change within their adult education organisations e.g. leaders, managers, management bodies of adult learning civil society organizations.

This method enables large range of organisations/institutions & participants to be reached & engaged in a sharing process through the project duration.

INSIDE THE PARTNERSHIP

Target groups of our dissemination strategy inside project partnership will be:

- 1) Employees (project staff), volunteers, managers and management bodies members as of the organisations involved and their close networks (i.e. various departments, members of the umbrella organisation – HFHSS).
- 2) Participants of the testing mentoring systems, national pilot trainings and the European level pilot training event, who are already related or will be related – because of the project realisation – with the Partnership organisations.

OUTSIDE THE PARTNERSHIP – LOCAL, REGIONAL AND NATIONAL LEVEL:

Target groups of the dissemination strategy outside of the project Partnership will be, in general:

- Other (than specializing in non-vocational adult education) 3rd sector organisations - their managers, management boards, volunteers;
- Adult educators, trainers and teachers;
- Workers and volunteers of the Third Age & Folk Universities ;
- Decision makers in the field of adult education, including the local government members;
- Persons active within local informal groups active in the field of adult education;
- Adult learners;
- Other, than CSOs, providers of adult education (e.g. Public sector educational institutions & enterprises);
- Education departments in the Municipalities;

- Private stakeholders from the local commerce associations, other private businesses & local media;
- Other appropriate decision-makers and multipliers.

The multiplier events – the 4 national (WP12, ME1-4) may also involve other stakeholders, such as the staff and managers of culture institutions, educational centres; research institutes; libraries; enterprises etc.

EUROPEAN LEVEL

In general – indirect dissemination target groups are:

- Members of the European umbrella organisations related to adult learning such as the European Association for the Education of Adults (EAEA) or AMATEO, the European Network of national organisations set up to promote cultural participation;
- EPALE platform users;
- European level decision makers at EU Parliament and EU Commission and its Agencies are the indirect group of the dissemination activities.

The international conference (WP13, ME5) may also involve other European stakeholders, such as the staff and managers of culture institutions, educational centres; research institutes; libraries; enterprises etc.

As mentioned above the direct target groups include learning providers - such as managers, board members, consultants, instructors, teachers & voluntary learning facilitators - from the adult learning organizations. Such a choice of target groups will ensure the widest range of dissemination activities; in consequence - right impact.

RECIPIENTS OF DISSEMINATION - In total: 55.500

Dissemination will target wide groups and networks, such as: news-mails receivers, social media followers (including YouTube), audiences for presentations at meetings in own organisations and other events, readers of articles and interviews in own journals and related media, visitors to the project information part at the SUPPORT PORTAL.

Possible readers of articles in national newspapers or listeners & viewers of features about the project in national or regional radio and tv stations are not included. Estimate of the direct dissemination recipients includes:

P1, FAIE (PL):

- News-mails: 300
- Social media: 150
- Events: 5 per year x 2 years of 40 = 400
- Articles: 3950

In total: 5.000

P2, COOSS (IT)

- News-mails: 5000
- Social media: 500
- Events: 5 per year x 2 years of 50 = 500
- Articles: 11.100

In total: 16.350

P3, HFHHSS (HU):

- News-mails: 400
- Social media: 500
- Events: 4 per year x 2 years of 50 = 400
- Articles: 8000

In total: 9.900

P4, Interfolk (DK)

- National news-mails: 250
- European news-mails: 750 receivers
- Social media: 1950
- Events: 3 per year x 2 years of 50 = 300
- Articles: 4000

In total: 7.250

P5, EDUCULT

- News-mails: 200
- Social media: 1000
- Events: 3 per year x 2 years of 50 = 300
- Articles: 3000

In total: 4,500

In total, excluding the PORTAL: 37 000 receivers.

Visitors to the project information sub-page and the PORTAL existence aware: Estimate – 50 % of the abovementioned receivers 18500

In total: Approximately 55 500

12.2. Dissemination activities

to be carried out in order to share the results of the project beyond your partnership plan:

For the dissemination strategy there was the terminology proposed by EACEA adopted, where "valorisation" is a term encompassing "dissemination" as well as "exploitation".

"Dissemination" means to "spread widely", and it aims to information provision and awareness raising. "Exploitation" is understood as "make use of and derive benefit from".

Dissemination can take place from the beginning of the project and intensify as results become available, while exploitation can happen only when results can be transferred into improved practices and new policies. Exploitation is thereby also a process that reaches beyond the life of the project, as an element of sustainability of the project.

The dissemination activities are planned within transversal work package WP 15.

The objectives of the dissemination are:

- To raise awareness of the project and its results among the target groups defined;
- To transfer the results to own organisations and their networks;
- To transfer the results to other organisations from the adult education sector;
- To achieve support from main decision-makers and other multipliers.

The activity coordinator is P4, Interfolk. All partners will use templates of the dissemination plan and dissemination events register to monitor and present the dissemination activities and their participants in their countries.

The Partnership will follow extensive dissemination plan including variety of activities. The aim is to plan specific actions according to specific target groups/beneficiaries; instruments/actors and resources. Based on awareness that various segments of audience require tailored measures of communication and different approaches in order to achieve the most effective impact.

The dissemination strategy include:

- Creating an informative sub-pages to be then embedded into the SUPPORT PORTAL, containing current information about the project activities and all the project results, to be constantly updated in 6 languages (5 national ones and English);
- Publishing and disseminating at least 15 "Knowledge Pills"(audio/video/multimedia), presenting the project interim and final results in an attractive way;
- Using the Partners Facebook groups and YouTube channels; possibly – founding a new FB group for the direct project followers;
- Informing about the project and its outcomes during relevant local/regional/national meetings, workshops and events the Partners will be present at;
- Publish articles and interviews in own journals and other magazines and media, including relevant Internet portals;
- Placing information on the EPALE platform, the multilingual open virtual European community for adult learning, funded by the European Commission.

What is more:

- Local and international events will produce outputs as advertisement materials, invitations, presentations, press releases, social media posts, pictures and video (YouTube, Knowledge Pills) that will be available through the PORTAL;
- Project results, both on-going and ex-post will be disseminated through multiple channels: social media, partners' WWWs, local network meetings, press releases, thematic portals, other European project partners are involved in, personal contacts to other CSOs, public bodies, businesses in the networks of all involved at local/regional/national/European level;
- In order to coherently and attractively promote the project, the project logo, graphic layout for all the printed materials in English and 5 national languages will be developed. All communication and dissemination will be carried on 2 levels: national and transnational;
- All the materials and publications will be marked by the official Erasmus+ programme logo and written mention on support received from the EU. Ex-post project report and summary will be developed and disseminated;
- All final materials will be available under Creative Commons license;
- Local and national media as well as the other dissemination target groups will be kept informed on regular basis;

The combination of on-line and printed, text, video and picture forms of the results will cover a wide range of dissemination channels. Multilingual dissemination will work on the basis of multipliers, identifying existing channels and active networks in different countries, to help to spread information.

Dissemination strategy will be updated progressively as the partnership will learn while conducting the project. It will be discussed during the project meetings (also on-line); tasks will be distributed accordingly to use opportunities, from meeting to meeting, according to the strengths and weaknesses of the partners.

12.3. Organisations/persons responsible for the dissemination

activities within the partnership and their specific expertise in this area. The resources to be made available to allow for the proper implementation of the dissemination plans:

P4, Interfolk, is to be the lead partner for the transversal dissemination (WP15). All Partners will be responsible for dissemination activities in their own countries. Interfolk would coordinate the European level dissemination, to be reviewed & updated at each Partner meeting.

All Partners are experienced at European-level cooperation and offer wide networks of related organisations and institutions. What is more:

- P1, FAIE (PL) has built strong network of cooperating organizations in the field of adult education, including Third Age Universities, Folk Universities and informal (not-yet registered) local groups dealing with the life-long learning area. FAIE also is a member of the international Eurodesk network, including numerous young-adults (18-30) non-vocational education providers and educators, young leaders of civil society organisations and other relevant stakeholders. On the local level, FAIE is the founder-member of the local Non-governmental Organizations Threaty.

- P2, COOSS (IT) counts nowadays around 2600 members-employees and serves more than 7.200 users. COOSS cooperates internationally as an NGO recognised by the Government running developmental projects. The organisation has strong recognisability in the region. It also runs education centre; in 2016 realized 41 training courses devoted both for internal employees (949 people trained for a n amount of 29.000 hours) and external professionals (356 people trained for a n amount of 49.000 hours). COOSS is also accredited as employment centre by Marche Region, giving it a wide access to employers of various sectors. Newsletter issued reaches over 5000 recipients.
- P3, HFHSS (HU) has more than one hundred member organisations in Hungary. P3 and its member organisations co-operate with local governments, labour offices, NGOs, VET institutions, universities and churches both locally and nationally. Issues own magazine. HFHSS has been a member of the European Association for the Education of Adults (EAEA) since 1992, and the president of P3 served as the elected president of the EAEA between 2002 and 2008. These wide networks both on local, regional, national and international level will be exploited.
- P4, Interfolk has built strong network of cooperating organizations in the field of adult education, including, folk universities and local groups dealing with the lifelong learning area. Cooperates with decision makers and public bodies responsible for education. Is a member of several networks, enhancing dissemination potential, among others the Baltic Sea NGO Network, IPCP and AMATEO.
- P5, EDUCULT is an independent European research institute which activities covers a wide regional balance across Europe, including European neighbourhood countries. Include discussion-based methods and involve relevant stakeholders its' work whenever applicable. Cooperates with international network of experts and realises awareness-rising campaigns. Cooperates with the Ministry of Education. Issues a newsletter for 4,500 recipients.

The dissemination activities will be financed within the Management and Implementation unit support. Partners may use own resources or apply for extra national funding to widen the scope of/forms of dissemination (for ex. printing publications).

PROGRESS OF DISSEMINATION

During the 1st project phase: Defining the Baseline, Oct 2018 – Mar 2019, there will be the visual design and logo developed, lists of national and transnational target groups created, social media sites developed, leaflets prepared, first news-mails distributed, first press releases made & some general presentations at meetings in own organisations and other events done.

Here the results of the two of baseline surveys (IO1 and IO2) are presented, and first articles in own and other media are published.

During 2nd phase: Developing & Testing, Apr 2019 – Mar 2020, Partnership will elaborate the e-mail lists, distribute next news-mails, use to a high degree social media, continue to inform about the project progress at own and other meetings and contexts, add new articles in own & other media. Here the SUPPORT PORTAL is launched and updated (IO3), the pilot mentoring programmes are implemented (IO4), national pilot courses and the European pilot courses are announced and realized (IO5) & are disseminated, with the use, among others, attractive Knowledge Pills.

During 3rd phase: Support, Valorisation & Dissemination, Apr - Sept 2020, Partners distribute 4th and 5th news-mails, update the SUPPORT PORTAL, use the social media, make presentations at own and other events, establish contacts to decision-makers and other multipliers, provide new articles in own and other media. Here also the International Support Network (IO6) is being launched and starts working. Project results are promoted through the 4 national conferences & the concluding European conference, establishing contacts to decision-makers and other multipliers, also at European level.

12.3. Ensuring free access for the public to the digital form of the material developed within the project:

All final materials will be available under Creative Commons license on the project website at the SUPPORT PORTAL.

All the E-publications and most of the E-documents will be distributed during the dissemination activities, and they will be available at the SUPPORT PORTAL (which is planned as an Open Educational Resource itself) for free downloads as well as from the project site at EPALE, the Erasmus+ dissemination platform. What is more – Knowledge Pills will be developed on each stage on the project realization, presenting the most relevant conclusions and products, encouraging to go more in depth in the project result and to exploit them. Wider form of presentation conclusions will be the webinars offered through the SUPPORT PORTAL, that will be recorded and published on YouTube channel.

Most of the other deliverables, such as Minutes from partner meetings, dissemination products as leaflets, news-mails, articles and presentations, evaluation reports, programmes of transnational training events and multiplier events including presentations, etc. – will be also provided in the form of e-documents.

Thereby, the Partnership ensures free access for the public to all the E-publications (Intellectual Outputs), video materials (Knowledge Pills, recorded webinars) as well as most E-documents (other deliverables) produced during the project.

12.4. Ensuring that the project's results will remain available and will be used by others plan:

Project dissemination strategy assumes both creating new channels of dissemination and identifying and using the existing ones. The channels identified were described above.

Moreover project team is going to build links with professional bodies/subject associations within our subject area to secure project outputs to be used by others interested in adult education field. The natural starting point will be realizing the 10 pilots testing mentoring systems in 10 adult learning CSOs in 5 Partner countries, inviting to national pilot courses, the European pilot course and conferences. All the adult learning representatives involved there have their own, local, regional & national networks – and will work as natural project ambassadors, supporting the dissemination of project outputs and results.

The issue of availability of the project outputs and results after concluding the project will be an element of the Exit Strategy developed.

The project leader, FAIE, will keep the SUPPORT PORTAL including all the uploaded documents and files at least five years after the conclusion of the project. The costs of keeping the domain name and web hotel in this five-year period are shared by the project Partners.

Hereby all the information and intellectual outputs and other deliverables will be available for the public at least five years after the conclusion of the project. The project Partners will also keep their links to the project portal at their own websites in this period.

Furthermore we expect - as mentioned below in section H.3: Sustainability - to disseminate follow-up activities by using the SUPPORT PORTAL and EPALE, the Erasmus+ dissemination platform, including:

- Announcements of the follow-up training events with focus on different aspects of the new methodology and its practical application, at the project portal, at EPALE, at own web-sites and social media, and by news-mails and other dissemination activities.
- Dissemination of continued activities, the offer of & possibility to join the International Support Network, and upstart of new pilot works in the field by the project partners and other organisations, using our means of dissemination to the wider European public.

As mentioned above, the dissemination strategy will be updated progressively as the Partnership will learn while conducting the project. It will be discussed during the project meetings (also on-line, Skype conferences); tasks will be distributed accordingly to use opportunities, from meeting to meeting, according to the strengths and weaknesses of the partners.

Furthermore, the project Partners are going to identify existing events in their countries and other activities like projects working in the same subject area or around the same topics that may provide useful channels for dissemination for our project (such as general assemblies, thematic conference, educational festivals, 3rd sector events). Participation of the project Partners in several national and international networks will provide synergy effects with other stakeholders.

13. Sustainability

As in every previous projects coordinated by FAIE, there will be an Exit Strategy developed, to use the experience gathered during the project realization to designing and developing new common initiatives, based also on the lessons learned. Partners will also discuss, at the final project meeting in Kraków (PL) in September 2019, the potential sources of financing follow-up activities. The natural opportunity is to be the International Support Network founded, since there are extra operational grants for the European networks of organisations functioning available.

What is more, according to the recommendations of the European Economic and Social Committee, promoting recognition of CSOs and cooperation between them at European level shall be supported /Opinion of the European Economic and Social Committee on 'Financing of civil society organisations by the EU' (own-initiative opinion) (2018/C 081/02)/. It is also recommended by EESC to introduce this new area for co-financing by the European Commission in the new financial perspective of the European Union.

There are two four project outputs that will be especially sustained after the project ends:

- 1) The SUPPORT PORTAL (IO3). All the Partners will, in turns, share responsibility for keeping and updating the tool. With the SUPPORT PORTAL there will be a new offer launched to support adult learning organisations professionals at realising international cooperation initiatives, that will be continued
- 2) The Open Educational Resources available through it: the mentoring systems (IO4) and the training courses (IO5), preparing to initiating, developing and realizing international, partnership cooperation, to be offered to the adult education sector professionals and managers after the project ends. Sustainability will be also ensured by continuous improvements of the curricula based on feedback information from the courses participants.
- 3) The International Support Network.

All results will be available to all interested under the Creative Commons license, which acknowledges the authorship - the element of dissemination of project information and funding from the Erasmus + Program.

According to most recent Eurostat data (2015) there were 10,7% of the European population aged 25-64 participating in lifelong learning. In Poland there were about 3,5% of adults participating in lifelong learning (GUS, 2015). In Italy the number was 7.5% of population (<https://www.cisl.it/attachments/article/802/RapportoMercato-lavoro-maggio-2015.pdf>), in Hungary - 7,1% (realistically not more than 4%, as specialised HFHSS assesses). In Denmark nationwide survey showed that 12% of the Danes within the last year have been activities in the evening school (Motion and sports habits of the Danes, 2016), and in Austria the value is around 5% (2017; excluding visitors of public libraries).

According the Strategic framework — education and training 2020 (ET 2020) set out by the Council of the European Union in May 2009 (2009/C 119/02) the 2020 European target for participating in lifelong learning is 15% (and for ex. For Poland – 10%).

There is still much to be done. Long-term effect of the project – may have these numbers increase.

European adult education faces challenges common to whole Europe, such as ageing of the European societies, migrations, growing inequalities between regions and countries in Europe, recent influx of refugees, questioning European values by voting on anti-European, xenophobic parties, terror threats, environmental challenges or high levels of unemployment of the young adults or growing digitalization – where new skills are constantly needed. These challenges need solutions to be applicable on the European level. Vivid, attractive and constantly adjusted to the learners needs educational offer – available to people of all ages and all educational background – would have power to support Europeans to cope with these challenges. Encouraging more 3rd sector adult education organisations to cooperate internationally will make their work more effective and successful.

The project long-term results:

- Will be characterised by exceptional quality - being developed in cooperation with organizations from countries with different level of development and experience in the EU structures, size, experience and level of participation of adults in lifelong learning;
- Will be valuable and important for the development of civil society organizations;
- Will be universal because they can be used by any adult learning organization at any time (e.g. Knowledge Pills, webinars, other SUPPORT PORTAL open resources);
- Will be effective, because of the multiplier gained through engaging wide partners networks;
- Are prestigious - carrying out dissemination activities through the national and international conferences, gathering stakeholders interested in cooperating on the international level in the area of adult education.