



**Key competences and needs for support.
Report II on international project management
in the civil society sector of adult education.**

Hans Jørgen Vodgaard (ed.)



Erasmus+

Key competences and needs for support.**Report II on international project management in the civil society sector of adult education.**

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This multilateral survey on key competences of international project managers in the civil society sector of adult education has been developed as the second intellectual output in the framework of 2-year Erasmus plus development project, Sept 2018 – Aug 2020, entitled: “First-time international project realisers support network”

The project is co-funded by the Erasmus+ Programme of the European Union



This publication reflects the views only of the authors, and neither the Polish National Agency of the Erasmus+ programme nor the European Commission can be held responsible for any use which may be made of the information contained therein.

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Preface

This report on competence profiles and needs for support to international project management is part of the 2-year Erasmus+ development project, September 2018 – August 2020, entitled “First-time international project realisers support network”. The project has been supported by the Polish National Agency of the Erasmus+ programme of the European Union.

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

The coordinator:

Foundation of Alternative Educational Initiatives (PL) – see www.fundacjaie.eu

The partners:

COOSS - Cooperativa Sociale COOSS MARCHE ONLUS scpa (IT) – see www.cooss.it

Magyar Nepfoiskolai Tarsagag (HU) – see <https://nepfoiskola.hu>

EDUCULT - Denken und Handeln in Kultur und Bildung (AT) – see <http://educult.at>

Interfolk - Institut for Civilsamfund (DK) – see www.interfolk.dk

The project addresses the relative low degree of international partnership cooperation and networking by the lifelong learning associations in the civil societies of the EU member states. The overall aim is to support increasing innovativeness of the adult education organisations, in terms of education methodology, outreach to adult learners and adult education organisations, by supporting them in undertaking new ways and areas to be active.

The work programme has three main phases with the following key activities and outputs

1ST PHASE: DEFINE BASELINE, OCT 2018 – JUNE 2019 (9 MONTHS)

- Output 1: Complete national surveys and publish Survey Summary Report I about successes and challenges for international cooperation, six languages PDF-edition.
- Output 2: Complete national surveys and publish Survey Summary Report II on key competence and needs for support to international project management, six languages PDF-edition.

2ND PHASE: DEVELOPING & TESTING, JULY 2019 - MARCH 2020 (9 MONTHS)

- Output 3: Design, launch and update Support Portal for the first time international projects realisers.
- Output 4: Develop Mentoring and E-mentoring system for the first-time international project realisers.
- Output 5: Develop Training Course Curricula and Open Educational resources for the first-time international project realisers.
- T1 – T2: Two Transnational pilot courses (Short-term joint staff training events).

3RD PHASE: SUPPORT, VALORISATION AND DISSEMINATION, APRIL – SEPT 2020 (6 MONTHS)

- Output 6: Establish and develop International Support Network
- ME1-ME4: Five national multiplier events in Ancona (IT), Budapest (HU), Vienna (AT), and Copenhagen (DK).
- M5: One European conference in Krakow (PL)

This multilateral Survey Report is Output 2 in the work programme and represents a part of our baseline analysis.

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

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

The report includes background analysis and presents the series of national surveys regarding the competence profiles and the needs for support. Hereby we provide surveys that can help to clarify, which type of competences, the different groups of project managers and the members of their management bodies need to strengthen, and it will differ from group to group and area to area and also from country to country.

We hope this Report on competence profiles and needs for support can provide new knowledge and give inspiration to other stakeholders in the European civil society sector of lifelong learning to strengthen their international project activities and European cooperation activities.

June 2019,

Hans Jørgen Vodsgaard

1. Introduction of survey methodology

By Aron Weigl and Tanja Nagel, EDUCULT and Hans Jørgen Vodsgaard, Interfolk

The aim of this research was to gain knowledge about key competences and thus create the basis for the design of the support network and possible support services. For data collection, qualitative and guideline-based expert interviews were conducted and a survey was distributed to project managers and organisational managers in civil society sectors within all participating countries (Denmark, Italy, Austria, Poland and Hungary).

This report presents the overall results of the survey as well as the analyses of the interviews and the country-specific survey results. At this point we first describe the composition of the interview partners and the survey sample.

1.1 Qualitative interviews

Together with all project partners, a guideline for conducting the interviews was developed (see appendix). The questions within the interviews focused on necessary key competences in the field of civil society, international project cooperation and on needs compared to support offered in this context.

The statements of interviewees from different target groups were of interest, as it was assumed that different perspectives and needs would be expressed. The following four groups were therefore relevant in the selection of interviewees:

- A. Project managers experienced in internal project cooperation (more than one international project managed)
- B. Organisational leaders experienced in internal project management (more than one international project realised)
- C. Project managers inexperienced in international project management
- D. Organizational leaders inexperienced in international project management

A total of 66 interviews were conducted, as can be seen from the analyses of the individual countries. This analysis also describes the areas from which the interviewees came and how they were selected in detail.

1.2 Sample description

A total of 200 people participated in the online survey. Since 91 of them did not meet the criteria (adult education, non-formal education, civil society organisation) or filled in the key competences questions incorrectly, 109 questionnaires were used in the final analysis.

General Features

Most respondents (25.7% of the sample) work in Italy, followed by Denmark (21.1%) and Poland (16.5%) (see Fig. 1). 15.6% of the respondents are working in Austria, while 12.8% work in

Hungary. Nine persons (8,3%) work in other countries such as Latvia (4), Finland (1), the Netherlands (1), Norway (1), Portugal (1) and Romania (1).

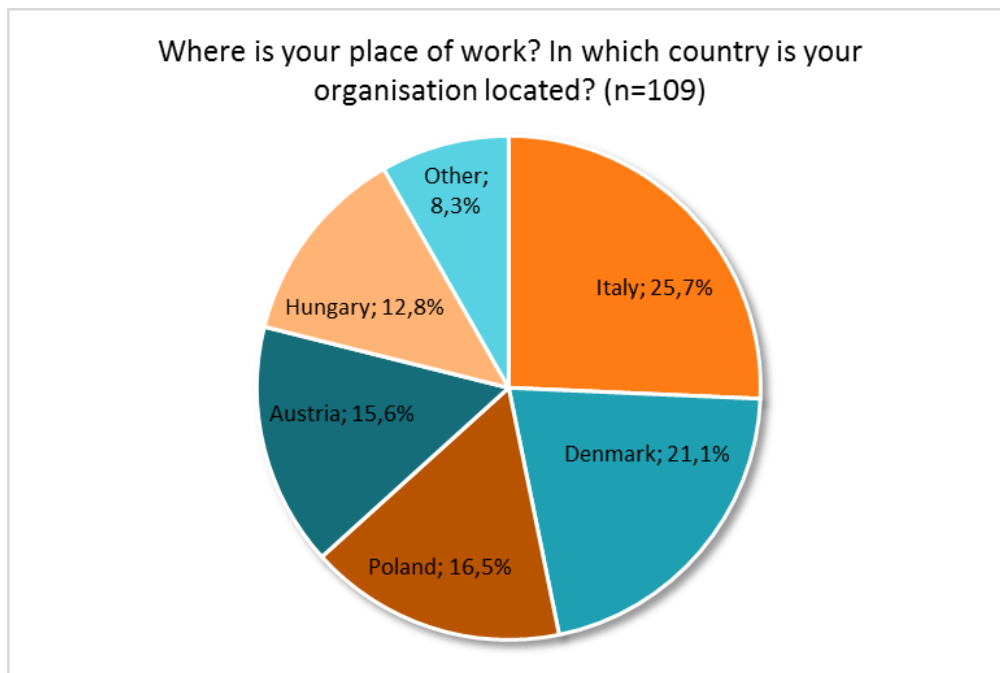


Fig. 1: Workplace of the interviewees.

More than half of the sample is female (56.9%), while 40.4% of respondents are male. The rest chose "other" for gender. About half of the individuals in the sample are 50 years or older. Only 3.7% are between 20 and 29 years old. 13.8% are 70 years old or older (see Fig. 2).

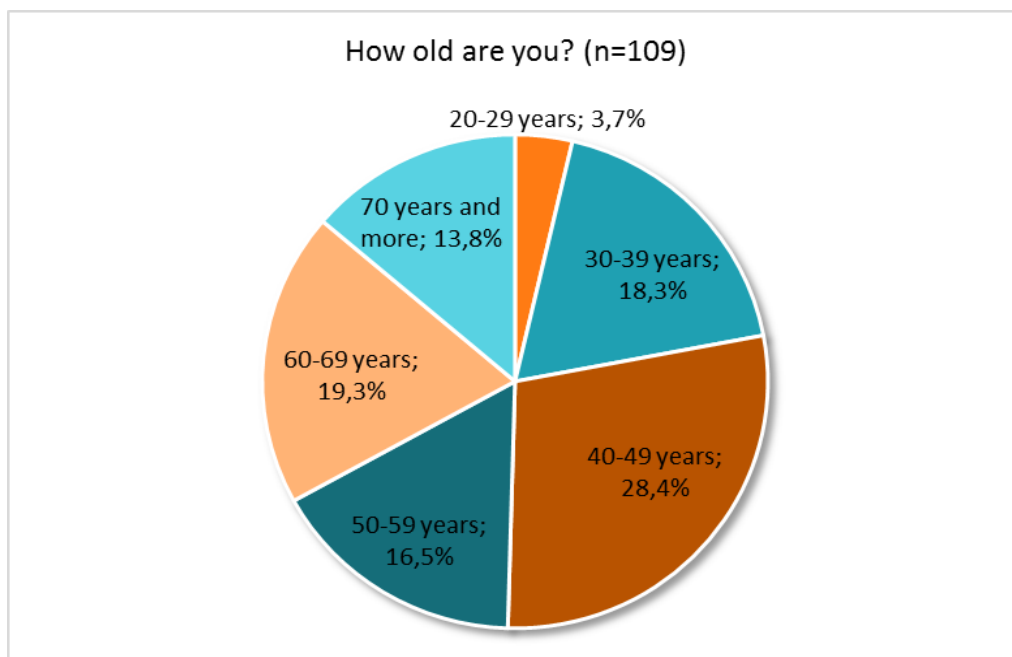


Fig. 2: Age of the interviewees.

Field of Work

Almost one third of the respondents (30.3%) have training in pedagogy/education, 28.4% have a social science education and 21.1% have education in the field of arts and culture (see Fig. 3).

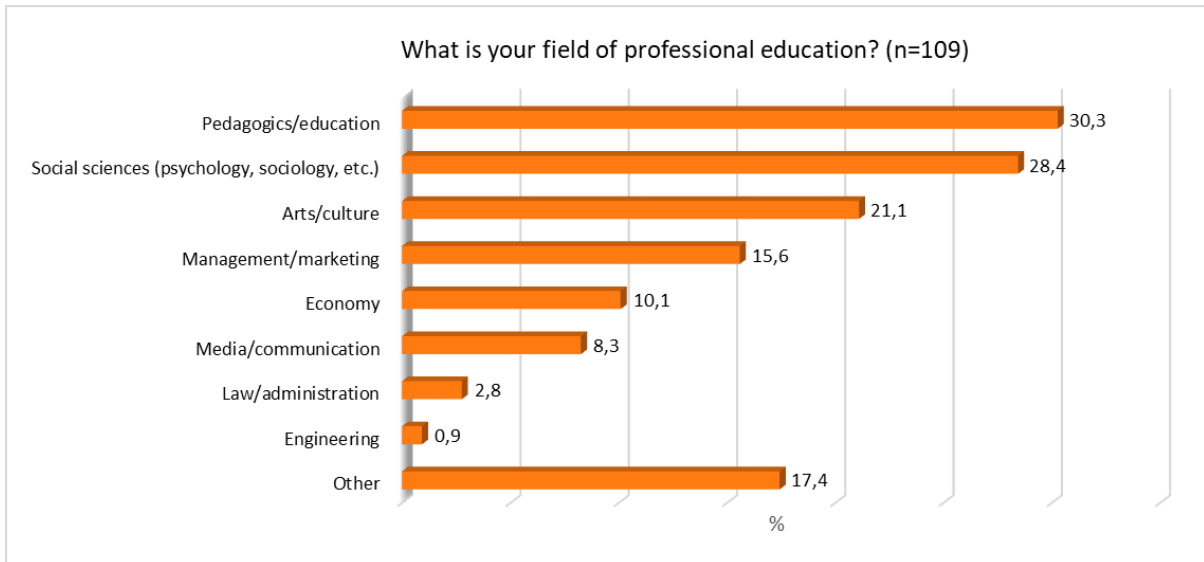


Fig. 3: Professional education of the respondents (multiple answers were possible)

In addition to adult education, some respondents are also active in other fields: Youth education (30 people or 27.5%), vocational education and training (16 people or 14.7%), school education (15 people or 13.8%) and higher education (9 people or 8.3%).

84.4% of respondents are active in non-formal and informal learning, 15.6% in non-formal, informal and formal learning. 95.4% of participants work for a civil society organisation, 4.6% for a civil society and a public organisation.

More than half of the respondents (53.2%) work in culture, sport and leisure, and a further 46.8% in education and research. 30.3% work in social affairs and 27.5% in international activities (see Fig. 4).

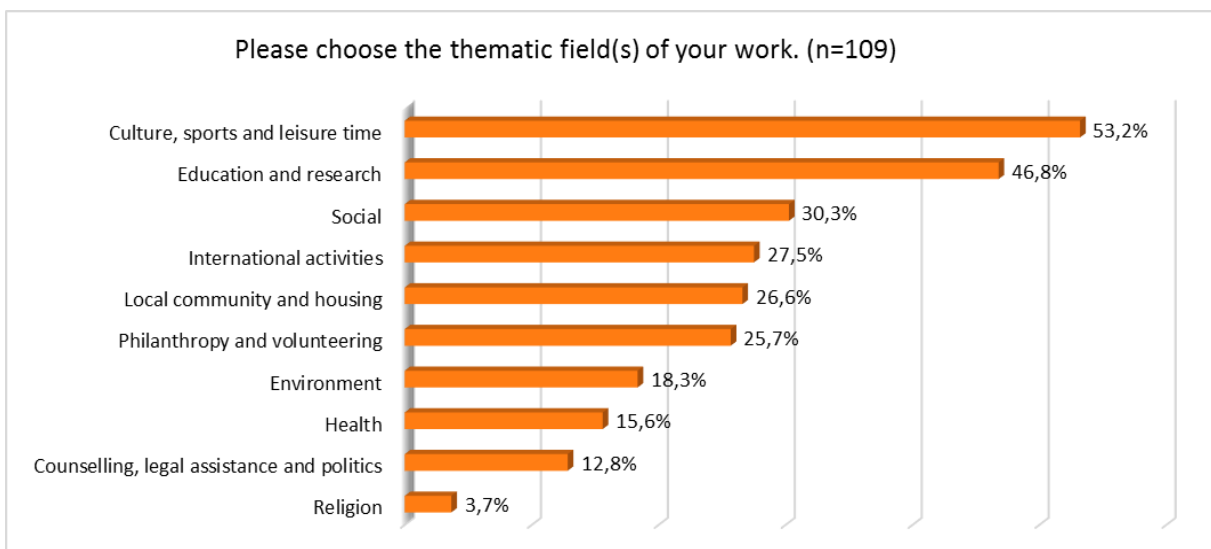


Fig. 4: Thematic fields of work (multiple answers were possible)

55 respondents (50.5%) work as project managers, 47 (43.1%) as directors/managers or chairpersons of the organisation and 34 respondents (31.2%) as persons responsible for international cooperation (see Fig. 5). In addition, volunteers, financial managers and management assistants participated (10 people or 9.2%). It becomes clear that double functions often occur – a situation that is not unusual for the civil society sector.

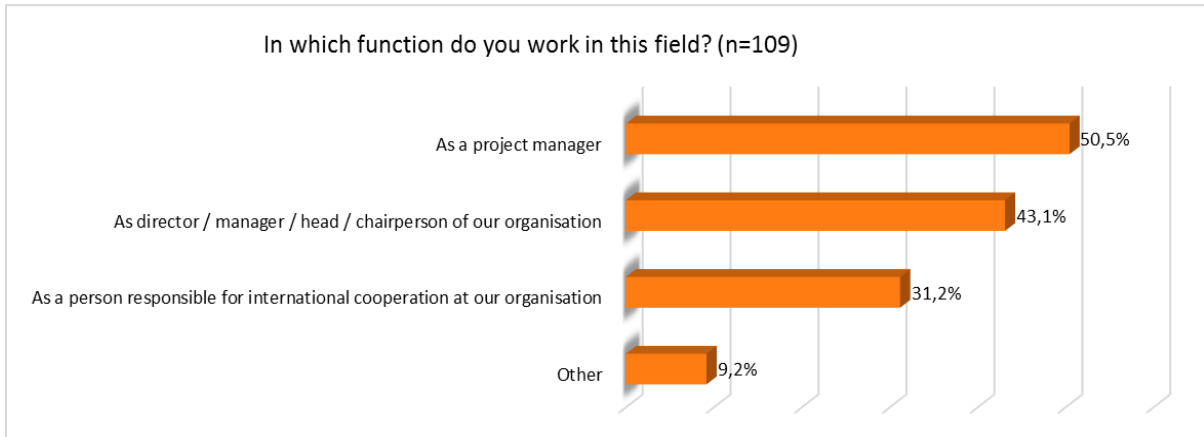


Fig. 5: Functions in work (multiple answers were possible)

Experience with Project Proposals

69.7% of those surveyed have already applied for funding in order to cooperate internationally in their field of work. Of these, 82.9% were successful. 13.9% of respondents with successful applications have implemented an international project thus far, 27.8% have implemented 2 to 4 international projects, almost half (45.8%) even five times as often. 88.9% of the respondents have experience as project partners in international projects, 73.0% as coordinators.

This means that about half of the respondents (51.4%) can be classified as experienced according to the above definition, while about the other half (48.6%) are rather inexperienced with international projects (see Fig. 6).

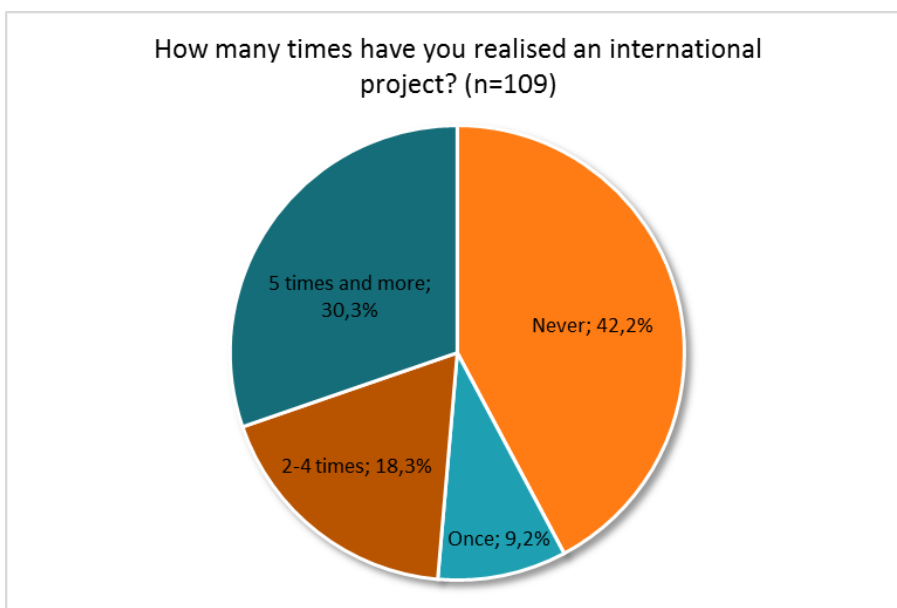


Fig. 6: Degree of implemented international projects

89.5% of respondents who had already applied for funding for international cooperation also have experience with unsuccessful applications. 21.1% had applied once, 42.1% applied two to four times and 26.3% even five times or more without success for international projects (see Fig. 7).

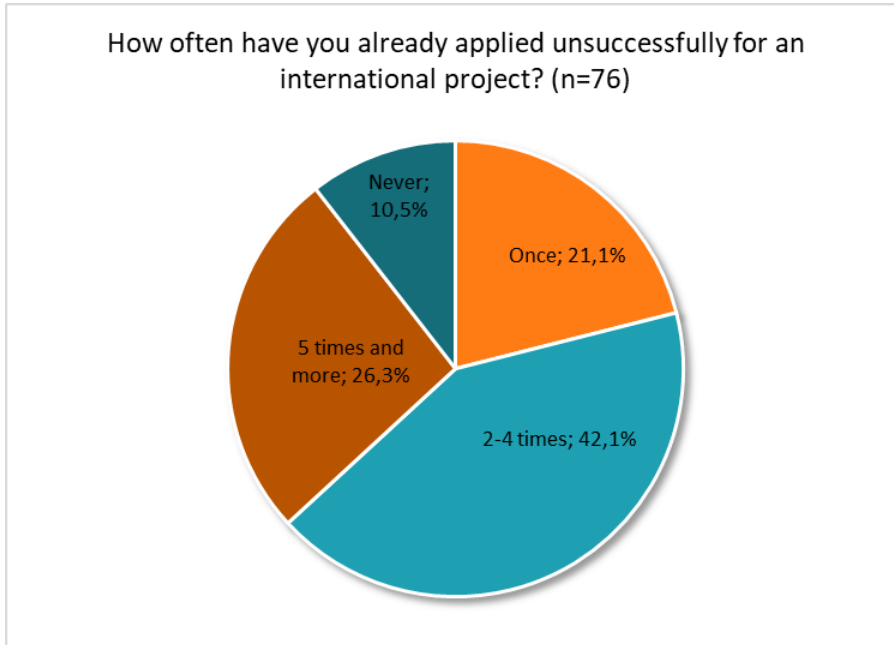


Fig. 7: Degree of unsuccessful applications

2. Presentations of competence profiles

2.1 Cross-national results of the online survey

By Aron Weigl and Tanja Nagel, EDUCULT

The participants in the online survey were asked which key competences they considered important for the implementation of EU projects. The project managers were asked to select the competences they would like to develop themselves, while supervisors or chairmen were asked what they would like to see strengthened in their staff.

If one looks at the results for **technical competences**, taking into account experience with international projects, it can be seen that respondents with experience (= more than one project implemented) would like to expand their competences in the areas of evaluation (41.5%), English language skills (34.0%) and general fund-raising skills (34.0%) (see Fig. 1). For respondents with little experience, general fund-raising skills come first as the first choice at 57.1%. English language skills and project planning and scheduling followed with 41.1% each. The more experienced respondents rarely mention the competence of organising idea workshops (11.3%), while those with little experience mention competences in internal communication (10.7%) and dissemination (10.7%).

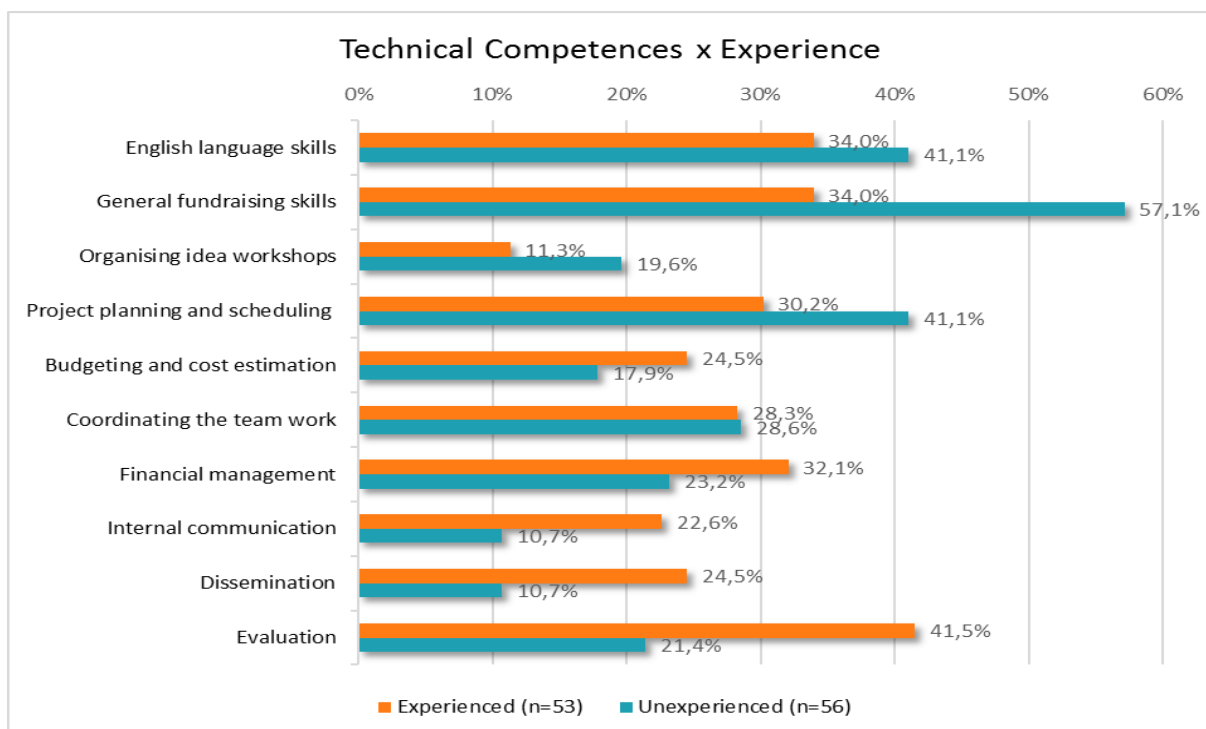


Fig. 8: Technical competences by experience

As far as **leadership competences** are concerned (see fig. 9 below) experienced respondents value above all the need to further develop their ability to delegate project tasks (54.7%). This is also the opinion of 42.9% of respondents with little experience in the implementation of international projects. Also team building including volunteers is frequently mentioned by both group

(experienced: 42.9%, inexperienced: 34.0%), as is effective communication in the context of civil society organisations (experienced: 34.0%, inexperienced: 42.9%) and conflict resolution (experienced: 35.8%, inexperienced: 28.6%).

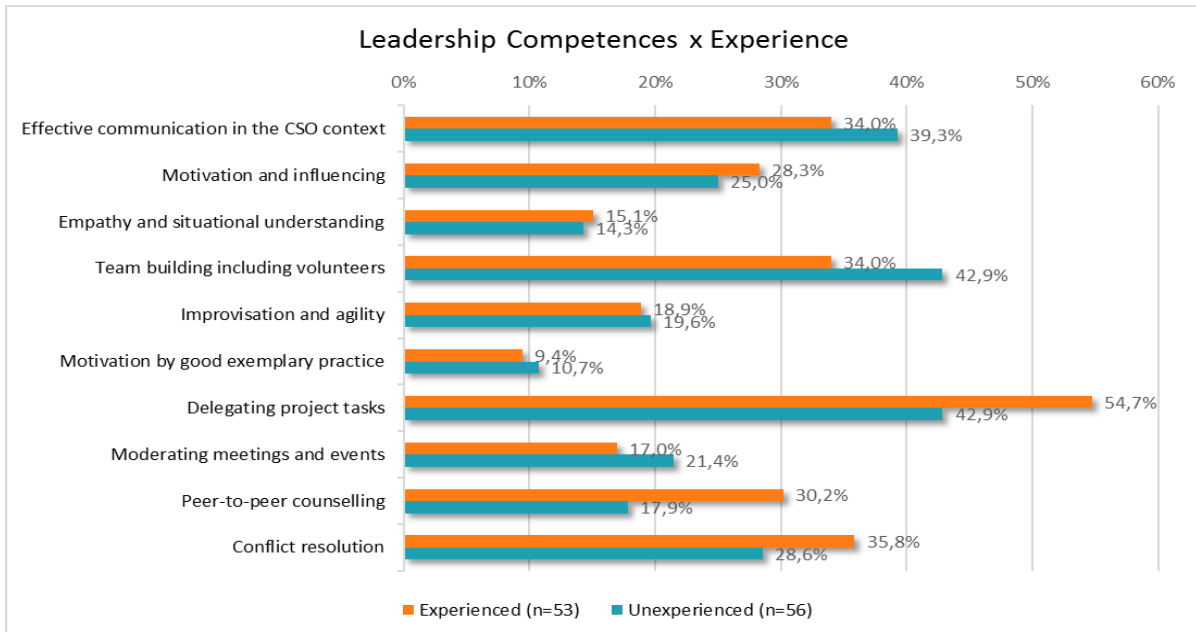


Fig. 9: Leadership competences by experience

Figure 10 below shows the results in the area of **strategic and business management competences** for experienced and inexperienced respondents.

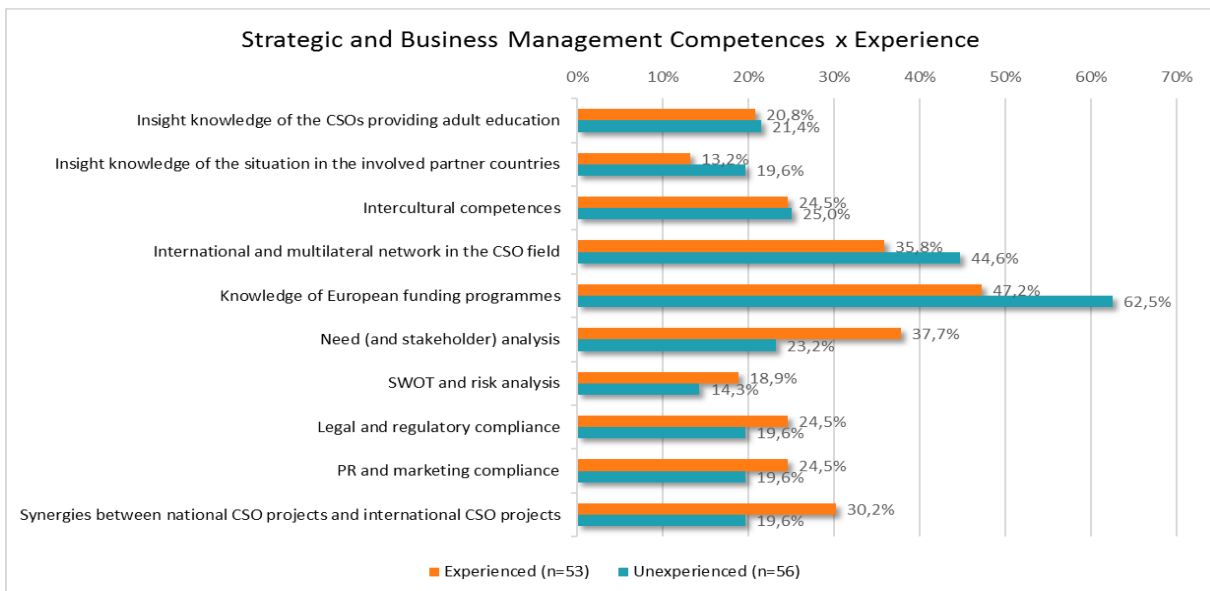


Fig. 10: Strategic and business management competences by experience.

For both groups, knowledge of European funding programmes is the most valued; however the inexperienced respondents cite this competence particularly frequently (62.5%). Many also want an international and multilateral network in the field of civil society organisations (experienced: 35.8%, inexperienced: 44.6%). Experienced respondents see the least need in terms of knowledge about partner countries involved (13.2%), inexperienced respondents in terms of SWOT and risk analysis (14.3%).

2.2 Polish report on key competences

By Agnieszka Dadak and Jerzy Kraus, FAIE

1. Methodology of the online survey and the interviews

The on-line research in Poland was realised in the period January – March 2019. The thirteen interviews were conducted in the period March – April 2019.

The invitation to take part in the on-line survey was published on the FAIEs' webpage. Articles inviting to take part in the research were also published on: the ngo.pl internet portal (directed to persons related with the NGO sector), the EPAL platform (an European, multilingual, open membership community of adult learning professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers, funded by the Erasmus+ programme) and on the eurodesk.pl internet portal (Eurodesk is an European network supporting the youth and youth workers). What is more, regular invitations were published on the FAIEs' Facebook profile (FB) and two other FB profiles run by FAIE ("Let's get active!" and "MyEU Portal") as well as on the FB pages and webpages of some organisations supporting NGOs (the webpage and FB of the OWES - Social Economy Support Center in Bielsko-Biała, the FB of the NGO Center in Katowice).

The FAIE team did also inform about the research at meetings and training events organised in this period, among others – at the Eurodesk Network annual meeting. There were also over 200 personal invitations to take part in the research sent by e-mails within the network of FAIE. Moreover, over 400 e-mails were sent to the KA1 and KA2 Erasmus+ realisers and applicants (since the lists of applicants are published by the Polish National Agency), as well as to some beneficiaries of grants within Europe for Citizens and Creative Europe programmes.

At the end of the invitation to the on-line research it was an invitation to write to FAIE after filling in the questionnaire if somebody would be interested in the project and would like to be informed about the project offer directly. There were 14 persons who wrote back; all of them were invited to take part in the interviews. Seven of them agreed. The other 5 interviewees were invited within the FAIEs network. All the interviews were telephone interviews.

2. Characteristic of the respondents.

There were 18 on-line interview respondents who fit the direct target group of the research (i.e. working in the field of informal and non-formal adult education in civil society organisations).

There were more women (77.8%) than men (22.2%) who took part in the on-line research. Most of the respondents represented the 40-49 years old age group (38.9%), followed by 30-39 years old (22.2%), 50-59 and 60-69 years old (16.7%) and 20-29 years old (5.6%). Concerning the field of professional education, most of the respondents declared education in the field of management/marketing (27.8%), followed by economy, arts/culture and other (equally, 22.2%). The smallest group declared education in the field of pedagogics/education (11.1%). There were no respondents representing education in the fields of law/administration, media/communication and engineering.

Those respondents who chose the answer ‘other’ named the following educational backgrounds: Coaching, vocational advisory, social economy; philosophy; history; exact sciences.

Concerning the interviewees, there were 9 women and 4 men. Most of them represented the age groups 30 – 49 years old. Three respondents were seniors and 2 respondents came from small towns.

The characteristics of the interviewees represented are as follows:

Group A	Group B	Group C	Group D
An association - women leadership/ counteracting violence against women/discrimination/ overuse of power	An association - ecological education, activating local society, education by culture	A foundation – education, lifelong learning	A foundation – social economy & entrepreneurship supporting
A foundation - youth work, entrepreneurship, supporting young entrepreneurs, experiential learning	Educational Centre - education, especially use the new technologies in education	A foundation – education, lifelong learning	An association - civic education, legal education, culture education through cultural exchanges
Third Age University - non-formal education for the seniors	An association - culture, cultural heritage (plaiting)	An association - youth education; education in the field of sustainable development	A foundation - education through therapy that uses contact with animals; intergenerational integration
A foundation - education/ civil society development			

Asked about their function in the field (multiple choice question), 50% of the on-line survey respondents answered that they work as a project manager; 50% had a position as a director / manager / head / chairperson of the organisation; 44% described their role as a person responsible for international cooperation at the organisation. One person chose the answer “other”, defining her role as an office manager. The answers indicate that some of the respondents play two or more of the abovementioned roles in their organisations.

Concerning the work status and role of the interviewees in their organisations, quite often – the respondents played many roles, depending on current distribution of tasks (project manager/trainer/administration/cultural animation/board member...). The time of working for the organisation was between 2 and 10 years; experience in working in the NGO (CSO) sector was

between 2 and 16 years. The professional background of the respondents was very varied, often – it was more than one faculty (social sciences + economy/management in several cases).

Among the on-line survey respondents, 83.3% already had experience at applying for funding for international cooperation. For 93.3% of them the applications were successful. Most of the experienced in international projects realisation realised 5 or more projects (38.9%), 27.8% realised 2 - 4 projects and 11.1% - one. Only 11.1% were always successful while applying for co-financing.

Concerning the role in the project, 85.7% had experience as a coordinator/lead partner, and 78.6% - just as a project partner.

Concerning the interviewees experience at applying and realising international cooperation project, those already experienced in the field declared that they have applied from several to around 100 times and realised 8 – 25 projects as coordinators (experienced; group A & B). All in all, the interview respondents applied within most of the available programmes: Erasmus+ and the former programmes (Grundtvig, Comenius); Creative Europe, RITA, Europe for Citizens, Visegrad Fund, Horizon, Norway Grants, Euro-regions, cross-border programmes and others.

The main topics of the international projects the interviewees applied for/realised were very varied, among others: musical education; new technologies in education; beekeeping (apiculture); cooperation of schools; cooperation of enterprises; journalism; ethnographic research, exhibitions, workshops; cooperation with volunteers; gender equality; activation of women, youth, seniors; personal development; ecology; sustainable development; entrepreneurship; active citizenship; experiential learning; cooperation with the media...

Having both experience in being a project partner and project leader among the experienced group (i.e. experienced international project managers – group A, and management bodies members of the CSOs experienced in international cooperation – group B) was also confirmed at the interviews. The respondents asked about the number of international projects applications submitted mentioned the ones they were leaders for. There were many more where they were project partners.

3. Key competences according to the on-line survey

The survey respondents were asked to choose three competences they believe are most important to be a successful international projects manager in each of the three "legs" of the competence triangle defined. The results are as follows:

Technical skills

According to the respondents in the Polish on-line survey (see fig. 11 below) the most important technical competence for the international project manager is the knowledge of English (50%). This competence is closely followed by competences in the field of evaluation (44.4%). General fund-raising skills got the third position, with support of 38.9% of the respondents. Least important for the respondents turned out to be financial management (11.1%).

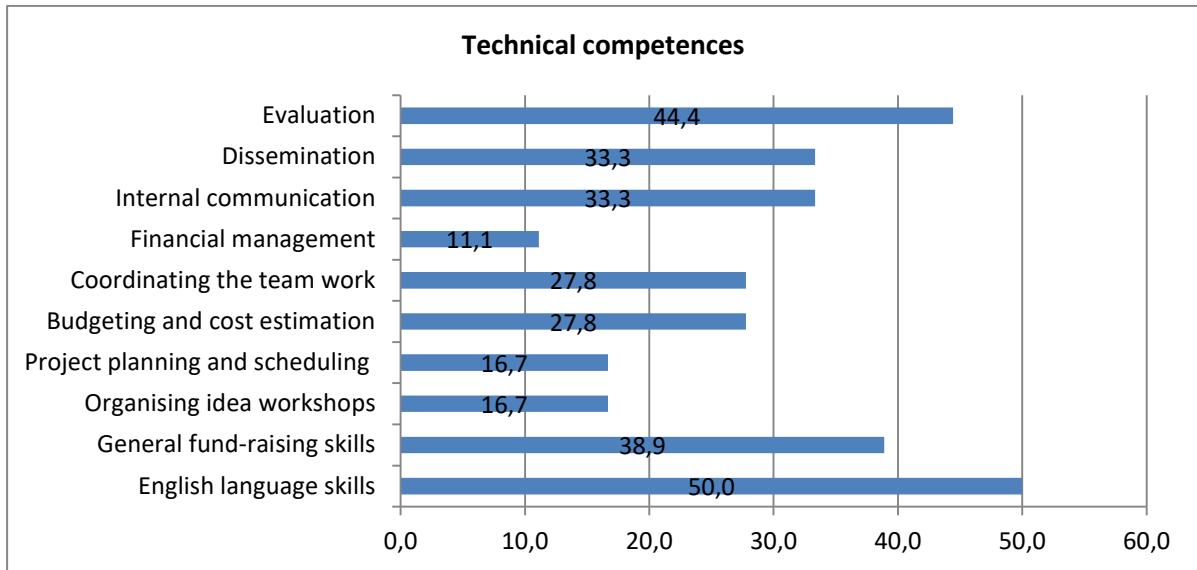


Fig. 11: Most important technical competences (three nominations possible). Poland.

In the frame of an open question, the respondents could name 1 extra technical competence (not mentioned before), they also see as important to be a better manager of EU projects. The competences mentioned here were:

- Internal communication, i.e. planning and implementing effective and assertive communication in a project team, based on the definition of What - Why - Who - When and How, including the use of adequate ICT tools (information and communication technologies);
- Skills to keep the project documentation / project administration.

Leadership skills:

The most important leadership competence turned out (see fig. 12 below) to be delegating project tasks. This competence was chosen by 61.1% of the respondents. Next on the importance list is team building including volunteers (55.6% of choices). On the third position – motivating and influencing (38.9%). The least frequently chosen was the competence of empathy and situational understanding (5.6%).

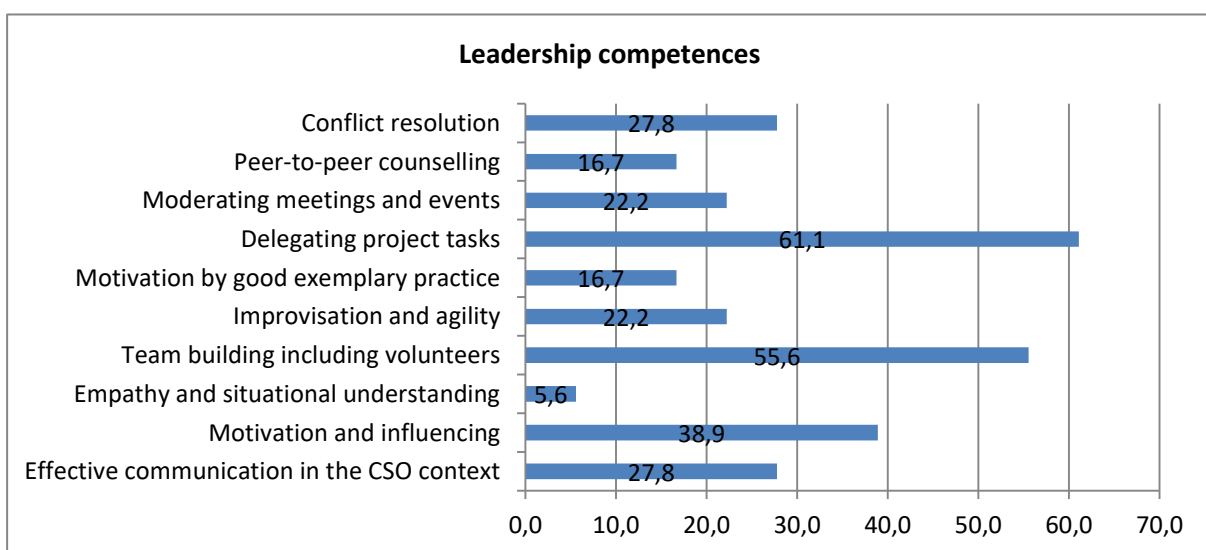


Fig. 12: Most important leadership competences (three nominations possible). Poland.

In the frame of an open question, the respondents could name 1 more leadership competence (not mentioned above) they also see as important to be a better manager of EU projects. The competences mentioned here were:

- Motivating and influencing, i.e. motivating the project team and key stakeholders through clear goals and encouraging them to contribute to the project, which supports cohesion and co-ownership of the project (a sense of shared responsibility for the project);
- Planning the time for manager's professional development - participating in development programs.

Business & strategic skills:

In this part of the survey (see fig 13 below), the three competences highest valued by the respondents with an equal support of 44.4% were: PR and marketing compliance; need (and stakeholder) analysis and insight knowledge of the CSOs providing adult education. The fewest respondents indicated synergies between national CSO projects and international CSO projects (5.6%) as important for successful international projects managers.

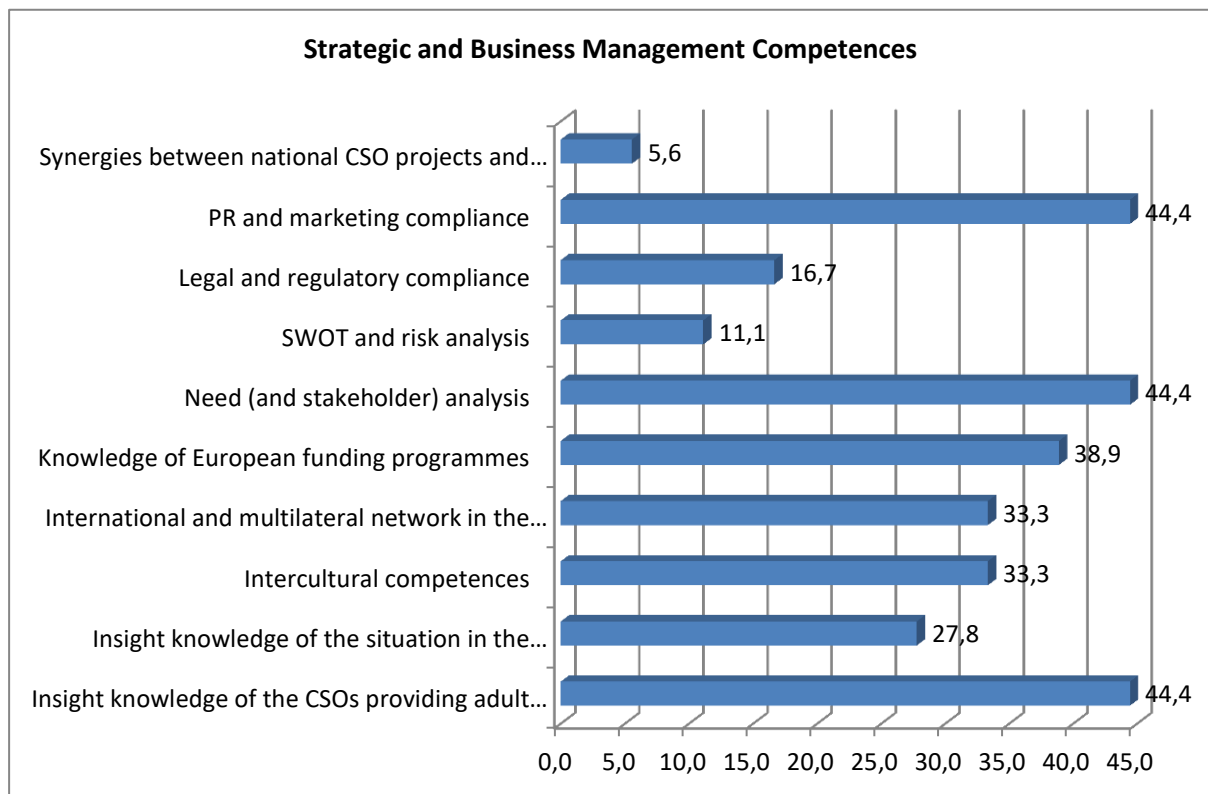


Fig. 13: Strategic and business management competences (three nominations possible). Poland.

Among the answers about the 1 extra strategic and business management competence (not mentioned above) the respondent also see as important to be a better manager of EU projects there were mentioned:

- Knowledge about European grant programs, i.e. orientation in co-financing opportunities for the activities carried out, as well as insight into the requirements of specific grant programs related to funded activities, project plan and ways of developing specific applications for funding.

4. The interview results

a) Competences to prepare a successful application

According to the interviewees from group A (experienced international project managers), to develop a successful project, on the first place, you must have a good stakeholders need analysis, in terms of knowing well the sector someone is active in. Introducing innovation, openness for cooperation, leadership skills, risk taking, taking responsibility and skills of developing the application were also mentioned. What is more, it is important to be up-to-date with current trends in the field.

Asked the same question, the interviewees representing group C (inexperienced international projects managers) named: “The skills to do a good research”; creativity – since a project idea must be interesting for international partners, skills to increase the financial potential of the organization.

How about the perspective of the organisations managers and members of the management bodies? The interviewees from group B (management bodies members of the organisations experienced in international cooperation), as the competences most relevant for designing a project application named: time management, budgeting, creativity; skills of developing the proposal, responding the goals of the grant providers; good self-organisation; high level of the digital competences. As most important was perceived being aware of the organisations needs and having vision of the future.

These answers indicate that close cooperation of the international project managers and the board members is essential so the projects realised would develop the organisation. Remembering the fact that the project managers and members of the management bodies often are the same persons, it shouldn't be difficult to realise.

According to the interviewees representing the CSOs' management bodies members of little or no experience in international projects realisation (group D), the competences most relevant for developing a project application are: High digital skills; skills to plan the project well; language skills; understanding what is an international project (for ex. former participation in one); knowledge about the granting programmes, their structure and rules.

b) Competences to be a better international project manager

Asked about what skills are there needed most to realise an international project, the interviewees experienced in international project management (group A) mentioned: Knowing management methodology and procedures (timetable, budget, ICT tools, good cooperation with the accountant); flexibility, openness, listening to the arguments of others, time management, „cold blood”; common work for developing solutions on all project realisation stages; good communication of the tasks and decisions. What is more, ability to: motivate, build a team, solve conflicts, initiate relations; intercultural competences and ability to sustain relations with the project partners (their credibility) and work-life balance were also mentioned.

Concerning the opinions of inexperienced international projects managers (group C) in order to realize a successful international project the manager needs to have the following competences: Language and communication skills; flexibility and regularity; realising the project in line with

the rules being described in application; tasks delegating (transparency of the tasks); executing tasks and motivating, public presentation skills, initiating and building cooperation with potential project partners. When it comes to attitudes - openness and self-criticism is needed. "Interest in the project area subjects also outside of work" is also helpful.

Concerning the perspectives of the management bodies members, asked about the competences most needed to realise an international project, the B group respondents named: Patience, good command of English, being well organised (in opposition to chaotic workstyle), regularity and consequence; clear communication of needs, delegating responsibilities; project planning and management skills, dissemination; treating the implementation of the project as a job; skills to encourage others and skills of cooperation with others; skills of cooperation with the foreign partner and moderating meetings; friendliness combined with determination. Furthermore, they also mentioned the ability of self-assessment of own skills, and to be able to develop the ones most needed.

By the group D interviewees there were mentioned: Overall project management skills, task management and team management skills; openness, reliability; fluency in foreign language (good command of English); „Acting in a way that will convince others to our reasons“; ability to predict problems; ease at making new contacts; communication skills, transparency at every stage and in each activity, understanding the merits of the project and listening to the more experienced peers, being open to learn from them.

c) Most important technical skills

According to the experienced international projects managers interviewed (group A), the most relevant technical skills are: Project planning and scheduling, fundraising, financial management and concept-meetings organising – regularly with the key partners – to develop new projects. As one of the managers says "It affects the ability to apply for financing. When a concept is ready – writing the application is just a technical thing".

Interviewees representing group C (Inexperienced international projects managers) named the following technical skills as the most relevant: Skills of running the promotional activities (especially in the social media); skills to use graphic programme more advanced than the free versions; additional knowledge concerning project management models; good command of English "to be also able to translate the project documentation"; time scheduling; skills related to dissemination.

The interviewees from group B (management bodies members of the organisations experienced in international cooperation) mentioned as the most important technical skills: Language skills, project planning and scheduling, internal communication.

According to the interviewees representing the CSOs' management bodies members of little or no experience in international projects realisation (group D), the most important technical skills are: language skills, project planning and scheduling and financial management.

d) Most important leadership skills

The interviews with the experienced international projects managers (group A) indicate that the most relevant leadership skills are: Effective communication, improvisation and agility, delegating as well as communication, motivating (including financial motivation).

For the interviewees representing group C (Inexperienced international projects managers) the most relevant leadership skills are: communication with the stakeholders (and especially the project team), flexibility; transparent tasks management; competences related to coping in difficult situations, also including the group-thinking; good and consequent work planning and ensuring regular communication in the project team. Concerning the attitudes – openness, ability to self-criticism and self-confidence were mentioned.

The interviewees from group B (management bodies members of the organisations experienced in international cooperation) mentioned as the most important leadership skills: Effective communication in the CSO context, improvisation and agility, conflict resolution.

According to the interviewees representing the CSOs' management bodies members of little or no experience in international projects realisation (group D), the most important leadership skills are: Motivation and influencing; empathy and situational understanding; team building including volunteers.

e) Most important strategic and business management skills

According to the experienced international projects managers interviewed (group A), the most relevant strategic and business management skills are: Fundraising at European level, intercultural competences, insight knowledge of the situation in the involved partner countries, insight knowledge of the CSOs sector functioning, support of a good accountant, legal knowledge.

For the interviewees representing group C (inexperienced international projects managers), the most relevant strategic and business management skills are: orientation where to search for information concerning national and international legal system; competences of running the project; tasks planning, ensuring sustainability of the projects realised; understanding of the current trends in the sector (that also influence the possibilities of acquiring financing); knowledge about the structure of the granting programmes available for the CSO sector; competences to widen contacts and networks. Concerning attitudes, orderliness was mentioned.

The interviewees from group B (management bodies members of the organisations experienced in international cooperation) mentioned as the most important strategic and business management skills: PR and marketing compliance; synergies between national CSO projects and international CSO projects; intercultural competences.

According to the interviewees representing the CSOs' management bodies members of little or no experience in international projects realisation (group D), the most important strategic and business management skills are: Insight knowledge of the CSOs providing adult education, intercultural competences, synergies between national CSO projects and international CSO projects.

2.3 Italian report on key competences

By Lorenza Lupini and Luca Bordoni, COOSS

I. The survey methodology

In the period between January 2019 and April 2019, COOSS carried out the Italian Survey on key competences for first time project managers. The methodology agreed to collect information foreseen an (1) ON-LINE OPEN SURVEY followed by targeted (2) INTERVIEWS

Both for the on-line open survey and interviews, COOSS used the e-form and guidelines proposed by the lead partners of IO2 and then defined and agreed with all consortium. Respondent where selected according to the four different target group identified.

- General field: CSOs, adult education
- Specific four target groups: (A) Project Manager / already experienced in PM; (B) Manager / already experienced in PM; (C) Project Manager / not experienced in PM; (D) Manager / not experienced in PM.

The main **channels** used to disseminate the **invitation** to the survey have been different from the on-line open survey and interviews.

Survey

To reach the target group of the online survey respondent, COOSS used several channels:

- e-mail
- personal call (telephone/mobile)
- face to face
- WhatsApp
- Messenger chat
- contact of Italian National Agency: they spread the invitation among organisation already applied for Erasmus + programme.

Respondents of the online survey were reached within COOSS network; specifically:

- partners of project, initiatives, courses
- associates
- users of services
- personal contact
- umbrella association

More than 80 invites were directly sent 18/01/2019 to 25/03/2019, but the number of people/organisations who received the invitation was higher because some respondents passed the word and, finally, COOSS totally collected 44 answers about Key Competences; 28 perfectly fit with identified target group. In this report only this 28 answers will be considered.

Interviews

Interviewees were approached among people already contacted for the online survey who declared a specific interest and willingness of sharing their experience and point of view. In the period between February and the II Consortium Meeting in Vienna the 8-9/04/2019, COOSS conducted 12 interviews by Skype, by phone or face-to-face.

a) The sample of the online survey respondents

The online Italian survey reached 28 people that may be included in final target group; among them 20 are women (71.4%), 7 males (25%) and the 3,6% (1 person) answered other. Several age groups were represented, but the majority (46,4%, 13 people) are 40-49 years old and 30 - 39 years old (32.1%); the range 60-69 years old covers the 14,3% and people younger than 29 or older than 70 are only 2, one per group.

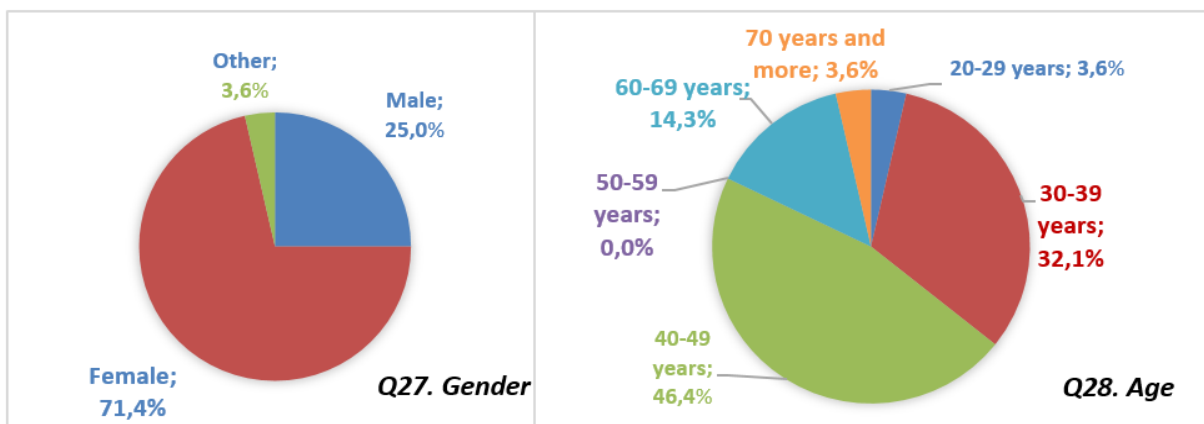


Fig. 14: Gender and age. Italy.

All respondents are coming from CSOs dealing with adult education, but the specific fields of professional education are various, as the graph Q29 is representing; it's interesting to underline the fact that the answer "other" as the higher value (35,7%), data that shows the extremely complex and variegated reality of CSO in Italy. Besides "other" definition, the fields of Management/Marketing and Media/Communication are the most represented (21,4% each); to follow social sciences (17,9%), Pedagogics/Education and Art/Culture (14,3% each), Economy (7,1%) and Law/administration (3,6%).

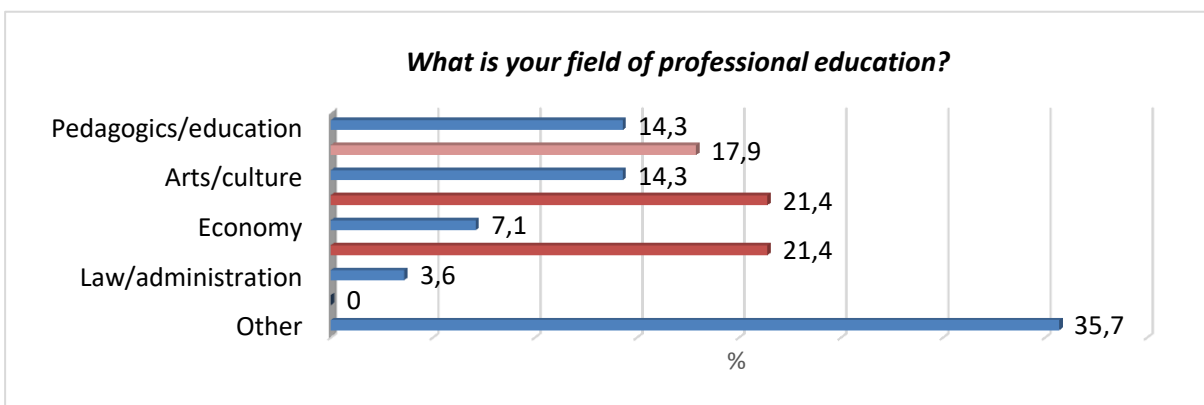


Fig. 15: Field of professional education (multiple answers possible). Italy.

b) The sample of the interviewees

Concerning the 12 interviews, respondents are coming 2 for each of the four group identified as project target. Here a table to resume them:

Group A	Group B	Group C	Group D
Social Cooperative – type B	Social Cooperative – type A	Umbrella organization – third sector	Cultural association
Umbrella organization – third sector	Umbrella organization – association for migrants and refugees	Cultural association	Cultural association
Umbrella organization – association for migrants and refugees	Anti-discrimination association	Umbrella organization of cooperatives	Counselling association

II. The interview results

a) Competences to prepare a successful application

During the interviews, the first question was: “Which competences/skills did you need the most for preparing a successful application for an international cooperation project”.

People already experienced (Groups A and B) with international cooperation project, identified a very concrete list of competences/skills, according to their practical experience; in general, there is congruency between answers of Project Managers and Management Bodies.

Technical Skills

- clear and effective communication both internal - to assure the common understanding of tasks, deadlines, objective – and external, in the CSO contest
- project planning and scheduling
- budgeting and cost estimation
- knowledge of European funding programmes
- active participation and knowledge of the territory/theme

Leadership

- delegating
- problem solving
- conflict resolution

Strategic and business management

- international and multilateral network in the CSO field
- synergies between national CSO projects and international CSO projects

The other group of interviewees is the one of inexperienced one, both potential project manager and representative of management bodies (Groups C and D).

Some of them have experience in local or national initiatives, but not in international one. For them has been more difficult to identified fundamental skills to apply for a successful project, because they can also imagine difficulties, challenges and need, they didn't meet on the field.

Technical skills seem to be the biggest barrier for them, especially for project managers. Managers also are perceiving difficulties in technical aspects (especially financial, administrative and budgeting one) but they also underline the importance of define the specific area of intervention.

Technical Skills

- find information about existing opportunity
- English language skills
- how to switch from the project idea to the practical project planning and scheduling
- how to read a call and reply in a correct, complete and effective way
- how to collect documents: administrative, financial, etc. (Group D)
- Budgeting and cost estimation (Group C and D)

Leadership

- work group construction, selection of the staff

Strategic and business management

- need analysis of state of the art and analysis of the real needs to design and implement a service able to answer a specific and concrete need (Group D)

b) Competences to be a better international project manager

The second question in the interviews was: "Which competences/skills would you need to improve personally to be a better international project manager".

The more experienced group A and B suggested the following specific skills and topic to be increased.

Technical skills are not mentioned, except for an *in-depth study of the new programmes* (project manager) and the possibility to increase ICT competences of the project managers thanks to specific training on *MS Office applicative and specific programs* (manager)

Leadership skills are considered a fundamental pillar for a successful application and implementation of international project. Both group A and B confirm that they need to improve their ability in guarantee:

- a well coherent, effective and efficient coordination of the team work
- an internal communication to assure the common understanding of tasks, deadlines, objective

Strategic and business management skills they've mentioned are the ability to create a strong and capillary Network and to foresee a successful dissemination strategy.

The less experienced group C and D, in general underestimated their competencies and potential and, at the question "What do you need to improve", they answered with a huge number of skills

(a project managers declared to need all the skills and competences mentioned in the online survey and PMI triangle). To resume main results:

- Technical / is the area the most of them want to improve:
- business/technical English
- general fund-raising skill
- building a partnership
- calculate and foreseen specific cost for each task/budgeting and cost estimation
- financial, administrative management
- how to read a call and reply in a correct, complete and effective way
- analysis of state of the art and analysis of the real needs
- knowledge of our specific sector of interest
- how to identify specific objective and related activities to reach them

For Leadership and Strategic and Business Management, the only answer is about the need to improve Relational skills.

c) Most needed Technical Skills

The third question in the interviews was: “Which technical skills do you see as most important for international project managers”. After our presentation of the possible key skills of the PMI triangle to the interviewees, they specifically identified a series of Key Competences for the first time project manager in CSO in adult education field.

The answers of the 12 Italian interviews were then combined with the online survey results and crossed together in order to identify for each target group, the most important technical skills according to the PMI triangle. Below we can see the answers first from the group A and B (the experienced) and group C and D (the inexperienced that wish to try); and secondly the answers from organisation that have been coordinator or partners.

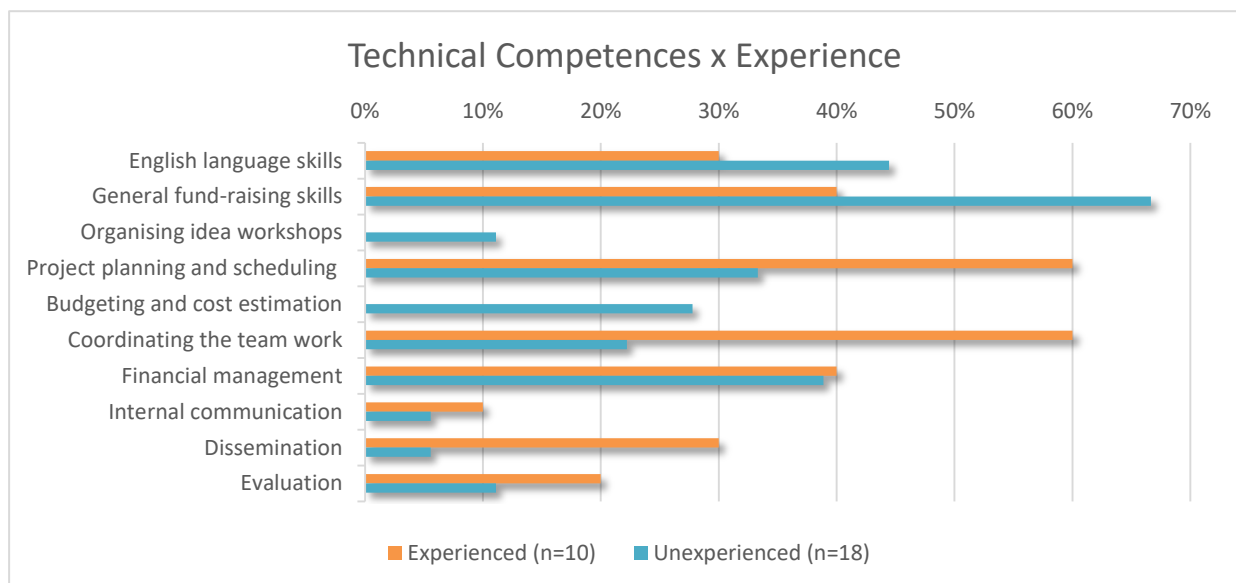


Fig. 16: Technical competences by experience. Italy.

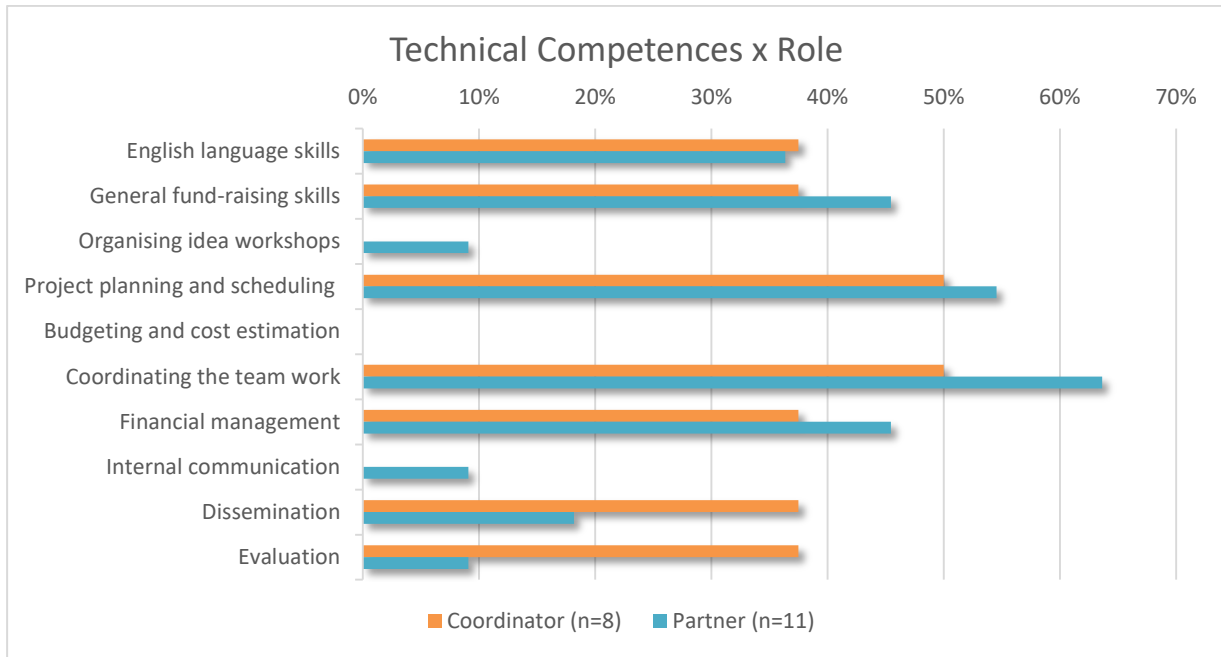


Fig. 17: Technical competences by role. Italy.

Taking into account answers given by interviewees and crossing them with the results of the online survey, the three technical skills of the PMI triangle considered the most important are:

1. General fund-raising
2. Project planning and scheduling
3. Coordinating the team work (especially Group A and B)

These three technical skills are perceived as fundamental (percentages reached the 40-67%) both for organisation already experienced and not, but also for people who experienced the role of coordinator and partner of international initiatives.

Budgeting and Cost Estimation was mention only by *inexperienced* people on the online survey, but 2 interviewees, mentioned it as an important step of project planning. Otherwise there is a different perception of the importance of skills that are fundamental for a project coordinator, but not for a partner: the Organisation of idea workshop and Internal Communication were selected only for the project *partner*; on the other side Dissemination and Evaluation received high percentages among *coordinators* (38%) and *experienced* (30% and 20%) and lower among *partners* (18% and 9%) and *inexperienced* (6% and 11%)

d) Most needed leadership skills

The fourth question in the interviews was: "Which leadership skills do you see as most important for international project managers".

Analysing results about Leadership Skills, both the respondents of the online survey and the interviewees, selected a wide panel of skills, probably because working in a group needs a strong and well defined role of a leader/coordinator to guarantee the correct implementation of each task.

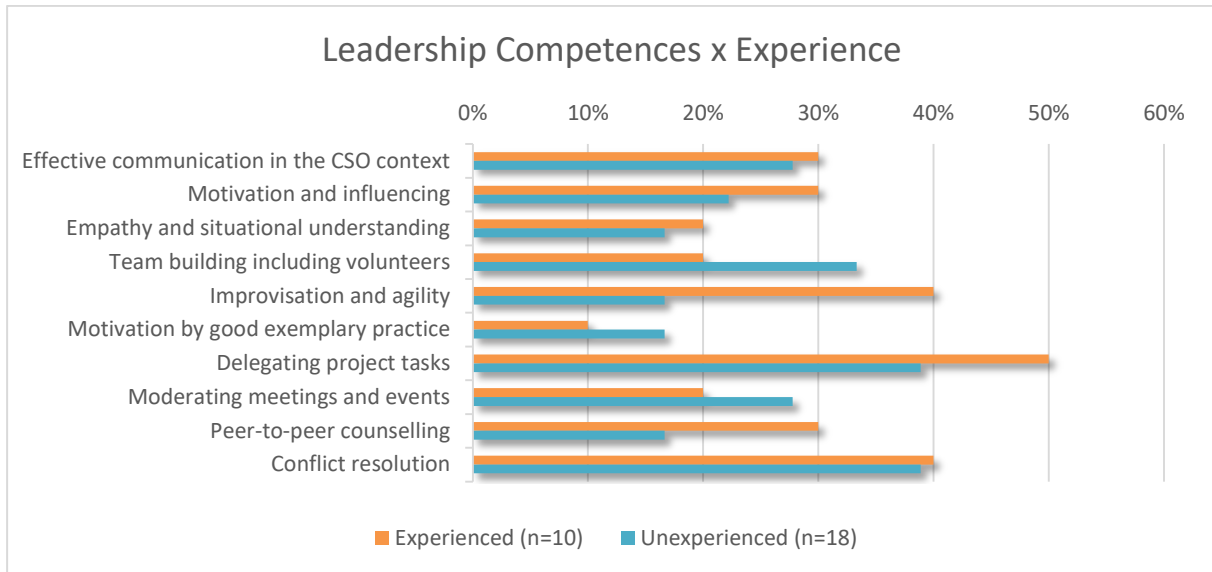


Fig. 18: Leadership competences by experience. Italy.

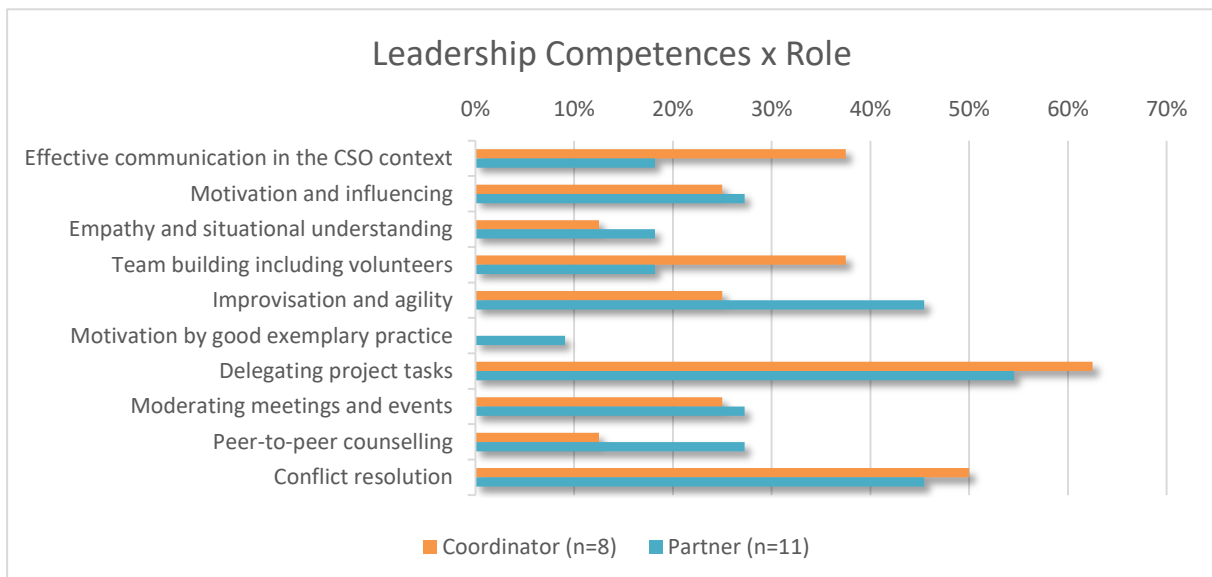


Fig. 19: Leadership competences by role. Italy

Both group A and B of experienced organisations, and the more inexperienced group C and D, list these skills with quite high percentages:

- Delegating project tasks (39%-63%)
- Conflict resolution (39%-50%)
- Improvisation and agility (17%-45%)
- Effective communication in the CSO contest (18%-38%)
- Team building including volunteers (18%-38%)
- Motivation and influencing (22%-30%)

Also “Empathy, Motivation” trough good example, ability to “Moderate events/meetings/Skype calls” and “Peer-to-peer counselling” are mentioned, as confirmation of the fact that for successful project management, an effective and efficient coordination and cooperation are the basis.

e) *Most needed strategic and business management skills*

The fifth question in the interviews was: which strategic and business management skills do you see as most important for international project managers". The competences of strategic and business management represent the third and last pillar of the Key Competences proposed.

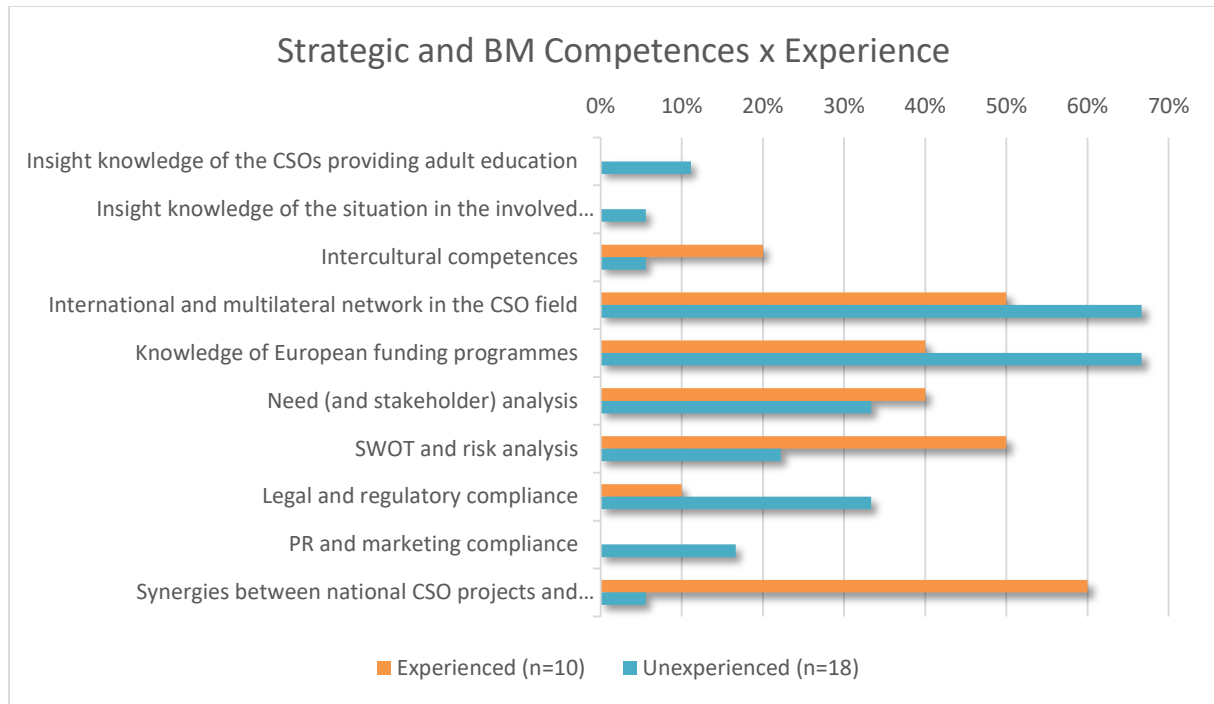


Fig. 20: Strategic and business competences by experience. Italy

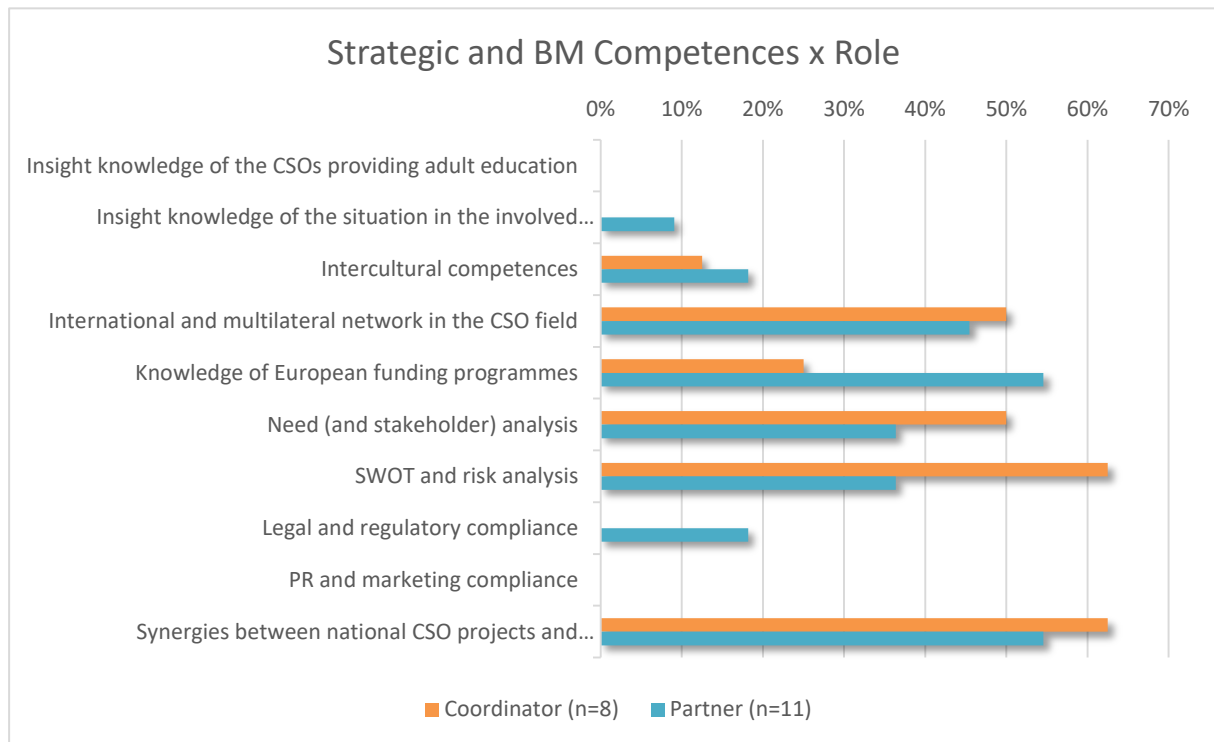


Fig. 21: Strategic and business competences by role. Italy

Here the differentiation among experienced/inexperienced and role in the project (coordinator/partner) is required, because if on the one hand experienced people have already met these challenges, on the other hand inexperienced have not in mind the importance of these aspects.

The same differences can be seen between coordinators that frequently are in charge of the strategic and business management, and partners that play the role of supporters in these tasks.

Priorities of experienced coordinators:

1. Synergies between national CSO projects and international CSO projects (60%-63%; for the inexperienced only 6%)
2. SWOT and risk analysis (50%-63%)
3. International and multilateral network in the CSO field (50%)
4. Need (and stakeholder) analysis (40%-50%)

Priorities of experienced Partners

The experienced partners did not mention the need analysis, SWOT and risk analysis; instead they gave priority to:

1. Synergies between national CSO projects and international CSO projects (55%)
2. Knowledge of European funding programmes (55%)
3. International and multilateral network in the CSO field (45%)

Priorities of inexperienced partners

1. Knowledge of European funding programmes (67%)
2. International and multilateral network in the CSO field (67%)
3. Need (and stakeholder) analysis (33%) and Legal and regulatory compliance (33%)

The International and multilateral network in the CSO field represents the main skills for both groups, because they see it as the first requirement to start an international cooperation.

f) Most needed kind of support

The sixth question in the interviews was: "What kind of support to strengthen your skills would you prefer." - and this question was subsequent specified with the following questions: "Shall the support mainly be in the form of national and European training courses, Portal tools, e-mentoring, and/or the provision of international support network."

Before answering the kind of support they would prefer to strengthen the skills of the project manager, the following panel of possible educational supports was proposed:

<p>I. [If a] What kind of educational offer did you use at least once?</p> <p><input type="radio"/> Webinar</p> <p><input type="radio"/> Conference/symposium</p> <p><input type="radio"/> Schooling/workshop</p> <p><input type="radio"/> Job shadowing</p> <p><input type="radio"/> Other:</p>

Then, after describing the main goal of our project, so the idea of build a support network for first-time project manager, we asked what kind of support they would easily use. In some cases, answers were a little bit influenced by the idea given by the panel, but, at the end, we're able, especially thanks to direct interviews, to collect a list of idea and proposals.

The answers given by the experienced people from group A and B suggest more detailed tools or methodology of support, while the inexperienced from group C and D expressed more general needs. Here follows a list presenting main suggestions divided in the two most relevant groups:

Representative from experienced organisations, group A and B

- unique platform collecting all useful tools, database, information, news, etc. for PMs
- video tutorial devoted to singular topics: practical examples, final test/evaluation system
- specific training
- job shadowing supporting in: financial and administrative aspects, sustainability phase
- good practices exchange: platform, video, interviews, ...
- to quick connect organisation coming from the same sectors at EU level
- to facilitate and strengthen the dialogue with University system
- possibility of EU mobility (stage, internships, etc.)
- knowledge of new tendencies and needs at European level

Representative from the more inexperienced organisations, group C and D

- community of practice with different level of support/offers (blended): 1) forum; 2) post/video tutorial; 3) training online (with practical experience)
- webinar
- workshop / forum
- help desk
- Language support: to translate technical terms/contents both IT/EN and EN/IT
- European Programmes explanations (video, text, FAQ, etc.)
- study visits (every 1 years)
- face to face networking
- a technical toolbox
- financial and administrative support

2.4 Hungarian report on key competences

By Zsofi Jeney-Domingues and Marianna Labbancz, the Hungarian Folk High School Society

I. Sample Description

a) Online Survey

The Hungarian Folk High School Society (HFHSS) sent its partners e-mails which contained the link for the online survey. The HFA asked more than 100 associations to fill-in the online survey.

14 online survey respondents fit the direct target group of the research, that means civil society organisations in the field of non-formal adult education. There were more men (57.1%) than women (42.9%) taking part in the online survey. Most of the respondents represented the 60-69 years old age group (42.9%), followed by 70 years and older (28.6%), 50-59 years old (21.4%), and 40-49 years old (7.1%).

In the field of professional education, most of the survey respondents declared that they have an education in the field of pedagogics/education (50.0%), followed by social sciences (psychology, sociology, etc.) (35.7%), arts/culture (28.6%), economy (14.3%). There were no respondents representing education in the fields of media/communication (see Fig. 22).

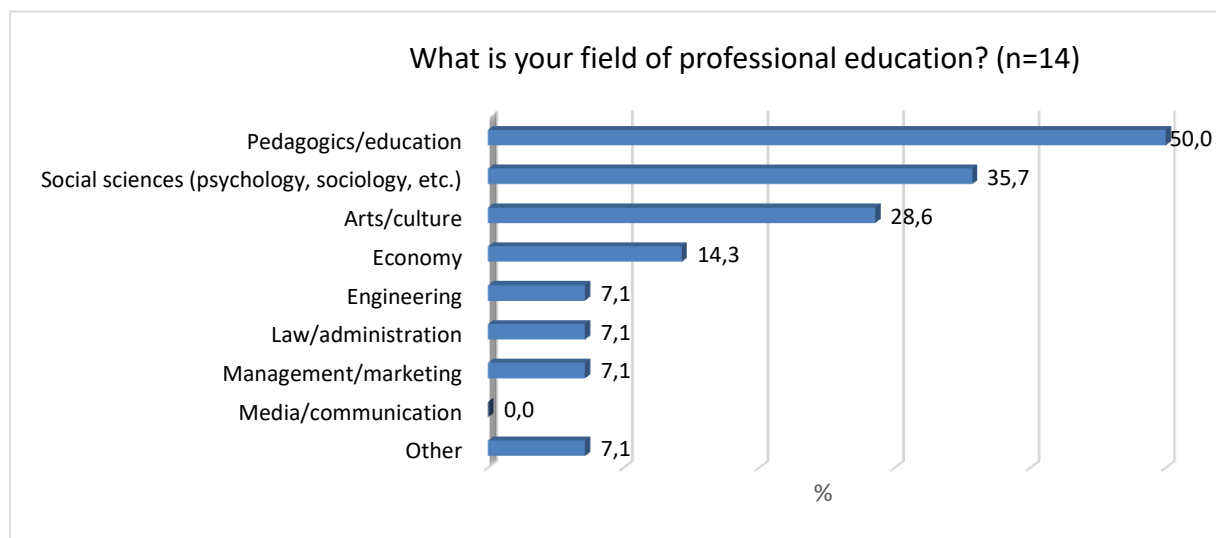


Fig. 22: What is your field of professional education (multiple answers possible)?; Hungary.

Asked about their function in the field (Fig. 23), seven (50%) of the online survey respondents chose the answer that he/she works as a project manager, seven (50%) as a director/manager/head/chairperson of their organisation; and one (7.1%) described his/her role as a person responsible for international cooperation at the organisation.

Three persons chose the answer "other" and defined the role as association secretary, chief financial officer, or volunteer. The answers indicate, that some of the respondents play two or more of the above-mentioned roles in their organisations.

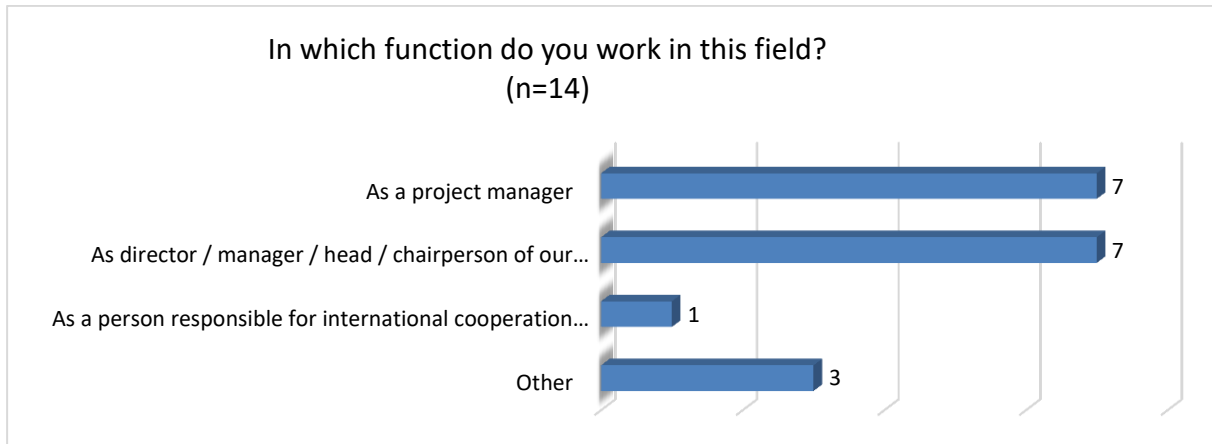


Fig.23: In which function do you work in this field (multiple answers possible)?; Hungary.

Among the online survey respondents, ten (71.4%) have experience at applying for funding for international cooperation. For nine (64.3%) of them the applications were successful. Most of the experienced (successful) in international projects realisation three (33.3%) realised 2 to 4 projects, three (33.3%) 5 or more projects, and three of them (33.3%) realised only one project.

From those of the nine whose applications were successful, four has played the role as coordinator/lead partner. On the other hand, each experienced respondent has played sometimes also the role as another partner.

Questioning, how often they already have applied unsuccessfully for an international project, ten answered "yes". Among them, seven (70%) have already applied unsuccessfully 2-4 times, two (20%) 5 times and more, and one (10%) applied unsuccessfully only once (Fig. 24).

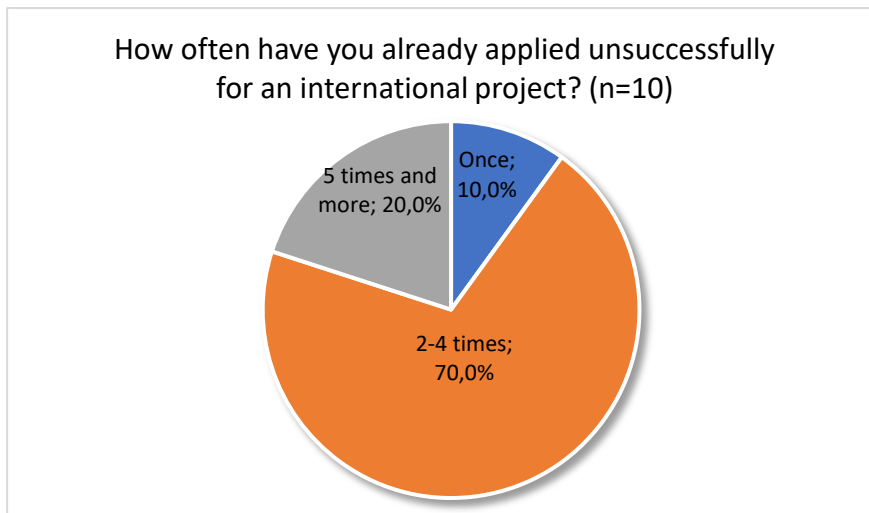


Fig.24: How often have you already applied unsuccessfully for an international project?; Hungary.

b) Qualitative Interviews

The interviewed CSOs offered a great variety of different thematic fields in the adult education sector, even that through our networks we contacted more basic skill development-oriented organizations. In the case of the organizations that are experienced in international cooperation the thematic palette has the following expertise and organizational types:

- basic skill competence development in marginalized regions (folk high schools)
- environmental education, agricultural education (folk high schools, social cooperatives, regional association of village coordinators)
- skill development with disabilities, courses for disabled citizens and for teachers/trainers (private foundations and local associations)
- education on folk traditions, dances, arts and crafts
- ICT (private foundations and local associations, local foundations managed by the local government)
- competency development in foreign languages and in foreign language training (associations managed by language schools)
- skill development for adult educators (folk high school)
- mindfulness (local associations, private associations)

In the case of the CSOs who are interested but never got involved on any level in international cooperation are mostly support organizations of local governmental providers. In their case their field of action is limited to the public service that they support, for example:

- library related activities (local associations)
- social (re)integration supporting activities, e.g. working with prisoners (folk high school)

The interviewed directors, project managers and CSO leaders were mostly employed by their associations even if in some cases not full time. On the decision-making level, board members and trustees we find variety based on the level of professionalism, size of the action field and target area of the CSO. While in the case of local CSOs these roles are fulfilled on a voluntary basis and we can only find – or even half time working – employee the bigger more professional associations are working with bigger managing bodies and 3 to 5 employees in general. Regarding international cooperation, it is usual that with support of the project they are able to employ one or even two freelancers or they can support the salary of an already existing employee from the project.

After the interviews, it was clear for us that international cooperation is playing a very important role in the life of the CSOs not only on a level of activities or regarding the financial income than also supporting the cohesion within the CSOs. Activities with foreign partners are great for external connection building but they can also strengthen the connection within decision makers, employees, volunteers and locals under the umbrella of the CSO.

Most of the interviews mentioned that being part of an international project team for the first time is a huge discovery on an organizational and personal level as well and even if they divided the project related task with the organization everybody was active in some level.

„It was a serious learning process, which we enjoyed thoroughly. In the beginning, we felt completely lost, because we didn't know the process of application and project implementation. But we were enthusiastic and committed; we went to all the informative events, and slowly learned the ropes. I can say that to some extent, all of our colleagues were involved in the project, which is also a reason for our success”

The educational background of the interviewed people was mostly in correlation with their thematic fields. It is very common that they hold degrees in pedagogy, andragogy, sociology and social work besides their thematic interest, but only 5% of the examined project managers had a

relevant university, college or other degrees in business or management. One of the interviewed decision-makers – a member of the managing body of a folk high school – referred to this:

“When we went to our first partner meeting, we didn’t know how we will be able to share our expertise and how the project partners could and would be able to benefit from our participation. We had no idea how this exchange of knowledge and working together will work. But we knew that we dare to ask, we dare to say: we don’t know and we are grateful if it can be driven a bit in the beginning. So whatever degree we had, it was only important to be open and speak the same language.”

II. Key competences of international project managers

The survey respondents were asked to choose three competences, they believed were most important to be a successful international projects manager, in each of the three “legs” of the defined competence triangle. The results were as follows:

a) Technical skills

According to the Hungarian on-line survey respondents, the most important technical competence for the international project manager is knowledge of the English language (75%). This competence is closely followed by competences in the field of project planning and scheduling (58.3%). Financial management got the third position, with support of 50 % of the respondents. Least important for the respondents turned out to be internal communication (8.3%) and dissemination, which likely has no importance at all (0 %). See fig. 25 below.

In the frame of an open question, one respondent mentioned, that it could be important with international working experience and knowledge of legislation different countries in the field of adult education; and it might also be important to be familiar with cultural identities outside of Europe.

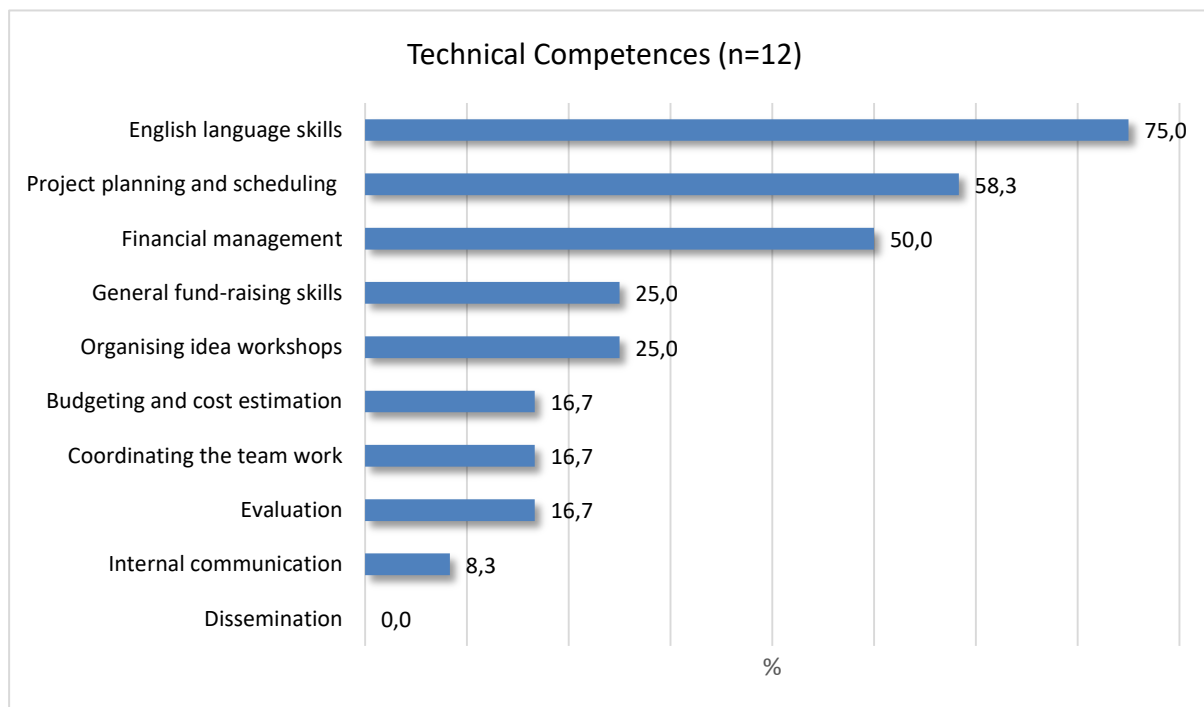


Fig. 25: Most important technical competences. Hungary.

In general the technical skills were seen as most important for international project managers, but there were significant differences in opinion between the experienced and inexperienced respondents on the technical skills. The experienced responders considered as most important the English language skills (83%), financial management 67%, organising idea workshops (33%), budgeting and cost estimation (33%). The less important skills at both group is dissemination (0% each). See below fig. 26.

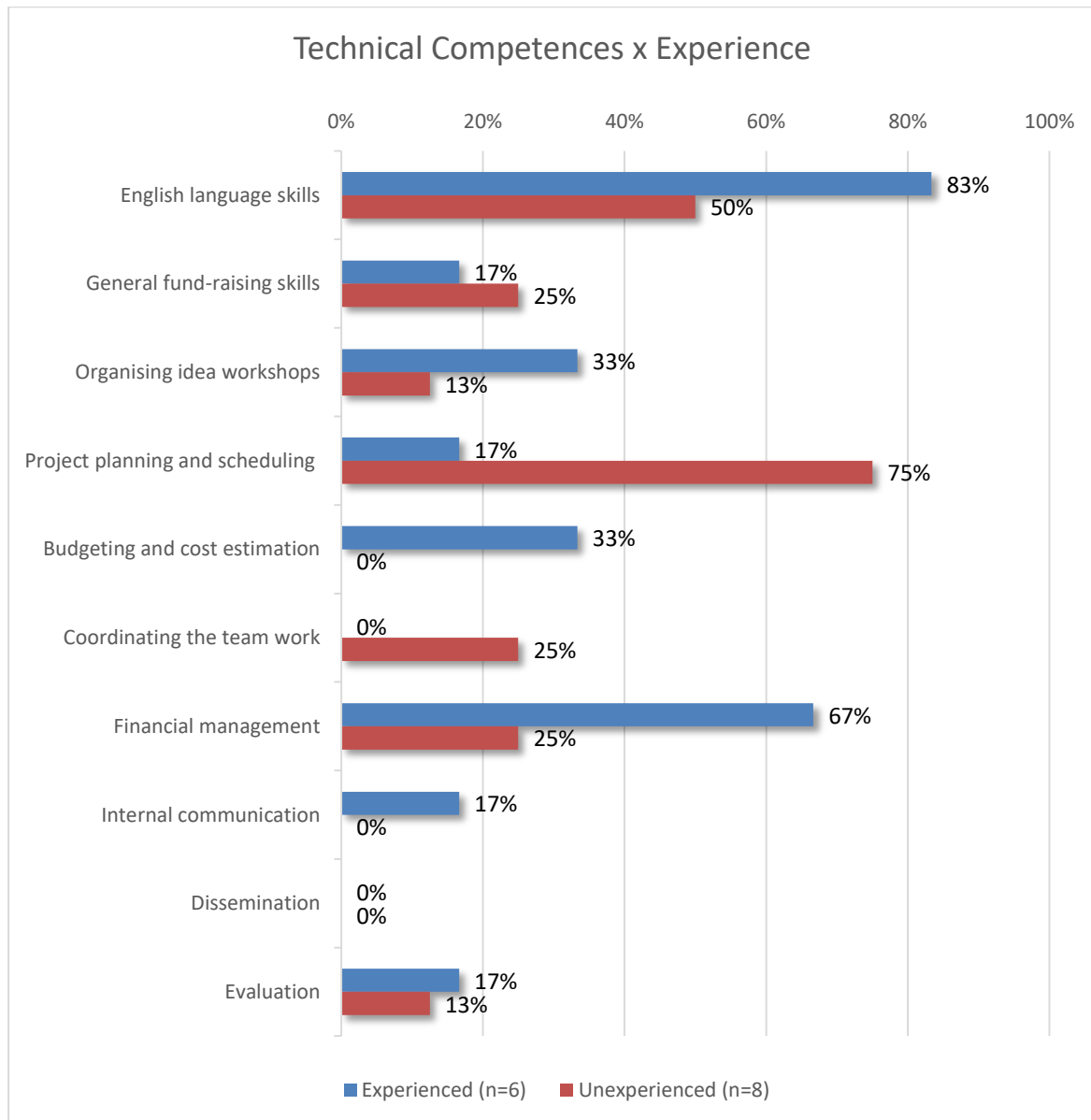


Fig. 26: Technical competences by experience. Hungary.

b) Leadership skills

The most important leadership competence turned out to be team building including volunteers (66.7%). Next on the importance list is conflict resolution and delegating project tasks (50 % each). On the third position effective communication in the CSO context (33.3%). The less frequently chosen was the improvisation and agility, motivation by good exemplary practice, moderating meetings and events (8.3% each). See fig. 27 below.

In the frame of an open question, 1 respondent could name one more leadership competence. The competence mentioned here, were: “It is important to have a democratic leadership style and team spirit in one hand, and strong compliances to the rules of project management on the other hand.”



Fig. 27: Most important leadership competences. Hungary.

According to the experienced international projects managers interviewed, the most relevant leadership skills are team building including volunteers and conflict resolution (67% each). For the inexperienced international projects managers the most relevant leadership skills are team building including volunteers and delegating project tasks (50% each). The less important skills for both groups are delegating project tasks, motivation by good exemplary practice and moderating meetings and events. See fig 28 below.

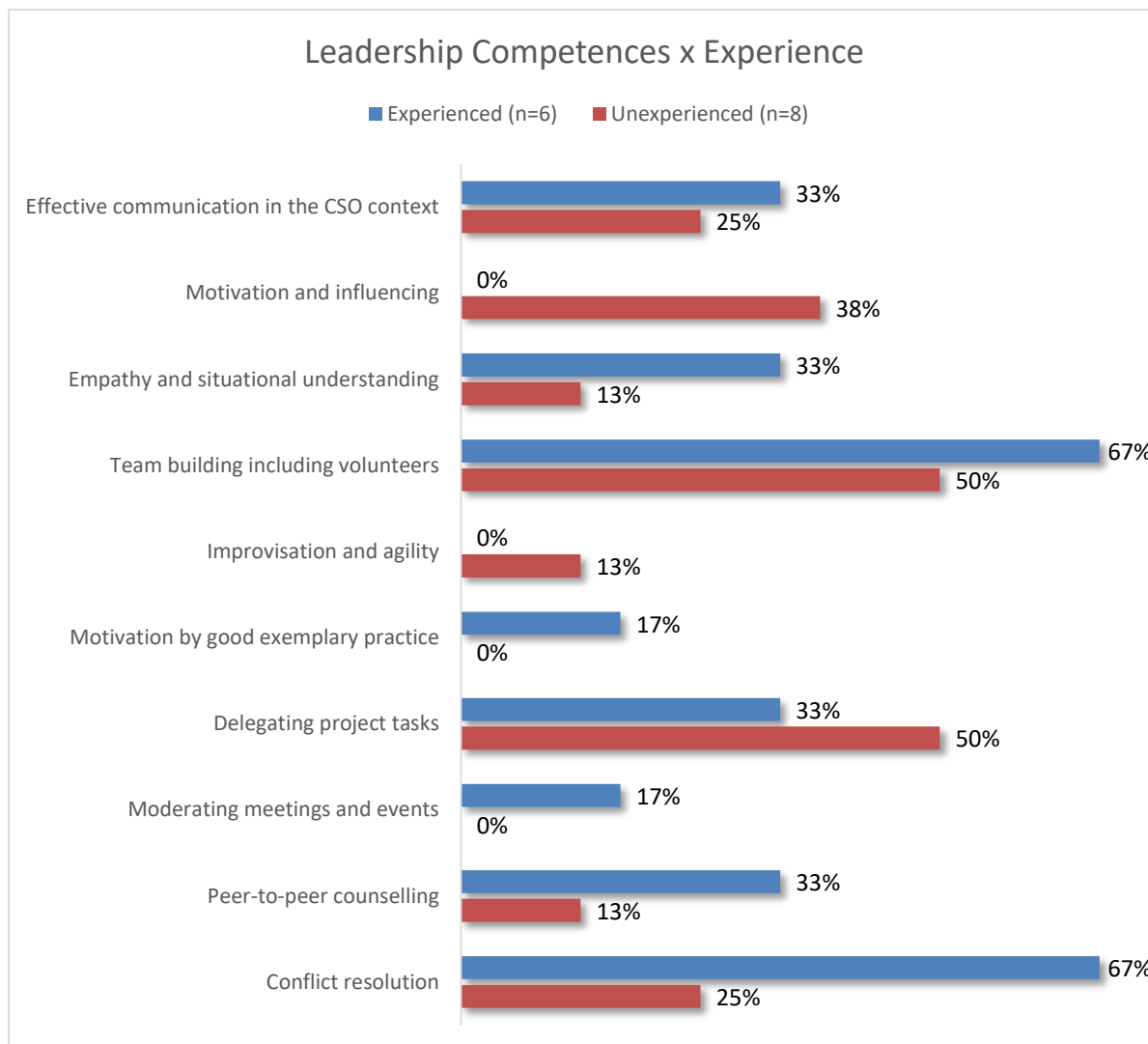


Fig. 28: Leadership competences by experience. Hungary.

c) Business and strategic skills

In this field the highest valued competence was knowledge of European funding programmes (58.3%), which was followed by 5 competences with an equal support of 33.3%, those were: intercultural competences, international and multilateral network in the CSO field, insight knowledge of the CSOs providing adult education, need (and stakeholders) analysis, PR and marketing compliance (33.3% each). The fewest respondents indicated SWOT and risk analysis (8.3%). See fig. 29 below.

Among the answers about the strategic and business management competencies (not mentioned above), one respondent mentioned it is important to have “professional devotion, so while realization of the project, motivation should not decrease”.

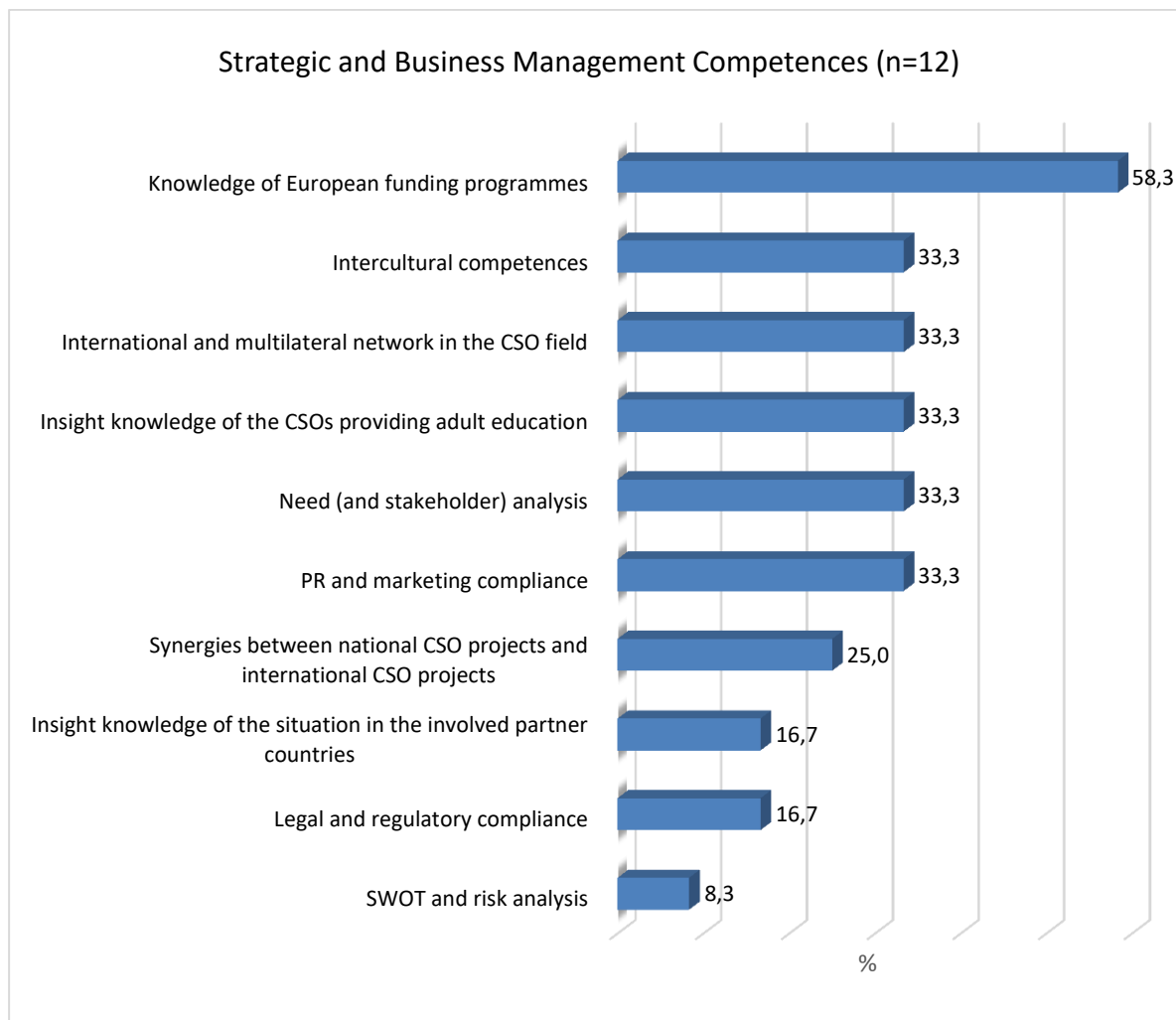


Fig. 29: Most important strategic and business management competences. Hungary.

According to the experienced international projects managers interviewed, the second most important skills are insight knowledge of the CSOs providing adult education (50%), and need (and stakeholder) analysis (50%). See fig. 30 below.

The interviewees from inexperienced in international cooperation, mentioned as second most important leadership skill to be international and multilateral network in the CSO field (38%).

For the interviewees, representing both the experienced and inexperienced international projects managers, the most relevant strategic and business skill was knowledge of European funding programmes (50% each).

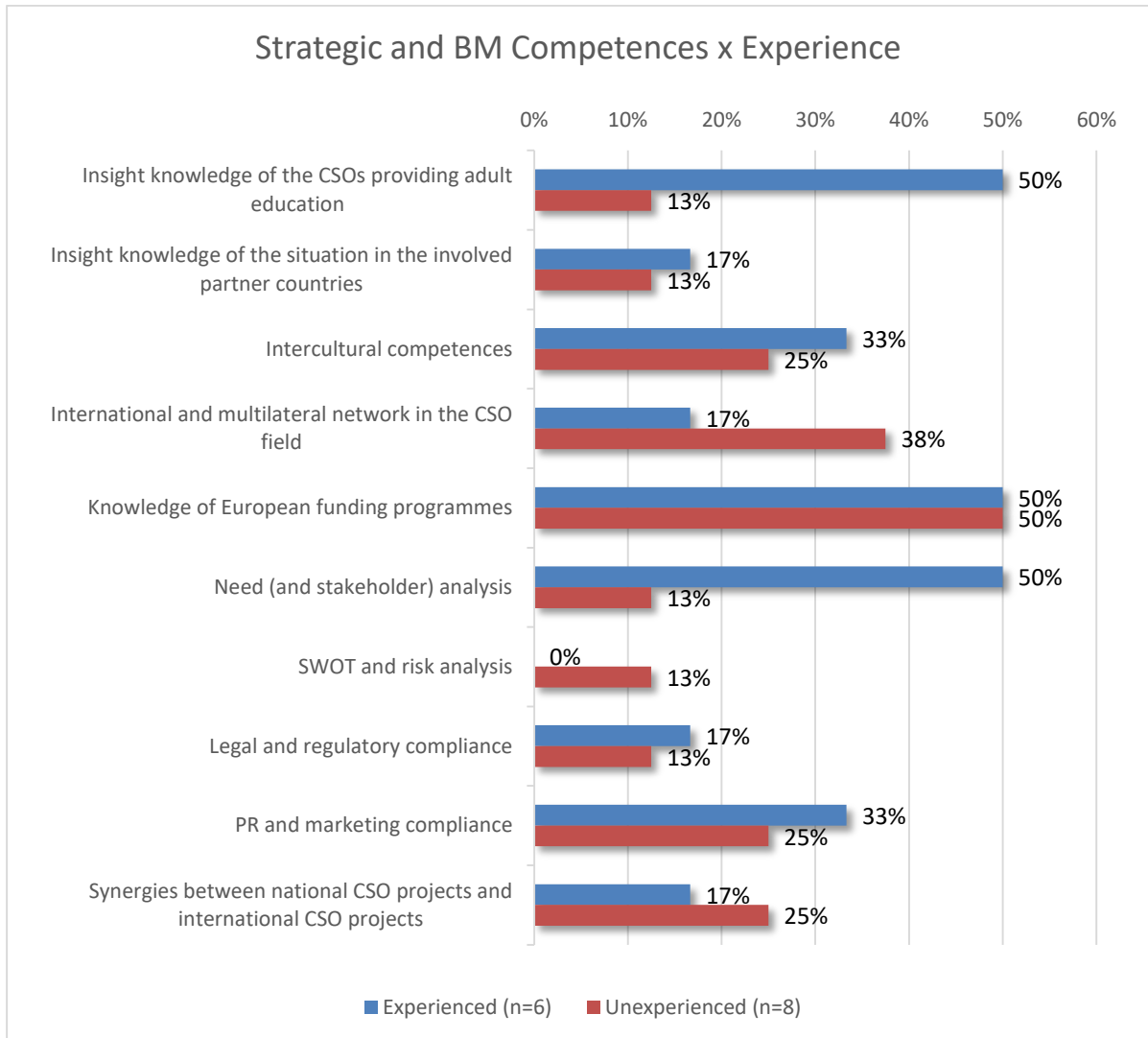


Fig. 30: Strategic and business competences by experience. Hungary

2.5 Danish report on key competences

By Hans Jørgen Vodsgaard, Interfolk

I. The survey approach and respondent groups

A combined survey

The Danish survey of the competence profiles and needs for support among project managers and members of the management bodies in the field of adult education in a civil society context was available between January and April 2019. The twelve interviews were conducted in the period March – April 2019.

The survey consisted of an online questionnaire as well as a series of interviews. A total of 35 Danish organisations took part in the questionnaire of which 23 responses have been included as valid respondents in the section with competence questions; and 12 respondents that already have been involved in or intend to be involved in international project cooperation took part in the series of interviews.

Channels of invitations

The main channels used to disseminate the invitation to the online questionnaire were:

1. Invitations with link to the online survey send by email to Interfolk's own network and contact lists, including:
 - Civil society associations that are members of the Danish Baltic Sea NGO Network (approx. 40)
 - Liberal adult education networks and associations (approx. 35)
 - Other associations in the field of lifelong learning and culture and heritage (approx. 40)
 - Former Danish receivers of Nordplus Adult grants in the field of lifelong learning (approx. 85)
2. Agreement with the national Cultural umbrella, DFKS that includes nine national associations in the field of voluntary culture and heritage to dissemination the invitation to their own networks (approx. 50)
3. Agreement with the Danish Erasmus+ National Agency to disseminate the invitation to all former applicants to the Erasmus+ KA1 and KA2 programme (approx. 500)

The group of interviewees were found primarily by personal invitations in Interfolk's own network and secondarily by contact to respondents in the online survey that expressed interest in being contacted.

Respondents in online survey

The valid number of respondents to the Danish online survey is 23, where 2/3 (65%) are men, and 1/3 (31%) are women, and 1 indicated other gender (4%).

Several age groups are represented, where the biggest are people older than 60 year (43%) and the smallest are people between 20 – 39 years (13%), while people from 40 – 49 years and from 50 – 59 years each represent 22%. The relative high age average for the respondents is a general tendency for the Danish NGO sector, where many active are retired seniors that have the free time to be active.

Concerning the educational background, as can be seen in figure 38 below, most of the respondents have an education in the field of social sciences (39%), and many have it in pedagogics/education (22%) and in Arts/culture (22%), while we nearly have none in media/communication (4%), in economy (4%) and law/administration (4%) and none in management/marketing and engineering (0%). Finally we had more in other (5%) representing language study and non-formal learning in environmental issues.

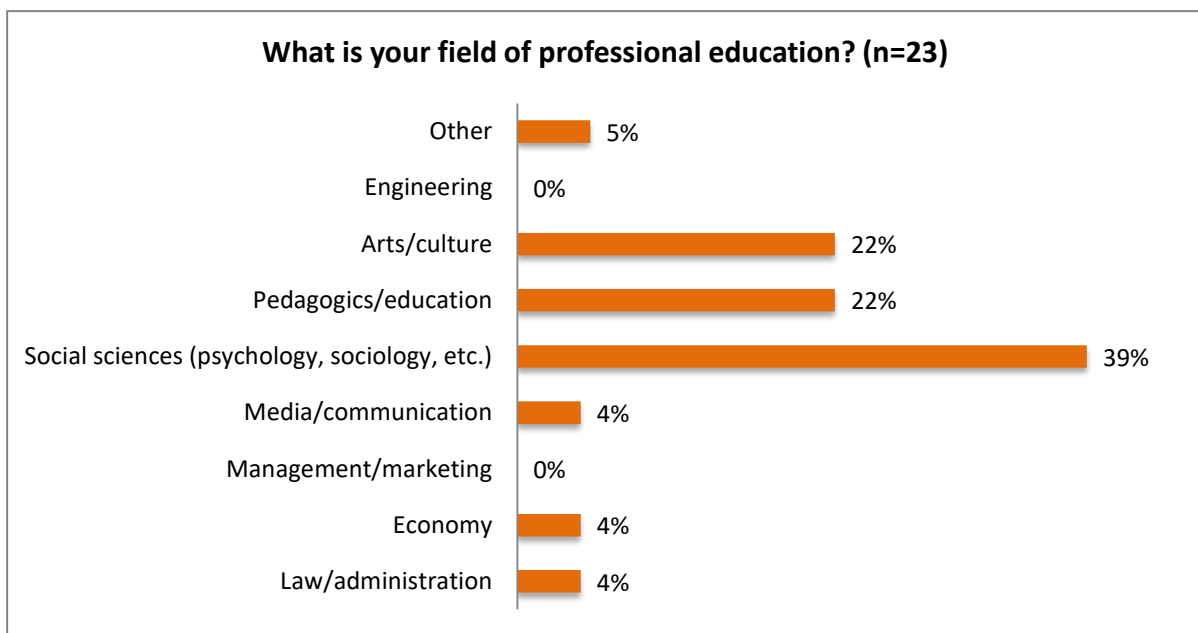


Fig.31: Educational background. Denmark.

It may in general not be representative for the Danish field of adult education in a civil society context that the staff and board members have an educational background with such a high level of social science and arts and culture, because a background in pedagogics and education should in general be higher, when we focus on associations that are active in the field of adult education. The relative high level of people with an education in arts and culture may refer to the network of the Danish project partner that include a high degree of associations that are active in the field of participatory arts and voluntary culture.

Characteristic of interviewees

In all, we interviewed 12 representatives for managers and boards from associations where half already have tried to be engaged in international project work, while the other half could have an interest to try it.

Among the 12 interviewees included in this Report, there were in total 7 men and 5 women. Most of them represented the age groups 50 – 69 years old.

Danish group of interviewees			
Group A: Managers in associations that have tried to work internationally	Group B: Boards etc. in associations that have tried to work internationally	Group C: Managers have not tried, but are interested	Group D: Boards etc in associations that not have tried yet, but are interested
Manager at national foundation – active in the field of heritage and lifelong learning	Chairman at national foundation - active in the field of heritage and lifelong learning	Project leader at Folk high School – active in field of non-formal learning	Chairman of a Folk High school – active in the field of non-formal lifelong learning
Secretary General in a National Culture Association – arts and culture based informal lifelong learning	Chairman in a National Culture Association – arts and culture based informal lifelong learning	Adviser at a national NGO - active in the social and philanthropic field	Board member of the national NGO - active in the social and philanthropic field
Director of an Adult Education association - active in the area of non-formal adult education and lifelong learning	Board member of an Adult Education association - active in the area of non-formal adult education and lifelong learning	Manager at a national health association – active mainly with adults with disabilities including social and cultural field	Chairman of a local environmental association - active in nature protection with related youth and adult education activities.

It can be mentioned that several of the respondents are active both as project managers (12) and as directors or leaders of their own organisations (11). Eight respondents are also responsible for international cooperation within the organisation and one person works as volunteer in the organisation.

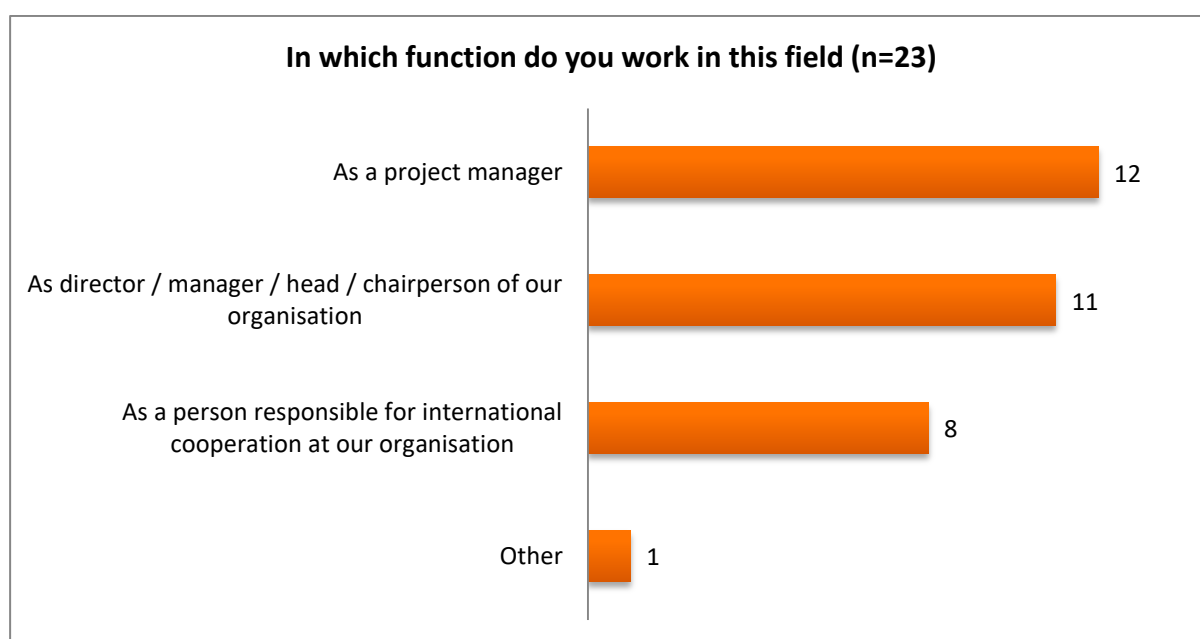


Fig. 32: Functions of work (multiple answers were possible). Denmark.

Experiences with international project work

In general, the respondents in the online survey had a wide experience in applying for co-financing and realising international projects.

The majority of the on-line survey respondents have already applied for funding to work internationally in the field of adult education (65%), while a minority haven't tried it (35%); and in the big group of applicants, the majority had been successful with getting their applications approved (67%).

The group of successful applicants were asked, how many times they had realised an international project. Only 10 answered and among them, 1 had tried it once, 4 had tried it 2 -4 times, and 5 had tried it 5 times or more.

The figures indicate that the group that had been engaged in an international project tended to repeat the experience. It seems it can be difficult to start to work internationally, but first you have started to do it, you wish to do it more times.

II. Key competences

Methodology of the competence survey

The project team did in the start of the project in November 2018 design a new adapted PMC - Project management Competence triangle for the CSOs engaged in European collaboration in the area of non-formal and informal adult education.

According to the PMC triangle, the ideal competence set for project managers include three main areas of competences:

- **Technical project management:** More technical competences to function as project manager in the CSO domain.
- **Leadership:** Ability to build team spirit, present visions for your team members and inspire them to achieve the target.
- **Strategic & business management:** Knowledge of and expertise in the area of activity that enhances the performances.

For each leg we presented 10 key competences, the project team had assessed as most important. During the survey, the respondents should tick three of the ten competences in each leg, they found most important for themselves to improve to become a better international project manager in this CSO field.

Hereby the respondents help us to clarify the most important competences to improve and to clarify which means we could use to help to improve the competences, such as new training courses, Portal tools, e-mentoring, and the provision of a new international support network.

The most needed technical skills

The online survey had a short introduction of the technical skills and an outline of the 10 technical competences with a short definition of each. Hereafter the respondents were asked to select the three **technical skills**, they did see as most important to have for international project managers (see fig. 36 below).

The highest priority of all 23 answers, both from the experienced and inexperienced, were given to the group work, or more specific to “coordinating the team work” (55%), followed by “project planning and scheduling” (50%) and “general fund-raising skills” (45%).

In the middle we have “financial management” (32%), “evaluation” (27%) and budgeting and cost estimation” (23%); and in the lower end we have “dissemination” (18%), and it is a rather low priority, which the Danish National Erasmus+ Office properly doesn’t share.

The lowest priority is given to “English language skills” (9%), which is quite surprising compared to answers from the other partner countries, where the English language skills get a very high or highest priority. Maybe the Danish respondents don’t see it as a problem, because they think they already have the needed language skills. They have properly not have had a partner from UK, because then they soon learn they could need to improve their English skills.

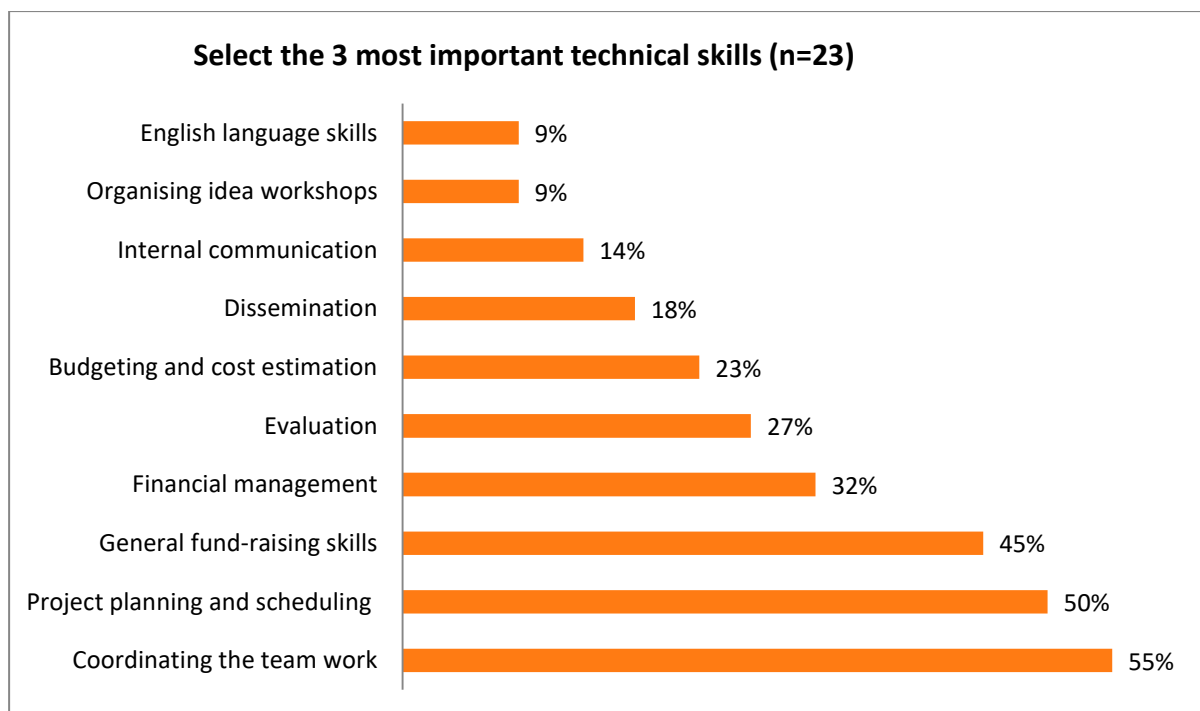


Fig. 33: Most important technical competences (three nominations possible). Denmark.

In the frame of an open question, the respondents could name 1 extra technical competence (not mentioned before), they also see as important to be a better manager of EU projects.

One mentioned: “skills to use all possible social media”; and another gave a more general advice: “Fundamental and general preparation of projects must be strengthened. Often, action is taken too quickly before issues related to and around the project idea have been sufficiently uncovered and investigated.”

The interviews, especially among the experienced project managers, confirmed the importance of securing a strong team work, so all partners from the start and continued during the project have a high commitment and strong responsibility for completing the work programme in time and with the needed quality; because the coordinator or project manager cannot lift the project work alone.

Different priorities between experienced and inexperienced persons

The online survey also registered the different priorities of the experienced project managers (defined as having realised more than one international project) and the inexperienced project managers. The quite surprising and interesting differences can be seen below in fig. 37:

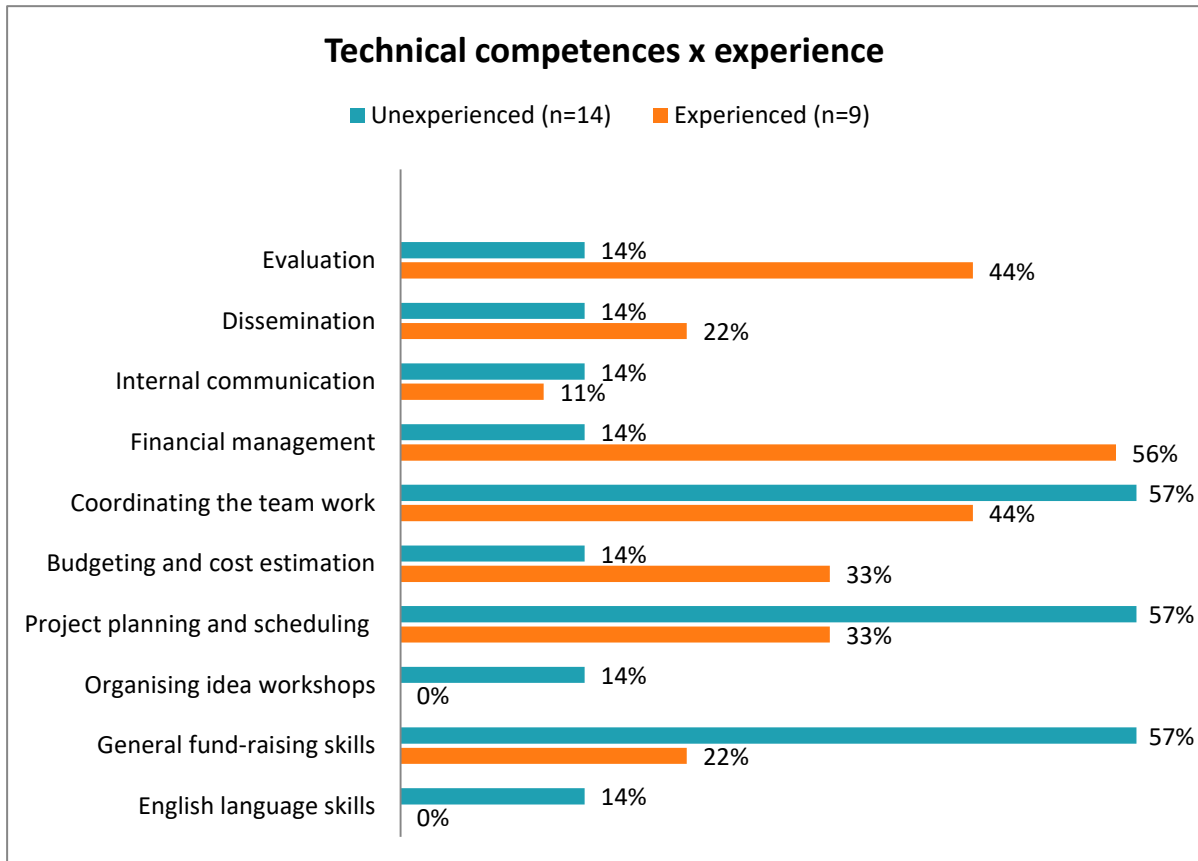


Fig. 34: Technical competences by experience. Denmark.

We can see that the experienced give higher priority than the inexperienced to the financial management (56% contra 14%) and the budgeting and cost estimation (33% contra 14%). Likewise the experienced give higher priority to evaluation (44% contra 14%) and to dissemination (22% contra 14%).

On the other hand, the inexperienced give higher priority to general fund-raising skills (57% contra 22%), maybe because they have experienced how demanding it is to make applications and maybe also to have done it without any luck. They inexperienced also give higher value to the project planning, the coordinating of the team work and organising idea workshop; maybe because they have seen that they need cooperation and help to succeed to take part in the international projects. Finally, some of the inexperienced also gave some priority to improve the English language skills (14% contra 0%).

Different priorities between coordinators and partners

The online survey also registered the different priorities of respondents that have been engaged in international projects, respectively as coordinators or as partners. Some interesting differences can be seen below in fig.38:

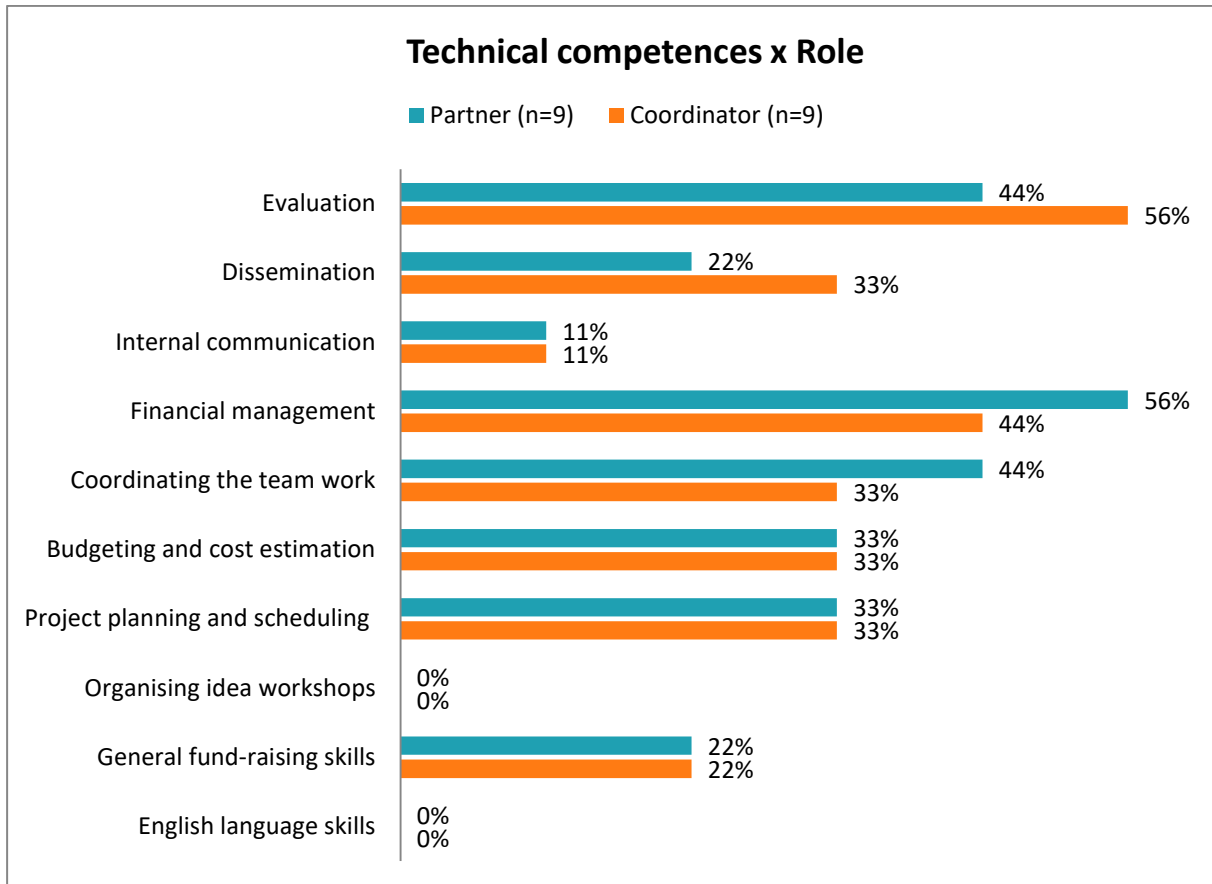


Fig. 35: Technical competences by role. Denmark.

In general, we can see that the two groups to a high degree share same priorities. They give the same values to most of the technical skills, including none to English language skills.

But the coordinators tend to give higher priority to evaluation (56% contra 44%) and dissemination (33% contra 22%); while the partners tend to give higher value to the financial management (56% contra 44%) and to coordinating the team work (44% contra 33%).

During the interviews, the secretary general of a culture association with extensive experiences with international project work mentioned that partners tend to focus on their specific and more tangible tasks with intellectual outputs, while the parallel work with dissemination easily can be forgotten, and it is a recurring task of the coordinator or lead partner to remind all about the dissemination. Likewise the more demanding impact or outcome evaluation which all partners should contribute to, tend to get low priority by the partners; but the coordinator surely know it is important not least because it is needed for the final project reporting.

The most needed leadership skills

The online survey also had a short introduction of the leadership skills and an outline of the 10 leadership competences with a short definition of each. Hereafter the respondents were asked to select the three **leadership skills**, they did see as most important to have for international project managers (see fig. 39 below).

The highest priority of all 23 answers, both from the experienced and inexperienced, were again given to the group work, or more specific to “delegating project tasks” (59%), followed by “effective communication in the CSO context” (55%), “team building including volunteers (45%) and “motivation and influencing (32%),

In the middle we have “peer-to-peer counselling” (27%), “improvisation and agility” (23%); and “conflict resolution”(23%). The lowest priority is given to “moderating meetings and events” (5%) and to “Motivation by good exemplary practice” (5%).

But even though the last mentioned may not be a specific competence, it is discussed in the interviews, where the manager of a national foundation emphasised that it is important for the coordinator to keep the decided deadlines, or else it becomes very difficult to remind others about the deadlines. It can easily open for a work culture in the team, where partners see it as ok to be delayed, because even the coordinator is also delayed.



Fig. 36: Most important leadership competences (three nominations possible). Denmark.

In the open follow-up question, the respondents could name 1 extra technical competence (not mentioned before), they also see as important for being a better manager of EU projects. There were no extra competences proposed, but one of the comments mentioned: “Building the right team where various tasks are defined”, which is another way of proposing “teambuilding”

Different priorities between experienced and inexperienced persons

The online survey also registered the different priorities of the experienced project managers (defined as having realised more than one international project) and the inexperienced project managers. The quite surprising and interesting differences can be seen below in Fig.40:

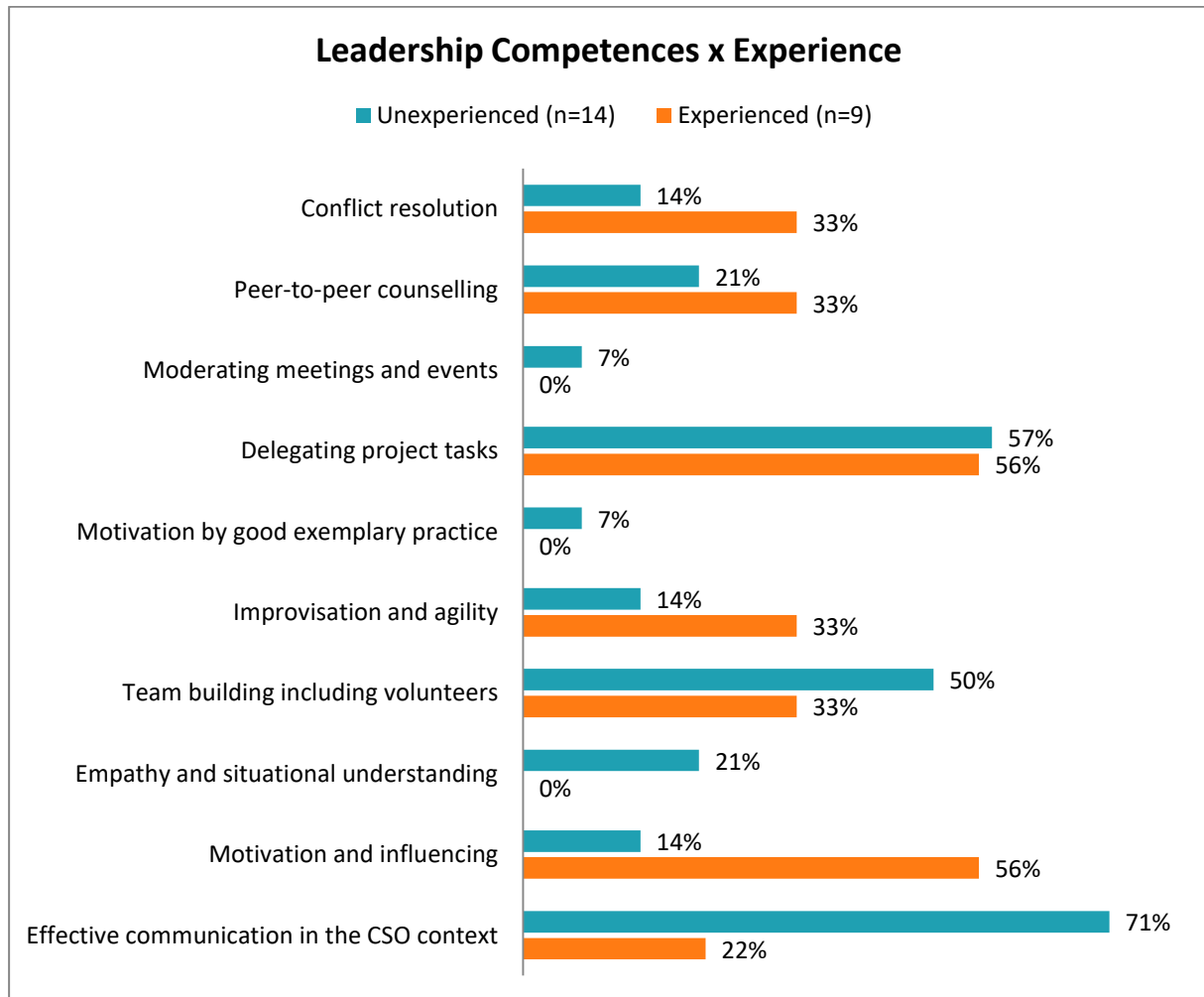


Fig. 37: Leadership competences by experience. Denmark.

We can see that the experienced give higher priority than the inexperienced to “motivation and influencing” (56% contra 14%) and to “improvisation and agility” (33% contra 14%). Likewise, the experienced give higher priority to “conflict resolution” (33% contra 14%) and to “peer-to-peer counselling” (33% contra 21%). It seems that the experienced have learned that sometimes motivation, counselling and agility are needed, and even conflict resolution can be on the agenda.

On the other hand, the inexperienced give higher priority to “empathy and situational understanding” (21% contra 0%), “team building” (50% contra 33%) and also some value to “motivation by good example practice” (7% contra 0%).

Different priorities between coordinators and partners

The online survey also registered the different priorities of respondents that have been engaged in international projects, respectively as coordinators or as partners. Some interesting differences can be seen below in fig. 41:

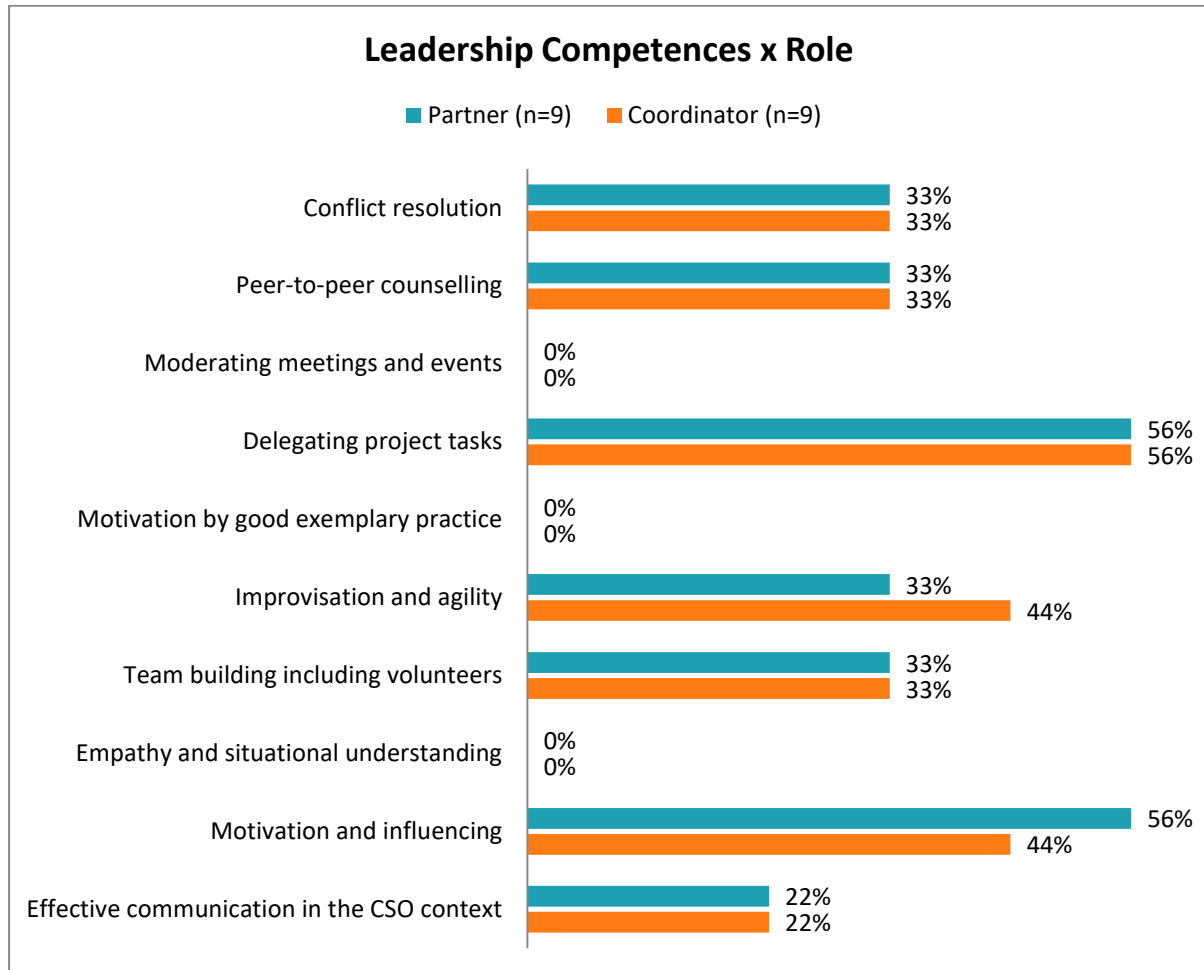


Fig. 38: Leadership competences by role. Denmark.

We can as for the technical skills see that the two groups to a high degree share the same priorities. They give the same values to most of the leadership skills, including the highest priority to “delegating project tasks” (both 56%).

But the coordinators tend to give higher priority to “improvisation and agility” (44% contra 33%); while the partners tend to give higher value to “motivation and influencing” (56% contra 44%).

During the interviews, more emphasised the need of securing a clear and motivating delegating of project tasks to all the partners, or else the shared responsibility could start to decrease. If some partners could get away with not doing much, others could be inspired to follow the easy way and await others to do the tasks.

The most needed strategic and business management skills

The online survey also had a short introduction of the strategic and business management skills and an outline of the 10 proposed competences with a short definition of each. Hereafter the respondents were asked to select the three **strategic and business management skills**, they did see as most important to have for international project managers (see fig. 42 below).

The highest priority of all 23 answers, both from the experienced and inexperienced, were given to “knowledge of European funding programmes” (68%), followed by “international and multi-lateral network in the CSO field” (41%), and “insight knowledge of CSOs in adult education” (32%) and “intercultural competences” (27%).

In the middle we have “need (and stakeholder) analysis” (23%); and lowest “SWOT and Risk analysis” (14%) and “PR and marketing compliance” (14%); and the low priority of the two more traditional management tools of stakeholder and SWOT analysis can be surprising, but it may also indicate that these analysis often just disclose the obvious and banal that you already knew before the analysis, if, you had genuine insight knowledge of the CSOs in the adult education and the situation in the partner countries.



Fig. 39: Most important strategic & business competences (three nominations possible). Denmark.

In the open follow-up question, the respondents could name 1 extra important strategic and business management competence (not mentioned before). There were no extra competences proposed, but one of the comments emphasised the importance of scheduling by using: “The Annual wheel to get an overview of when we can have meetings”; and this skill refer to the technical skills.

Different priorities between experienced and inexperienced persons

The online survey also registered the different priorities of the experienced project managers (defined as having realised more than one international project) and the inexperienced project managers. The differences can be seen below in fig. 43:



Fig. 40: Strategic and business management competences by experience. Denmark.

We can see that unlike for the technical skills as well as leadership skills; the two groups of experienced and inexperienced to a higher degree don't share the same priorities. They simply don't have the same priorities for one single of the ten competences.

The experienced give higher priority to the standard project management tools like "Need analysis" (33% contra 14%) and "SWOT analysis" (22% contra 7%) and also to "legal and regulatory compliance" (22% contra 14%) and to "PR and marketing compliance" (22% contra 7%); and not least to have "International and multilateral network in the CSO field" (44% contra 36%).

On the other hand, the inexperienced give higher priority to "Knowledge of the European funding programmes" (71% contra 56%); which seems quite understandable because they have as inexperienced properly less knowledge of these programmes. Furthermore, the inexperienced give higher priority to "Insight knowledge of CSOs providing adult education" (43% contra 11%) and "Insight knowledge of involved partner countries" (29% contra 11%), properly because they as inexperienced simply have less insight knowledge in these areas.

Different priorities between coordinators and partners

The online survey also registered the different priorities of respondents that have been engaged in international projects, respectively as coordinators or as partners. Some interesting differences can be seen below in fig. 44:



Fig. 41: Strategic and business management competences by role. Denmark.

We can again - as for the technical skills and leadership skills - see that the two groups to a high degree share the same priorities. They give the same values to most of the Strategic and business management competences.

The only difference is that the coordinators give higher priority to “Insight knowledge of involved partner countries” (22% contra 11%), while the partners give higher priority to “Knowledge of the EU funding programmes” (56% contra 44%).

2.6 Austrian report on key competences

By Aron Weigl and Tanja Nagel, EDUCULT

I. Sample description

a) Online survey

The survey of project managers and organisations in the field of adult civil society education was available online between January and April 2019. The invitation to join was sent to participants of ERASMUS+ programmes in the field of adult education and made known via EPALE and the institute's own e-mail and newsletter mailing list. A total of 27 Austrian organisations took part in the survey, of which 17 responses could be included in the evaluation of key competences for project managers working internationally.

Eleven survey participants are female (64.7%), five male (29.4%) and one person chose "Other" (5.9%). Most of the respondents are between 30 and 59 years old, with the 50- to 59-year-olds making up the largest proportion (41.2%). 29.4% are between 30 and 39 years old. Two people stated that they are between 40 and 49 or 60 and 69 years old (11.8%) and one person is between 20 and 29 years old (5.9%).

Most survey participants have a training background in the field of pedagogy/education (58.8%). Others are in the fields of art/culture, management/marketing and social sciences (29.4% each). Economic training backgrounds and media/communication are less represented (11.8% each). Engineering and law/administration are not represented (0.0% each).

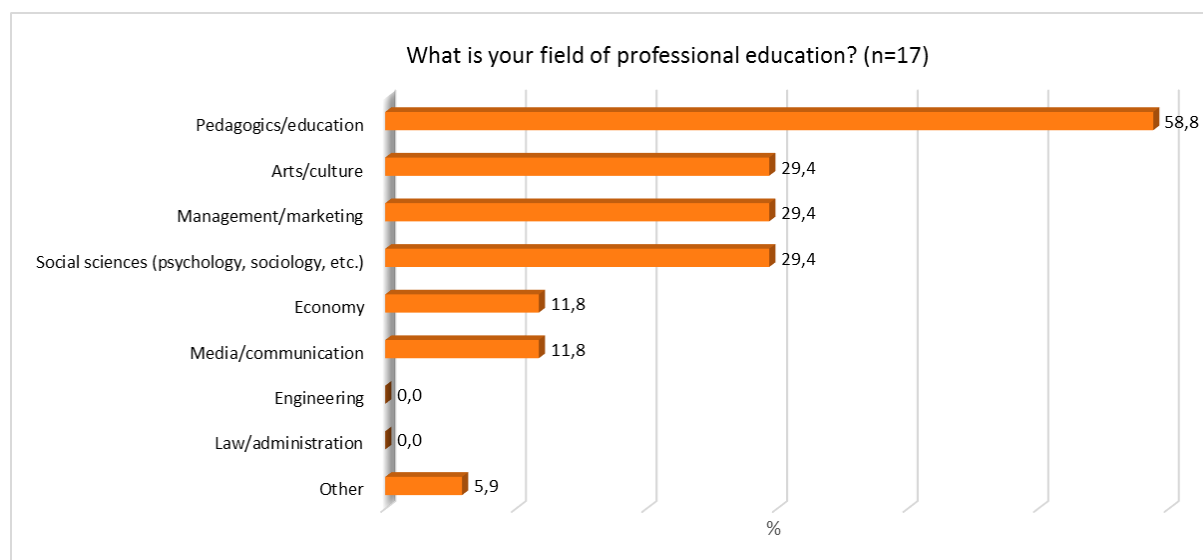


Fig. 42: Field of professional education (multiple answers possible). Austria.

It is noticeable that several of the respondents are active both as project managers (11) and as directors or leaders of their own organisations (9). Three respondents are responsible for inter-

national cooperation within the organisation and one person works as technical assistant to management.



Fig. 43: Function of work (multiple answers possible). Austria.

About three quarters of the respondents (13 pers.; 76.5%) have already submitted applications for international projects. Of these, twelve stated that more than one application had already been successful, so that more than one international project could be implemented, i.e. 70.6% of the total.

In addition to the successfully implemented projects, most of those who have already submitted applications (6 out of 13) were previously involved in two to four unsuccessful submissions. Three persons had unsuccessfully applied for funding once; three other persons did so five times or more. Only one respondent stated that they had never been unsuccessful.

Eight persons (47.1%) were involved in international projects as coordinating partners. With the exception of one organisation, they were all involved in projects as normal partners, as well as four others, i.e. a total of eleven persons (64.7%). For this reason, the differences between the two groups in answering the questions are not significant and are not presented separately.

Most of the interviewees who had already implemented international projects did so at least twice (eleven out of twelve). Thus, a total of 64.7% of all survey participants can be described as experienced, while the rest, i.e. around one third (35.3%), can be described as inexperienced in international project management.



Fig. 44: How many times realised an international project. Austria.

b) Qualitative interviews

The interviewees were selected from the EDUCULT network, from the organisations successfully involved in international projects (ERASMUS+) in recent years, and from those interested in further talks on the basis of the online survey. Interview partners fell into four target groups:

- (A) Project managers experienced in international project management (at least two international projects)
- (B) Heads of organisations experienced in international project management (at least two international projects)
- (C) Project managers inexperienced in international project management
- (D) Heads of organisations inexperienced in international project management

Group A	Group B	Group C	Group D
Continuing education and consulting; future development	Continuing education and consulting; future development	Further education and consulting; art, culture, diversity, participation	Further education and consulting; art, culture, diversity, participation
Events and continuing education; civic education	Events and continuing education; civic education	Events and counselling for newcomers and re-entrants; diversity and gender	Continuing education, events and counselling; social affairs, inclusion and participation
Events and educational offers; art and culture, participation	Events and educational offers; art and culture, participation	Events and educational offers; art and culture, diversity	
Educational counselling, quality development; interculturality, integration		Training and consulting; research	

Ten telephone interviews took place in March and April 2019. Due to the multiple roles of the interviewed persons, the four groups can be covered 13 times in total.

The fact that many of the interviewees are organisation managers, who are themselves also active in direct project management, distinguishes the civil society sector in Austria. A differentiated evaluation of the answers from the survey and the interviews with regard to the function therefore does not appear to make sense.

II. Key competences

a) Skills needed to prepare successful applications

The interviewees considered some competences to be helpful and important in order to successfully shape the application phase in international cooperation projects. Most frequently, they cited skills in English, budget and cost planning, coordination of teamwork, and international and multilateral networking in civil society.

Technical competences

- English language skills for social exchange, on a professional level (mentioned 5 times)
- Budget and cost planning (5)
- Coordination of teamwork (5)
- Project and time planning (3)

The only noticeable difference between project managers and heads of organisations concerns budget and cost planning, which was mentioned the most by the project managers.

Leadership competences

- Delegating project tasks (4)
- Building teams with volunteers (3)
- Effective communication in a civil society context (2)

Strategic and business management competences

- International and multilateral networking in the CSO field (5)
- Knowledge of the CSOs providing adult education (4)
- Knowledge of European funding programmes (3)
- Knowledge of the situation in the involved partner countries (2)

Competences that are not part of the PMI triangle

- Joint development of ideas and exchange with all team members
- Joint applications
- Imagination and creativity
- Long breath to deal with failures as well

Imagination and creativity in particular seem to be a little-noticed but very sought-after skill in (international) project management – and here not only, but especially in the application phase. A stronger focus on this competence seems highly relevant.

b) Competences helpful to successfully implement international projects

When asked which skills are important in order to successfully implement an international cooperation project, the interviewees addressed a number of factors. For the implementation phase, English language skills and the coordination of teamwork are mentioned. In addition, the participants emphasise communication skills for internal processes as an important competence.

Technical skills

- English language skills for social exchange, on a professional level (5)

- Coordination of teamwork (5)
- Internal communication (5)
- Financial management (4)
- Project and time planning (3)
- Evaluation competences (3)

Additional technical competences are mentioned (1 each):

- good overall communication skills
- honest evaluation without denunciation
- Management of human resources, which is closely related to the coordination of teamwork.

Leadership skills

- Delegating project tasks (4)
- Building teams with volunteers (3)
- Effective communication in the CSO context (3), incl. team communication
- Empathy and situational understanding (2)
- Improvisation and agility (2)
- Moderating meetings and events (2)
- Conflict resolution (2)
- Motivation and influencing (1)

Other leadership skills that the interviewees consider to be important (1 each):

- Thinking of long-term goals, keeping the big picture in mind
- Social skills and building relationships

Strategic and business management skills

- Knowledge of civil society organisations in adult education (4)
- Knowledge of the situation in the partner countries involved (2)
- Intercultural Competences (2)
- Synergies between national and international projects (2)
- PR and marketing skills (1)

There is also mentioned (1 each):

- General IT skills (content management systems, data analysis, cloud systems, etc.)
- General strategic and networked thinking
- Understanding the different organisational logics in different countries, linking the aspects of knowledge about civil society organisations and the situation in partner countries

Competences that are not part of the PMI triangle (1 each)

- Flexibility and willingness to travel frequently
- Autodidactic learning ability
- To position oneself well in one's own organization
- Imagination and creativity

c) Technical competences

As far as technical competences are concerned, most respondents consider it important to improve their competences in the field of evaluation (70.6%). 41.2% of respondents said that their English language skills and general fundraising skills could be improved. The interviews confirmed these results, as evaluation competences and language skills were described as in need of improvement. Nobody mentioned the competence of coordinating teamwork. While in the interviews many describe this ability as important for implementation, there seems to be no need for further training.

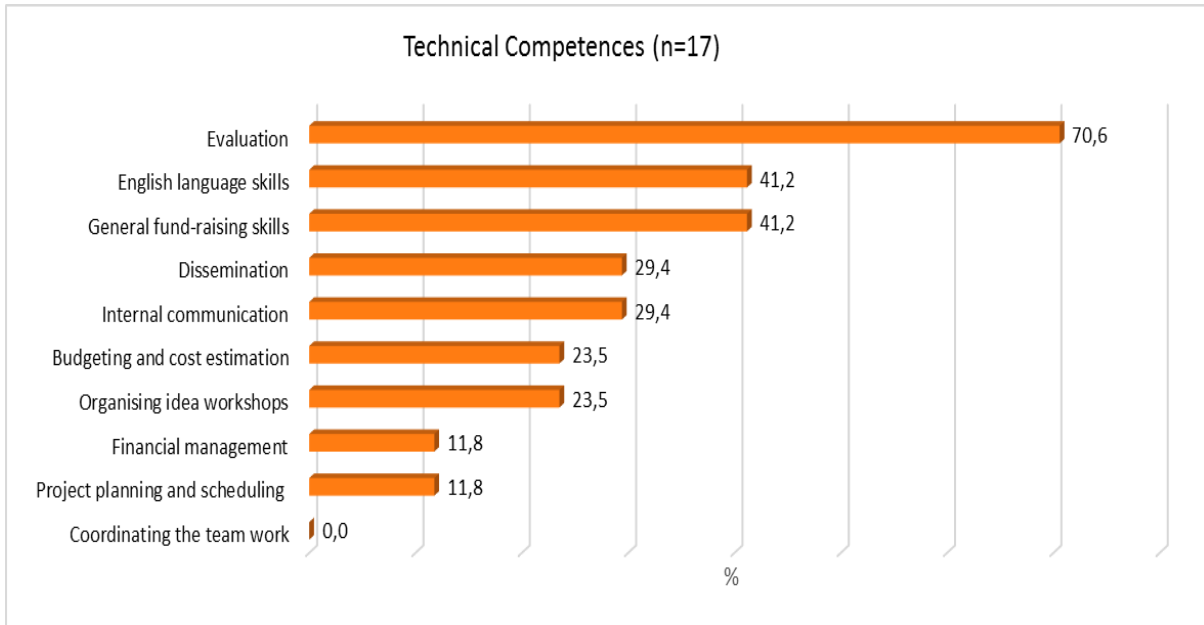


Fig. 45: Most important technical competences (three nominations possible). Austria.

However, some respondents also said that they needed less support and instead more time: “Actually, we do NOT need any of the above support, we just lack the time and financial resources to submit many submissions”. (survey respondent) Or also: “There are no time resources for the colleagues, they are very busy in the existing projects”. (survey respondent)

Regarding differences between experienced and inexperienced persons:

The inexperienced people rather indicated that they need to improve their English and dissemination skills. For experienced people, on the other hand, it is more important than for inexperienced people to improve their competences in dealing with budget and cost planning as well as project and time planning. It seems equally important for both to work on their evaluation skills.

d) Leadership competences

As far as leadership competences are concerned, the majority of respondents consider it necessary to improve their ability to delegate project tasks (58.8%). The reason for this might be that too few time resources are available and often it is not possible to delegate tasks. It is therefore difficult to assess the extent to which an expansion of competence is helpful here. In addition, the conflict resolution skills are often mentioned (41.2%). Peer-to-peer counselling (35.3%) was brought up frequently with respondents as well. Nobody mentions the motivation of employees

and partners through being a role model. Reliability is also indicated as an important leadership competence.

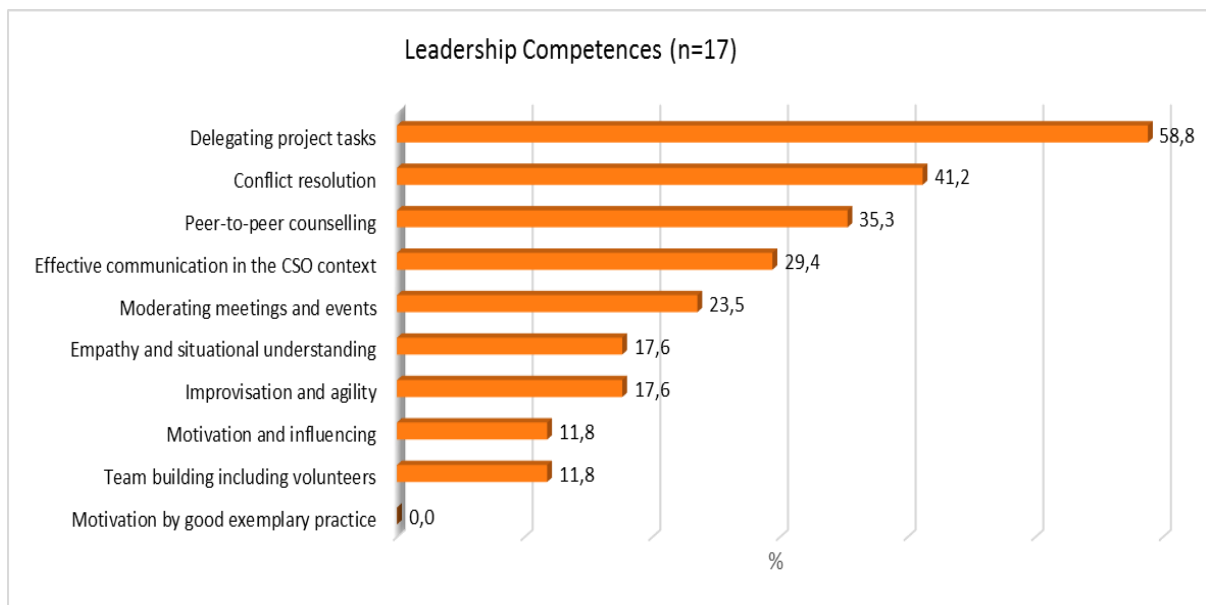


Fig. 46: Most important leadership competences (three nominations possible). Austria.

Differences between experienced and inexperienced persons

The biggest difference between experienced and inexperienced respondents concerns the delegation of project tasks. While 81.8% of survey participants who have already implemented two or more international projects describe this as in need of improvement, only 16.7% of internationally inexperienced actors make the same claim. This suggests that this challenge only occurs when projects are actually implemented. On the other hand, half of the less experienced interviewees cite the competence to communicate effectively in a civil society context as a competence to be improved, but only 18.2% of the experienced ones responded similarly.

e) Strategic and business management competences

For the Austrian actors interviewed, the ability to create synergies between local or national and international projects necessitates the most improvement (58.8%). More than half of the respondents also cite knowledge of European funding programmes as in need of expansion (52.9%) and about one third (35.3%) consider it necessary to improve competences in the field of needs analysis.

None of the respondents, on the other hand, sees a general need to find out more about civil society organisations in the field of adult education. If one compares this finding from the survey with the individual interviews, it becomes clear that although knowledge in this area is seen as an important condition for successful project planning and implementation, it is likely to already exist, as it is not considered to be in need of improvement.

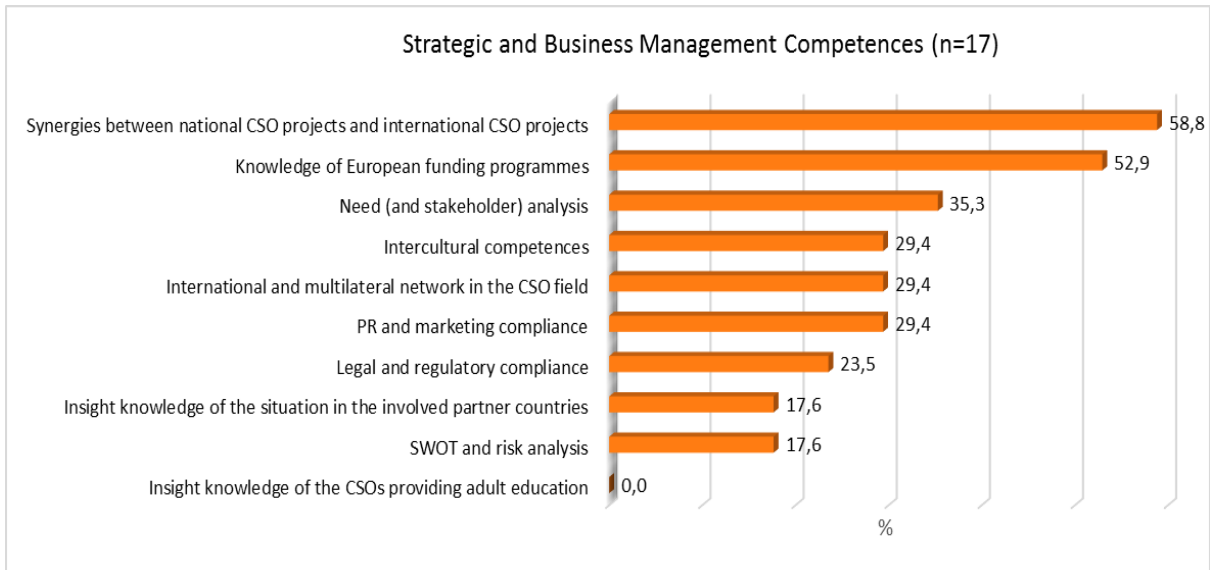


Fig. 47: Strategic and business management competences (three nominations possible). Austria.

Differences between experienced and inexperienced persons

Different assessments depending on the level of experience can be seen in particular with regard to three competences. Two thirds (66.7%) of all inexperienced respondents cite intercultural competences, but only 9.1% of more experienced respondents. In the interviews, too, inexperienced actors occasionally cite them as being in need of improvement. This suggests that intercultural skills also improve over the course of international projects. Challenges that arise above all in the implementation of international projects, on the other hand, appear to be of a legal nature and concern possible risks. More than a third (36.4%) of experienced project managers and heads of organisations describe skills regarding compliance with laws and regulations and more than a quarter mention (27.3%) skills in SWOT and risk analyses as in need of improvement. None of the more inexperienced actors mentions these two aspects.

3. The competence triangle

By Hans Jørgen Vodsgaard, Interfolk

3.1 Methodology

The project team did in the start of the project during November 2018 design a PMC Triangle (Project Management Competence Triangle), where we listed the most important competences to have for project managers engaged in European collaboration in the area of non-formal and informal adult education,

Aim

It was at the one hand a goal in itself to design a list of the key competences for successful project managers engaged in European cooperation in the civil society area of adult education, and on the other hand also a mean to provide a query to clarify the needs for competence development among different groups engaged in EU projects.

Or otherwise said, we had two concurrent but different aims for developing this new list of needed project management competences:

- 1) To develop a new PMC triangle for the CSOs engaged in European collaboration in the area of non-formal and informal adult education, where we list the most important competences to have (competence profile of a successful project manager working in this area)
- 2) To clarify the needs for improving competences to be more successful or to plan, apply and manage EU projects, and here be able to differentiate the needs of project managers with experience in international projects (group A) and related management bodies (group B) and interested but inexperienced project managers (group C) and their related management bodies (group D); and also to differentiate the needs in the different partner countries,

The approach

To realise the first aim we outlined the needed key competences and classified them in a three-legged form, which we could use in the subsequent survey and also expect to elaborate and refine later in the project, when we plan support and training activities for experienced as well as inexperienced project managers.

To realise the second aim we used the PMC Triangle in the baseline survey to clarify the needs for competence improvements in general and between the different groups and areas of activity and properly also from country to country. Hereby the PMC Triangle helped to clarify the needs for improvements of some parts of the competences (by training, e-mentoring, Portal tools, international network).

It has helped to clarify that project managers – from civil society organisations in the area of adult education that wish to be engaged in international cooperation or already are engaged – typically have many of the outlined competences in the triangle, so they don't need to improve all of them, but still they may need to improve some of them. They may have worked as project managers in a national context and have many or most of the basic competences, but they still need to improve some to function as international project managers with EU projects. For example:

- Re technical skills: They can already schedule project plans, make budgeting, provide efficient communication, gather data, etc, but they may need some extra skills to handle the financial management of the EU projects, to prepare applications in the contexts of EU projects, etc.
- Re leadership: They can already communicate missions, motivate teams, they have situational understanding, they can coach – but they still need to learn how to communicate in a CSO context, to engage voluntary staff, to coordinate a multilateral cross-border team or the like.
- Re strategic management: They may already have the needed competences to make need analyses etc, they may even have broad intercultural and international knowledge and language skills, but they need to know more about the special situation and needs in the CSO area, and know more of the EU funding programme and their demands for designing successful applications.

So in the survey, we were not asking about the most important competences, but about the competences, which the respondents needed mostly to improve, and maybe it only included 3-4 in each leg, and properly mostly among the series of special CSO competences.

3.2 Structure of the new competence triangle

The PMI Triangle

Our competence model for project managers working with adult education in the civil social context has been inspired by the PMI Triangle, which has been elaborated by the Project Management Institute with main office in Philadelphia, USA – see www.pmi.org



Fig. 48: The PMI Triangle

According to the PMI triangle, the ideal competence set for project managers is a combination of knowledge, skills and behaviours in:

Technical project management: More technical competences to function as project manager in a specific domain of activity.

Leadership: Ability to build team spirit, present visions for your team members and inspire them to achieve the target.

Strategic & business management: Knowledge of and expertise in the area of activity that enhances the performances.

In short, the ideal project managers must have a balanced competence set,

- where they with expertise in "Technical Project Management" can plan and execute the project;
- while their "Leadership" expertise will help them to deal with the various stakeholders in the project;
- and the Strategic and Business Management" expertise means they better can implement and execute the projects accordingly to the strategy of the organisation as well as acting with an entrepreneurial spirit and high knowledge of the area they are working in.

This PMI methodology also emphasises that the applied competence triangle needs to be adapted to the specific areas of activity (the business field), such as the specific conditions in the civil society sector of non-formal and informal adult education, where the activities to a high degree is based on voluntary associations and volunteering.

Our new PMC Triangle

With inspiration from the PMI Triangle, the project team designed during the start of the project an adapted PMC Triangle (Project Management Competence Triangle), where we with reference to our own experiences listed the most important competences to have for project managers engaged in European collaboration in the area of non-formal and informal adult education,

We constructed the triangle with 10 competences in each leg, in all 30 competences. We discussed, if we should reduce the numbers, for examples to only 6 competences per leg; but we decided to have quite many, so the respondents had more options to choose among. Furthermore, we added an open question, where the respondents could propose an extra competence for each leg, which they missed or also saw as important to have.

Below, we present our preliminary PMC Triangle including the three legs with each 10 competences, which we used in the survey. Each competence is presented with a name and short description.

The 10 competences in each leg are presented in random order without any priority, among other things to avoid guiding the respondents.

1. Technical competences

1	English language skills, i.e. high level of reading, writing and speaking English as the common foreign language in European cooperation, incl. skills in terminology of adult education in a civil society context.
2	General fund-raising skills, i.e. how to design a project idea in a structured manner, engage co-applicants, design the application and present it to be co-funded by specific funds and programmes.
3	Organising Idea Workshops, i.e. brainstorming sessions or better brain-writing, where engaged stakeholders elaborate and qualify the preliminary project ideas or design solutions to unforeseen problems.
4	Project planning and scheduling, i.e. to plan the break down structure of the work programme in a SMART manner with Specific / Measurable / Achievable / Realistic / Timely goals, key activities and outputs.
5	Budgeting and cost estimation, i.e. to add the detailed cost estimates of key tasks into a budget plan, so It is possible to track the project costs according to that budget, while the work is on-going.
6	Coordinating the team work, i.e. to coordinate the work plan with clear procedures for controlling, if the activities are providing on time with the needed quality (incl. efficient time management and monitoring)
7	Financial management, i.e. to manage the planning, budgeting, accounting, internal control, auditing, procurement, disbursement and financial reporting in accordance with the project plan.
8	Internal communication, i.e. to plan and implement an effective communication with the project team, that defines the 5Ws (What, Why, Who, Where, When) and 1H (How, incl. ICT means to use)
9	Dissemination, i.e. to plan the dissemination in accordance with the stakeholders and target groups in the civil society area and to provide the specific means to reach them, incl. use of social media.
10	Evaluation skills, i.e. to plan, conduct and report progress and impact evaluation, incl. to design progress evaluation forms and complete impact evaluation, incl. reports to key stake holders.

The technical competences refer to the ability to plan and execute the project.

2. Leadership competences

1	Effective communication in the CSO context, i.e. to communicate the project vision and red line of activities to stakeholders and especially to reach out to the key stakeholders from the civil society contexts.
2	Motivation and Influencing, i.e. to motivate the project team and key stakeholders with clear goals and empower them to put their mark on the work, which reinforces the cohesion and co-ownership.
3	Empathy and Situational Understanding, i.e. to engage in free human relationships and understand and meet the needs of your project participants and be good at bringing the strengths of the participants into play.
4	Team Building including volunteers, i.e. to promote ownership in the project team and related volunteers and promote a constructive collaborative culture with a strong mutual responsibility and motivation.
5	Improvisation and agility, i.e. to be able to act agile when needed and to improvise in unforeseen situations to ensure progress and effect by following openings, possibilities and the flow of the context.
6	Motivation by good exemplary practice, i.e. to motivate by being a good example by keeping deadlines and focussing on the goals and content, to take responsibility and act in a compassionate, honest and transparent way.
7	Delegating project tasks, i.e. as coordinator to delegate as many tasks as possible to get more time for dealing with the unexpected, and to gain more time to engage the project work as a whole.
8	Moderating meetings and events, i.e. to have the skills and attitude to moderate consortium meetings both face to face and on Skype as well as to present and moderate plenary sessions etc in bigger project events.
9	Peer-to-peer counselling, i.e. to counsel and help other team member with specific project tasks, or rather to provide counselling and advice on an a peer-to-peer level in a cross-border and multilateral context.
10	Conflict resolution, i.e. to successfully navigate in internal and external conflicts and challenging situations and mediate between different point of view and ability to take the final decision.

The leadership competences refer to the ability to handle the various stakeholders in the project, especially to build team spirit, present visions for your team members and inspire them to achieve the objectives of the project. .

3. Strategic and Business Management competences

1	Insight knowledge of the CSOs providing adult education, i.e. knowledge of the missions, needs and conditions of the CSOs sector of non-formal and informal adult education in your own country and the wider European community.
2	Insight knowledge of the situation in the involved partner countries, i.e. a basic knowledge of the history and current challenges as well as of the CSO field in the involved partner countries.
3	intercultural competences, i.e. the ability to work in international context with the needed inter-cultural competences and basic understanding of and skills to behave in different cultural and social contexts.
4	International and multilateral network in the CSO field, i.e. to have a strong European network in the CSO sector and the ability to find and select appropriate new partners. as well as to promote your own organisation as a future partner.
5	Knowledge of European funding programmes, i.e. an overview of relevant funding programmes and not least an insight in the specific demands these programmes have for the project plan and the specific application design.
6	Need (and stakeholder) analysis, i.e. to know how to analyse the need for the project idea and to clarify the means to meet the need and to involve the key stakeholders in the project plan.
7	SWOT and Risk analysis, i.e. to clarify the Strengths, Weaknesses, Opportunities and Threats for the project plan, and state the obvious risks and plan how to handle them.
8	Legal and regulatory compliance, i.e. to ensure that the planning and implementation of the project are aware of and take steps to comply with relevant laws, policies, and regulations in the area.
9	PR and Marketing compliance, i.e. the ability to apply the tools and contact channels for information, promotion and dissemination of the project to the main target groups.
10	Synergies between national CSO projects and international CSO projects, i.e. ability to see and use possible synergies by initiating parallel international and national projects with overlapping activities and outputs and supplementing funding possibilities.

The strategic and business management competences refer to the ability to execute the projects accordingly to the strategy of the organisation and with expertise to act in the area of activity.

3.3 Summary of priorities from the multilateral survey

The objectives of the questions

In this online survey the respondents were asked to tick the three competences among the ten in each of the three legs, they assessed as most important to upgrade or improve to work more successfully in European cooperation projects.

It means we were not asking them, which competences they overall found most important to present in the Triangle, but more specific we were asking them to choose three that could be most important for them to improve.

a) Technical competences

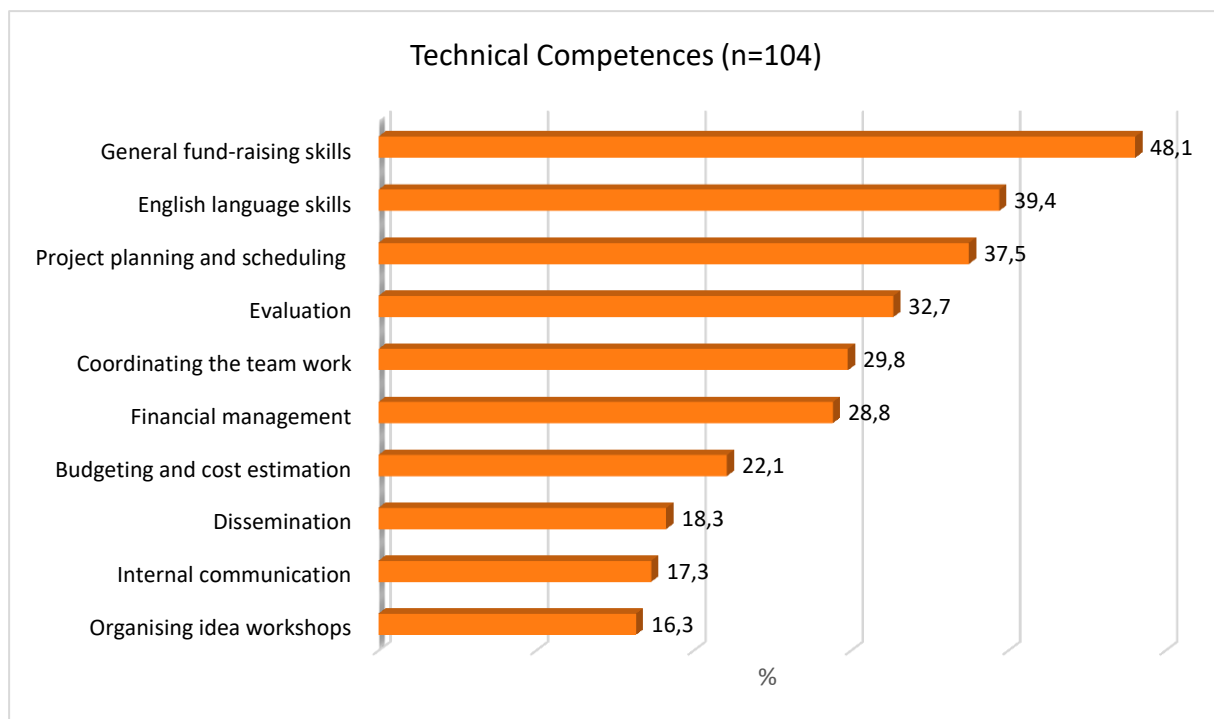


Fig. 49: Priorities of technical competences. All partner countries, experienced and inexperienced

In average for all partner countries and all types of respondents, the five most important technical competences are “general fund-raising skills” (48%), “English language skills” (39%), “Project planning and scheduling” (38%), “Evaluation” (33%) and “coordinating the team work” (30%).

Above in section 2.1 the differences between the experienced and inexperienced were presented. Here the inexperienced valued “general fund-raising skills” higher than the experienced (57% contra 34%), and they also valued the “English language skills” higher (41% contra 34%) as well as the “project planning and scheduling” (41% contra 30%); while the experienced especially valued “evaluation” higher (42% contra 21%).

We can also mention some interesting differences between the countries.

The average of Polish answers (see fig., page 16) gave highest value to “English language skills” (50%), followed by “evaluation” (44%) and “general fund-raising skills” (39%), while financial management got a quite low value (11%)

The average of Italian answers (see fig. 16, page 25) gave highest value to “general fund-raising skills” (62%), followed by “project planning and scheduling” (46%), “English language skills” (42%) and “financial management” (42%); while “evaluation” got quite low value (15%).

The average of Hungarian answers (see fig. 29, page 36) gave as the Polish answers highest value to “English language skills” (75%) followed by “project planning and scheduling” (58%), and “financial management” (50%); while “general fund-raising skills” got a low value (25%) and evaluation even lower (17%).

The priorities of the Danish answers (fig. 36, page 46) were rather different. They gave highest value to “coordinating the team work” (55%), “project planning and scheduling” (50%) and “general fund-raising skills” (45%), while “English language skills” got the lowest value (9%).

The priorities of the Austrian answers (fig. 49, page 60) were also different. They gave highest value to “evaluation” (71%) followed by “English language skills” and “general fund-raising skills” (both 41%), while project “planning and scheduling” together with “coordinating the team work” were lowest (both 12%).

To summarise: The Polish, Hungarian and Austrian groups stated high value to “English language skills”, while the Danes valued it lowest. The Danes stated highest value to “coordinating the team work”, which none of the other partners gave high value. The Italian and Hungarian respondents did not give high value to “evaluation” while the other partners gave it high value and the Austrians the highest value.

b) Leadership competences



Fig. 50: Priorities of leadership competences. All partner countries, experienced & inexperienced

In average for all partner countries and all types of respondents, the five most important leadership competences are “delegating project tasks” (51%), “team building including volunteers” (40%), “effective communication in the CSO context” (39%), “conflict resolution” (38%) and “motivation and influencing” (28%).

Above in section 2.1 the differences between the experienced and inexperienced were presented. Here on the one hand the inexperienced valued “team building including volunteers” higher than the experienced (43% contra 34%) and the “effective communication in the CSO context” higher than the experienced (39% contra 34%), On the other hand the experienced valued “delegating project tasks” higher than the inexperienced (55% contra 43%) and “conflict resolution” higher (36% contra 29%) and “peer-to-peer counselling” higher (30% contra 18%).

We can also mention some interesting differences between the countries regarding priorities for the leadership competences.

The average of Polish answers (see fig. 12, page 16) gave highest value to “delegating project tasks” (61%), “team building including volunteers” (56%), “motivation and influencing” (40%), and “effective communication in the CSO context” and “conflict resolution” as fourth and fifth (both 28%).

The average of Italian priorities (see fig. 18, page 27) gave highest value to “delegating project tasks” (46%), “conflict resolution” (42%), “effective communication in the CSO context” and “conflict resolution” (31%), “team building including volunteers” (31%), and “motivation and influencing” (27%),

The average of Hungarian answers (see fig. 31, page 38) gave highest value to “team building including volunteers” (67%), followed by “conflict resolution” and “delegating project tasks” (both 50%), “conflict resolution” (42%), “effective communication in the CSO context” (33%),

The average of Danish answers (see fig. 39, page 49) gave highest value to “delegating project tasks” (59%) and “effective communication in the CSO context” (55%) and “team building including volunteers” (45%), while “conflict resolution” got a relatively low value (23%).

The average of the Austrian answers (fig. 50, page 61) also gave highest value to “delegating project tasks” (59%) followed by “conflict resolution” (41%), “peer-to-peer counselling” (35%) and “effective communication in the CSO context” (29%); while “team building including volunteers” got a relatively low value (12%).

To summarise: Overall the priorities of the partners were quite similar. All partners except the Hungarian gave highest value to “delegating project tasks”; and all except the Austrians gave high value to “team building including volunteers” and “effective communication in the CSO context”; and all except the Danes gave high value to “conflict resolution”.

c) Strategic and business management competences



Fig. 51: Priorities of strategic and business management competences. All partner countries, both experienced and inexperienced.

In average, for all partner countries and all types of respondents, the five most important strategic and business management competences were “knowledge of European funding programmes” (58%), “International and multilateral network in the CSO field” (42%), “Need and stakeholder analysis(32%), “synergies between national and international CSO projects” (26%) and intercultural competences (26%).

Above in section 2.1 differences between the experienced and inexperienced were presented. Here the inexperienced valued “knowledge of European funding programmes” higher than the experienced (63% contra 47%) and the “International and multilateral network in the CSO field” higher (45% contra 36%), while the experienced especially valued “need and stakeholder analysis” higher (38% contra 23%) and “synergies between national and international CSO projects” higher (30% contra 20%).

We can also mention some interesting differences between the countries regarding priorities for the strategic and business management competences.

The average of Polish priorities (see fig. 13, page 17) gave equal value to three competences: “Insight knowledge of the CSOs providing adult education”, “need and stakeholder analysis” and “PR and marketing compliance” (all 44%), while “synergies between national and international CSO projects” got the lowest value (6%).

The average of Italian priorities (see fig. 20, page 28) gave highest value to “International and multilateral network in the CSO field” (65%), followed by “knowledge of European funding programmes” (62%), “Need and stakeholder analysis(39%), SWOT and Risk analysis (35%), while “Insight knowledge of the CSOs providing adult education” got the lowest value (4%).

The average of Hungarian priorities (see fig. 33, page 40) gave highest value to “International and multilateral network in the CSO field” (65%), followed by “knowledge of European funding programmes” (62%), “Need and stakeholder analysis(39%), SWOT and Risk analysis (35%), while “Insight knowledge of the CSOs providing adult education” got the lowest value (4%).

The average of Danish priorities (see fig. 42, page 52) gave highest value to “knowledge of European funding programmes” (68%), followed by “International and multilateral network in the CSO field” (41%), Insight knowledge of the CSOs providing adult education followed (32%), and “intercultural competences” (27%), while “synergies between national and international CSO projects” got a relatively low value (14%).

The average of Austrian priorities (see fig. 51, page 62) gave highest value to “synergies between national and international CSO projects” (59%) and “knowledge of European funding programmes” (53%), followed by “need and stakeholder analysis” (35%), while “Insight knowledge of the CSOs providing adult education” got the lowest value (0%).

To summarise: In general the answers from the partner countries vary a lot. The Italian and Hungarian respondents stated highest value to “International and multilateral network in the CSO field” contrary to the other partners. The Italian, Hungarian and Danish respondents gave high value to “International and multilateral network in the CSO field” contrary to the other partners. The Austrians gave highest value to “synergies between national and international CSO projects” contrary to the other partners; and all partners except the Danes gave high value to the “Need and stakeholder analysis”.

d) Priorities between the three types of competences

Finally, we can mention that the survey didn’t have focus on possible varied priorities between the three types of competences in the Triangle: Technical, leadership, and strategic competences legs, but only on the internal priorities for competences in each leg.

So we don’t have data from the online survey to clarify, if some groups of respondents valued some of the legs as more important than the others. A possible thesis could for example be that the more inexperienced project managers gave higher priority to the technical competences, while the more experienced had more interest in the strategic competences, etc.

But with the current data, we cannot substantiate such possible assumptions.

3.4 Perspectives for competence training

Varied competence needs

The stated needs for competence development vary a lot between the groups of respondents, both regarding level of experience, area of activity and country. So it seems difficult to provide a common course programme or other support services that suits all groups. Instead we may try to offer some general topics for all as well as design specific courses and services that meet the special needs of some of the groups.

Courses structured by phases of project work

Another approach could be to differentiate the course planning in relation to the three typical phases in the project work, namely 1) to prepare the application, 2) to coordinate the on-going project work, and 3) to evaluate, disseminate and report the project.

Below we emphasise the clusters of competences that is most relevant to improve for the three different phases:

Re 1: Preparation of applications

The competences of this stage mainly include:

From the technical leg:

- General fund-raising skills
- Project planning and scheduling
- Budgeting and cost estimation

From the leadership leg:

- Effective communication in the CSO context
- Organising idea workshops

From the strategic leg:

- Knowledge of European funding programmes
- International and multilateral network in the CSO field
- Insight knowledge of the CSOs providing adult education
- Need and stakeholder analysis

Sub-topic for current or potential partners:

- How to promote yourself as an attractive partner – to be partner in the application

Re 2: Coordinate and manage on-going project cooperation

The competences of this stage mainly include:

From the technical leg:

- Coordinating the team work
- Internal communication
- Dissemination

- Financial management

From the leadership leg:

- Delegating project tasks
- Team building including volunteers
- Effective communication in the CSO context
- Motivation and influencing
- Peer-to-peer counselling
- Conflict resolution

From the strategic leg:

- Synergies between national and international CSO projects
- Intercultural competences
- Insight knowledge of the CSOs providing adult education

Sub-topic for current or potential partners:

- How to be an excellent partner in international project cooperation

Re 3: Evaluate, disseminate and report the project results

The competences of this stage mainly include:

From the technical leg:

- Evaluation
- Financial management

From the leadership leg:

- Effective communication in the CSO context

From the strategic leg:

- International and multilateral network in the CSO field
- PR and marketing compliance
- Legal and regulatory compliance

4. Needs for support to project managers

4.1 Summary of shared questionnaire answers

By Aron Weigl and Tanja Nagel, EDUCULT

Support for project managers through their organisations

63.3% of the project managers that replied the online survey say that they received support from their own organisation for the application and implementation of international projects. Of these, 54.8% received support in finding appropriate project partners (see Fig. 1). Slightly less than half of them were supported in the preparation of demanding applications or managing financial issues. Finally, **training courses** rank at the bottom of the list.

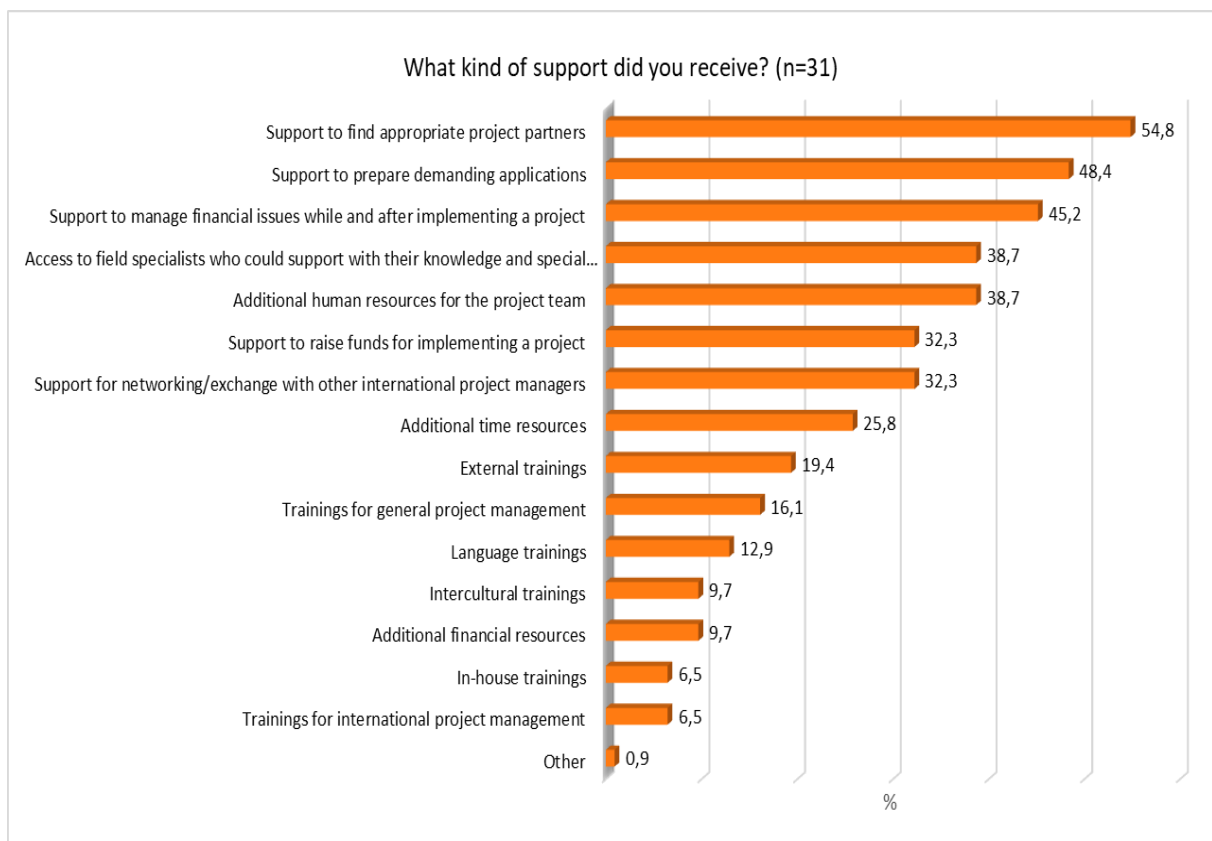


Fig. 52: What kind of support did you receive (multiple answers were possible)

The project managers were also asked what support they would expect from their organisation (see Fig. 2). The most frequently cited (63.3%) was support in the preparation of demanding applications. 55.1% expect human resources for the project team. 34.7% of respondents expect further training in international project management, which only 6.5% actually receive (see Fig. 53).

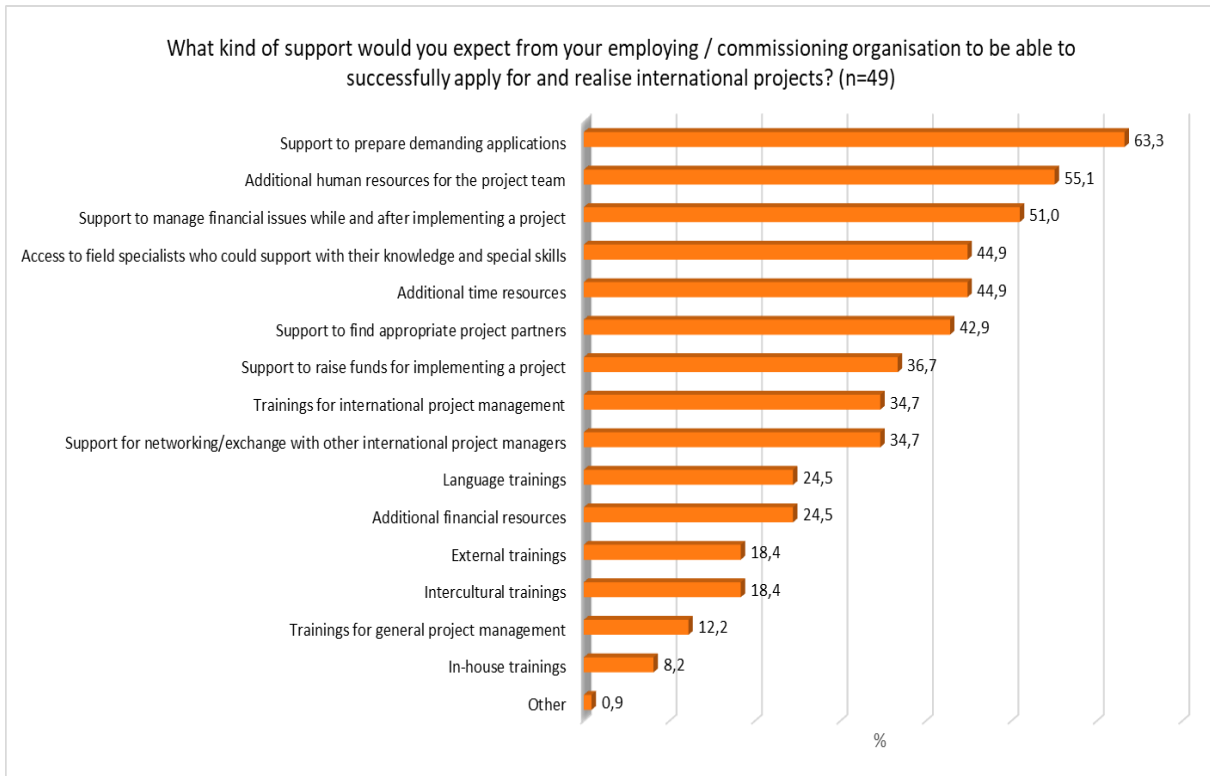


Fig. 53: Expected support from commissioning organisation (multiple answers possible).

Support from an international network

The participants in the online survey were asked what kind of support they wanted from an international network (see Fig. 3).

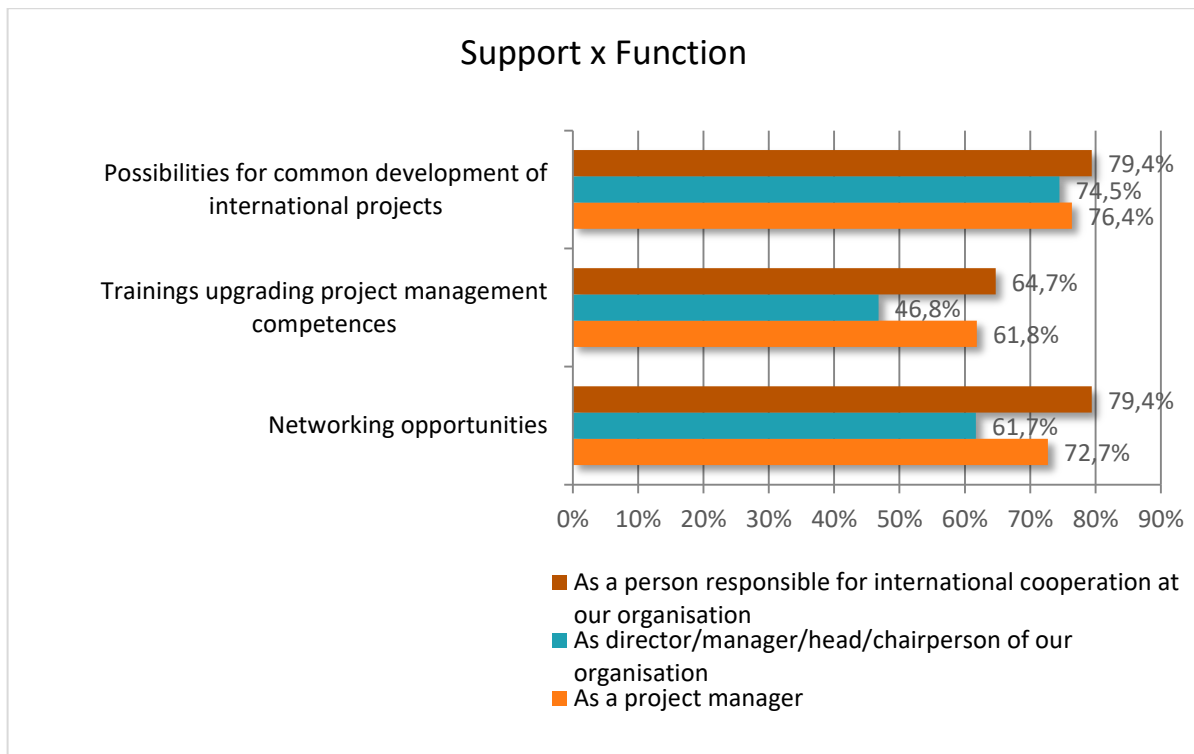


Fig. 54: Support needs by function.

The responses show that there is a need for support on several levels. Both project managers (76.4%) and directors (74.5%) and those responsible for international cooperation (79.4%) would like opportunities for the common development of international projects.

Only 46.8% of the directors and chairmen would like further training to upgrade competencies in project management, but 61.8% of the project managers and 64.7% of those responsible for international cooperation would like this.

Those responsible for international cooperation (79.4%) and project managers (72.7%) believe that networking opportunities should also be offered. 61.7% of the directors and chairmen think this makes sense as well.

4.2 Recommendations from the Polish survey

By Agnieszka Dadak and Jerzy Kraus, FAIE

a) Possible support from an international network

Within the project we are going to found an international network supporting international project managers and civil society organisations realising international cooperation. Therefore the respondents were asked, what kind of support should such a network provide?

The international network supporting international projects managers should, first of all, provide trainings upgrading project management competences (88.9%). Still, also providing possibilities for common development of projects and networking opportunities were important for the respondents (respectively 77.8% and 72.2% of indications). (see Fig.1).



Fig.55: Kind of support from new network (multiple answers were possible). Poland.

An online Portal directed to first-time international project managers should provide:

- A helpline, for ex. one specific day of the week. The possibility of direct on-line contact with experts in the field of international project management, in a group and individual form.
- Individualized counselling (for a specific person in a specific organization), based on a transparent agreement on the scope of cooperation (some form of 'cooperation agreement').
- Information on current grant programs, merits support in completing the application.
- On-line courses, tutoring, webinars.
- Possibility to communicate with other participants via chat; discussion/thematic groups.
- Examples of realised, good projects; it should be a space for information exchange and sharing of best practices in the field of project management.
- Tools that help to manage several projects simultaneously [at the same time].
- Partners search support.

Concerning the kind of support a mentoring service should provide for the first-time international project managers, the respondents named the following ideas:

- Consultation; providing information and assistance in situations where managers have doubts or difficulties in solving problems that arise at every stage of the project implementation.
- A series of training sessions focused on improving the skills of the managers- beginners.
- A measurable, qualitative assessment including cooperation with a mentor, based on a mutual agreement, containing: goals of cooperation, its duration, forms of support, expected effects / criteria of success. The support should be available for motivated managers- beginners.
- Gathering knowledge about the most important international cooperation programs - gathering the information into one, comprehensive package, explaining the basic and most frequently used terms; presenting the most important addresses, sites where you can gain knowledge, find partners, etc.
- A list of possible partners interested in cooperation.

Asked about what kind of support, the new training possibilities should provide for first-time international project managers, the on-line survey respondents signalled the need of a basic training “*from A to Z*”. Trainings for the managers as beginners should focus on training on general principles of project management and establishing international contacts. It should contain a “*technical training*” regarding project management from the moment of creating the project concept based on diagnosed needs, through planning and designing the project, to implementation. More specifically, it should include:

- Introduction to international cooperation.
- Training about possible co-financings and communication possibilities, acquiring grants for activities.
- Training demonstrating differences in the same program depending on the country in which the application is being submitted.

In addition to a “*technical training*” there should be included ‘soft’ skills training”, based on workshops with individual predispositions. It should include training in communication, running meetings, giving speeches, etc.

Another element additional to technical training should be enabling / encouraging the beginner to participate in international projects as a participant, for example to participate in an international meeting as a volunteer-translator for a specialist, who is not very fluent in the foreign language.

What is more, the training should be supplemented by “a mini-training / meeting” for the whole team of the organization, where all can learn more about what international cooperation is related to and how any interested person can contribute to it; because “the international project manager in the CSO does not work in a vacuum!”

The beginners should also receive support in the field of work planning, support in the area of project promotion and dissemination of its effects, support in the field of communication with the partners. Regarding the form of training, peer to peer [learning] was mentioned.

Asked if there was anything else, the respondents would like to share with the researchers, the following answers were received:

- "Currently, there is a lack of a structured, measurable support program on the market, which would be directed to beginners in the field of international project management, working for non-governmental organisations. I hope that this project will significantly contribute to filling this gap. Good luck!"
- "English language improvement".
- "Creating such a platform [network] is a very good idea - I will keep my fingers crossed for successful realisation!:"
- "There are relatively few NGOs cooperating internationally, on a constant basis, in Poland (around 10%). Those that cooperate internationally - do not cooperate with each other - and they could support each other"
- "Although I have experience in project management, I am interested in further developing my competences and constantly acquiring new knowledge, including in the support network of first-time international project managers".

b) The interviewees' preferences for support

Concerning the general needs of support, the respondents of all groups were quite unanimous. They mentioned as needed:

- Thematic training (national for the beginners and international for the more experienced);
- Language support (each possible form);
- Contact with the experienced managers (each possible form).

It is worth mentioning that there were also some contrary opinions presented: learning the job in the workplace is a better idea than taking part in schoolings.

More specifically, the interviewees were asked, what kind of support should an international network supporting international project managers and civil society organisations realising international cooperation provide?

According to the interviewees, the network should provide:

- Trainings for beginners – "there is no place where you could learn it";
- Training materials – short films- "there's too much paper ones already";
- Some kind of national support network for international project realisers that could, among others, represent the project coordinators interests at the E+ National Agencies;
- Support at developing applications – recognising the internal and external needs/project management – beginning from the small ones/legal and administrative matters;
- Support at finding project partners: presentations of possible project partners; potential partners credibility check/ meetings with the potential national and international partners ("you need to meet people"; "you need to be able to exchange experiences");
- Networking meetings and contact events;
- Ideas forum;
- Support at translations;
- Discussion groups – experience exchange forums; FAQ answers.

According to most of the interviewees, this kind of support is very much needed. Still, there was also such an opinion encountered: “I don’t believe in networks. If it is to work, it needs a very specific aim – for example ‘we deliver a festival in 3 years-time’. A network only makes sense if it is a grass-root initiative.”

c) Possible support from an online portal

The interviewees were also asked, what kind of support for first-time international project managers shall an online portal provide? The answers received were as follows:

- Webinars;
- Specific programmes scenarios – introducing new managers in the job;
- Some trainings for the beginners (on-line + meetings);
- Specific on-line tools for management, simple, enabling to integrate several projects;
- Some tools for dissemination;
- Information about the organisations in the network;
- Know-how how to solve problems;
- Information where from is it possible to acquire resources for international cooperation;
- Examples of initiatives realised – for inspiration.

It is worth mentioning another perspective that appeared during the interviews: “People would rather need a specific support, for ex. ‘I have a group of kids here and I would like to make a music festival’ ”.

d) Possible support from a mentoring service

The interviewees were also asked, what kind of support for the first-time international project managers should a mentoring service provide? The answers were as follows:

- Developing individual career paths for the beginners + guidelines where to upgrade competences;
- Coaching for the beginners;
- Support at developing projects (external advisory);
- Opportunity for the beginners participating in international projects as participants – so they could see how does this job look like first;
- “Support at what to do, step by step”.

Answering this question the respondents were unanimous: Mentoring is a good idea!

e) Possible support by training services

Furthermore, the interviewees were asked, what kind of support should training possibilities provide for first-time international project managers? Training areas mentioned were:

- How to realise a project to make it sustainable;
- Recruitment – effective methods;

- Promotion and dissemination, including social media; project dissemination - non-standard possibilities;
- Advanced graphics;
- Project management methodology; various aspects of project management (time, resources, finances, tools...);
- Sources for project co-financing; European fundraising; fundraising – what is there apart from E+;
- Specific, project-related knowledge + soft skills;
- Intercultural trainings;
- Understanding situation in the partnership countries;
- Soft skills, working in international, partnership teams;
- Short training how to prepare the application.

f) Final conclusions from the interviews.

- Many respondents did not understand the designed 'competence triangle' in terms of dividing competences needed for international project managers into three "legs"; they rather thought these competences are all interdependent and there is no need to categorise them into groups.
- The 'experienced' and 'inexperienced' respondents reported similar (learning) needs; the difference is just in the level of knowledge/skills/experience needed (basic vs. advanced).
- The members of the management bodies more often signalled the need to match the ideas for international projects to the overall strategy of the organisation. There is no doubt that international initiatives should be developed in close cooperation between the project initiator/manager and the board members of the organisations.
- There is a significant difference in possibilities and access to knowledge, if you are placed in a village, a town or a city.
- It is easy to get discouraged on the first stages; but after a first successful international initiative most organisations continue in this direction.
- Language skills are crucial – and still seems a challenge.
- Digital skills are a challenge for the seniors who are active in CSOs.
- Most of the respondents did not see any difference concerning the preconditions for successful projects realisation: They are the same for the experienced and inexperienced; just the levels of competences are different.
- Finding/choosing a right project partner, building and sustaining relations is a key challenge.
- Former participation in international projects – as a participant – seems crucial to become a good international project manager.

4.3 Recommendations from the Italian survey

By Lorenza Lupini and Luca Bordonni, COOSS

a) Possible support from an international network

The online survey mentioned that the project team are going to found an international NETWORK supporting international project managers and civil society organisations realising international cooperation. The respondents were asked to access, what kind of support this network should provide?

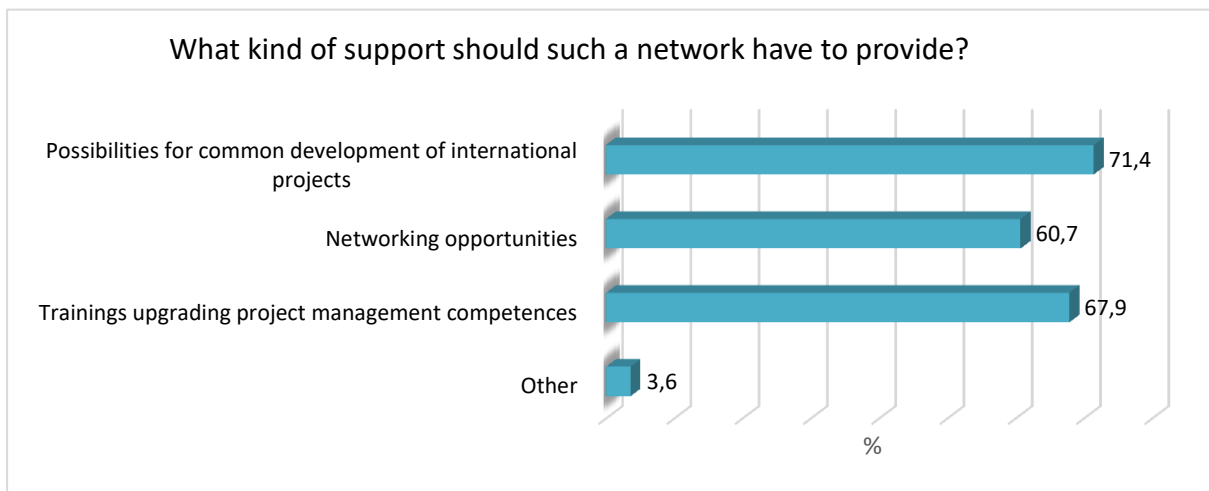


Fig. 56: Kind of support from new network (multiple answers were possible). Italy.

Multiple answers were possible, and the respondents seem interested by all the functionalities and offers proposed and, most of them selected more than one option. No other specific suggestions were proposed in the follow-up sections.

b) Possible support from an online portal

Thereafter, the interviewees were asked, what kind of online tools, knowledge pills, guidance support, etc. an Online Portal should provide for supporting the first-time international project managers?

For this section, answers were collected through open questions, both in online survey (Q31) and interviews. The list presents possible online tools supporting first-time international project managers without specific distinguish a group from another (quite homogenous suggestions):

- common database, also by topic: alert call, partner search system, announcements, to make dissemination
- platform to collect all existing database, internet website, available support
- glossary of terms and map programme sites with documentation to present a project
- online training courses
- video tutorial
- chat/webinar

- specific training modules, not a general e-Learning course
- agile social media methodology

c) Possible support from a mentoring service

The interviewees were also asked, what kind of support should a MENTORING SERVICE provide for first-time international project managers?

As in the previous point question, answers were collected through open questions, both in the online survey (Q31) and interviews. Here follows the proposals:

- dedicated info points
- making models available
- provide guidelines on planning, management and control of international projects
- self-assessment forms
- FAQ system for budget building
- Help Desk for technical problems (during the preparation and implementation)
- support in the creation of the network
- support in the project design
- specific tools/chat for questions, answers, general advices
- study visits, peer to peer learning, not just a virtual meeting
- task supervision
- possibility of a continuous feedback from the public/users
- interactive workshop
- community of practice

d) Possible support by training services

Furthermore, the interviewees were asked, what kind of support, should TRAINING possibilities provide for first-time international project managers? This question was the last during the interviews. Here, the focus was on the training possibilities and how they have to look like.

As in the other questions of present section, the answers listed below are the result of the matching of online surveys and interviews.

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

4.4 Recommendations from the Hungarian survey

By Marianna Labbancz, the Hungarian Folk High School Society

I. Recommendations from the online survey

a) Possible support from an international network

Within the project we are going to establish an international network supporting international project managers and civil society organisations realising international cooperation. Therefore, the respondents were asked, what kind of support should such a network provide?

The answers indicated that the international network supporting international projects managers should, as first priority, provide “networking opportunities” (72,7%); as second priority we had to provide “possibilities for common development of projects” (63,6%), and third and lowest priority was to provide “training activities” (27,3 %). (see fig. 57).

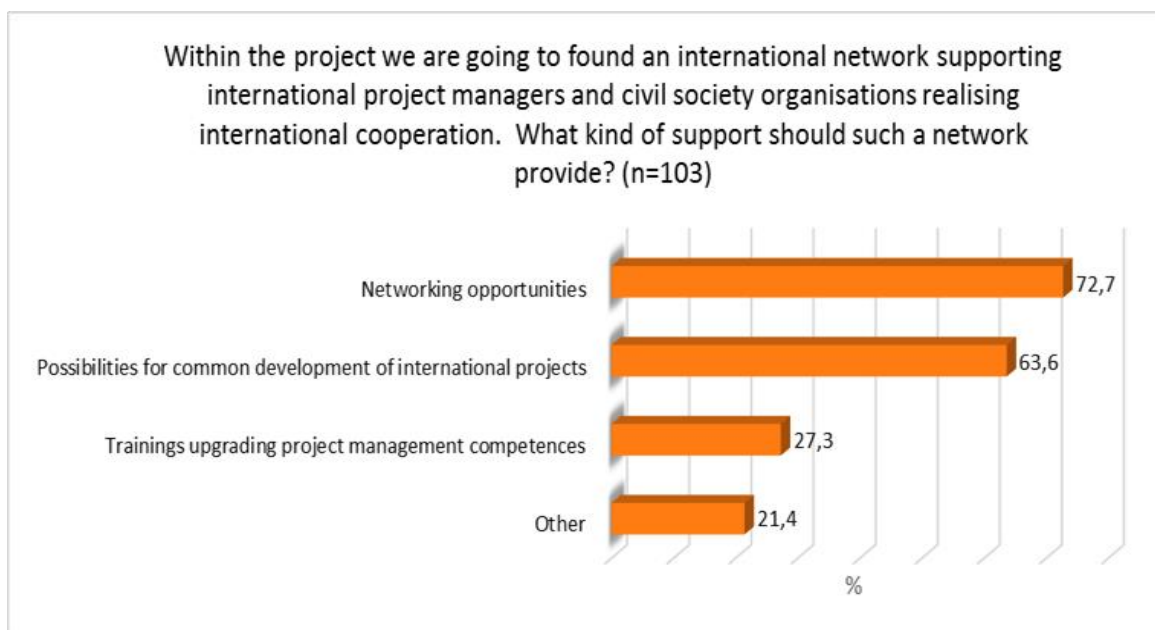


Figure 57: Kind of support from new network (multiple answers were possible) Hungary

b) Support from online tools, knowledge pills, etc.

Here we asked, what kind of online tools, knowledge pills, guidance support, etc. should an Online Portal provide for first-time international project managers?

The key messages were that an online Portal directed to first-time international project managers should provide:

- Website, common electronic interface. A collaborative interface (e-twinning type);
- Topic of tender opportunities;
- Consultation between the future partners during the planning phase;

- Disseminate the results;
- Database for searching collaborating partners;
- Communication and PR of the CSOs;
- Webinars on legal and formal topics;
- Civil HUB;
- Case studies about good/successful solutions;

c) Support from a mentoring service

Concerning the kind of support a mentoring service should provide for the first-time international project managers, the respondents named the following ideas:

- Contact opportunity to get advice/information, or consult
- during the designing of the project especially in the first stage;
- in order to overview of the results of different parts of the projects;
- how to overcome of the lack of some specific digital skills;
- about searching project partner, helping in networking;
- about cultural and legal differentiation of the networking countries;
- on designing the tenders especially, the budgeting project management;

d) Training possibilities

Asked about what kind of support, the new training possibilities should provide for first-time international project managers, the respondents recommended:

- Development the digital skills, focused on the confident handling of tenders in construction phase;
- Project management: design, implementation and dissemination phases of the main application constructions, objectives, instruments, resources;
- How to raise funds for activities;
- Knowledge of different sources and opportunities for applications;
- Introducing international tender conditions (peculiarities). Explanation of the English language related to the applications;
- Tender writers;
- Language courses;

e) Other recommendations

Asked if there was anything else, the respondents would like to share with the researchers, the following answers were received:

- They would need continuous exchange of information, promotion of building new partnerships - organizing festivals, visits, meeting with many different CSOs in order to know each other and make easier the choice of partners.

II. Recommendations from the interviews

a) The interviewees' preferences for support

Overall, we can say that those CSOs, who were interested in international cooperation but never had tried it, were hesitant to try it, not due to lack of professional skills or expertise, but mostly because they don't know how to get first-hand information on how to handle project implementation.

They would like to know more about the real organisational and financial risks that they might face and they also lacked inspiration to start the work. Most of them agreed that they would like to see and read about success stories of partners or lead organizations, but also to get the opportunity to clearly hear about the risk. As one of them underlined: It would be very important to hear about Hungarian organizations because the financial bureaucracy and tax system in Hungary is famously complicated and can be tricky sometimes, so the special Hungarian point of view is important, when they would like to learn from others experience.

b) Possible support from an online Portal

The interviewees were also asked, what kind of support for first-time international project managers shall an online portal provide? The answers received were as follows:

- Opportunity to learn from others experience, possibly with options to directly reach out for more experienced organizations;
- Educational tools of idea mapping, how to turn a problem-solving idea to a project;
- Educational tools, templates on how to reach out (where? in what form? when? on what level of planning?) for partners;
- How to videos or downloadable help sheets (even in a format of comics), templates in the following topics: How to find partners?, How to organize an idea workshop?, How to prepare for a partner's meeting?, How to host a partner's meeting?, How to present myself/my organization/our aims and goals/ my country in two minutes?;
- Videos on successful and not successful stories of international cooperation;
- Lifelong learning, adult education vocabulary in English (what are the common terms, phrases, definitions that are used in the AE filed?);
- DOs and DON'Ts in application writing, partner search, project planning;
- Educational tools on basic budget planning;
- Educational tools, shared experiences, personal stories of what to do when things go wrong (in general the support sources are focused on good planning the preventing, but what to do when typical problems occur? to whom to turn? what others did in similar situations?)

c) Possible support by training services

Furthermore, the interviewees were asked, what kind of support should train possibilities provide for first-time international project managers? The Training areas mentioned were:

- National and international training and workshops: These events should offer opportunities for face to face meetings with people who are experienced in international coopera-

tion. One answerer mentioned a workshop on modelling a project from inspiration to evaluation, while another one a workshop on risks and unexpected difficulties based on real projects.

d) Final conclusions from the interviews

- The CSOs' main encouragement taking part in the international projects is to exchange of experiences and to learn each other's approaches of problem solving;
- Considerable factor of the successful of implementation is the leadership competence, team building including volunteers. The very important skill is the handling of conflict (mediation) delegating project tasks, and on the effective communication;
- The experienced responders consider as most important the English language skills financial management, meanwhile, the unexperienced responders consider as most important project planning and scheduling;
- For both group of - experienced and unexperienced - international projects managers, the most relevant skill is the knowledge of European funding programmes;
- According to the experienced international projects managers interviewed, the most important skill is insight knowledge of the CSOs providing adult education and the analysis of needs and stakeholders;
- The international network supporting international projects managers should provide, network opportunities, for first;
- Continuous exchange of information, facilitation networking, organizing meetings, festivals, conferences with potential foreign partner organizations;

4.4 Recommendations from the Danish survey

By Hans Jørgen Vodsgaard, Interfolk – Institute for Civil Society

a) Support from a new international network

In the survey, both the online questionnaire and the series of interviews, we emphasized that we during the project will establish an international network with the aim to support international project managers and civil society organisations realising international cooperation.

In the online survey, we asked what kind of support this network should provide by given three options, which all got the following high score: “Possibilities for common development of international projects” (73%), “Networking opportunities” (73%) and “Trainings upgrading project management competences” (64%). See Fig. 62 below.

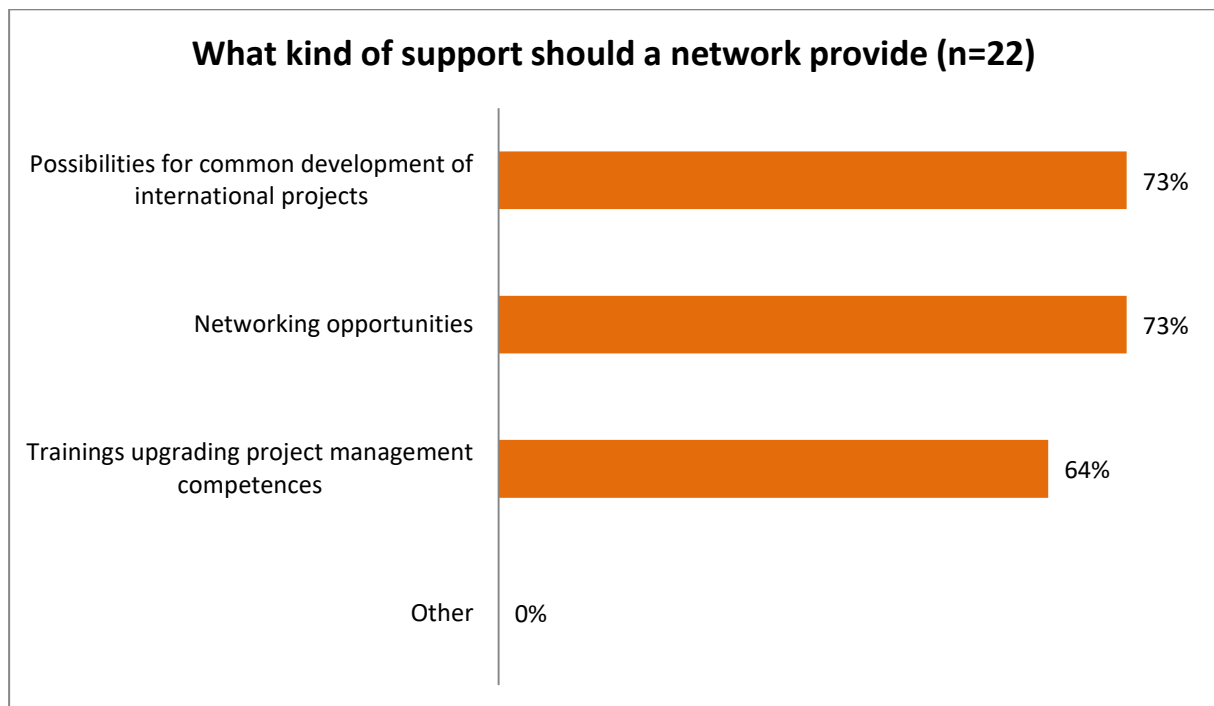


Fig. 58: Kind of support from new network (multiple answers were possible). Denmark.

It is noticeable that the networking and common planning got a higher score than the training services, and it may indicate that the design of possible training courses should try to integrate the networking and shared project planning in the programmes of the international courses.

The interviews confirmed this need and high priority of getting a forum where it can be possible to gain new opportunities for creating contacts, have exchange of experiences and knowledge transfer with partners from other countries. It was especially important for the inexperienced or first-time international project managers that would like to initiate and realise international partnership cooperation for the benefit of their organisations.

b) Support from online tools, knowledge pills, etc.

The respondents were also asked in the online survey and the interviews, what kind of support an online Portal should provide.

The online survey had the open question: What kind of online tools, knowledge pills, guidance support, etc. should an Online Portal provide for first-time international project managers? The main group of answers were:

- Knowledge about getting started with both applying and becoming a partner / advice on designing applications and coordinating projects.
- A fund database with easy access to knowledge about which funds you can apply. It's hard to overlook the pools.
- Good advice on developing good application / Basic step by step (simple designed) guide to the application procedure.
- Hosting of webinar about designing applications.
- Video tutorials and online training courses in specific topics
- Online learning with a form of exam / diploma

The interviewees would especially like to have a library of simple and easy tutorials videos or knowledge pills on main issues both for the application process and for coordinator tasks. Several could also recommend having webinars or genuine online training courses using a sort of e-learning concept. Yes, some even proposed to develop new online Project Management course modules, where the trainees at the end could have an exam and get a diploma.

c) Support from a mentoring service

The respondents were also asked in the online survey and the interviews, what kind of support a mentoring service should provide.

The online survey had the open question: What kind of support should a mentoring service provide for first-time international project managers? The main group of answers were:

- Advice on finding partners
- Continuous sparring in the writing phase
- Advices and mentoring during the application process
- Advices on acting as project manager for international cooperation / mentoring of first time coordinators in international teams
- Peer-to-peer advices in an organised community forum

The interviewees would like to have a possible free access to counselling and mentoring, either in the form of a help desk or even personal contacts with skype connections. The mentoring could be relevant in all phases of an international project, especially for first time international project managers; but several expressed doubt if it was realistic to find experienced project managers that for free would act as mentors. Maybe a fee for the help wasn't needed, but some benefits for the mentors should be planned, fx to gain better access to be partners in new projects.

d) Training possibilities

The respondents were also asked in the online survey and the interviews, what kind of support should new training possibilities provide for first-time international project managers? The main answers were:

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

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

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

The director of the adult education association mentioned that "I don't know of any relevant Danish courses about coordination and management of EU projects, while there may be some relevant courses on EU level; but for our organisation, it demands an Erasmus mobility grant, if we shall follow it."

The general secretary of the culture association mentioned that "the international training events with support from Erasmus+ mobility is a really fine possibility, and it is surprising how few civil society associations are trying to get a mobility grant; but maybe they give up in advance, because they know the competition to get a mobility grant also is quite hard, even though it is a lot harder to get a project grant."

The chairman of the national foundation mentioned that "the Danish Erasmus+ Agency yearly in more places some months before the application deadlines provides 1-day information meetings, where they tell about the programmes and short introduce the application form and its more technical demands; but they don't include more in-depth tweaks and tricks on how to make a successful application. They also provide a 1-day information meeting for successful applicants, where they tell about the frame and demands of completing and reporting the projects; but again it is on a very basic level. So I see a clear need for new European training courses, both on preparing applications and on coordinating projects, including special courses on sub-questions like financial management, internal communication in the project teams, dissemination, evaluation etc."

f) Final recommendations

Finally, the respondents were asked in the online survey and the interviews, if they had some concluding recommendations.

The online survey had the open question: Is there anything else you would like to share with us?

The main answers were:

- The general attitude of NGOs, universities as well as other institutions is that the application procedures are too comprehensive, incalculable and time-consuming. And an unnecessarily long time is spent on the process, which often ends in a dead end. In other words, many unpaid hours are added to the work.
- The second partner meeting often reveals that there are as many readings of the project description as there are partners. This problem can be reduced by a clear dialogue and agreements in the start of the application process.
- It is a fine and exciting questionnaire.

The interviews emphasised the point of view that some extra time spend on taking part in such an international network for project managers and civil society organisations may reduce some of the wasted time with unsuccessful applications and increase the efficiency and quality of the projects, where you are partner or coordinator.

4.6 Recommendations from the Austrian survey

By Aron Weigl, EDUCULT

a) General support

In principle, the majority (64.7%) of those surveyed use educational opportunities to train themselves personally. Most of them took part in training courses and workshops (81.8%) and 54.5% each in conferences/symposia or webinars. Only a few took advantage of job shadowing opportunities (9.1%).

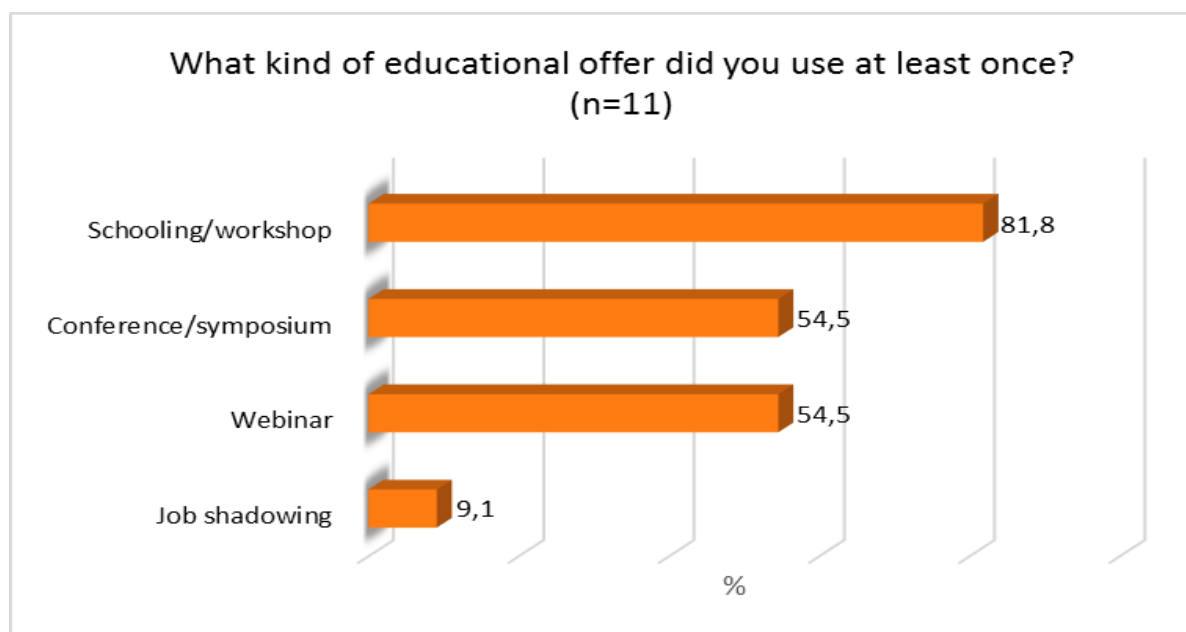


Fig. 59: Educational offers used at least once (multiple answers possible). Austria.

However, these training courses do not cover specific questions regarding international project management. For this reason, some needs were not addressed in the eyes of the interview partners. For example, it is sometimes necessary to motivate project managers to engage in international cooperation work, perhaps by reducing the amount of work involved. Project calls and submission processes must be regulated more transparently. Some would also like to be able to submit project proposals beyond the borders of standardised templates. The interviewees also hope for more extensive feedback on the cause for refused funding.

Interview partners at management levels talk about acquiring competences in the process. This can be done, for example, through mentoring or offering more specific templates.

In addition, special courses focusing on the national situation are desired. In particular, each National Agency should be more transparent about its unique logic. However, it should be noted that the Austrian agencies responsible for ERASMUS+ and Creative Europe themselves already offer a comprehensive range of information. An interviewee has explicitly pointed out that no

additional courses are necessary if these services are used. The conclusion, therefore, would be that the actors would not attach sufficient importance to these national offers.

b) Support by the network

In the interviews, some project managers expressed their need for support by saying that there are few opportunities for exchange and knowledge transfer with experienced project managers. According to them, it would be desirable to create learning opportunities with internationally active organisations. To offer exchange possibilities in which international projects are also developed together would be helpful in this sense. A large proportion (82.4%) of the respondents in the online survey confirms this. On the other hand, only 58.8% would like general networking opportunities, as they would training courses that improve project management skills.

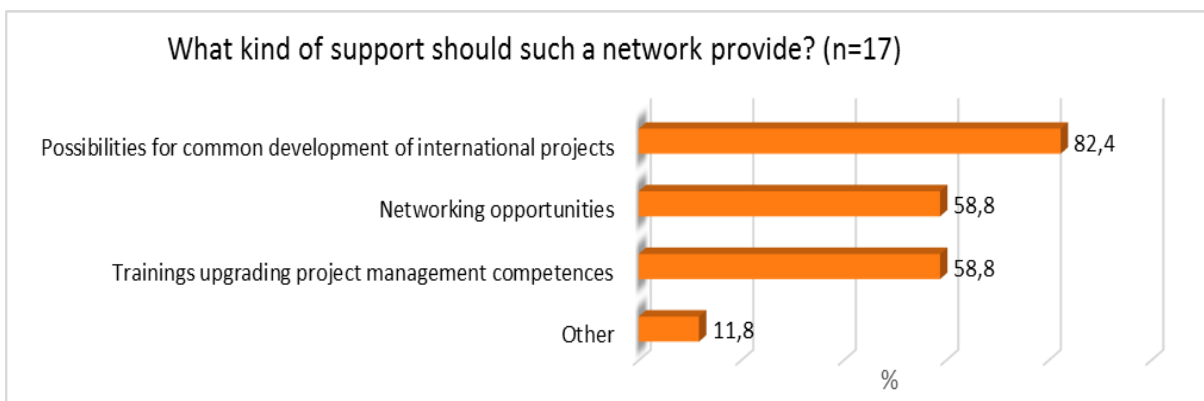


Fig. 60: Kind of support from new network (multiple answers possible). Austria.

According to the interviewed project managers, a support network should create the framework for training opportunities in new fields of work. This could include, for example, digital know-how.

The interviewed persons have different opinions regarding offers for partner search. While some describe an accessible database for partner organisations and possibilities to use partner search engines (e.g. EPALÉ) as important, another person considers partner dating events useless. Strong networks would be built in a different way.

Other needs mentioned are clear and concise information about successful ongoing or past international projects, support in budget and project planning and the establishment of an award to make successes more visible.

c) Online tools, knowledge pills, etc.

When asked which online tools and knowledge offerings an online portal should provide, the interviewees suggest a well-maintained FAQ section or a kind of wiki for international cooperation. Furthermore, they see it as helpful to offer instructions for online applications that are as precise as possible.

The majority of interviewees would like online webinars and tutorials on specific and/or recurring topics (various funding programmes, best practice examples, case studies, etc.).

A good, free tool for virtual conferences/meetings is also mentioned as needed. Existing tools are described as not ideal.

The survey respondents also recommend:

- Templates for successfully submitted project proposals (good practice examples)
- Templates for project action plans prior to application to “sharpen” the project (What is to be achieved? With which measures? What are the indicators? Who is my target group? Who am I doing the project for?)
- a kind of FAQ about possible “pitfalls” in the application process, but also in the cooperation with international project management agencies and the corresponding solution approaches
- Online tools or consulting support could be divided into several different categories: Offers on technical, organisational skills (classic project management), offers in the area of social skills

d) Mentoring service

While answers to non-complex questions should be available via FAQs, more complex queries should be answered via chat or even better by telephone, according to the interview partners. For such a mentoring service, the project managers would like to have binding, competent support that has a history of successfully implementing international projects. Respondents to the online survey have responded accordingly. The following would be desirable:

- a critical view of concepts and financial planning
- notes on frequent errors and traps
- a reflection on one's own goals, wishes and expectations in international cooperation
- an estimate of the time resources required for the project
- support in the integration of theoretical knowledge into practice

On the other hand, it is noted in an interview that mentoring is not necessary or that free mentoring would only work if there was added value for the mentor. The question is asked why someone should pass on expertise when it could potentially create competitors.

e) Training possibilities

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

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

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

- dealing with resistance

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

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

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

Leaders see a challenge in transferring the “usual” project management skills to the international context and creating synergies, especially taking into account a longer duration and the associated stamina. There would therefore be a need for training offers here.

4.7 Summary of all recommendations

By Hans Jørgen Vodsgaard, Interfolk – Institute for Civil Society

a) Support from the international network

The respondents were asked what kind of support a possible new international network should provide, where multiple answers were possible. The three types of support were: 1) common development of international projects, 2) Networking opportunities, and 3) training services.

All three services got in average for all partner countries a high value as can be seen below in fig. 65.



Fig. 61: Kind of support shall from new network (multiple answers possible). All partners.

Above in section 4.1 we could see that the value of the three services differs in minor degree, between the three groups of stakeholders, but we could see a clear difference in the valuation of further training, where the directors and chairmen only gave a value of 47%, while those responsible for the international cooperation gave it a higher value of 79% (see fig. 54, page 75).

There are also some differences between the partner countries.

In Poland the needs for “further training” (see fig. 55) got the highest value (89%). In Italy (see fig. 56) and Austria (see fig. 60) it was the “possibilities for common development of international projects” that got the highest score (71%).

In Hungary (see fig. 57) “networking opportunities” got the highest score, while “training upgrading” got a very low score (27%). In Denmark (see fig. 58) the “further training” got the lowest value (64%).

There is no basis for drawing clear conclusions about these minor differences between the countries, and in general, the respondents from all partner countries value all three offers positive with more than 55% in Austria and more than 60% in Italy and Denmark and more than 70% in Poland. The exception was Hungary with the low score for training upgrading (27%).

So overall, the respondents seem interested in all the three mentioned support opportunities. However, it is noticeable that the networking and common planning overall got a higher score than the training services, and it may indicate that the design of possible training courses should try to integrate the networking and shared project planning in the programmes of the international courses.

Likewise, the interviews confirmed in varied ways this need and high priority of getting a forum, where it can be possible to develop new contacts and to exchange experiences and knowledge with partners from other countries. This need for contact and exchange of experiences was especially expressed by the inexperienced or first-time international project managers that wished to be engaged in international project cooperation.

b) Support from online tools, knowledge pills, etc.

The respondent groups were also asked by the online questionnaire and interviews, what kind of support shall an online portal provide for first-time international project managers.

Here we present the essential proposals from the five partner surveys, where we only include the proposals about support in an international or cross-border context and about aspects of international project management. It means we don't include proposals for national courses about general project management or general competences for international cooperation, such as language skills etc., because this sort of support and training are already available in the partner countries and therefore not needed for a new international network to offer.

The key messages from the five surveys were to deliver virtual support in the following areas:

Tools:

- A database of European funding programmes, with easy access to knowledge about which funds you can apply.
- FAQ about possible "pitfalls" in the application process, but also in the project cooperation
- Glossary of terms in the field of European project management and adult education in a civil society context.
- Outline of websites with documentation to design and manage international project.
- Present and discuss tools that help to manage one or several projects simultaneously.

Templates:

- To design project action plans prior to application to "sharpen" the project concept.
- To plan and execute dissemination.
- To plan and execute evaluation.

Tutorials & knowledge pills:

- A library of simple and easy tutorials videos or knowledge pills on main issues both for the application process and for coordinator tasks.

Online courses & e-learning:

- Webinars on specific and/or recurring topics (various funding programmes, designing applications, best practice examples, case studies, etc.).
- Short online training courses on specific topics and/or recurring topics.
- Longer online learning with a form of exam / diploma (like new online Project Management course modules, where the trainees at the end could have an exam and get a diploma).

Contact services:

- Partner search system, where you can present your own organisation and search for partners.
- Virtual space to share best practices in the field of project management and to communicate with other participants via chat; discussion/thematic groups.

c) Support from a mentoring service

Here the respondent groups were asked what kind of support a mentoring service should provide. Again, we only include the proposals that refer to an international or cross-border context and to aspects of international project management.

The key messages from the five surveys were to deliver mentoring or e-mentoring support in the following areas:

Self-assessment and career paths:

- Assessment of own competence profile and needs for upgrading, by a combination of pre-made questionnaire and follow-up mentoring.
- Advices for individual career paths and guidance where and how to upgrade competences.

Help-desk / help-line:

- While answers to non-complex questions should be available via FAQs, more complex queries should be answered via chat or even better by Skype contacts.
- An open Skype help-desk on a specific day of the week or email in more days that gives the possibility of direct on-line contact with experts in the field.
- Advice on finding partners and creation a new partnership circle.
- Advices and mentoring during the application process, from the initial project design to the final project application.
- Consultation; providing information and assistance in situations, where managers have doubts in solving problems that arise at every stage of the project implementation.
- Critical reviews of concepts and financial planning.

Coaching for the beginners:

- Advices and mentoring of first time coordinators in international projects.

- Peer-to-peer advices in an organised community forum
- Study visits with peer to peer learning, not just a virtual meeting

Enhanced mentoring:

- An enhanced mentoring based on a transparent agreement on the scope of mentoring, where the mentee get advices and support and the mentor get some sort of remuneration, either as fee or as other benefits, for example by being partner in the project application.

In the interviews, nearly all assumed that mentoring could be useful in all phases of an international project, especially for first time international project managers; but several expressed doubt, if it was realistic to find experienced project managers that for free would act as mentors. Some asked why the mentor should pass on expertise, not only for free but also when it could create potentially competitors. Maybe a fee for the help wasn't needed, but some benefits for the mentors should be planned, for example to be a partner in new projects.

e) Training possibilities

Here the respondent groups were asked what kind of new training possibilities was needed, especially to the first-time international project managers. Again, we only include the proposals that refer to an international or cross-border context and to aspects of international project management.

The key messages from the five surveys were to deliver further training in the following areas:

Basic training "from A to Z":

- Trainings for the managers as beginners should focus on training on general principles of project management and establishing international contacts.
- An overview of funding opportunities should be an important part of the training.
- European courses could provide general skills and understanding of EU programme.

Advanced more specific training

- Project management methodology; various aspects of project management (time, resources, finances, tools, etc.).
- Promotion and dissemination, including social media.
- Efficient and easy project evaluations.

Soft skills training:

- Should include training in communication, running meetings, giving speeches, etc.
- Specific issues: conflict resolution competence.
- Intercultural trainings.
- Understanding the CSO field in the partnership countries.

We can also mention that the inexperienced talked mostly about a need of national courses and mainly about developing successful applications. Their focus was on the first steps on getting started with the international project work, and they didn't seem to include possible Erasmus+ mobility grants as a helping hand to take part in international training events.

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

f) Final recommendations

Finally, the respondent groups were asked if there was anything else, they would like to share. Again, we only include the proposals that refer to an international or cross-border context and to aspects of international project management.

The final key messages from the five surveys were the following:

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

Some of the interviewees emphasised the point of view that the extra time spend on taking part in the proposed new international network for project managers and civil society organisations could help to reduce some of the wasted time with unsuccessful applications and increase the efficiency and quality of your tasks in projects, where you are partner or coordinator.

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A2. Guides for interviews (English version) ¹

Interview Questionnaire

Target group A: project managers / applied already

Interview Setting

- Personal/telephone interview

Before conducting

- Explain the objective and context of the project and the research
- Indicate that the interview is anonymous, but organisation will possibly be mentioned
- If recording: ask for permission
- Ask for open questions before starting

Subject

- Identification of good practice in international project management in the CSO non-formal adult education sector
- Indicators for success of international project management
- Competences for realising international cooperation projects
- Inputs for a first-time international project managers support network and needed support

A Introduction

A1 What is your thematic field of work in the CSO non-formal adult education sector? (Culture, Social, Health, International Activities, etc.)

A2 What work status and role do you have? (employed, freelancing; project manager, director, responsible for international cooperation)

A3 Since when are you working at your organisation/in this environment?

A4 What is your professional background?

B International Activity

B1 How many times have you applied for and how often did you realise an international cooperation project? In which programme (financing body) did you apply for funding?

B2 If there were any unsuccessful applications, what do you think were the reasons?

B3 What are possible reasons for successful applications?

¹ The aim of the interviews was to clarify the needs for improving competences to to plan, apply and manage EU projects. As part of the survey, the partners interviewed four varied groups: A) Experienced project managers; B) Experienced management bodies; c) Inexperienced but interested project managers; D) Inexperienced but interested management bodies. There are some minor differences between the interview guides for the four groups, but here we present the guide for group A as the most representative of the four guides.

B4 What are the main topics of the international projects you applied for/realised?

B5 Have you ever taken part in (an) international project(s) as a participant (not as project manager or organisation representative)? If yes, what kind of participation has that been (e.g. youth exchange, volunteering abroad, studying abroad, international training/meeting/job shadowing)?

C Support for International Managers

C1 What is your motivation to implement international cooperation projects? *[If there is no input from the respondent, give some examples from the survey]*

C2 Which kind of challenges appear for you when applying for or implementing an international cooperation project? *[If there is no input from the respondent, give some examples from the survey]*

C3 What are the pre-conditions to successfully realise international cooperation projects? *[If there is no input from the respondent, give some examples from the survey]*

C4 Did you receive any kind of support from your employing/commissioning organisation? If yes, what kind of support? Was that helpful? What would be helpful? *[If there is no input from the respondent, give some examples from the survey]*

C5 Do you use any educational offers to upgrade your competences? If yes, what kind of offers and did they help you in the implementation of the international project(s)? *[If there is no input from the respondent, give some examples from the survey]*

C6 In your opinion, what field of professional education is most relevant for working as an international project manager?

D Competences for International Project Management

Provide a short presentation of the project objective to develop an adapted PMI Triangle for CSOs, and outline the three-leg composition of competences (see annex 1, page 2).

D1 Which competences/skills did you need the most for preparing a successful application for an international cooperation project? Why?

D2 Which competences/skills would you need to improve personally to be a better international project manager?

D3 **[Provide a short outline of the meaning of technical skills (see annex 1, page 2)!]**

Which technical skills do you see as most important for international project managers? Why?

D4 **[Provide a short outline of the meaning of leadership skills (see annex 1, page 2)!]**

Which leadership skills do you see as most important for international project managers? Why?

D5 **[Provide a short outline of the meaning of strategic and management skills (see annex 1, page 2)!]**

Which strategic and business management skills do you see as most important for international project managers? Why?

D6 What kind of support to strengthen your skills would you prefer? Should the support mainly be in the form of national and European training courses, Portal tools, e-mentoring, and/or the provision of international support network? Why?

E Inputs for a Support Network

E1 Within the project we are going to found an international network supporting international project managers and civil society organisations that intend to realise international cooperation. What kind of support should such a network provide?

E2 What kind of online tools, knowledge pills, guidance support, etc. should an Online Portal provide for first-time international project managers?

E3 What kind of support should a mentoring service provide for first-time international project managers?

E4 What kind of support should training possibilities provide for first-time international project managers?

E5 Is there anything else you would like to share with us?

Thank you for your time!

A3. Online questionnaire (English version) ²

First-time international project realisers support network

Thank you for participating in our survey!

The ERASMUS+ project “First-time international project realisers support network” aims at delivering and sustaining a support portal that gathers all the information essential for international project managers and third sector adult education organisations planning to incorporate international cooperation into their strategies. The project’s other purpose is to establish a European network supporting the initiation, planning and realisation of partnerships as well as European cooperation in the field of life-long learning.

Your participation in this survey is an important contribution to reach these aims!

Your answers are treated anonymously and your IP address will not be saved. Answering the questions takes about 15 minutes. We would be glad if you take this time. Please do not use the backward / forward buttons of your browser, otherwise the survey may be cancelled.

Many thanks!

Your Field of Action

1.) Where is your place of work? In which country is your organisation located? *

- Austria
- Denmark
- Hungary
- Italy
- Poland
- Other:

2.) Please choose the general field(s) of your activity in the field of education. (multiple answers possible) *

- Adult education
- School education
- Vocational education and training
- Higher education
- Youth education
- Other:

3.) Which kind of educational sector are you working in? (multiple answers possible) *

² Our baseline analysis included two multilateral surveys: The first one on the challenges and success stories of first time international project cooperation, and the second one on key competences and needs for support; but the online query combined the two surveys in one questionnaire, which we present here.

The second survey about key competences included the question series: Q1, Q6, Q7, Q21, Q22, Q23, Q24, Q25, Q26, Q27, Q28, Q29, Q30, Q31, Q32, Q33, Q34, Q21xQ7-Q7a-Q7a1, Q21xQ7a2, Q23xQ7-Q7a-Q7a1, Q23xQ7a2, Q25xQ7-Q7a-Q7a1, Q25xQ7a2.

- Formal learning
- Non-formal or informal learning

4.) Please choose the thematic field(s) of your action. (multiple answers possible) *

- Culture and leisure time
- Education and research
- Health
- Social
- Environment
- Local community and housing
- Counselling, legal assistance and politics
- Philanthropy and volunteering
- International activities
- Religion
- Other:

5.) What is your current work status in this field? (multiple answers possible) *

- Working for a civil society organisation
- Working for a public organisation
- Other:

6.) In which function do you work in this field? (multiple answers possible) *

- As a project manager [a]
- As director/manager/head/chairperson of our organisation [b]
- As a person responsible for international cooperation at our organisation [c]
- Other:

International Activity

7.) Have you ever applied for funding to work internationally in your field of action? *

- Yes [a]
- No [b]

A. [If a] Was any application successful so that you could implement an international project? *

- Yes [c]
- No [d]

1. [If c] How many times did you realise an international project? *

- Once
- 2-4 times
- 5 times and more

2. [If c] In which role has the organisation you work for been involved in international projects? (multiple answers possible) *

- As coordinator
- As another partner

3. [If c, d] How often have you already applied unsuccessfully for an international project? *

- Once

- 2-4 times
- 5 times and more
- Never

4. [If c, d] What was the reason for unsuccessful application(s)? (multiple choices)

- The evaluation score was not high enough.
- The positively assessed application was put on the substitutes list and at the end there was too less budget to fund it.
- The organisation that applied resigned from the project realisation.
- Other:

B. [If b] Are you interested in working internationally in your field of action? *

- Yes
- No [→ end of survey]

Support for International Project Managers

[Questions for project managers:]

8.) [If 6.a] What is your motivation to implement international projects?

	To a high degree	To some degree	To a low degree	Not at all
I want to learn from approaches in other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is necessary to connect with people by crossing borders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is an additional possibility to raise funds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the exchange with people from other countries in my field of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was appointed by my organisation to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I just had the possibility to do so or to try it. There are no concrete motivations behind it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9.) Here you can add more motivations:

10.) [If 6.a] Which kind of challenges appear for you when applying for or implementing an international project?

	To a high degree	To some degree	To a low degree	Not at all
I do not have enough general project management skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not have enough skills that would be especially necessary in international cooperation projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not know enough about the demands on how to design successful applications for EU programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not get enough support from my employing / commissioning organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I do not get sufficient support from other members / the team of the organisation I am working for.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not see any benefits for myself / my organisation in international cooperation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11.) Here you can add more challenges you have been confronted with:

12.) [If 6.a] Did you as project manager receive any kind of support from your employing / commissioning organisation to apply for or to implement international projects? *

- Yes [a]
- No [b]

A. [If a] What kind of support did you receive? (multiple answers possible)

- Support to find appropriate project partners
- Support for networking/exchange with other international project managers
- Support to raise funds for implementing a project
- Support to prepare demanding applications
- Support to manage financial issues while and after implementing a project
- Additional time resources
- Additional financial resources
- Additional human resources for the project team
- Access to field specialists who could support with their knowledge and special skills (e.g. communication experts, accountant officers)
- Intercultural trainings
- Language trainings
- Trainings for international project management
- Trainings for general project management
- In-house trainings
- External trainings
- Other:

13.) [If 6.a] What kind of support would you expect from your employing / commissioning organisation to be able to successfully apply for and realise international projects? (multiple answers possible)

- Support for networking/exchange with other international project managers
- Support to raise funds for implementing a project
- Support to manage financial issues while and after implementing a project
- Additional time resources
- Additional financial resources
- Intercultural trainings
- Language trainings
- Trainings for international project management
- Trainings for general project management
- In-house trainings
- External trainings
- Other:

14.) [If 6.a] Do you use any educational offers to upgrade your competences on your own?

- Yes [a]
- No [b]

A. [If a] What kind of educational offer did you use at least once? (multiple answers possible)

- Webinar
- Conference/symposium
- Schooling/workshop
- Job shadowing
- Other:

B. [If a] How often do you participate in this kind of education?

- Less than once a year
- Once a year
- 2-4 times per year
- 5 times per year and more

[Questions for management bodies:]

15.) [If 6.bc] What is your motivation to implement international projects with your organisation?

	To a high degree	To some degree	To a low degree	Not at all
To develop our organisation, it is important to learn from approaches in other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is necessary to connect with people by crossing borders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is an additional possibility to raise funds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our organisation is part of an international network which is regularly implementing projects together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We just had the possibility to do so or to try it. There are no concrete motivations behind it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16.) Here you can add more motivations:

17.) [If 6.bc] Does your organisation offer support for the responsible managers applying for or implementing of international projects? *

- Yes [a]
- No [b]

A. [If a] What kind of support did/do you offer? (multiple answers possible)

- Support for networking/exchange with other international project managers
- Support to raise funds for implementing a project
- Support to manage financial issues while and after implementing a project
- Additional time resources
- Additional financial resources
- Intercultural trainings
- Language trainings
- Trainings for international project management
- Trainings for general project management

- In-house trainings
- External trainings
- Other:

18.) [If 6.bc] Which kind of challenges appear for your organisation when trying to support your managers of international projects?

	To a high degree	To some degree	To a low degree	Not at all
We do not have knowledge about general possibilities of support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We do not have knowledge about methods of support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We lack financial resources to offer support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We lack time for offering support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have no access to competent people to build a project team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project managers do not want to make use of offered support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our organisation does not want to offer support for international projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19.) Here you can add more challenges your organisation has been confronted with:

20.) [If 6.bc] Which kind of possibilities would you see to overcome these challenges?

Assessment of Management Competences

21.) Technical skills *		Tick 3 competences you especially wish to improve.
Please choose the 3 technical competences, you most need to improve to be better to manage EU projects (by getting training, mentoring and other support)		
Technical project management refers to more technical competences to plan and execute the project in the area of adult education in a civil society context.		
1	English language skills, i.e. high level of reading, writing and speaking English as the common foreign language in European cooperation, incl. skills in terminology of adult education in a civil society context.	
2	General fund-raising skills, i.e. how to design a project idea in a structured manner, engage co-applicants, design the application and present it to be co-funded by specific funds and programmes.	
3	Organising Idea Workshops, i.e. idea generation during group sessions, like brain-storming or brain-writing, where engaged stakeholders qualify the project idea or design solutions to unforeseen problems.	
4	Project planning and scheduling, i.e. to plan the break down structure of the work programme, fx the SMART manner with Specific / Measurable / Achievable / Realistic / Timely goals, key activities and	

	outputs.	
5	Budgeting and cost estimation, i.e. to add the detailed cost estimates of the activity plan into a detailed budget plan, which help to monitor the budget and to provide a work programme related account.	
6	Coordinating the team work, i.e. to put the work plan into practice by creating task lists, nominating responsibilities, supervising the execution with clear procedures for controlling and time management.	
7	Financial management, i.e. to manage the planning, budgeting, accounting, internal control, auditing, procurement, disbursement and financial reporting in accordance with the project plan.	
8	Internal communication, i.e. to plan and implement an effective and assertive communication with the project team, that defines What, Why, Who, Where, When and How, incl. the ICT means to use.	
9	Dissemination, i.e. to plan the dissemination in accordance with the stakeholders and target groups in the civil society area and to provide the specific means to reach them, incl. use of social media.	
10	Evaluation skills, i.e. to plan, conduct and report progress and impact evaluation, incl. to define methodology and procedures and to design online evaluation forms.	
22.) Here you can mention 1 extra technical competence (not mentioned above), you also wish to improve to be a better manager of EU projects.		
11		

23.) Leadership competences *		Tick 3 competences you especially wish to improve.
Please choose the 3 leadership competences, you most need to improve to be better to manage EU projects (by training, mentoring and other support)		
Leadership competences refers to the ability to build team spirit, present visions for your team members and inspire them to achieve the target and to help them dealing with the various stakeholders in the project.		
1	Effective communication in the CSO context, i.e. to communicate the project vision and meaning of the activities to stakeholders and specially to reach out to key stakeholders from the civil society contexts.	
2	Motivation and Influencing, i.e. to motivate the project team and key stakeholders with clear goals and empower them to put their mark on the work, which reinforces the cohesion and co-ownership.	
3	Empathy and Situational Understanding, i.e. to engage in free human relationships and understand and meet the needs of your project participants and be good at bringing the strengths of the participants into play.	

4	Team Building including volunteers, i.e. to promote ownership in the project team and related volunteers and promote a constructive collaborative culture with a strong mutual responsibility and motivation.	
5	Improvisation and agility, i.e. to be able to act agile when needed and to improvise in unforeseen situations to ensure progress and effect by following openings, possibilities and the flow of the context.	
6	Motivation by good exemplary practice, i.e. to motivate by being a good example by keeping deadlines and focussing on the goals and content, to take responsibility and act in a compassionate, honest and transparent way.	
7	Delegating project tasks, i.e. as coordinator to delegate as many tasks as possible to get more time for dealing with the unexpected, and to gain more time to engage the project work as a whole.	
8	Moderating meetings and events, i.e. to have the skills and attitude to moderate consortium meetings, plenary sessions and bigger project events both face to face and on virtual events (by Skype, etc.).	
9	Peer-to-peer counselling, i.e. to counsel and help other team member with specific project tasks, or rather to provide counselling and advice on a peer-to-peer level in a cross-border and multilateral context.	
10	Conflict resolution, i.e. to successfully navigate in internal and external conflicts and challenging situations and mediate between different point of view and ability to take the final decision.	
24.) Here you can mention 1 extra leadership competence (not mentioned above), you also wish to improve to be a better manager of EU projects.		
11		

25.) Strategic and Business Management Skills *		Tick 3 competences you especially wish to improve.
Please choose the 3 Strategic and Business Management competences, you most need to improve to be better to manage EU projects (by training, mentoring and other support).		
Strategic and Business Management competences refer to knowledge of and expertise in the area of activity so the team better can execute the projects accordingly to the strategy of the organisation and with a high knowledge of the area they are working in.		
1	Insight knowledge of the CSOs providing adult education, i.e. knowledge of the missions, needs and conditions of the CSOs sector of non-formal and informal adult education in your own country and the wider European community.	
2	Insight knowledge of the situation in the involved partner countries, i.e. a basic knowledge of the history and current challenges as well as of the CSO field in the involved partner countries.	
3	Intercultural competences,	

	i.e. the ability to work in international context with the needed inter-cultural competences and basic understanding of and skills to behave in different cultural and social contexts.	
4	International and multilateral network in the CSO field, i.e. to have a strong European network in the CSO sector and the ability to find and select appropriate new partners. as well as to promote your own organisation as a future partner.	
5	Knowledge of European funding programmes, i.e. an overview of relevant funding programmes and not least an insight in the specific demands these programmes have for the project plan and the specific application design.	
6	Need (and stakeholder) analysis, i.e. to know how to analyse the need for the project idea and to clarify the means to meet the need and to involve the key stakeholders in the project plan.	
7	SWOT and Risk analysis, i.e. to clarify the Strengths, Weaknesses, Opportunities and Threats for the project plan, and state the obvious risks and plan how to handle them.	
8	Legal and regulatory compliance, i.e. to ensure that the planning and implementation of the project are aware of and take steps to comply with relevant laws, policies, and regulations in the area.	
9	PR and Marketing compliance, i.e. the ability to apply the tools and contact channels for information, promotion and dissemination of the project to the main target groups.	
10	Synergies between national CSO projects and international CSO projects, i.e. ability to see and use possible synergies by initiating parallel international and national projects with overlapping activities and outputs and supplementing funding possibilities.	
	26.) Here you can mention 1 extra Strategic and Business Management leadership competence (not mentioned above), you also wish to improve to be a better manager of EU projects.	
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Personal Information

27.) Please choose your gender:

- Male
- Female
- Other

28.) How old are you?

- Less than 20 years old
- 20-29 years old

- 30-39 years old
- 40-49 years old
- 50-59 years old
- 60-69 years old
- 70 years old and more

29.) What is your field of professional education? (multiple answers possible)

- Law/administration
- Economy
- Management/marketing
- Media/communication
- Social sciences (psychology, sociology, etc.)
- Pedagogics/education
- Arts/culture
- Engineering
- Other:

We are interested in your opinion

30.) Within the project we are going to found an international network supporting international project managers and civil society organisations realising international co-operation. What kind of support should such a network provide?

- Networking opportunities
- Trainings upgrading project management competences
- Possibilities for common development of international projects
- Others – please propose:

31.) What kind of online tools, knowledge pills, guidance support, etc. should an Online Portal provide for first-time international project managers?

32.) What kind of support should a mentoring service provide for first-time international project managers?

33.) What kind of support should training possibilities provide for first-time international project managers?

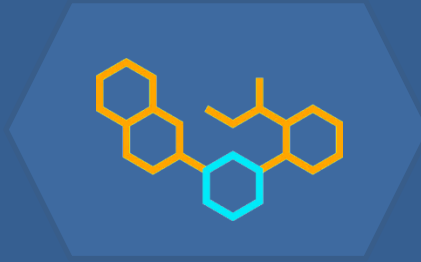
34.) Is there anything else you would like to share with us?

Besides implementing this survey, we are conducting interviews. If you are interested to tell us about your experiences in international cooperation projects – or if you are just interested in our work, please write an e-mail to:

Austria: aron.weigl@educult.at
 Denmark: hjv@interfolk.dk
 Hungary: zsofi.jeney.domingues@gmail.com
 Italy: l.lupini@cooss.marche.it
 Poland: faie@fundacjaie.eu

We will keep you informed about the project events and the developed outputs.

Thank you very much for the participation in our survey!



**Key competences and needs for support.
Report II on international project management
in the civil society sector of adult education.**

This multilateral survey report on key competences and needs for support to international project managers in the civil society of adult education has been developed as the second intellectual output in the 2-year Erasmus+ development project, Sept 2018 – Aug 2020: “First time international project realisers support network”.

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