

# WP4 Survey Country report for Germany



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## 1. Questionnaire sample and research

### Number of responses and professions of respondents

During the survey in Germany the bfw has questioned individuals working in the field of international projects and activities including mobility for staff and students. Therefore we asked 16 individuals with the following professions:

Profession (IDO)	Number of respondents
Teachers (secondary school)	7
Lecturer	1 (is also a project coordinator)
Project manager	1
Transnational Project Coordinator	7

The teachers work in secondary school and are responsible for exchange with partner schools in other countries, they organise exchange and trips. They spend less than 50% of their working week on international activities. They are all in their jobs for more than three years. All of them have a university degree and a foreign language qualification.

The project manager and coordinators asked mainly work in European project management, five of them work more than 75% international and three work between 50 and 75 %. The latter are working on European and national projects. Their educational background is diverse. Nearly all of them have an university degree.

### Other research methods: desk research

Next to the questionnaires bfw concentrated on desk research. There are several books available about project management and about competences needed. For example:

Antje Utecht, Martin Roggenkamp, Roland Winterstein: "Transnationales Projektmanagement. Projektentwicklungskompetenz für Mitarbeiter/innen in europäisch geförderten Projekten der beruflichen Weiterbildung und zur Arbeitsmarktintegration", 2008. („International project management“)

Doris Demartin: „Personalauswahl im Internationalen Projektmanagement“, 2001. (Selection of personal in international project management) This book examines the required skills of an international project manager and depicts effective methods of applicant selection in human resources.



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Michael Bernecker: „Handbuch Projektmanagement“, 2003. (Manual project management) The book specifies project management activities from planning until completion of a project.

Researching professional or a competence profile for an IDO one can find a vast number of training institutes that offer further education for international project management.

## 2. Summary of research findings

### Current education & training of IDOs

In the field of initial vocational education there is no profession as such available that is closely linked to the working field of an IDO.

In University education there are several study paths which include elements of an IDO but they mostly concentrate on engineering (“International project management”/“Project management”).

There are several possibilities for further training. These can be divided into courses which concentrate on either the management of a project or the learning of intercultural competences. Training providers are universities or private training organisations.

In the field of project management the training involves basic learning goals, which can be needed in an amount of professions:

- Preparation of a project,
- planning of a project (phases and work packages),
- planning in matters of time resources and budget,
- controlling,
- management of staff,
- techniques for presentation.

Speaking about intercultural competences many universities throughout Germany provide courses in Intercultural Communication, International business, Intercultural Competence, Intercultural Conflict Management, etc. to their students. The University of Jena for example offers a special “train the trainer programme” that focuses on Intercultural Communication. In general these courses focus on:

- Attaining knowledge: culture, country, people, etc
- Attitudes toward the target country and reflection on their own cultural identity: values, attitudes, reflection, dimension
- Communication and behavioural training: communication styles, recognising conflicts and approaching them in an goal -orientated manner



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In matters of European project management there are workshops offered by the University of Freiburg. They are specific workshops concentrating on the management of European Union projects and their administrative handling. A new Master program of “European Project Management” is currently being designed by the University of Applied Sciences and Arts Dortmund in cooperation with other European universities. The focus is similar to project management courses, but also involves the European context.

## 2.2 Activities and skills of an IDO

The research shows that there are basic competences which an IDO needs. These are:

- Communication;
- ICT,
- Use of foreign languages,
- interpersonal competences,
- project management,
- time management,
- cultural awareness.

The key areas of knowledge, skills and understanding correspond to the basic competences named above. In addition to that the respondents concentrate on knowledge in regard to economic, social and legal situations in European countries as well as the educational systems in these countries. Knowledge about the EU-Funds is named as expert knowledge for project coordinators. A second area, which is emphasized, is competence and knowledge in regard to cultural diversities. Open-mindedness and getting familiar with unknown fields of knowledge are other competences mentioned.

## Key training needs

Training needs correspond to the working fields. The survey shows that nearly everyone working as an IDO sees the need of training. High score areas where demand is formulated are: communication, use of foreign languages, interpersonal skills, project management and cultural awareness. Here 12 to 14 of 16 questioned persons see very much and quite the need of specific training. Next to the given fields the respondents emphasize on the fact that the working field of an IDO is often a very flexible one. Central message here is that an IDO has to become familiar with very different fields of knowledge corresponding to the specific project he/she is working on. Especially the interviewees working as project coordinators of European projects would like to get training on new EU programmes and policies.



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### 2.3. Ways of validating informal & non formal learning

Asking about any existing formal qualifications for IDOs in Germany, 15 out of 16 answered they didn't know. There seems to be a lack of information in this field. So informal and non formal learning seems to be more present on people's mind and an important part of the work life of an IDO.

According to the interviewees the most effective ways of validating individual competences are work based assessments and evidences of prior learning.

### 3. Specific country requirements & difficulties

Germany has not yet introduced the European Qualification Framework in the national context for further education offers. Therefore none of the companies offering trainings in the IDO working field has classified their measures in any EQF/NQF-level.

The offered qualifications and trainings for IDO's are manifold and it is not easy to find institutes with high quality.

### 4. Recommendations

*(Based on your overall research findings, what specific recommendations could you make to work towards the work package and project objectives?)*

The survey shows that every respondent working as an "IDO" feels the need of further education. VET should therefore concentrate on basic competences in regard to project work which include communication and time management skills. It also made very clear that people working like project coordinators in the European field would like to be well informed about the European politics and funding.

### 5. Appendix

*Summary of 16 questionnaires.*

