

# National TOI TOI TOI Report

*Hungary*

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## Contents

<b>1. INTRODUCTION .....</b>	<b>4</b>
1.1 “NATIONAL” INTRODUCTION.....	5
<b>2. SCIENTIFIC WORK IN TOI TOI TOI.....</b>	<b>7</b>
2.1 Pre-Analysis .....	7
2.2 Network- and Cluster - Analysis .....	8
2.3 Semi – Standardised Interviews .....	11
<b>3. CHARACTERISATION AND INTERPRETATION.....</b>	<b>13</b>
3.1 Characterisation and interpretation of Pre-Analysis .....	13
3.2 Characterisation and interpretation of Network – Cluster Analysis .....	13
3.3 Semi – Standardised Interviews .....	14
<b>4. NATIONAL RESULTS AND CONCLUSION.....</b>	<b>15</b>
4.1 Conclusion of national results.....	15
4.2 Estimation of all results from a national point of view .....	15
4.3 Suggestions for contents and the structure of the planned online - tools .....	17
<b>ANNEX .....</b>	<b>19</b>
Documentation of all interviews .....	19

# 1. INTRODUCTION

The new ERASMUS+ program demands more sustainability from the project-consortia, hence it will be more important to name, describe and emphasize the impact of project-results on different levels. There have been several LdV-Tol projects whose results have faded away. These issues make developing and implementing innovative tools for project-coordinators and other actors crucial for the success of the projects. These tools will enable them to check the partners and the whole consortia in matters of their possibilities to ensure sustainable impact before starting a project.

The project "TOITOI TOI" started on 01/10/2014 with a duration for two years, i.e. the project will finish on 30/09/2016.

The name TOI TOI TOI is intended as an homage to the former Leonardo da Vinci Transfer of Innovation projects (LdV-Tol), which are in the focus of the project's activities.

TOI TOI TOI has developed two web-based evaluation tools for coordinators and further actors in the field of European VET-projects to ensure that the sustainability of the project-results is guaranteed within the consortia. In order to achieve these goals, the project team has:

- a) Tested the tools in the partner countries;
- b) Developed alternative evaluation tools;
- c) Evaluated existing project results;
- d) Analyzed project consortia.

These evaluation-tools will help project-coordinators in preparing impact oriented project-consortia. The development of the TOI TOI TOI evaluation-tools is based on two comprehensive scientific analysis-steps:

1. The first step is to analyse all Leonardo da Vinci transfer-projects completed from 2006-2013 with network and cluster evaluation.
2. The second step is the construction and development of qualitative interviews with coordinators and stakeholders, based on the results of the evaluation.

The *TOITOI TOI*-project is performed by a partnership representing Austria, Germany, Hungary, Macedonia and Portugal and is constituted by experienced specialists in the fields of vocational-training.

## 1.1 “NATIONAL” INTRODUCTION

### **National Summary:**

The National Agency in Hungary is Tempus Public Foundation (<http://www.tka.hu/>) Tempus Public Foundation (TPF) is a non-profit organization established in 1996 by the Hungarian Government, with the task of managing international cooperation programmes and special projects in the field of education, training and EU-related issues.

TPF is intensively involved in international activities, in order to encourage foreign institutions to cooperate with Hungarian partners on the one hand, and to make the achievements known at European level on the other.

According to presentation of TPF (Internationalization of education and training - in the light 7 years) the results of LLP project are the next:

- **Individual level:**
  - Improving the labour market opportunities
  - Work practice, new technologies, knowledge of corporate culture
  - Cooperation and communication skills development
  - Self-sufficiency
  - Conscious career planning
- **Institutional level**
  - Education / Training Internationalisation
  - Constantly active institutions (mobility partnerships)
  - International partnerships
  - Linking various activities
  - Entrenched in training

- Institutional Strategy, institutional development
- Improving the quality of education
- Methodological renewal
- The strengthening of lifelong learning approach and practice

In summary the LdV-Toi projects were very useful to Hungary.

## 2. SCIENTIFIC WORK IN TOI TOI TOI

### 2.1 Pre-Analysis

The pre analysis reports were carried out in Austria, Hungary, Germany and R. Macedonia. This first part of the report contents general information on the situation of EU-funded education-projects in the partner country, focussed on the Leonardo da Vinci Programme 2007-2012.

The second part focusses on EU-funded education programmes, especially the Lifelong Learning Programme 2007-2013. It offers statistic data and information in the already closed Leonardo da Vinci programme.

#### **National Summary:**

To carry out the pre-analyse in Hungary we have made contact with the national agency -Tempus Public Foundation (TPF)- to get the general information.

TPF aims at

- supporting initiatives aiming at the modernization and quality improvement of education, training and human resources development,
- encouraging international cooperation and mobility,
- strengthening the European dimension in these fields.

The colleague in the TPF was very kind, so we get the necessary data.

We tried to search for existing evaluation tools that could be interesting for the development-phase of the ToIToIToI project. Unfortunately, we did not find any evaluation tools.

All in all, it was important for our university to make a good partnership with TPF, and also to get useful information about LLP projects.

## 2.2 Network- and Cluster - Analysis

TOI TOI TOI used the European project - database ADAM to detect the size and the structure of consortia. Structure means the geographic distribution of project partners. LdV -ToI projects were analysed from 2007- 2012. 2013 wasn't taken into account because there were still some projects running. After collecting data from ADAM it had to be validated by comparing the ADAM entries with documents or products from the respective projects to ensure a maximum quality of the results.

- The first part of the network analysis was to ask for the size of project consortia in Austria, Germany and Hungary.
- The second part of analysing project consortia was to look for the partner countries and to ask: Who cooperates with whom?

The network-analyse shows, how the cooperation amongst European countries was in TOI-projects and how it changes in the lifetime of the program.

### **Analysed consortia from TOI TOI TOI 2007-2012 gave the following results:**

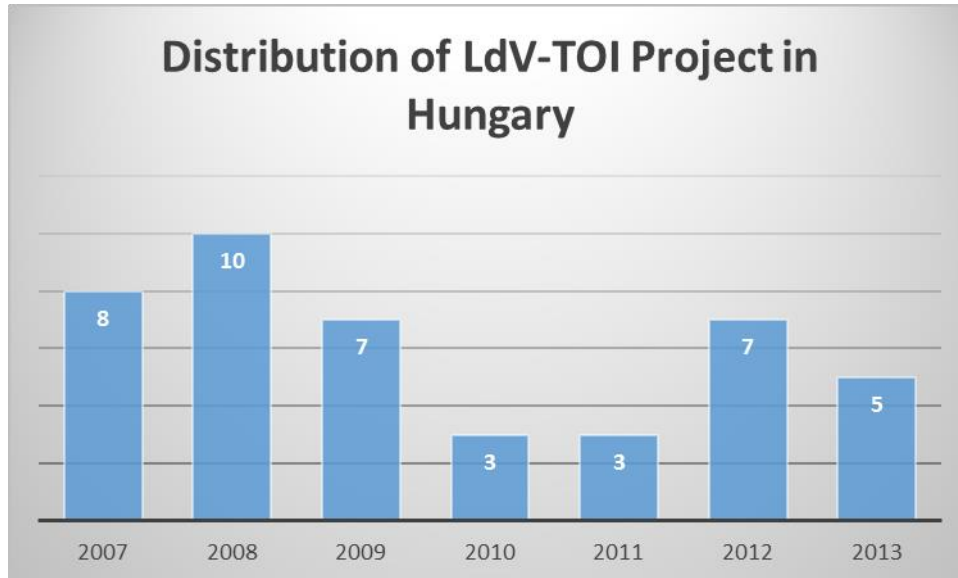
- Austria: 56
- Germany: 180
- Hungary: 37

In total 2.127 European organisations in 237 LdV-TOI Projects were analysed. The project team finished its work on the cluster analyses and founds out some quite interesting results.

### **National Summary:**

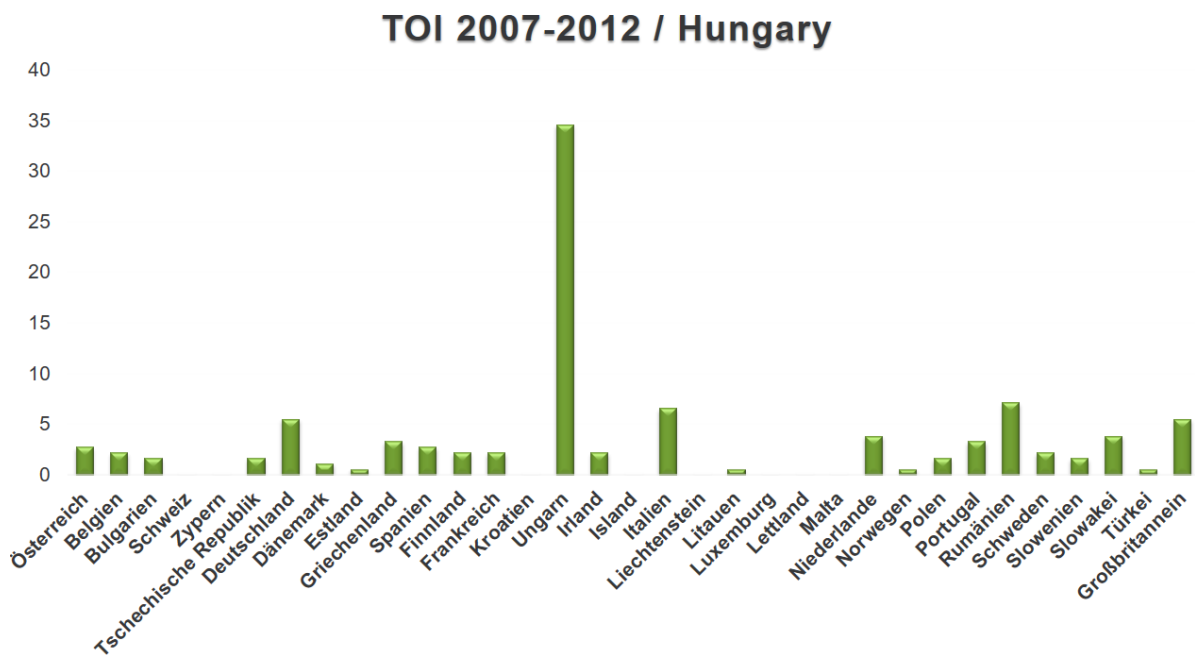
From the data we have got from the TPF we made a summary of TOI projects in Hungary. The first "Transfer of Innovation" project in Hungary started in 2007. To 2013 (last year when TOI project started) there were all 43 LdV-TOI projects in Hungary. The next chart shows the distribution of the project per year.





From this 43 project there were 37 which have been analysed in TOITOITOI project.

The next bar chart shows the distribution of analysed project's consortia.



It shows that in Hungary the most common partners were Italy, Roman and Great Britain.

After the analysis we have taken the consortia into two categories:

- conservative consortia: 5-7 partners and many of the partner countries are Hungary itself or neighbour-countries
- innovative consortia: less than 5 or more than 7 partners with many countries which are not Hungary itself or neighbour countries.

We have seen that there was a lot of project that did not fill into any categories. There was only 7 innovative, and 13 conservative consortia.

From these 20 projects we have chosen randomly 2 innovative and 2 conservatives for the questioning.

## 2.3 Semi – Standardised Interviews

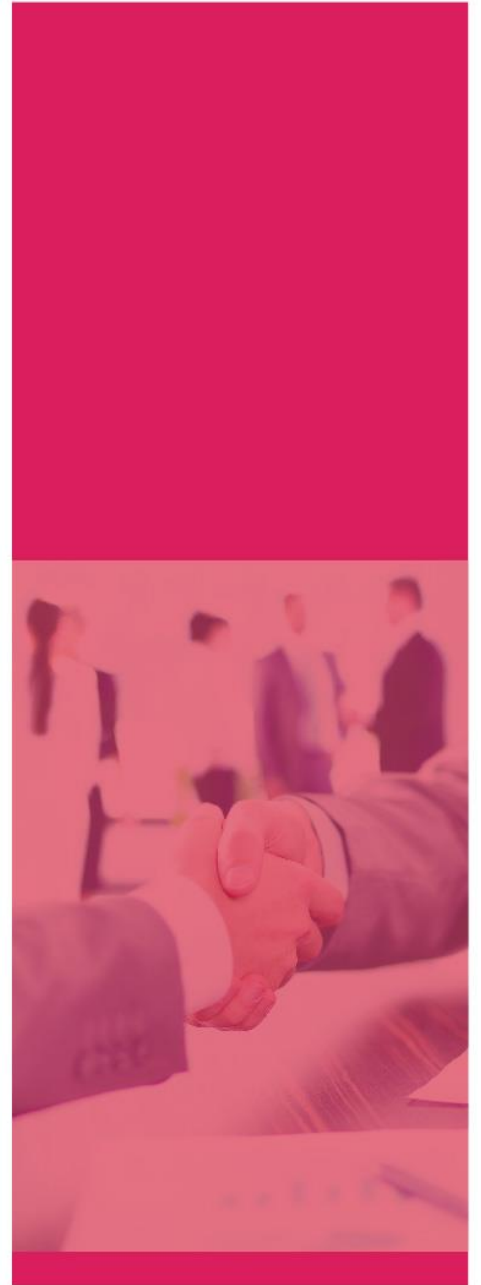
The TOI TOI TOI project aims at identifying which kind of project consortia have led to sustainability of the project results. In order to develop tools for future project coordinators which allow them to estimate potential partners and whole consortia, we have conducted interviews with a random sample of decision-makers of Leonardo da Vinci projects in Austria, Germany and Hungary. The aim of the interviews is to examine detected cluster-cases in European cooperation networks within so called “LdV Tol-projects” from 2007-2012.

### **National Summary:**

We found 20 projects to analyse 2 innovative and 2 conservative partners for the questioning. First we called the partners, and told our goals with the research. They are very opened and helpful. It was very important for us to meet with the project coordinators, and to do the interview personally.

First we translated into the Hungary the questionnaire, because it was more effective to do the interviews. After we called the partners and we made an appointment all of them. We travelled to them at the agreed time. One of them lived in Veszprém (project title: Second Chance in Hospitality) and three of them in Budapest (project title: Innovation Transfer and standards Development at the Film Department in Budapest, Techniques and methods for climate change adaption for cities, Urban Water Expert (UWEX)- Development of complex mobile IT center for life-long learning by involvement of end-users and training network in urban water management). The duration of one interview preparation held one and a half hour.

After the interviews we typed in the reports the results. We did the summarises, and we are written conclusions.



## **CHARACTERISATION AND INTERPRETATION**

## 3. Characterisation and Interpretation

### 3.1 Characterisation and interpretation of Pre-Analysis

To carry out the pre-analyse in Hungary we have made contact with the national agency -Tempus Public Foundation (TPF)- to get the general information.

TPF aims at

- supporting initiatives aiming at the modernization and quality improvement of education, training and human resources development,
- encouraging international cooperation and mobility,
- strengthening the European dimension in these fields.

The colleague in the TPF was very kind, so we get the necessary data.

### 3.2 Characterisation and interpretation of Network – Cluster Analysis

From the data we have got from the TPF we made a summary of TOI projects in Hungary. The first “Transfer of Innovation” project in Hungary started in 2007. To 2013 (last year when TOI project started) there were all 43 LdV-TOI projects in Hungary. We have seen that there was a lot of project that did not fill into any categories. There was only 7 innovative, and 13 conservative consortia.

### 3.3 Semi – Standardised Interviews

Semi – Standardised Interviews were conducted in order to obtain data that refer to identifying which kind of project consortia have led to sustainability of the project results. In order to develop tools for future project coordinators data will be dealt with anonymously and will exclusively be used for scientific purposes

Each of the project partners had a task to conduct an interview with the coordinators of the LdV -ToI projects randomly selected from the Adam database

Sustainability depends on how well the product can sell itself in the market and that how niche is the project product. The sustainability of partnership depends on the institutional intentions and the producing of resources. The project members have to be motivated, prepared and precise. It is important, that the institution will be prepared to the administration. The activity of the participant is very important. If the education is free, there are a lot of members and participants. If the people have to pay, significantly reduced the number of staff. It depends on the continuity of management, the support from university's leadership, and the open European funds. The partners' interests are to become more international, and the individual interests in it. It depends on whether the teachers could discover the opportunities of the international partnerships.

## 4. NATIONAL RESULTS AND CONCLUSION

### 4.1 Conclusion of national results

The Erasmus + project was important for the Hungarian participants, they could to build professional relationship with other partners. It was important, because the institute is in accordance with the EU Programs in many areas. They continuously follow the changes in EU and keep up with them. The most important areas in this aspect are the Quality assurance and the accreditation

They participate in the project since 1992.

The partners did some education and learning material development. This program helps to flow of information. It is matches to the program of educational activity. It is ideal to flow the existing knowledge. It gave opportunity to make further training for teachers, to connect the educational staff (including older people too) to international circulation and international training programs, which were very useful for colleagues.

They had in total good experiences. The administrative constraints are very high. They have to do the webpages in three different languages; the photo documentation is numerous. They didn't see meaning the administration in ADAM database. The meeting was difficult with the foreign partners, it was hard to understand each other.

Because of the opportunity that the significant financial support has given, the institution can get in contact and work together with companies with whom –because of the lack of support- otherwise it could not. The information sharing is a great help, because there is a lot of work to do in connection with the project, which needs access to the background information (for example: involving experts). The collaborations live after the end of the project which is beneficial in the long term. The projects have an economic stimulant effect too. The project was fully sustainable; the topic of the project was in the Hungarian high ed-ucation totally missing. The knowledge arrived the decision-making level.

The consortiums are very different, but they have good experiences. "The consortium was established by Hungarian companies and foreign in-stitutions in the frame of a TOI project. The collaboration was

based on the dual-training. It was very important to involve actors who have great experiences on this subject and can provide general guidance". Innovativeness, interactive methods: project-based methods, learning by living.

The consortium size was ideal.

The project outcomes are: teaching material, international network of teachers, simulation models of water utility system, manual-type material.

## 4.2 Estimation of all results from a national point of view

We think that the results will be same good as in Hungary.

The experinces about the projects in Hungary:

- project idea:5
- project outcome: 5
- the sustainability of the outcome: 5
- project consortium: 5
- each of partners 4-5

We think, LdV project was successful, we think, all of results will be positive and the members of consortia are satisfied.

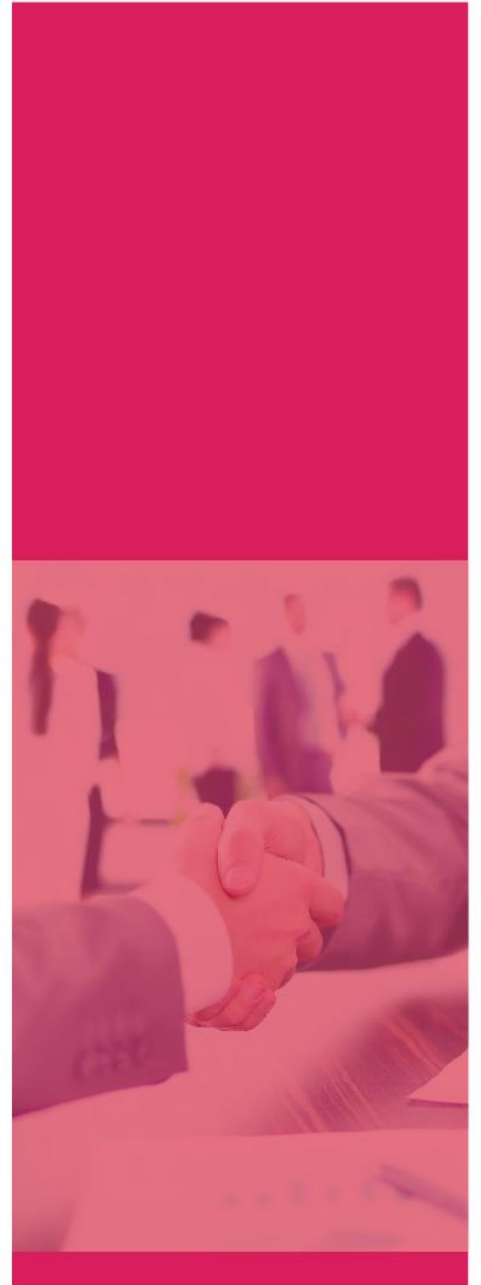


### 4.3 Suggestions for contents and the structure of the planned online – tools

It will be an online questionnaire. It should be fill in online way and should be downloadable and fill it offline too. The downloaded survey should be easily upload to the tool. The results should be visible online on a diagram which shows all of the aspects. It should be user-friendly and should have a nice design too.

One of the possible solution to use an available online survey (google forms).

On the webpage we should make a FAQ menu where can people can find the most common questions and short answers.



# ANNEX

## Annex

### Summary of all interviews

#### 1. General data

**Country:**

Hungary

**Number of Interviews:**

4

**Remarks on sampling of interview partners:**

They are very opened and helpful. They are satisfied with the project, und could realise a lot of different result in the projects.

**Remarks on Interview Situation:**

I did the interviews in the offices of the interviews partners. Period of Time:

02.03.2016-04.03.2016

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• This project would be organised by XXX. Our main profiles are education, research and consultancy....</li> <li>• The XXX is an adult educational institution. The main focus is financial and economic education but tourism and catering is getting more emphatic for the institution. They want to develop the catering trade education based on a model from Germany....</li> </ul>	<ul style="list-style-type: none"> <li>• This project would be organised by XXX. Our main profiles are education, research and consultancy.</li> <li>• Our institution is the central higher education institution of actor and film trainings in Hungary. The area of film is the most relevant field in the project....</li> </ul>

\* Which role plays the engagement in EU programs in your institution?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• It is important because our researchers and we would like to build professional relationship with other partners. ...</li> <li>• It is important, because the institute is in accordance with the EU Programs in many areas. They continuously follow the changes in EU and keep up with them. The most important areas in this aspect are the Quality assurance and the accreditation....</li> </ul>	<ul style="list-style-type: none"> <li>• The Erasmus + projects are very important for us. We participated in a lot of projects</li> <li>• It has a prominent role, because it has allowed us to take part in serious international programs. Hereby such opportunities have opened for us which otherwise could have not....</li> </ul>

\* Since when have you been participating in EU programs?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• Since 2001....</li> <li>• Since 2012....</li> </ul>	<ul style="list-style-type: none"> <li>• Since 1992...</li> <li>• Since 2008, if we take the mobility project into account since 2005....</li> </ul>

\* Have you been participating in the Erasmus+ program?

Yes, we participate in it....

IF YES: Which differences do you see to LdV?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• ....</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• The Leonardo was a vocational training program, Erasmus+ has a wider spectrum. They have the opportunity to look at the Leonardo projects, but –she believes- the two programs are in-comparable....</li> </ul>

IF NO: Why not?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• No, just with other faculties. They don't gave in application. The XXX naturally participates in such</li> </ul>	<ul style="list-style-type: none"> <li>• - No, just with other faculties, where she educates....</li> <li>• They don't gave in application. The</li> </ul>

<p>projects, but not the faculty</p> <ul style="list-style-type: none"> <li>• They have not participating in the Erasmus+ program. The project we submitted did not win advocacy because of the lack of funds....</li> </ul>	<p>University naturally participate in such project, but they as a faculty, no</p>
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### 3. Experience with LdV/LLP

\* How would you shortly describe LdV/LLP to somebody who does not know it?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>It is a forum to adult education and learning material development. This program helps to flow of information. It is matches to the program of educational activity. It is ideal to flow the existing knowledge. ...</li> <li>The program provides opportunity for a complete spiritual renewal. It could give ideas that the participants can build on, and it could strongly support the further development. Therefore, the development could be sustainable in the future....</li> </ul>	<ul style="list-style-type: none"> <li>This project can realise a financial and organizational conditions for the practitioners. They can participate in the courses. This courses are very popular, a lot of people found it interesting. ...</li> <li>It gave opportunity to make further training for teachers, to connect the educational staff (including older people too) to international circulation and international training programs, which were very useful for colleagues. ...</li> </ul>

\* How would you summarize your experience with LdV/LLP in a few sentences?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>I have grounded good experiences. The administrative constraints are very high: attendance list reports and statements....</li> <li>The result of the programs goes far</li> </ul>	<ul style="list-style-type: none"> <li>I have in total good experiences. The administrative constraints are very high. We have to do the webpages in three different languages; the photo documentation is numerous. We</li> </ul>

<p>beyond the original purpose. It has started a process that actually excites itself and increase the magnitude of the purpose. ...</p>	<p>didn't see meaning the administration in ADAM database. The meeting was difficult with the foreign partners, it was hard to understand each other with Bulgarian partners...</p> <ul style="list-style-type: none"> <li>• The XXX has no funds either, this time or any other to train the educational staff. Without the program XXX could have more difficulties to become international and this has unbelievable results....</li> </ul>
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\* Regarding sustainable project outcomes, which opportunities did LdV offer?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• We finished the project recently, so we haven't specifics and we implement the practical application in this time. We published a brochure, it has a big interest. This brochure contributes to establish the settlements a new tendency in the operation of towns....</li> <li>• Because of the opportunity that the significant financial support has given, the institution can get in contact and work together with companies with whom –because of the lack of support- otherwise it could not. The information sharing is a great</li> </ul>	<ul style="list-style-type: none"> <li>• It is fully sustainable; the topic of the project was in the Hungarian high education totally missing. The knowledge arrived the decision-making level. We can thank the beginning of the process to this partners the skill was built into the BSC and MSC courses....</li> <li>• It was a great starting point for the university to become more international. It has established those relationships which help us to establish deeper cooperation with partners....</li> </ul>



<p>help, because there is a lot of work to do in connection with the project, which needs access to the background information (for example: involving experts). The collaborations live after the end of the project which is beneficial in the long term. The projects have an economic stimulant effect too...</p>	
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## 4. Your project consortium

\* Please outline your consortium.

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>Both of the universities had a water utility partner and XXX (they ensured the software in the project and they demonstrated the technical tools.) ...</li> <li>The consortium was established by Hungarian companies and foreign institutions in the frame of a TOI project. The collaboration was based on the dual-training. It was very important to involve actors who have great experiences on this subject and can provide general guidance. (Jednota Osborna Academy)...</li> </ul>	<ul style="list-style-type: none"> <li>XXX (they ensured the softwares in the project and they demonstrated the technical tools.) ...</li> <li>The consortia had 5 members: Norwegian, Danish, English, Polish, and Hungarian worked together....</li> </ul>

\* How have you chosen your consortium?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>Criteria of the project, and we had contact with this partners before.</li> <li>The professional specialties were the most influencing factors and the hotel industry as specialisation....</li> </ul>	<ul style="list-style-type: none"> <li>The choice was not accidental, we have good contact with XXX, we made contact through this....</li> <li>They wanted to study the European best practises. All of the partner universities had profession-al</li> </ul>

	<p>experiences. It was innovation-transfer; they have adapted the best practises....</p>
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\* Which competences of partners were striking?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• ...XXX was very prepared, they did, what they undertake. The response of the Hungarian partners are slowly, they picked up the work flow later (PR and innovation). The Romanian partner understands the essentials late. They didn't understand why have to communicate the effectiveness of the realization</li> <li>• Our experiences in the hotel industry or catering were the most dominant competence in the consortia. ...</li> </ul>	<ul style="list-style-type: none"> <li>• - XXX was very prepared, they did, what they undertaken. They had appropriate level of professional knowledge and they had effective knowledge transfer. They transact the trainings at outstanding level. The attitude of Bulgarian partner was excellent; the quality of the implementation was at level medium quality....</li> <li>• Innovativeness, interactive methods: project-based methods, learning by living.</li> <li>• Entrepreneurial skills: industry-university cooperation...</li> </ul>

\* Please evaluate the following criteria on a scale from 1 to 5 (1 meaning of very low value and 5 meaning of very high value) and explain your choice. *(Please mention the number as well as the reason.)*

***Please try to characterize the most important conclusions of these evaluations.***

your project idea

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• (4) The goal was not to clear, it was not determined where we had come from, where we was going, or why!...</li> <li>• (5), she was very satisfied...</li> </ul>	<ul style="list-style-type: none"> <li>• -(5) because it was needed...</li> <li>• (5), because of the innovation-transfer, which is a very useful tool in Europe's less developed countries because they don't have to rediscover the best practises which have worked well in other countries, they can take them over instead....</li> </ul>

your project outcome

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• (5), they made the most of it....</li> <li>• (4), The objective they couldn't achieve: the education was not included in the national vocational education list....</li> </ul>	<ul style="list-style-type: none"> <li>• (5) because it function well and has a long afterlife ...</li> <li>• (5), It has launched the university into the international area....</li> </ul>

the sustainability of the outcome

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• (5) the target audience is broader; the afterlife of the climate adaptation is longer. ...</li> <li>• (3-4), We couldn't achieve the objective that could have made the outcome of the project sustainable and profitable for Hungary....</li> </ul>	<ul style="list-style-type: none"> <li>• -(5) sustainable...</li> <li>• (5), They are making the new projects building on these result....</li> </ul>

your project consortium

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• (5) It worked well ...</li> <li>• (5), Excellent, the collaboration was perfect....</li> </ul>	<ul style="list-style-type: none"> <li>• -(4) because we had some difficulties at the beginning of the project each of your partners...</li> <li>• (4/5) It showed them with whom they could work together with, because they got to know each other during the project....</li> </ul>

each of your partners

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• (4) The project manager had difficulties because of the administration, he was very busy. The Romanian partner had accounting difficulties at Uni. ...</li> <li>• (5), The partners were good, without them we could not have reached the goal....</li> </ul>	<ul style="list-style-type: none"> <li>• (5) I was satisfied with the partners. We had some problems with the Bulgarian partner. The XXX was not project-compatible. The administration background was not insufficient and this disturbed the normal operation. ...</li> <li>• (4/5) Basically the cooperation was good...</li> </ul>

\* If you had the same budget, what would you change in your consortium? Please explain your answer.

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• He did not change. ...</li> <li>• The consortium would not have been more successful with more money.</li> <li>• If she had the same budget, he would change nothing in the consortium. If she had a bigger budget she would have one more Hungarian partner involve for more effective representation of interests....</li> </ul>	<ul style="list-style-type: none"> <li>• -I wouldn't change, the whole circumstances are ideal. I wouldn't change, the budget was sufficient....</li> <li>• She does not want to change it. It was adequate and the budget was suitable. They do not need bigger budget, it was ideal.</li> </ul>

\* How do you evaluate your consortium size? *(Please mention the amount of partners.)*

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• 5 partners. It is ideal and operable number. ...</li> <li>• The size of consortia did not endanger the operability, so the size was ideal. Thanks for this the collaboration became more flexible. If there are a lot of partners it is more difficult to harmonize the communication and to coordinate the processes....</li> </ul>	<ul style="list-style-type: none"> <li>• I have three partners. I am satisfied with this....</li> <li>• The size was ideal....</li> </ul>

\* What do you consider the optimum consortium size?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• The ideal is 3-5 partners and maximum 3 different countries.</li> <li>• In the area where we worked, I think 4-7 partner were ideal.</li> </ul>	<ul style="list-style-type: none"> <li>• * The “ideal” hang on the project type. I think, 5 partners are manageable to the leadership. It could be a problem, if the partners have different quality or qualification....</li> <li>• It depends on the nature of the project. In case of a deeper cooperation, she thinks the ideal number of partners is 4 or 5.</li> </ul>

\* What is a reasonable minimum and maximum to you? Please explain your answer.

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>The project less than 3 countries is not international, more than 5 countries the management is not manageable. They use the website in Hungarian, Romanian and English languages, and it was difficult to use the website because the different languages. ...</li> <li>I think the minimum is 4 and the maximum is 7 that worthwhile to involve.....</li> </ul>	<ul style="list-style-type: none"> <li>3 or 5 partners, because it is flexible. ...</li> <li>In case of innovation-transfer 5-10 participant is ideal to take over the deeper contests. ...</li> </ul>

\* Why have you chosen the respective partner countries?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>It was given to the region of Central and Eastern Europe....</li> <li>Because they have the competence and view that we can't experience in Hungary yet. He thinks that the German vocational training is exemplary and should be followed. It is very important for the employer to take enough financial expenditure for the further training of employees....</li> </ul>	<ul style="list-style-type: none"> <li>We had same problem, such the Czech partner. We had common interest, so this partner was ideal. We know with the other partners each other before. ...</li> <li>Because they have good practice. The film schools we have chosen are really successful: the number of student festival awards and commends; their economy taking into account the number of applicant students....</li> </ul>



**IF THE CASE: Why did you include partners from your own country?**

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• She chose foreign partners...</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• ... I did not choose</li> <li>• ...</li> </ul>

\* Please name three “favourite” partner countries and explain your choice.

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• Austria, the Netherlands, Czech Republic. They are prepared and trustworthy....</li> <li>• Germany: precision</li> <li>• Spain: Creativity</li> <li>• Norway: high professional standards</li> <li>• The ideal partner has willing to communicate and is open for cooperation....</li> </ul>	<ul style="list-style-type: none"> <li>• ... The Czech Republic, the Netherlands, Austria. The cooperation is worthy and sustainable with this partners</li> <li>• Denmark and England. Poland: we have made a lot of project together since then....</li> </ul>

## 5. Sustainability

\* Please outline your project outcomes.

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• We are prepared a “Climate adaptation Guide”. and teaching material with the “best practice” in Hungarian and Rumanian. ...</li> <li>• They have drawn policy’s attention to the gap in practice that would be important to fill in. They get principled support from all of the hotels and chambers and he hopes they could plant the idea in the decision maker’s heads. After the project we could keep in connection with the German and Slovakian partners. The Germans wants to work together in other fields and the Slovaksians want to submit a new project with us....</li> </ul>	<ul style="list-style-type: none"> <li>• Application of advanced simulation models of water utility system. Creating a manual-type material....</li> <li>• The international network of teachers has widened. As a result of this the student mobility has a new destination in those institutions. The provincial components have decreased and the world-wide components have increased in the teaching activities. The teachers grew their knowledge of the English language, built strategic partnerships....</li> </ul>

\* Have these been further used after the end of the project?

IF NO: Why?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• ...</li> </ul>

**IF YES: By whom have they been used?**

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• The coordinator and XXX...</li> <li>• Yes, because there were people who has been enrolled in this education, and the feedbacks are very good....</li> </ul>	<ul style="list-style-type: none"> <li>• Yes. By The coordinator and XXX</li> <li>• Partly bilateral relations have been maintained, which are being supervised by both partners. New partnerships have established with the leading of our university and involves previous partners....</li> </ul>

**What was the benefit to users?**

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• They use the results and they get new information's....</li> <li>• The educations we have developed....</li> </ul>	<ul style="list-style-type: none"> <li>• They could participate at the trainings and have got new information. ...</li> <li>• As a result of the project the student mobility has a new destination in partner institutions....</li> </ul>

**How was the dissemination organised?**

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• With help of the partners, we practised a lot of type....</li> </ul>	<ul style="list-style-type: none"> <li>• We found the ideal solution, it was very effective...</li> </ul>

<ul style="list-style-type: none"> <li>The Slovakian partner inspects the dissemination, makes the analyses and carries out the coordination....</li> </ul>	<ul style="list-style-type: none"> <li>It was organised by the English partner. They coordinated it. They did it very well.</li> </ul>
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**Have they been further developed?**

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>We are in still thinking about now was the end of the project...</li> <li>She tries to involve foreign partners, tries to expand the practice facilities and tries to carry on the project's spirit. ...</li> </ul>	<ul style="list-style-type: none"> <li>Yes, we want to use in practical area ...</li> <li>They are making international projects continuously, and they are using professional, pedagogical and management knowledge for them.</li> </ul>

**Further use of project results after the end of the project:**

On the basis of the responses every project try to use the project results after the end of the project.

**Further contact with former project-partners:**

We keep in touch with 70% of the partners... After the project we could keep in connection with the German and Slovakian partners. The Germans wants to work together in other fields and the Slovaksians want to submit a new project with us...

All in all every interviewee tries to keep in touch with the project partners.

## 6. Closing

\* In your opinion, what does sustainability of project outcomes depend on?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• It depends on how well the product can sell itself in the market and that how niche is the project product. The sustainability of partnership depends on the institutional intentions and the producing of resources....</li> <li>• The project members have to be motivated, prepared and precise. It is important, that the institution will be prepared to the administration. The activity of the participant is very important. If the education is free, there are a lot of members and participants. If the people have to pay, significantly reduced the number of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• It is depends on the importance of the project, actuality and is the Hungarian professional public life use the results of the project.</li> <li>• It depends on the continuity of management, the support from university's leadership, and the open European funds. The partners' interests are to become more international, and the individual interests in it. It depends on whether the teachers could discover the opportunities of the international partner-ships....</li> </ul>

\* Which recommendations do you have for future project coordinators?

Findings about traditional projects	Findings about innovative projects
<ul style="list-style-type: none"> <li>• They have to pay attention to a lot of things at once which is not an easy</li> </ul>	<ul style="list-style-type: none"> <li>• They should be motivated, prepared and correct. It is prepared on own</li> </ul>

<p>job. The communication has to be constant and it's also important that all of the partners get the relevant information in time. The personal meetings have a major role. ...</p> <ul style="list-style-type: none"> <li>• They have to have special attention to the administration.</li> </ul>	<p>opinion...</p> <ul style="list-style-type: none"> <li>• Only that kind of program can be sustainable, which have a long-term interest behind it. It has to be built slowly and be started with small steps and it could be built on the tested working relationships. She suggests the cooperation with the international office, because that can help a lot. The ideal project partner is motivated, fast, and has a long-term vision. Has full penetration on the actual project, and sees beyond it, and has a vision about the next project which is based on the last.</li> </ul>
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## 7. Documentation of Interviews:

### Interview 1:

Date: 03.03.2016

Traditional / Innovative **Innovative**

Type of organisation: **University**

Interview partner: **female**

Interview mode: **personally**

### Interview 2:

Date: 03.03.2016

Traditional / Innovative **Traditional**

Type of organisation: **University**

Interview partner: **female**

Interview mode: **personally**

### Interview 3:

Date: 02.03.2016

Traditional / Innovative **Traditional**

Type of organisation: **Education Centre**

Interview partner: **female**

Interview mode: **personally**

Interview 4:

Date: 04.03.2016

Traditional / Innovative **Innovative**

Type of organisation: **University**

Interview partner: **female**

Interview mode: **personally**