Introduction
When we plan and implement Community supported Leonardo da Vinci – LdV – projects it is important to think about effective dissemination and giving access to the project products in a wide range. Using the support we have to apply the innovation, but have to provide an added value as well and disseminate the results beyond the project partners. Analysing the valorisation process we have to take into account that the project results have to be sustainable after finishing the implementation period and the financial support.

Preparation of Valorisation strategy in project proposal
In this part of paper I present the facts which the Coordinator Centre for Teacher Training and Engineering Education Budapest Tech Polytechnic Institution – CTTEE –, calculated in preparation processes for valorisation strategy.

In the Needs analysis we had stated in the changed Hungarian higher education according to the Bologna process the VET teacher training can be organised only on Master level. Because of the early recognition of these needs the Coordinator CTTEE and College of Dunaújváros had received accreditation starting permission for MA VET teacher training in 2006. The Objective of this project is to adopt the best practice on European level of VET teacher training and Quality insurance system with support of innovation transfer.

It was easy to select and invite the project partners because we had worked together with them in two previous successful LdV projects: Life Long Learning in Teacher Training – 3L in 3T – and Virtual Electronic Learning in Vocational Initial Teacher Training – VELVITT. The competence of partners ensures the effective implementation. The professional background for VET Teacher training would be provided by University of Huddersfield (UK). Tampere Polytechnic (FI) and Fontys University of Applied Science (NL) have had great experience on development of curricula. The developed training materials would be piloted by the two Hungarian Higher Education Institutes – HEI – the Coordinator CTTEE and College of Dunaújváros. The assessment and monitoring would be provided by the Faculty of Science - University of Lisbon (PT) and Technological Educational Institute of Crete (EL). The adaptation of Quality insurance is managed by STRUKTÚRA Quality Development Ltd (HU). The synergy of competence of partners is used as Work package or Task Leaders.

Definition of Target groups was based on users of project products. On Micro level the Primary Target group is the students of MA education. The Secondary Target groups are the Vocational Education and Training – VET –, pupils in secondary schools and the management of these schools. On Meso level the Target groups are the students and teachers of partner HEIs, the stakeholders are the policy maker Ministry of Education and Culture and professional bodies. On Macro level the Target groups are the European HEIs and stakeholders related the project partners and professional bodies e.g. CEDEFOP and European Training Foundation – ETF.

The project products are curricula for MA VET teacher training, training modules, handbooks and case studies will be printed in Hungarian and English and delivered to the relevant Target groups.

The Channels of Dissemination are really broad sense. The delivery on Micro, Meso and Macro level would be the mentioned printed products in English and Hungarian. The Project
A web site developed and managed by the Coordinator would provide information about news, events and result of adaptation and implementation also in Hungarian and English. The intrawebsite part of the Project web site can support the access of working materials and official LdV documents for project partners and monitoring. There would be the Added value of the project the creation of Virtual on-line communities using web2 technologies extending the numbers of users of project products. The professional users are informed about the results on intermediate and final conference.

Support of Dissemination on Meso level is provided on several ways. The Project partners will inform their professional societies in their countries about result on forums seminars and conferences. The Project partners are active in several international organisations:

- IGIP - Pentelényi Pál BMF TMPK
- SEFI - Tóth Béláné BMF TMPK
- ATEE - Haris Papoutsakis Technological Educational Institute of Crete
- CEDEFOP – Teresa Oliveira Faculty of Science - University of Lisbon

The staff of coordinator CTTEE and College of Dunaújváros are members of several national bodies and have leading roles:

- Pedagogical Committee of Hungarian Academy of Science
- Hungarian Pedagogical Society
- Association of Teacher Trainers
- Hungarian Vocational Association
- National Institute of Vocational Education and Adult Training.

It is important to inform local communities, because the direct users of our product are there. According to this we send the project products to our partner HEIs present them in VET schools and involve distance learning students. We inform our colleagues of host institutes about results on conferences organised on Science Days.

The Sustainability of project result and analysis of obstacles of implementation are important parts of the Valorisation process. The core parts of the innovation transfer are the adaptation of curricula and training materials for MA VET teacher training are regulated by the changed Law of Higher Education and there is a live needs for them. The policy makers support the project implementation with some resources. The adapted project results will be integrated in HEIs in teacher training and further will be used in VET schools therefore the sustainability of results will be ensured for longer period.

**Valorisation strategy in the implementation process**

The project aims at contributing sustainable innovations in the vocational education and teacher training practices of the six EU nations participating in MOTIVATE and possibly other countries as well. The valorisation plan of MOTIVATE consists of two elements: a dissemination plan and an exploitation plan.

**Dissemination plan**

When planning the strategy for dissemination, our intention was to take into account all our opportunities to spread the results of our MOTIVATE project in the possible most efficient manner so that they reach as many professionals as possible. Besides the common agreement for this strategy, each member of the consortium has also its own possibilities to contribute in making the project findings more widely disseminated. It is quite obvious that electronic dissemination should play the most dominant role in our strategy. The following main channels of dissemination are planned accordingly:
• Project website to show the events, studies and products
  The website of the project will give a sort of electronic dissemination of projects findings not only throughout the project lifetime, but it will ensure their sustainability for a further three year long period as well.

• Current news, given electronically, for the inter-institutional network of Vocational Teacher Education, in the participating countries.

• Project conferences
  Organising a conference for disseminating the project aims in Hungary
  Organising a conference extended with videoconferencing at the closing stage of the project for the international dissemination of the results

• National and international level dissemination for professional organisations and chambers

• Sending the project results for vocational teacher training institutions

• Disseminating the project results for the network of vocational schools linked with vocational teacher training institutions for providing practical placements

• Disseminating the project results for further vocational institutions and training organisations via students of in-service distance learning courses

• Conference attendance and presentations to propagate the project worldwide

• Dissemination of the project results in local, national and international periodicals

Exploitation plan

The MOTIVATE partners, at a very early stage, have agreed not to emphasise on the economic aspect of ‘exploitation’, as this is not applicable to the nature of MOTIVATE and the products expected as a result of it. We have mainly concentrated on providing an answer to the question of how the products, resulting out of MOTIVATE, could better attain significant, and therefore, surplus value by transferring the maximum number of the project results into the educational practices, systems and policies of both the participating countries and possible other countries as well.

In doing so, we understand that developing and realising surplus value for vocational education and teacher training systems and practices to the participating countries, and possible other countries, is a central element in MOTIVATE’s concept of valorisation.

The following issues have been addressed by the partners, in order to complete our valorisation plan:
  A needs analysis of the characteristics of the partnership has been carried out during the preparation of the project proposal. Partner institutions of the project have expressed their interest to use MOTIVATE project products on a trial basis. Other institutes also have shown interest for free utilisation and it is not possible to count on revenues from this cooperation.
Special attention has been paid on the **conditions and obstacles for achieving surplus value.** The partners are well aware of the fact that, despite all their good intentions and efforts, it is hard to guarantee *a priori* that all the foreseen innovative educational MOTIVATE project results will meet with approval and have high success inside or beyond the boundaries of the partnership.

We believe that the use of the specific tools described and especially MOTIVATE’s strong dissemination plan described earlier, shall help to create the conditions required in order to promote the surplus value of the MOTIVATE project products. And despite the fact that the concept of ‘valorisation’ of project results is new for the partners, the successful use in the past of similar concepts – such as transfer, added value, impact, multiplier effect, etc– gives a feeling of optimism to the MOTIVATE partnership.

The results and products will spread to vocational schools via the teacher training students of in-service teacher training => the sustained usability will strengthen.

**R1 Curriculum for Master level in-service vocational teacher training in engineering (Product 2)**
- The curriculum will live in real use for several years especially in Hungary.
- Other partners can get ideas to develop their own curricula if the curriculum developed in the project can’t be implemented because of different systems and structures.

**R2 Module development for Master level vocational teacher training (Product 3)**
- See the answer R1.
- It is easier to implement modules than the whole curriculum. => The modules will last until the changes in educational technology and other changes will cause needs for development.

**R3 Module guidelines**
- Module guidelines can easily and will be implemented in the development work in the partner organisations for several years.
- The guidelines can give ideas for developing also other modules and courses, not only the modules developed in the project.

**R4 New training method: Creation of on-line communities, utilisation of virtual learning environments (Product 5)**
- Using new technologies in learning and teaching is a must in modern vocational teacher training. This is why the new invented methods will be in use in partner organisations until the newer technological solutions will demand new methods.

**R5 Handbook for studying and applying multimedia methods in vocational training (Product 4, course material)**
- See the answer R4
- The principles of studying and applying multimedia methods will last longer than the methods themselves.
R6 Book of case studies on Master level in-service training (Product 6)

- Case studies can encourage developing curricula and teaching practices also in other institutions, not just the partners involved in the project.
- The book can/will be presented in national and international conferences and in printed and virtual journals (e.g. in Finland in the common vocational teacher education e-Journal “Sisukas”).

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Product 1: The web site

- The web site will essentially support the dissemination and sustainability of results. The address of the site will be informed actively both during and after the project.

Product 7: Conference proceedings

- The final conference of the project will provide an opportunity to disseminate the project results and conclusions of development. The conference proceedings will be sent to vocational schools and decision makers in the partner countries and in further countries (EU and other) being in relation with the partner institutions.

References

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