

Template for transferability study

<p>1. Title and location of the studied practice</p> <p>Title: IPM – International Project Management Specialisation Studies</p> <p>Location: Finnbarents, Rovaniemi, Lapland Region, Finland</p>
<p>2. Region/place where practice could be transferred</p> <p>Region: South Transdanubia, Hungary and to its neighbouring Croatian border zone (especially Osijek-Baranja County)</p>
<p>3. Duration (time scale, continuous practice etc.)</p> <p>Duration: from 1st July 2011. to 30th June 2012. (12 months), the course takes place in the spring semester of the 2011/2012 university year.</p>
<p>4. Budget (if needed) and possible funding sources</p> <p>Budget: cca. 175,000. EUR</p> <p>Possible founding source: HU-HR IPA CBC Programme (Objective 3. programme of the 2007-2013 period)</p>
<p>5. Description of the partner(s) and role(s) of the participant(s) in implementation of the practice</p> <p>The project proposal – in accordance with the spirit of the NEEBOR project – is targeting the HU-HR border area. The partners are coming from this geographical area and are higher educational institutions being competent in – as we call it – development management (management of development programmes and projects, intercultural skills, etc, benchmarking the content of the Finnbarents IPM course). As in the HU-HR border zone the thinking and working together in cross-border development management is a novelty, the project partners strive to learn from the Finnbarents good practice and tailor it to the real needs of the HU-HR CBC area.</p> <p>The Lead Partner is the University of Pécs, the cross-border partner is the Josip Juraj Strossmayer University located at the city of Osijek. The two partners carry out the following project (international development management) activities:</p> <ul style="list-style-type: none"> - project administration and management, - information and publicity, - elaboration of the IDM course programme, - development of curricula, - implementation of the course, - evaluation of the course. <p>All project activities are implemented with the involvement of the two universities.</p>

6. Description of the practice

In the HU-HR border area the cooperation of educational institutions lacks a modern, up to date course on international development management (IDM). Such an education programme based on knowledge, skills and competences could foster the successful management of the socio economic interactions between the two sides of the HU-HR border. This also underpins to strengthen the cooperation in the education sector and the development of regional development capacities in this respective border area.

The project sets the objective of preparing, elaborating and piloting (in the form of the IDM course) this new knowledge in the border area. (IDM is not only programme and project management at international [cross-border] level, but also means the development of the needed skills, competences.)

The direct target groups (beneficiaries) of the project are the university students, experts of consulting companies and self governments, who, as chosen participants of the course (20 persons: 5 from HU, 15 from HR) may get familiar with IDM. The direct target group also refers to project partner staff and lecturers so as to develop the skills of the internal human resource. Indirect beneficiaries are the decision makers of the direct target group, plus the other educational organisations in the border zone.

Project partnership is made up of the Pécs and the Osijek universities. The universities provide the CBC expertise background on EU law and regional policy, plus the necessary knowledge for the IDM course (in 5 moduls: programme and project planning and development, searching for financial sources, implementation, competence development, study visits).

Outputs of the project are linked to project management (partner and project reports, purchase of office equipment) and information and publicity (brochures, leaflets, kick-off and closing meetings, website, etc.). The development of the IDM programme (1 thematic, 1 methodology) is followed by curricula development (1 reader, 1 course book), and a 20 days long boarding course at Pécs (with 4 study visits and case studies included) in 4 weeks in consecutive 4 months (1 week/month). The project closes with the course evaluation targeting feedbacks and future replicability (2 studies).

The cross border character of the project is emphasized by the common HU-HR preparation and implementation of the IDM course, benefits are the spread of the culture of cooperation in the border area and the capacity building, methodologies and good practices available, tailored to the needs of the CBC programme area. The economy will also benefit from a new IDM knowledge available for the operation of the private and public sector in the border area.

7. Justification, need and target group(s)

- What are the problems to be solved and the needs to be met with this practice?
- Does this practice support existing regional development strategies?
- How does this practice contribute to the SME and innovation development in the region?
- What is the added value of this practice?
- Reasons for the selection of the target group(s) and identification of their needs and constrains. How does the practice contribute to the needs of the target group(s) and final beneficiaries?

- What are the problems to be solved and the needs to be met with this practice?

There are no education courses in IDM in the HU-HR cross border area. Consequently the lack of competences, skills and knowledge in this specific field prevails. This is also underpinned with the low level of cooperation culture in this specific field among the cross border education organisations. The lifelong learning also requires having the necessary capacities, methodologies and good practices available, and this also has to be strengthened in the cross border zone. The survey on demand made it clear that not only the available university courses, but also the formerly supported education, human resource development cross border projects did not address or make a step ahead regarding making IDM knowledge and skills available in the HU-HR programme area.

- Does this practice support existing regional development strategies?

The project supports the Foreign Relations Strategy of the South Transdanubian Regional Development Council and Agency, namely its priority focusing on the cooperation of the South Transdanubian Region with its neighbouring Croatian counties (in the field of human resource development). From Croatian side the Regional Operative Programme of Osijek-Baranja County emphasises the importance of working together with the neighbouring CBC regions in different international projects.

- How does this practice contribute to the SME and innovation development in the region?

As the participants of the IDM course also come from SMEs of the private sector, they get to know each other, their culture and way of operation. By this the culture of cooperation spreads in the border region, which is a vital element for further economic co-operations. The economy itself will benefit from a new IDM knowledge available for the operation of the private sector and the SMEs. They can use this knowledge when initiating/implementing common business/innovation projects in the HU-HR border area.

- What is the added value of this practice?

The added value of the project is that it does not only deal with project management and programming, but also discusses the other aspects (intercultural skills, competences, with a wider EU and regional policy outlook, etc.) of the IDM. It merges the methods of the formal (lectures, case studies, etc.) and the informal (study visits) education. It is also supported by the presence of foreign (non-HU and non-HR) lecturers so as to introduce new

good practices and approaches with the participants. The IDM course is an effective tool for lifelong learning as it is open to persons, organisations irrespectively of their previous studies and education, to obtain new knowledge, skills and competences. The project also makes the cooperation of CBC education organisations more intensive by offering a new, innovative field (IDM) for their common work.

- Reasons for the selection of the target group(s) and identification of their needs and constrains. How does the practice contribute to the needs of the target group(s) and final beneficiaries?

Direct target groups:

1) university students, colleagues of consulting companies, entrepreneurs, experts of public administration: they need skills, knowledge and competences so as to be able to prepare and implement international development programmes and projects. The education course helps them to obtain these by offering a chance to participate on a practice-oriented course with good practices to visit included;

2) lecturers and staff of the project partners: they will receive a modern curricula piloted in the project and following that it will be replicable (to provide for sustainability). Project partner staff can also apply it when working on a daily basis.

Indirect target groups:

1) staff and decision makers of the organisations delegating the participants of the course: they will have a properly educated staff, consequently they will be more prepared, flexible, competitive when managing international operations;

2) educational organisations of the CBC area: they could broaden their educational supply.

8. Objectives, expected results and impacts

Objectives

General objective:

1. human resource development in the HU-HR cross border zone by strengthening the connections between the educational institutions.

Specific objectives:

1. preparation and implementation of the common international development management education (IDM) programme;

2. capacity building, methodologies and good practices for the lifelong learning;

3. spreading the culture of development based on cooperation.

Expected results and impacts:

Results:

- increase in the number of experts of IDM;
- increase in number of educational co-operations in the programme area;
- increase in the number of education programmes with new and competitive knowledge in the CBC area.

Impacts:

- due to the small size of the project, impacts are not measurable/relevant. (Or, to be measured by individual surveying amongst the participants of the course.)

9. Relation to the NEEBOR project

- What is the role of NEEBOR project in planning and creation of this practice?

The NEEBOR project served as an initiator to this practice. At the Rovaniemi (Lapland Region) study visit the South Transdanubian Regional Development Agency had a chance to get an insight into IPM Finnish good practice. At the same time the Agency discovered the significant similarities in terms of the real needs for this practice in South Transdanubia, and the feasible transferability of the IPM good practice from Lapland to South Transdanubia also.

10. Policy recommendations for policy makers

- **What kind of policy recommendations can be given related to the access to finance, access to knowledge and/or cross border cooperation on the external border?**
- Regional level recommendations?
- National level recommendations?
- EU level recommendations?

- What kind of policy recommendations can be given related to the access to finance, access to knowledge and/or cross border cooperation on the external border?

The access to knowledge and the cross-border cooperation are relevant ones in this practice.

Regarding the **access to knowledge**, the up to date education courses/curricula of IDM focusing on the needs of the border region provide vital contributions to the development of the human resource of the typically lagging behind border areas alongside the eastern external border of the EU. The educated IDM experts available in these regions can identify the public and for profit project proposals, development initiatives which serve the common development of the whole border area. In such a sense this knowledge stimulates **cross-border interactions, cooperation** between the two sides of the external border, too.

- Regional level recommendations?

It is important to broaden the scope of the education/training courses available in the regions, which help to interact with different cultures, actors outside the region. This makes the region itself opened to new solutions, new methods, and also provides for the sustainability of the planned projects, developments.

- National level recommendations?

The same recommendations can be made as written under the regional level recommendations. The difference is that in the case of a national level the external cultures, actors mainly foreign organisations, cultures can be identified, whilst in the regional sense these are rather domestic ones.

- EU level recommendations?

The EU level recommendations may be the most important ones from this practice, as they direct the attention to the fact, that in order to help the catching up of the lagging behind regions of the external border of the European Union, the development of the human resource is a decisive field of intervention. The availability of the properly skilled and trained human resource, coupled with the initiatives of the European Union focusing on catching up these regions, may result in the decrease of the brain-drain of the border areas, and the increased potential of the concerned regions for development focusing on local, cross-border resources. These recommendations are relevant to the ENPI Programme, to some Eastern Mediterranean regions (especially neighbouring with Turkey), and to the IPA Programme beneficiary countries on the West Balkans, too.