

National report on the implementation of the Socrates and Leonardo da Vinci programmes in 2000–2006

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National report on the implementation of the Socrates and Leonardo da Vinci programmes in 2000–2006

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Summary

This report is the outcome of the final evaluation of the second phase of Leonardo da Vinci and Socrates programmes in Finland. It fulfils the requirement, set by the Commission to all EU member states, to submit a national report on the implementation of the aforementioned programmes during the years 2000-2006. The major objectives of the report are to contribute to the further improvement of the EU's educational development programmes by identifying the strengths and weaknesses that have become conspicuous through the Finnish participation in the Leonardo da Vinci and Socrates programmes. The report also provides data for the final evaluation of these programmes, to be conducted by the Commission. As the educational policies of the EU are at present carried out through the Lifelong Learning Programme, and as the Leonardo da Vinci and Socrates programmes do not exist anymore as such, the report focuses on highlighting the levels of success of the programmes' implementation as they were, and refrains from making recommendations of the programme structure per se.

The evaluation was directed by the Finnish Ministry of Education, and the actual evaluation research was conducted at The Research Centre for Vocational Education of the University of Tampere. The steering group included representatives from the Ministry of Education and the Finnish National Agency for the Leonardo da Vinci and Socrates programmes (Centre for International Mobility CIMO).

The report complies with the Commission's instructions for preparing the 2007 national reports on the implementation of the Leonardo da Vinci and Socrates programmes (SOC/COM/32/2006-en, CL/18/2006-en), and concerns both the decentralised and centralised actions of the programmes.

The evaluation research involved the compilation of extensive amount of numerical data about the implementation of the programmes' measures and actions. This data was provided mainly by CIMO, apart from statistics concerning centralised actions of Socrates programme that were provided by the European Commission DG for Education and Culture. Several research reports (by CIMO and the Universities of Helsinki and Jyväskylä), concentrating on the perceptions and impacts of international educational development in general and international mobility in particular, were utilised for acquiring deeper insight into the Finnish experience within Leonardo and Socrates programmes. An evaluation survey was carried out, comprising four separate questionnaires for different target groups; development projects/networks, Leonardo mobility projects, individual mobility grant beneficiaries in Socrates and experts and political actors on the national level. The results from the surveys provided both qualitative and quantitative data for the assessment of the programmes' impacts and efficiency. Also, consultative discussions with the programme experts in the National Agency

were used for gathering information about the programmes' implementation.

The assessment of the efficiency and impact of such varied and fragmented actions, as the Leonardo da Vinci and Socrates programmes are, is a challenging task. In the Finnish context, the quantitative goals have been generally successfully met, but some aspects that relate directly to the impact of the programmes' activities need more attention in the future. Dissemination and valorisation of the projects' results remain as one of the biggest challenges in the programmes' implementation. Some redirection is still needed to render the goals of promoting equal opportunities and fighting social exclusion closer to the nucleus of the programmes' activities. All potential actors are not equally reached in Finland; the geographically disadvantaged areas need more support for active participation in the programmes. The mobility from Finland is (still) orientated towards the already familiar, most often West European countries, and the language most often used during the period abroad remains to be English. The claim for promotion of truly versatile European language skills

gains momentum as the European Union accepts new member states and establishes New Neighbourhood Policies with its imminent neighbours.

Both Leonardo da Vinci and Socrates programmes have been essential in meeting the nationally defined goals for the internationalisation of the educational development in Finland. The programmes have benefited the society as a whole, as the programme funding has encouraged and enabled Finnish actors to establish sustainable long-term international and national contacts and procedures, that have come to distribute the gained benefits through time, space and people. International activity in most of the Finnish educational institutions has become one cornerstone of their general functioning. The personal and professional development obtained from participation in the programmes has in its own part taken the Finnish learning environment to a new level of multiculturalism, and the exchange of knowledge from national-sectoral level to crossing both state and professional boundaries, in Europe and worldwide.

Tiivistelmä

Tämä raportti sisältää Leonardo da Vinci ja Sokrates-ohjelmien kansallisen arvioinnin. Arvioinnin tavoitteena oli tarkastella 2. ohjelmakauden, eli vuosien 2000–2006 aikana Suomessa toteutettujen hankkeiden paikallisen, alueellisen, kansallisen ja eurooppalaisen tason vaikutuksia. Raportin tarkoituksena on myös antaa tietoa Suomessa toteutetuista hankkeista komissiossa tehtävään lopulliseen Euroopan tason ohjelmien arviointiin. Arviointiraportti ei pyri antamaan suosituksia jo käynnistyneelle Life Long Learning -ohjelmalle, vaan keskittyy nostamaan esiin aikaisemman ohjelmakauden ohjelmien toteutumisesta ja täytäntöönpanosta syntyneitä onnistumisia ja kehittämisaatuksia. Raportissa arvioitiin sekä kansallisesti koordinoitujen että komissiosta käsin hallinnoitavien hankkeiden vaikutuksia.

Raportin sisältö vastasi komission ja Suomen Opetusministeriön antamia ohjeita (SOC/COM/32/2006-en, CL/18/2006-en). Arvioinnista vastasi Opetusministeriön toimeksiannosta Tampereen yliopiston Ammattikasvatuksen tutkimus- ja koulutuskeskus. Ohjausryhmään kuului kansallisen tason koulutuspoliittisia edustajia ja ohjelma-asiantuntijoita.

Arviointitutkimuksessa analysoitiin laaja aineisto määrällistä tietoa ohjelmien toteuttamiseen sisältyneistä toimenpiteistä ja toiminnoista. Suurin osa määrällisestä aineistosta saatiin Kansainvälisen henkilövaihdon keskukselta (CIMO). Tiedot Sokrates-

ohjelman keskitetyistä toiminnoista saatiin komissiosta. CIMO on julkaissut suomalaisen koulutuksen kansainvälistymisestä ja liikkuvuudesta useita tutkimuksia ja selvityksiä yhteistyössä mm. Helsingin ja Jyväskylän yliopistojen kanssa. Arvioinnissa otettiin huomioon ohjelmista aikaisemmin julkaistut tutkimusraportit, jotka täydensivät ja syvensivät tutkijoiden keräämää aineistoa. Neljä erilaista arviointikyselyä lähetettiin hankkeissa toimineille kohderyhmille; kehittämishankkeet, Leonardo-ohjelman liikkuvuushankkeet, liikkuvuusapurahahankkeet sekä asiantuntijakysely asiantuntija- tai ohjausryhmissä toimineille. Kyselyt sisälsivät määrällisiä ja laadullisia kysymyksiä ohjelmien vaikuttavuudesta. Lisäksi tutkijat kävivät konsultoivia keskusteluja Kansainvälisen henkilövaihdon keskuksen ohjelmavastaavien ja asiantuntijoiden kanssa.

Ohjelmien erilaisuus ja niiden monimuotoiset toiminnot tekivät ohjelmien arvioinnista haastavan. Suomessa ohjelmien määrälliset tavoitteet on yleisesti saavutettu hyvin, mutta arviointi osoittaa, että ohjelmien eri toimintojen vaikuttavuuteen on syytä kiinnittää huomiota tulevaisuudessa. Hankkeiden tulosten levitys ja hyödyntäminen ja sitä kautta projektien vaikuttavuuden lisääminen on edelleen yksi haasteellisimmista tehtävistä projektitoiminnassa. Hanketoiminnassa tarvitaan uudelleen ohjausta, jotta tavoitteet tasa-arvon edistämiseksi ja sosiaalisen syrjäytymisen ehkäisemiseksi saadaan paremmin saavu-

tettua. Kaikkia mahdollisia kohderyhmiä ei ole vielä tasavertaisesti tavoitettu Suomessa kansainvälistymisen piiriin, jonka vuoksi aktiivista tukea hankkeisiin osallistumiseen tarvitaan maantieteellisesti syrjässä sijaitseville alueille. Kansainvälinen liikkuvuus suuntautuu jo tunnettuihin Länsi-Euroopan maihin ja usein käyttökielenä on edelleen englanti. Monien vieraiden kielten osaamisen edistäminen saa vauhtia uusien maiden liittyessä Euroopan Unioniin ja perustettaessa uusia naapuruusohjelmia.

Molemmat arvioidut ohjelmat ovat olleet ratkaisevassa asemassa kansallisen tason tavoitteiden saavuttamisessa koulutuksen kansainvälistymisessä. Ohjelmat ovat olleet hyödyllisiä koko yhteiskunnan

kannalta, sillä ohjelmien rahoitus on rohkaissut ja antanut mahdollisuuden pitkäaikaiseen kansalliseen ja kansainväliseen yhteistyöhön. Se on hyödyttänyt monia hankkeissa toimineita sekä välillisesti myös koulutusorganisaatioita. Ohjelmien myötä suomalaisten koulutusorganisaatioiden aluksi projektiluonteinen kansainvälinen toiminta on tullut sittemmin osaksi organisaation pysyvää toimintaa. Kansainvälisissä hankkeissa toimiminen on henkilökohtaisen ja ammatillisen kehittymisen lisäksi tuonut suomalaisen oppimisympäristöön uutta monikulttuurisuutta sekä edesauttanut monipuolisesti ammatillisen tiedon vaihtoa yli kansallisten rajojen Euroopan- ja maailmanlaajuisesti.

Sammanfattning

Denna rapport innehåller den nationella utvärderingen av Leonardo da Vinci och Sokrates-programmen. Målet för utvärderingen var att granska effekten av de projekt som i Finland genomförts under den andra programperioden, dvs. åren 2000–2006, på lokal, nationell och europeisk nivå. Avsikten med rapporten är också att informera om de i Finland genomförda projekten för slutliga utvärdering på europeisk nivå som äger rum i kommissionen. Utvärderingsrapporten försöker inte ge rekommendationer för det redan inleda Life Long Learning-programmet, utan rapporten koncentreras på att lyfta fram de framgångar och tankar om utveckling som uppstått då programmen genomförts och förverkligats under den föregående programperioden. I rapporten utvärderades effekterna både av de nationellt koordinerade projekten och de projekt som administrerats av kommissionen.

Innehållet i rapporten motsvarade de av kommissionen och Finlands undervisningsministerium utfärdade instruktionerna (SOC/COM/32/2006-en, CL/18/2006-en). För utvärderingen stod på uppdrag av Undervisningsministeriet Forsknings- och utbildningscentralen för yrkesutbildning vid Tammerfors universitet. Ledningsgruppen omfattade på nationell nivå utbildningspolitiska representanter och programsakkunniga.

Utvärderingsundersökningen analyserade ett omfattande material bestående av kvantitativa uppgifter om åtgärder och funktioner som ingått i genomföran-

det av programmen. Största delen av det kvantitativa materialet tillhandahölls av Centret för internationellt personutbyte (CIMO). Uppgifterna om centraliserade åtgärder i Sokrates-programmet har getts av kommissionen. CIMO har publicerat ett flertal undersökningar och utredningar om internationalisering och rörlighet inom utbildningen i Finland bl.a. i samarbete med Helsingfors och Jyväskylä universitet. Vid utvärderingen beaktades tidigare utgivna forskningsrapporter om programmet, vilka kompletterade och fördjupade det material forskarna insamlat. Fyra olika utvärderingsenkäter tillställdes målgrupper som medverkat i projektet; utvecklingsprojekten, rörlighetsprojekt inom Leonardo-programmet, projekten för rörlighetsstipendier samt sakkunnigförfrågan till medverkande i expert- och styrningsgrupperna. Enkäterna innehöll kvantitativa och kvalitativa frågor om effekten av programmen. Därtill förde forskarna konsultativa diskussioner med programansvariga och sakkunniga vid Centret för internationellt personutbyte.

Skilnaderna mellan programmen och deras heterogena funktioner gjorde utvärderingen till en utmaning. I Finland har de kvantitativa målsättningarna i allmänhet uppnåtts väl, men utvärderingen visar att det i framtiden är skäl att fästa uppmärksamhet vid effekten av de olika åtgärderna i programmen. Fortfarande är en av de mest utmanande uppgifterna i projektverksamheten att resultaten av projek-

ten sprids och utnyttjas så att effekten av projekten på detta sätt ökar. I projektverksamheten behövs ny handledning för att lättare uppnå målsättningarna att främja jämlikhet och avvärja social utslagning. Ännu har man inte i Finland jämlikt fått med alla potentiella målgrupper för internationaliseringen, varför det är nödvändigt att geografiskt avlägset belägna områden får stöd för att delta i projekten. Den internationella rörligheten riktas främst mot redan bekanta länder i Västeuropa och ofta är språket som används fortfarande engelska. Då nya länder ansluter sig till Europeiska unionen och nya grannskapsprogram grundas kommer kunskaper i många främmande språk att befrämmas i ökande takt.

Bägge de utvärderade programmen har varit av avgörande betydelse för uppnående av de nationella

målsättningarna för internationaliseringen av utbildningen. Programmen har varit nyttiga för hela samhället, då finansieringen av programmen har uppmuntrat och möjliggjort långvarigt nationellt och internationellt samarbete. Detta har varit till nytta för många som deltagit i projekten liksom indirekt även för utbildningsorganisationerna. Genom dessa program har de finska utbildningsorganisationernas till en början projektartade internationella verksamhet sedermera blivit en del av organisationens ordinarie verksamhet. Medverkan i internationella projekt har, utom att det varit personligt och yrkesmässigt utvecklande, infört en ny mångkulturalism i den finska inlärningsmiljön samt mångsidigt befrämjat utbyte av yrkeskunskap över de nationella gränserna i både europeiskt och globalt perspektiv.

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Introduction

There are many reasons why a transnational cooperation project would succeed, be efficient and have high impacts. The critical issues include the genuine need for development and the presence of high inner motivation of project actors and participants.

In international projects, individual, organisational, sectoral, national and European motivations intervene (Mattila 2006). This is why the report at hand attempts to present the results of two extensive European-wide action programmes, and seeks to find the logic and the reasons behind the Finnish participation in them. Why should one take part and what are the impacts and benefits gained by the participants in the development process called Leonardo da Vinci and Socrates programmes? The interim evaluation reports of both programmes were a good starting point for this combined final evaluation, as in them it was suggested that both programmes should be seen and evaluated as a whole (Mahlamäki-Kultanen 2003; Opetusministeriö 2003). As the Lifelong Learning Programme has already been established, this final evaluation report will not put forth recommendations about the development of the programme structure, but will focus on the impact and efficien-

cy of the implementation of the programmes as they were during the previous period, that is during the years 2000–2006.

This evaluation study was conducted by a team, the responsible leader of which was Ph.D. Seija Mahlamäki-Kultanen, the researchers Ullastiina Mahlamäki and Anna Vähämäki, and the research assistant Helena Koski. The main data collection and analysis was done by Ullastiina Mahlamäki. The research group was provided with statistical information and original project documents by the Centre of International Mobility. The steering group included the following: From the Ministry of Education: Counsellor for Education Reijo Aholainen, Counsellor for Education Anja Arstila-Paasilinna, Senior Advisor Johanna Koponen, Government Counsellor Merja Leinonen, Counsellor for Education Monica Melén-Paaso, Special Government Adviser Tarja Riihimäki, Senior Adviser Birgitta Vuorinen, and from the Centre for International Mobility: Assistant Director Juha Ketolainen and Assistant Director Mikko Nupponen.

I Context and methodology

1 Community context

As stated regarding the national reports in Article 13.4 of Decision No. 382/1999/EC and in Article 14.3 of Decision No. 253/2000/EC, establishing the second phase of the Leonardo da Vinci (hereafter referred to as Leonardo programme) and Socrates programmes, respectively, this report concerns the implementation and impact of the aforementioned programmes in Finland during the years 2000–2006.

2 National context

The national priorities of educational development policy are defined in the Development Plan for Education and University Research, based on the education and science policy objectives set in the Government Programme and prepared every four years by the Ministry of Education. The plans covering years 1999–2004 and 2003–2008 coincide with the second phase of the Leonardo and Socrates programmes. These Finnish educational strategies stress the objectives of equal opportunities, international cooperation and genuine multiculturalism in the Finnish society. Finland seeks to equip all its students, researchers and educational staff with the skills and competence needed to meet the conditions of a multicultural society and the intensifying international

competition for work opportunities. This means adjusting the developmental focus from organising exchanges to internationalising content and practices. Leonardo and Socrates programmes share these objectives and have provided Finland with resources for attaining the educational goals within the European dimension.

Two task-specific agencies, Centre for International Mobility (CIMO), directed by the Ministry of Education, and Finnish Leonardo Centre, operating under the National Board of Education (NBE), carried the responsibility of the practical implementation of the Socrates and Leonardo programmes until 2004. In August 2004 the administration of the Leonardo programme was transferred in its entirety to CIMO. CIMO fulfils the tasks of National Agency (NA) as set by the Decisions of the programmes.

3 Main objectives of the report

This report covers the implementation of the second phase of the Leonardo and Socrates programmes between the years 2000–2006. It is a follow-up to the two separate intermediate reports in 2003 that focused on the programmes' relevance and efficiency. The results of the programmes' implementation are assessed especially in terms of effectiveness and impact. Effectiveness is understood as the level of

achievement of the programmes' concrete objectives, and impact especially as the more intangible effect on specific needs of participating individuals and organisations, and on needs identified at national and European levels.

Due to the highly diverse nature and resources of the programmes and resources provided for national management and support systems, different project size and funding, different target groups, organisations and sectors involved in the implementation of the programmes, and to the varied objectives of the projects carried out, it is practically impossible to apply one set definition to the levels of impact. Furthermore, projects differ significantly in size, life span, purpose and level of organization, and obviously cannot be targeted with equivalent demands as regards their dissemination and valorisation practices. Evaluators have attempted to take this into consideration when analysing the impact of different activities.

4 Description of the methodology adopted to draft the report

The evaluation of the programmes included compilation and analysis of extensive amount of statistical data about the implementation of the programmes' actions, provided by CIMO. Evaluators used up-to-date and relevant research and valorisation reports concerning the programmes in order to produce comprehensive meta-analysis on the aspects of effectiveness and impact. The priority tool for obtaining information about the views of participants directly involved in the practical carrying-out of the programmes' actions was sought after by qualitative and partly quantitative surveys. Surveys were used to call on the opinion on the national programme administration and individual project level as well as on the national political level. Four different electronic surveys were conducted, the recipients of which were the following: Individual mobility grant beneficiaries, the Leonardo mobility project coordinators, the develop-

ment¹ project/network coordinators in both Leonardo and Socrates (decentralised and centralised actions) and the experts and political actors on the national level. Through the surveys, information about the following aspects was collected: Main motivations for taking part in the programmes, implementation of the activities, dissemination practices, the impact of projects on different levels, collaboration with the NA and Commission, and the administration and financial management of the programmes. Surveys are annexed in the original language to serve the Finnish public (Annexes 1, 2, 3 and 4). The recipients were asked to rate the impact of their development or mobility project/mobility grant on a scale from 1 (no impact) to 5 (significant impact). The level of analysis depended on the programme action in question; it could be individual, project, partner group, entire organisation, geographical area, vocational sector and/or the national level. Also questions about the levels of satisfaction with the NA and the Commission used the similar scale of 1 to 5.

Evaluation was carried out during July-early October 2007. The timing of the evaluation caused practical problems and critical feedback from the recipients, as the first part of the work took place during the summer holidays and the evaluation survey was conducted in the most hectic weeks of the school/academic year. Criticism was also directed to the extra paper work caused by overlapping evaluation rounds (Community level and national), an additional effort demanded from the project coordinators that in many cases was not felt to have been included in the project funding. The response rates varied a lot between different recipient groups (Table 1, p.13), mainly because of the timing of the evaluation. The answers to the survey nevertheless proved to be well thought-of and perceptive, and offered both valuable qualitative information about the implementation of the programmes' actions and relevant ideas for the programmes' improvement in the future. The survey was sent to 1 031 recipients. It is a large amount of qualitatively rich information from the real practitioners of internationalisation.

¹ The term development project is used in this evaluation to refer to large, transnational cooperation projects, such as pilot projects, language projects and surveys and analyses.

Table 1. Scope of the survey by programme measure/
action, number and percentage of received responses within
measure/action and type of survey.

Action	Number of recipients	Number of received responses	Received responses (%)	Type of survey
Leonardo mobility	273	52	19,0	Leonardo mobility projects
Leonardo Procedure B and C	58	19	32,8	Development projects/networks
Comenius 1	159	36	22,6	Development projects/networks
Comenius 2.1	19	8	42,1	Development projects/networks
Comenius 2.2 B and C	152	43	28,3	Individual mobility grants
Comenius 3	3	3	100,0	Development projects/networks
Erasmus 1 and 3	137	7	5,1	Development projects/networks
Grundtvig 1	8	1	12,5	Development projects/networks
Grundtvig 2	119	25	21,0	Development projects/networks
Minerva	26	5	19,2	Development projects/networks
Lingua	11	4	36,4	Development projects/networks
Arion	66	23	34,8	Individual mobility grants
TOTAL	1 031	226	21,9	

II Activities implemented: Analysis of statistical data

1 Leonardo da Vinci

Procedure A – Mobility; Placement of
Students and Trainees and Exchange for
Trainees and Experts

Objectives and priorities covered by implemented activities

The choice of Community objectives and priorities of the Finnish project promoters within Leonardo mobility has been highly uneven and possibly reflects the diversity of vocational education institutions in Finland, and the substantial share of them as co-ordinating organisations in mobility projects (Table 2 and 3, Figure 1). It is nevertheless acknowledged by the NA that the Community priorities are rather elusive by nature and do not have decisive role in directing project promoters or affect the practical carrying out of the projects. In 2005–2006 Leonardo mobility had the quality of mobility as single overarching priority; therefore projects were not required to choose any specific concern for their activities.

Table 2. Community objectives chosen by Finnish Leonardo mobility projects in 2000–2006.

Objectives	2000	2001	2002	2003	2004	2005	2006
a) Improvement of skills and competencies	48	47	43	51	46	61	61
b) Improvement of the quality and access to continuing vocational training	4	7	7	4	3	1	4
c) Promotion and reinforcement of the contribution of vocational training to the process of innovation	8	8	8	7	6	8	3
Several	15	17	12	8	10	15	20
Total	75	79	70	70	65	85	88

Table 3. Community priorities chosen by Finnish Leonardo mobility projects in 2000–2004.

Priorities 2000–2002	Number of projects
Employability	88
Partnership	96
Social inclusion	13
Adaptability and entrepreneurship	5
New technologies	11
Transparency	3
Multiple	5
No priority chosen	3
Total	224
Priorities 2003–2004	Number of projects
Valuing learning	66
New forms of learning and teaching and basic skills in VET	40
Guidance and counselling	18
Several	11
Total	135

National needs and priorities

Leonardo da Vinci programme coincides well with the aims of the vocational education and training policies in Finland as well as with the needs of the different target groups and the educational organisations. To stress the most urgent national needs and to render the Leonardo mobility measure as complementary as possible with the Government's Development Plans for Education and University Research, Finland has defined year-specific priorities for the Leonardo mobility measure from the year 2001 onwards. The annual priorities are presented in Table 4.

Table 4. National priorities for Leonardo mobility in 2001–2006, number of projects targeting individual priorities (data available for 2004–2006, in brackets).

2001	Language and cultural preparation, training of tutors responsible for on-the-job-learning at workplaces, regional and sectoral cooperation and internationalisation of apprenticeship training.
2002	Language and cultural preparation, regional and sectoral cooperation, longer placement periods, reciprocity.
2003	National networking, dissemination of best practices, developing skills demonstrations with European partners, enhancing the employability of young people.
2004	National networking (32), use and dissemination of best practices (31), transparency of qualifications and increasing transfer of credits (15), developing skills demonstrations and on-the-job learning in cooperation with European partners (18).
2005	Expert exchanges and continuing in-service training of teachers and instructors (25), the projects' wider impact and exploitation of best practices (62), transparency of qualifications and increasing transfer or credits (49), recognition of previously acquired skills and competencies (16).
2006	Attracting new actors in the scope of Leonardo mobility-measure (35), expert exchanges and continuing in-service training of teachers and instructors (48), transparency of qualifications and increasing transfer of credits (47), recognition of informal and non-formal learning (25).

The need to reinforce the national regional and sectoral networking was widely acknowledged within Leonardo mobility from the beginning of the programme period, and was consequently adopted by the Finnish National Board of Education as a priority for its own national funding directed at internationalising educational development. Also the national Leonardo priority of promoting the expert exchanges and the in-service training of teachers and instructors, which was first introduced in 2005, has had significant impact on the orientation of mobility projects. According to the NA, other national priorities have been less effective in bringing new content to the implementation of Leonardo mobility.

Quantitative data about beneficiaries and organisations reached by the activities

In total, 532 mobility projects were funded during 2000–2006, i.e. on average 61 % of 874 proposals were approved. The projects were divided between categories of beneficiaries in the following way:

- persons undergoing initial vocational training: 282 projects (53 %),
- students in polytechnics and universities: 68 projects (13 %),
- young workers and graduates: 25 projects (5 %),
- human resources managers in enterprises, vocational training programme planners and managers, particularly trainers and occupational guidance specialists: 151 projects (28 %),
- trainers and mentors in the area of language competencies: 5 projects (1 %).

The average annual number of project proposals has been 125. Approximately 76 new projects have been initiated each year, of which around 40 targeting group a and around 22 targeting group d, the rest of target groups remaining significantly less popular. (Annex 5). The average size of a mobility project has increased throughout the programme period from around 15 000 € to 20 000 €. Altogether 7 044 beneficiaries have benefited from Leonardo mobility grants, of which 4 317 (61 %) belonged to target

group a (Annex 6). The share of target group c has decreased whereas target group d has grown in proportion quite noticeably (Annex 7).

In 2000 there were 10 (1.3 %) disabled beneficiaries. The number of disabled beneficiaries has been increasing up to the annual average of 35 beneficiaries (around 4 %) in the years 2002–2004. Information about disabled beneficiaries in 2005 and 2006 is not yet available. The gender division of beneficiaries has slightly fluctuated, but as a rule the mobility measure has been significantly more popular among women than men throughout the programme period (Annex 8).

The largest category of organisation among the project promoters during the years 2000–2006 was the vocational secondary level education institutions (64 % of all mobility projects, Figure 1). In 2003 there was a notable shift towards greater portion of vocational secondary level institutions taking part in mobility projects, their share of co-ordinated projects in that year rising up to 73.5 %.

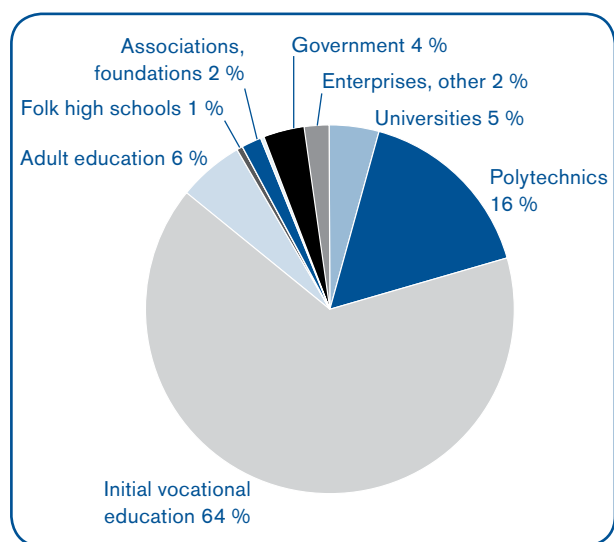


Figure 1. Types of organisation in Leonardo mobility projects in 2000–2006 (N=532).

Leonardo mobility measure involves project promoters from across the country, but is clearly most actively participated in the most Southern part of the country, the Uusimaa region. In 2000–2006, 28 % of all participants have come from this region, re-

flecting the centralised distribution of the population and of also the institutions, organisations and public authorities in Finland. Otherwise the mobility measure is quite evenly participated throughout the country.

The sectoral division of mobility projects is relatively similar to the distribution of students in each economic sector in Finland. Technology and transport, tourism and service and social and health care sectors have had the biggest share of mobility projects. Relatively large share (18 %) of mobility projects are classified as multi-sectoral, including beneficiaries from more than two sectors (Figure 2).

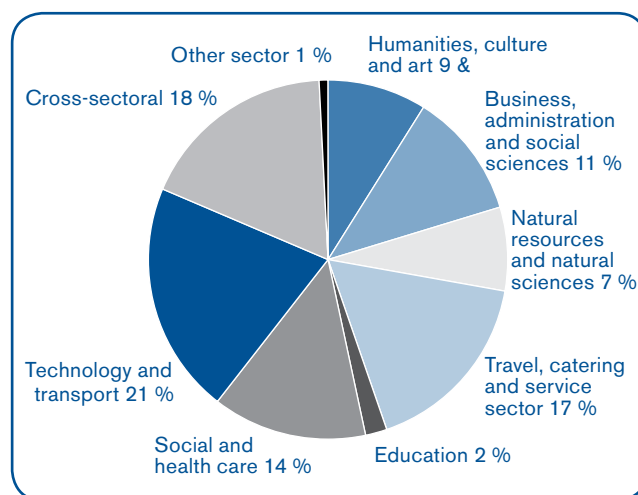


Figure 2. Sectoral division of Leonardo mobility projects in 2000–2006.

Cross-border mobility

Germany and United Kingdom have remained the most popular target countries, all of them receiving around 120–150 Finnish beneficiaries every year. Also the Netherlands, Spain, Estonia, Hungary, Italy, France and Sweden have continuously attracted relatively high numbers of beneficiaries. The new EU member states together with Turkey, which joined the Leonardo programme in 2004, are gradually becoming more attractive as partners, too (Annex 9). When reporting to the NA, the beneficiaries can identify up to three different languages they have used during their training abroad. Around 90 % of the beneficiaries have designated English together with some other

language, usually the language of the target country. Even though English is clearly the most widely used language, the NA aims to report to the Commission the usage of any other language when possible, to highlight the level of exposure to foreign languages the beneficiaries gain through the programme (Annex 10).

Procedures B and C – Pilot Projects, Thematic Actions, Language Projects, Networks, Reference Material

Objectives and priorities covered by implemented activities

Objectives of the programme have been covered quite evenly by the Procedure B projects coordinated by Finnish organisations. In 2000–2006, altogether 24 projects chose the improvement of skills and competencies of people as their main goal (objective a). 22 projects aimed to improve the quality of and access to continuing vocational training (objective b). 8 projects chose to promote and reinforce the contribution of vocational training to the process of innovation (objective c), while 9 projects chose several objectives. The division of chosen priorities has also been relatively even (Table 5). This suggests that the setting of Community priorities has been successful, and that they have answered to the national needs fairly well.

National needs

The current governmental Development Plan for Education and University Research emphasises the following areas of special need in the field of vocational education and training development: Qualifications and teaching and learning environments, pedagogical training of vocational teachers stressing special-needs education and guidance counseling, special-needs education in initial vocational training, introduction of skills demonstrations, apprenticeship training for vocational, further and specialist qualifications, educational tracks and transition to further education and employment, and regional development together with internationalisation of vocational training.

Table 5. Priorities in Procedure B projects coordinated by Finnish organisations.

Priorities 2000-2002	Number of projects
Employability	2
Partnership	6
Social inclusion	3
Adaptability and entrepreneurship	5
New technologies	6
Transparency	1
Total	23
Priorities 2003-2004	Number of projects
Valuing learning	8
New forms of learning and teaching and basic skills in VET	13
Guidance and counselling	2
Total	23
Priorities 2005-2006	Number of projects
Promoting transparency of qualifications	9
Developing the quality of vocational education and training systems and practices	7
Developing relevant and innovative e-learning content	2
Continuous training of teachers and trainers	4
Credit transfer in vocational education and training	0
Validation of non-formal and informal learning	0
Total	22

The national policy guidelines concerning vocational education and training are complemented by the Community objectives of the Leonardo programme. Both national and Community policies highlight regionally balanced development, and enhance the internationalisation of vocational training and competitiveness through equal development of specialized skills and knowledge that are important in the global working environment. As pointed out already in the interim report on Leonardo programme, the Procedure B and C projects answer in principle well to the needs of the different beneficiaries and educa-

tional organizations in Finland, taking into account the relatively small amount of them. Nevertheless, the programme has not been able to attract many Finnish entrepreneurs as project promoters, as the SMEs feel that business environment is not easily adaptable to the relatively bureaucratic system of the programme administration on the Community level.

Quantitative data about organisations reached by the activities

Finnish participants submitted 131 full proposals (44 % of pre-proposals) for Procedure B and C projects in 2000–2006. The number of pre-proposals decreased during the first years of the programme period, and has thereafter remained on a level of around 39 pre-proposals per year. At the same time, however, the annual number of full proposals has increased (Annex 11). It seems that even though there has been lower interest in the Procedures B and C towards the end of the programme period, the involved project promoters have become more ‘professional’ and have got their pre-proposals accepted better. Of full proposals, 64 (49 %) were accepted in 2000–2006

(Annex 12). Majority, 47 (73 %) of them, were pilot projects. There has been on average 9 new B and C procedure projects every year (Annex 13).

Altogether 682 Finnish organisations participated in procedure B and C projects in 2000–2006 as partners or coordinators in Finnish or foreign led projects. SMEs have been the largest category of organisation, participating in 19 % of the projects (Figure 3). Other well-represented groups of organisation have been initial vocational education institutions (15.5 %), polytechnics (15 %) and universities (12.3 % of projects).

Most of the Finnish organisations participating in procedure B and C projects are situated in the most southern regions of the country, that is, in areas close to the biggest cities where the majority of the Finnish population lives. Although all regions have hosted at least a few projects during the programme period, the regional distribution has remained highly biased in favour of Southern Finland. 39 % of all participating organisations in 2000–2006 have been from the most southern region of Uusimaa, and together with Tampere region these two areas have accounted for 53 % of all participating organisations.

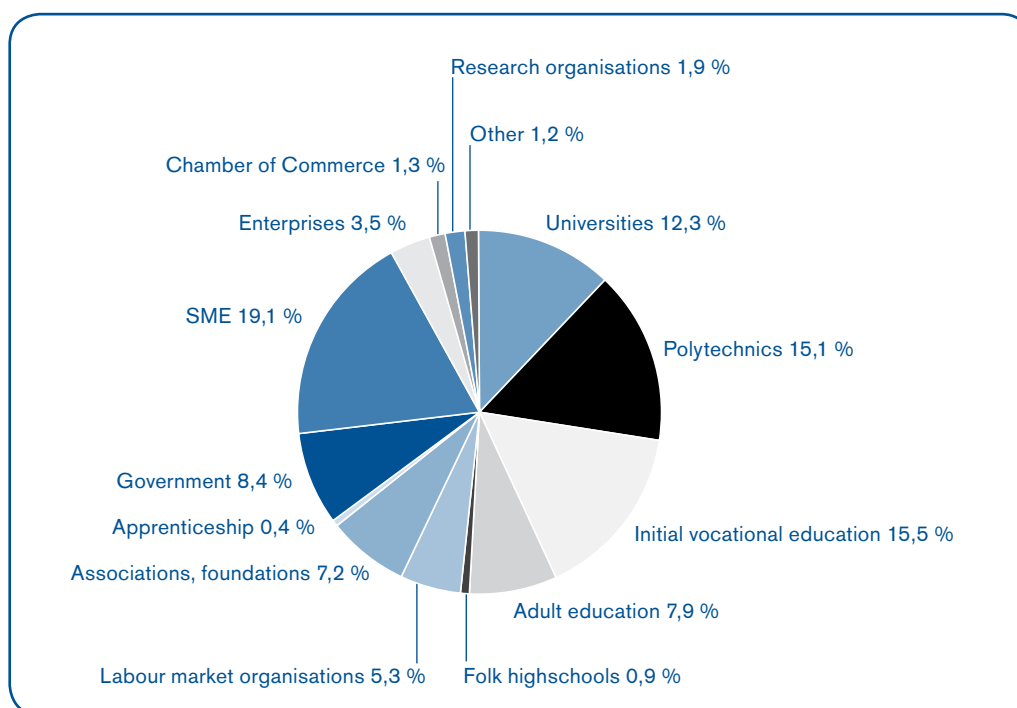


Figure 3. Types of organisation in Leonardo Procedure B and C projects (N=682) in 2000–2006.

Finnish organisations have acted as partners in around 40 foreign procedure B projects per year. (Annex 14). Altogether 386 out of the 682 previously mentioned Finnish organisations have acted in this role during the programme period. Considering the average number of projects in Europe (260 projects/year) and the size of Finnish population, Finnish organisations are clearly very active. Most often the contractors for Finnish partners have been from Germany (15 %), United Kingdom (9 %) and Spain (8 % of projects). Also Austria, France, Italy and the Netherlands have remained popular as contractors during the whole programme period. Finnish organisations have been co-working in procedure B and C projects with partners from all eligible countries apart from Cyprus, Liechtenstein, Malta and Turkey. The most numerous are the partners from Germany (13 %) and United Kingdom (10 % of all partner organisations). Also Spain and the Netherlands have been common as partners in Finnish-led projects throughout the programme period.

2 Socrates

Objectives and priorities covered by implemented activities

During the second phase of the Socrates programme, the main goals of the Government's Development Plans for Education and Research have been to guarantee equal opportunities in education and promote opportunities for life-long learning. The plans have emphasised the importance of internationalisation. The objectives of the Socrates programme are parallel to the national educational policies and Finland has adopted the programme objectives as defined in the Guidelines for Applicants. These objectives, i.e. the promotion of internationalisation, multiculturalism and language skills, are relatively general in nature, allowing a wide range of project themes and actions. The Guidelines for Applicants include as the core aim of the programme the strengthening of the European dimension by promoting cooperation, mobility and the use of less-widely used languages, and

by encouraging innovation and equal opportunities. The instructions for project promoters do not, however, include consistent objectives for separate actions of the programme.

Quantitative data about beneficiaries and organisations reached by the activities

Comenius – School Education

Comenius 1.1 – School Projects

A total of 601 Comenius 1.1 project applications for new projects were accepted in 2001–2006. During the same time, a total of 1 130 applications were accepted for continuing projects (Annex 15). Around 70–80 % of all applications submitted were accepted every year. The number of primary, secondary, upper secondary and vocational schools in Finland has decreased in 2000–2005 by approximately 450 institutions. This development has probably been reflected in programme participation; the number of Comenius 1.1 applications declined throughout the programme period in both project roles, as coordinator and as partner (the high number of applications and projects in 2001 is explained by continuing projects from the previous programme period applying for funding for the last time in 2001). The regional distribution of accepted applications reflects the distribution of the population in Finland, the most densely populated regions both submitting more applications and getting more of them accepted. The proportion of accepted applications has been quite even throughout the country, no individual region stands out as more successful than the others, although some variation from year to year has occurred (Annex 16). Secondary and upper secondary schools followed by primary schools participated most often in Comenius 1.1 projects both as coordinators and partners (Annex 17). Throughout the second phase, most of the partner schools in projects coordinated by Finnish schools have been from United Kingdom, Spain, Poland, France and Germany. The average funding for school projects has increased from 3 400 € in 2001 to 5 400 € in 2006.

Comenius 1.2 – Language Projects

The number of applications for language projects remained on the level of around 30–50 per year and slightly decreased towards the end of the phase. Around 50–60 % of projects were accepted every year (Annex 15). Language projects have been less evenly scattered between different regions than school partnerships and the geographical distribution of projects has varied from year to year (Annex 16). Upper secondary schools and vocational schools have participated most in Comenius 1.2, followed by secondary schools (Annex 17). Most of the partner schools have been from Spain, Italy, France and Germany. Hungary has gained popularity as a partner country in 2006. The average funding for language projects has varied from 17 500 € in 2001 to 13 900 € in 2006. The average sum has fluctuated from year to year.

Comenius 1.3 – School Development Projects

Comenius 1.3 has seen a steady rise in popularity, the number of accepted applications rising from initial 13 to 68 in 2005 and 61 in 2006 (Annex 15). Majority of the projects have actively applied for continuation. A new measure introduced to Socrates 2, Comenius 1.3 gained popularity towards the end of the programme period as institutions became aware of this new form of European cooperation between schools. Finnish schools have coordinated around 10 projects every year, and participated in around 40–50 projects from 2003, the numbers before that being significantly lower. Southern region together with Uusimaa has been most active in applying and getting projects accepted throughout the second phase. Northern region stands out as having participated in significantly lower number of projects. Åland region has not submitted any applications in any year of the second phase (Annex 16). Primary schools have been most active followed closely by secondary and upper secondary schools. Also vocational schools have reached to around 10 development projects per year (Annex 17). As in school partnerships, also in development projects partner schools are most often from United Kingdom, Spain, Poland and Germany, but also from Italy, Greece and Portugal. The average

funding for development projects has increased from 3 400 € in 2001 to 5 500 € in 2006.

Mobility within Comenius 1 – Preparatory Visits

The number of preparatory visits to partner countries has varied from year to year, the average having been 81 visits. Regional distribution of both submitted and accepted applications for visits has been relatively even throughout the country.

Comenius 2.1 – European Cooperation Projects

In 2001, 4 projects coordinated by Finnish institutions and 22 participated in by Finnish institutions were accepted. In that year, 62 % of all applications in Europe were accepted. Since then, the numbers of accepted applications Europe-wide have gone down significantly due to different funding allocations by the Commission. Also the projects coordinated or participated by Finnish institutions have consequently decreased. In 2002 and 2004 Finnish institutions did not get any applications coordinated by them accepted (Annex 18). During 2001–2006 totally 324 co-operation projects were approved on the European level. Altogether 75 Finnish institutions were involved in those projects. The average funding were 220 000 € for the projects with a Finnish institution. Totally 8 projects coordinated by the Finnish institutions were accepted. The acceptance rate was the same or slightly better than in other Nordic countries. Of all projects coordinated by Finnish institutions, 63 % were hosted by higher education institutions (Annex 19). All projects coordinated by the Finnish institutions were involved in teacher's initial or in-service training education.

Comenius 2.2 A – Initial Training Grants

Finnish institutions have participated in this new measure from the beginning of the programme period. Finnish beneficiaries have received training grants first through three Finnish institutions that were participating in Comenius 2.1 as partners in 2001–2003. Mobility of these Comenius 2.1 projects was financed through Comenius 2.2 A-measure. In 2001 one student, in 2002 4 students and in 2003 already 18 students trained abroad. In 2004 four universities were

granted, enabling 25 students to go abroad. In 2005 two universities received the training grant, benefiting altogether 9 students.

Comenius 2.2 B – Language Assistantship

Around 20 Finnish students have benefited from the language assistantship every year, the percentage of successful applications having been around 30–40 (Annex 20). Regional distribution of beneficiaries has been proportionate to the distribution of population in Finland (Annex 21). Most popular target countries have been United Kingdom, Spain, Italy, Austria, France and Germany. Finnish schools that have applied to receive a language assistant have had around 30–40 applications accepted every year. The regional coverage of applications has been relatively even (Annex 16). Primary and secondary and upper secondary schools have been most active in applying and have also had most of the successful applications (Annex 17). Most of the beneficiaries coming to Finland have been from Italy, Poland, France and Germany. The average grants for language assistantships have ranged between 3 300 € and 4 300 €, the sum fluctuating from year to year.

Comenius 2.2 C – In-service Training Grants

Finnish school education staff has been successful in applying for in-service training grants. The percentage of accepted applications (on average 113 per year) has been around 70–90 % (Annex 20). Southern region and Uusimaa have had most of the grants every year but also the Northern region has been represented well in the regional distribution of beneficiaries (Annex 21). Primary, secondary and upper secondary schools have participated most in Comenius 2.2 C (Annex 17). The average grants for in-service training have been around 1 600 € per year.

Comenius 3 – Comenius Networks

Finland has been the coordinator to only one Comenius 3-network during the second phase of the programme, in 2001. Finnish institutions have acted as partners in around 3 networks every year.

Erasmus – Higher Education, Institutional Contracts

Erasmus 1 and 3 – Centralised actions: European Inter-university Cooperation and Thematic Networks

In 2000–2006, on average 19 IP, PROG, MOD and DISS projects coordinated by Finnish higher education institutions have been running every year. The annual number of Finnish partners in IP, PROG, MOD and DISS projects has varied from 133 to 58, the average having been 107. Interest in becoming a partner has slightly decreased towards the end of the programme period. Finnish institutions have been actively participating in the thematic networks; on average 97 contracts have been running each year. The number of Finnish partners in selected thematic networks has nevertheless decreased towards the end of the programme period, from the initial 140 partners in 2000 to a mere 41 partners in 2006 (Annex 18). This seems to be at least partly explained by the fact that since 2003/2004 multiannual contracts were introduced, thus changing the statistical approach.

Erasmus 2 – Mobility of Students and Teaching Staff

Finnish student beneficiaries have travelled to almost all eligible countries throughout the second phase of Socrates programme (Figure 4). Nevertheless, the distribution of target countries has remained strongly biased towards certain West and Central European countries. Especially France, Germany, Netherlands, Spain and United Kingdom have maintained or even increased their high popularity. The only exception to this latter tendency is United Kingdom that has lost attractiveness year after year and towards the end of the second phase has fallen behind Germany and Spain as the most popular target country. This development seems to be at least partly due to the strictly reciprocal nature of student exchange in British institutions; British students have not been very actively involved in Erasmus mobility during the recent years, and this is reflected in the numbers of incoming students from other European countries. Around 600 grants have been awarded for beneficiaries going to Germany per academic year, the latest numbers for

Spain and United Kingdom being around 500 per academic year. Of the less popular countries, especially Austria, Czech Republic, Hungary, Lithuania, Poland and Portugal have experienced continuous increase in student mobility. The newest EU member countries from South-East Europe, Bulgaria, Slovenia and Romania, have gained popularity, but mobility in numbers to these countries is still very low. Mobility to Scandinavian countries has remained quite stable, the number of grants awarded altogether ranging from around 100 to 150 per academic year. Turkey has been eligible and has acted as host country for the first time in 2004/05. In the course of the second phase, the annual number of Finnish student beneficiaries has grown from around 3 400 to around 3 900 (Figure 5).

In 2001–2005, altogether 729 Finnish student beneficiaries participated in EILC language courses in their respective host countries. The annual number of participants has almost quadrupled over the years. Finland has organised EILC courses for altogether 938 foreign exchange students, the annual average of beneficiaries for 2001–2005 having been 190 students.

The geographical coverage of Erasmus student mobility measure is approximately in proportion to the regional distribution of the Finnish population

(Annex 22). The most densely-populated Southern and Uusimaa regions have constantly had the highest numbers of beneficiaries (around 1 300–1 500 per academic year), while the Northern, Central and Eastern regions have had significantly lower, though steady numbers of participation (around 200–400 per academic year). Also the increase in participants leaving Finland has been the highest in South and Uusimaa, the rest of the regions lagging behind in this development.

Similar tendencies can be detected from the regional distribution of the student beneficiaries arriving in Finland (Annex 23). Southern and Uusimaa regions have seen both biggest numbers of participants and the highest increase throughout the second phase. In South the annual number of arriving beneficiaries has exceeded 2 000. Northern, Central and Eastern regions have also seen apparent increase, but the overall numbers remain significantly lower when compared to South and Uusimaa. Especially in Central region the number of incoming beneficiaries has remained very low, reaching only to around 250. Due to the reciprocal nature of the student exchange programmes, the distribution of the sending countries comes fairly close to the division of target countries between the Finnish beneficiaries (Annex 24).

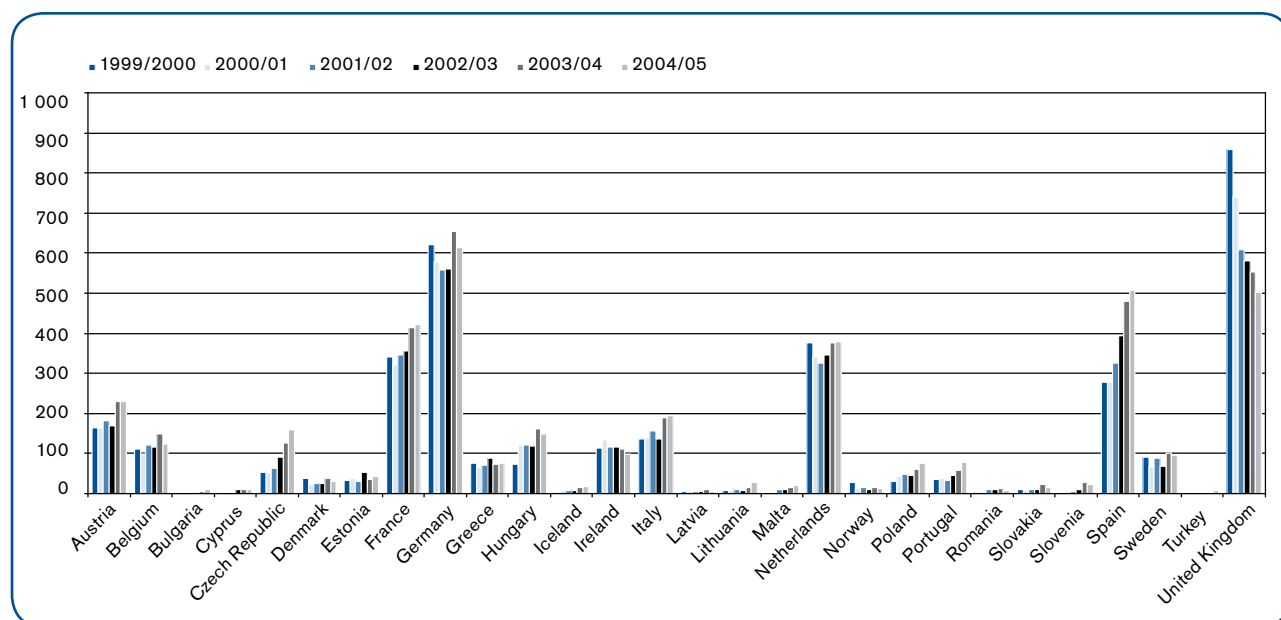


Figure 4. Finnish Erasmus students by target country in 1999–2005.

Arriving participants have come from all eligible countries but the great majority comes from France, Germany, Italy, Lithuania, Netherlands, Poland and Spain. These are the countries that have the biggest imbalance in student exchanges with Finland, sending hundreds of students more than they receive. The overall number of arriving beneficiaries has steadily grown from around 3 000 to around 5 350. The number of incoming students has increasingly exceeded the number of outgoing from the year 2000 onwards (Figure 5). Due to the fact that the regional codes used in Erasmus applications differ from the codes used currently in Finland, there could be some inaccuracies in the figures.

The sectoral coverage of student mobility from Finland is highly uneven (Annex 25). The largest group of beneficiaries consisted of students of economics and business studies, the second largest group being students of engineering and technology and the third social sciences together with medical science and languages and philology. Student mobility to Finland has the same biased subject area distribution (Annex

26). Also the teacher mobility from Finland repeats a similar pattern, business studies, engineering and technology, social sciences, languages and philology and medical sciences being the best represented subject areas (Annex 27).

Both incoming and outgoing teacher mobility has increased throughout the second phase. The numbers of incoming beneficiaries has exceeded the numbers of outgoing ones by approximately 200 every academic year. Towards the end of the second phase the annual number of incoming participants had reached around 1 200 and outgoing around 1 000. Of teacher mobility from higher education institutions, 60 % has been organised by polytechnics and 40 % by universities.

Finnish women participate more than men in the Erasmus mobility measure. Throughout the second phase, women have accounted for approximately 70 % of the participants in the mobility projects. This is a common trend in Europe. Also Greece, Ireland, Estonia and Latvia have repeatedly seen 70 or more percent female participation in Erasmus mobility.

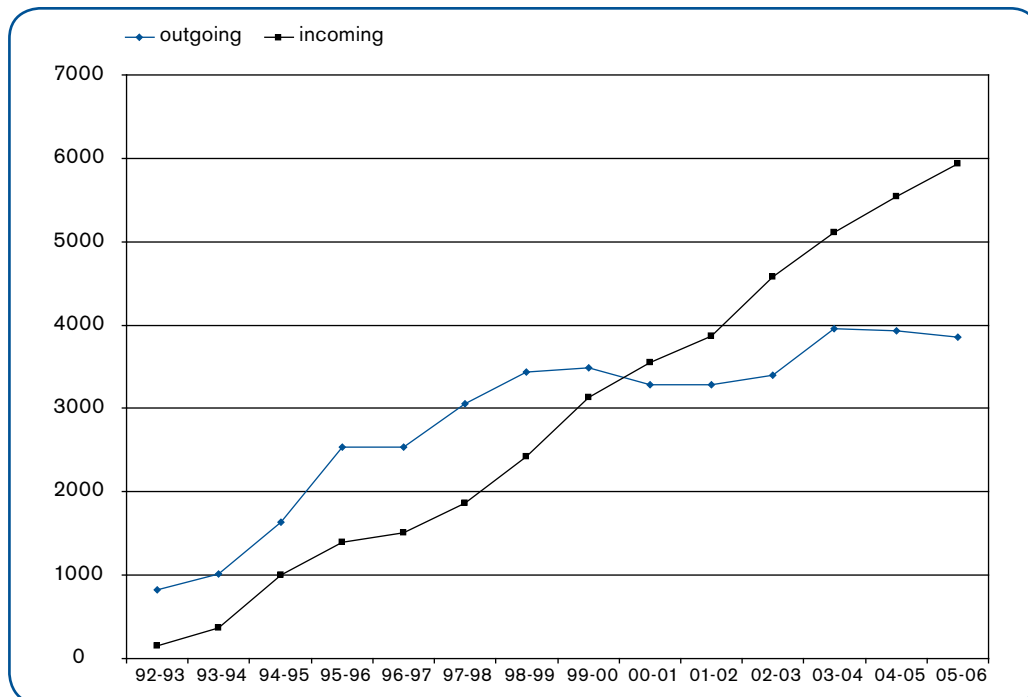


Figure 5. Erasmus student mobility in Finland in 1992–2006.

Grundtvig – Adult Education and Other Educational Pathways

Grundtvig 1 – European Cooperation Projects

Finnish institutions have been successfully involved in Grundtvig 1; Finnish institutions have acted as partners in approximately 22 % of all accepted projects in Europe (N= 339) in 2000–2006. The number of projects coordinated by Finnish institutions has been on average 2.4 per year. The acceptance rate of Finnish coordinators has been around 49 % (Annex 18). Approximately 12 Finnish institutions have acted as partners every year, the overall number of accepted partners throughout the programme period reaching 84. The average funding per project (usually 2-year) has been 200 000–220 000 €.

Grundtvig 2 – Learning Partnerships

There were 263 accepted Grundtvig 2 projects (152 new and 111 continuing) in Finland during the years 2001–2006, on average 44 projects per year (Annex 15). The numbers of both submitted and accepted applications has steadily increased year after year, the average of successful applications being 63 %. Regionally, all other areas apart from Northern and Åland regions have seen an increase in applications submitted. Of all accepted applications from the six geographical regions in Finland during the years 2001–2006, around 27, 27 and 25 % were from Central, Uusimaa and Southern regions, respectively (Annex 16). Local adult education centres, vocational schools and NGOs have been most active in submitting applications (Annex 28). The average annual funding for each participating institution has been 7 000–8 000 €.

Grundtvig 3 – Individual Training Grants for Adult Education Staff

During 2001–2006, 195 people have benefited from training grants, on average 33 persons moving per year. Around 81 % of applications for grants were accepted (Annex 20). Throughout the years, most of the applications have come from Southern and Uusimaa regions, on average 32 and 34 %, respectively. Local adult education centres have been most active in applying for training grants, 32 % of all submitted ap-

plications having come from them. Vocational adult education centres have submitted around 13 % and vocational institutions 10 % of all applications in 2001–2006 (Annex 28).

Grundtvig 4 – Networks

One Finnish institution has applied to coordinate a network in 2002 and 2005, but neither application was successful. In 2001, 2 Finnish institutions were accepted as partners, another successful year being 2005 when altogether 6 institutions were accepted. Average funding for each 3-year network has been 320 000–340 000 €. Year 2006 saw zero new networks accepted.

Minerva – Open & Distance Learning/ Information and Communication Technologies in the Field of Education

Finland has coordinated 10 projects and participated in 59 projects out of the overall 260 successful full proposals (13 % of the initial pre-proposals) in Europe during 2000–2006. Annually, Finland has coordinated around 2 projects and has participated in around 8 projects. 7 of the Finnish coordinator institutions have been higher education institutions. In 2000, one Minerva project was coordinated by a folk high school, in 2002 by a science centre and in 2006 by an adult education centre. Average funding per project has been 125 000 € per year.

Lingua – Teaching and Learning of Languages

Only one Lingua project was coordinated by a Finnish institution in 2000–2006. During this time, 40 institutions participated in Lingua as partners. Adult education institutions and non-governmental organisations have been most active in participating in Lingua 1, whereas higher education institutions feature more often in Lingua 2 projects. Regionally Lingua projects are concentrated to Southern Finland; 34 % of all partner organisations have been from Uusimaa region and 32 % from Southern region (Annex 29).

Arion visits for experts

During the academic years 2001/2002–2005/2006 Finnish institutions organised 27 Arion courses, of which each had on average 12 foreign participants from 8 different countries. Every year around 40 Finnish experts have benefited from Arion grants. Over 50 % of them have been heads of primary and general secondary schools. Participants representing administrative bodies in the field of education have amounted to 30–40 % annually. Also few beneficiaries from institutions for people with special needs are represented amongst the participants.

3 Conclusions and recommendations based on the statistical data

Generally speaking, the quantitative goals of both Socrates and Leonardo programmes have been reached. In European comparison, and taking into account the country's small population, the relatively low number of institutional actors and its peripheral position, Finland is very active in both decentralised and centralised actions and uses the resources and possibilities offered by the programmes efficiently.

The substantial increase of the first years in the popularity of Erasmus mobility has somewhat levelled out while the newer form of mobility introduced through Leonardo programme has rapidly established its role as essential in fostering the European dimension in the development of vocational education.

In Leonardo mobility the target groups have not been evenly reached. Fewer projects targeting students in polytechnics and universities (group b) and young workers and graduates (group c) have been accepted and realised towards the end of the programme period. This could be at least partly due to the fact that the mobility projects are usually coordinated from institutions that cannot as a rule reach well the representatives of group c. Projects targeting trainers and mentors in the area of language competencies (e) have been constantly few possibly because in that area of study it is difficult to find a relevant place for training.

Erasmus mobility of Finnish students is clearly the greatest to those parts of Europe that are familiar to Finns culturally and are in close proximity to Finland geographically and in terms of living standard. More supporting activities, e.g. language preparation for students and promotion campaigns should be introduced to increase number of mobile persons in order to establish sustainable links to the less well-known countries of East and South East Europe that have remained culturally and linguistically distant for both historical-political and geographical reasons. It can be said that during the second phase of the Socrates programme, the Erasmus mobility measure has met the programme objectives of promoting equal opportunities, strengthening the European dimension in education and improving the knowledge of the less widely used and taught languages only partially.

It seems that especially Eastern and Central regions are not gaining as much from the Erasmus mobility measure as they should if Finland is to maintain a healthy balance in the internationalisation of its national educational development. The regional distribution of participation in Erasmus mobility measure should reflect the proportion of population in different parts of the country and promote equal opportunities throughout the country also in the future; therefore more effort has to be aimed at developing the measure in the geographically disadvantaged and less economically important areas.

All Community level documents related to the Leonardo and Socrates programmes underscore the principle of equal opportunity. Under this comprehensive principle come the tasks of promotion of gender equality, addressing the needs of disabled persons, combating racism and xenophobia and counteracting the effects of socio-economic exclusion. There is no separately compiled information readily at hand about the participation of people with special needs in the Socrates sub-programmes, and it was not within the scope of this evaluation to research the issue on the level of individual projects. According to the interim evaluation on Socrates, the issues related to immigrants, refugees or ethnic minorities are still under-represented among the projects' themes. Furthermore, as reported regarding the Leonardo programme, the

proportion of disabled beneficiaries is relatively low. The general impression is that there is still some re-orientation to do in order to realise all-inclusive equality in the implementation of both Socrates and Leonardo programmes.

There are no specific recommendations concerning Comenius and Grundtvig programmes.

III Activities implemented: Reflections from the evaluation surveys

1 Individual, organisational, local, sectoral, national and European motivations intervene in the emergence of projects

Results from the evaluation surveys

Development projects/networks – both programmes

Based on the evaluation survey that was sent out to the project co-ordinators, there are a few general and common motivations for applying for a project. In the case of pilot projects the need for project activities stemmed from the need of developing substance. Also positive experiences from the previous projects inspired to get involved with project work. In some cases the needs of beneficiaries were determined as well as the needs and interests of the business sector. The reasons to get involved from the point of view of organisations included obtaining new international contacts and having new experiences in professional and pedagogical development. The data, however, did not show any deeper multicultural considerations.

In the process of building the partner network, old contacts were usually exploited, complemented by few new partners. In 41.7 % of the Leonardo pilot

projects the partner network was formed based on the old contacts. Old collaborative networks brought stability and loyalty into the project work whereas new partners brought in new possibilities and freshness to the project's ideas and activities. Knowledge sharing and the European dimension in the projects were seen as important learning processes. Sometimes getting the new contacts was the primary motive. In pilot projects the needs of end-users have not been investigated systematically mainly because of the limit in resources. However, there are few examples that show, that in some projects it was known from the beginning that the end product would be taken for the use of companies. In this case the developed product was designed for the specialised field.

In the case of development projects/networks in Socrates programmes (Comenius, Erasmus, Lingua, Minerva) the importance of developing and motivating pupils' and students' language competence skills was often raised. Familiarising students to different cultures was listed as one of the essential reasons for taking part in a project. From organisational point of view the reasons referred to activating the school internationally and learning from other cultures. 60 % of the Comenius 1 respondents reported that beneficiaries were aware of being part of the Socrates programme activities. Taking part in projects was seen as a convenient and easy way to cooperate internationally. In Grundtvig projects the emphasis was in continuing education of language teachers in all educational levels. Language teachers have been enthusiastic in developing new methods in language teaching and being in the project enabled them to share and learn new pedagogical models. Consequently professional language teachers raised the profile of their organisations. In Minerva projects partners were keen to start developing a new system/product together.

According to the survey most partner networks emerged from previous contacts. Respondents emphasised the importance of knowing the partners beforehand. Knowing the way the partners work in facilitates the collaboration towards the set goals and therefore affects the project's results and impacts. Satisfaction in the partnerships in all development projects/networks was relatively high (on a scale from

1(low) to 5 (high), mean 3.9). In Leonardo pilot projects, 58.3 % of the responses about the functioning of partnerships were on the satisfaction level 4.

Obstacles that occurred in partnership interaction and activities included matters such as language problems, coordination problems, difficulties in understanding each other and group dynamics, busy timetables, delays, and low commitment. Respondents of the survey suggested the ways to develop partnership functionality. The following aspects were deemed important: Finding out about the partners beforehand, joint application preparation in order to increase the commitment, importance of preparatory visits, pointing out everyone's responsibilities openly from the beginning, making sure that the partner has a real interest, setting up a schedule, settling the rules of communication, good amount of face-to-face meetings, open discussion about the difficulties before they become overwhelming and the awareness of cultural differences.

Individual mobility grants (Socrates)

Personal reasons for applying for a mobility grant included the aim to improve one's communication skills and competence, both as regards the use of the foreign language in question, and the process of teaching the language. Many beneficiaries pointed out the genuine interest in learning about the culture of teaching in a foreign country, in order to learn and adopt best practices. Some beneficiaries had specific areas of professional interest they sought to develop through participating in the programme, e.g. ICT. Only few respondents mentioned to have applied for the sake of monetary benefit. The overall impression from the survey is that the contact with other European teaching staff is considered to be especially fruitful, in relation to both personal growth and the sectoral and regional development in the home country. The most common reasons for applying for mobility grants from the organisation's point of view were internationalising the establishment and enhancing international networking, the overall development of procedures and introducing previously developed tools and procedures into practice.

The beneficiaries had found information about the programme most often through the NA's leaflets and brochures. Other common sources for information have been the NA's website and other Internet sources. Also contacts with people, already familiar with the programme, proved to have been an important source of information.

All in all, majority of the answers (77 %) indicated very little previous participation in the programme before obtaining the mobility grant. 42 % of Comenius 2.2 respondents had no previous participation in the programmes' actions. Arion beneficiaries, however, exhibit greater repeated participation in the programmes; from them, 64 % reported previous participation in one or two Comenius or other projects. It seems that the programme has attracted new applicants relatively well, and that the participation has not significantly clustered to involve only a same set of people successful in applying year after year.

73 % of all beneficiaries who took part in the survey had known that they were participating in an EU programme, and had been familiar with the wider aspects and objectives of the programme; they were aware of the European dimension of their activity. Further 26 % of the respondents reported to have known that their funding came from the Socrates programme.

Leonardo mobility projects

For those promoters who targeted students in vocational education (survey respondents N=21), the main reasons for applying for a mobility project have been to facilitate and finance students' training abroad, and to strengthen both organisation's competence in project management and the links to foreign partner organisations. Several respondents pointed out that internationalisation is part of their organisation's action plans and strategies, and that it is seen to accrue benefits such as new knowledge obtained from foreign partners or the enhanced attractiveness of vocational education. As regards the students, the reasons of the project promoters to apply have been the objective to offer young people with the opportunity to train abroad and to advance their personal and pro-

fessional skills, including especially the wider professional know-how acquired from the contact with new people and practices, better language skills, widening of horizons and enhanced cultural and social tolerance, and stronger self-esteem together with increased self-realisation.

Project promoters targeting the students in higher education (N=10) mentioned the facilitation of training abroad as their main reason for applying for a project. Promoters see training abroad as becoming an integral part of higher education, and as an opening to improved professionalism and hence to increased employability.

Only three promoters targeting young employees, young unemployed and recent graduates answered to the survey. Their reasons for applying for a project included the building-up of cultural and language skills, of self-esteem and better employability among young people without employment.

The reasons of promoters focusing on expert exchanges between work life and educational organisations (N=11) included the maintenance and widening of international networks and mobility, and the exchange of knowledge and benchmarking practices.

As reasons for applying especially in relation to the group of partner organisations, the following were mentioned most often: Strengthening of previously initiated cooperation, the security and stability offered by established and reliable partnerships and the exchange of experience and best practices.

Information about the programme was most often found from the NA's leaflets and brochures. Other common sources of information mentioned were colleagues and coordinators of international affairs in the organisations, or previous contacts with the programme's measures or other project promoters. Also launches and seminars organised by the NA seem to have been a useful source.

In most cases (58 %), the partner groups were formed based on previous contacts. 25 % of respondents indicated that their partner group had already cooperated within Leonardo or Socrates programmes in the same or almost the same form. 81 % of respondents reported to have been satisfied or very satisfied with the functioning of the project and with

their own status within the partner group. Some mobility projects have also been connected to pilot projects, as the tools and materials developed in pilots have been incorporated to use through mobility projects. Some projects have accrued contacts through which the promoters have been motivated to apply for projects in other sub-programmes, e.g. in Comenius. Projects did not very often straightforwardly lead to other projects, but in several cases they motivated and encouraged the promoters to continue or renew their participation in the programme. Majority of all respondents (48 %) had previously participated in 4 or more projects. Only 13.5 % had no previous participation in the programmes' actions. It seems that successful project promoters actively seek to continue their development work through the programme once it has proven to serve their purpose. Either the experience encourages the promoters and helps them to get their proposals accepted over the newcomers' proposals, or the programme has not been successful in attracting completely new actors.

38.5 % of respondents indicated that all or almost all of the mobility beneficiaries knew that they were participating in an EU-wide programme and were aware of the European dimension of the activity. Further 30.8 % indicated the beneficiaries to having been aware of the wider objectives and implications of their mobility project. 25 % reported that the beneficiaries at least knew they were receiving funding from Leonardo programme.

Results from previous research

CIMO conducted a survey on the internationalisation of **adult education** made by Garam (2007). According to the statistics in CIMO, Grundtvig program interests Finnish adult education organisations more than there have been funds available. The targets of the program correspond well with the targets of national adult education policy and development needs. Anyhow it seems that adult education institutions are polarised into two types; mainly based on the interest of the director/ principal the institution is either rather active in international affairs or functions mainly on a national basis. Both options are jus-

tified on the same arguments; the needs of customers (adults want to go international – adults want to stay local), unique profile of the organisation (international – national), accidental issues and the inherent nature of the core business, may it be either international or national. Larger adult education institutions with more monetary and human resources tend to take more part in international development projects. Smaller institutions may also make a conscious decision to not to have international projects based on lots of other types of international cooperation and also sometimes bad experiences from international projects. In our evaluation survey quite many respondents answered that they are tired of writing lots of reports after getting a small amount of money to travel abroad and handle both the duties at home institution and abroad during a short exchange.

According to Sagulin (2005) the motivations of **university students** to go studying abroad included the wish to learn languages, new cultures and get new experiences – in some few cases also the wish to learn the subject matter. According to Riitaoja (2007), the most important motives of **teachers from comprehensive schools and general upper secondary schools** to go abroad (typically funded by the Comenius programme) were their own pedagogical development and own personal growth, but also supporting the development of the own school. The least important motive was their personal career development. There were also differences between people; some teachers were more devoted to the development of themselves, some more devoted to the organisation. The most important motives of **teachers in vocational schools** to go abroad for a period funded typically partly by the own school, partly by Comenius or Leonardo programmes, were in the descending order the internationalisation of one's own working community, own professional development, and personal development. The least important was to support the internationalisation of the host organisation or own career development. Differences in the motivation between individual people were based on the length of the work experience; the longer the work experience, the higher the teacher's motivation to develop the own organisation and the smaller to develop es-

pecially own competences. The teachers from higher education get the funding typically from Erasmus programme. The teachers from polytechnics regarded the internationalisation of own department as a more important motivator for them than the teachers from universities, who emphasised more the strengthening of individual professional networks.

2 The quality of projects

Development projects/networks

75 % of the respondents in Leonardo pilot projects had an evaluation (either internal or external), which was effectively used during the project lifetime. External evaluators worked as mentors who gave feedback regularly. In case of internal evaluation, it was usually the responsibility of one partner to actively collect data and report it to other partners. In internal and external evaluation, both goals of the project and reciprocal partner interaction were monitored regularly.

Individual mobility grants in Socrates programme

Most of the respondents (80 %) reported not having participated in evaluation of their mobility activities. Comenius 2.2 and Arion beneficiaries are nevertheless liable to report their activities to the NA, including the assessment of the quality of the course / visit concerned. Overall, the respondents have been satisfied with the preparation they received before their period abroad, and with the counselling during the period. The level of satisfaction with the acknowledgment of the study points within the students' degree did not receive a good rating (1.90). One respondent pointed out that she did not even try to include the points gained abroad within her degree. The low rate possibly indicates the difficulties in synchronising the study achievements in different countries.

Leonardo mobility projects

36.5 % of respondents indicated their project to have gone through either an internal or external audit, separate from the general responsibility to report to the NA. Several organisations have conducted comprehensive internal auditing throughout the project's life span, as rigorous self-evaluation is an essential part of their general functioning. In some cases the audit has been a joint effort of the whole partner group. Individual beneficiaries have filled in questionnaires or written reports about the more personal outcomes of the mobility projects. In general, the Leonardo mobility respondents were very satisfied with how the beneficiaries were prepared for their training abroad period. Also the support and counselling given during the training period received good rating, especially from the promoters targeting students in vocational education. Inclusion of study points from the period abroad to the students' degrees got a very high rating from the vocational educations (90 % gave the highest rating), whereas higher education institutions were not as satisfied with their projects in this respect (70 % gave the highest rating).

3 Dissemination, valorisation and exploitation activities

National Agency

Dissemination as part of normal information activities

The goal of communications of CIMO is to support the targets set to the NA as well as to maintain and build the corporate image of the organisation. Further it has a special task to market Finnish higher education abroad. NA's communications and information services are the Internet, newsletters, cooperation with the media and participation in a variety of education marketing events, fairs, and seminars. The dissemination policy is customer-oriented and proactive. One of the NA's key tasks is to observe and research international activities, which provides a fruitful ground

to put the impacts of Leonardo and Socrates programmes into the wider international context.

The importance of electronic services has continued to increase in the NA's information and advisory services (Table 6). Services have been improved by increasing availability of digital sources of information and information material. The series of publications providing basic information about studying abroad is freely available on the Internet.

Table 6. Visits on the NA's online services in 2004–2006.

Online services:	2004	2005	2006
Cimo.fi	383 000	570 400	934 370
Maailmalle.net	199 000	329 600	392 130
Discover Finland	206 000	285 600	212 140
home.cimo.fi websites	205 000	253 000	223 660
Total	995 000	1 439 000	1 762 300

In addition to the general dissemination activities, the NA has taken care of every programme's specific needs for dissemination and information. The NA has organised regular information events in 2000–2006 in order to attract new participants. International cooperation with other NAs was active during the period. More focused seminars for special target groups have been organised, for example a seminar in cooperation with the Youth NA for the representatives of the innovative youth workshops in order to encourage them to apply for young workers' projects. NA has also appeared in numerous events, which have been targeted to potential applicants in specific educational fields. In this way the dissemination process has also reached the audience who probably otherwise would have not participated in events concerning only the international activities. According to programme managers in NA the number of participants in every event has been growing year by year.

Specific dissemination/valorisation activities

2005 was dissemination and good practices oriented year in both programmes. The NA arranged a nation-

al call for proposals to support the identification, valorisation and dissemination of the outcomes, products and good practices of Leonardo projects in Finland. The NA participated in two Comenius dissemination projects supported by the Commission: a project to disseminate the language assistant action and a school project dissemination project. CIMO Leonardo office coordinated a European wide valorisation project 'The changing role of VET teachers and trainers'.

The year 2006 was characterised by involvement in preparation for Finland's EU presidency and its related events in cooperation with the Ministry of Education. Conferences related to both programmes were held, e.g. Leonardo Conference 'From Helsinki to Copenhagen' where 350 participants in the field of vocational training experts across Europe, The Joy of Learning (Grundtvig) where 125 participants from 30 countries attended the conference and a meeting of the Erasmus national agencies in Lapland with participants from 30 countries and the European commission.

The Finnish NA for the Leonardo programme administered seven national valorisation projects during years 2006–2007, as the only proactive NA in Europe in this respect. The aim of them was to disseminate and transfer the results of funded mobility and pilot projects into the national context based on thematic analysis. The themes of valorisation reflected many national priorities and were quality management, wood technology, Content and Language Integrated Learning (CLIL) and Elderly care. Based on a survey, the biggest challenge seems to be the exploitation of products and results after the project has ended. There were several examples of products that had not been used after the project period. When analysing the end-products of projects the evaluator could also herself in many cases very quickly notice that the curricula and manuals developed in projects are often so massive and difficult to exploit, while written only in English, that the teacher has problems with them in the everyday teaching context. Valorisation of CLIL-projects showed that the approach itself has proven quite promising and the project coordinators report good results from educational practice. The added value of CLIL includes benefits for the stu-

dents, teachers, schools and colleges, and advantages like greater attractiveness of VET and vocational sectors that affect even communities and regions. The projects working in the field of elderly care are rather many while the need for them is also great. The projects seem to be in good hands and reach their goals with high efficiency. Other types of valorisation activities and joint thematic efforts with national actors were also organised.

The quality and permanence of project partnerships and networks seem to be the key to success in project work in general, and in reaching sustainability in particular. Quite many valorisation projects reported about problems in getting responses from projects, lack of participants in some valorisation events depending on the subject area (one example being quality management) and other signs of loss of commitment after the project period. One specific problem for the period of 2000–2006 has been a major restructuring of VET providers, which has meant constant changes of names and positions of organisations and people. Amidst such abundant changes and everyday duties the project coordinators had found it also rather challenging to maintain contacts with other projects working on the same issue. Thus there has been some overlapping development work carried out. It is, of course, difficult to totally prevent this from happening, as many aspects in VET have to be developed close to the original context where they will be used in later on.

The NA was also the leading partner of one European valorisation project, 'The changing role of VET teachers and trainers (TTVET)'. Altogether 70 projects dealing with teachers and trainers competence needs and development of them were analysed, 8 of them being led by Finnish organisations. The results demonstrated the rapidly growing competence needs of VET teachers and trainers. The common European competence needs recently presented as broad areas of IT development, new and changing target groups, paradigm shift from teaching to learning, labour market development, internationalisation, national reforms and organisational changes are somehow met and there are Leonardo projects targeting them. Anyhow, there are more recent needs

arising – multiculturalism, environmental and entrepreneurship education, counselling, technological changes, innovativeness and general work life skills of VET teachers and trainers. The VET teacher profession is losing attractiveness and VET teachers and trainers the motivation to stay in the profession. Still only few projects target these issues. There is also the need to develop flexible models for the VET teachers and trainers' further training.

Although Finnish actors have devoted enormous amounts of effort and especially ESF funding to train the Finnish workplace trainers with rather good results stated in numbers, the training has remained on national level and the skills and willingness to train international students has not spread far. Since the year 2004 all the students in vocational initial education have to pass skills demonstrations during their workplace training periods, which means the inevitable necessity to organise skills demonstrations alongside practically every international student mobility project, not only to pilot them. According to the valorisation project report this will mean a major challenge but also bring more quality and transparency into international training.

Based on the reports on the number of information and training events, visible participation in media, fairs and seminars, publications, availability of various Internet sources and active participation in valorisation projects, the National Agency has accomplished its task to disseminate information about the programmes to the target groups well.

Dissemination activities of beneficiaries

All projects are required to arrange dissemination from the onset of activities. Information on how a project is developing and dissemination of the outcomes to target groups are the essential tools for project valorisation. Leonardo promoters have been required since 2002 to make their project outcomes accessible to the public on a website as showcase of their work.

The aim is that all projects should include clearly identified strategies and activities for the valorisation and dissemination of their intangible experiences

and tangible outcomes (curricula, courses, methodologies, pedagogical materials, surveys, analyses, recommendations etc.) beyond the project partnership. Information on the project and on the dissemination/valorisation of its outcomes provides a vital basis for implementation and exploitation of project results. Valorisation can be described as the process of disseminating and exploiting projects outcomes with a view to optimising their value, enhancing their impact and integrating them into training systems and practices at local/national as well as European level. The methods and concepts vary; the concept of valorisation is used in Leonardo programmes, while in Socrates programme the concept of dissemination has been emphasised.

The 2005–2006 call for proposals constituted a progressive step as regards enhancing the impacts of projects. The concept of valorisation was officially adopted in Leonardo programme and valorisation activities became compulsory, hence, an important selection criterion for procedure B and C projects. The call for proposals required inclusion of valorisation from the project design stage and close monitoring of its implementation throughout the entire life cycle of the project. The promoters have been required to perform specific valorisation activities in particular in order to ensure that the project results meet needs clearly identified at the outset so that they can be used in vocational training systems and practices (=exploitation of results) and produce information focusing on the project's various activities (=dissemination of results).

Valorisation and dissemination activities depend on two important aspects and relate to the goal of the project: The instrument at hand (tools and methods or ideas and knowledge sharing) and the size of the project. Often in larger projects the valorisation activities have been built, designed and resourced in the project plan whereas in smaller scale projects dissemination has been less focused, concentrating on information. Structural alterations in educational organisations are often necessary to shift the focus from the personal to intercollegiate contacts in order to gain wider impact from the international activities. As a result of the involvement in the programmes' actions,

some organisations have educated international coordinators to meet the organisations' individual needs. Advantages are obviously accrued when experienced persons take part in the programmes' activities during consecutive years. This affects the general need for basic guidance service from the NA, as well as the quality of the applications, which have become better and more professional by nature. Decisions about the dissemination and valorisation practices in a project can be time-related (developed tool is no longer needed) or person-related (the project coordinator might not be a suitable person to disseminate the product/service/model further). On the other hand there are a number of projects the results of which have had a direct impact on Finnish curriculum development.

A change in the discourse on dissemination and exploitation activities is noticeable. Previously the focus was in the information about projects, whereas now the emphasis is in the meaning and the quality of the projects' results. This change is welcome since the operative field of the projects is extremely heterogeneous and assessing their impact comparatively is difficult. Statistics do not always give accurate information whereas narratives sometimes bring out the impacts more clearly.

According to the evaluation survey, information about the projects in Socrates and Leonardo programmes (**development projects, partnerships, networks**) was disseminated in a variety of ways. In pilot projects the dissemination plans were followed. Projects have their own www-pages, some projects had virtual learning environments, partners wrote press releases, newsletters and articles, organised conferences, dissemination seminars, meetings, publications and CD learning material were published. In the pilot projects the results of the projects were analysed and evaluated for the new projects. Collaborative networks were used efficiently in order to inform about the projects. Dissemination (e.g. presentations, exhibitions) in schools, teachers' and parents' meetings and local news papers in Comenius projects seem to work well. In Leonardo projects dissemination activities concentrated as expected on collaborative networks and interaction with working life.

As regards **the individual mobility grants in**

Socrates programme, most of the Comenius 2.2 respondents reported to have disseminated the results of their mobility, i.e. their new experiences and skills, mainly within their working environment and among their fellow teaching staff. Most often the dissemination took the form of oral presentation or was incorporated into teaching. It seems that the experience has greatly motivated most of the beneficiaries to advertise the programme to others and to plan further participation on their own behalf. Arion visits have encouraged some organisational, local and regional incorporation of the newly acquired knowledge and practices. Some visits have gained publicity in the local printed media.

Several **Leonardo mobility projects** have gained publicity through local and sectoral printed media. Nearly always the projects and their outcomes feature on the organisations' websites. Also exhibitions of photographs and posters have been used to inform wider public and to disseminate the results. Results have been discussed and disseminated also in seminars, lectures and even in radio and local television broadcasts. A few respondents of the evaluation survey reported that the results of their mobility project have been incorporated into teaching practices and materials, and that the mobility projects have been used as examples of the organisation's international activity for PR purposes. Information about the projects is widely disseminated while recruiting new students. In some cases the results have been reported and disseminated also to the foreign partners.

4 The ways in which the programmes answered the needs of organisations/beneficiaries/coordinators and suggestions for development

Development projects/networks – both programmes

56 % of respondents indicated to have reached the goals of the project. 39 % had reached the project's goals partly; the rest had a project still ongoing.

Overall the programmes have answered the needs of organisations well by developing professional competence and motivating to practice language skills, by creating stable, national line of businesses and by connecting European partnerships. Projects also made possible the cooperation between educational organisations and working life, which was seen as a great advantage (e.g. in continuing education). Responses showed that the decision about which sub-programme to apply for was carefully considered in order to meet one's organisation's needs. A few respondents expected to have had more support from their organisation in order to ensure the continuity of activities after the projects were finished. Some respondents had faced difficulties in informing about the project in their own organisation because of the heavy workload of the teaching staff which does not support operating in projects. Criticism about the programmes was directed to the heaviness and complexity of administrative, reporting and financial matters. More funding for activities with research approach was also hoped for in both programmes.

48 % of respondents were generally happy with the support from Commission (on scale 1–5, rating 3 or 4). More support was expected from the Commission for the activities such as dissemination and networking seminars. Also more information about ongoing and forthcoming projects, more possibilities to meet partners face to face, events where groups with same interests could meet and plan for future collaboration, and thematic workshops and conferences, were hoped for from the Commission. Respondents were mainly satisfied with the work done by the NA (overall value 3.5). NA excelled in tasks such as information (4.1) and assisting in application procedures (3.9). NA's performance in dissemination and valorisation activities was evaluated with the lowest, yet good value of 3.0.

Leonardo mobility projects

According to the survey, satisfaction with the projects' efficiency in meeting the set goals is quite high: 64 % of respondents from projects focusing on expert exchanges between educational institutions and work

life reported the aims to have been fully met. From all respondents of the survey, 50 % were completely satisfied and further 40 % partly satisfied with the projects' outcomes. Few respondents reported problems that were either staff-related or indicated deficiency of applicants.

Leonardo mobility measure addresses the needs of the project promoters very well. The programme is seen to have opened up a new gateway to international activity in general, and into the European dimension in developing education in particular. Many promoters pointed out that they would not be able to send their students to train abroad without funding from the programme. Several promoters mentioned to have gained through the programme an established, systematic and well-organised structure for their international activities. Suggestions for further development included the cutting-down of the burdensome bureaucracy and/or introducing additional funding for project administration. Relating to this, also a combined application process for students and teachers from the same organisation was suggested. This would lessen the administrative burden and, together with additional funding for sending teachers, would allow closer contact between the partners, deeper understanding of the conditions pertaining to the place of training, and hence, better preparation of the students prior to their period abroad.

Overall, the programme is seen to meet the needs of individual beneficiaries extremely well. Mobility measure has widely enhanced the language skills of the individual beneficiaries, together with their professional competence, their contacts on both personal and professional level, and their awareness of other cultures and of practices and procedures in foreign countries. It has integrated the aspect of Europeaness into the field of education especially as regards the vocational education institutions, an aspect that for especially many student beneficiaries has offered their

first ever experience of intercultural cooperation. There was, however, one suggestion for development, regarding the special needs students' training; the training periods would be easier to organise and would better suit the needs and capabilities of special needs students if they were shorter. Also the need to secure funding for the supporting persons of special needs students was pointed out.

The programme seems to meet the needs of coordinators rather well, enabling them to develop their project management skills, their language proficiency and contacts to other actors on international level. While performing the administrative and management duties, the coordinators also learn about the substance. The accumulation of tacit knowledge was mentioned; many feel to have obtained skills and competence not readily adopted from any other kind of professional activity within their professional sphere.

The functioning of the Commission received a rating of 3.25, indicating general satisfaction among the project promoters. The support from the Commission is however not crucial as regards the mobility projects; the coordinators rely mainly on the support from the NA (the NA received the rating of 3.7). Most often the criticism concerning the programme is aimed at the bureaucracy; the application process is seen to be too complicated and heavy although some change for the better has taken place since the previous programme periods. The possibility to include several target groups in one application was suggested. The forms are felt to be too complex to fill in; too much effort is demanded if compared to the funding received, especially with smaller projects. The Community objectives and priorities should be flexible enough to allow the realisation of a wider set of ideas. More established, larger and longer projects would benefit from not having to apply for funding every year separately; the possibility for continuous funding for long-running high-quality projects was suggested.

IV Impact of the programmes and actions

1 Mobility

Impact on the beneficiaries

Socrates programme

According to the evaluation survey, **the individual mobility grants** have clearly had an impact on the beneficiaries' language proficiency (mean level of impact 3.97). Also the professional competence was reported to have increased due to the mobility activities (3.58). Experiencing Europeanness was rated with the impact level of 4. This sends a positive signal as regards the goals of the programme to enhance multiculturalism and culture sensitivity. On the personal qualities such as social skills and self-esteem, the grants were reported to have had slightly less impact (3.77). Student respondents indicated the impact on finishing a degree to having been least significant (2.12).

Leonardo programme

The impacts of **Leonardo mobility projects** on the individual beneficiaries (all respondents, N=52) were rated in the evaluation survey well above the intermediate rate (on a scale from 1 to 5). The impact was reported to be the highest on the beneficiaries language skills (4.47), on their personal qualities such as social and communication skills and self-esteem (4.55) an

on their experience of Europeanness (4.43). Impacts on professional competence, on employability and on the completion of a degree were rated to be on average 3.64.

Impacts of projects targeting the **students in vocational education** (target group a, N=21) were indicated to have been slightly higher as compared to all respondents' answers. Both impacts on language skills and on personal qualities were rated with 4.67. Experience of Europeanness was rated with 4.43, and impact on professional competence with 4.00. Impact on employability and on completion of degree had been lower, rated with 3.50 and 3.11, respectively.

Impacts of projects targeting **students in higher education** (target group b, N=10) were of similar tendency as of those targeting group a; impact were rated high in all aspects, and the impact on language skills, on personal qualities and on experiencing Europeanness had the highest rating. The impact on professional competence was rated slightly lower and the impact on employability and on completion of degree slightly higher than of those targeting group a.

Impacts of projects concerning **expert exchanges** between educational organisations and work life (target group d, N=11) had very high rating in all aspects; professional competence, language skills, personal qualities and experiencing Europeanness received the average rating of 4.32.

Impact on the partner organisations

As stated and noticed before, projects seldom have an impact on static structures of organisations. This can also be seen from the **development projects/networks** survey results. Projects had very little impact on management and organisational changes. Mostly the advantages accrued from the projects included new activities and methods. In pilot projects, a coherent development can be seen; the projects have had high impact (4.08) on cooperation between different professional fields, which in turn has led to high impact on new working methods and changes in teaching (4.00). In adult education projects (Grundtvig 2) there has been a similar trend; 45 % of the respondents saw the impact of projects on cooperation as highly relevant (4.00). In Comenius projects, from the partner organisation's point of view, the interrelationship between teachers and pupils was rated as having been most affected; 41 % of the respondents rated the impact on this aspect with 5 (average 4.10). Impact on other members in the respondent's own organisation was evaluated as neutral. This is possibly due to the fact that although information about the projects is disseminated inside organisations, the project coordinators' colleagues do not get involved in the projects' activities. Exception to this can be seen in Leonardo pilot projects, where a tool developed in a project has been incorporated into practice and as a consequence, there has been a significant impact on other members in the organisations (in this case rated 4.00).

The evaluation survey shows that as compared to the personal aspects, on the organisational level, the impact of **the individual mobility grants** has clearly been lower. The impacts on the sectoral and regional development were rated with 2.65 and 2.63, respectively. The utilisation of the contacts and knowledge acquired from the mobility activities; the obtaining of new professional information and the establishment of new contacts between educational institutions and working life were all rated with the impact level of around 3. The impacts on a wider (sectoral, regional and national) scale on issues such as innovations in vocational education, developing new teaching techniques and materials, improving the quality

of vocational education, improving the accessibility of education, enhancing the contacts between educational institutions and working life, fighting social exclusion and enhancing equal opportunities, were all rated with the impact level of around 2.41. In the wider context the impact of mobility grants was the lowest on the improvement of employability through education (1.95), and the highest on the development of language teaching and learning (3.17). This result has to be, nevertheless, weighted against the share of Comenius 2.2 beneficiaries (65.2 %) from all respondents of the survey.

Impacts of the **Leonardo mobility projects** on the promoter organisation and the actors within it were seen as relatively high. Especially the new contacts and knowledge acquired from the training abroad were seen to have been significantly affected (4.24). Projects targeting group a (N=21) seem to have had most impact through the creation of new contacts and knowledge with partner organisations and with work life. Projects targeting group b (N=10) were indicated to have had lower level of impact in all aspects, and especially so as regards the sectoral and regional development (both rated 3.00). Projects focusing on expert exchanges between educational organisations and work life (N=11) had the highest impact as regards new contact and knowledge acquired from the exchange (4.55) and the acquisition of new professional know-how (4.09).

On the whole, it seems that the impact of mobility projects on levels wider than personal or organisational has been somewhat less significant. Aspects differentiated in the survey were innovations in vocational education, new methods and materials for teaching, development of teaching and learning languages, development of the quality of vocational education, improvement of employability gained from education, accessibility of education, improvement of cooperation between educational institutions and work life, offsetting social exclusion, and enhancement of equal opportunities. All in all, they received an average rating of 3.14. Aspects with the highest ratings of impact were development of the quality of vocational education (3.56), improvement of cooperation between educational institutions and work life (3.61) and en-

hancement of equal opportunities (3.63). These three aspects received the highest rating also when taking into consideration only the projects targeting students in vocational education. In relation to projects targeting students in higher education, a relatively high impact was indicated also on the improvement of employability gained from education (3.57). As regards the exchange of experts between educational institutions and work life, the biggest impact indicated was on the development of teaching and learning languages (3.67), on development of the quality of vocational education (3.56) and on the improvement of cooperation between educational institutions and work life (3.89). The impact on offsetting social exclusion was indicated by all respondents to be relatively low (on average 2.89), whereas the enhancement of equal opportunities had the average rate of 3.63.

2 Transnational projects and Networks

Interest for new experiences and professional development were the main reasons to operate in networks. Projects gave a boost to experiment with developed tools/learning methods internationally near and far; project cooperation brought new contacts for transnational activities. The results of the evaluation survey for **development projects/networks** (Leonardo pilot project, Comenius 1 and Grundtvig 2) show that in pilot projects and in the case of end-users, the impact was greatest on the professional development (4.18) and experiencing Europeanness (4.36) rather than employment (2.67) and entrepreneurship (2.25) or even improvement of language skills (2.78). Experiencing Europeanness was rated with the highest impact in Comenius 1 and Grundtvig 2 as well (4.26 and 4.35, respectively). Contrary to pilot projects, operating in Comenius 1 projects or Grundtvig 2 projects has also had a great impact on end-users' language skills (4.00).

On regional, national and professional levels both programmes' highest impacts concentrated on enhancement of equal opportunities and European dimension. Different programmes stood out in relation

to factors that are directly linked to the focus of the programmes. In Leonardo pilot projects the factors of improving the quality of vocational education and of enhancing the contacts between educational institutions and working life were seen important (3.64 and 3.82, respectively) on regional level. In Comenius 1 projects the impact on teaching language and on development of learning was rated 3.33. In Grundtvig 2 projects were seen to have an impact on fighting social exclusion (3.76). On professional level in Grundtvig projects the impact on new teaching methods and material was rated 3.73. Enhancing the contacts between educational institutions and working life was particularly little affected (1.86), but this can be explained partly by the programme objectives. As a conclusion the wider impacts in both programmes are seen less influential than the impacts on aspects directly related to projects' actors.

Respondents evaluated the impact of the project in partner group context. In Leonardo pilot projects the impacts were rated relatively high; professional competence (3.82), language skills (3.55) and personal characteristics (3.83) (e.g. interaction skills, self-esteem, social skills). From the partner group's point of view, the impact of the project on entrepreneurship and employment were seen less significant (both around 2), while new networks (4.5), products (4.17) and working methods (4.0) had been affected the most.

In the projects that focused particularly on partnerships the importance of fellowship was noticeable. In Comenius (1, 2 and 3) projects the impacts on personal aspects were rated slightly higher compared to Leonardo projects. This can be explained partly with the different emphasis of the programmes. Impact on professional competence was rated as 4.1, on language skills 4.0 and on personal characteristics (4.1) (e.g. interaction skills, self-esteem, social skills). Both entrepreneurship and employment factors were rated 4.0. New networks (4.0), products (3.8) and working methods (3.8) had been most affected by the project.

In Grundtvig 2 projects, the rating of impacts from the partner groups' point of view followed the same trend; impacts on personal competencies were on av-

erage 4.2 and on collaborative networks, products, working methods on average 4.1. Impacts on entrepreneurship and employment were seen insignificant (2.0, 2.4).

3 Impact of all project types on the European dimension

Results from the evaluation survey for **political actors and experts** on the national level show the emphasis that is evident also from the other surveys: the importance of experiencing Europeanness and cooperation with other European institutions. For example, according to two Steering Committee members, Socrates programme has been a gateway to broadening teachers' horizon in teaching and sharing experiences and best practice. Programme has supported the principle of lifelong learning and enhanced the quality of education. Comenius projects have been obviously significant for people working in teaching. Projects have increased further education opportunities for language teachers and have offered inspiration for teaching and learning languages. Erasmus has been a foundation stone for European cooperation in higher education. Erasmus projects have acted as an initiative for several other projects, for example joint degree programmes. Understanding multiculturalism has improved. Different cultural backgrounds have been taken into account in teaching as the amount of Erasmus exchange students has increased. Threshold for becoming involved in European cooperation has become lower than before. The impacts have been consequential and profound. Europe has become closer both spiritually and conceptually.

According to previous research on the Finnish Leonardo pilot projects from years 2000–2002 and Leonardo mobility projects from years 2000–2003, most of the projects dealt already with the same individual targets than were later adopted and called the Copenhagen declaration on enhanced European cooperation in vocational education and training in a European-wide political process (Rouhiainen & Valjus 2003). This demonstrates the congruence between the national opinions in Finland and the com-

mon European development needs and approaches in VET. Finnish projects were working especially keen on the transparency of vocational qualifications. The European dimension was treated more as rich diversity, not as a limiting lens. Diversity of approaches, languages and cultures makes an ever-staying challenge in the European VET. The official Copenhagen process and priorities set has naturally later made the development work done in projects more targeted, coherent and transparent to the participants.

On the other hand, Söderqvist (2001) analysed the European Policy Statements of Finnish universities, and found out that strategic leadership and the connection between European strategies and other actions were both rather thin and loose. International activities were regarded important but it was more a question of international activities and processes, not strategies. It was also sometimes difficult to find out how the general strategies combine with the international strategies and further with the European Policy Statements. In some cases internationalisation seemed to be a synonym for European activities. The universities have to prepare and update their European Policy Statements but in principle the documents analysed in the research were targeted at the second phase of Socrates program, years 2000–2006. The traditional universities emphasised international activities and operations whereas universities of applied sciences put more emphasis on developing students' competences. Empirical research was a major concern connected to internationalisation in the universities of applied sciences. 60 % of the traditional universities put a lot of emphasis on the cooperation with local enterprises in the policy statement level.

4 Impact of all project types on transversal issues

In the European Policy Statements of the Finnish higher education institutions, there were many verbal signs and principles stated about the equal opportunities and internationalisation, but few practical arrangements to be found to really help handicapped students to internationalise (Söderqvist 2001).

Possibilities to target issues of social exclusion and to promote equal opportunities offered by the programmes' actions have not been the focal point in the implementation of the Socrates and Leonardo programmes in Finland. This is probably due to the numerous other efforts in the Finnish society to tackle the aforementioned challenges, primarily the general principles according to which the public services are organised in the country, the programmes enhancing the participation of young people, the Noste-programme aiming to increase the participation of adults in vocational education and the many projects funded through the European Social Fund, targeting especially social exclusion. In Finland, the promotion of equality is as a principle inbuilt in the national systems, while the Socrates and Leonardo programmes have had a more technical role in the internationalisation of the development of education and training, bringing multiculturalism into practices and procedures.

During the programme period the concepts and paradigms of internationalisation in the public discourse and political agenda have changed from the European centred views towards more global thought which is reflected for example in the recent report published by Ministry of Education (Kaivola & Melén-Paaso 2007). This should indicate increasing global responsibility and interest in sustainable development. This kind of key interest was, however, not common in the projects covered by this evaluation. Instead, the actors were aiming at the personal opportunities for learning and for developing themselves and their organisations through European interaction.

5 Mechanisms behind impact

The impacts on beneficiaries' must also be put into the larger context like the benefit accrued from individual competence in further recruitment and career construction prospects of students. A large survey was recently conducted by Irma Garam (2005) on the relevance of studying and training abroad as part of higher education seen from the employers' perspective. The report carries a serious message. The survey

was sent to 2 000 employers with a response rate of 36 %, 716 responses from public and private companies. The sample was slightly biased because the private sector, especially SMEs, were underrepresented and enterprises having international operations were overrepresented. 22 interviews were aimed at enterprises, which have international operations.

The research shows that the employers see international studies from two very different perspectives: the typical interpretation is that students having studied abroad are active and courageous, but at the same time some employers see international experience as a sign of unwillingness to settle down and demonstrate commitment. The employers' attitudes are rather polarised. The enterprises, which have international operations and interests, are systematically more favourable toward international studies than the enterprises that act more on a national basis. International studies and training are generally seen as a positive thing but with quite little to bear in the recruitment process. Finnish employers value Finnish qualifications and diploma, partly simply because they are familiar with them. Only one fifth of the employers regards, that good language competence and cultural awareness are important in the work of graduates of higher education. International competences are not one entity for the employers: Finland is becoming more international and new immigrants are coming in. In public services is it important for the new graduates to demonstrate cultural sensitivity, empathy and tolerance while private enterprises in international business expect good command of language skills and effectiveness. The benefit gained during international studies is typically divided into three broad areas: personal growth, gaining subject knowledge and international competences. The employers think that there is no use to go abroad to learn the subject matter but the students gain the most in areas of personal growth and international competences which can be useful also in the work context. Language competences are regarded the most important. The relevance of international experience is connected to international jobs and tasks, not to other type of jobs and tasks. The employers wish that international studying and training should form a justified, targeted part of

the study path and curriculum and be long enough, preferably at least half a year. Otherwise short periods abroad are easily interpreted as academic tourism. Lots of international experience can naturally limit the changes of a graduate to get a job in mainly local business.

The post-modern individual sees life, learning, competence and international experience from a constructivist, narrative perspective of establishing meanings and of career construction. The narrative study of Maria Paasonen (2006) on life styles and careers of university students having international training periods showed, that not only the employers' expectations about the students, but also the narratives of post-modern students are polarised. Paasonen describes how international periods intervene with periods of personal growth and changes in career prospects. Sagulin (2005) made a case study in one Finnish university on the learning results during international study periods. She divided learning results into five broad areas: language competence, cultural competence, personal growth, academic competence and work life competence. The students described their international periods and sites of learning. The students' approach to living in a foreign country was rather evenly scattered on a continuum, on the other end of which was the *visitor* living in the crowds of foreign students and on the other end the member of the local studying and working team (*assimilator*). Good command of the local language was a rather critical determinant of the quality of the international study period. According to the students, studying abroad was a productive period of life. It developed especially language competences, and fostered cultural and personal growth. These proved to be much more important than the actual subject studies or career prospects. (The learning results were not actually measured.) According to the students, especially the learning of languages, and of personal and cultural skills took place in informal contexts (social communication, trips and everyday situations) rather than in formal studying in the university. These experiences of the students themselves correspond rather well with the opinions of the employers in the study made by Garam (2005).

Comparison with previous research shows similarities with our results and gives deeper insight into the mechanisms between individual (usually in this case a teacher) and organisational impact. According to Riitaoja (2007), the benefits for teachers and the entire organisations vary a lot and teachers from different schools search for different benefits from international exchange programs. Teachers from comprehensive schools reported the biggest benefits from international exchanges being interesting experience, new knowledge and variety. The third most important benefit was personal professional development and the internationalisation of the own school. International exchange had no bearing for the teachers' career or salary. The benefits in the form of emerging new projects partnerships were also regarded rather insignificant. 95 % of the teachers had reported or told about the exchange to the entire staff in their organisation afterwards, and half of them to the teachers in other schools, too. Informal information exchange was typical. About one third of the respondents (N=226) told voluntarily something about the exploitation or meaning of the exchange experiences in their personal school but only 9 responses reported about a new emerging project. According to the respondents, the prerequisites of an effective exchange period are practical arrangements, flexibility, support from the superior and education provider, possibility for new contacts, English language and cultural competences and the long length of stay. Almost half of the respondents reported lack of resources; there was nobody taking care of the teacher's duties during the exchange. Thus the teachers often have extra workload, which inevitably diminishes the benefits and willingness to go abroad. In spite of the rather positive opinions about international exchanges and even dissemination of information in the school, three out of four of the respondents thought that international activities accumulate to benefit only few people.

Teachers from vocational schools (N=440) reported the biggest benefits from international exchanges being an interesting experience and source of new knowledge. The third most important benefit was the internationalisation of the personal working community and better possibilities for the students

to go abroad. The next biggest benefits included new and strengthening contacts and the rise of professional self-esteem and pedagogical knowhow. Almost half of the teachers reported benefits for the project cooperation in general. At the same time there was almost no benefit for the salary or career prospects. The benefits gained had a logical dependence with the type and targets of exchange (individual-organisational targets vs. benefits). Once again, almost all the teachers (97 %) had reported after the exchange in the own working community and one fourth for the wider organisation. The role of the international coordinator was crucial. About one fourth of the respondents (N=440) reported voluntarily that their exchange experiences had been exploited somehow, like in the preparation of student mobility and information dissemination. 5 % of the respondents reported about new cooperation and projects planned based on their own exchange experiences. The prerequisites of an effective exchange period include support from the own superior, flexible arrangements of the duties in the own working community, support from the education provider and paid salary for the time spent abroad. The possibility to make independent new contacts and connections to the entire internationalisation processes in the own organisation, were also regarded important. The competence of English language and inter-cultural issues were seen as self-evident prerequisites for an efficient international exchange. General opinions concerning international exchanges were positive but once again international activities accumulated and there were many practical reasons hindering the wider participation like extra workload, lack of funding, family responsibilities and lack of language competence.

There were altogether 367 responses from higher education institutions, 206 from polytechnics and 161 universities. The teachers from universities regarded the benefits systematically lower than teachers from polytechnics in all the levels (individual, professional, working community and university levels). The teachers from polytechnics reported the biggest benefits being getting an interesting experience and getting to know the teaching culture and educational system of another country. The next important benefits were

getting new contacts and strengthening the old ones and gaining new knowledge from a new country and culture. Growth of professional self-esteem and international competences in the teaching context, support for the internationalisation of the own working community and variety to the old routines were also very important or important benefits for 70 % of the respondents. The benefits for salary, career prospects and future research cooperation were anyhow minimal. The university teachers reported the interesting experience and getting new contacts and strengthening the old ones being the biggest benefits but getting to know the teaching culture and educational system of another country was almost as important. About 60 % of the respondents saw that international exchange had strengthened international contacts in the own working community, increased knowledge about another country and culture, increased competence in multicultural and international teaching situations, supported the internationalisation of the working community and strengthened the professional self-esteem. Teachers from polytechnics reported that they had learned more languages during exchange periods than the teachers from universities. The benefits for the mobility of students were reported as big in both higher education types. Almost all the teachers (98 % from universities and 96 % polytechnics) had reported somehow in their own working community about their international exchange. In universities reporting was typically oral in informal discussion, in polytechnics more formal and in written format. About one fifth of the respondents reported that their exchange experiences had been exploited somehow, typically for the development of teaching or preparation of future exchange teachers or students. Some benefit for future cooperation was also mentioned. The prerequisites for an effective exchange period in polytechnics are good competence of the English language, cooperative planning of the exchange with the host university, the possibility for new contacts, support from the own superior, paid salary from the time of the visit, cross-cultural skills and connections between the exchange and the internationalisation of the working community. Practical arrangements were also important as well as the support from own colleagues. The

importance of the preparation and local language was regarded rather minor. In traditional universities the prerequisites were regarded about the same with the exception of slightly wider emphasis on the individualisation of the target and contents of the exchange. In spite of much longer international traditions in the universities, the problem of accumulation of individual operations was the same as in other types of educational institutions. The reasons hindering participation in international operations included lack of time, especially extreme workloads and also lack of funding.

6 Recommendations

New projects should be launched with the implicit targets of development of teachers' and trainers' competences on subject areas mentioned earlier, but also of motivation and well being at work. There is also the need to develop the further training of workplace trainers and tutors in general and especially on the issue of training international students and organising skills demonstrations.

Integration of the development and actual teaching should be paid more attention to in the future. It is not enough to produce high quality products if they are not effectively used in practice. Also the process of development carries an educative element for the participating teachers.

Attention should be paid to the quality, justification, sustainability and rotation of the project partnerships and network members during the selection phase.

In the case of **development projects/networks** it is recommended, that the needs of end-users be paid more attention to already in the application process.

More systematic and deeper analysis of the needs of end-users is crucial, since it directly affects the impact and effectiveness of the project. The survey indicated that during 2000–2006 the needs of end-users have not been investigated systematically mainly because of the limited resources. In the application process, the experts' opinion is often heard but the target groups are considered less frequently.

Active valorisation seminars and workshops seem to be a good means to enhance the exchange of ideas between project promoters and other educational institutions, and to prevent unnecessary overlapping. The meetings should be organised in places easily reached and attractive, preferably in cooperation with other event organising organisations and also in workplaces. Collecting and disseminating information in a passive form is not enough.

The need to cut down bureaucracy and to introduce additional funding for project administration still exists and should be addressed accordingly. Also the application process should be simplified and the forms clarified; in the current situation their complexity might actually hinder the preparation of a successful application.

Some project coordinators reported having met problems with the language issues especially in the secondary level education. At the same time there were some signs of same people and too small circles in the international development. New people from the literally younger teacher generation with fresh ideas and better language competences are waited for to enter! It is not an easy task to plan and conduct an international development project. It takes years to gather the necessary competences for a project coordinator, but there are roles in this kind of a development work into which also first-timers could be initiated.

V Programme management

1 Analyses of management procedures

Decentralised measures

a) nature and operation of national management structures set up

In the beginning of the second phase of Socrates and Leonardo programmes, the Centre for International Mobility CIMO hosted the Leonardo National Agency responsible for mobility actions (Procedure A) as well as the National Agencies for Socrates, Youth and Culture 2000. Finnish Leonardo Centre, which was hosted by the National Board on Education, NBE, was responsible for the Procedure B within Leonardo programme and the overall coordination of the programme nationally. Following a joint initiative of the NBE, CIMO and the Finnish Leonardo Centre, The Ministry of Education made the decision to merge the two NAs. The Finnish Leonardo Centre was moved to CIMO in August 2004. The merge was realised in order to attain better allocation of resources and to increase cohesiveness and efficiency of the work conducted by the NAs. The move was considered also important to enable effective preparation to the new programme generation. In CIMO a new department – Vocational Education and Training – was created to act as the Leonardo NA. This NA had two units: one for Procedure B (previously Finnish Leonardo Centre) and one for Procedure A (previ-

ously the Leonardo Unit of CIMO). As CIMO is also responsible for administering several national, bilateral and Nordic programmes, the merging of the NAs into one centre had the potential to accrue wider benefits in relation to promoting internationalisation in education in Finland.

The Ministry of Education provides policy guidance to the NA. The NA's tasks and administrative practices are defined by law and rest on the basis of a decree and rules of procedure. National Steering Committees and expert groups monitored the co-ordination and implementation of the Socrates and Leonardo programmes in Finland. The NA complied with the provisions set in the programme guidelines, stipulating the responsibilities of the Member States and the Commission with regard to the implementation of the second phase of the Socrates and Leonardo programmes.

The management, monitoring and evaluation procedures fulfil the requirements and utilize the standard reporting and management tools set by the Commission. The administrative procedures are revised and reported to the Commission during each period. Special attention is paid to minimise the length of the time the contractors and coordinators have to wait for decisions and other administrative processes. There are regular contacts with project coordinators. The NA provides the Commission with a work programme and activity report each year. Annual reporting offers detailed information about the activities implemented to advertise the programmes to potential promoters and to disseminate information together with systematic description of the processing of applications and the selection procedures.

According to the interim reports on the implementation of Socrates and Leonardo programmes published in 2003, the national management structures and work procedures are administered with high professionalism. It is also noticeable that the Finnish NA performs above the minimum requirements for implementing the programmes. The NA collects feedback from the beneficiaries and develops and adjusts its procedures and actions accordingly. Effort has been directed to promote especially the national priorities defined for the mobility measure within Leonardo

programme, but also to achieve comprehensive coverage with regard to both the Socrates and Leonardo programmes' objectives.

In the evaluation survey for Leonardo mobility projects, the functions of the NA as regards the support given to project coordinators received good rating (3.7 on average). Especially well rated were the advertising of the Calls for Proposals, the support given during the application process, the assessment of project reports, the financial administration and the administrative counselling throughout the projects' life span. Some project coordinators wanted to identify aspects of possible development in relation to the collaboration between them and the NA. Attention was drawn to the need for more joint seminars for first-timers, and more personal consultation for coordinators in general. Also the issue of 'standard' for a successful project was raised; some coordinators have felt that in the training sessions the projects used to exemplify a good project have not taken into account the difference in resources available for different promoters. More monitoring was hoped for while the project is on going; some coordinators feel they might need reminding of certain administrative issues, as it is quite a challenge to run a project alongside one's everyday professional duties. In the evaluation survey for Development projects/networks, the NA's support received the rating 3.4. Information and financial administration tasks were evaluated the highest (3.9 on average) whereas dissemination/valorisation activities had the lowest rating (2.8). In sum, the respondents seemed to be fairly satisfied with the activities of the NA.

b) operating budget of these structures and breakdown of resources

For administration of the Socrates programme, the NA receives approximately 20 % of its operating budget from EU and 80 % from national funds. Administrative costs of the Leonardo programme have been covered by the Commission and the national authorities in 50/50 relation throughout the programme period (Annex 30). The Ministry of Education provides the national resources.

Centralised measures

In relation to the centralised measures, the Finnish NA acts according to the fixed provisions of the programme guidelines. It contributes to the management by disseminating information about the Calls for Proposals and in some cases by receiving a copy of the pre- and full proposals. Applicants for centralised measures are given the opportunity to take part in training sessions and meetings organised for projects in decentralised measures.

Interrelations

a) with other DG EAC programmes

The NA for Socrates programme has acted as the National Erasmus Mundus Contact Point from the start of the programme in 2004.

Information about the Leonardo, Youth and Socrates programmes is exchanged on a regular basis and practical measures in cooperation are taken in the form of e.g. joint information days and seminars, and reciprocal participation in the training of the new promoters within the programmes. Joint monitoring visits have been carried out within Leonardo and Comenius.

The NA strives to enhance links between mobility projects and other types of projects. In the selection procedure those mobility proposals, which are connected to pilot or language projects, transnational networks or terms of reference are prioritised. This applies e.g. to student placement projects, which are testing the results of a Leonardo pilot project or to expert exchanges that will prepare new language or pilot proposals. In Leonardo mobility projects the use of good practices from other projects, e.g. from Comenius projects, is quite usual. There has been, for instance, a project where a sector-specific dictionary has been provided by Comenius project and the students have used, tested, complemented and illustrated the dictionary during their Leonardo placement period.

Europass is an important step towards validation of competences and experience acquired abroad and this is emphasised by the NA when training new mobility promoters. The NA has close links with the National

Europass Contact Point (hosted by NBE). Information is exchanged regularly and the persons responsible for Europass have been invited to speak at the Leonardo seminars and vice versa. The NA is also represented in the national Europass steering committee. It disseminates information concerning Europass and encourages the mobility promoters to use Europass in their placement projects. Within the Comenius programme the collaboration with the National Europass Contact Point (NBE) and CIMO covers information cooperation but also implementation collaboration since CIMO acts as host organisation for Comenius language assistants in the Europass system.

eTwinning is a joint event for the NBE and CIMO serving net based collaboration between schools in Europe. The NBE and CIMO have arranged joint information events. eTwinning information is an integral part of the information delivered by the NA or the regional Comenius promoters.

Furthermore, collaboration with the EURODICE unit at the NBE and CIMO has been regular and fruitful.

b) with the European Social Fund (ESF)

The Ministry of Labour has the responsibility for implementing ESF activities in Finland. The Ministry of Education co-ordinates ESF activities linked more closely to education and training. Cooperation between the Finnish NA and other participants at the administrative level is ongoing, e.g. joint thematic seminars have been arranged. Some of the Leonardo mobility projects have used outcomes and products of development projects funded by ESF. In some cases Leonardo projects have been good continuums for previous ESF (and Comenius) projects targeted at special need students. ESF funds on-the-job training for teachers, which can be linked to Leonardo exchanges. Double funding, however, is not allowed.

c) with the national structures managing these programmes

In addition to managing Leonardo and Socrates programmes, The NA is also the national agency for the

Youth programme. Centralised management helps to achieve deeper consistency and complementarities with the related programmes. The work of the Finnish NA is supervised and monitored by the Ministry of Education and the NBE, and all these bodies work closely together in order to accrue mutual benefits from congruent programme management.

d) with national education and training programmes

The objectives of Leonardo and Socrates programmes are closely knit to those set in national educational strategy of Finland. European level priorities – valuing training, new forms of learning and teaching and guidance and counselling – are already reflected in the national education and training policies. Careful planning and close cooperation between relevant bodies; namely the Ministry of Education and NBE, aims for consistency and complementarities particularly with regard to Leonardo and Socrates mobility projects and other mobility programmes. This applies especially to the supplementary funding provided for Comenius and Erasmus programmes as well as national funding for international activities granted by the NBE. Coordination efforts are taken to make sure that other national programmes and initiatives, e.g. the action plan to implement the information society strategy and its virtual mobility initiatives, support the Community programmes.

e) with programmes of other international bodies

There are no significant interrelations with other international bodies or donors.

2 Analyses of financial management

Level of funding

Details about the amount of Community grants and national funding awarded per year are presented in Annexes 31 and 32.

Appreciation on the level of funding, opinion concerning financial management procedures; results from the evaluation surveys

Development projects/networks – both programmes

In pilot projects, 61 % of the respondents were satisfied with the level of funding. More funding was requested for the coordinators' work, domestic travelling, equipment (e.g. computers), students' accommodation and mobility, and meetings and research. Survey showed that 91 % of the respondents were satisfied with the financial management. Respondents referred to the NA's services as well as to their own organisation in the answers.

Individual mobility grants in Socrates

Most of the respondents have been satisfied with the level of funding. A need to allocate more funding into covering accommodation, travel expenses and materials costs was indicated by some, pointing out that with the current level of funding, the experience of living and studying abroad can become financially dire. 57 % of respondents had needed funding from other sources.

Leonardo mobility projects

In 60 % of the responses from Leonardo mobility projects the funding was considered as having been sufficient. Those who were not satisfied pointed out especially the need for additional funding as regards the administration of the projects (usually the coordinators do not receive any compensation for their work within the project), and the domestic travelling expenses (which in a big country like Finland can be proportionally overwhelming compared to the project budget). 94.2 % of all respondents were very satisfied with the financial management on the national level, reporting on the efficiency and clarity of the management of financial issues in the NA.

Overall, 63.5 % of Leonardo mobility respondents indicated that usually the numbers of applicants for

training abroad and the availability of placements coincide well. Only some project promoters targeting students in vocational education pointed out the need for more placements, in some cases the number of applicants being as high as 3–4 times the number of available places.

Additional funding; results from the evaluation surveys

Development projects/networks – both programmes

48 % of pilot projects' respondents answered that the programme's funding has served as a catalyst for other financing. This additional funding from national and international foundations and from the National Board of Education has been directed to other educational projects and international activities, to activating project work in general, to mobility and to new projects within Leonardo and/or Socrates.

Leonardo mobility projects

In around 37 % of the responses, the programme funding was mentioned to having acted as a catalyst for further project proposals, either in the same programme or through other instances, national and international. It seems that the programme funding has not however attracted other funding from e.g. the private sector.

Measurement of the efficiency of the programme

The financial management of the programmes is efficient and professional on the national level. Also based on project representatives' opinions, the NA is performing well in spite of rather modest resources.

Based on the evaluation survey for **political actors and experts**, the management of the programmes has functioned well in Finland. For example in Erasmus sub-programme the management activities undertaken by the NA have run smoothly with higher education organisations, taking into account their local conditions. EU administration has not functioned as well as it has been expected, due to timetable problems, ambiguity in regulations and heavy bureaucracy.

VI General conclusion and recommendations

1 Finland has gained a lot by participating in Socrates and Leonardo programmes

In the interim evaluation of the programmes it was suggested that effort should be devoted to the larger trends instead of collecting and analysing figures and statistics. The latter was, however, necessary to get a comprehensive picture of the programmes and what has actually taken place within them. The statistical chapters demonstrate the size and great importance of the programmes for the Finnish education as a whole.

Finland and Finnish beneficiaries have gained a great deal through participating in Socrates and Leonardo da Vinci programmes. All in all, in spite of minute difficulties in everyday project management, both the beneficiaries and projects actors are quite satisfied with the results of the programme period 2000–2006. Finnish project coordinators have themselves gone through an enormous learning process in their work during the years from the first programme period until now. Also new actors have entered the field, although the need to attract new participants still remains.

The division of Socrates programme into specific sub-programmes may seem at first daunting and as offering a variety of options difficult in their abundance to grasp. This complexity of structure has offered pos-

sibilities for development and networking for all kinds of people and organisations, as the organisation types that are eligible to take part are numerous and varied. The complexity and multitude of choice for direction and organisation have served the Finnish participants well. In the Finnish context it is emphasised that the educational organisations should cooperate and network locally, both vertically and horizontally, and the programme structure has enabled this.

The programme structure makes it possible for different actors to choose from a variety of ways to internationalise. Based on the interest and resources available and the rational behind international acts, an individual or an organisation may choose what the proper instrument for internationalisation in each case is. It may be a short exchange of a teacher from an elementary school where the biggest risk is usually that a teacher may have to devote lots of personal time and effort. It may also be nothing less than development of common European thinking and policy between large institutions, involving holistic global ethos, curricula and large international operations, and representing thousands of people.

Teachers' mobility and international cooperation at all educational levels have shown to be an important aspect from the point of personal professional development as well as in developing one's own organisation. It proved that the impacts of minor projects in schools may be very deep and close to people but at

the same time typically requiring plenty of personal involvement, which the people in small-scale projects are often ready to devote. In the larger projects this kind of working model should not be used as it may lead to strategies and actions dependent on certain personalities. This is, however, the current situation in many organisations.

In the course of time, some of the programmes' operations have reached a state of self-evidence and general expectation. For example the mobility in higher education has reached levels close to saturation in numbers and is nowadays considered by many young people as an expected part of curricula. Information about international studying and the benefits gained is still to be delivered to the people who recruit graduates to help the graduates gain from international studying and training periods also professionally. At present, the benefits are mainly regarded as personal life experience.

2 Development projects/networks – both programmes

The relevance of the project should be emphasised even more than innovativeness in projects' selection processes because it will guarantee the impact. In those project types where an educational tool, curriculum or handbook is produced, the application procedure should include a deeper analysis of the needs in the field. This could deepen the expected impact of the products later on.

The project process should include not only producing the product but more effort allocated to the dissemination and valorisation of it. It is evident that valorisation has effective impacts. Valorisation practices should be increased on national level. In order to have successful valorisation activities (seminars and workshops) of the projects' outcomes, the considerations while organising events have to take into account also the possibilities for cooperation. It could be beneficial to combine under the same seminar theme several content-related projects, and by this gather together people with same interest and thus prevent unnecessary overlapping.

In a process of building up a network, attention to the quality, justification, sustainability and rotation of the project partnerships and network members should be paid already during the selection phase.

3 Mobility projects

The long-term goal has been to increase incoming students, and this has been well attained. New EU member countries have partly raised the number of incoming students, but it seems rather difficult to encourage Finnish students to learn less-spoken languages and to go studying in the new member states. Effort has to be made to balance the mobility and use of languages other than English. In addition, in the future it is worthwhile to pay attention to students' study plans and learning agreements, which enable crediting studies taken abroad and assist students in keeping up with their study schedule.

4 Administration and financing

The information about the thousands of smaller and larger projects is very difficult to find and handle even for a professional, cognisant of the programmes. During the programme period a historically significant merging process of educational institutions was carried out and several of the participating institutions changed names. For the evaluator, information about projects coordinated by non-Finnish organisations and centralised projects in general is astonishingly difficult to reach, not to mention for the laymen in daily educational environments searching for a new tool or interested in recent development or experience of others. Demand for transparency from Commission and other actors is evident; finding information about projects should be made far easier than what it is now.

The wish to get more support and resources from the home institutions for the people enthusiastic to internationalise and develop education is almost an integral part of every evaluation report and, once again, we recommend that more resources be direct-

ed toward this end. The need to cut down bureaucracy and to introduce additional funding for project administration still exists and should be addressed accordingly.

5 Further study on impacts in future

Project work has become an essential part of the every day life of educational organisations. It is important to follow the impacts of different projects already during their lifespan. Varied nature of the programmes might be a weak spot for carrying out evaluation, but as the outcomes of the different projects demonstrate, the diverse field has been ideal for programmes' target groups by offering multitude of opportunities to operate internationally. This has to be taken into account when assessing the impacts of the programmes. Comparisons between different projects are not necessary fruitful, instead projects' outcomes and impacts could be reflected from the society and working life point of view which refers to students, business life and networks.

One unexplored theme for research would be to investigate the connection between teachers' internationality and students' experience of internationality. Is teachers' internationality personified or does it match with the needs of students and is it really reflected in education?

Different target groups reach internationality in very different ways. Universities and polytechnics are international almost throughout. The level of internationality is nevertheless weakening when moving towards secondary level education, adult education and all-round education. This suggests, that the principle of lifelong learning still waits to be fully implemented, and we hope the current programme will successfully meet its targets.

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VIII Annexes

Annex 1. Survey questionnaire for individual mobility grant recipients in Socrates.

Annex 2. Survey questionnaire for Leonardo mobility projects.

Annex 3. Survey questionnaire for development projects/networks in Leonardo and Socrates.

Annex 4. Survey questionnaire for political actors and experts on national level.

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Annex 28. Typology of coordinating organisations and partners in Grundtvig 2 and 3 in 2001–2006.

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Annex 30. Staff and administration: Operating budget and breakdown of resources allocated to the Finnish NA.

Annex 31. EU and national funding in Socrates in 2000–2006.

Annex 32. Amount of Community grants awarded per measure in Leonardo da Vinci in 2000–2006.

Survey questionnaire for individual mobility grant recipients in Socrates

KYSELY SOKRATES-LIIKKUVUUSAPURAHOJA SAANEILLE

Tämä kysely liittyy Komissiolle tehtävään Leonardo da Vinci ja Sokrates-ohjelmien kansalliseen arviointiin. Arvioinnin tavoitteena on tarkastella 2. ohjelmakauden, eli vuosien 2000-2006 aikana toteutettujen projektien vaikutusta ja antaa suosituksia jatkoon. Kyselyn sisältö vastaa Komission ja Suomen opetusministeriön antamia ohjeita.

Arvioinnista vastaa opetusministeriön toimeksiannosta Tampereen yliopiston Ammattikasvatuksen tutkimus- ja koulutuskeskus. Arvioinnin toteuttavat dosentti, erikoistutkija Seija Mahlamäki-Kultanen sekä tutkijat Ullastiina Mahlamäki ja Anna Vähämäki. Annamme tarvittaessa mielellämme lisätietoja ja selvenämme kyselyyn liittyviä yksityiskohtia (Ullastiina Mahlamäki, ullastiina.mahlamaki@uta.fi).

Pyydämme ystävällisesti apurahan saanutta henkilöä vastaamaan kyselyyn. Kyselyn täyttäminen vie aikaa arviolta puoli tuntia.

Vastausohjeet:

1. Kirjoita avoimissa kysymyksissä vastauksesi sille varattuun laatikkoon
2. Klikkaa hiirellä vaihtoehtokysymyksissä oikean vaihtoehdon kohdalla olevaa neliötä

Vaikuttavuutta ja tyytyväisyyttä koskevissa kysymyksissä käytetään asteikkoa 1-5. Kun vastaat projektin vaikuttavuudesta antamalla siitä numeroarvion, 1= erittäin pieni vaikuttavuus ja 5= erittäin suuri vaikuttavuus. Kun vastaat tyytyväisyydestä palveluun, 1= erittäin tyytymätön ja 5= erittäin tyytyväinen

TAUSTATIEDOT

1. Projektin nimi, projektikoodi (jos tiedossa), vastaajan nimi ja sähköpostiosoite

2. Projektityyppi (valitse yksi)

- a) Sokrates/Comenius 2.2
- b) Sokrates/Grundtvig 3
- c) Sokrates/Arion

PROJEKTIN HAKUA JA TOTEUTUSTA KOSKEVAT KYSYMYKSET

3. Mistä saitte tiedon ohjelmasta (valitse tärkein)?

- a) CIMOn tiedotteista
- b) CIMOn järjestämistä tiedotustilaisuuksista
- c) muualta, mistä

4. Tärkeimmät syyt, joiden takia haitte projektia

Tärkeimmät syyt oman taustaorganisaation kannalta, joiden vuoksi se haki projektia, jos tiedossa:

Tärkeimmät syyt, joiden vuoksi haitte apurahaa:

5. Oletko ollut mukana jossain muussa Leonardo- tai Sokrates-projektissa?

- a) 0
- b) 1
- c) 2
- d) 3
- e) 4 tai enemmän

6. Miten kattavasti tunsit osallistuvasi Sokrates -ohjelmaan kuuluvaan projektiin?

- a) Tiesin osallistuvani EU-ohjelmaan, tunsin myös laajemmin projektin tavoitteita ja toteutusta sekä eurooppalaista ulottuvuutta
- b) Tiesin rahoittajan olevan Sokrates -ohjelma
- c) En tiennyt rahoituksen tulevan EU:lta

7. Millä tavalla olet kertonut apurahasta ja projektin tuloksista ja edistänyt tulosten vaikuttavuutta?

8. Oletko osallistunut apurahan taustalla olevan projektin arviointiin?

- a) ei
- b) kyllä, minkälainen se oli?

PROJEKTIN VAIKUTTAVUUTTA KOSKEVAT KYSYMYKSET

9. Mikä oli liikkuvuusapurahan vaikutus sinuun? Vastaa asteikolla 1 (erittäin pieni vaikutus) -5 (erittäin suuri vaikutus). Vastaa niihin kohtiin, jotka ovat mielekkäitä sinun kohdallasi.

Vaikutuksen kohteena edunsaajien

ammattillinen osaaminen
kielitaito
henkilökohtaiset ominaisuudet
(esimerkiksi vuorovaikutustaidot, itsetunto)
tutkinnon suorittaminen
(koskee vain edunsaajaryhmää opiskelijat,
vastavalmistuneet ja työttömät)
eurooppalaisuuden kokeminen

Merkitse vaikutuksen voimakkuus 1–5

10. Mikä on projektisi/apurahasi vaikutus projektin toteuttajiin ja toteuttajaorganisaatioon? Vastaa asteikolla 1 (erittäin pieni vaikutus) -5 (erittäin suuri vaikutus) niihin kohtiin, jotka ovat projektisi kannalta mielekkäitä.

Vaikutuksen kohteena toteuttajaorganisaation

Merkitse vaikutuksen voimakkuus 1–5

vaihdossa syntyneiden yhteistyö-
suhteiden ja tiedon hyödyntäminen
ammattialan uuden tietotaidon hankkiminen
uusien oppilaitos-työelämä-
suhteiden syntyminen
toimialan kehittyminen
alueellinen kehittyminen

11. Mikä on projektisi vaikutus omaa taustaorganisaatiota laajemmalle (alue, ammattiala, kansallinen taso)? Vastaa asteikolla 1 (erittäin pieni vaikutus) -5 (erittäin suuri vaikutus) niihin kohtiin, jotka ovat projektisi kannalta mielekkäitä.

Vaikutuksen kohteena

Merkitse vaikutuksen voimakkuus 1–5

ammattillisen koulutuksen innovaatiot
uusien opetusmenetelmien ja –materiaalin syntyminen
kielten opetuksen ja oppimisen kehittyminen
ammattillisen koulutuksen laadun parantuminen
koulutuksen työllistävyyden parantuminen
koulutuksen saavutettavuuden parantuminen
syrjäytymisen ehkäisy
oppilaitosten ja työelämän yhteistyön parantuminen
yhtäläisten mahdollisuuksien edistyminen

12. Miten hyvin kohdallasi ovat toteutuneet:

Arvioi asteikolla 1 (erittäin huonosti) – 5 (erittäin hyvin)

- a) vaihtoon valmistautuminen
- b) vaihdon aikana tapahtunut ohjaus
- c) kv-opintopisteiden/viikkojen tunnustaminen opiskelijan tutkintoon kuuluviksi

KYSYMYKSIÄ OHJELMAN HALLINNOSTA JA CIMO:N TOIMINNASTA

13. Onko projektin rahoitus osoittautunut riittäväksi?

- a) kyllä
- b) ei, miten mahdollinen lisärahoitus tulisi kohdistaa?

14. Tarvitsitko apurahan lisäksi muuta rahoitusta?

- a) kyllä
- b) ei

Kiitos vastauksestasi ja siihen käyttämästäsi ajasta!

Survey questionnaire for Leonardo mobility projects

KYSELY LEONARDO-LIIKKUVUUSPROJEKTEILLE

Tämä kysely liittyy Komissiolle tehtävään Leonardo da Vinci ja Sokrates-ohjelmien kansalliseen arviointiin. Arvioinnin tavoitteena on tarkastella 2. ohjelmakauden, eli vuosien 2000-2006 aikana toteutettujen projektien vaikutusta ja antaa suosituksia jatkoon. Kyselyn sisältö vastaa Komission ja Suomen opetusministeriön antamia ohjeita.

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Pyydämme ystävällisesti koordinaattoria vastaamaan kyselyyn. Kyselyn täyttäminen vie aikaa arviolta puoli tuntia.

Vastausohjeet:

1. Kirjoita avoimissa kysymyksissä vastauksesi sille varattuun laatikkoon
2. Klikkaa hiirellä vaihtoehtokysymyksissä oikean vaihtoehdon kohdalla olevaa neliötä

Vaikuttavuutta ja tyytyväisyyttä koskeissa kysymyksissä käytetään asteikkoa 1-5. Kun vastaat projektin vaikuttavuudesta antamalla siitä numeroarvion, 1= erittäin pieni vaikuttavuus ja 5= erittäin suuri vaikuttavuus. Kun vastaat tyytyväisyydestä palveluun, 1= erittäin tyytymätön ja 5= erittäin tyytyväinen

TAUSTATIEDOT

1. Projektin nimi, projektikoodi, koordinaattorin nimi ja sähköpostiosoite

2. Projektityyppi (valitse yksi)

- a) Leonardo/amatillisen peruskoulutuksen opiskelijat
- b) Leonardo/korkea-asteen opiskelijat
- c) Leonardo/nuoret työntekijät, työttömät sekä korkeakouluista vastavalmistuneet
- d) Leonardo/asiantuntijavaihto työelämän ja koulutusorganisaatioiden välillä
- e) Leonardo/asiantuntijavaihto kielitaidon ja kulttuurin alueella
- f) jokin muu, mikä?

PROJEKTIN HAKUA JA TOTEUTUSTA KOSKEVAT KYSYMYKSET

3. Mistä saitte tiedon ohjelmasta (valitse tärkein)?

- a) CIMOn tiedotteista
- b) CIMOn järjestämistä tiedotustilaisuuksista
- c) projektinne ulkomaisesta hakijaorganisaatiosta
- d) muualta, mistä

4. Tärkeimmät syyt, joiden takia haitte projektia

Oman organisaation kannalta:

Edunsaajien kannalta:

Projektin partneriryhmän kannalta:

Muun osapuolen kannalta, minkä:

5. Oletteko olleet mukana jossain muussa Leonardo- tai Sokrates-projektissa?

- 0
- 1
- 2
- 3
- 4 tai enemmän

6. Miten yhteistyöverkosto syntyi (tärkein peruste)?

partneriryhmä syntyi Leo-tietokannan vaikutuksesta

partneriryhmä perustui omiin aikaisempiin kontakteihin

partneriryhmä on aikaisemmin toteuttanut Leonardo- tai Sokrates-hankkeita joko nykyisessä kokoonpanossa tai hiukan muutettuna

jokin muu tapa, mikä

7. Miten tyytyväinen olette projektin toimintaan ja omaan asemaanne partneriverkostossa? Vastaa asteikolla 1(erittäin tyytymätön)-5(erittäin tyytyväinen) ja perustelkaa vastauksenne.

8. Kuinka suuri osa vaihtoon halukkaista organisaatioissanne pääsee vaihtoon?

halukkaita ei ole riittävästi

halukkaita on yleensä sopivasti

halukkaita on enemmän kuin voidaan lähettää, arvio ___% yli sen mitä voidaan lähettää

9. Miten kattavasti projektiin osallistuvat edunsaajat tietävät osallistuvansa Sokrates/Leonardo -ohjelmaan kuuluvaan projektiin?

suurin osa tai kaikki tietävät osallistuvansa EU-ohjelmaan, he tuntevat myös laajemmin projektin tavoitteita ja toteutusta, eurooppalaista ulottuvuutta

suurin osa tai lähes kaikki tietävät ja tuntevat laajasti oman projektinne tavoitteita ja toteutusta

suurin osa tai lähes kaikki tietävät rahoittajan olevan Sokrates/Leonardo -ohjelma

osa tietää rahoittajan olevan Sokrates/Leonardo -ohjelma

korkeintaan muutama tietää osallistuvansa Sokrates/Leonardo -ohjelmasta rahoitettuun projektiin

10. Millä tavalla olette tiedottaneet projektista ja projektin tuloksista ja edistäneet tulosten vaikuttavuutta?

11. Minkälaisia yhteyksiä liikkuvuusprojektillanne on muihin Euroopan unionin kehittämisohjelmiin ja projekteihin?

12. Onko projektillanne sisäistä ja/ tai ulkoista arviointijärjestelmää?

- a) ei
- b) kyllä, minkälainen/ minkälainen se on? Kuvatkaa arviointia, saatuja tuloksia ja niiden hyödyntämistä projektin ohjauksessa. Kuvatkaa asiaa sekä organisaation, projektin toteuttajien että varsinaisen edunsaajaryhmän eli liikkuvien henkilöiden kannalta.

PROJEKTIN VAIKUTTAVUUTTA KOSKEVAT KYSYMYKSET

13. Mikä on liikkuvuusprojektinne vaikutus sen edunsaajiin? Vastatkaa asteikolla 1 (erittäin pieni vaikutus) -5 (erittäin suuri vaikutus) niihin kohtiin, jotka ovat projektinne kannalta mielekkäitä.

Vaikutuksen kohteena edunsaajien

ammattillinen osaaminen
kielitaito
henkilökohtaiset ominaisuudet
(esimerkiksi vuorovaikutustaidot, itsetunto)
työllistyminen (koskee vain edunsaajaryhmää)
opiskelijat, vastavalmistuneet ja työttömät)
tutkinnon suorittaminen (koskee vain edunsaajaryhmää opiskelijat, vastavalmistuneet ja työttömät)
eurooppalaisuuden kokeminen

Merkitse vaikutuksen voimakkuus 1–5

14. Mikä on liikkuvuusprojektinne vaikutus projektin toteuttajiin ja toteuttajaorganisaatioon?

Vastatkaa asteikolla 1 (erittäin pieni vaikutus) -5 (erittäin suuri vaikutus) niihin kohtiin, jotka ovat projektinne kannalta mielekkäitä.

Vaikutuksen kohteena toteuttajaorganisaation

vaihdossa syntyneiden yhteistyö-
suhteiden ja tiedon hyödyntäminen
ammattialan uuden tietotaidon hankkiminen
uusien oppilaitos-työelämä-
suhteiden syntyminen
toimialan kehittyminen
alueellinen kehittyminen

Merkitse vaikutuksen voimakkuus 1–5

15. Mikä on liikkuvuusprojektinne vaikutus omaa organisaatiota laajemmalle (alue, ammattiala, kansallinen taso)? Vastatkaa asteikolla 1 (erittäin pieni vaikutus) -5 (erittäin suuri vaikutus) niihin kohtiin, jotka ovat projektinne kannalta mielekkäitä.

Vaikutuksen kohteena

Merkitse vaikutuksen voimakkuus 1–5

ammattillisen koulutuksen innovaatiot
uusien opetusmenetelmien ja –materiaalin syntyminen
kielten opetuksen ja oppimisen kehittyminen
ammattillisen koulutuksen laadun parantuminen
koulutuksen työllistävyyden parantuminen
koulutuksen saavutettavuuden parantuminen
syrjäytymisen ehkäisy
oppilaitosten ja työelämän yhteistyön parantuminen
yhtäläisten mahdollisuuksien edistyminen

16. Saavutettiinko projektihakemuksessa määritellyt määrälliset ja/tai laadulliset tavoitteet?

- a) kyllä, täysimääräisesti
- b) kyllä, osittain
- c) ei. Mitä ongelmia oli?

17. Liikkuvuuden laatuun ja hyödyllisyyteen vaikuttivat tekijät

edunsaajien valmistautuminen
harjoittelun aikana tapahtunut tutorointi
kv-opintopisteiden/viikkojen tunnustaminen opiskelijan tutkintoon kuuluviksi
mitkä muut?

KYSYMYKSIÄ OHJELMAN HALLINNOSTA JA CIMO:N TOIMINNASTA

18. Onko projektin rahoitus osoittautunut riittäväksi?

kyllä
ei, miten mahdollinen lisärahoitus tulisi kohdistaa?

19. Onko ohjelman rahoitus toiminut katalysaattorina muulle rahoituksen haille?

- a) kyllä. Jos on, minkälaisista lähteistä ja mihin toimintoihin se on suuntautunut?
- b) ei

20. Onko ohjelman taloushallinto toiminut tehokkaasti (kansallinen toimisto)?

kyllä
ei
Perustelut:

21. Oletteko tyytyväinen CIMO:n antamaan tukeen projektin eri vaiheissa?

arvioitava CIMO:n palvelu

Merkitse tyytyväisyytesi 1–5

tiedotus hausta

partnerien haku

hakuvaihe

projektin hallinnollinen ohjaus

sen toteutuksen aikana

raporttien tarkastus ja maksatukset

tulosten levittämisessä avustaminen

eri projektien verkottaminen

tulosten vaikuttavuuden edistäminen ja valorisaatio

22. Minkälaisia kehittämisideoita teillä on koskien CIMO:n ja projektikoordinaattoreiden yhteistyötä liikkuvuushankkeissa?

23. Kuvailkaa miten Leonardo/Sokrates-ohjelma vastaa tarpeisiin, ja jos se ei vastaa niihin, mitä tärkeitä mainitun ryhmän kehittämistarpeita se ei kata

organisaationne tarpeet

ohjelman edunsaajaryhmän tarpeet

koordinaattorin henkilökohtaiset ja ammatilliset tarpeet

24. Miten tyytyväinen olette komission toimintaan ja sen antamaan tukeen projektille? Vastaa asteikolla 1(erittäin tyytymätön)-5(erittäin tyytyväinen).

25. Miten Leonardo da Vinci/Sokrates –ohjelmaa tulisi kehittää?

Kiitos vastauksestanne ja siihen käyttämästänne ajasta!

Survey questionnaire for development projects/networks in Leonardo and Socrates

KYSELY LEONARDO DA VINCI JA SOKRATES -PROJEKTEILLE

Tämä kysely liittyy Komissiolle tehtävään Leonardo da Vinci ja Sokrates-ohjelmien kansalliseen arviointiin. Arvioinnin tavoitteena on tarkastella 2. ohjelmakauden, eli vuosien 2000-2006 aikana toteutettujen projektien vaikutusta ja antaa suosituksia jatkoon. Kyselyn sisältö vastaa Komission ja Suomen opetusministeriön antamia ohjeita.

Arvioinnista vastaa opetusministeriön toimeksiannosta Tampereen yliopiston Ammattikasvatuksen tutkimus- ja koulutuskeskus. Arvioinnin toteuttavat dosentti, erikoistutkija Seija Mahlamäki-Kultanen sekä tutkijat Ullastiina Mahlamäki ja Anna Vähämäki. Annamme tarvittaessa mielellämme lisätietoja ja selvenämme kyselyyn liittyviä yksityiskohtia (Ullastiina Mahlamäki, ullastiina.mahlamaki@uta.fi).

Pyydämme ystävällisesti koordinaattoria vastaamaan kyselyyn. Kyselyn täyttäminen vie aikaa arviolta puoli tuntia.

Vastausohjeet:

Kirjoita avoimissa kysymyksissä vastauksesi sille varattuun laatikkoon

Klikkaa hiirellä vaihtoehtokysymyksissä oikean vaihtoehdon kohdalla olevaa neliötä

Vaikuttavuutta ja tyytyväisyyttä koskevissa kysymyksissä käytetään asteikkoa 1–5. Kun vastaat projektin vaikuttavuudesta antamalla siitä numeroarvion, 1= erittäin pieni vaikuttavuus ja 5= erittäin suuri vaikuttavuus. Kun vastaat tyytyväisyydestä palveluun, 1= erittäin tyytymätön ja 5= erittäin tyytyväinen.

TAUSTATIEDOT

1. Projektin nimi, projektikoodi, koordinaattorin nimi ja sähköpostiosoite

2. Projektityyppi (valitse yksi)

- a) Leonardo/pilottiprojekti
- b) Leonardo/kieliprojekti
- c) Leonardo/verkostohanke
- d) Leonardo/viiteaineisto
- e) /temaattiset toiminnot

tai Sokrates:

- f) Comenius 1
- g) Comenius 2
- h) Comenius 3

- i) Grundtvig 1
- j) Grundtvig 2
- k) Grundtvig 3
- l) Grundtvig 4
- m) Erasmus 1
- n) Erasmus 3
- o) Lingua
- p) Minerva

3. Oletteko projektinne

koordinaattori

mukana partnerina

PROJEKTIN HAKUA JA TOTEUTUSTA KOSKEVAT KYSYMYKSET

4. Mistä saitte tiedon Leonardo/Sokrates-ohjelmasta (tärkein lähde)?

CIMOn tiedotteista

CIMOn tiedotustilaisuuksista

projektinne ulkomaisesta hakijaorganisaatiosta

muualta, mistä

5. Tärkeimmät syyt, minkä takia haitte projektia

edunsaajien kannalta

oman organisaation kannalta

partneriryhmän kannalta

muun osapuolen kannalta, minkä

6. Miten projektin tuotteiden loppukäyttäjien tarpeet on selvitetty projektinne hakuvaiheessa?

7. Miten partneriryhmänne syntyi (tärkein peruste)?

partneriryhmä syntyi Leonardo-partnerinhakutietokannan vaikutuksesta

partneriryhmä perustui omiin aikaisempiin kontakteihin

partneriryhmä on aikaisemmin toteuttanut hankkeita joko nykyisessä kokoonpanossa tai hiukan muutettuna
jokin muu tapa, mikä

8. Miten tyytyväinen olette partneriryhmän toimintaan? Vastaa asteikolla 1(erittäin tyytymätön)-5-(erittäin tyytyväinen) ja perustele

9. Miten partneriryhmän toimintaa pitäisi kehittää?

10. Millä tavalla olette tiedottaneet projektista ja projektin tuloksista ja edistäneet tulosten vaikuttavuutta?

11. Miten kattavasti projektiin osallistuvat edunsaajien tietävät osallistuvansa Sokrates/Leonardo -ohjelmaan kuuluvaan projektiin?

suurin osa tai kaikki tietävät osallistuvansa EU-ohjelmaan, he tuntevat myös laajemmin projektin tavoitteita ja toteutusta, eurooppalaista ulottuvuutta

suurin osa tai lähes kaikki tietävät ja tuntevat laajasti oman projektin tavoitteita ja toteutusta
suurin osa tai lähes kaikki tietävät rahoittajan olevan Sokrates/Leonardo -ohjelma

a) osa tietää rahoittajan olevan Sokrates/Leonardo -ohjelma

b) korkeintaan muutama tietää osallistuvansa Sokrates/Leonardo -ohjelmasta rahoitettuun projektiin

12. Minkälaisia yhteyksiä projektillanne on muihin Euroopan unionin kehittämisohjelmiin ja projekteihin?

13. Onko projektillanne sisäistä ja/tai ulkoista arviointijärjestelmää?

ei

kyllä, minkälainen/ minkälaiset ne ovat ja onko se/ ovatko ne osoittautuneet toimiviksi?

Kuvatkaa arviointia, saatuja tuloksia ja niiden hyödyntämistä projektin ohjauksessa.

PROJEKTIN VAIKUTTAVUUTTA KOSKEVAT KYSYMYKSET

14. Miten projektinne vaikuttaa eri tasoilla? Vastaa asteikolla 1 (erittäin pieni vaikuttavuus) -5 (erittäin suuri vaikuttavuus) niihin kohtiin, jotka ovat projektinne kannalta mielekkäitä.

a. Vaikutuksen kohteena tuotteiden

Merkitse vaikutuksen voimakkuus 1-5

loppukäyttäjien

ammattillinen osaaminen

kielitaito

henkilökohtaiset ominaisuudet (esimerkiksi

vuorovaikutustaidot, itsetunto)

työllistyvyys

yrittäjyys

sosiaaliset taidot

eurooppalaisuuden kokeminen

b. Vaikutuksen kohteena partneriryhmän

Merkitse vaikutuksen voimakkuus 1-5

jäsenten

ammattillinen osaaminen

kielitaito

henkilökohtaiset ominaisuudet

(esimerkiksi vuorovaikutustaidot, itsetunto)

työllistyvyys

yrittäjyys

sosiaaliset taidot

uudet yhteistyösuhteet

projektissa kehitetyn tuotteen käyttöönotto ja

uudet työtavat

eurooppalaisuuden kokeminen

muu, mikä

c. Vaikutuksen kohteena partneriorganisaatioiden

Merkitse vaikutuksen voimakkuus 1–5

hallinto- ja organisaatiomuutokset

eri alojen näkemysten kohtaaminen, ammattialojen välinen yhteistyö

uudet työtavat ja muutokset opetuksessa

opettajien ja oppijoiden väliset suhteet

**d. Vaikutuksen kohteena oman organisaation
muiden jäsenten**

Merkitse vaikutuksen voimakkuus 1–5

amatillinen osaaminen

kielitaito

henkilökohtaiset ominaisuudet

(esimerkiksi vuorovaikutustaidot, itsetunto)

uudet yhteistyösuhteet

projektissa kehitetyn tuotteen käyttöönotto ja

uudet työtavat

d. Vaikutuksen kohteena aluetasolla

Merkitse vaikutuksen voimakkuus 1–5

amatillisen koulutuksen innovaatiot

uusien opetusmenetelmien ja –materiaalin syntyminen

kielten opetuksen ja oppimisen kehittyminen

amatillisen koulutuksen laadun parantuminen

koulutuksen työllistävyyden parantuminen

koulutuksen saavutettavuuden parantuminen

syrjäytymisen ehkäisy

oppilaitosten ja työelämän yhteistyön parantuminen

yhtäläisten mahdollisuuksien edistyminen

eurooppalainen ulottuvuus

e. Vaikutuksen kohteena kansallisella tasolla

Merkitse vaikutuksen voimakkuus 1–5

amatillisen koulutuksen innovaatiot

uusien opetusmenetelmien ja –materiaalin syntyminen

kielten opetuksen ja oppimisen kehittyminen

amatillisen koulutuksen laadun parantuminen

koulutuksen työllistävyyden parantuminen

koulutuksen saavutettavuuden parantuminen

syrjäytymisen ehkäisy

oppilaitosten ja työelämän yhteistyön parantuminen

yhtäläisten mahdollisuuksien edistyminen

eurooppalainen ulottuvuus

f. Vaikutuksen kohteena ammattialan tasolla

Merkitse vaikutuksen voimakkuus 1–5

ammattillisen koulutuksen innovaatiot
uusien opetusmenetelmien ja –materiaalin syntyminen
kielten opetuksen ja oppimisen kehittyminen
ammattillisen koulutuksen laadun parantuminen
koulutuksen työllistävyyden parantuminen
koulutuksen saavutettavuuden parantuminen
syrjäytymisen ehkäisy
oppilaitosten ja työelämän yhteistyön parantuminen
yhtäläisten mahdollisuuksien edistyminen
eurooppalainen ulottuvuus

15. Saavutettiinko projektihakemuksessa määritellyt määrälliset ja/tai laadulliset tavoitteet?

- a) kyllä, täysimääräisesti
- b) kyllä, osittain
- b) ei. Mitä ongelmia ilmeni?

KYSYMYKSIÄ OHJELMAN HALLINNOSTA JA CIMON TOIMINNASTA

16. Kuvaillkaa miten Leonardo/Sokrates-ohjelma vastaa organisaationne tarpeisiin ja jos se ei vastaa niihin, mitä tärkeitä kehittämistarpeita se ei kata tai mitä muita ongelmia projektimuotoisessa kehittämisessä on?

17. Onko projektin rahoitus osoittautunut riittäväksi?

kyllä
ei, miten mahdollinen lisärahoitus tulisi kohdistaa?

18. Onko ohjelman rahoitus toiminut katalysaattorina muulle rahoituksen haulle?

- a) kyllä. Jos on, minkälaisista lähteistä ja mihin toimintoihin se on suuntautunut?
- b) ei

19. Onko ohjelman taloushallinto toiminut tehokkaasti (kansallinen toimisto)?

kyllä
ei
Perustelut:

20. Oletteko tyytyväinen CIMO:n antamaan tukeen projektin eri vaiheissa?

arvioitava CIMO:n palvelu

Merkitse tyytyväisyytesi 1–5

tiedotus hausta
partnerien haku
hakuvaihe
projektin hallinnollinen ohjaus
sen toteutuksen aikana
raporttien tarkastus ja maksatukset

tulosten levittämisessä avustaminen
eri projektien verkottaminen
tulosten vaikuttavuuden edistäminen ja valorisaatio

21. Miten tyytyväinen olette komission toimintaan ja sen antamaan tukeen projektille?

Vastaa asteikolla 1(erittäin tyytymätön)-5(erittäin tyytyväinen) ja perustele

22. Tulisiko ja jos, niin millä tavoin komission tulisi tukea projektien välistä verkostoitumista nykyistä enemmän?

ei
kyllä, miten

23. Miten Leonardo da Vinci/Sokrates –ohjelmaa tulisi kehittää?

Kiitos vastauksestanne ja siihen käyttämästänne ajasta!

Survey questionnaire for political actors and experts on national level

KYSELY SOKRATES/LEONARDO DA VINCI-OHJELMIEN OHJAUS- JA ASiantuntijaryhmiEN JÄSENIILLE

Tämä kysely liittyy Komissiolle tehtävään Leonardo da Vinci ja Sokrates–ohjelmien kansalliseen arviointiin. Arvioinnin tavoitteena on tarkastella 2. ohjelmakauden, eli vuosien 2000–2006 aikana toteutettujen projektien vaikutusta ja antaa suosituksia jatkoon. Kyselyn sisältö vastaa Komission ja Suomen Opetusministeriön antamia ohjeita.

Arvioinnista vastaa Opetusministeriön toimeksiannosta Tampereen yliopiston Ammattikasvatuksen tutkimus- ja koulutuskeskus. Arvioinnin toteuttavat dosentti, erikoistutkija Seija Mahlamäki-Kultanen, tutkijat Ulla Mahlamäki ja Anna Vähämäki. Annamme tarvittaessa mielellämme lisätietoja ja selvennämme kyselyyn liittyviä yksityiskohtia (seija.mahlamaki-kultanen@uta.fi).

Vastausohjeet:

- Kirjoittakaa avoimissa kysymyksissä vastauksesi sille varattuun laatikkoon
- Joku kysymyksistä ei välttämättä kosketa kaikkia, jolloin kysymykseen ei tarvitse vastata
- Kysymyksissä ei toisteta ohjelman nimeä, vaan käytetään sanaa ”ohjelma” viitaten siihen ohjelmaan tai alaohjelmaan, jonka ohjaus-/asiantuntijaryhmän jäsen vastaaja on.

Ohjelman nimi, jonka ohjaus/asiantuntijaryhmän jäsen olette, nimi, sähköpostiosoite ja organisaatio, jota edustatte.

1. Onko Leonardo/ Sokrates –ohjelma saanut aikaan kaudella 2000-2006 todellisia innovaatioita edustamallanne alueella? Tässä innovaation käsite on laaja; se voi tarkoittaa esimerkiksi uusia ajattelu- ja toimintatapoja, opetusmenetelmiä tai –välineitä, työssäoppimisen tai harjoittelun käytänteitä. Kuvatkaa ja perustelkaa asiaa edustamanne alan kannalta (työelämän sektori ja/tai koulutusala- ja aste, sosiaalipartneri).

2. Miten edellä kuvaamanne innovaatiot ovat juurtuneet käyttöön? Antakaa käytännön esimerkkejä.

3. Miten vaikuttavana pidätte Leonardo/ Sokrates –ohjelmaa suhteessa muuhun omalla alallanne tapahtuneeseen kehitykseen?

4. Miten Leonardo/ Sokrates –ohjelma on vaikuttanut edustamallanne alalla erityisesti ohjauksen ja neuvonnan kehittymiseen?

5. Miten Leonardo/Sokrates –ohjelma on vaikuttanut edustamallanne alalla erityisesti kielten opetukseen ja vieraiden kielten käyttöön? Onko esimerkiksi opetuskielten tarjonta oppilaitoksissa ohjelman vaikutuksesta moninaistunut?

6. Miten ohjelma on vaikuttanut oppilaiden/ opiskelijoiden koulutukseen ja/tai työhön rekrytoitumiseen?

7. Miten ohjelma on vaikuttanut koulutuksen laatuun?

8. Miten ohjelma on vaikuttanut elinikäisen oppimisen idean etenemiseen ja käytännön mahdollisuuksiin?

8. Miten ohjelma on vaikuttanut tasa-arvon etenemiseen?

9. Miten ohjelma on vaikuttanut syrjäytymisen ehkäisyssä?

10. Miten ohjelma on vaikuttanut monikulttuurisuuden etenemiseen?

11. Miten ohjelma on edistänyt yhteisen eurooppalaisen koulutusalueen kehitystä, ajattelutapojen, mallien ja hyvien käytäntöjen vaihtoa sekä kumppanuutta eri maista olevien toimijoiden välillä?

12. Miten eri EU-ohjelmien välinen yhteistyö mielestänne toimii oman sektorin, koulutusalan tai -asteen tasolla?

13. Miten tehokkaasti ohjelmahallinto mielestänne toimii?

14. Miten hyvin ohjelma on edistänyt edustamanne ryhmän asiaa ja etua?

Kysely on päättynyt, kun olette lähettänyt vastauksenne painamalla 'seuraava' nappulaa.
Lämmin kiitos vastauksistanne ja siihen käyttämästänne ajasta!

Annex 5.

Number of proposals and of selected projects within Leonardo mobility by target group, in 2000–2006.

	2000		2001		2002		2003		2004		2005		2006	
Target group	proposals	projects	proposals	projects	proposals	projects	proposals	projects	proposals	projects	proposals	projects	proposals	projects
a	67	35	56	36	51	38	57	43	62	36	73	51	63	44
b	21	13	15	12	17	13	5	5	15	10	7	7	8	8
c	11	8	5	4	4	3	2	2	5	4	4	2	2	2
d	49	17	48	26	30	15	43	20	45	14	50	25	45	34
e	4	2	2	1	1	1	1	0	2	1	2	0	2	0
Total	152	75	126	79	103	70	108	70	129	65	136	85	120	88

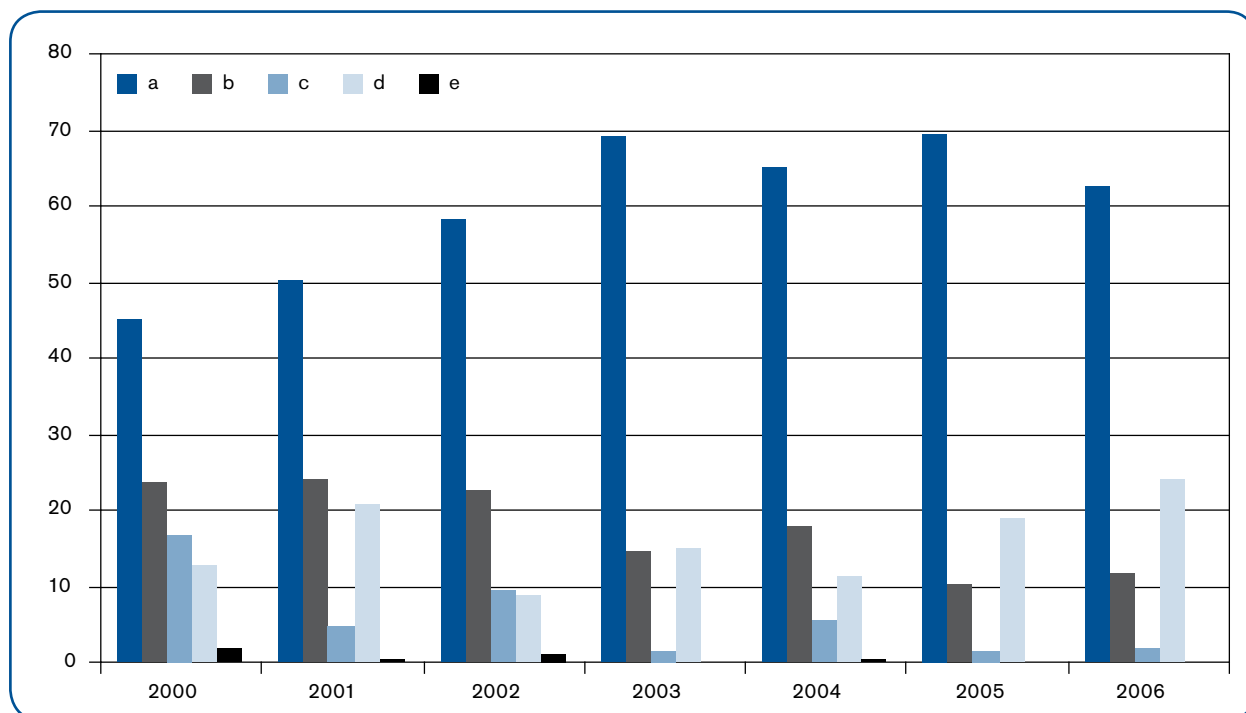
Annex 6.

Number of individual mobility grants within Leonardo mobility in 2000–2006.

	2000	2001	2002	2003	2004	2005	2006	Total
a	341	385	453	646	632	915	945	4 317
b	179	184	176	137	174	135	178	1 163
c	128	35	75	15	52	17	28	350
d	97	159	68	139	111	249	362	1 185
e	13	4	8	0	4	0	0	29
Total	758	767	780	937	973	1 316	1 513	7 044

Annex 7.

Percentage of mobility grants per target group within Leonardo mobility in 2000–2006.



Annex 8.

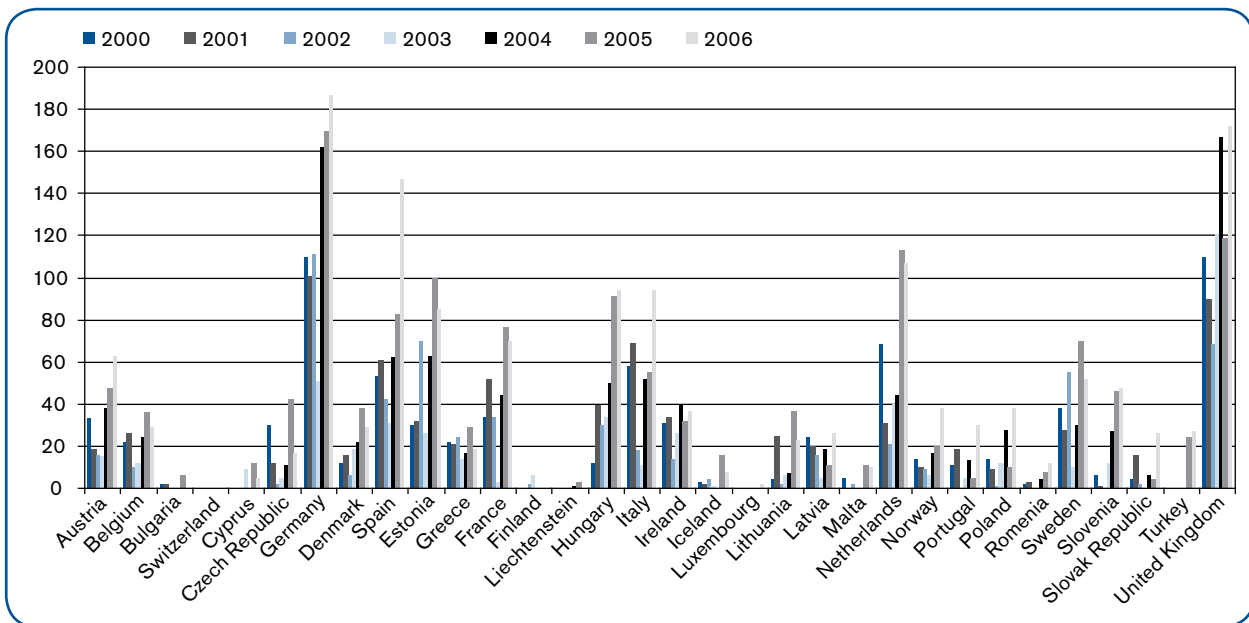
Breakdown of Leonardo mobility beneficiaries by target group and gender in 2000–2004* , percentages.

	2000 %		2001 %		2002 %		2003 %		2004 %	
	women	men	women	men	women	men	women	men	women	men
a	55	45	59	38	61	36	64	35	64	34
b	77	23	78	22	66	34	63	37	72	28
c	80	20	76	24	82	18	55	27	81	19
d	63	37	58	42	58	42	65	35	55	45
e	56	44	50	50	63	38	0	0	50	50

*data for 2005 and 2006 not yet available

Annex 9.

Percentage of mobility grants per target group within Leonardo mobility in 2000–2006.



Annex 10.

Languages used in Leonardo mobility projects in 2001–2004, number of beneficiaries by target group.

	2001					2002					2003					2004				
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
CZ	5	1					1										1			
DE	45	39		46		77	38	1	13	4	51	14	3	22		80	21	2	5	4
DA											2						1			
EE	15					20					17	1		6		13	3			
EL		1	13			9		19				1		2		4	2			
ES	4	11	4			20	12	22			52	7		1		52	23			
FI	21			1		18					1								15	
FR	30	9		3		14	22		3	2	16	4		5		19	8			
HU	4					9					16	3		4		16	4	4		
IT	16	13	11	9		16	10	20	1		16	2		6		9	4	4		
LT	4						1													
LV		1														5	11			
NL		1				4					1	2				1	5			
NO	5						1				5	1				9				
PL		1		1			2					2				5				
PT	2	1									3					1	1			
RO											1									
SI							1									3				
SV	19			16		18	7		3		18	5		10		38	13		6	
TR																		1		
EN	178	51	6	78	4	291	83	11	51	2	478	76	8	91		448	53	15	84	

Annex 11.

Finnish coordinated Pilot Projects, Thematic Actions, Language Competencies, Transnational Networks and Reference Material Projects in 2000–2006.

Number of proposals	2000		2001		2002		2003		2004		2005		2006		Total	
	Pre-proposals	Full proposals	Pre-proposals	Full proposals	Pre-proposals	Full proposals	Pre-proposals	Full proposals	Pre-proposals	Full proposals	Pre-proposals	Full proposals	Pre-proposals	Full proposals	Pre-proposals	Full proposals
Pilot projects	59	16	37	14	35	14	26	10	28	15	35	14	32	19	252	102
Thematic actions	0	0	1	0	0	0	0	0	0	0	1	0	1	1	3	1
Language projects	3	0	4	3	1	1	2	3	8	5	2	3	1	0	21	15
Trans-national networks	0	0	5	1	1	0	2	1	0	0	1	0	3	2	12	4
Reference material	2	1	2	2	2	2	1	1	2	1	1	1	2	1	12	9
Total	64	17	49	20	39	17	31	15	38	21	40	18	39	23	300	131
Pros. B total	62	16	46	18	37	15	30	14	36	20	38	17	36	21	285	121

Annex 12.

Percentage of approved projects in Leonardo Procedure B and C in 2000–2006.

Total of applications and projects in Finland	2000	2001	2002	2003	2004	2005	2006	Total
Pre-proposals	64	49	39	31	38	40	39	300
Full proposals	17	20	17	15	21	18	23	131
Projects	6	8	9	10	14	8	9	64
Approved from pre proposals	9 %	16 %	23 %	32 %	37 %	20 %	23 %	21 %
Approved from full proposals %	35 %	40 %	53 %	67 %	67 %	44 %	39 %	49 %

Annex 13.

Number of approved projects in Leonardo Procedure B and C in 2000–2006.

	2000	2001	2002	2003	2004	2005	2006	Total
Pilot projects	5	6	7	6	9	6	8	47
Thematic actions	0	0	0	0	0	0	0	0
Language projects	0	1	1	3	4	1	0	10
Transnational networks	0	1	0	0	0	0	1	2
Reference material	1	0	1	1	1	1	0	5
Total	6	8	9	10	14	8	9	64

Annex 14.

Leonardo Procedure B projects in Europe, the amount of Finnish partners in European projects and the amount of projects coordinated by Finnish organisations in 2000-2006.

	2000			2001			2002			2003		
	In Europe	Finnish partners	Finnish coordinators	In Europe	Finnish partners	Finnish coordinators	In Europe	Finnish partners	Finnish coordinators	In Europe	Finnish partners	Finnish coordinators
Pilot projects	174	23	5	204	36	6	224	41	7	228	36	6
Language Competence	20	0	0	25	3	1	20	2	1	23	4	3
Networks	11	3	0	14	4	1	13	7	0	9	3	0
Total	205	26	5	243	43	8	257	50	8	260	43	9

	2004			2005			2006		
	In Europe	Finnish partners	Finnish coordinators	In Europe	Finnish partners	Finnish coordinators	In Europe	Finnish partners	Finnish coordinators
Pilot projects	286	44	9	229	24	6	231	42	8
Language Competence	32	3	4	25		1	18	1	
Networks	11	2	0	14		0	6	1	1
Total	329	49	13	268	24	7	255	44	9

Annex 15.

Number of applications and of selected partnerships in Socrates decentralised actions in 2001–2006.

	Applications	Selected 2001	% approved	Applications	Selected 2002	% approved	Applications	Selected 2003	% approved
Comenius 1.1	500	380	76	448	305	68	346	268	77
Comenius 1.2	91	36	40	75	48	64	60	40	67
Comenius 1.3	27	13	48	43	28	65	73	52	71
Grundtvig 2	38	23	61	55	33	60	64	38	59

	Applications	Selected 2004	% approved	Applications	Selected 2005	% approved	Applications	Selected 2006	% approved
Comenius 1.1	353	263	75	322	249	77	322	266	83
Comenius 1.2	51	27	53	59	31	53	50	28	56
Comenius 1.3	91	56	62	83	68	82	69	61	88
Grundtvig 2	67	50	75	102	59	58	92	60	65

Annex 16.

Geographical distribution of coordinating organisations and partners in Socrates decentralised actions in 2001-2006, percentages.

	Åland (FI2)	Uusimaa (FI16)	South (FI17)	East (FI13)	Central (FI14)	North (FI15)	%	N
Comenius 1.1	0	21	29	15	18	17	100	1 670
Comenius 1.2	0	15	31	15	18	20	100	210
Comenius 1.3	0	28	28	18	16	10	100	278
Comenius 2.2B host institutions	0	16	30	26	13	15	100	129
Grundtvig 2	0	27	25	16	27	6	100	263

data available for 2003–2006

Annex 17.

Typology of the coordinating organisations and partners in Comenius 1 and 2 in 2001-2006, percentages.

	Comenius 1.1	Comenius 1.2	Comenius 1.3	Comenius 2.2B host institutions (data 03-06)	Comenius 2.2C (data 03-06)
Kindergarten	4	0	5	0	1
Primary School	46	1	41	31	39
Secondary and Upper Secondary School	37	62	32	41	42
Special Needs School	3	1	4	3	3
Music School/Art School/Other	1	0	1	5	3
Vocational Institution	9	34	18	19	13
%	100	100	100	100	100
N	1 731	210	306	129	427

Annex 18.

Number of applications and of selected projects/networks; coordinators and partners in Socrates centralised actions in 2001–2006.

	Applications	Selected 2001	% approved	Applications	Selected 2002	% approved	Applications	Selected 2003	% approved
Comenius 2.1	41	26	63	23	10	43	27	8	30
Comenius 3	*	4		*	4		*	2	
Grundtvig 1	39	20	51	23	13	57	29	10	34
Erasmus 1**	*	150		*	146		*	121	
Erasmus 3	*	94		*	115		*	109	
Lingua***	*	12		*	4		*	3	
Minerva	*	12		*	9		26	8	31
	Applications	Selected 2004	% approved	Applications	Selected 2005	% approved	Applications	Selected 2006	% approved
Comenius 2.1	37	8	22	34	14	41	m	6	
Comenius 3	*	6		*	2		*	2	
Grundtvig 1	17	11	65	18	9	50	22	10	45
Erasmus 1**	*	72		*	114		*	11	
Erasmus 3	*	123		*	54		*	41	
Lingua***	*	3		*	0		*	4	
Minerva	*	6		19	9	47	*	5	

m: data missing

* data not obtainable

** In 2000 there were 148 selected Erasmus 1 projects, data about partners in 2006 not available

*** Lingua: 4 projects without information about the year of initiation

Annex 19.

Typology of the coordinating organisations and partners in Comenius 2.1 in 2001-2006, percentages.

	Comenius 2.1
Higher education institution	63
Public agency	10
Primary school	9
Secondary and upper secondary school	10
Upper secondary school for adults	
Vocational school	3
Vocational special needs educational institution	
Vocational adult education centre	
Adult education centre	
Open university	
Folk high school	
NGO	
Kindergarten	1
Enterprise	1
Activity centre	1
Foundation	1
%	100
N	78

Annex 20.

Number of applications and of selected individual mobility grants in Socrates in 2001-2006.

	Applications	Selected 2001	% approved	Applications	Selected 2002	% approved	Applications	Selected 2003	% approved
Comenius 2.2B	71	26	37	49	23	47	60	21	35
Comenius 2.2C	149	m		101	m		128	102	80
Grundtvig 3	19	18	95	33	29	88	29	29	100
	Applications	Selected 2004	% approved	Applications	Selected 2005	% approved	Applications	Selected 2006	% approved
Comenius 2.2B	69	21	30	55	18	33	70	23	33
Comenius 2.2C	138	100	72	175	127	73	133	121	91
Grundtvig 3	49	34	69	61	51	84	49	34	69

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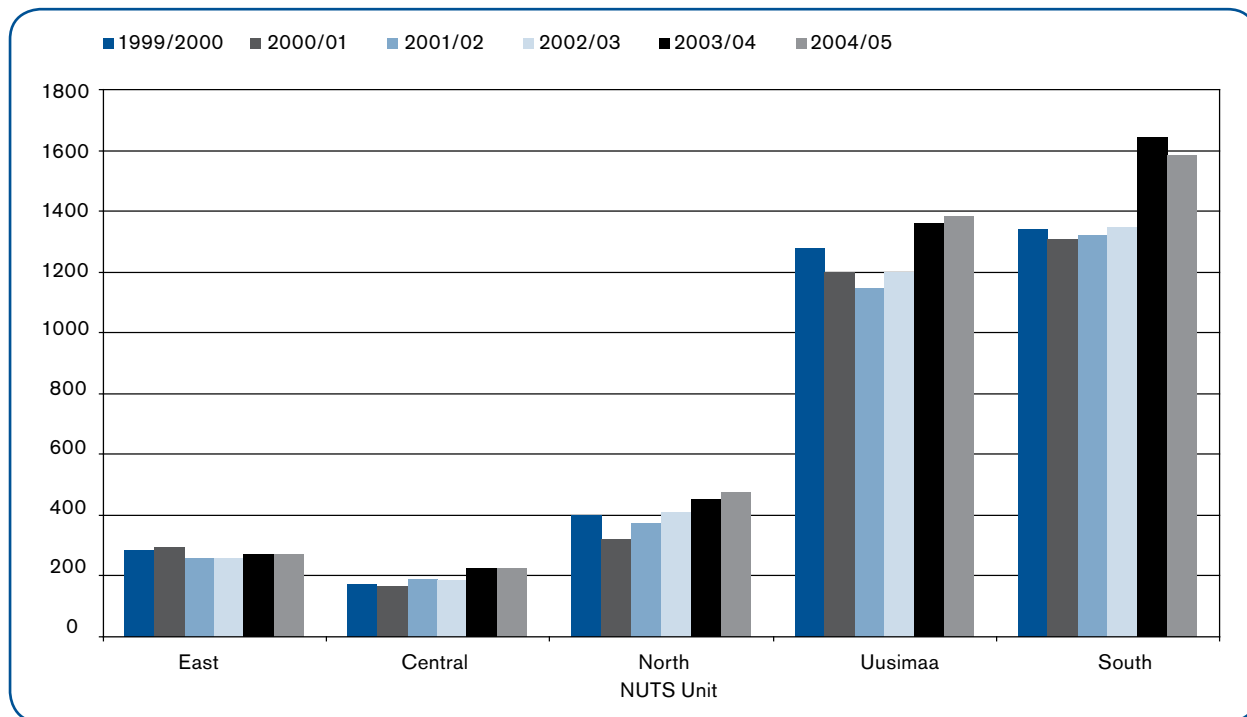
Annex 21.

Geographical coverage of individual mobility within Socrates, percentage of beneficiaries.
Data is based on the NUTS units in use before 11 July 2003.

	Uusimaa (FI 16)	South (FI 17)	East (FI 13)	Central (FI 14)	North (FI 15)	Åland (FI 2)	%	N	
Comenius 2.2 B assistantships	25	35	8	20	11	0	100	132	data available 2001–2006
Comenius 2.2 B host institutions	16	30	26	13	15	0	100	129	data available 2003–2006
Comenius 2.2 C	29	32	10	10	18	0	100	450	data available 2003–2006
Grundtvig 3	33	33	11	15	7	0	100	195	data available 2001–2006
	Uusimaa	South	East	Central	North	Åland	%	N	
Erasmus outgoing students	35	40	8	5	11		100	21 335	data available 1999/2000–2004/2005
Erasmus incoming students	35	39	10	4	12		100	24 172	data available 1999/2000–2004/2005
Erasmus outgoing teachers	28	29	16	15	13	0	100	6 418	data available 2000/2001–2005/2006
Erasmus incoming teachers	23	31	19	17	10	0	100	605	data available 2000/2001
	Uusimaa	South	East	Central	North	Åland	%	N	
Arion	27	26	17	16	13	0	100	236	data available 2000–2005

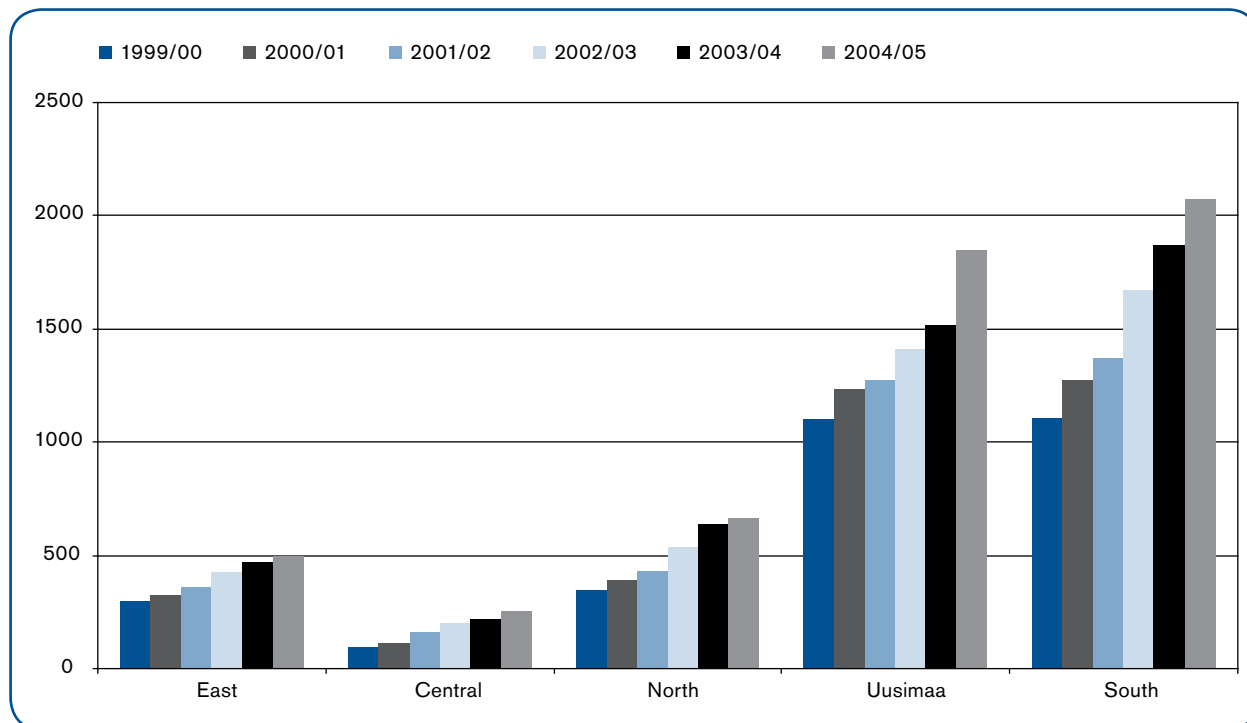
Annex 22.

Participants in Erasmus student mobility leaving Finland by region in 1999–2005.
Data is based on the NUTS units in use before 11 July 2003.



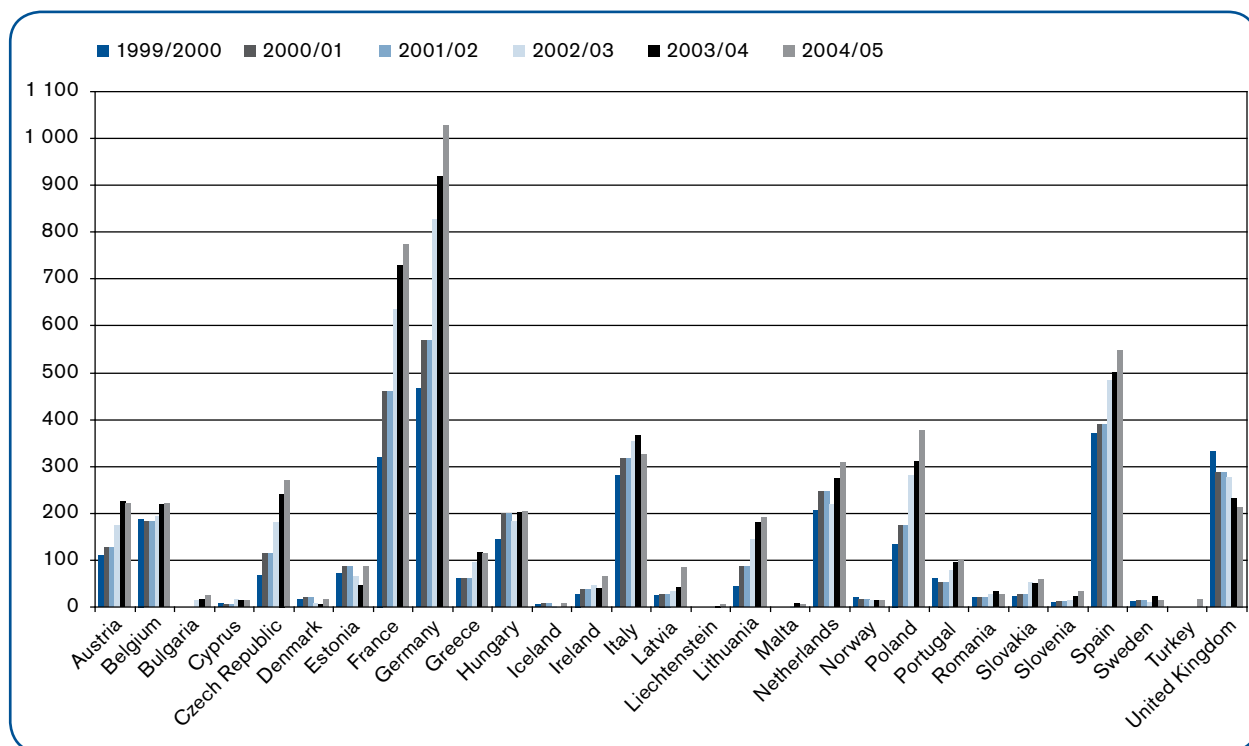
Annex 23.

Participants in Erasmus student mobility arriving in Finland by region in 1999–2005.
Data is based on the NUTS units in use before 11 July 2003.



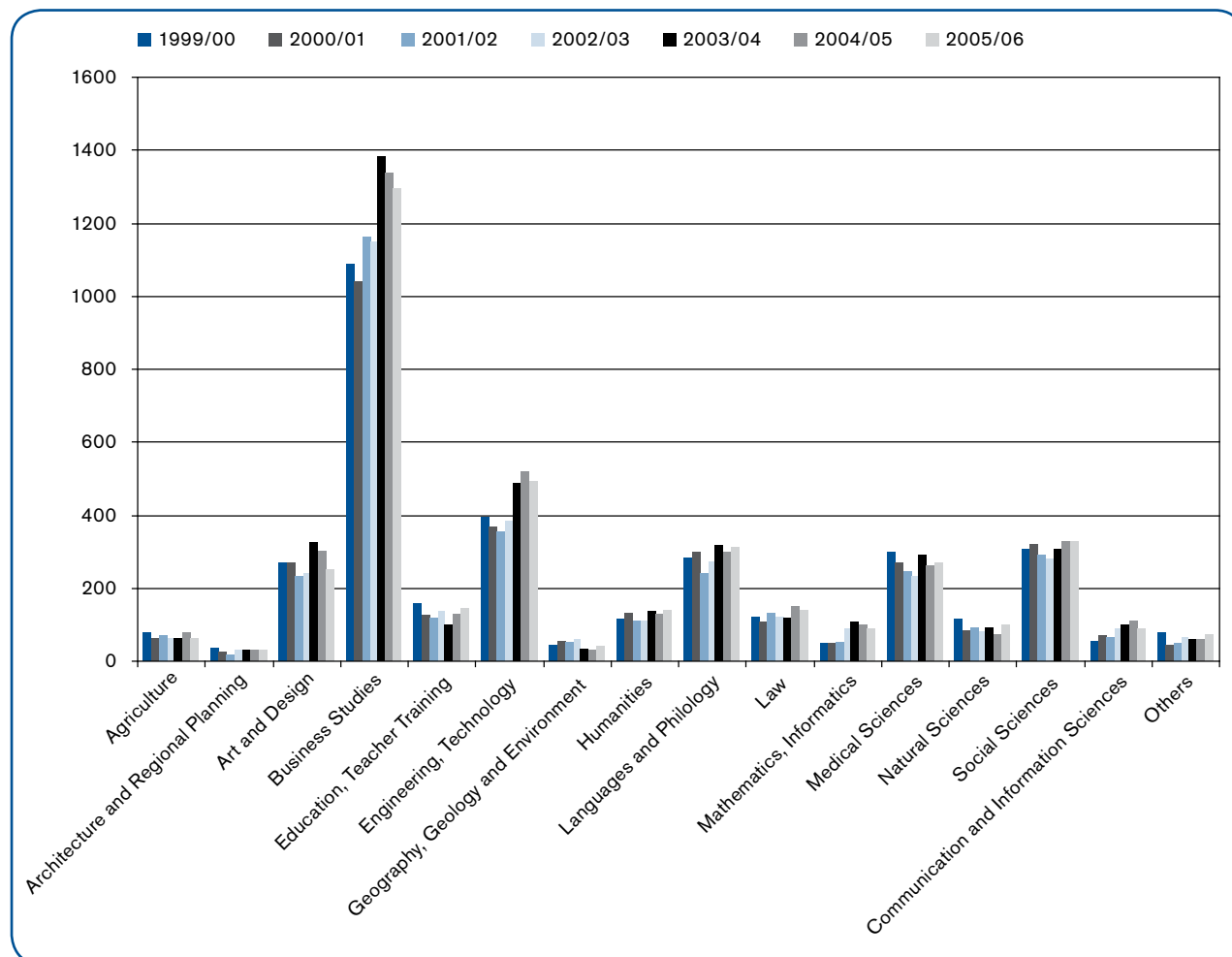
Annex 24.

Erasmus students arriving in Finland by country of origin in 1999–2005.



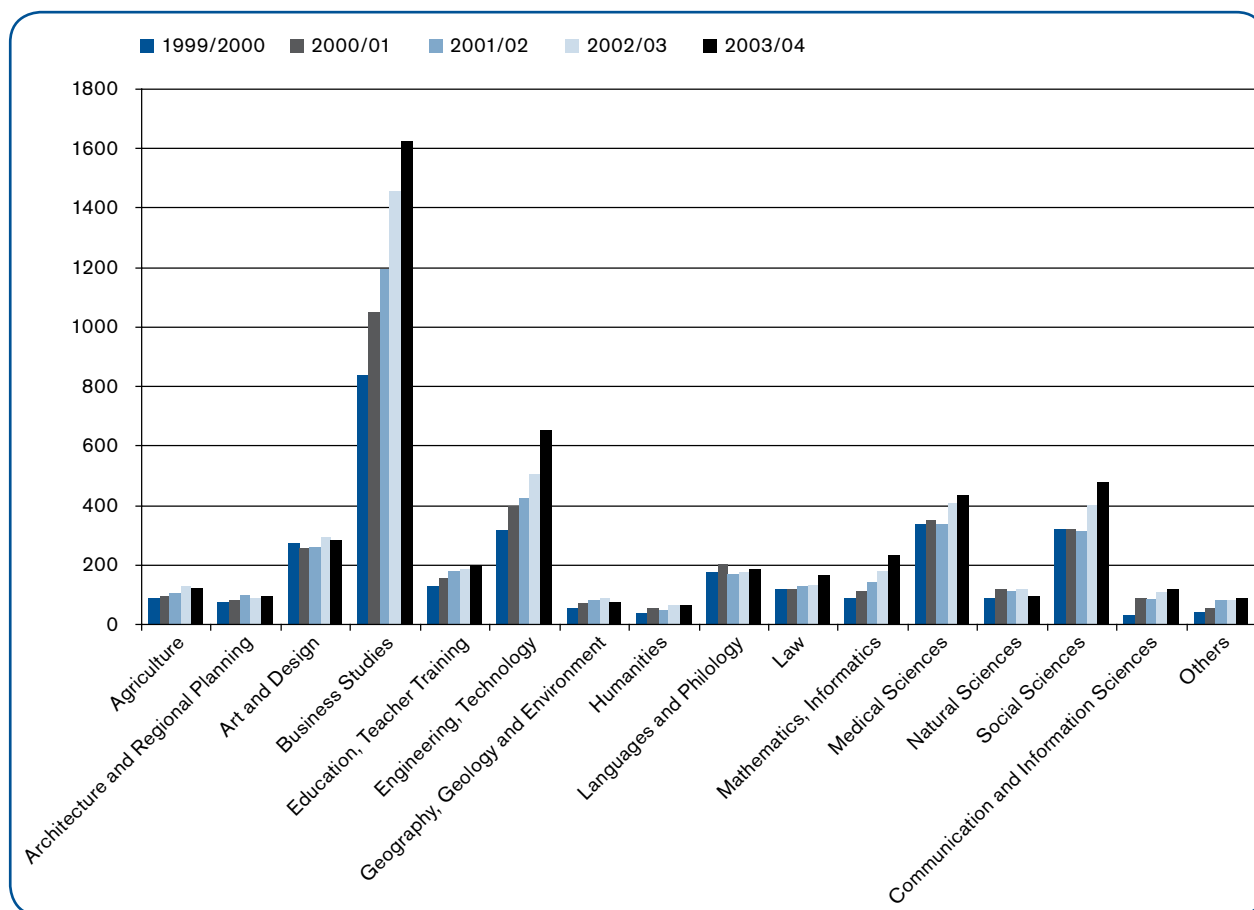
Annex 25.

Erasmus student mobility from Finland by subject area in 1999–2006.



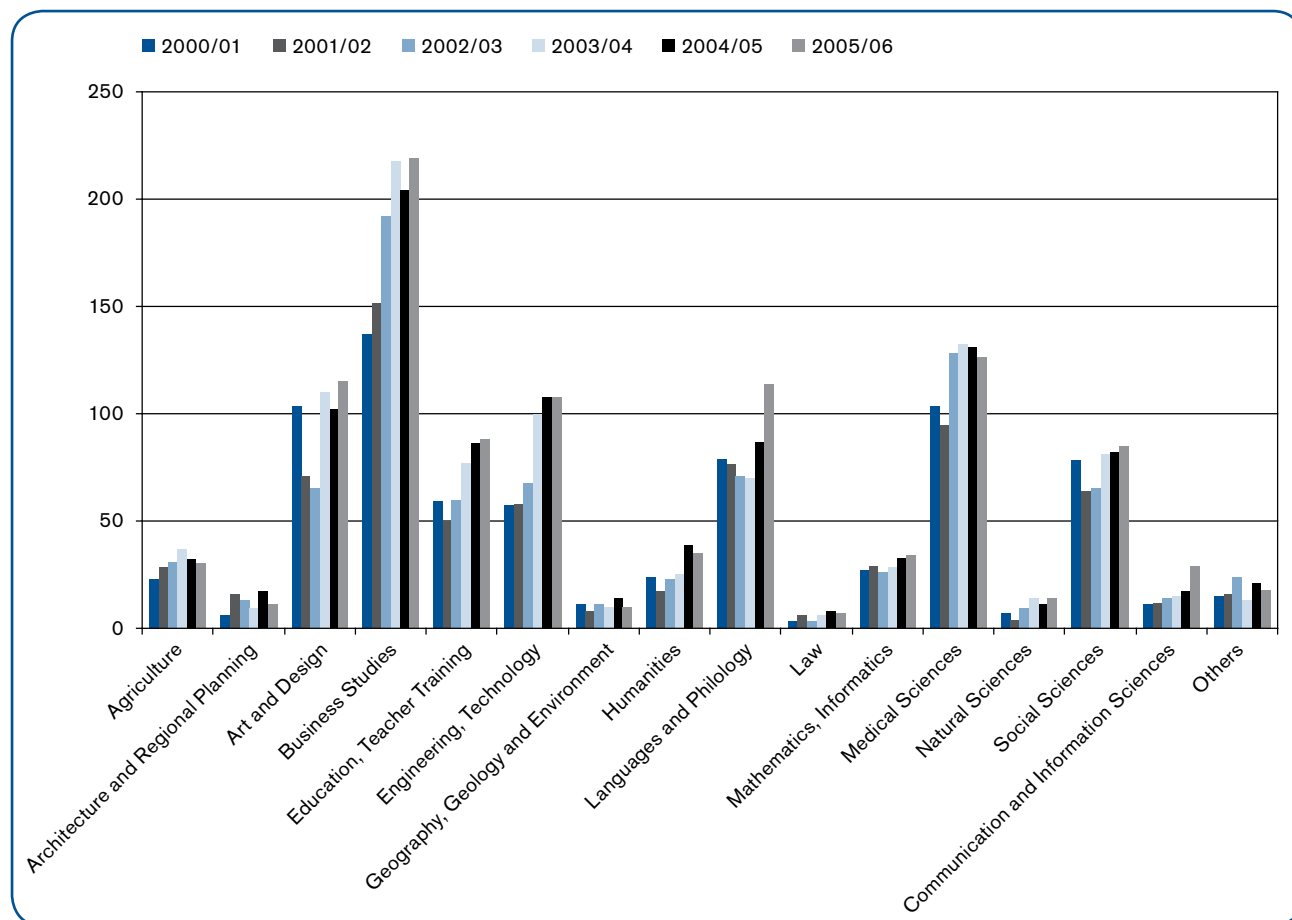
Annex 26.

Erasmus student mobility to Finland by subject area in 1999–2004.



Annex 27.

Erasmus teacher mobility from Finland by subject area in 2000–2006.



Annex 28.

Typology of coordinating organisations and partners in Grundtvig 2 and 3 in 2001–2006.

	Grundtvig 2	Grundtvig 3
Adult education centre	36	32
Folk high school	7	6
Vocational adults education centre	8	13
Vocational institution	14	12
Upper secondary school for adults	2	6
Study centre	5	3
NGO	10	2
Cultural organisation		5
Enterprise	4	4
Open university	0	0
Higher education institution	4	9
Museum	2	
Prison	2	
Music institution	2	
Library	0	
Sports institution	0	
Other	5	8
%	100	100
N	263	240

Annex 29.

Geographical coverage of centralised projects in Socrates, percentage of coordinators and partners in 2001–2006.

Data is based on the NUTS units in use before 11 July 2003.

	FI16 Uusimaa	FI17 South	FI13 East	FI14 Central	FI15 North	%	N
Comenius 2.1	36	24	10	25	6	100	72
Comenius 3	35	20	20	20	5	100	20
Erasmus IP, MOD, DISS, PROG, TN	*	*	*	*	*		*
Grundtvig 1	39	41	5	10	5	100	96
Grundtvig 4	60	20	0	20	0	100	10
Lingua	34	32	7	22	5	100	41
Minerva	36	28	8	11	18	100	76

* Data not obtainable

Annex 30.

Staff and administration: Operating budget and breakdown of resources allocated to the Finnish NA.

	SOCRATES			Leonardo da Vinci		
	national	EU	total	national	EU	total
2000	476 834	136 300	613 134	338 011	338 011	676 022
2001	670 106	150 080	820 186	363 696	363 696	727 392
2002	685 436	156 272	841 708	401 454	401 454	802 908
2003	505 457	152 674	658 131	380 780	380 780	761 560
2004	505 457	152 674	658 131	380 780	380 780	761 560
2005	645 861	174 051	819 912	459 692	459 692	919 384
2006	645 861	174 051	819 912	459 692	459 692	919 384

Annex 31.

EU and national funding in Socrates in 2000–2006.

	2000		2001		2002		2003		2004		2005		2006	
	National	EU	National	EU	National	EU	National	EU	National	EU	National	EU	National	EU
Comenius	*	1 557 881	630 000	1 590 592	640 000	1 751 176	500 000	1 811 766	537 000	1 565 455	700 000	1 628 960	700 000	1 771 164
Grundtvig	–	*	–	233 874	–	335 021	–	341 064	–	445 893	–	456 461	–	543 309
Erasmus	465 000	2 359 894	465 000	2 566 097	465 000	2 652 431	465 000	3 312 224	465 000	3 398 759	465 000	3 871 096	465 000	4348461
Arion	–	40 000	–	42 900	–	42 900	–	47 508	–	44 940	–	45 137	–	46 381
Preparatory Visits	–	36 034	–	23 774	–	47 504	–	–	–	23 575	–	23 575	–	–
Total	465000	3 993 809	1 095 000	4 457 237	1 105 000	3 077 856	965 000	3 700 796	1 002 000	3 913 167	1 165 000	4 396 269	1 165 000	4 938 151

* data not available

Annex 32.

Amount of Community grants awarded per measure in Leonardo da Vinci in 2000–2006.

Year	Mobility measure			Procedure B and C			Altogether		
	Europe	Finland	% FIN	Europe	Finland	% FIN	Europe	Finland	% FIN
2000	69 331 943	1 167 815	1,68 %	80 873 248	2 571 932	3,18 %	150 205 191	3 739 747	2,49 %
2001	71 787 431	1 083 661	1,51 %	82 326 861	2 290 719	2,78 %	154 114 292	3 374 380	2,19 %
2002	77 865 729	1 158 565	1,49 %	89 690 636	2 750 626	3,07 %	158 556 365	3 909 191	2,47 %
2003	83 558 946	1 234 831	1,48 %	92 241 214	3 387 982	3,67 %	175 800 160	4 622 813	2,63 %
2004	103 253 130	1 286 055	1,25 %	109 198 440	4 280 039	3,92 %	212 451 570	5 566 094	2,62 %
2005	127 575 000	1 504 000	1,18 %	85 399 427	2 090 101	2,45 %	212 974 427	3 594 101	1,69 %
2006	140 572 000	1 766 000	1,26 %	86 359 116	2 273 520	2,63 %	226 931 116	4 039 520	1,78 %

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