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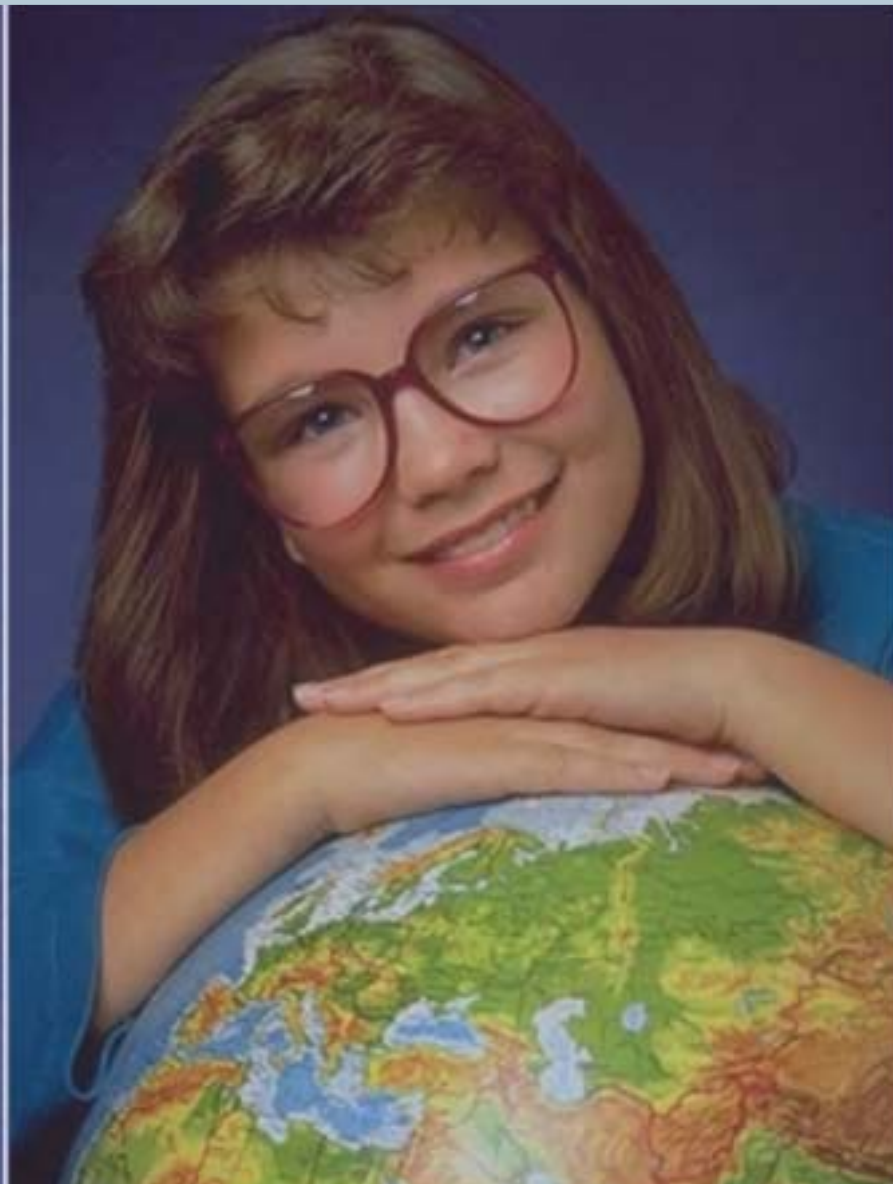
SOCRATES Programme

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Intermediate report on the implementation of the SOCRATES Programme in Finland

Publications of the Ministry of Education, Finland 2003:41

University of Helsinki
Department of Education



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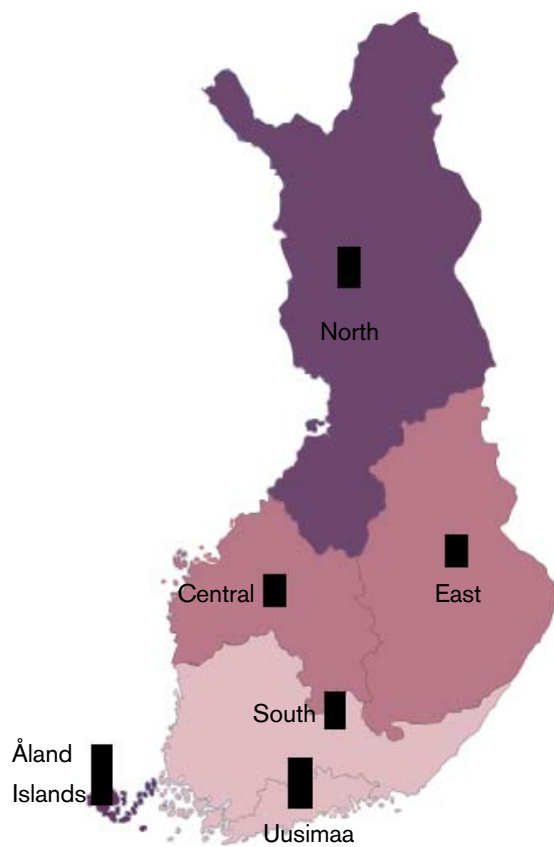
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Geographical distribution of Socrates projects relative to the number of eligible educational institutions. The geographical areas are given according to Eurostat's NUTS nomenclature.

Summary

The member states of the EU were required to submit national reports on the implementation of the second phase of the Socrates Programme to the EU Commission by 30 September 2003. The major objectives of the reports are to contribute to the improvement of the implementation of the Programme, to lay a foundation for the national report to be completed by June 2007 and to provide data for an evaluation of the continuation of different actions at the end of the current Programme. At this point, reports shall primarily focus on programme relevance and efficiency, and, to the extent possible, on effectiveness.

In Finland, the evaluation was led by the Finnish Ministry of Education. The evaluation was conducted at the Department of Education of the University of Helsinki. The national steering group included representatives from the Ministry of Education, the National Board of Education, the Finnish Socrates National Agency (CIMO) and experts from educational institutions. The evaluation report complies with the Commission's guidelines for national reports on the implementation of the Socrates Programme (SOC/COM/02/026rev2). Implementation of decentralised actions (Comenius 1.1., 1.2. and 1.3., Grundtvig 2. Erasmus mobility) is reviewed separately from implementation of centralised actions (Comenius 2. and 3., Erasmus IP, CD and DISS, Grundtvig 1, Lingua 1 and 2, Minerva, Joint Actions and Accompanied Measures) selected by the Commission.

The conclusions and recommendations presented in the report are based on available documents and data, including data collected specifically for the evaluation. Data sources include statistics and official information available at CIMO, the Ministry of Education, the Technical Assistance Office (TAO) of Socrates, Leonardo and Youth Programmes and the EU Commission for Education and Culture. The Socrates Programme Guidelines for Applicants, Socrates Call for Proposals for the years 2000-2003 and various leaflets and brochures produced by CIMO for the Socrates Programme were reviewed and utilised in the present evaluation. Additional data was collected through interviews, a survey and consultative

discussions with experts on the Socrates Programme.

The Socrates Programme is highly relevant for the Finnish national educational policy. The over-all implementation appears to be successful. The programme is so well received that it has even guided educational institutions in their international pursuits. In view of the common agenda for educational policy and the Bologna Declaration, it is important to re-consider how the structure of the Programme could be further developed so that the political goals can be achieved. The Programme is fragmented, particularly when it comes to the small actions. Dissemination of results to other educational institutions is one of the main challenges in the implementation, particularly in larger projects. Some larger projects also tend to remain disintegrated from ordinary school or institutional activities and they are not integrated in the long-term planning of the schools or institutes. The integration of projects into the ordinary activities of educational institutions is more successful if projects involve a larger number of teachers simultaneously per school. It is important that the different forms of financial support for decentralised projects are further developed. Developing the databases for international statistics would be beneficial for evaluation purposes. The member countries of the European Union may benefit from an electronic pool of experts on the Socrates Programme. Benchmarking and peer reviews are worthwhile methods for exchanging experiences between member countries. The promotion of European language skills is a goal that requires attention. Mobility is worth developing, both in magnitude and flexibility in order for the political goals to be reached. The Programme can be effective in mainstreaming the goal of providing equal opportunities. In the case of Finland, geographically disadvantaged areas need more support. It is recommended that more attention be paid to the materialisation of the common horizontal educational policy goals of the EU in the Socrates Programme.

Tiivistelmä

EU:n jäsenmaat ovat velvoitettuja toimittamaan kansalliset väliarviointiraportit Sokrates-ohjelman toisen vaiheen toteutumisesta Euroopan komissiolle syyskuun 30. päivään mennessä 2003. Raportoinnin tavoitteena on osoittaa ohjelman kehittämiskohteet ja luoda perustaa heinäkuussa 2007 luovutettavalle kansalliselle loppuraportille. Raportin tarkoituksena on myös tuottaa tietoa toimintojen tarpeellisuudesta ja luoda pohjaa päätöksenteolle eri toimintojen jatkamisesta nykyisen ohjelmankauden päättyessä. Väliarviointien ensisijaisena tarkoituksena on arvioida ohjelman relevanssia, tuloksellisuutta ja vaikuttavuutta siinä määrin kuin se on mahdollista kesken ohjelmankauden.

Suomessa Sokrates-ohjelman kansallisen väliarvioinnin vastuutahona toimi opetusministeriö. Arviointi toteutettiin Helsingin yliopiston kasvatustieteen laitoksella. Kansalliseen ohjausryhmään kuului edustajia opetusministeriöstä, opetushallituksesta ja kansallisesta toimistosta CIMOsta. Lisäksi ohjausryhmään kuului oppilaitosten edustajia.

Arviointiraportti noudattaa komission ohjeistusta SOC/COM/02/026rev2. Kansallisen toimiston koordinoimat hajautetut (Comenius 1.1, 1.2 ja 1.3, Grundtvig 2, Erasmus mobility) ja komission koordinoimat keskitetyt toiminnot (Comenius 2 ja 3, Erasmus IP, CD ja DISS, Grundtvig 1, Lingua 1 ja 2, Minerva, Joint Actions ja Accompanied Measures) käsitellään raportissa erikseen.

Raportissa esitetyt johtopäätökset ja suositukset perustuvat arviointiryhmän analyysiin saatavilla olevasta opetusministeriön, teknisen avun toimiston, komission ja CIMOn tuottamasta tilastoaineistosta, dokumenteista ja materiaalista sekä erityisesti arviointia varten tehdyistä asiantuntijahaastatteluilta ja kyselyistä. Dokumentit ja materiaalit sisältävät mm. Sokrates-ohjelman hakuoppaat ja CIMOn julkaisemat esitteet.

Raportissa päädytään toteamaan, että Sokrates-ohjelma on sopuinnassa Suomen

kansallisen koulutuspolitiikan kanssa. Ohjelma on toteutettu hyvin. Ohjelma on jossain määrin jopa ohjannut oppilaitosten kansainvälisiä pyrkimyksiä. Yhteisen koulutuspoliittisen tavoiteohjelman ja Bolognan julistuksen näkökulmista olisi suotavaa, että Sokrates-ohjelman rakennetta kehitettäisiin tukemaan poliittisten tavoitteiden saavuttamista. Ohjelman pirstaleisuus näkyy varsinkin pienissä toiminnoissa. Erityisesti laajemmissa hankkeissa saavutettujen tulosten levittäminen toisten oppilaitosten käyttöön on suurimpia haasteita. Hankkeisiin kohdistuvan taloudellisen tuen niukkuus ja päätöksentekoprosessin hitaus estävät usein hankkeiden integroinnin oppilaitosten pitkäaikaiseen suunnitteluun. Varsinkin laajoista hankkeista osa jää melko irrallisiksi oppilaitosten muusta toiminnasta. Osallistamalla useita opettajia oppilaitoksesta samanaikaisesti voitaisiin edistää hankkeiden integrointia oppilaitosten muuhun toimintaan. Hankerahoituksen muotoja olisi syytä kehittää erityisesti hajautettuja toimintoja silmällä pitäen. Tilastotiedon systemaattinen kerääminen ja toimittaminen helposti saataville edesauttaisi Sokrates-ohjelman arviointiprosessia. Euroopan Unionin jäsenmaat saattaisivat hyötyä verkkopohjaisesta asiantuntijarekisteristä, jonka avulla maat voivat hakea informaatiota konsulteista ja evaluaattoreista hankkeidensa sisäisessä arvioinnissa ja kehittämisessä. Benchmarking ja peer review -menetelmä ovat hyödyllisiä tapoja edistää maiden keskinäistä tiedonvaihtoa. Kielitaidon edistäminen Euroopassa edellyttää aktiivisia toimenpiteitä. Poliittisten tavoitteiden saavuttamiseksi myös liikuvuutta tulisi kehittää sekä määrällisesti että laadullisesti joustavaksi. Tasa-arvon edistämiseksi ohjelma tarjoaa hyvät puitteet. Tätä tavoitetta voitaisiinkin korostetummin edistää. Suomessa maantieteelliset syrjäseudut tarvitsisivat nykyistä enemmän tukea hankkeiden toteutukseen. Huomion kiinnittäminen entistä enemmän EU:n horisontaalisten koulutuspoliittisten tavoitteiden toteutumiseen olisi suotavaa Sokrates-ohjelmassa.

Sammanfattning

Medlemsstaterna i EU förväntas sammanställa en utvärderingsrapport av implementeringen av Sokratesprogrammets andra fas vid utgången av september 2003. Utvärderingens huvudsakliga mål är att bidra med utvecklingsförslag för implementeringen av Sokratesprogrammet för återstoden av programperioden, att förbereda arbetet för den nationella evalueringen i juni 2007 samt att bidra med kunskap om behovet av de olika aktiviteterna. Fokus är i första hand på programmets relevans, resultat och i den mån det är möjligt att i detta skede avgöra effektivitet.

Undervisningsministeriet ansvarar för utvärderingen för Finlands del. Utvärderingen har utförts vid pedagogiska institutionen vid Helsingfors universitet. Den nationella styrningsgruppen utgjordes av representanter från undervisningsministeriet, utbildningsstyrelsen, det nationella Sokratesprogramkontoret CIMO samt sakkunniga från olika utbildningsinstanser.

Utvärderingsrapporten följer anvisningarna om nationell rapportering och implementering av programmet (SOC/COM/02/026rev2) som utgivits av Europeiska kommissionen. De programområden som handläggs decentraliserat av CIMO (Comenius 1.1, 1.2 och 1.3, Grundtvig 2, Erasmus mobilitet) och de som handläggs centraliserat genom Europeiska kommissionen (Comenius 2 och 3, Erasmus IP, CD och DISS, Grundtvig 1, Lingua 1 och 2, Minerva, Joint Actions och Accompanied Measures) behandlas separat i rapporten.

Slutsatserna och rekommendationerna baserar sig på dokument och data tillgängliga vid tidpunkten för utvärderingen samt data insamlat speciellt för utvärderingsändamål. Material så som broschyrerna utgivna av CIMO och dokument så som den allmänna inbjudan att lämna projektförslag utgiven av Europeiska kommissionen, samt material från kontoret för teknisk hjälp inom Sokrates, Eu-programmen Leonardo och Ungdom har utgjort viktiga källor vid utvärderingen. Data har samlats in även genom intervjuer, en enkät-

undersökning samt diskussioner med sakkunniga.

Sokratesprogrammet är synnerligen relevant med tanke på Finlands utbildningspolitiska målsättning. Över lag ger utvärderingen vid handen att implementeringen varit lyckad. I själva verket har programmet mottagits med så stor entusiasm att det i viss mån har styrt institutionernas internationella målsättning. I ljuset av en gemensam utbildningspolitisk agenda samt Bolognadeklarationen vore det viktigt att utveckla programmets struktur så att det kan svara mot de gemensamma europeiska utbildningspolitiska kraven. Programmet är nu i viss mån fragmenterat, speciellt då det gäller de mindre programområdena. Spridning av resultat till övriga institutioner är en av de huvudsakliga utmaningarna i programimplementeringen särskilt då det gäller de större projekten. Dessa tenderar att inte integreras i de dagliga aktiviteterna i skolan. Integreringen kunde effektiveras genom att samtidigt involvera ett större antal lärare från samma institution projekten. Det är även viktigt att olika former av finansiering utvecklas för de decentraliserade programområdena. Utveckling av en internationell databas med tillförlitliga uppgifter skulle underlätta utvärderingen av programområdena i fortsättningen. Medlemsstaterna skulle säkerligen nyttas av ett elektroniskt expertregister som enskilda projekt kunde tillförlita vid utvärdering. Även benchmarking och peer review är lämpliga metoder för erfarenhetsutbyte över nationsgränserna. Utveckling av språkkunnskap inom EU är ett mål som kräver större uppmärksamhet. För att de politiska målen skall uppnås bör man sträva efter ökad och mera flexibel mobilitet. Inom programmet kan möjligheter till ökad jämlikhet skapas. Speciellt i Finland behöver de perifera områdena mera stöd för att genomföra projekten. Större uppmärksamhet kunde fästas inom Sokratesprogrammet vid förverkligandet av de gemensamma horisontala utbildningspolitiska målen i Europa.

Foreword

In accordance with agreements, the member states of the EU are required to submit national reports on the implementation of the second phase of the Socrates Programme to the EU Commission by 30 September 2003. The major objectives of the reports are to contribute to the improvement of the implementation of the Programme, to lay a foundation for the national report to be completed by June 2007 and to provide data for an evaluation of the continuation of different actions at the end of the current Programme. At this point, reports shall primarily focus on programme relevance and efficiency, and, to the extent possible, on effectiveness. The evaluation report complies with the Commission's guidelines for national reports on the implementation of the Socrates Programme (SOC/COM/02/026rev2). In the report, implementation of decentralised actions, i.e. projects selected at the national level, is reviewed separately from implementation of centralised actions selected by the Commission.

This evaluation was headed by the Finnish Ministry of Education. The national steering group included representatives from the Ministry of Education, the National Board of Education, the Finnish Socrates National Agency (hereafter referred to as CIMO) and experts from educational institutions in Finland. The members of the steering group were Monica Melén-Paaso (chair), Reijo Aholainen, Anita Lehikoinen and Raija Meriläinen (Ministry of Education), Marja-Liisa Karppinen (National Board of Education), Eija Wilén, Juha Ketolainen and Nina Rekola (CIMO), Markus Laitinen (University of Helsinki), Kirsti Virtanen (Turku Polytechnic) and Jukka Tainio (KSL Civic Association for Adult Learning). The steering group participated in the planning of the evaluation and in finalising the report. The expert members of the steering group were also very helpful in providing data and verifying their accuracy and interpretations. The evaluation team, however, is responsible for the conclusions and recommendations presented in this report.

The evaluation was conducted at the Department of Education of the University of Helsinki. Ms. Ulla Salomäki was appointed by the evaluation team to collect data and compile the evaluation report with the support of the evaluation team. The members of the evaluation team were Professor Kauko Hämäläinen, Dr. Ritva Jakku-Sihvonen, Professor Hannele Niemi and Professor Patrik Scheinin. Support was also provided by Ms. Erika Löfström, who took part in data collection and analyses, and in finalising the report.

The conclusions and recommendations are based on the evaluation teams' analysis of available data, including data collected specifically for the evaluation. Data sources include statistics and official information available at the Centre for International Mobility (CIMO), the Ministry of Education, the Technical Assistance Office (TAO) of Socrates, Leonardo and Youth Programmes and the EU Commission for Education and Culture.¹ Additional data was collected through interviews, surveys and consultative discussions with experts on the Socrates Programme at the Ministry of Education, the National Board of Education, the European Commission and the Technical Assistance Office. The Socrates Programme Guidelines for Applicants, Socrates Call for Proposals for the years 2000–2003 and various leaflets and brochures produced by CIMO for the Socrates Programme were reviewed and utilised in the present evaluation.

¹ Socrates II Programme Guidelines for Applicants, June 2000; Socrates general calls for proposals 2001–2003; The Finnish Ministry of Education, Education and Research 1999–2004 development plan, 1998; CIMO, Socrates statistics for Comenius, Erasmus, Grundtvig, Lingua, Minerva and Arion 2001–2002, Publications 1/2003; CIMO Socrates Compendiums 2001–2002.

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1 Introduction

1.1 The context of the evaluation

The structure of the steering system of education in Finland differs from that in many other European countries at the governmental level. The Ministry of Education is responsible for education legislation and policy. The National Board of Education (NBE) is responsible for developing education and curriculum in the school system within the frame of the national policy. NBE also provides administrative and financial guidelines and services for schools and educational institutions.

CIMO (Centre for International Mobility) is one of several task-specific agencies under the Ministry of Education. CIMO administers national and international scholarship and exchange programmes and is responsible for the implementation of a number of EU education, training, youth and cultural programmes. CIMO and the NBE are governed by separate legislation. The administrative cooperation between the Ministry of Education and the central agencies is premised on performance agreements. The agencies co-operate with schools and higher education institutions, as well as with other educational organisations. In practice, information sent by the European Union to the Ministry of Education is disseminated to education-

nal institutions by CIMO and the National Board of Education. CIMO is currently in a key position in implementing the Socrates Programme in Finland. The implementation of Socrates II is the responsibility of CIMO, whereas in Socrates I the National Board of Education was responsible for Comenius and partly for Lingua. The National Board of Education, which has the over-all responsibility for the Socrates Programme, also administers the Eurydice and Naric units.

The Finnish education system is decentralised. To a considerable extent, administrative power related to funding, curricula, educational arrangements, and appointments is exercised at a local level. Basic, upper secondary and vocational education is mainly organised and funded by the municipalities with support from the state budget. There are few private schools in Finland. Policy-making bodies at municipalities and headmasters at schools have considerable freedom to make decisions on participation in international activities.

Most of the financial support for adult education comes from the state, and rectors and steering bodies of adult education institutions exercise deci-

sion-making power regarding participation in international projects. Higher education institutions are subordinate to the Ministry of Education. Universities are state-financed, but polytechnics (universities of professional education) have a more diverse financial basis. Many polytechnics receive funding from foundations. All higher education institutions enjoy autonomy in arranging their international activities.

One should be aware of the autonomous status of schools and educational institutions when evaluating programme implementation in Finland owing to the important role played by local funding and political will. Local administrative boards decide which activities to fund and at what level. Availability of human and material resources also strongly influences the extent to which institutions are able to participate in international programmes.

1.2 Main objectives

This report covers the implementation of the Socrates Programme between the years 2001–2003. Year 2000 was an intermediate year not included in the report. The evaluation concerns centralised² and decentralised³ actions and focuses primarily on the relevance and efficiency of the Socrates Programme, and to the extent possible, on its effectiveness. Relevance is understood as the relationship between the specific needs identified at the local and national levels, the objectives of the actions of the Programme and the activities funded. Efficiency is understood as the relationship between input and output. Conclusions as to the effectiveness of the actions, i.e. whether or not the results match the objectives set for the programme and each of its action, can be made only tentatively due to the recentness of their implementation and the large number of continuing projects.

1.3 Data collection methods

Surveys

A survey was conducted in connection with the evaluation in order to gather data on the implementation of the Comenius 1.1., 1.2. and 1.3. projects initiated in 2001–2002, as no reports on these projects were available. The evaluation team received responses from 229 teachers and 840 students in thirty-two schools.

Interviews

E-mail interviews were conducted with four Comenius 2.1. co-ordinators, one Comenius 3 co-ordinator and three Lingua 1 and 2 co-ordinators. E-mail interviews were also made with persons responsible for international affairs at higher education institutions in Finland (n = 50), and with regional Comenius (n = 5) and Grundtvig (n = 8) information officers. Telephone interviews were made with rectors and administrative personnel in five selected institutions that are eligible to participate in Grundtvig, but which have not yet done so.

Data were also gathered through interviews with key persons who contribute to the implementation of the Socrates Programme or are responsible for international affairs in education in Finland at CIMO, the Ministry of Education, the National Board of Education (including Eurydice and Naric) and the Teachers' Trade Union.

² Comenius 2. and 3., Erasmus IP, CD and DISS, Grundtvig 1, Lingua 1 and 2, Minerva, Joint Actions and Accompanied Measures.

³ Comenius 1.1., 1.2. and 1.3., Grundtvig 2., Erasmus mobility.

2 Implemented actions

More than 8,000 educational institutions in Finland are eligible to participate in the Socrates Programme (Table 1). These are broken down by type and number per area in Table 2. With a surface area of 338,000 square kilometres extending 1,160 km from north to south, Finland is a large country with a population of approximately five million inhabitants (Population density = 17/km²).⁴

⁴ A special effort was made to gather accurate statistics on eligible institutions in NUTS counties (NUTS = Nomenclature of Units for Territorial Statistics), Socrates programmes in NUTS counties and the Socrates Programme implementation in Higher Education Institutions. NUTS was created by the European Office for Statistics (Eurostat) as a single hierarchical classification of spatial units used for statistical production across the European Union. The number of NUTS units in Finland was reduced on 11 July 2003 from six to five, with some geographical reorganisation, however, data in this report is based on the NUTS units in use before 11 July 2003.

Table 1. The number of eligible institutions and Socrates projects in Finland.

NUTS Unit	Institutions	Population	Projects
Uusimaa	25%	27%	35%
South	31%	35%	27%
East	14%	13%	11%
Central	16%	13%	12%
North	13%	11%	13%
Åland Islands	1%	1%	2%
%	100%	100%	100%
Total	8,284	5,194,901	7,294

Table 2. Breakdown of eligible institutions per NUTS Unit* in 2001 (number per area).

	NUTS Unit						Total
	Uusi- maa	South	East	Cent- ral	North	Åland Islands	
Kindergarten	852	747	251	298	239	47	2,434
Private Kindergarten	314	119	49	49	48		579
Primary and secondary school	587	1,194	608	707	549	28	3,673
Secondary and upper secondary school	22	10	1	2	2		37
Upper secondary school	87	146	69	75	63	1	441
Special needs school	51	94	33	35	30		243
Music school	25	29	12	16	9	1	92
Folk High school	19	27	13	19	11	1	90
Adult Education Centre	30	86	52	51	41	1	261
Study Centre	11						11
Fireman-, police- and guarding schools		1	1				2
College of physical education	2	4	3	2	2		13
Vocational adults education centre	6	17	6	7	7		43
Vocational institution	43	66	20	36	33	10	208
Vocational military school	4	10		5			19
Vocational special institution	23	13		4	2		42
Vocational special needs institution	3	4	2	3	1		13
Polytechnics	10	8	4	5	3		30
National Defence College	1						1
University	8	6	2	3	1		20
Open University	2	7	5	4	2	1	21
Other educational institutions	3	5	3		1		12
Total	2,103	2,593	1,134	1,320	1,044	90	8,284

* The table does not cover Non-Governmental Organisations (NGOs) and private companies, which to some extent are also eligible for participation, but play a minor role. Data has not been available from the NGOs.

2.1 Decentralised actions

A total of 685 Comenius 1.1. projects, 84 Comenius 1.2. projects, and 42 Comenius 1.3. projects were initiated in 2001–2002. Secondary and upper secondary schools participated most often in these projects, followed by primary schools. Comenius 1.2. is open only for pupils above age 14, which explains the high participation level of secondary, upper secondary and vocational schools. (Table 3).

In Finland, the education of children with special needs is mainly integrated into mainstream education. This explains the relatively low number of institutions for special needs education (6% of primary and secondary schools) and the small number of such institutions participating in the Socrates Programme. About 40% of the Comenius 1 coordinators indicated that their schools had pupils with special needs. In addition, a relatively low proportion of kindergartens participated in the projects compared to the actual number of kindergartens in Finland. Of all eligible institutions 37% were kindergartens, but only between 0 and 5% of the project participants were kindergartens (Table 1). One of the reasons for the low participation may be that kindergartens are administered by social and health authorities, whereas CIMO operates under the Ministry of Education.

There were fifty-five Grundtvig 2 projects in 2001 and 2002, nearly half of them in local adult education centres, which is the largest group of adult education institutions in Finland. Although there are thirteen vocational special needs education institutions for disabled people, none was participating in a Socrates project during the review period. There are sixteen closed prisons and eighteen open prison institutions. They all offer educational possibilities, either at the secondary and upper secondary level or in the field of adult education. One prison participated in a Grundtvig 2 project during the two-year existence of the action. It is, however, important to note that although Grundtvig targets

all adult learners in a broad sense, special attention should be given to activities relating to persons belonging to "hard to reach" groups who do not generally tend to take part in adult education or life-long learning initiatives (Table 4).

Geographically more than half of the decentralised projects were implemented in institutions in the densely populated region of southern Finland. Only six cities in Finland have more than 100,000 inhabitants, and these six account for 29% of the population. Twenty-five per cent of the Comenius 1 projects and 44% of the Grundtvig 2 projects were located in these cities. A majority of the projects are situated in urban areas or suburbs (ANNEX B).

Mobility

During the period studied, the Comenius school (1.1.) and development (1.3.) projects

produced approximately five cases of individual mobility per project per year. In the Comenius language projects (1.2.) mobility has increased by 15–20 persons per project each year. In 2001 there were 1,183 teacher mobility exchanges, which means that 2.4% of all

primary, secondary and upper secondary school teachers have been involved in mobility

projects. In some cases the same teacher may have participated in more than one exchange. A total of 0.1% of all pupils participated in a Comenius mobility exchange. Generally, trips have been related to project meetings, and only in Comenius 1.1. were there some teacher placement visits.⁵ Out of 594 pupils participating in Comenius language projects, ten were reported to be disabled (Table 5).

Transnational meetings took place in all Grundtvig 2 projects. The average number of meetings was 1.8 per project involving a total of 83 participants from Finland. In the final reports six projects reported approximately three meetings, seven projects reported two meetings, and ten projects reported one meeting each. These figures do not

⁵ Oppilaitostilastot 2002, Tilastotiede 2003.

Table 3. Types of Institutions and Organisations in Comenius 1, 2001–2002
(percentages of projects).

	Comenius 1.1.		Comenius 1.2.		Comenius 1.3.	
	2001	2002	2001	2002	2001	2002
	Secondary and upper secondary schools	37	40	56	65	31
Primary schools	49	43	-	-	38	28
Vocational schools	7	8	44	33	31	21
Special needs schools, other	2	4	-	2	-	7
Kindergarten	5	4	-	-	-	3
%	100		100		100	
N	380	305	36	48	13	29
Total	685		84		42	

Table 4. Types of Institutions and Organisations in Grundtvig 2, 2001–2002 (percentages of projects)

Grundtvig 2.	2001	2002
Adult Education Centre	48	41
Vocational institutions	4	17
Study centres	9	14
Vocational Adult Education Centres	9	10
Folk High Schools	4	7
Private company	9	3
Higher Education Institution	9	0
Open University	4	0
Other (incl. prison)	4	7
%	100	
N	55	33

Table 5. Mobility related to the projects, beneficiaries and target objectives (number of beneficiaries 2001–2002 compared to the total number of pupils and teachers in different types of projects)

	Teacher	Student
Comenius 1.1.		
Project meetings	940	230
Head teacher study visit	57	-
Teacher exchange	59	-
Teacher placement	8	-
Comenius 1.2.	84	594
Comenius 1.3.		
Project meetings	26	6
Head teacher study visit	5	-
Teacher exchange	4	-
Teacher placement	-	-
Comenius 2.2.	-	1
n (total number)	1,183	831
	(49,592)	(738,400)

include the national project meetings in Finland.⁶ Only six projects reported student participation in the meetings (number of students was 11). In Grundtvig preparatory visits (n = 21), teachers in adult education centres were the largest group to participate, followed by the principals of adult education institutions, educators, mediators and counsellors. Secondary and upper secondary school teachers and head teachers benefited the most from the individual mobility grants in Comenius and Arion study visits. The number of participating teachers from kindergarten and special needs schools was low (ANNEX F).

Most individual mobility grants were used in southern Finland. Relatively few of the recipients of funding were from eastern and northern Finland and the Åland Islands, which are geographically disadvantaged areas (Table 6).

The largest group of recipients of Erasmus grants consisted of students of economics, followed by students of technical and social sciences (ANNEX G). Finnish Erasmus participants were most likely to study in Great Britain, Germany, France, the Netherlands, Spain, Austria, Italy and Belgium, and least likely to study in the EU applicant countries and Iceland.

Comenius 2.2.B Language assistants were most likely to visit Spain, France and Great Britain. Fif-

ty-three Finnish schools participated as Comenius host institutions for a language assistant from another country. Finland received twenty-one teachers from Germany, which accounted for 40% of all language assistants visiting under Comenius 2.2.B during the period under review. Six language assistants came from France and Italy. The most visited countries in Arion study visits were Great Britain, France, Italy, Spain and the Netherlands (7–11 participants in each). Austria, Lithuania and Romania hosted one Finnish visitor each.⁷

2.2 Centralised actions

Fifty higher education institutions in Finland participate in Erasmus. In 2001-2002 these institutions participated in 293 Erasmus IP, CD, and DISS⁸ projects, in 41 of them as co-ordinators and in 252 as partners. The distribution roughly corresponds to the relative size of the higher education institutions. The universities of Helsinki and Jyväskylä were involved in 30% of the projects. These universities are the largest, having 31% of university students and receiving 32% of the national university budget allocations. As the main providers of teacher training in Finland, universities hosted most Comenius 2.1. projects (Table 7).

⁶ Grundtvig Decentralised Actions 2001-2002. Narrative Report. Agreement No 2001-0969/001-001 SO2 3ADEC.

⁷ Socrates Statistics 2001–2002. Comenius, Erasmus, Grundtvig, Lingua, Minerva and Arion. CIMO Publications 1/2003, Euro Reports.

⁸ IP=intensive programme, CD=development of initial and master curriculum (PROG) and development of European modules (MOD), DISS=dissemination of the results of the CD projects.

Table 6. Geographical coverage of individual mobility (percentage of the beneficiaries 2001–2002)

	Uusi-					Åland			N
	maa	South	East	Middle	North	Islands	%		
Comenius 2.2. B assistant teachers	20	37	6	29	8	0	100	49	
Comenius 2.2. B host institutions	32	29	3	15	21	0	100	53	
Comenius 2.2.C	25	31	13	16	15	0	100	200	
Grundtvig 3.	63	20	0	10	6	0	100	18	
Arion	25	28	20	19	8	0	100	79	
Erasmus outgoing students, *	37	25	7	15	13	3	100	3,289	
Erasmus incoming students, *	43	23	9	12	10	3	100	3,863	
Erasmus outgoing teachers, *	28	36	15	4	17	0	100	701	
Erasmus incoming teachers, *	35	33	12	4	16	0	100	885	

* Note: Data available only from year 2001.

Table 7. Types of institutions and organisations in centralised projects as co-ordinators and partners 2001–2002 (percentages)

	Comenius 2.1.		Erasmus IP, CD, DISS		Grundtvig 1		Lingua 1	Lingua 2	Minerva			
	2001	2002	2001	2002	2001	2002	2001–02	2001–02	2001–02			
	Higher Education Institution	39	60	100	100	25	15	-	60	68		
Public agency	31	-	-	-	5	15	-	-	-			
Primary School	4	40	-	-	-	-	-	-	-			
Secondary and Upper secondary School	12	-	-	-	-	-	-	-	4			
Upper secondary school for adults	-	-	-	-	5	-	-	-	-			
Vocational school	-	-	-	-	5	-	-	-	-			
Vocational specialneeds educational institution	-	-	-	-	5	-	-	-	-			
Vocational Adult Education Centres	12	-	-	-	10	15	17	30	-			
Adult Education Centre	-	-	-	-	20	23	-	-	4			
Open University	-	-	-	-	-	-	17	-	-			
Folk High school	-	-	-	-	5	-	33	-	-			
NGO	-	-	-	-	5	23	33	10	20			
Private company	-	-	-	-	5	8	-	-	4			
%	100		100		100		100	100	100			
N	26	10	150	143	20	13	4	1	4	5	16	9
total N	36		293		31		5	9	25			

Table 8. Geographical coverage of the centralised projects in 2001–2002 on the basis of percentage of co-ordinators and partners

	Uusi- maa	South	East	Central	North	Åland Islands	%	N
Comenius 2.	34	37	13	13	3	0	100	36
Erasmus IP and CD	30	23	12	23	12	0	100	298
Grundtvig 1.	49	47	0	4	0	0	100	31
Lingua 1.	17	17	33	0	33	0	100	6
Lingua 2.	30	50	0	20	0	0	100	12
Minerva	32	20	8	8	32	0	100	25

Universities co-ordinated all Comenius 2.1 co-operation projects and they also had the

largest representation of the partner institutions. Nine higher education institutions have not participated in Socrates projects (ANNEX C).

Adult education institutions and NGOs had all Lingua 1 projects. Generally speaking, higher education institutions participate in Lingua 2 (up to 60%) as well as in Minerva, Joint Actions and Accompanied Measures. Only a few projects are co-ordinated by Finnish institutions (between 0–4 depending on year and action) (ANNEX D).

Projects are mainly located in the larger cities where higher education institutions are concentrated, and these institutions co-ordinate most projects (Table 8). In Finland 15% of the population lives in the South and 25% in the Uusimaa area.

Networks

In Comenius, Grundtvig and Erasmus networks, higher education institutions held the largest share

of the partnerships. In all, 132 institutions were acting as partners in networks and only in one as co-ordinator (Comenius 3 Network). Most network institutions are located in the Uusimaa area, and all projects were in cities (ANNEX D).

The Nature of funded activities

The goal of the Government's Development Plan for Education and Research 1999–2004 is to guarantee equal opportunities and provide opportunities for life-long learning to every citizen, regardless of gender, race, place of residence, age, language or economic standing. The plan emphasises the promotion of internationalisation. The objectives of the Socrates Programme are in line with the national educational goals.⁹ Finland has adopted the Socrates objectives as defined in the Guidelines for Applicants. The National Board of Education annually co-finances about 30% of the Comenius projects, and the Ministry of Education co-finances Grundtvig and Erasmus student mobility.

⁹ The Finnish Ministry of Education, Education and Research 1999–2004 development plan, 1998; Paavo Lipponen's II government platform 1999–2003; profit plans of the Finnish Ministry of Education 2000–2003; the Finnish Ministry of Education, Definition of immigration policy, Ministry of Education working group memorandums and briefings 2003:7.

The Socrates Programme serves the aims of promoting internationalism, multicultural teaching and language skills quite well. Most of the objectives of the Socrates Programme, as described in the Guidelines for Applicants, are general in nature, and projects are readily adaptable to them. These guidelines include the strengthening of the European dimension, the promotion of co-operation and mobility, the encouragement of innovation, and the promotion of less-spoken languages and equal opportunities. The instructions, however, have not defined uniform overall objectives of separate actions. Especially in Erasmus, the objectives are described on a very general level, and they reflect the means of the action rather than its objectives. This applies to mobility as well as to CD, IP and DISS objectives.

All EU documents underline the principle of equal opportunity: promoting gender equality, addressing the needs of disabled persons, helping to combat racism and xenophobia and helping to offset the effects of socio-economic disadvantages. The Socrates National Agencies are encouraged to co-operate closely with specialised national agencies in educational boards and ministries in order to meet these objectives. According to the interviewees, the officers of CIMO and the representatives of the Ministry of Education share the opinion that the Socrates Programme objectives are in line with national priorities.

Despite this shared opinion, the widely distributed Socrates Programme general guideline leaflet prepared by CIMO makes no mention of the priority of equal opportunities.¹⁰ In the Comenius, Lingua and Erasmus leaflets¹¹ also prepared by CIMO, the promotion of gender equality and prevention of social exclusion and school failure are briefly suggested as project themes. The objective of combating racism and xenophobia, including the provision of equal opportunities, was mentioned only in the Grundtvig leaflet. Apparently as a consequence of

the missing reference to equal opportunities, this theme is represented in the projects somewhat modestly.

Only five of 125 projects co-ordinated in Finland address the theme of equal opportunities. Of the Comenius 2.1. partner institutions (n = 32), only one participated in such a project, with the aim to integrate young gypsies into mainstream society. In Minerva (n = 25) one project, and in Erasmus IP and CD (n = 150 in 2001) a total of four projects, dealt with these themes. In Lingua 1 and 2 none dealt with these themes. None of the Arion visits focused on the theme of equality in education or the prevention of violence. On the other hand, six institutions in Grundtvig 1 (n = 33) participated in projects on immigrant counselling, helping parents with disabled children, providing support for refugees and asylum seekers, and the like. In Grundtvig 2 (n = 55) nineteen participating institutions were either partners in projects dealing with equal opportunities (n = 5) or prevention of social exclusion (n = 14). No systematic data has yet been gathered on the socio-economic background of the participants or type of special needs. Disabled people have been integrated into ordinary teaching groups in all educational institutions. Separate data on the participation of the disabled are in general not available.

Women participate more in the Socrates Programme than men. In 2001 females accounted for 84% of the participants in Comenius 1 projects and 70% of these in Erasmus mobility projects.¹² This is partly due to the fact that the majority of students in higher education as well as of school teachers in basic education, and language teachers in particular, are female.

On the institutional level, these programmes succeed in reaching the primary and secondary schools, as well as higher education institutions. Kindergartens and special education institutions, including closed institutions, are not as successfully reached.

¹⁰ CIMO, Sokrates, Euroopan unionin koulutus ohjelma, 2001.

¹¹ CIMO, Sokrates kouluille: Comenius, Lingua, Minerva ja Arion, 2001; Grundtvig, eurooppalaista ulottuvuutta aikuiskoulutukseen, 2001; EU:n koulutusohjelmat korkeakouluille, 2001.

¹² Socrates Statistics 2001–2002, CIMO Publications 1/2003, Euroreports.

Synergy between the Socrates Programme and other community education initiatives

Synergy benefits can be reached at three levels: between Socrates projects, between Socrates actions, and between Socrates, Leonardo and Youth programmes. The CIMO officers interviewed for this review shared the opinion that stronger synergies between Socrates actions and other Community education initiatives are desirable. However, some synergy has been achieved between Comenius 1 and Comenius 3 projects through the funding of Comenius 1 teacher's participation in Comenius 3 Networks conferences and seminars. Synergy benefits were also observed between Grundtvig 1 and 2 projects. Plans have been made to continue some Grundtvig 1 projects under the aegis of Grundtvig 2. Some projects have been able to fund thematic visits with support from Grundtvig 3. The fact that the Socrates and Leonardo offices and the offices of the separate actions are physically located in the same building offers more frequent opportunities for staff to meet face-to-face. This opportunity could be utilised more effectively in order to increase synergy benefits between programmes.

Observed effects

Comenius

The final reports (n = 77) of projects from the year 2001 provide evidence of synergy benefits between school subjects and of benefits for teachers and students. In the co-ordinating institutions within-school synergy was achieved between English or Finnish language teachers and in many cases with art and music teachers. Promotion of English language skills is common, as it is the language of most projects. Project products, meetings and materials are often prepared with the help of art and music teachers in order to introduce creative elements. It is common that participants from different countries present aspects of their own culture during project meetings, which has easily integrated teach-

ers of the Finnish language and of Finnish history into the projects.

Reports by Comenius co-ordinators' indicate that teachers gained new ideas, methods and tools for teaching, improved language skills (mostly English), improved their knowledge of education systems in Europe, met colleagues, made friends, and increased co-operation. Many of the co-ordinators also described how the projects gave new inspiration and energy to everyday school life, increased their work motivation and improved the relations between pupils and teachers. Teachers feel that working on international projects is refreshing and inspiring. Comenius pupils improved their language and ICT skills, became acquainted with partner countries' cultural heritage and made new friends.

When asked about project results in the Comenius I survey, responding co-ordinators and partners (n = 93) indicated that projects had, despite the fact that expectations were greater than the outcomes, been successful in improving the participants' understanding of other cultures, increasing the exchange of information and good practice, increasing pupils' understanding of multiculturalism, increasing co-operation and mobility, and to some extent, in decreasing expressions of racism and xenophobia. Participation also made it possible to fund study visits (Table 9). According to the survey, pupils' skills in less frequently spoken languages, however, did not improve nor did the students' participation in school development processes.

Grundtvig

The quantitative goals of Grundtvig have been reached. Finnish institutions were involved in approximately 25% of the accepted projects. The acceptance rate of Finnish co-ordinators is above the average, with 50% of the applications being accepted. According to the Grundtvig 1 evaluation,¹³ respondents generally benefited from the projects through improvement of trainers' skills, increased internationalism and networking, creation of materials, tools and methods, and gaining new know-

¹³ Tainio, J. Aikuskoulutushankkeiden toimintamalleja ja tulosten levittämisen vaihtoehtoja, CIMO, Publication, 12/2002

Table 9. Expectations and outcomes of the completed Comenius 1 projects 2001–2002 (n = 93)

Goal/Objective	Expectations (mean)	Outcomes (mean)
To increase the use of less widely spoken and taught languages	2.3	1.9
To increase co-operation and mobility	3.4	2.8
To fund study visits	2.3	2.6
To promote multiculturalism in teaching	3.3	2.9
To improve the understanding of other cultures	3.7	3.4
To decrease expressions of racism and xenophobia	3.1	2.5
To increase open and distance learning	2.4	1.9
To promote exchange of information	3.5	3.2
To promote the development of study contents	2.7	2.4
To promote the development of teaching methods and materials	3.0	2.4

Note: A response scale of 1-4 was used where 1 = the item was not at all important/expectations were not met at all, 2 = the item was less important/expectations were not met very successfully, 3 = the item was fairly important/expectations were met to some degree, 4 = the item was very important/expectations were fully met.

ledge of European policies. The objectives of the programme concerning persons in disadvantaged situations were not fully met.

Erasmus

The goals of Erasmus have been reached successfully. Mobility and international networking have increased substantially. Co-operation between higher education institutions has increased as well. The application process has been simplified and administration has improved.

Students participating in the Erasmus student exchange report that they have benefited from the multicultural experiences, international contacts and improved language skills. The interviews with the co-ordinators of international affairs at higher education institutions gave the impression that interest in student exchange in Europe is decreasing slightly, whereas interest in exchange to countries outside Europe is increasing. Still, Erasmus is by far

the largest student mobility programme. The volume of incoming students has steadily increased over a period of ten years (from 154 in 1992–93 to 3,863 in 2001–02). In Finland, the number of incoming students has exceeded that of the outgoing students.

The number of teacher exchanges has reached stability, but there is some concern among the co-ordinators that a decline in the exchanges is inevitable. Teachers who have actively participated in the exchanges may feel burdened by the additional tasks related to them.

Lingua

Little information was available on the implementation of Lingua. The goals of Lingua are important from the Finnish point of view, but in practice Lingua is not powerful enough a tool to promote the use of less widely spoken languages.

Contribution to the development of new teaching methods and tools

Most Comenius 1 projects were used to develop study contents and teaching methods (Table 9). The four Comenius 2 projects co-ordinated by Finnish schools were devoted to the creation of web-based tools and teaching methods.¹⁴

According to the Erasmus evaluation¹⁵ the projects for intensive programmes and curriculum development were reported to have been useful. The most important results at the institutional level in both project categories were the introduction of new ideas, perspectives and methods in teaching, benefiting from useful international contacts and increased international co-operation and gaining experience in project management and working in international environments.

The European dimension

Internationalisation of education has long been one of the priorities of Finnish educational policy. The European dimension is clearly visible in language instruction in educational institutions and institutions of higher education. This is evident in the language programmes of schools. In addition to studying their mother tongue, all school children study at least two foreign European languages. A higher education degree requires knowledge of the two national languages, Finnish and Swedish, and one or two foreign languages.

The Socrates Programme provides an opportunity for expanding co-operation with European nations. Traditionally Finland has been strongly committed to co-operation with the Nordic and Baltic countries. Higher education institutions have actively participated in the programmes of the Nordic Council of Ministers, such as Nordplus. The creation of a common labour market and the reduction of border formalities as early as in the 1950s are also examples of concrete forms of co-operation. As the

Finnish-Russian border is also the border between the EU and Russia, relations with Russia and knowledge of the Russian language are integral aspects of the European dimension in education.

In Erasmus mobility (n = 3,289) 137 Finnish students visited the Nordic countries, 45 the Baltic countries and 260 other applicant countries. In Comenius 1.1. projects (n = 468), 46 participants came to Finland from the Nordic countries, 30 from the Baltic countries and 84 from other applicant countries during 2001–2002.

In the survey, teachers and pupils of Comenius 1 projects were asked to describe how they understand the European dimension. The concept appears to be diffuse. There is no uniform definition of the European dimension, and it appears to have several meanings (ANNEX H shows a selection of pupils' and teachers' views of the concept). Most respondents defined the European dimension as: 1) having and sharing something common such as continent, culture, history, future, roots, policy or monetary unit; 2) co-operation in the field of education, projects, between the countries, institutions and people 3) having tolerance for differences and multicultural issues; or 4) having an understanding of language and cultural differences.

2.3 Conclusions

The overall goals of the Socrates Programme are being well achieved on the project level. The horizontal objectives of the Socrates Programme are being implemented modestly in Finland. As a whole, national management of the programme appears to function well, and administration is professional. Administrative support to schools has been good, and participants have generally been satisfied with it. In practise the dissemination of the achieved results and experiences does not get the attention it deserves. Sufficient resources are not allocated for

¹⁴ Comenius Final Reports 2001.

¹⁵ Irma Garam, ERASMUS-rahoitteiset intensiivikurssit ja opetussuunnitelman kehittämishankkeet. hankkeiden eteneminen, ongelmat ja vaikutukset, CIMO Publications 5/2002.

the purpose. It should be noted, however, that these impressions have arisen in a situation where many projects are still on-going or have just recently been completed.

The impression is that participation in the Socrates Programme has been an important instrument for furthering internationalisation at all levels of education and training in Finland, particularly in higher education institutions. Since the end of the 1980s, internationalisation has been one of the key priorities in Finnish educational policy. Today it is part of ordinary activities at educational institutions. Participation in the Socrates Programme is an inspiring and rewarding experience. However, project resources are insufficient, and the visibility of both large and small projects is modest.

The review gave evidence that co-operation between institutions needs special efforts. Although good results should be disseminated and shared more effectively, institutions seldom have resources for this purpose. Dissemination should be integrated into ordinary work at schools and educational institutions. There may also be undesirable competition between institutions for additional resources, and in some cases pupils or students may prevent openness and the sharing of best practices.

Finland is a country of two less widely spoken languages. Promoting the use of these languages in the EU is of vital importance for Finland. Having the opportunity to improve their skills in the administrative languages of the EU motivates teachers and students to participate in the Socrates Programme. Teachers who are proficient language users or are employed in institutions with a focus on language skills may have better opportunities to attract financing for their projects. Generally, teachers of the English language, art, music and sports participate more frequently compared to teachers of other subjects.

Special effort is needed to reach geographically or socio-economically disadvantaged areas. There are relatively few Socrates projects in the northern and eastern parts of Finland in view of the fact that these areas are geographically remote. There are few projects on the Åland Islands as well (Table 1), despite the fact that this is a geographically distinct area

and as such a special target for the Socrates Programme. There is some evidence that projects tend to be concentrated in larger cities and institutions. The Uusimaa area is over-represented in the distribution of Socrates projects. However, the number of projects does reflect the distribution of inhabitants and the number of local institutions quite well.

CIMO has represented the priority of providing equal opportunities in a fairly modest way in their information leaflets and on the web pages. Only a few projects address this theme. Promotion of European co-operation for finding and developing best practices in the integration of immigrants into the society is important, as immigration is likely to continue increasing.

2.4 Recommendations

Dissemination of project results should be substantially improved. Final reports do not lead to the effective utilisation of the findings, particularly with regards to large projects. After the completion of a project, the responsibility for disseminating the findings is not funded and additional resources are not available in the educational institutions. Sufficient resources should be guaranteed in order for the horizontal objectives to be reached at the EU and the national level. National measures could be introduced in order to facilitate the dissemination of findings.

Synergy between schools should be encouraged and rewarded in order to motivate schools to integrate the projects into ordinary activities and to root innovations permanently into teaching practices. This can be achieved by developing practices that encourage long-term planning. The work and results of the projects should be integrated at a local level in the everyday work of educational institutions and in in-service training of teachers and trainers.

The Socrates Programme is an appropriate means of supporting the knowledge and use of the two national languages of Finland, which are both less widely spoken languages in the EU context.

Based on the reviews, Comenius 1 projects should be continued and strengthened. Comenius 2, Grundtvig, Erasmus IP and CD, and Erasmus mobility should be continued. Comenius 3 could be used more effectively as a tool to disseminate project results. Minerva is worth continuing, but the aims and objectives should be redefined to open more opportunities for applicants. The aims of Lingua are highly relevant from the Finnish point of view, but it would be worthwhile considering whether its objectives could be integrated into other actions or strengthened within other programmes.

The European dimension could be strengthened

through the spreading of best practices, but more co-operation on the administrative and decision-making level is necessary. The Socrates Programme could effectively support multilateral European co-operation, the creation of networks, and the spreading of best practices through Europe. PISA¹⁶ results indicate that the Finnish education and teacher education are such examples. Mobility, interpreted as bilateral activity, supports the creation of mutual exchange. It is desirable that high-level expertise from universities and other institutions be utilised in order to create networks on best practices in education.

¹⁶ <http://www.pisa.oecd.org/knowledge/home/pisa.htm>

3 Management of the Socrates Programme

3.1 Decentralised actions

CIMO administers national and international scholarship and exchange programmes and is responsible for the implementation of a number of EU education, training, youth and cultural programmes. The Finnish Ministry of Education provides policy guidance to CIMO. CIMO advances the teaching of the Finnish language, promotes Finnish culture in higher education institutions abroad, and arranges summer courses for international students. CIMO's tasks and administrative practices are defined by law and rest on the basis of a decree and rules of procedure. In addition, the management of CIMO (Director, Deputy Director), the IT Unit and the Communications Unit, and the Administrative and Financial Services Unit of CIMO are involved in the national implementation of Socrates. The Information Services Unit of CIMO informs the public on possibilities offered by Socrates as a part of their general information service duties. All in all, approximately sixteen staff members work to implement the Socrates Programme in Finland full-time (Table 10). A

National Steering Committee, expert groups (Comenius, Grundtvig and Erasmus) and a National Interim Evaluation Project Steering Group monitor co-ordination and implementation of the Socrates Programme in Finland. They provide guidelines for the implementation and support the work of CIMO.

Regional experts assist CIMO in making information about the programme available at the regional level. Five regional experts work for Comenius (agreement with provincial educational authorities) and eight for Grundtvig (agreements with individual experts from different regions and types of organisations). Higher education institutions have co-ordinators who promote Erasmus.

The National Socrates Agency receives 21% of its operating budget from the EU and 79% from national funds (Table 11). The Ministry of Education and the National Board of Education provide national resources. The observation programmes Eurydice and Naric have been funded mainly by the National Board of Education.

Table 10. Number of staff members operating the Socrates Programme in Finland

Number of staff	
Comenius	5.5
Erasmus	2.5
Grundtvig	1.8
Lingua	0.2
Minerva	0.2
Arion	0.5
Naric	1.0
Eurydice	4.0
Total	15.7

Table 11. Operating budget and breakdown of resources allocated to the Finnish National Socrates Agency 2001, Eurydice and Naric.

	National	EU	Total
Staff and administration	716,917	150,080	866,997
Eurydice	120,000	5,000	125,000
Naric	10,000	-	10,000
Total	836,917	155,080	991,997

Table 12. Proportion of selected projects compared to the number of applications

	Appli- ca- tions	Selec- ted 2001	% appro- ved	Appli- ca- tions	Selec- ted 2002	% appro- ved
Comenius 1.1	500	380	76	448	305	68
Comenius 1.2	91	36	40	75	48	64
Comenius 1.3	27	13	48	43	28	65
Comenius 2.2.B	71	26	37	49	23	47
Comenius 2.2.C	176	110	50	101	90	74
Grundtvig 2	38	23	61	55	32	60
Arion	61	39	64	80	40	50

Information and Application Procedures

The selection criteria and priorities for decentralised actions are discussed in expert groups, which agree upon certain selection criteria based on the Socrates Guidelines of the Commission and the Operational Handbook. A specific form has been produced for the assessment in order to make the selection more coherent. National criteria have not been defined, however, the implementation of Erasmus has been carried out properly according to the National Action Plan. External experts and persons responsible for the action in question evaluate the applications. Comenius and Arion applications have mainly been assessed by experts from the National Board of Education, while Grundtvig applications have been assessed by experts in adult education institutions. There is no official selection committee for Arion. Applications for preparatory visit grants are assessed on an on-going basis. Assessment has been conducted by staff at CIMO in order to ensure close co-operation between the different actions. Visits to Grundtvig, Comenius networks and other centralised actions have been prioritised (Table 12).

The experts interviewed for this report have called for more information meetings for the co-ordinators, partners and regional experts. In order to raise institutional commitment the experts suggested that 2-3 persons per institution should be invited to each meeting to secure a continuity of the flow of information in the institutions. The information meetings should be organised during all the stages of the project cycle, not only in the beginning. Especially the theme of providing equal opportunities is promoted only modestly.

Operation of the interfaces

According to feedback from the expert interviewees the administrative service provided by CIMO is professional, reliable, fast and friendly. In order to make projects run smoothly, the administrative process itself could be simplified. From the applicants' point of view the application and management processes are burdensome and time-consuming, taking

away resources from core activities.

It is recommended that the Technical Assistance Office and the Commission pay attention to improving the up-dating systems for distributing information on statistics, project contents, results and processes of centralised projects. There are deficiencies in the data as well as obsolete, missing and contradictory information on both the national and the EU level, and these shortcomings inhibit the evaluation of programmes and their further development based on the evaluations.

3.2 Centralised actions

Co-ordinators, partners and officials call for better communication with the Commission. The services of the Commission are felt to be distant and there is a desire to identify the persons responsible for each action. The Technical Assistance Office and the European Commission received negative feedback for not responding to inquiries in a timely manner. In order to help prospective participants access topical information, important dates and calls for proposals could be placed on the front page of leaflets, web-pages and so on. Information about all centralised actions is accessible on the web pages of CIMO and the European Commission.

There is a strong wish to reduce the bureaucracy and find alternative ways to control the finances. Basic and secondary education are mainly organised by municipalities, which adds one step to the process. The interviewed experts suggested that project administration be facilitated by making bureaucracy lighter. The application and reporting forms are said to be too complicated and time-consuming to fill out. No official interrelations have been created with the Leonardo and Youth programmes. Challenges and possible solutions suggested by recipients of project funding are presented in ANNEX I.

3.3 Conclusions

The services of CIMO have received positive feedback. By allocating more resources for planning purposes, particularly in large centralised projects, the creation of new projects could be facilitated. Heavy administration and documentation requirements may decrease the number of applications. From the point of view of the applicants, the management of centralised projects is time-consuming and burdensome. Due to the bureaucracy, the application process is lengthy and unpredictable. Participants feel that the application and reporting guidelines provided by the European Commission are difficult to comprehend.

3.4 Recommendations

CIMO could pay more attention to ensuring that geographically or socio-economically disadvantaged educational institutions are given the opportunity to participate in the Socrates Programme. It is recommended that management processes be developed and made user-friendlier, and management training be provided when necessary. In general, it would be helpful if the administration of projects would be simplified. Applicants should be reminded to include administrative costs in their budget. The project co-ordinators should be advised to add costs related to participation in national training seminars in the project budget.

It is important that CIMO emphasises accountability at the national and the European Commission level as well as careful preparation of project budgets. This should already be taken into account when planning the project to ensure that there are accountants from each of the institutions involved in the project administration.

4 Funding and Financial Management

4.1 Sufficiency of grants

The EU grant covers 100% of the direct costs of the decentralised projects, and max 75% of the costs of centralised projects (Table 13).

Grants are insufficient for reaching the aims and running the heavy administration. This means that in every project there should be a high level of commitment to invest personal time and money in the project. Relations to local public and private sponsors have been useful. Grant holders have received administrative advice from CIMO. The National Board of Education provides a 30% share of the total costs in order to support the Comenius programme. This increases the number of participating institutions. The Ministry of Education provides additional support for Grundtvig 1 projects and Erasmus student mobility. This seems not to be sufficient to provide financing for all applicants. Local authorities in disadvantaged areas have great difficulties in supporting projects, which limits participation of the schools in certain geographical areas.

In Comenius during 2002 (from the projects funded 2000–2001) monitoring visits were conducted in seven projects: four school projects, one

school development project and two language projects (Socrates Report 2002). The set-up of the visits followed the guidelines set by the Commission and the national evaluation experts. During the visits progress of the projects and implementation at the school level was observed. Two monitoring visits were made in Grundtvig projects in 2001–2002. CIMO has also visited launching meetings of projects. Between 2002 and 2003, eight monitoring visits were made in Erasmus projects. The findings from the monitoring visits show that there has been no misuse of the allocated funds. The lack of funding for hospitality costs and extra work beyond contractual working hours is a disadvantage for programme evaluation.

4.2 Conclusions

Much activity has been generated and carried out despite small budgets, nevertheless, it would be beneficial if more time could be allocated for the implementation of the project, as participants expe-

Table 13. EU and national funding in 2001 (in Euros)

	National	EU	Total
Comenius	640,000	1,590,592	2,230,592
Grundtvig	-	233,874	2,338,74
Erasmus	465,000	2,566,097	3,031,097
Arion	-	42,900	42,900
Preparatory visits	-	23,774	23,774
Total	1,105,000	4,457,237	5,562,237

rience that project and financial administration are time-consuming. Projects are quite small in order to be effective at institutional level. Generally, the grants enable only a limited number of activities to be implemented, and institutions will have to prioritise their needs. It should be noted that higher education institutions have had a greater range of possibilities to finance projects than primary and secondary schools to finance projects.

The extent of bureaucratic procedures relative to the financial resources available may discourage prospective applicants. One problem in the bureaucratic processing of centralised actions is the difficulty to predict the length of the decision-making process. Educational institutions hesitate to integrate projects into their development strategies, as availability of funding is uncertain. As a result, Socrates projects easily remain disconnected from the actual needs of the educational institution.

4.3 Recommendations

From the Finnish point of view it is desirable that decentralisation, co-ordination and decision-making, that is, project approval and the allocation of financial resources, be strengthened at the national level. It is essential that sufficient resources be secured for dissemination purposes particularly in large centralised projects.

There is a need to further decentralise the application procedure in order to ensure that national priorities are taken into account. As the extent of the bureaucracy in centralised actions is not proportional to the amount of financial support available, procedures require simplification and specification. Simplifying the financial reporting is desirable. Such improvements would reduce the need for help and advice and would enhance the opportunities of educational institutions to apply for funding.

5 General Conclusions and Recommendations

In general, the Socrates Programme is highly relevant for the Finnish national educational policy. The over-all implementation of the programme appears to be successful. In fact, the programme is so well received that it has even guided educational institutions in their international pursuits. There are more applicants than available project resources. Schools and institutions of adult education, such as adult education centres, have been particularly active in applying, although there is variation between institutions. The following are the general conclusions and recommendations based on the review.

1. Dissemination of results to other educational institutions is one of the main challenges in the implementation of the Socrates Programme, particularly in larger projects. The main reason is that the financial resources available for the purpose are scarce. Educational institutions are in a position of having to compete for scarce resources, even for pupils and students, which also decreases interest in disseminating project results. More attention could be paid to

the dissemination process in project proposals. The recommendation that centralised projects allocate specific time for dissemination of results appears to be a step in the right direction. It may be helpful if the Socrates National Agencies can allocate resources to Socrates seminars where project results and new innovations could be presented to larger audiences. The European Union could take a more active role in disseminating results in the member countries by organising conferences in order to present innovations and by maintaining the web pages. The ISOC database¹⁷ appears to be a step in the right direction.

2. Some larger projects tend to remain disintegrated from ordinary school or institutional activities and they are not integrated in the long-term planning of the schools or institutes. At the governmental level more attention could be paid to mainstreaming international co-operation into the local curricula and teaching programmes. Greater effort could be made to

¹⁷ <http://www.isoc.siu.no/>

provide opportunities for educational institutions in geographically disadvantaged areas.

3. The member countries of the European Union may benefit from an electronic pool of experts on the Socrates Programme working in the National Agencies or in other institutions. These experts could function as resource persons in other member countries and they could also play a consultative and evaluative role. Benchmarking and peer reviews are worthwhile means of increasing exchange of experiences between member countries.
4. Developing the databases for international statistics would be beneficial for evaluation purposes. As it is now, comparative data are not readily accessible to researchers and evaluators. The data available are sometimes obsolete or inaccurate.
5. The Erasmus programme has been successful in facilitating student mobility and the experiences are very positive. Finnish students have broadly taken advantage of opportunities to study abroad. On the other hand, the mobility of staff at higher education institutions needs development. More effort is needed to effectively distribute information on the networks and completed projects of higher education institutions. It is recommended that mobility be developed so that more staff, students and pupils are provided the opportunity to participate in longer work or study visits. Especially in general and adult education, teacher mobility is an issue where effort is needed in order to reach the goals. Co-operation between teachers is too often limited to formal meetings at the expense of long-term pedagogical development. The Socrates Programme should support projects that permit pedagogical development over a longer time span.
6. The promotion of European language skills is a goal that requires attention. The objectives of the current Comenius and Lingua actions are to be supported; however, in Lingua, new models for implementing the action need to be developed in order to reach the goals and promote the use of less widely spoken languages.
7. Finns have participated actively in Minerva. The impression is that the goals are highly relevant from the Finnish point of view, but the forms of implementation of the programme need to be re-considered. Smaller projects with lighter administration could be created to supplement Minerva.
8. Finnish institutions of adult education have participated actively in Grundtvig. In order to facilitate equality in the programme, the importance of the goals should be taken into account more explicitly when information about the programme is distributed. Information should reach all target groups more efficiently.
9. It is important that the different forms of financial support for decentralised projects are further developed. Especially the support for Comenius projects is limited, due to the large number of schools. As a consequence many projects have remained small-scale, involving only a few participants rather than becoming an integral part of the entire educational institution or a group of institutions. The integration of projects into the ordinary activities of educational institutions is more successful if projects involve a larger number of teachers simultaneously per school.
10. The application process of development and innovation projects is burdensome and time-consuming for schools and institutions and requires re-consideration. To guarantee that national political priorities are taken into consideration, decisions regarding allocation of funds should, to as large an extent as possible, be made in the member countries and close to the field. The co-operation between the European Commission and

the member countries appears to function well, particularly with regards to Grundtvig and Comenius actions.

11. In view of the common agenda for educational policy and the Bologna Declaration, it is important to reconsider how the structure of the Socrates Programme could be further developed so that the political goals can be achieved. The Socrates Programme is fragmented, particularly when it comes to the small actions. Mobility is an important goal that is worth developing, both in magnitude and flexibility in order for the political goals to be reached. The Socrates Programme can be effective in mainstreaming the goal of providing equal opportunities. In the case of Finland, geographically disadvantaged areas need more support. It is recommended that more attention be paid to the materialisation of the common horizontal educational policy goals of the EU in the Socrates Programme.

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Annexes

ANNEX A.

Objectives and Selection Criteria of the Socrates Programme

ANNEXES B-I:

Types of institutions and organisations and the geographical coverage of decentralised and centralised projects

ANNEX B.

Geographical coverage of the decentralised Comenius 1 and Grundtvig 2 projects

ANNEX C.

Distribution of centralised Socrates projects in higher education institutions (Erasmus IP, CD, DISS, TN and TND, Comenius 2 and 3, Grundtvig 1, Lingua 1 and 2, Joint Action, and Accompanying Measures)

ANNEX D.

Type of Lingua, Minerva, Joint Actions and Accompanying Measures

ANNEX E.

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ANNEX G.

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ANNEX H.

European Dimension: thoughts from the Comenius pupils and teachers

ANNEX I.

Challenges and suggestions for development. Grant recipients' contribution on development of programme management

Objectives and Selection Criteria of the Socrates Programme

The objectives of SOCRATES -programme¹⁸

The specific objectives of Socrates, as set in the Decision which established the programme¹⁹, are as follows:

1. To strengthen the European dimension in education at all levels and to facilitate wide transnational access to educational resources in Europe while promoting equal opportunities throughout all fields of education;
2. To promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, in particular those languages which are less widely used and less widely taught;
3. To promote co-operation and mobility in the field of education, in particular by
 - encouraging exchanges between educational institutions,
 - promoting open and distance learning,
 - encouraging improvements in the recognition of diplomas and study periods
 - developing the exchange of information and to help remove the obstacles in this regard
4. To encourage innovation in the development of educational practices and materials and to explore matters of common policy interest in the field of education

In pursuing these objectives, the programme will also seek to promote equality between women and men and equal opportunities for disabled persons, and will contribute actively to the fight against social exclusion, racism and xenophobia.

Implementing the Principle of Equal Opportunities in the Second Phase of Socrates²⁰

The Treaty of Amsterdam strengthens the general provisions in the area of Equal Opportunities and stipulates that in all the activities covered by the

¹⁸ Socrates Programme, Guidelines for Applicants, June 2000 Edition

¹⁹ Decision 253/2000/EC of the European Parliament and of the Council of 24.1.2000, Official Journal of the European Communities n°L28 of 3.2.2000

²⁰ Annex 3, Implementing the principle of equal opportunities in the second phase of Socrates, Socrates Programme, Guidelines for Applicants, June 2000 Edition.

Treaty, the Community shall aim to eliminate the inequalities, and to promote equality between women and men. All Community programmes and policies are called to contribute to achieving these objectives. Education - and in particular the Socrates programme as the Community's main instrument in this field - has an important role to play.

In applying the principle of Equal Opportunities within Community policies, a distinction is made between two fundamental aspects:

- Promoting equality between women and men (inequality for reasons of gender being seen as a general factor affecting the whole population)
- Eliminating inequalities resulting from various other factors (physical or mental disabilities; racial, cultural, ethnic or religious discrimination, socio-economic disadvantage, geographical disadvantage etc.)

This concern not only equal access opportunities to all parts of the programme, but also supporting activities designed to enhance equal opportunities in all sectors of education. The Commission and national authorities in the participating countries - and in particular the National Agencies - cooperate closely in order to ensure that the equal opportunities principle is implemented across all the programme's Actions.

Comenius

Overall objectives and structures²¹

The overall objectives of Comenius are to enhance the quality and reinforce the European dimension of school education, in particular by encouraging transnational cooperation between schools and contributing to improved professional development of staff directly involved in the school education sector, and to promote the learning of languages and intercultural awareness.

Comenius contributes to enhancing the quality and reinforcing the European dimension on school education by:

- promoting transnational co-operation and exchanges between schools and teacher training establishments;
- encouraging innovations in pedagogical methods and materials;
- promoting the transnational dissemination of good practice and innovation in the management of schools;
- developing and disseminating methods for combating educational exclusion and school failure, promoting the integration of pupils with special educational needs, and promoting equality of opportunity in all its aspects;
- promoting the use of information and communication technology in school education and in the training of staff working in this sector of education

Comenius contributes to promoting the learning of languages in school education in Europe by transnational measures designed to:

- improve the quality of the teaching of European languages as foreign languages;
- improve the pedagogical skills of teachers of languages;
- improve the language skills of teachers of less widely used and less taught languages;
- increase the diversity of foreign languages taught;
- motivate all teachers and learners to increase the number of foreign languages they speak and standard to which they speak them

Disadvantaged pupils and school²²

It is considered particularly important to encourage the active involvement of pupils at risk of social

²¹ Socrates Programme, Guidelines for Applicants, June 2000 Edition, pg 26

²² pg, 35

exclusion and pupils with special educational needs in Comenius 1 projects, as this has been proven to raise motivation and consequently also achievement levels. Disadvantaged schools as those in socio-economically disadvantaged areas, those with a substantial number of pupils at risk of social exclusion, or those with a high incidence of pupils with special educational needs, may therefore be awarded a higher grant to enable them to participate fully in the project concerned, including the transnational mobility activities. Applications will be assessed on a case-by-case basis in the context of the school's Comenius Plan.

The selection criteria priorities for Comenius

In addition to the general selection criteria set out in Part I of the Guidelines for Applicants, priority will be given to projects which:

- promote the active participation of pupils with special educational needs;
- promote intercultural education, and help to combat racism / xenophobia;
- actively promote equal opportunities for girls and boys, as well as for female and male staff members;
- involve schools with little or no previous experience of co-operation in transnational projects and which have not previously received a Community grant;
- involve schools / pupils which / who are disadvantaged for socio-economic, geographical or other reasons, and in particular projects enabling schools / pupils which / who are most in need of Community support to participate in transnational co-operation activities

Erasmus

Overall objectives and structure²³

The higher education Action of Socrates, entitled Erasmus, seeks to enhance the quality and reinfor-

ce the European dimension of higher education, by encouraging transnational co-operation between universities, boosting European mobility and improving the transparency and full academic recognition of studies and qualifications throughout the Union. Erasmus provides mobility grants to many thousands of students and teachers, but is also concerned with enhancing the European dimension of studies for those students and teachers who do not directly participate in exchanges. In this context, intensive programmes, the development and consolidation of pan European thematic networks are strongly emphasised.

Responsibilities of the universities²⁴

Each university's main responsibility under the terms of the IC is to carry out effectively the activities for which Community support is provided. This entails:

- identifying persons responsible for implementing the activities within the university and establishing internal procedures to make them accountable for the successful accomplishment of the activities; ensuring that departments of faculties fulfil their obligations towards the partner institutions;
- liaisons with partner institutions;
- establishing the necessary administrative support structures at all levels and accounting for the use of Community grant;
- seeking such complementary funding from other sources as may be necessary to ensure the successful implementation of activities;
- contributing to the implementation of transversal Community policies, notably the promotion of equality between women and men, the integration of disabled persons, the promotion of social and economic cohesion and the fight against racism

²³ pg. 54

²⁴ pg, 55

Grundtvig

Objectives of Grundtvig²⁵

Grundtvig seeks to improve the quality and European dimension of adult education in the broadest sense, and to help make lifelong learning opportunities more widely available to Europe's citizens.

The main operational aims of Grundtvig are

- to promote European co-operation in lifelong learning, notably between bodies providing adult education or remedial education;
- to improve the training of persons involved in the teaching of adults, as broadly defined within the Grundtvig Action;
- to promote the development of concrete products and other results which will be of wider potential across several European countries;
- to further the debate on lifelong learning and contribute to the dissemination of good practice.

Although Grundtvig targets all adult learners in the broadest sense, special attention will be given to activities relating to:

- persons lacking basic education and qualifications;
- persons living in rural or disadvantaged areas, or who are disadvantaged for socio-economic reasons;
- persons with special educational needs;
- persons belonging to other "hard to reach" groups who do not generally tend to take part in adult education or lifelong learning initiative

Lingua

Lingua is divided into two parts, each addressing specific sub-objectives:

Lingua 1. Objectives²⁶

The objectives of Lingua 1 are to promote language teaching and learning, to support the linguistic diversity of the Union, and to encourage improvements in the quality of language teaching structures and systems.

The Action is intended to:

- raise citizens' awareness of the multilingual character of the Union and the advantages of lifelong language learning, and to encourage them to take up language learning themselves;
- improve access to language learning resources and increase the support available for those learning languages;
- promote the dissemination of information about innovative techniques and good practices in foreign language teaching in Europe, among its target groups

Lingua 2. Objectives²⁷

The objective of Lingua 2, which continues to a large extent the work begun by the Lingua D action during the first phase of SOCRATES, is to help raise the standards in language teaching and learning by ensuring the availability of sufficient high quality language instruments, and tools for assessing linguistic skills acquired. Lingua 2 will encourage both the development of new tools and a wider dissemination of existing tools which represent best practice and provide European added value.

The specific operational objectives are:

- to encourage innovation in the development of language learning and teaching tools for all sectors of education;
- to encourage the sharing of best practices;
- to provide a wider variety of language teaching materials to more clearly defined groups, by encouraging the production of language tools

²⁵ pg, 74

²⁶ pg, 91

²⁷ pg 94

which are commercially under-represented or difficult to market on a large scale, notably because of the target group or the nature of the educational approach involved;

- to encourage the acquisition of sufficient knowledge of foreign languages to meet the requirements of particular situations and contexts, provided that these measures are not linked to a specific profession (this would fall more within the scope of the Leonardo da Vinci programme);
- to improve the distribution and availability of products

The selection criteria of Lingua projects²⁸

In addition to the criteria set out in Part I of the Guidelines of Applicants, Lingua projects will be assessed in relation to the extent to which they:

- specify their didactic approach clearly and consistently, make an effective contribution to linguistic pluralism and to diversification of language learning (priority will be given to the less widely used and less taught languages of the Union)
- target several eligible languages;
- involve where possible more than one target group, and in any case define the target group(s) precisely;
- encourage language learning for disadvantaged persons;
- take into account the cultural aspect of the languages being learnt

Minerva²⁹

The Minerva Action seeks to promote European co-operation in the field of Open and Distance Learning (ODL) and information and Communication Technology (ICT) in education. The projects fun-

ded under Minerva should have a clear multiplier effect and result in greater knowledge about ODL and/or the use of ICT in education as the main subject and priority for the co-operation which they envisage.

The aim is:

- to promote understanding among teachers, learners, decision-makers and the public at large of the implications of ODL and ICT for education, as well as the critical and responsible use of ICT and multimedia-based educational products and services;
- to promote access to improved methods and educational resources as well as to results and best practices in this field

Observation and Innovation (Arion visits, Eurydice and Naric)³⁰

Observation and Innovation - Action contributes to improving the quality and transparency of education systems and furthering the process of educational innovation in Europe through the exchange of information and experience, the identification of good practice, the comparative analysis of systems and policies in this field, and the discussion and analysis of matters of common educational policy interest. The Action is therefore primarily oriented towards the needs of those who are called upon to take decisions on educational policy at various levels. Close co-operation between the Commission and the competent authorities in the participating countries is therefore a feature of the Action. A group of highly qualified experts advises the Commission on the quality of analysis and initiatives carried out.

²⁸ pg 96

²⁹ pg 98

³⁰ pg 103

Types of institutions and organisations and the geographical coverage of decentralised and centralised projects

(Legend: M = Missing, data not available)

B. Geographical coverage of the decentralised Comenius 1. Grundtvig 2. projects, partners and co-ordinators 2001-2002 (percentages of the projects in the area)

	Uusimaa	South	East	Central	North	Åland Islands	%	N
Comenius 1.	22	29	16	18	14	1	100	810
Grundtvig 2.	33	26	16	20	5	0	100	55

C. Centralised Socrates projects in higher education institutions

(Erasmus IP, CD, DISS, TN and TND, Comenius 2 and 3, Grundtvig 1, Lingua 1 and 2, Joint Action, and Accompanying Measures)

Name of Institution	As co-ordinator 2001-02	As partner 2001-02	As co-ordinator 2002-03	As partner 2002-04	All
Helsinki School of Economics, Helsinki	-	2	-	-	2
University of Helsinki, Helsinki	-	42	1	30	73
University of Joensuu, Joensuu	-	7	1	5	13
University of Jyväskylä, Jyväskylä	1	24	6	14	44
University of Maastricht, Maastricht	-	5	-	4	9
Academy of Fine Arts, Helsinki	-	1	-	1	2
University of Lapland, Rovaniemi	-	5	-	4	9
Lappeenranta University of Technology, Lappeenranta	-	2	-	-	2
National Defence College, Helsinki	-	-	-	-	-
University of Oulu, Oulu	-	11	-	6	17
Sibelius Academy, Helsinki	-	7	-	4	11
Swedish School of Economics and Business Administration, Helsinki	1	-	1	-	2
University of Art and Design, Helsinki	-	3	1	-	4
Tampere University of Technology, Tampere	-	2	-	1	3
Theatre Academy of Finland, Helsinki	2	7	-	1	10
Helsinki University of Technology, Helsinki	-	6	-	-	6
Turku School of Economics, Turku	-	-	-	-	-
University of Turku, Turku	1	11	-	2	14
University of Vaasa	-	4	-	1	5
Åbo Academy University, Vaasa	-	7	-	2	9
Arcada Polytechnic, Espoo	-	1	-	1	2
Diaconia Polytechnic, Helsinki	1	-	2	-	3
Espoo-Vantaa Institute of Technology, Espoo	1	3	-	4	8
South Carelia Polytechnic, Lappeenranta	-	2	-	1	3
Haaga Polytechnic, Helsinki	-	2	1	2	5
Helsinki Polytechnic Stadia, Helsinki	-	4	-	8	12
Helsinki Business Polytechnic, Helsinki	-	1	-	-	1

Humanities Polytechnic, Kauniainen	-	4	-	3	7
Häme Polytechnic, Hämeenlinna	-	6	-	5	11
Jyväskylä Polytechnic, Jyväskylä	1	2	1	-	4
Kajaani Polytechnic, Kajaani	-	1	-	-	1
Kemi-Tornio Polytechnic, Kemi	-	-	-	-	-
Central Ostrobothnia Polytechnic, Kokkola	-	2	-	1	3
Kymenlaakso Polytechnic, Kotka	-	-	-	2	2
Lahti Polytechnic, Lahti	-	5	-	2	7
Lahti University of Technology, Lahti	-	-	-	1	1
Laurea Polytechnic, Vantaa	-	-	-	2	2
Mikkeli Polytechnic, Mikkeli	-	4	-	1	5
Oulu Polytechnic, Oulu	1	5	2	7	15
Pirkanmaa Polytechnic, Tampere	4	2	7	-	13
North Carelia Polytechnic, Joensuu	-	3	-	3	6
Pohjois-Savo Polytechnic, Kuopio	-	1	-	-	1
Police College of Finland, Espoo	-	-	-	-	-
Rovaniemi Polytechnic, Rovaniemi	-	3	-	2	5
Satakunta Polytechnic, Pori	-	3	-	5	8
Seinäjoki Polytechnic, Seinäjoki	-	4	-	1	5
Swedish Polytechnic, Vaasa	-	-	-	-	-
Tampere Polytechnic, Tampere	1	2	2	-	5
Turku Polytechnic, Turku	-	6	1	4	11
Vaasa Polytechnic, Vaasa	-	-	-	-	-
Sydväst Polytechnic, Tammisaari	-	1	-	-	1
Åland Polytechnic, Mariehamn	-	-	-	-	-
Raisio Commercial College, Raisio	-	1	-	-	1
Turku Vocational Institute, Turku	-	1	-	1	2
Total	14	222	26	135	396

D. Type of Lingua, Minerva, Joint Actions and Accompanying Measures 2001-2002
(number of coordinators and partners).

	Lingua 1.		Lingua 2.		Minerva		Joint Action		Accompanying Measures	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
	Coordinator	1	0	2	1	1	2	0	m	m
Partner	4	1	5	4	15	7	1	m	m	6
Total	5	1	7	5	16	9	1	m	m	10

E. Geographical coverage of Socrates Networks 2001
(percentages of projects).

	Åland						%	N
	Uusimaa	South	East	Central	North	Islands		
Comenius. 3	0	0	0	100	0	0	100	1
Grundtvig .4	66	17	0	0	17	0	100	6
Erasmus TN	37	30	8	13	10	2	100	126

F. Types of institutions in individual mobility programmes 2001-2002
(percentages of grant recipients).

	Com 2.2.B	Com. 2.2.C	Grundtvig 3	Grundtvig preparatory visits	Arion
	Kindergarten	-	1	-	-
Primary school	30	42	-	-	70*
Secondary and upper secondary school	44	36	-	10	
Upper- secondary school for adults	-	-	23	-	-
Vocational institution	15	14	23	-	-
Adult education centre	11	-	39	10	6
Special-needs school	-	1	-	-	2
Higher education institution	-	-	5	5	-
Local education authority	-	-	-	-	15
National education authority	-	-	-	-	7
NGO	-	-	5	10	-
Other	-	6	5	65	-
%	100	100	100	100	100
total N	53	200	18	20	79

* Note: Figures for primary, secondary and upper secondary school are reported together in the table. Statistics provided on Arion do not separate primary and secondary school. Data for Grundtvig 2002 is not available.

G. Erasmus student and teacher mobility by subject area

Subject Area	2001-2002 ¹
Agriculture and Forestry	2
Architecture	1
Art and Design	7
Business Studies and Regional Planning	35
Education, Teacher Training	4
Engineering, Technology	11
Geography, Geology and Environment	2
Humanities	3
Languages and Philology	7
Law	4
Mathematics, Informatics	2
Medical Sciences	7
Natural Sciences	3
Social Sciences	8
Communication and Information Sciences	2
The Other	2
%	100
N	3,289

¹Academic year

Teacher mobility (percentage per subject area)

Subject area	2001-2002 ¹
Agriculture and Forestry	4
Architecture	2
Art and Design	10
Business Studies and Regional Planning	21
Education, Teacher Training	7
Engineering, Technology	8
Geography, Geology and Environment	1
Humanities	2
Languages and Philology	11
Law	1
Mathematics, Informatics	4
Medical Sciences	15
Natural Sciences	1
Social Sciences	9
Communication and Information Sciences	2
The Other	2
%	100
n	701

¹ Academic year

European Dimension: the thoughts of pupils and teachers in Comenius projects

What is the European Dimension?

For me the European Dimension means that:

Finnish Comenius pupils aged 10-19.

- I am European, I live in Europe and I belong to Europe, which is a good and safe place to live. I feel I belong to the European community and I also understand other cultures, not only my own. We are part of a bigger unit in which we respect each other, we all are equally valuable and we all have a possibility to live a good life. We are proud to be European, although we have lost our national currency.
- Things are common in Europe and people are tolerant to each other. In Europe we should be friendly and understand that there are different people.
- It is good to be European and not American or from a poor country. In Europe we speak European languages; we are used to different cultures and different people. It means that we are also in the middle of a mixture of different languages, cultural heritages and what ever. From this diversity we should find unity and a way to represent our own cultures. In Europe we are civilised.
- As a small country it is good to belong to the wider community in which we have a right to say our opinions and we have a possibility to influence the decision making, our lives and the happenings in the world. We belong to a developing union, we all have the same rights and we have a good standard of living.
- Maybe France, Germany, Spain and Italy are more European than the rest of the countries, but still we all have our deep roots here. The European dimension is to share the cultural heritage with everyone, so that we learn to respect each other.
- It also means also that we are at home although we are in different countries and speak different languages. In Europe we are able to look at the skies and breathe safely. You are not stoned if you have different opinions or if you don't agree.
- In Europe we have the same aims and we pull together. We are proper citizens. We belong to the same technology society. This is the best continent, we are free. In Europe we are COOL and RELAXED.
- The European dimension means that Marabou's "Coco" (Swedish chocolate) beats Fazer's "Blue" (Finnish chocolate).

Comenius Teachers's Views

- Being European has become part of life today and in the pupils' future it will be a natural part of everyday life. It means internationalism becoming ordinary, accepting differences, increasing pluralism, growing as a human being, transforming and changing patterns of thought towards greater community, responsibility, peace, and co-operation. It also means an expanding world-view, tolerance, and the decrease of prejudice and racism.
- The European Dimension means treasuring the European cultural legacy, and transferring it to the next generation. European values and civilised culture. It means that all partners value the particular culture of their own country, are proud of it, and that the acceptance of others and an interest in other countries and cultures is the bearing force in everything. Tolerance and understanding arise from personal contacts. By doing target-oriented work together we get to know each other, and create lasting friendships. Similar problems and joys exist in schools everywhere.
- The European Dimension means working for a better collective and more equal economy, which in turn promotes peace. It means getting to know other cultures, peoples, nations, and societies, and co-operating on a practical level so that a shared European understanding comes about and develops in a positive spirit. For Finland it means helping and opening up; an awareness that we are European and part of the European culture, which we can be proud of. To support this development we need knowledge about and appreciation of our own culture. First and foremost, children and youth is the age group, which the European Dimension has the most relevance for in the future. Therefore, teachers today are in a key position as we move towards these concepts of dimension.
- The European Dimension means that communication and mobility between countries becomes easier: benefiting from the Euro; removing borders between countries; exchanging best practices and getting to know schools and life in other parts of Europe. It means that one understands that the Finnish culture is part of European culture, and that one feels familiar in a multicultural community and in international co-operation. One knows one's own roots, and keeps up and develops the lifestyle of previous generations.
- The European Dimension means a step forward in educating for internationalism, in which the ultimate goal is to understand the global dimension. It also means an opportunity to collaborate with colleagues, to learn and develop one's work more broadly, and it means a common labour market for our students. It is a great opportunity to expand our own tolerance and pedagogical understanding, and to open new avenues for catching hold of curriculum development, for example.
- For children it gives an authentic route to getting to know foreign cultures and to practice foreign languages in authentic and motivating environments. Similarities between children become more pronounced, and their interest in and tolerance for foreign cultures increases. The world of our children and youth becomes more international, and the future Europeans will have to think of the consequences of their work, actions and decisions on a completely different scale than we do. The European countries are geographically close, and they are developing close co-operation so that Europe will be a better place for all who live there.
- We live in a common Europe. There are many things we do have in common, if only we keep our eyes open. For a representative from a small community school internationalisation, natural co-operation with foreign schools means developing a new mode of thinking about networks, and expanding them beyond one's own country.

Challenges and suggestions for development of programme management presented by co-ordinators and grant recipients in different actions.

Action	Challenges	Development ideas
Comenius 1	<ul style="list-style-type: none"> - financial and management procedures, application forms and guidelines are complicated and difficult - financial rules are too narrow, people have to invest their own time and money for the project - a well done report seems to be more important than the process, content important than the process, content and results of the project - partner finding is not easy - big schools get the same amount of money as the small schools - National Agencies do not have a consistent set of rules and policy - CIMO is felt to concentrate too strongly on the metropolitan area. 	<ul style="list-style-type: none"> - more local and EU funding and support for student exchanges - information and ideas how to increase student involvement should be collected - more information meetings and seminars for co-ordinators - involvement of 2-3 persons from each school is desirable - internet pages should be developed - common rules and policy for all - increasing the user-friendliness of the application process - projects should be evaluated by external evaluators or researchers - larger funding for travel is desirable because of the geographical location of Finland and expensive travel costs compared to Central Europe
Comenius 2	<ul style="list-style-type: none"> - Different salary distribution in different countries - the project pilot schools travel costs are not eligible for reimbursement although the travelling is essential - projects are vulnerable if they are not projects of the entire institution - passive partners create problems - schools' resources varies a lot - different semesters in schools in different countries - Lack of Internet connection in some partner schools - reporting is time consuming and the TAO tools for reporting are not user-friendly 	<ul style="list-style-type: none"> - more interaction between Comenius 2.1. projects and collaboration with Comenius 3 projects - administration should be streamlined and more straightforward

- Comenius 3**
- too much focus on organising conferences
 - confusing funding systems
 - The national agencies do not always share opinions
 - too little money for the participants of Comenius 1 projects
 - collaboration between networks is modest
 - difficulties in defining the roles of different actors
 - partner's different expectations regarding allocation of funds
 - project management and administration have difficulties complying with requirements of TAO
 - budget amendment and reporting forms are not user-friendly
 - National Agencies possess different levels of knowledge and willingness to co-operate with the networks
 - the Commission does not always review project contents carefully enough
- clearer and more concrete aims
 - organising conferences should not be compulsory
 - funding for the conference participants should be available
 - TAO should create more user-friendly ways of assisting participating institutions

- Comenius regional experts**
- Comenius information seminars do not reach all prospective applicants.
 - small communities and peripheral areas are difficult to reach
 - regional experts often receive questions that only staff at CIMO are able to answer
- teachers need training for project planning and management
 - clearer information on how schools could continue working on the same themes after project is closed.
 - Limits on frequency of pupil participation should be introduced in order to provide opportunities to as many pupils as possible
 - more information and training for the regional experts is needed
 - there should be contact seminars with the possibility to make study visits or to create networks of Comenius regional experts on the national and European levels
 - more time should be allocated for project work

Grundtvig regional experts

- how to reach all the possible target groups in the region
 - how to ensure that correspondence with institutions reach the right persons or persons in charge for international activities
 - in order to provide guidance to prospective participants regional experts need more information themselves
 - material and time resources are too scarce for projects
 - sometimes there is confusion about the roles and tasks of regional experts
 - headmasters and teachers have different expectations from projects
 - programme information does not reach teachers
- Regional experts should be able to participate in the seminars and training sessions of other programmes
 - More resources should be allocated for adult education as no other possibilities exist for development of internationalism
 - more time and material resources
 - more training also about other programmes

Erasmus higher educational institution co-ordinators

- it is impossible to plan the study programme beforehand since the host institutions' curriculum and learning agreements are seldom available when needed
 - web-pages are too often only in the native language
 - language skills of outgoing and incoming students /-teachers are sometimes insufficient
 - funding in CD and IP projects are insufficient compared to the amount of administrative work
 - support for teacher exchanges is insufficient
 - both decisions and funding are received at a very late stage
 - study visits do not gain the appreciation they deserve
 - different vacation times in different countries
 - the national demand to finish studies quickly does not motivate students to participate in exchange
 - Diminishing interest in teacher exchange
- Socrates agreements should cover several years with the option for modification and annulment
 - simplification of application and reporting forms
 - there should be a separate programme for one year language studies
 - the actions should be more decentralised
 - institutions and co-ordinators need feedback and results from the evaluation of the reports
 - the role of CIMO should be strengthened
 - different types of staff exchanges should be introduced

Lingua co-projects coordinators

- Commission's expectations are sometimes unclear
- CIMO should be in contact with projects during the process
 - the guidelines for applicants and the application process should be made clearer and smoother

SOCRATES



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