



Interim Evaluation of the Lifelong Learning Programme 2007–2009 in Finland

Reports of the Ministry of Education and Culture, Finland 2010:16

Mika Puukko, Hilikka Roisko, Sini Sallinen



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Executive summary

This report is the outcome of the interim evaluation of the Lifelong Learning Programme (LLP) in Finland. It covers the whole Lifelong Learning Programme, with all its sectoral sub-programmes and decentralized actions, over the period 2007–2009. The report complies with the Commission's Guidelines for the National reports on the LLP implementation 2007–2009 (LLP-047-2009, LLP/038/JOINT/2009). It fulfils the requirements set by the Commission to all EU member states to submit a national report on the implementation of the aforementioned programme. The major objectives of the interim evaluation were:

- to analyse results of the LLP achieved hitherto and to identify lessons learned and good practices;
- to give recommendations for improving the execution of the current programme in the remaining stage of its implementation and
- to give input for the preparation of the future programme in the field of lifelong learning.

This report focuses on the quantitative and qualitative aspects of the implementation of the LLP in Finland and meets the evaluation criteria of relevance, effectiveness and efficiency.

This interim evaluation was directed by the Finnish Ministry of Education and Culture, and the actual evaluation research was conducted at the Research Centre for Vocational Education at the University of Tampere. The steering group included representatives from the Ministry of Education and Culture and the Finnish National Agency for LLP (Centre for International Mobility CIMO).

Overall, the evaluation of the relevance, effectiveness and efficiency of such a large programme as LLP with all its sub-programmes and actions is a challenging but certainly an essential task. An evaluation survey comprising of a total of nine (9) separate questionnaires for different sub-programmes, target groups and actions was the main tool for gathering data. Also, interviews with the national authorities as well as consultative discussions with the LLP staff of the National Agency CIMO were used for collecting knowledge about the LLP implementation. In the end an extensive amount of versatile data was reached. The different data gathering methods provided both qualitative and quantitative information for the assessment of the LLP and its sub-programmes.

On the whole, the relevance, effectiveness and efficiency of the LLP implementation in Finland seem to be on a good level. The Finnish actors were effective in reaching the target groups of their sub-programmes. Related to this, it seemed that the sub-programmes are well-known among their potentially beneficiaries in Finland.

In general the goals set nationally and by the Commission to the LLP and its sub-programmes were achieved in a good level. Therefore, LLP promoted both the national policy goals as well as the EU goals. In addition, the national authorities, as well as the staff of the National agency, regarded the LLP objectives to be well in line with the national policy priorities and lifelong learning strategies. One major achievement has been the increased national and international cooperation and networking between the various project actors and colleagues and overall internationalization of the Finnish educational establishments. It can be said that LLP has increased European identity among the participants.

In spite of the numerous successes in LLP there were also obstacles and weaknesses in its implementation. The increased administrative burden and bureaucracy issues were obstacles that were repeatedly pointed out by the project coordinators. The management workload was regarded to be rather big throughout the LLP field. There were also concerns about the lack of effective dissemination activities and impact of the LLP results. The results seem to have rarely been utilized outside the organization that has implemented the project. Therefore, dissemination of the projects' results remains one of the biggest challenges in the future.

The cooperation between the National Agency CIMO and LLP target groups/beneficiaries seemed to function extremely well (Figure 1). In administrating the LLP, CIMO was mentioned throughout every sub-programme to be professionally highly competent. That is significant when implementing and promoting the LLP programmes in Finland both currently and in the future.

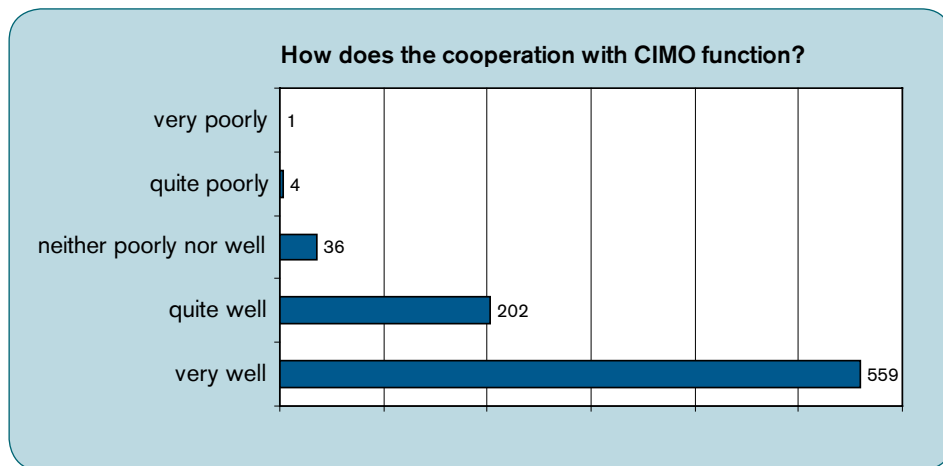


Figure 1. Cooperation between LLP beneficiaries and CIMO (Answers 802)

The LLP is very important in respect to the other programmes available in Finland, especially when keeping internationalization and mobility in mind. LLP is the most prominent programme here and the other national and international programmes related

to education more or less complement it. The integration of the previous programmes into one LLP seems to be a positive step and one of the main strengths of the whole LLP, as one LLP has more prestige in policy level than the previous set-up had.

Finally, it clearly became evident that there should be continuity to LLP for the programme period starting in 2013. The programme integration has removed artificial administrative borders and standardised practices in a positive way, even though much remains to be done. However, the overall funding should be increased to meet the high demand and be more balanced across the LLP and its various target groups. Concerning the sub-programme brand names, the recommendation is that they remain as they now are. They seem to be well-known and have a good reputation throughout the education field in Finland. The main development suggestions for the post 2013 period are collected below (Table 1).

Table 1. Development suggestions for the post 2013 period

- Stability at program level, progress in integration
- Increased synergy between the sub-programmes
- Increase of funding and making it more balanced across LLP
- Cutting down of administrative work
- Development of LLPlink
- Increase of project effectiveness and result dissemination and impact
- Development of certificates
- Better synergy between centralized and decentralized. actions
- More flexible mobility durations and increase of virtual mobility

Tiivistelmä

Tässä raportissa kerrotaan EU:n Elinikäisen oppimisen ohjelman (Lifelong Learning Program, LLP) väliarvioinnin tuloksista Suomessa vuosina 2007–2009. Väliarviointi kattoi koko Elinikäisen oppimisen ohjelman, kaikki sen aliohjelmat ja hajautetut toiminnot kaudelta 2007–2009. Raportti on kirjoitettu komission antamien ohjeiden mukaisesti (LLP-047-2009, LLP/038/JOINT/2009). Väliarvioinnin keskeisenä tavoitteena oli:

- tarkastella Elinikäisen oppimisen ohjelmassa saavutettuja tuloksia ja kehitettyjä hyviä käytäntöjä;
- antaa suosituksia nykyisen ohjelman toimeenpanon kehittämiseksi ohjelman loppukaudella ja
- antaa palautetta tulevan Elinikäistä oppimista koskevan ohjelman valmistelua varten.

Tässä raportissa keskitytään Elinikäisen oppimisen ohjelman määrällisiin ja laadullisiin tuloksiin Suomessa.

Väliarvioinnin suorittamista ohjasi opetus- ja kulttuuriministeriö ja arvioinnin suoritti Tampereen yliopiston Ammattikasvatuksen tutkimus- ja koulutuskeskus (AkTkk). Arvioinnin johtoryhmässä olivat edustettuina opetus- ja kulttuuriministeriö ja Elinikäisen oppimisen ohjelman kansallinen toimisto eli Kansainvälisen henkilövaihdon keskus CIMO.

Arviointitulokset saatiin käyttämällä arviointitutkimuksen menetelmiä. Tietoja kerättiin kaikkiaan yhdeksällä (9) erillisellä eri aliohjelmille, kohderyhmille ja toiminnoille osoitetulla kyselylomakkeella. Lisäksi tietoa ohjelman toteutuksesta kerättiin haastatteleamalla kansallisia viranomaisia sekä keskustelemalla Elinikäisen oppimisen ohjelman kansallisesta toimeenpanosta vastaavan Kansainvälisen liikkuvuuden ja yhteistyön keskuksen CIMO:n henkilökunnan kanssa.

Arviointitulosten mukaan Elinikäisen oppimisen ohjelman toteutuksen relevanssi, tuloksellisuus ja tehokkuus ovat hyvällä tasolla. Suomalaiset toimijat saavuttivat tehokkaasti aliohjelmiensa kohderyhmät. Samoin voidaan todeta, että Elinikäisen oppimisen ohjelma ja erityisesti sen aliohjelmat ovat hyvin tunnettuja niiden potentiaalisten hyödyntäjien parissa.

Yleisesti Elinikäisen oppimisen ohjelman ja sen aliohjelmien tavoitteet ja kansallisesti asetetut tavoitteet on saavutettu hyvin. Tämän perusteella voidaan arvioida, että Elinikäisen oppimisen ohjelma on edistänyt sekä kansallisen että EU:n ammattikoulutuspolitiikan tavoitteiden saavuttamista. Lisäksi niin kansalliset viranomaiset kuin kansallisen toimiston henkilökunta katsoivat ohjelman tavoitteiden olevan hyvin linjassa kansallisten politiikan painopisteiden ja elinikäinen oppimisen strategioiden kanssa. Merkittävää on ollut, että ohjelma on lisännyt

kansallista ja kansainvälistä yhteistyötä ja verkostoitumista eri projektitoimijoiden ja yhteistyökumppaneiden välillä. Myös oppilaitosten yleinen kansainvälistyminen on ohjelman ansiosta lisääntynyt. Voidaan sanoa, että Elinikäisen oppimisen ohjelma on edistänyt myös eurooppalaisen identiteetin kehittymistä osanottajien parissa.

Huolimatta lukuisista onnistumisista Elinikäisen oppimisen ohjelman toteuttamisessa oli myös havaittavissa joitakin ongelmia ja heikkouksia, joihin tulee kiinnittää huomiota. Projektien koordinaattorit toivat toistuvasti esiin hallinnointirasitteen kasvun ja byrokratiaongelmat. Hallinnointityön määrää pidettiin melko suurena toteuttajien näkökulmasta. Huolta kannettiin myös siitä, että saavutettujen tulosten ja niiden vaikutusten levittämistä tukeva tehokas metodi tai järjestelmä puuttuu. Näyttää siltä, että saavutettuja tuloksia ei juurikaan ole hyödynnetty projektia toteuttaneen organisaation ulkopuolella. Tästä syystä projektien tulosten levittäminen on edelleenkin eräs suurimmista tulevaisuuden kehittämishaasteista.

Yhteistoiminta ohjelman toteuttamisesta vastaavan kansallisen toimiston CIMOn ja Elinikäisen oppimisen ohjelman toteuttajien, kohderyhmien/hyödyntäjien välillä toimii erittäin hyvin. CIMO:n korkeatasoinen osaaminen ja asiantuntemus ohjelman hallinnoinnissa mainittiin jokaisen aliohjelman yhteydessä. Tämä antaa hyvän pohjan ohjelman toteuttamiselle Suomessa tällä ohjelmakaudella ja tulevaisuudessa.

Elinikäisen oppimisen ohjelma on hyvin tärkeä muiden Suomessa toteutettujen kansainvälisyyttä ja liikkuvuutta edistävien ohjelmien kannalta. Se on tärkein ja näkyvin ohjelma, jota muut koulutukseen liittyvät kansalliset ja kansainväliset ohjelmat täydentävät. Aiempien erillisinä toteutettujen ohjelmien yhdistäminen yhdeksi Elinikäisen oppimisen ohjelmaksi on ollut myönteinen uudistus. Se on ollut myös ohjelman päävahvuus, koska yhdellä kattavalla ohjelmalla on enemmän näkyvyyttä politiikkatasolla kuin aiemmilla yksittäisillä ohjelmilla oli.

Arvioinnissa tuli selvästi ilmi, että Elinikäisen oppimisen ohjelmalla on tehtävä ja kysyntää myös seuraavalla vuonna 2013 alkavalla ohjelmakaudella. Aiempien erillisten ohjelmien yhdistäminen on poistanut keinotekoisia hallinnollisia rajoja ja yhdenmukaistanut käytäntöjä positiivisella tavalla, vaikka tässä on vielä runsaasti kehitettävää tulevaisuudessakin. Ohjelma on ollut suosittu ja tästä syystä sen kokonaisrahoitusta tulisi lisätä suureen kysyntään vastaamiseksi ja tasapuolisemman rahoituksen takaamiseksi ohjelman sisällä ja sen eri kohderyhmille. Aliohjelmien nimet tulisi pitää ennalleen. Ne ovat tunnettuja ja niiden maine on hyvä. Arvioinnin perusteella pääasialliset kehittämisehdotukset vuonna 2013 ovat:

- Jatkuvuus ohjelmatasolla tärkeitä, ohjelmien integrointia jatkettava edelleen.
- Aliohjelmien synergiaa lisättävä.
- Rahoitusta lisättävä ja varmistettava tasapuolinen rahoitus koko ohjelmassa.
- Hallinnointia kevennettävä.
- LLPlinkin kehittämistä jatkettava.
- Hankkeiden tehokkuutta ja vaikuttavuutta lisättävä ja tulosten levittämistä tehostettava.
- Sertifikaattijärjestelmää kehitettävä edelleen.
- Luotava parempi synergia keskitettyjen ja hajautettujen toimintojen välille.
- Liikkuvuusjaksojen pituudet tulisi voida määrittää joustavammin ja virtuaaliikkuvuutta tulisi lisätä.

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1 Introduction

The European Commission's Lifelong Learning Programme (LLP) enables people at all stages of their lives to take part in stimulating learning experiences, as well as helps to develop the education and training sector across Europe. This is the Finnish interim evaluation of the Lifelong Learning Programme over the period 2007–2009. The evaluation fulfils the requirements set by the Commission (LLP-047-2009, LLP/038/JOINT/2009) to all EU member states to submit a national report on the implementation of the aforementioned programme.

All the four sub-programmes were included in this Finnish LLP assessment: Comenius, Erasmus, Leonardo da Vinci and Grundtvig. Besides, the assessment included the study visit organizers from the Transversal programme.

This interim evaluation focuses on the quantitative and qualitative aspects of the implementation of LLP, including an analysis of the results achieved hitherto, from the point of view of their relevance, effectiveness and efficiency.

The evaluation consists of the following areas:

- Evaluation of LLP sub-programmes
- LLP horizontal issues: reaching objectives, programme design and degree of integration, management system and tools, implementation, communication and dissemination.
- Conclusions and recommendations to improve the current programme and to prepare the EU support in education and training in the post 2013 period.

The evaluation was directed by the Finnish Ministry of Education and Culture. The concrete evaluation research has been carried out by a team at the Research Centre for Vocational Education at the University of Tampere. The responsible leader of the team was Ph.D. Hilikka Roisko, the researchers were MA Mika Puukko (principal researcher) and D.Sc.(Admin.) Sini Sallinen, and the research assistant was Tarja Rantalainen. The steering group included representatives from the Finnish Ministry of Education and Culture along with the Finnish National Agency for LLP (Centre for International Mobility CIMO).

The steering group included the following experts: from the Finnish Ministry of Education and Culture: Special Government Advisor Ulla-Jill Karlsson, Senior Advisor Johanna Koponen, Counselor of Education Merja Leinonen, Counsellor of Education Tarja Riihimäki, Counsellor of Education Aki Tornberg, Counsellor of Education Birgitta Vuorinen, and from the Centre for International Mobility (CIMO) Assistant Director Mikko Nupponen.

We hope that this national level report complements and feeds into the overall LLP evaluation at the European level to the greatest possible extent.

2 Methodology

This interim evaluation focuses on the quantitative and qualitative aspects of the implementation of the LLP in Finland and meets the evaluation criteria of relevance, effectiveness and efficiency according to the Commission's Guidelines for the National reports on the LLP implementation 2007–2009 (LLP-047-2009, LLP/038/JOINT/2009).

The primary sources of data for the Lifelong Learning Programme national interim evaluation were:

- 1 the national agency responsible for the practical implementation of LLP, Centre for International Mobility CIMO
- 2 national authorities responsible for the overall LLP implementation on the national level
- 3 project coordinators and other beneficiaries carrying out projects and activities funded by the LLP
- 4 stakeholders, in particular members of various expert groups advising CIMO in the implementation of the programme

The data gathering process was carried out during February–April 2010. The main tool for gathering data about the views of the different LLP target groups were qualitative and partly quantitative surveys. These surveys were implemented in electronic form. The questionnaires contained both structured items with predefined alternative answers

(scale from 1 to 5) and open-ended questions. The surveys, a total of nine (9) separate questionnaires for the different sub-programmes, target groups and actions, were sent to 1989 recipients; the number of people reached by e-mail. Additional expert surveys were sent to the CIMO LLP staff and members of advisory expert groups appointed by CIMO. The experts also had a chance to share their views in a seminar organized by CIMO. Examples of the electronic surveys are annexed in the original language to serve the Finnish audience (Annexes 1, 2).

The response rates varied (from 31,9% to 59,1%) between the different target groups (Table 2). The surveys also received some criticism from the project coordinators and other respondents. The criticism was mainly directed to the extra work.

The data were analysed both statistically and using qualitative methods. The main statistical descriptions included frequencies, percentages and means. The qualitative analysis exploited what is known as content analysis. The answers to the surveys proved to be well thought-of and perceptive. They offered both valuable knowledge about the implementation of the LLP sub-programmes and actions as well as relevant ideas for the improvements of the remaining stage of LLP implementation (2010–2013) and preparation for the post 2013 period.

Also interviews with the national authorities as well as consultative discussions with the programme experts in the National Agency CIMO were used for collecting information about the LLP implementation. In the end, an extensive amount of versatile data was reached.

Yearly LLP reports gathered by CIMO were used as a source of background information. In addition, the evaluation of the programmes also included a compilation and analysis of statistical data about the implementation of the LLP, which was also provided by CIMO.

Table 2. Number and percentage of responses.

Action	Number of recipients	Number of Received responses	Received Responses (%)
Comenius projects	657	292	44,4
Comenius in-service training	568	207	36,4
Comenius assistantships	77	36	46,8
Erasmus projects	43	15	34,9
Erasmus mobility coordinators	47	27	57,4
Grundvig projects	93	55	59,1
Grundvig in-service training	128	52	40,6
Leonardo projects	360	115	31,9
Transversal programme – study visit organisers	16	8	50,0
<i>Total</i>	1989	807	40,6

3 Results

3.1 Comenius

The Comenius Programme focuses on all levels of school education, from pre-school and primary to secondary schools. Its target groups include mainly pupils and teachers. The Comenius actions aim to help young people and educational staff better understand the range of European cultures, languages and values. They also help young people acquire the basic life skills and competences necessary for personal development, future employment and active citizenship.

With regard to Comenius during the years 2007–2009, the Finnish national agency CIMO has received a total of 2779 Comenius project or individual mobility applications, of which 1485 (53.44%) have been accepted and funded, either through the EU financial resources (1057 in total) or nationally (157 in total). The total budget in 2007–2009 for Comenius has been appr. € 10 270 000, of which € 3 332 000 has been national funding. The total amount of Comenius mobility has been 10 387 persons, of which the majority has occurred under school partnership projects.

The respondents of the Comenius programme surveys included experts, i.e. national agency CIMO representatives and stakeholders, project coordinators, as well as persons participating in individual mobility. The percentage of respondents was 25,9 % (n=7)

of the experts; 44,4% of the project coordinators (n=292); 36,4% (n=207) of the in-service trainees; and 46,8 % (n=36) of the assistants.

3.1.1 Relevance

The main reasons to get involved in Comenius included internationalization and building international networks, as well as the development of professional competence and cultural knowledge, and the promotion of language skills. As the below Figure 2 illustrates, the relevance of the Comenius projects to their target groups has been good.

The project coordinators evaluated that their projects' relevance to the implementing organizations has been very good (38%) or quite good (54%). The project coordinators thought that the relevance could be enhanced even further by e.g. planning the project more carefully and defining more concrete objectives for the projects. Also the participants of individual mobility found their mobility to be of good relevance, as 58% of the assistants said the assistantship had been very relevant and 36% regarded it quite relevant. In addition, a total of 57% of the in-service trainees felt their training had been very relevant and 39% quite relevant. The Comenius experts were in line with these figures, as they found the programme to be very relevant from the point of view of both general lifelong learning strategies and the national educational development.

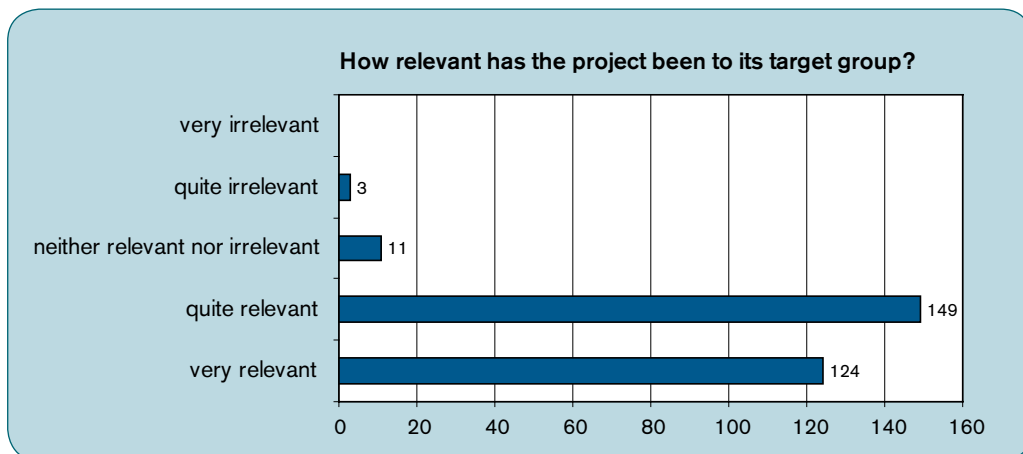


Figure 2. Relevance of the Comenius projects to their target groups. (Answers 287)

The project coordinators were asked how their projects have promoted the objectives of the goals set in the national development plan for education and research 2007–2012. On the Likert scale of 1–5, those evaluated the highest were the development of professional competence of teaching staff (3.9 average) and improvement of the quality of education (3.6 average). On the other hand, the improvement of the educational level of immigrants (2.8 average) and improvement of the educational opportunities of pupils with special needs (3.1 average) were evaluated the lowest.

The Comenius programme seems to provide a lot of community added value. The experts felt that Comenius

produces tolerance and communality and increases European exchange of knowledge and development of professional competence. Also, without the programme many of its target groups would have much less possibilities for this level of international cooperation. The project coordinators confirmed these views.

The impact of the Comenius programme on the cooperation between the member states has been good. Of the project coordinators, 41% estimated that the project has promoted cooperation between the member states 41% very well or 47% quite well. The cooperation between the assistants and their receiving schools had not been as good: while 75% felt having had

very or quite good cooperation with the school, 25% evaluated that the cooperation had been quite poor or very poor. The experts felt that the programme promotes cooperation between member states by e.g. improving the mutual understanding and enabling future cooperation after the ending of the projects. The experts also felt that the Comenius programme, which is by far the biggest international programme operating in the comprehensive school level in Finland, offers added value to other programmes operating in the same field in Finland by e.g. providing them internationally recognized good practices.

3.1.2 Effectiveness

The Comenius projects have been successful in reaching the goals set for them, as the Figure 3 shows.

Also the in-service trainees and assistants had reached their personal goals in training, as 90% of the trainees and 78% of the assistants felt to have achieved the goals either very well or quite well. As illustrated in the Table 3, the projects have promoted the Comenius overall objectives in a variable way.

The beneficiaries were asked of the **strengths and good practices** in their projects and mobility periods. The most important for the projects were the good planning of the projects and their aims, effective cooperation with the foreign people from the partner schools, as well as the utilization of the Internet and computers. The in-service trainees felt that the good participation and cooperation, as well as the development of professional competence were the main strengths of their mobility period. Both the in-service trainees and assistants regarded as the best things in their mobility period the enhancing

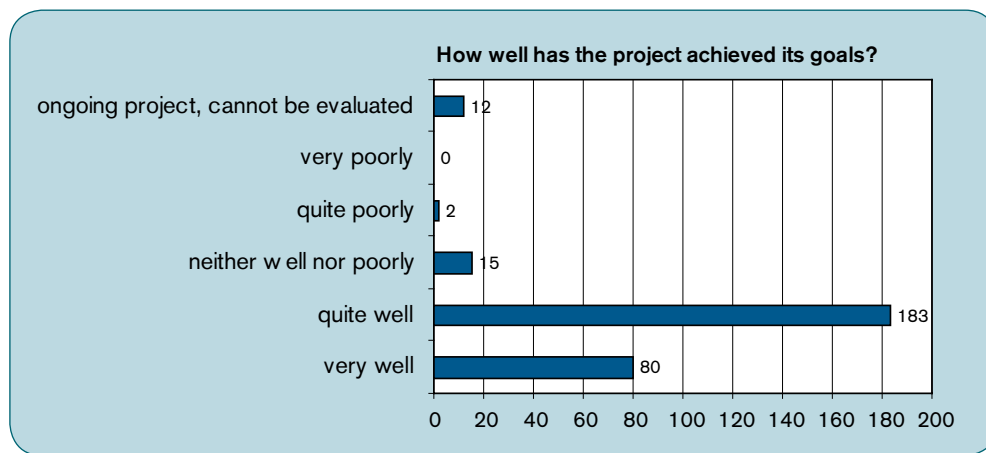


Figure 3. Comenius project coordinators' evaluation of the achievement of Comenius project goals. (Answers 292)

Table 3. The extent to which projects have promoted Comenius programme goals. (scale: 5 - very much, 1 - very little)

Goal	Average
Increasing of the mobility of pupils and educational staff	4,4
Improving of the quality of the mobility of pupils and educational staff	4,0
Increasing of partnerships between schools	4,4
Improving of the quality of partnerships between schools	4,2
Encouraging foreign language learning	4,5
Development of ICT-based, innovative contents, services, pedagogical methods or practices that are applicable to lifelong learning	4,0
Improving of the quality of teacher training	2,9
Enhancing the European dimension of teacher training	3,3
Improving of pedagogical methods	3,5

of international networking and interaction, development of professional competence, and getting to know other cultures. At the programme level, the Comenius experts' found as positive issues e.g. the pupils as well as their teachers getting in contact with foreign people.

There have been differing **challenges and difficulties** depending on the beneficiary group. Those that have occurred in projects included mostly matters such as timetable problems, shortage of the financial resources, difficulties with the differing cultures and ways of action, as well as language problems. Regarding the individual mobility, the assistants have had challenges and difficulties with their instructor, as well as language problems and difficulties with the differing cultural and other ways of action. The in-service trainees have also had language problems, as well as problems with the content of the course they have been attending and timetable problems. On their behalf, the Comenius experts noted that there is too much administrative burden in individual mobility. In addition, they also pointed out the language problems occur in the Comenius activities, and there are only a little amount of language-related projects. The in-service trainees felt that their mobility period would have been better if the participants of the groups were chosen from same education level and the contents of the training periods were more professional and the instructor more competent. On their part, the assistants assessed that their mobility period would have been more useful if they had clearer instructions about the tasks in the host school, and if the school and its teachers were committed to the trainee period and one or more teachers were committed to regularly instruct the trainees.

The Comenius experts were asked about the integration of the previous Leonardo da Vinci and

Socrates programmes into one LLP program. At least so far, they had not found much positive about the integration; only the clarification of the situation was brought up. On the other hand, they felt that administrative bureaucracy has increased along the integration. In addition, the standardizing of the programmes in practice is difficult because of the different target groups.

The Comenius programme target groups are well reached in the projects, as 98% of the project coordinators estimated that their project has reached their target groups very well or quite well. The Comenius experts reflected this view, as the majority of them regarded the programme to reach its target groups quite well.

The Comenius projects had relatively good effectiveness related to the community horizontal policies, as the below Table 4 shows.

There are a lot of examples of the ways that Comenius projects have promoted the horizontal policies. Regarding pupils with special needs, in some projects pupils or groups of pupils with special needs were participating in the project implementation, or schools providing mainstream education acted in cooperation with special education schools. The projects have promoted the policy of cultural and linguistic diversity by getting to know plays, dances, songs, dishes of the partner schools, being pen pals, accommodating partner school pupils in families, or having chat meetings with pupils from another country. The objective of combating racism, prejudice and xenophobia was promoted e.g. by the participation of immigrant pupils and pupils representing a minority in the society. Equality has been promoted when projects have chosen the same amount of boys and girls to the project despite of the theme, or pupils from different countries and varying

Table 4. The extent to which Comenius projects have promoted Community horizontal policies. (scale: 5 - very much, 1 - very little)

Goal	Average
The cultural and linguistic diversity within Europe	4,4
Combating racism, prejudice and xenophobia	4,1
Making provisions for learners with special needs and for their integration into the mainstream education and training	3,2
Promoting equality	3,6
Contributing to combating all forms of discrimination	3,6

ages acting together. The projects have supported the objective of combating all forms of discrimination, for example, by taking into more consideration the immigrant pupils, hiring immigrant assistant and organizing little acting groups for pupils.

The Comenius experts' opinions were in a similar line. They felt that especially the policy of the promotion of the cultural and linguistic diversity within Europe is well promoted in Finland, although the English language has a clear supremacy nowadays.

The ways and scope of dissemination of the Comenius projects can be seen in the Table 5. The project results have mainly been incorporated into the teaching practices and materials in the own school. Especially the utilization of ICT in schools

has increased. The problem is that results of the projects most often remain in the own school and do not spread elsewhere. In individual mobility, the in-service trainees had told about their training mainly in schools, in professional meetings with colleagues and in meetings with fellow students. The assistants had discussed about the program with their fellow students and in their workplace. These views were the same as the experts', who reported that dissemination is usually done by the beneficiaries themselves and in different kinds of occasions/events.

To improve the effectiveness of the dissemination, the project coordinators suggested that the media, especially local newspapers, as well as the Internet could be utilized better. Also the experts felt the

Table 5. Ways and scope of Comenius programme project results dissemination.

Ways of dissemination	Own www pages	72%
	Magazine and newspaper articles	63%
	Email list	32%
	Book / CD-rom	31%
	Conference / seminar / training session	26%
Targets of dissemination	Own organization	95%
	Pupils' parents	85%
	Stakeholders	49%
	Other organizations	47%
Extent of dissemination	Local	93%
	International	30%
	National	14%

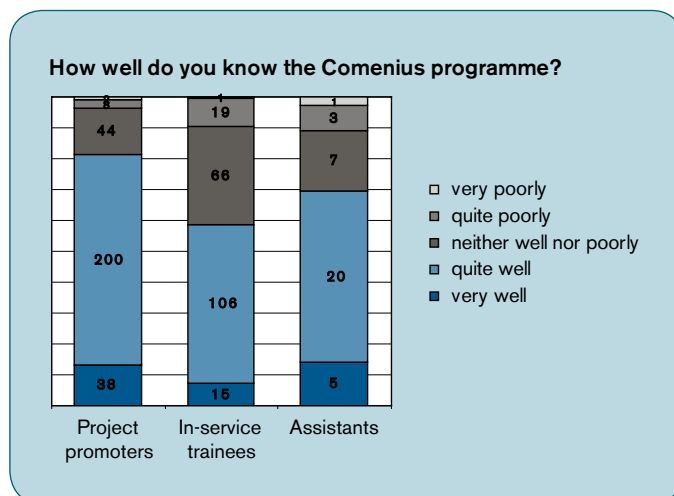


Figure 4. Comenius beneficiaries' evaluation of their knowing of the Comenius Programme.

media and Internet could be the keys for better dissemination.

The Comenius programme is quite well-known in Finland, as the Figure 4 shows.

3.1.3 Efficiency

As with all the other LLP sub-programmes, the cooperation with the national agency CIMO works fine in the Comenius programme. The majority of project coordinators (64%), assistants (68%), in-service trainees (67%) as well as all the experts felt that the cooperation with CIMO is very well functioning. The beneficiaries suggested that the cooperation could be further improved by e.g. better sharing of information, more possibilities for networking and clearer instructions. In addition, the in-service trainees hoped that the application processes could be developed. The experts assessed that cooperation with the national authorities, as well as the Commission, Executive Agency and LLP Committee works relatively well.

The opinions on the management complexity in the Comenius programme varied. The programme experts regarded the management to be neither complicated nor simple. However, while 42% of the project coordinators rated the management as quite simple, 21% regarded it as quite complex. Most project coordinators were quite satisfied with the instructions provided by the Comenius programme, as 17% estimated that they are very clear and 67 % quite clear.

The Comenius project coordinators were not satisfied with the management workload. A total of 18% estimated that the management workload is very heavy and 59% estimated it is quite heavy. The experts had varying views on this. While they thought the programme management has proceeded to a right direction, they also noted that the management workload is very heavy e.g. due to the size of the programme target groups. In individual mobility, some assistants (22%) felt that the workload to get the mobility grant had been heavy, and others 39% regarded the workload was quite light. However, the 19% of in-service trainees considered the workload for their mobility grant had been very heavy and 57% thought it was quite heavy. Most of the

project coordinators considered that cutting down administrative work would ease the workload.

The Comenius programme administrators in Finland, as administrators in the other sub-programmes, use the LLPlink program. The experts' opinions on LLPlink varied, but it seems that it would still need development. Some project coordinators (13%) have used the eTwinning in the implementation. Of those who have used it, 49% evaluated that eTwinning suits the project implementation quite well and 32% assessed that it suits neither well nor poorly. However, while some project coordinators regarded eTwinning to be a useful tool for finding new project partners, more of them complained that it has a poor usability.

The Comenius programme is an important source of funding compared to other possible sources, as 87% of the project coordinators regarded it to be very important in this respect. However, the experts thought that the financial resources allocated to the programme are insufficient. They felt that the programme funding is very small in relation to its target groups. In addition, they pointed out the need to allocate the financial resources equally between the member states and taking into consideration the fact that travelling costs are much higher e.g. when one travels from Finland to the Central Europe than they would be when travelling from one country to another inside Central Europe.

The Comenius project coordinators had somewhat varying opinions about the sufficiency of the financial resources of their projects. While 51% said that the financial resources have been quite sufficient, 18% rated the financial resources as neither sufficient nor insufficient and 20% felt they had been quite insufficient. Regarding individual mobility, 31% of the assistants considered their grant to be very sufficient and 47% as quite sufficient. Also in-service trainees were of a similar opinion, as 36% assessed their grant very sufficient and 57% quite sufficient. The project coordinators complained about the inequality of financial resources, the need for applying for additional resources from other programmes or organizations and problems with the management of financial resources. They also pointed out that the long travelling distances and expensive tickets should be taken into

consideration. The in-service trainees complained that they needed a lot of their own money during their mobility period and would like to have more funding for also other expenses than travelling.

3.2 Erasmus

ERASMUS is the flagship education and training programme of the EU, enabling 200 000 students to study and work abroad each year. It also funds cooperation between higher education institutions across Europe. The programme not only supports students, but also professors and business staff who want to teach abroad, as well as helping university staff to receive training.

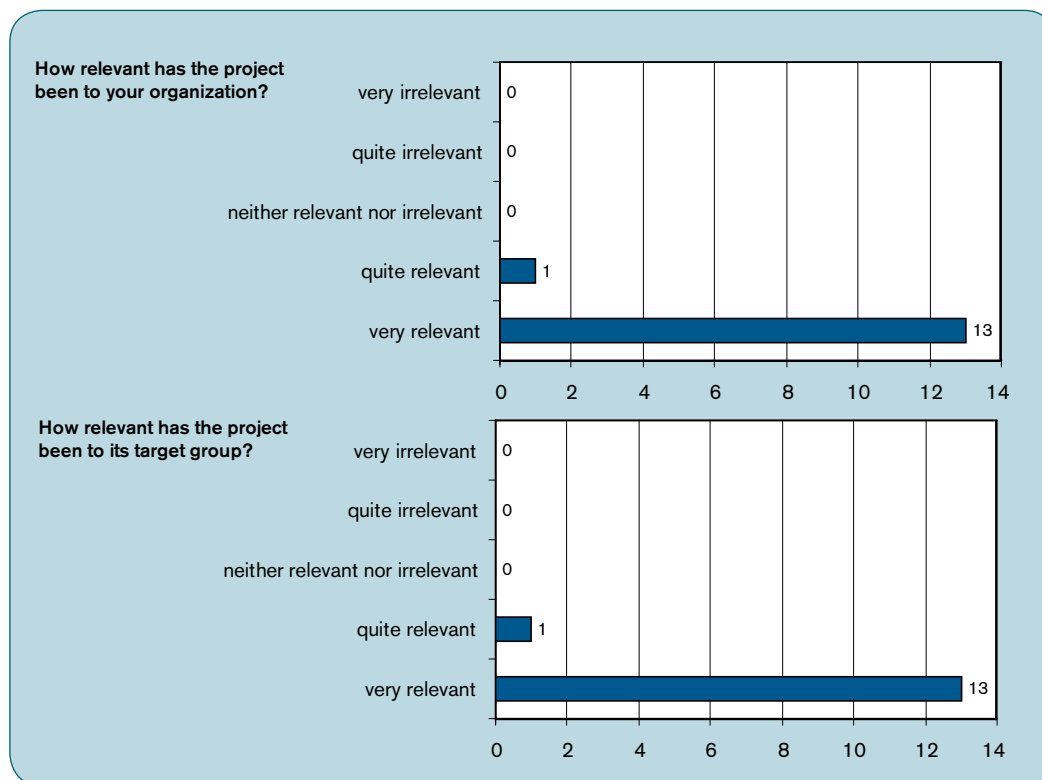
During the years 2007-2009 in Finland, there has been a total of 260 applications for Erasmus funding in mobility (HEI and consortia), IP and EILC. Of these, 227 have been accepted. The total budget in 2007-2009 for Erasmus has been approximately € 24 310 000, of which € 1 172 000 has been national funding. In the academic years 2007/08

and 2008/09 the total amount of outgoing Erasmus mobility from Finland was 11 651 persons and the total amount of incoming Erasmus mobility was 16 222 persons.

The respondents of the Erasmus programme surveys included experts, i.e. national agency CIMO representatives and stakeholders, HEI coordinators administering the mobility activities in the Finnish higher education institutions, as well as project coordinators carrying out the projects and activities funded by the programme. The percentage of respondents was 20,0 % (n=7) of the experts, 57,4% of the HEI coordinators (n=27), and 34,9 % (n=15) of the project coordinators.

3.2.1 Relevance

According to the Erasmus experts, the Erasmus program objectives are very relevant from the point of view of both lifelong learning strategies and the national educational development, and they also support the development of innovations. Also



Figures 5 and 6. Relevance of the Erasmus projects to the implementing organizations and target groups. (Answers 14)

the relevance of the Erasmus projects has been very good, as the below Figures 5 and 6 highlight. For possible ways to increase the relevance even higher, the coordinators mentioned the focusing of objectives and better planning of the projects.

The main reasons for the Erasmus project coordinators to apply for the projects were overall internationalization, building international networks and the development of professional competence.

The project coordinators were asked how their projects have promoted the objectives of the goals set in the national development plan for education and research 2007–2012. On the Likert scale of 1–5, the ones evaluated as the highest included the development of the professional competence of the educational staff (4.7 average), development of higher education institution (4.3 average), improvement of the quality of education (4.2 average), and strengthening the correspondences between education and working life (4.2 average). Those evaluated as the lowest were the improvement of the educational opportunities of students with special needs (2.8 average) and improvement of the educational level of immigrants (2.25 average).

The Erasmus programme experts felt that the community added value of the programme is quite high, as it strengthens the European identity and helps to increase all kinds of co-operation between the different actors. The project coordinators regarded the most important added value of the Erasmus programme to be the mutual exchange of

knowledge and, through that, development of overall professional competence, as well as gaining of new contacts and networks.

Cooperation between the participating countries is in the experts' view promoted well by the programme, e.g. through the building of contact networks between organizations and individuals. The Erasmus project coordinators supported this view, as the majority of them estimated that their projects had promoted international cooperation very much (57 %) or quite much (35%). The experts also noted that the Erasmus programme is a model for other same type of programmes operating in the same field in Finland and thus offers added value to the whole field.

3.2.2 Effectiveness

The Erasmus projects seem to have been very effective. As the Figure 7 below shows, they have reached their goals well.

The projects have promoted the Erasmus programme objectives variably, as is seen in the Table 6. Of the HEI coordinators, 70% felt that the implementation of Erasmus programme in Finland is done very well and 30% thought it is done quite well. The experts were of a similar opinion, as 43% regarded the implementation is done very well and 57% quite well.

The Erasmus experts considered the well working cooperation with the Finnish higher education institutions, as well as the well executed mobility,

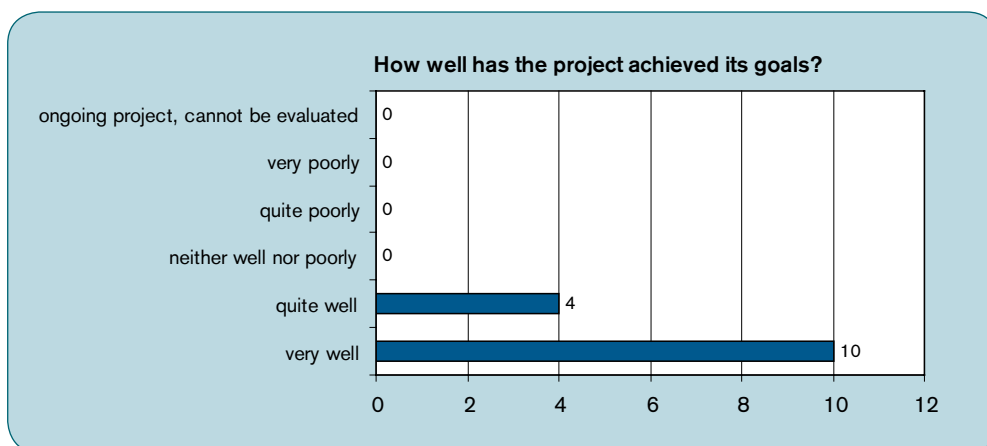


Figure 7. Achievement of Erasmus project goals. (Answers 14)

Table 6. The extent to which projects promote Erasmus programme goals. (scale: 5 - very much, 1 - very little)

Goal	Average
Increasing of mobility in Europe	4,5
Improving of the quality of mobility in Europe	4,4
Enhancing cooperation between higher education institutions mutually or with working life	4,1
Realization of European higher education area	3,7
Enhancing the creation of innovations	4,1
Increasing of the transparency and accreditation of qualifications and competences	3,3
Increasing of mutual academic accreditation of studies and grades	3,7

to be particular strengths at the programme level. The project coordinators found as particular strengths in their project implementation the good cooperation and participation, as well as the effective planning of projects and their aims. The projects have promoted cooperation between students, partners and companies. It is important for the good carrying out of the project that the project, its aims and the project scheme and schedule are well planned beforehand. Also the regular meetings with the representatives of partner schools are a good practice. According to the HEI coordinators, the best issue in the Erasmus mobility has been the development of overall professional competence and the promotion of internationalization.

A major **difficulty** in Finland has been the insufficient funding of staff mobility for teachers of higher education institutions and staff mobility for training. This problem was also emphasized by the Erasmus programme experts.

Other difficulties mentioned have been matters such as financial problems and problems with timetables and amount of administrative work in projects. There has been too much administrative work and too little financial resources to organize the projects effectively. Due to the different schedules for semesters and examination periods in different countries, it is difficult to find time that is suitable for everyone and every partner.

According to the Erasmus HEI coordinators, the biggest problem for outgoing students, teachers and staff are timetable problems, including the aforementioned different semester schedules in the countries, and the lack of time for mobility. In addition, there are problems in finding partner

institutions. The biggest problem for incoming students and teachers from other countries are is the limited amount of funding, because the price level in Finland is high. Problems are also caused by different practices with learning agreements in different countries.

The opinions of the HEI coordinators about the changing numbers of mobile persons in their HEI varied. However, reasons for both the increasing and decreasing of mobility can be seen in their answers. On one hand, the coordinators felt that the general economical situation in Finland and the marketing of the program could be reasons for increasing the amount of student mobility. On the other hand, the increasing interest towards Asia is the biggest reason why the amount of mobility within Europe has decreased. The trainee mobility for students has increased due to the good information sharing and marketing of the programme and its possibilities. The teacher mobility has decreased because of the teachers' lack of time. Furthermore, staff mobility has increased due to the new possibility of the programme. However, the lack of financial resources and too long mobility periods have caused the decreasing of staff mobility.

In the HEI coordinators' opinion the national higher education policy has caused both positive and negative impacts on the mobility. The general emphasis of internationalization in the national educational policy has increased the amount of mobility. On the other hand, the curricular reform launched by the Bologna process and the limited study time have decreased the mobility. The coordinators assessed that mobility can be

increased by the development of financial resources. There should be possibilities for shorter mobility periods, and the staff mobility for teachers of higher education institutions and staff mobility for training should be better financed. The Erasmus programme experts also emphasized more flexible mobility durations, as they felt that the students and trainees are in need of them. This would also help in the adult HEI students' possibilities to internationalize. In addition, the HEI coordinators called for better information sharing about possibilities, adequate course information and marketing of Europe instead of Asia could help in increasing Erasmus mobility.

The Erasmus programme seems to reach its target groups effectively; 93% of the project coordinators answered that they have reached their target groups very well. In addition, all the Erasmus experts thought that the programme has reached the target groups quite well.

The Erasmus project coordinators had varying views on the effectiveness of their projects regarding the community horizontal policies (Table 7).

The Erasmus programme experts' opinions were similar to the above. While they thought that the promotion of the cultural and linguistic diversity within Europe, as well as the combating of racism, prejudice and xenophobia, have been promoted well through the mobility actions, there is much room for improvement with the making of provisions for learners with special needs. The horizontal policies of equality and combating discrimination are also promoted mainly through the mobility actions, although the gender equality is not seen in the mobility, as women dominate the mobility statistics. One suggestion to improve the effectiveness of the programme in these matters was that the incoming students, teachers and staff members could be utilized better; e.g. by giving visiting lectures for people that will most likely never go to exchange and thus offer extra possibilities for non mobile people to internationalize.

The dissemination of the Erasmus project results and information has occurred in a variety of ways, as the below Table 8 demonstrates. The project results

Table 7. The extent to which Erasmus projects promote Community horizontal policies. (scale: 5 - very much, 1 - very little)

Goal	Average
The cultural and linguistic diversity within Europe	4,3
Combating racism, prejudice and xenophobia	3,9
Making provisions for learners with special needs and for their integration into the mainstream education and training	2,6
Promoting equality	3,7
Contributing to combating all forms of discrimination	3,4

Table 8. Ways and scope of Erasmus programme project results dissemination. (scale: 5 - very much, 1 - very little)

Ways of dissemination	Own www pages	80%
	Magazine and newspaper articles	80%
	Conference / seminar / training session	40%
	Email list 40%	40%
	Social media	40%
Targets of dissemination	Own organization 93%	93%
	Stakeholders	93%
	Other organizations	73%
Extent of dissemination	Local 80%	80%
	International 80%	80%
	National 53%	53%

have mainly been incorporated into the teaching practices and materials in the own school. According to the Erasmus experts, various publications and events are the most common general ways of dissemination. According to the project coordinators, a good way to make the dissemination more effective could be the better utilization of the Internet and social media. The experts also mentioned that there is a need for improvement of cooperation between the different actors.

There is good knowledge of the Erasmus programme in Finland. Of the project coordinators, 93% estimated that they know the programme very well or quite well. The HEI coordinators' assessment of the knowing of the various HEI mobilities of their students and staff is shown in Figure 8. The knowledge of the mobile persons seems to be in a good level otherwise, but the knowledge of the staff mobility for training could be improved. Of the Erasmus programme experts, 43% thought that the Erasmus programme is very well-known and 57% quite well-known in the higher education level.

3.2.3 Efficiency

As with the other LLP sub-programmes, the cooperation with the national agency CIMO works fine in the Erasmus programme. The project and HEI coordinators were very satisfied with the cooperation, as 78% of the project coordinators and

85% of the HEI coordinators estimated that the cooperation has functioned very well. The project coordinators only complained about the lack of time to compile reports or other required documents. The HEI coordinators wished that more information events were organized outside the national capital Helsinki. Also the cooperation with the national authorities, as well as the Commission, Executive Agency and LLP Committee works fine, as all the Erasmus experts regarded them to function very well or quite well.

The opinions on the complexity of the management in the Erasmus programme varied. The programme experts regarded the management to be quite complicated. On the other hand, most of the project coordinators (64%) estimated that the management of the projects is quite simple, while 29% of them felt it to be neither simple nor complicated. However, while 48% of the HEI coordinators evaluated the management as quite simple, 29% felt it to be quite complicated. The instructions offered by the Erasmus programme are, on the other hand, clear to the actors as 50% of the project coordinators thought that they are very clear and 42% quite clear, and 26% of the HEI coordinators estimated them to be very clear and 66% quite clear.

The management workload in the Erasmus programme is heavy. The experts felt that the workload is quite heavy or very heavy. They were concerned that with the integration of

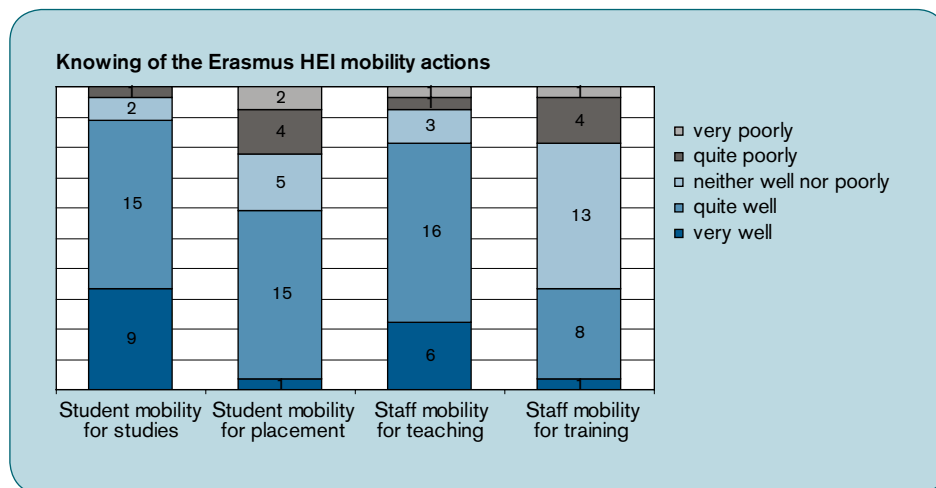


Figure 8. HEI coordinators' evaluation of the knowing of the Erasmus HEI mobility actions.

Socrates and Leonardo in one Lifelong Learning Programme the management workload has increased a lot. In addition, there is nationally less room for manoeuvring in the programme which has damaged its reputation in the field of higher education. Of the project coordinators, 64% complained that the workload is quite heavy and of the HEI coordinators, 7% estimated that the management workload is very heavy, 44% estimated it to be quite heavy and 37% neither heavy nor light. The coordinators complained that changes in forms, instructions and practices have also caused them plenty of extra work. They pointed out that it is good to notice in project management that it will get easier in the second time. By cutting down administrative work, the project coordinators thought that their projects could be more efficient.

The LLPlink tool is in use for the management of the programme in the National Agency. While NA staff regarded LLPlink to be a useful tool, they also felt that it needs development. Additional tools such as Excel sheets are still needed to complement LLPlink, and this caused extra and overlapping work. A nationally constructed electronic reporting system has been used by 71% of the Erasmus project coordinators and 90% of those thought that it has worked very or quite well. The suggestions for further development included the possibility to send also the final project report through

LLPlink, and having more accurate information of the information that has to be fed into it.

The Erasmus programme is an important source of funding compared to other possible sources, as 71% of the project coordinators regarded it to be very important in this respect. Of the programme experts, 50% thought that the financial resources allocated to the programme are insufficient, and 33% felt them to be neither sufficient nor insufficient. The experts felt that there should be more funding for the teacher and staff mobility, as well as the intensive courses. While the total funding for Erasmus is at a relatively suitable level, the experts complained that only 10% of the budget can be used for teacher and staff mobility and, as the demand for it in Finland is much higher, those who go abroad get only little funding and the HEIs have to use also their own financial resources even for those activities.

In general, most of the project coordinators (64%) felt that the financial resources they had received were quite sufficient. As the Figure 9 confirms, most of the HEI coordinators estimated that the financial resources for mobile students and trainees are quite sufficient. Here one should bear in mind that the Finnish students have a full portability of their student grants and loans when leaving for a mobility period. On the other hand, the HEI coordinators were not as satisfied with the funding for teacher and staff mobility.

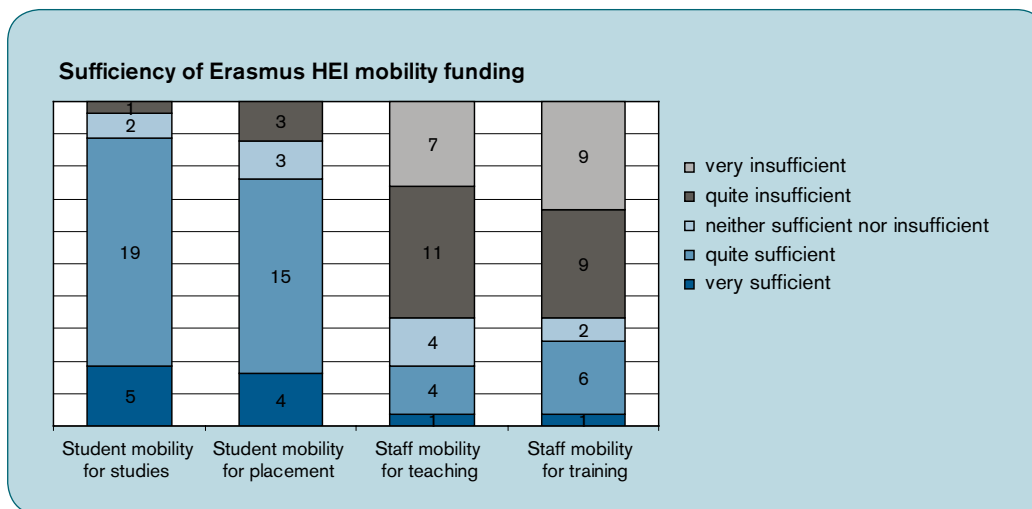


Figure 9. HEI coordinators' evaluation of the sufficiency of Erasmus HEI mobility funding.

The Erasmus projects needed more funding for accommodation, travel expenses, food and preparation work. In addition, the project coordinators complained that the funding does not cover all the work in their organizations.

3.3 Grundtvig

The Grundtvig programme focuses on learners taking adult education and 'alternative' education courses, as well as the organizations delivering these services. It aims to help develop the adult education sector, as well as enable more people to undertake learning experiences in other European countries.

During the years 2007–2009 in Finland, the national agency CIMO has received a total of 810 project or individual mobility applications, of which 463 (57.16%) have been accepted and funded, either through the EU financial resources (356 in total) or nationally (107 in total). The total budget in 2007–2009 for Grundtvig has been appr. € 2 150 000, of which € 364 500 has been national funding. The total amount of Grundtvig mobility has been 1 628 persons.

The respondents of the Grundtvig programme included experts, i.e. national agency CIMO representatives and stakeholders, and project coordinators. In addition, those who received in-service training grants for individual mobility were included in the group of respondents. The percentage of respondents was 19 % (n=5) of the experts; 59 % (n=55) of the project coordinators and 41% (n=52) of those in the in-service training. A total of 45% of project coordinators presented liberal adult education institutions. All but one of the coordinators that answered were representing learning partnerships. Most of the in-service trainees (62%) were teachers and their most common target countries were Greece (n=8), Great Britain (n=8) and Italy (n=6). Most (73%) had participated in an in-service training course of the duration of 1 week or less.

3.3.1 Relevance

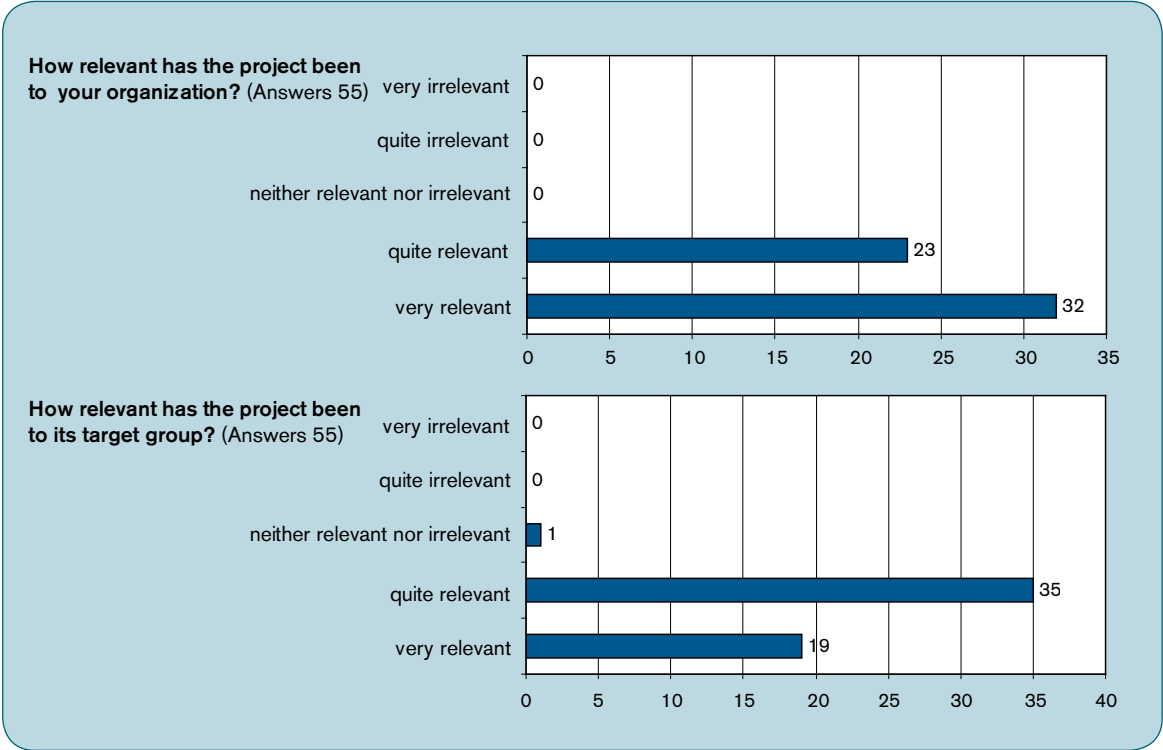
The Grundtvig experts regarded the programme objectives to be relevant and contribute to the

Finnish national policy priorities, also providing new perspectives and tools for the national development. They felt that the Grundtvig objectives also correspond well with the general lifelong learning strategies. However, one expert worried that the little funding allocated for Grundtvig hinder the impact that it could make. Also the project coordinators found their projects to be of good relevance, as shown in the Figures 10 and 11. In addition, the in-service trainees felt that their training had been relevant, as 69% said that it had been very relevant and 25% thought it was quite relevant.

The Grundtvig project coordinators were asked for the main reasons to apply for their projects. The most common reasons were the internationalization of the students or the whole organization, or the possibility to create networks with foreign partners. The main reasons for the in-service trainees also included internationalization, as well as getting to know people with similar interests in other countries.

The project coordinators responded on how their projects had contributed to the goals set in the national development plan for education and research 2007–2012. On the Likert scale of 1–5, the averages varied from 2.7 to 4.1. The poorest results were related to the reduction of those without any vocational qualification (2.7) and strengthening of the working life correspondence of education (3.0). The best results were got of the development of the skills and knowledge of the training personnel (4.1) and maintenance and development of the level of skills and knowledge.

The Grundtvig programme experts assessed that the community added value of the programme, as well as its promotion of international cooperation, are quite high, as it e.g. helps to increase networking and cooperating across Europe and, through that, provides a chance for also smaller countries to progress. In addition, by working together the various actors can create new operational models that are more than the sum of their parts. The experts thought that the programme helps to raise adult education to an equal level with the other types of education and thus offers added value to the whole field. Also the project coordinators felt that they had



Figures 10 and 11. Relevance of the Grundtvig projects to the implementing organizations and target groups. (Answers 55)

overall gained international added value from the projects through e.g. sharing information and good practices between partners from different countries and constructing skills and knowledge through that. A total of 95% of the coordinators thought that their projects have promoted cooperation between the countries very well or quite well.

3.3.2 Effectiveness

The Grundtvig projects had been effective at least related to their own goals, as the Figure 12 of the project coordinators' assessment shows.

Also the in-service trainees felt that they had reached their personal goals for the training well; 52% had reached their goals very well and 35% quite well.

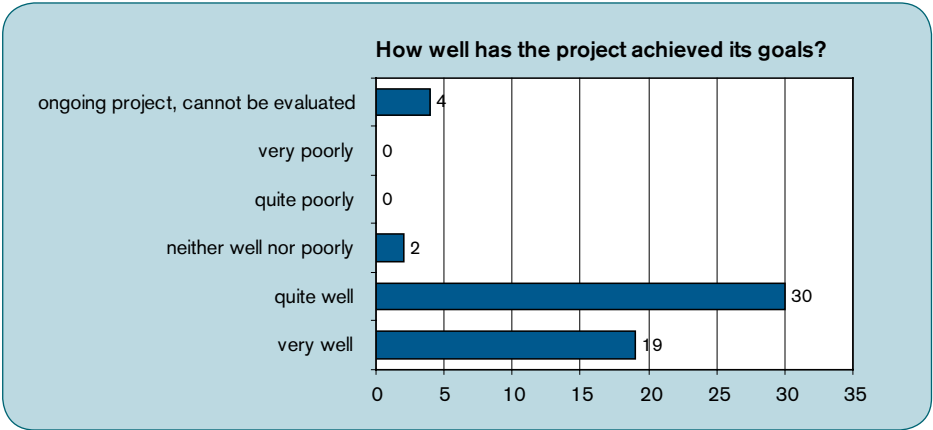


Figure 12. Achievement of Grundtvig project goals. (Answers 55)

They also reflected on the impacts of the training: on the Likert scale of 1–5, the highest averages were on the increase of the European dimension (4.3) and development of cultural skills and knowledge (4.2). The poorest average was on learning new teaching methods (3.4). The below Table 9 shows how the projects had contributed to the Grundtvig programme overall goals.

The programme experts had a positive view of the level of the overall Grundtvig programme implementation in Finland, as 60% evaluated it had been implemented very well and 20% quite well. They considered the in-service training and learning partnership action types to be particular **strengths** at the programme level, as well as the increasing of general open attitude towards adult learners. The project coordinators found as main strength in their project implementation the effective participation and cooperation between the actors. In the in-service trainees' view the most important strength in their training had been the effective teaching methods used and the personal professional development, as well as networking with the colleagues.

The **problems** at the Grundtvig programme level were related, in the experts' view, to the cultural

differences between partners or even finding suitable partners. In addition, the experts thought that the programme should become more known among the adult education field and be more visible in the media. The project coordinators shared these views, as their most common problems in the project implementation had been related to the cultural and working practice differences with the project partners, as well as general problems with timetables and language proficiency. The in-service trainees had encountered problems with the own or other participants' poor language skills. Also the training itself had in some cases been of poor quality.

The Grundtvig programme seems to reach its target groups well; 93% of the project coordinators thought that they have reached their target groups very well or quite well. The experts were of a similar opinion, as 80% of them felt that the programme reaches its target groups very well or quite well.

The project coordinators regarded their projects effective related to the community horizontal policies (Table 10).

Table 9. The extent to which projects have promoted Grundtvig programme goals. (scale: 5 - very much, 1 - very little)

Goal	Average
Increasing of the adult education mobility	3,9
Development of the quality and accessibility of adult education mobility	3,7
Increasing of cooperation between adult education organizations	4,0
Improving of the quality of the cooperation between adult education organizations	3,8
Supporting of people on the margins of society to access adult education	3,5
Development of new methods to adult education	4,3
Transfer of new adult education methods to other countries	4,1
Development of ICT-based contents, services, methods or practices	3,7
Development of pedagogical practices	3,7
Development of adult education organization management	2,5

Table 10. The extent to which Grundtvig projects promote Community horizontal policies

Goal	Average
The cultural and linguistic diversity within Europe	4,4
Combating racism, prejudice and xenophobia	4,0
Making provisions for learners with special needs and for their integration into the mainstream education and training	3,7
Promoting equality	3,9
Contributing to combating all forms of discrimination	3,8

The programme experts' opinions on ways how to further promote the community horizontal policies included the increasing of the visibility of the Grundtvig programme results and cases, as well as the overall better resourcing of the programme and more ambitious programme goals.

The project coordinators were asked about the ways of sharing information of the project and **disseminating** its results (Table 11).

The most common way to utilize the project results was the development of skills and knowledge inside the own organization. The results had been integrated e.g. into the teaching offered in the own organization. It was quite rarely pointed out that the results would have been utilized elsewhere.

The programme experts felt that the overall dissemination and utilization of the Grundtvig

programme results has mainly been done well through e.g. CIMO web pages and different seminars. They suggested that dissemination could be improved by e.g. putting more requirements for the project actors to be more active, as well as to provide them tools that assist in the dissemination and utilization activities.

The Grundtvig programme is quite well-known in Finland, as the Figure 13 demonstrates. The experts felt that Grundtvig overall is known in the adult education sector very well (20%) or quite well (80%).

To improve the effectiveness of the Grundtvig projects, the project coordinators thought that the improvement of the financial resources would be the key. Also the development of the sharing of information, especially by the project organizations, could improve effectiveness.

Table 11. Ways and scope of Grundtvig programme project results dissemination

Ways of dissemination	Own www pages	69%
	Magazine and newspaper articles	65%
	Conference / seminar / training session	60%
	Seminar presentation in Finland	47%
	Email list	45%
	Brochure	42%
Targets of dissemination	Own organization	96%
	Stakeholders	85%
	Other organizations	53%
Extent of dissemination	Local	85%
	National	53%
	International	42%

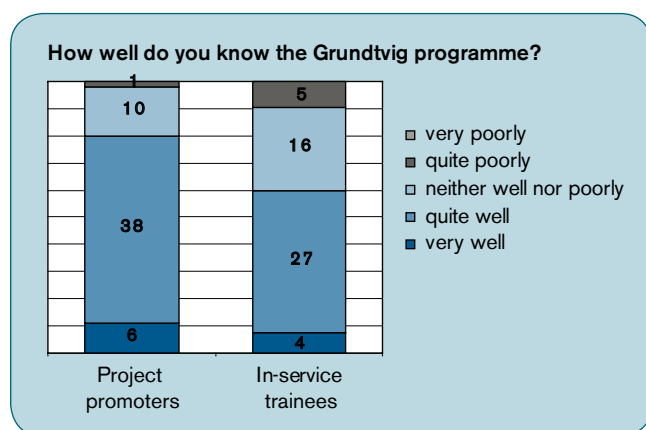


Figure 13. Grundtvig beneficiaries' evaluation of their knowing of the Grundtvig Programme.

3.3.3 Efficiency

As with all the other sub-programmes, the cooperation in Grundtvig with CIMO works very well. A majority of project coordinators (87%), in-service trainees (67%) as well as all the experts shared that opinion. The possible further developments that were suggested were mainly related to the CIMO web pages; e.g. it is sometimes hard to find the needed information from the pages and they could include social media elements (discussion forums, blogs etc.).

The views on the management complexity in the Grundtvig programme varied. While some experts felt that the programme administration is simple, others regarded it to be complicated. The comments on this included e.g. that the Grundtvig project list should be easier to use and information of the availability of the courses and workshops should be more readily on hand.

The level of Grundtvig project management workload is quite heavy in the opinion of 31% of the project coordinators and neither big nor small according to 55% of them. Many considered that the workload had been heavy especially in the beginning of the projects. Some coordinators felt the projects should get extra financing for the management work.

The project coordinators were asked about the sufficiency of the Grundtvig project funding. A total of 45% of them thought that the funding was quite sufficient, while 27% regarded it neither sufficient nor insufficient. Compared to other sources of funding, 35% of the coordinators thought that the Grundtvig programme is a very important source of funding and 39% regarded it to be a quite important source of funding. Some project coordinators suggested that there should be project funding available also for administrative costs and personnel wages, as well as travel costs due to the fact that it is quite expensive to travel to abroad from Finland. Most of the in-service trainees considered their grant to be sufficient, as 27% said that it was very sufficient and 62% felt it to be quite sufficient.

The programme experts felt that the Grundtvig programme has insufficient funding. In the experts' opinion, there should be more financing and

resources allocated for the programme in the whole Europe, as the amount of the target group increases continually, and the field is important also regarding the equality aspect.

3.4 Leonardo da Vinci

The Leonardo da Vinci Programme funds projects in the field of vocational education and training. Initiatives range from those giving individuals work-related training abroad to large-scale co-operation efforts. Leonardo da Vinci enables organizations in the sector of vocational education and training to work with European partners, exchange best practices, and increase their staff's expertise. By helping people to gain new skills, knowledge and qualifications, the programme also boosts the overall competitiveness of the European labour market.

During the years 2007–2009 in Finland, CIMO has received a total of 682 project applications, of which 452 (66.28%) have been accepted and funded through the EU financial resources. The total budget in 2007–2009 for Leonardo da Vinci has been appr. € 10 380 000. The total amount of LdV mobility has been 5 693 persons. In the mobility actions the demand has been very high, the acceptance rate for applied mobility periods has been well below 50%, ranging from 47% in 2007 to 39% in 2009.

The respondents of the Leonardo da Vinci programme survey included experts, i.e. national agency CIMO representatives and stakeholders, as well as project coordinators, who presented mainly VET institutions. The percentage of respondents was 14,3 % (n=7) for the experts and 32,0 % (n=110) for the project coordinators. The number of respondents according to the actions are presented in Table 12.

Table 12. Number of respondents (coordinators) according to the Leonardo da Vinci actions.

Persons in initial vocational training, IVT	46
People in the labour market, PLM	6
Professionals in vocational education and training VETPRO	5
Partnerships, PA	23
Transfer of Innovation, TOI	27
Preparatory visits, PV	3

3.4.1 Relevance

The LdV project coordinators were asked for the main reasons to apply for the projects. The main reasons were the internationalization of the students or the whole organization, as well as student mobility. In addition, the professional development of the own organization or its workers was brought up, as well as information sharing and benchmarking between the project partners.

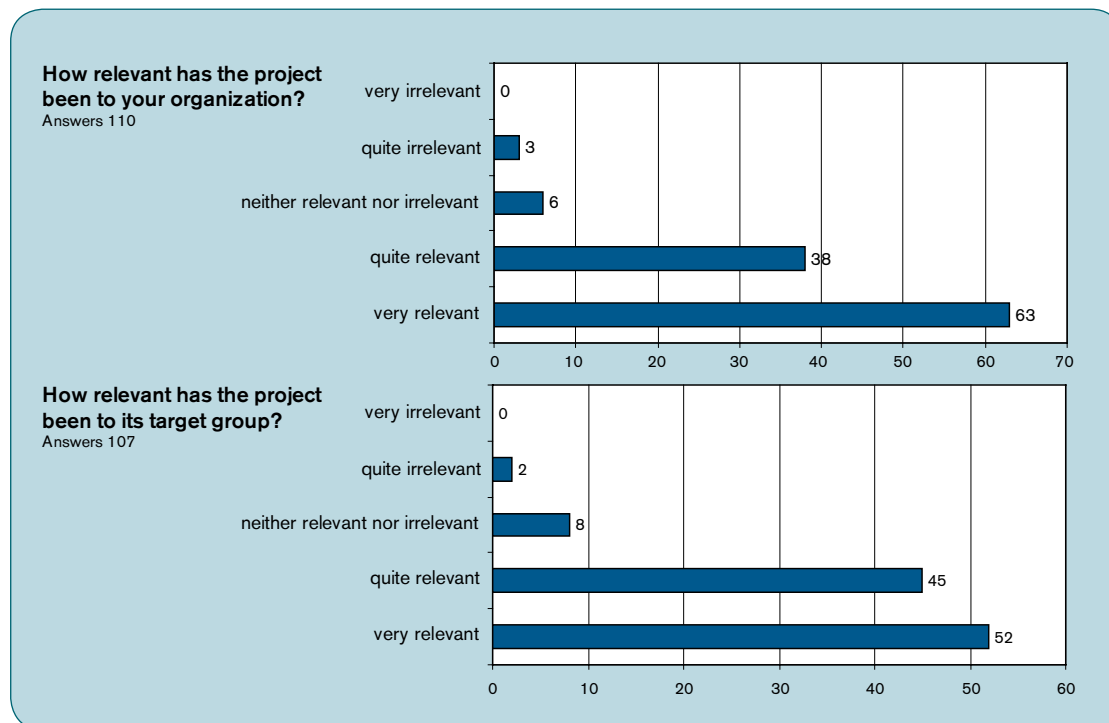
As the Figures 14 and 15 show, LdV coordinators regarded their projects to be of very good relevance.

The LdV experts also regarded the programme objectives to be very relevant and contribute well to the national policy priorities, as well as lifelong learning strategies. The projects responded on how the projects had contributed to the goals set in the national development plan for education and research 2007–2012. On the Likert scale of 1–5, the averages varied from 2.3 to 4.1. The best results were of the improvement of the quality of education (4.1) and development of the skills and knowledge of the training personnel (4.0). The poorest results were related to the increase of the immigrants' education

level (2.3) and reduction of those without any vocational qualification (2.6).

The community added value of the LdV programme was in the respondents' view quite high. The experts felt that there the European dimension gives added value to the education, e.g. through the extended knowledge of the other countries' systems, which in turn increases mobility and its better utilization. The project coordinators thought that they had overall gained added value from the projects. The most common added value was the sharing of information and good practices between different countries as well as the development of skills and knowledge through that. Also international project partners, international skills and knowledge and internationalisation in general were found important.

Cooperation between the participating countries is in the respondents' opinion well promoted e.g. through mobility actions, although the experts felt that the so-called MEDA countries could also be included in the programme. The experts' only concern was that sometimes the projects only seem to exist for themselves and the skills and knowledge produced in them do not spread elsewhere.



Figures 14 and 15. Relevance of the Leonardo da Vinci projects to the implementing organizations and target groups.

The coordinators' answers reflected these opinions, as 46% thought that their projects promote cooperation between the participating countries very well and 45% quite well.

When considering the added value of LdV to other national and international programmes in Finland, the experts noted that through LdV the VET sector in Finland has a chance to become more internationalized. In addition, the practices created in LdV are used in other programmes as well.

3.4.2 Effectiveness

The project coordinators were asked how their projects had reached the goals set for them. As the Figure 16 shows, the projects had been quite effective.

The projects also responded on how the projects had contributed to the LdV programme overall goals (Table 13). All the experts evaluated that, overall,

LdV programme in Finland has been implemented well.

The experts considered the well planned national implementation of the programme and the partner cooperation resulting from the programme to be particular **strengths** at the programme level. The project coordinators found as particular strengths in the project implementation the good project partners, as well as the utilization of the Internet and ICT in general. Effective participation and cooperation and good planning of the projects were also considered important.

In the experts' view the main **problem** in the programme is that mobility in vocational education and training should be increased from the current level as there is so much demand for it that the current mobility number could be doubled. In addition, there have been problems of finding applicants for PLM projects even though they

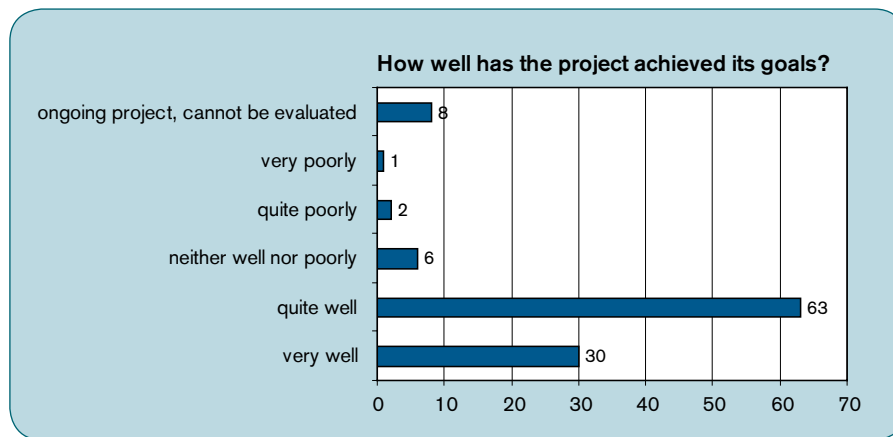


Figure 16. Achievement of Leonardo da Vinci project goals. (Answers 110)

Table 13. The extent to which projects have promoted Leonardo da Vinci programme goals. (scale: 5 - very much, 1 - very little)

Goal	Average
Increasing of mobility in Europe	4,0
Improving of the quality of mobility in Europe	3,8
Enhancing of cooperation between VET institutions, companies or associations in Europe	4,1
Development of vocational education and training methods	3,8
Transfer of vocational education and training from one country to another	3,8
Increasing of the clarification and accreditation of qualifications	3,1
Studying of foreign languages	3,5
Development of ICT-related contents, teaching methods and approaches	3,4

would be in great demand. For the projects, the most common problems were related to the project partners. There had been cultural problems or problems related to the ways of action between the partners. In addition, too much administration and too little financing were quite common problems that the projects had faced.

Most projects thought that they reach their target groups very well (41%) or quite well (48%). The experts were of a similar opinion, as their view was that the LdV programme reaches its target groups very well (14%) or quite well (86%).

The project coordinators had varying views on the effectiveness of their projects regarding the community horizontal policies, as the Table 14 below illustrates.

The project coordinators, as well as the experts, thought that the first two horizontal policies are mainly promoted through the LdV mobility activities and foreign project partners. The projects had promoted the making of provisions for special needs learners through e.g. including them in the

project target groups and mobility actions. On the other hand, some experts also felt that there might be room for improvement in the practical implementation of this programme goal. The promotion of equality and combating discrimination horizontal policies have been enhanced in projects mainly by paying attention to gender equality. The experts also offered a critical view on this, as there were opinions that the concept of equality could be realized in a bit broader spectrum than mere gender equality. In order to promote the community horizontal policies more effectively, the experts thought that e.g. there could be EU wide concrete targets which could then be strived for in the member states. Another thing could be to pay more attention to the horizontal policies in the evaluation of the project applications.

Table 15 shows the ways of sharing information of the projects and disseminating their results.

The most common ways to utilize the project results were their use in and integration to the teaching offered in the own organization and the

Table 14. The extent to which Leonardo da Vinci projects have promoted Community horizontal policies. (scale: 5 - very much, 1 - very little)

Goal	Average
The cultural and linguistic diversity within Europe	3,9
Combating racism, prejudice and xenophobia	3,4
Making provisions for learners with special needs and for their integration into the mainstream education and training	3,0
Promoting equality	3,4
Contributing to combating all forms of discrimination	3,2

Table 15. Ways and scope of Leonardo da Vinci project results dissemination.

Ways of dissemination	Own www pages	72%
	Magazine and newspaper articles	63%
	Email list	32%
	Book / CD-rom	31%
	Conference / seminar / training session	26%
Targets of dissemination	Own organization	95%
	Pupils' parents	85%
	Stakeholders	49%
	Other organizations	47%
Extent of dissemination	Local	93%
	International	30%
	National	14%

development of skills and knowledge inside the own organization, or the continuation of the project or development of new projects. It was rarely pointed out that the results would have been utilized elsewhere. The experts felt that the actual utilization of the results and good practices are not very good. The suggested ways to improve the dissemination and utilization included e.g. better use of the Internet or social media and thematic seminars between people related to the same field.

The project coordinators know the LdV programme quite well, as the Figure 17 shows. The experts felt that LdV programme is known in the VET sector overall very well (57%) or quite well (43%).

Suggestions to improve the effectiveness of the projects included e.g. the development of the sharing of information, and a data bank of short summaries of the other projects, their good practices and results. In addition, students who have been abroad could share their experiences more with their peers so that everyone would get first-hand information of how the mobility works.

3.4.3 Efficiency

The cooperation in LdV programme with CIMO works very well in Finland in both the experts' and project coordinators' opinion. The possible developments that the coordinators suggested were mainly related to better sharing of information and joint meetings with e.g. such people who have

ongoing projects. The experts felt that cooperation also with the Commission and the Executive Agency, as well as the national authorities functions well. The coordinators were also asked about the clarity of the various instructions related to the LdV programme. Most coordinators felt that the instructions have been very clear (17%) or quite clear (66%), although 6% felt that they are quite unclear and 2% regarded them very unclear. A few coordinators commented that the application instructions could be easier to understand.

The project coordinators had quite evenly matched opinions about the complexity of the project management. While 38% felt that it is quite simple, 32% felt that it is quite complicated. 24% regarded the management to be neither simple nor complicated. The level of project management workload is quite heavy in the opinion of 61% of the projects and very heavy according to 12% of them. Bureaucracy is an issue that quite many projects raised. There are many kinds of reporting practices that have to be done, and a lot of paper work and copying which do not correspond well with the ideas of sustainable development. All in all, many of the coordinators' answers conveyed a need to simplify and lessen the administrative bureaucracy. Some also noted that there might be problems with the foreign project partners if they do not do their project duties properly. In addition, the coordinators felt that the finances directed to management work are not big enough. Compared to the size of the projects, there is too much

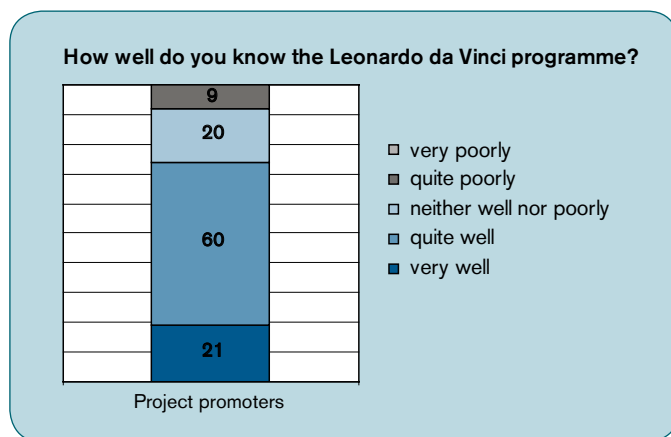


Figure 17. LdV beneficiaries' evaluation of their knowing of the LdV Programme.

administration, which might also take too many working hours away from the actual project work. The experts on their part commented that especially when the LLP programme was introduced the heavy amount of administrative work was causing troubles.

According to all the experts, the Commission monitors and supervises CIMO quite efficiently. However, the cost effectiveness of the monitoring and supervising is not so good. While some experts felt that the cost effectiveness is quite good, one also noted that it is very poor. The suggested possible improvements included e.g. cutting down bureaucracy and development of the yearly reports so that the information in them could be better utilized by both CIMO and the Commission.

The LLPLink tool, as well as Rap4Leo reporting database, ADAM results database and electronic application forms are in use in the LdV programme in Finland. As with the other sub-programmes, also LdV programme experts thought that LLPLink should be developed in order to better serve the programme administration.

Of the project coordinators, 57% had used the Rap4Leo tool. Most of them thought that the tool functions very well (25%) or quite well (52%), although 6% felt that it functions very poorly. The few critical comments related to Rap4Leo included e.g. problems with the complicated forms and technical instability of the system. A total of 22% of the projects had used the ADAM tool. They had very varied views of its functionality. While 29% felt that it functions quite well, 25% regarded it to function very poorly. The few comments for ADAM were about the difficulty of finding information or even one's own project from the database, or that it gives varying search results even when the search criteria is the same.

A total of 71% of the LdV projects had used the electronic application forms. Most of them thought that the forms had functioned quite well (62%) or very well (18%). The few suggestions for improvements included e.g. a change to the character limit to allow for more text or a possibility to edit the form in an easier way. In addition, some had had problems while sending the form as the system has become unstable around the application deadline.

Compared to other sources of funding, 90% of the project coordinators thought that LdV programme is a very or quite important source of funding. In general, most of the project coordinators (64%) felt that the LdV project funding had been quite sufficient or very sufficient. On the other hand, 21% of the projects felt that the funding was quite insufficient. Of the LdV experts, a total of 29% regarded it as quite sufficient, 29% as quite insufficient and 14% as very insufficient. In the experts' opinion, there should be more financing especially for mobility. In addition, there should be less self-financing requirements for the projects.

While many project coordinators noted that without LdV funding in Finland it would be impossible to implement the kinds of development activities and mobility that are now possible, even more were of the opinion that there would also be a need for extra project funding, e.g. for staff and travel costs.

The programme experts overall felt that the LdV financial resources have been used efficiently and rationally, e.g. the mobility certificate has been a welcome development. On the other hand, the various management levels might consume too much resources.

To implement LdV projects more efficiently, the project coordinators suggested e.g. that the projects could be longer or the project networks could be smaller than is the requirement nowadays. Also the certificate system could be developed.

3.5 Transversal programme – study visits

Study visits are short stays of three to five days, built around a certain theme, in a host country. The target groups are European general education and vocational training specialists and decision-makers. They are stakeholders who want to examine a particular aspect of lifelong learning in another participating country. A study visit usually includes presentations and on-site visits to places such as educational and training institutions, ministries and training sites and provides a forum for discussion, exchange and learning on themes of common interest.

During the years 2007–2009 in Finland, a total of 20 study visits have been hosted in Finland. The

hosts have been selected through national calls for proposals and have also been nationally funded (2 000 € / visit in 2009). The number of individual applications for Finnish participation in study visits has been 217, of which 145 (67.8%) have been accepted and funded. The study visits have been fully funded with the decentralized LLP funds, the total budget for 2007–2009 has been appr. € 183 000.

The interim evaluation was targeted to the Finnish hosts, i.e. organisers of study visits. The organizers who responded to the survey (n=8) included 7 educational organizations and 1 network of organizations. The percentage of respondents was 50%.

3.5.1 Relevance

The study visits organizers were asked for the main reasons to arrange the study visit. The most common reason was the opportunity to share information of the various aspects of the Finnish education system. In addition, the study visit was also seen as a way to network with foreign colleagues. Also earlier good experiences were mentioned by some respondents.

Overall, the study visits organizers thought that the study visits had been of good relevance. When asked about the relevance of the study visit regarding the organizing unit, 63 % said that it had been very relevant and 37 % thought it was quite relevant.

3.5.2 Effectiveness

The study visits organizers were asked how the study visit had reached its goals. A total of 63 % answered that the goals had been reached very well and 37 % had reached the goals quite well. Thus, the study visits had been effective at least related to their own goals. In addition, 75 % of the study visit organizers thought that the overall organizing had gone very well and 25 % thought that it went quite well. The feedback from the participants had been very good (88 %) or quite good (12%).

The study visits organizers also told about the good practices that they had encountered in the implementation. The most common of these were

related to the study visit programme, especially the evening programme. For example, the participants served dishes from their own countries for everyone, or just spend time together. In addition, a well planned distribution of work and timetables were mentioned as good practices. When asked about the best aspect of the study visit, the organizers emphasized the good atmosphere and people spending time together and networking.

The most common problems in the implementation were related to the timetables and staying on schedule. Some thought that more time should be reserved for discussions. In addition, some participants had had poor language skills. Also some respondents felt that there had been too many presentations and too little action-based training methods.

Table 16 illustrates the extent to which the study visits have affected the establishments that have organized them.

The study visit organizers were asked about the ways of sharing information of the study visit and thus promoting its effectiveness. The most common methods for this were newspaper articles and disseminating in the own colleague networks.

3.5.3 Efficiency

As has been the case with the other sub-programmes, also the study visit organizers praised the cooperation with CIMO; 88% felt that the cooperation had functioned very well and 12% evaluated it quite well functioning. The study visit instructions offered by CIMO had been clear to the actors, as 50% thought that they were very clear and 50% regarded them quite clear. Regarding the overall guidelines for study visits, the main development suggestions were related to the web pages as e.g. finding the right course from the huge course catalogue had been difficult. Also some noted that the Cedefop web pages could be more user-friendly.

Overall, the study visits organizers considered that the organizing of a study visit includes quite a heavy management workload. While 25% thought that the workload in the application process was quite light, a total of 63% felt that there had been quite a

heavy workload. In addition, 25% of the organizers estimated that overall the study visit involved a very heavy workload and 75% considered it quite heavy.

Considering the sufficiency of funding for hosting study visits, 50% of the organizers regarded it had been quite insufficient. On the other hand, 25% felt it had been quite sufficient. All the organizers had used the financial resources to the running expenses, e.g. travels, food, materials and tickets. Some study visit organizers felt that the funding should be a bit bigger, or there should be funding available also to pay for the staff costs.

To sum up, the relevancy and effectiveness of the study visit organizing in Finland has been in a good level. The study visits seem to have been also efficient, although the rather small financial resources and quite heavy management workload have caused troubles. However, most of the organizers have been happy with the results of the visits and there were also hopes for increasing the total amount of visits organized yearly, or that study visits that have been successful could be repeated and let other participants also enjoy of a well implemented study visit.

Table 16. The extent to which study visits have affected the organization.

Theme	Average
Presenting and sharing the own or local special skills and knowledge	4,8
Presenting and sharing national special skills and knowledge	4,5
Development of vocational competence	3,5
Development of international competence	4,1
Development of international cooperation	4,0
International networking	4,1
Development of new projects	3,0
Increase of European dimension	4,0
Skills in organizing an international event	4,1
Cultural skills and knowledge	4,0
Language skills	3,3

4 Conclusions and suggestions for improvements and future developments

Administrative issues

Overall, there seems to be good relevance, effectiveness and efficiency in the LLP implementation in Finland. The LLP objectives are well in line with the national policy priorities and lifelong learning strategies. The relevance of the implemented LLP projects has, as well, been good, as they have promoted both the national policy goals as well as the EU horizontal goals well.

LLP is very important in respect to the other programmes available in Finland; other national and international programmes related to education complement LLP, which is the most prominent programme. LLP offers possibilities for internationalisation for target groups that do not otherwise have possibilities for such activities.

The integration of previous Socrates and Leonardo da Vinci programmes into one LLP seems overall to be a positive step. The programme integration is one of the main strengths of the whole LLP, as one LLP has more prestige in policy level than the previous set-up had and it allows for better overall effectiveness. The integration has also removed artificial administrative borders and overall supports lifelong learning. On the other hand, the different sub-programmes, especially in the administrative level, should be more integrated and have more cooperation. There are currently too much differing practices and working cultures

in both the decentralized and centralized actions and little possibilities for different target groups to cooperate with each others. In addition, the flow of information between the sub-programmes does not always work as well as it could. The diverse practices used in the different sub-programmes have also caused an increase in administrative work.

The system of divided management responsibilities for centralised and decentralised actions is useful especially regarding such projects that are implemented under the decentralised actions. Those projects are managed in Finland by the national agency CIMO and, thus, they can take care of their reporting etc. duties inside the country and have their contact persons here. In addition, CIMO has better information of these projects; there is very little information available on the centralised projects. On the whole, the system for centralised and decentralised actions in itself does not simplify or complicate the whole LLP implementation. However, with more information nationally about the activities that are done under the centralized actions, these actions might complement each other much more effectively.

Major achievements

On the level of LLP projects, study visits and individual mobility, one major achievement has been the increased national and international cooperation and networking between the various project actors

and colleagues and overall internationalization of the Finnish educational establishments. This has also enhanced European added value, as there has been, for example, vivid sharing of information between the actors and increased mutual professional development. Several project coordinators, as well as assistants and in-service trainees, have reported that the cooperation had led to strengthened European identity and overall cultural knowledge. LLP has also contributed to the actors' development of overall language and communication skills. Another achievement at the project level has been good contacts with the LLP target groups; projects across all the sub-programmes have been very successful in reaching their target groups. In addition, the projects have successfully achieved the goals their implementing organizations have set for them.

The good practices inside the projects have been the well planned projects and their aims that have suited the target groups. Effective cooperation both inside the project organization itself and with the foreign partners has been a particular strength. The utilization of ICT has been important in all kinds of information sharing and communication. In individual mobility, the good practices have been related to effective cooperation, development of professional competence, networking with foreign colleagues and internationalization in general.

On the national level, one of the LLP success stories in Finland has undoubtedly been the national agency CIMO, which has received plaudits for its performance throughout the LLP field in Finland. Related to this, a positive issue has been the increased LLP decentralization, which has allowed for the strengthening of the national agencies' role and possibilities to administrate projects from inside the country.

The sub-programme brand names have been a success in Finland, as they are well-known throughout the education field. However, the whole LLP has not been as well-known even in the national administrative level, although this is not considered to be a problem as it is more or less just an umbrella under which the better known sub-programmes can operate.

The simplification of the overall administration is another success. The introduction of lump sums and

the certification of institutions, as well as the Single National Agency Grant Agreement have contributed to this progress. Also e.g. the eForms and LLPLink systems have been of good use, although they still need developing in order to fulfill their potential.

Main obstacles

While the integration of the earlier Socrates and Leonardo da Vinci programmes to one LLP is mainly considered to be a positive issue, the current programme is still too fragmented. There are too many objectives and a plethora of actions, as well as gaps and gray areas between different sub-programmes. In addition, there have been differing management cultures in the various sub-programmes; they could have much more synergy and more possibilities for the target groups to cooperate with each others, which could strengthen the lifelong aspect of the LLP.

The national agencies have not had a strong enough role in the decision making regarding the LLP. Until now, they have had only little say in the decisions regarding the implementation of the programme. Some implementation issues could be decided at the national agency level, whereas the Committee could concentrate on more political issues.

A major obstacle across the LLP field has been an overall lack of financial resources. Especially the whole Grundtvig programme and Leonardo da Vinci mobility, as well as Erasmus teacher and staff mobility, need more financial resources. There are worries that the little funding allocated for Grundtvig programme might hinder the impact that it could make. Likewise, in the general education, the Comenius actions can due to the lack of funding reach only a minor part of their huge target group.

There has also been in some cases unequal funding inside Finland; e.g. beneficiaries from the Northern parts of the country have felt to be financially in a weaker position than those of the South as they both receive the same amount of funding while having very different travel costs. The costs overall of travelling from Finland to e.g. Central Europe are quite high, which causes financial inequality also at the European level.

The increased administrative burden across the LLP field is another obstacle. There has been instability with the rules and procedures in particular during the first years of the programme. Examples of these include the inflexibility in using funds e.g. between the sub-programmes due to different timing of actions as well as late publication of forms and time consuming selection process for partnership projects. Due to the heavy management workload, there have been wide concerns of the lack of time for the actual project work as well as views that the bureaucracy might hinder the effectiveness of the LLP projects and scare potential new actors from trying to join the programme.

Dissemination activities, mainstreaming and impact measurement of the LLP results have not been effective enough. The LLP project results seem to have rarely been utilized outside the organization that has implemented the project and there has not been a monitoring system for the impact measurement.

Obstacles in the project level have included problems with the language skills as well as the different cultures and work practices of the project partners. These have caused some problems in the implementation of the projects. Also there have been some problems due to the requirement for co-funding leading to lack of financial resources for project staff costs in Transfer of innovation projects. Related to mobility, the higher education institutions have had difficulties with the differing semester schedules between Finland and other parts of Europe which has caused problems with the timetabling of the mobilities.

In individual mobility, there have been problems with the receiving schools, as e.g. the competency of the in-service course instructors or assistantship instructor have varied, or the in-service course contents have been of a low quality.

In study visits, there have also been problems with some participants' language skills, and the preparing of the study visit timetables so that they would neither be too tight nor too loose has turned out to be difficult.

Development suggestions for the current programme period

All in all, there is no need for any major changes to the programme during the current programme period; it is more important to stabilize the system and ensure its continuity. Regarding administration, the development of the eForms and LLPlink systems should continue for them to better serve the administrative needs and to enable more efficient management of the programme.

There should be a more equal spread of financial resources due to e.g. the high travel costs from Finland to most parts of Europe and in particular there should be a possibility to give higher grants to beneficiaries from the more remote areas of the country.

In addition, the certificate system should be further developed and expanded so that such LLP actors who have showed their prowess could have more chances to continue their good work.

Development suggestions for the programme period starting in 2014

For the programme period starting in 2014, the integrated approach should be maintained and overall there should be continuity to the programme; there should be an evolution, not revolution. The programme management should be more integrated and the programme framework should be made simpler. However, the different sub-programmes should still be able to maintain their own identities.

The policy orientation of LLP should be strengthened so that it can contribute even more to the development and quality of the internalization of education and training as well as to the EU 2020 strategy. The lifelong learning aspect in LLP should be strengthened, by e.g. increasing synergy between the different sub-programmes and improving the possibilities for the target groups to participate flexibly in different sub-programmes. One possible development could be to extend the Transfer of Innovation projects to all the sub-programmes.

It should be easier to reallocate funds across the LLP sub-programmes. Furthermore, the overall funding should be increased and be more balanced across the LLP and its various target groups.

Especially the Comenius and Grundtvig sub-programmes with their extensive target groups have a need for more resources. Mobility numbers in especially the LdV field should be increased; there is currently so much demand that the amount of LdV mobility could be doubled.

The LLP management should be simplified. The paperwork and reporting duties also on the project level need to be further reduced by increased use of lump sums. The development of management supporting tools, such as LLPlink and eForms, in the project administration and monitoring would also help in this issue. There is also a need to strengthen the role of the national agencies in the programme level decision making concerning implementation issues.

Regarding mobility, there should be similar mobility actions across the LLP field. There should also be more possibilities for mobility periods with more flexible durations, which would enable more people to participate. Furthermore, there should be more accessibility to mobility for different age groups and those in different socio-economic positions, as well as more emphasis on e.g. pupils or students with special needs or immigrants. Also, there should be more cooperation with countries outside EU, e.g. Russia and the areas of the Northern America, MEDA countries and Far East.

To complement the physical mobility actions, virtual mobility should be increased at educational levels. This would be useful especially in school level, where the large target groups would have an equal, sustainable as well as cost-effective possibility to participate in the mobility actions.

Concerning centralized actions, the Commission should share more information of the centralised projects to the national agencies so that the centralised and decentralised actions could better complement each other.

As in the programme level, also in the project level across the LLP field there is a need for more financial resources. In particular, there should more equality in funding, e.g. between the EU member states and due to geographical differences which are causing very varying travelling costs both from one country and another, as well as inside the country

when people travel from more remote locations. In addition, more attention across the member states should be paid to the more efficient use of the existing financial resources.

Finally, more focus should be put on the dissemination and impact of the LLP results to enable the actions to be more effective. This could be achieved e.g., on one hand, by binding the beneficiaries to be more active in this and, on the other hand, by providing them tools for these kinds of activities. Use of modern technologies should be more investigated, e.g. better and wider information sharing with e.g. social media tools should be done.

Survey questionnaire for Erasmus programme experts Kysely Erasmus-ohjelman tai korkeakoulutuksen kansainvälistymisen asiantuntijoille

Tämä kysely liittyy Euroopan komissiolle tehtävään Elinikäisen oppimisen ohjelman kansalliseen väliarviointiin. Kysely kohdistuu komission ja Suomen opetusministeriön antamien ohjeiden mukaan ohjelmien relevanssin, vaikuttavuuden ja tehokkuuden arviointiin vuosina 2007–2009. Arvioinnin tulosten perusteella tehdään suosituksia ohjelman loppukaudelle ja seuraavalle ohjelmakaudelle. Arvioinnin toteuttaa opetusministeriön toimeksiannosta Tampereen yliopiston Ammattikasvatuksen tutkimus- ja koulutuskeskus.

Pyydämme ystävällisesti Erasmus-ohjelman / korkeakoulutuksen kansainvälistymisen asiantuntijaa vastaamaan kyselyyn. Vastaaminen tapahtuu nimettömänä eikä vastaajan henkilöllisyys ilmene arvioinnin missään vaiheessa. Kysely etenee komission ohjeiden mukaisessa järjestyksessä ja sen täyttäminen vie aikaa arviolta puoli tuntia. Osa kysymyksistä ei koske kaikkia vastaajia; niihin kysymyksiin voi jättää vastaamatta.

Arvioinnin yhteyshenkilöitä ovat yksikön johtaja, KT Hilikka Roisko ja tutkija, FM Mika Puukko. Annamme tarvittaessa mielellämme kyselyyn liittyviä lisätietoja ja selvennyksiä. (Mika Puukko, e-mail mika.puukko@uta.fi).

TAUSTATIEDOT

Edustamasi organisaation tyyppi

- CIMO
- Opetusministeriö
- Opetushallitus
- Korkeakoulu
- Muu

ERASMUS-OHJELMAN TAVOITTEITA JA RELEVANSSIA KOSKEVAT KYSYMYKSET

Erasmus-ohjelman toiminnalliset tavoitteet ovat seuraavat:

- 1 Liikkuvuuden määrän lisääminen Euroopassa;
- 2 Liikkuvuuden laadun parantaminen Euroopassa;
- 3 Korkeakoulujen keskinäisen ja työelämän kanssa tehtävän yhteistyön edistäminen;
- 4 Eurooppalaisen korkeakoulutusalueen toteutuminen;
- 5 Innovaatioiden syntymisen edistäminen;
- 6 Tutkintojen ja pätevyyksien läpinäkyvyyden tai tunnustamisen lisääminen;
- 7 Opintosuoritusten ja arvosanojen vastavuoroisen akateemisen tunnustamisen lisääminen

Miten relevantteja Erasmus-ohjelman tavoitteet ovat koulutuksen kansallisen kehittämisen kannalta?

Miten relevantteja Erasmus-ohjelman tavoitteet ovat elinikäisen oppimisen kannalta?

Mikä on Erasmus-ohjelman tuottama eurooppalainen lisäarvo?

Miten Erasmus-ohjelma edistää yhteistyötä siihen osallistuvien maiden välillä?

Mikä on Erasmus-ohjelman tuottama lisäarvo muille kansallisille ja kansainvälisille ohjelmille?

ERASMUS-OHJELMAN TOTEUTUSTA JA VAIKUTTAVUUTTA KOSKEVAT KYSYMYKSET

Kuinka hyvin Erasmus-ohjelmaa mielestäsi toteutetaan Suomessa?

- Erittäin hyvin
- Melko hyvin
- Ei hyvin eikä huonosti
- Melko huonosti
- Erittäin huonosti

Anna 1-2 esimerkkiä hyvin toteutuneista asioista Erasmus-ohjelmassa

Anna 1-2 esimerkkiä haasteista ja ongelmista Erasmus-ohjelman toteutuksessa

Millä tavoin Erasmus-ohjelman toteutusta seurataan kansallisesti?

Mitä hyötyä tai lisäarvoa aiempien ohjelmien (Sokrates ja Leonardo da Vinci) integraatiosta yhdeksi Elinikäisen oppimisen ohjelmaksi on ollut?

Mitä haittaa tai negatiivista aiempien ohjelmien integraatiosta yhdeksi Elinikäisen oppimisen ohjelmaksi on ollut?

Kuinka hyvin Erasmus-ohjelma tavoittaa nykyiset kohderyhmänsä Suomessa?

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti

Perustele vastauksesi

Miten Erasmus-ohjelma edistää seuraavia EU:n tavoitteita:

- a Kulttuurien ja kielten moninaisuus Euroopassa
- b Rasismien, ennakkoluulojen ja muukalaisvihan torjunta
- c Erytistarpeita omaavien oppijoiden huomioiminen ja integrointi normaaliin opetukseen
- d Tasa-arvon edistäminen
- e Kaikenlaisen syrjinnän vastainen toiminta

Miten Erasmus-ohjelma voisi vaikuttavammin edistää edellä mainittuja tavoitteita?

Miten Erasmus-ohjelman tuloksia levitetään ja hyödynnetään Suomessa?

Miten tulosten levittämistä ja hyödyntämistä voisi toteuttaa vaikuttavammin?

Kuinka hyvin Erasmus-ohjelma tunnetaan suomalaisessa korkeakoulu yhteisössä?

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti

Kuinka hyvin Elinikäisen oppimisen ohjelma ja sen alaohjelmat tunnetaan suomalaisessa korkeakoulu yhteisössä?

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti

ERASMUS-OHJELMAN HALLINNOINTIA JA TEHOKKUUTTA KOSKEVAT KYSYMYKSET

Kuinka hyvin yhteistyö CIMO:n kanssa toimii?

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti
En osaa sanoa / ei koske minua

Kuinka hyvin yhteistyö komission / toimeenpanoviraston kanssa toimii?

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti
En osaa sanoa / ei koske minua

Kuinka hyvin yhteistyö kansallisten viranomaisten (opm, oph, ym.) kanssa toimii?

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti
En osaa sanoa / ei koske minua

Kuinka hyvin yhteistyö Elinikäisen oppimisen komitean kanssa toimii? (kysymys koskee vain CIMO:n ja opm:n edustajia)

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti
En osaa sanoa / ei koske minua

Kommentit ja mahdolliset kehittämissuhteudet yhteistyön tehokkuudesta ja toimivuudesta

Millaista Erasmus-ohjelman hallinnointi on? (kysymys koskee vain CIMO:n edustajia)

Erittäin yksinkertaista
Melko yksinkertaista
Ei yksinkertaista eikä monimutkaista
Melko monimutkaista
Erittäin monimutkaista
En osaa sanoa / ei koske minua

Millainen työmäärä Erasmus-ohjelman hallinnoinnissa on? (kysymys koskee vain CIMO:n edustajia)

Erittäin suuri
Melko suuri
Ei suuri eikä pieni
Melko pieni
Erittäin pieni
En osaa sanoa / ei koske minua

Kommentit Erasmus-ohjelman hallinnoinnista (kysymys koskee vain CIMO:n edustajia)

Kuinka tehokkaasti komissio seuraa ja valvoo Erasmus-ohjelman toteutusta?

Erittäin tehokkaasti
Melko tehokkaasti
Ei tehokkaasti eikä tehottomasti
Melko tehottomasti
Erittäin tehottomasti
En osaa sanoa / ei koske minua

Kuinka kustannustehokasta komission seuranta ja valvonta on?

Erittäin tehokasta
Melko tehokasta
Ei tehokasta eikä tehotonta
Melko tehotonta
Erittäin tehotonta
En osaa sanoa / ei koske minua

Kommentit ja mahdolliset kehittämissuhteudet komission seurannasta ja valvonnasta

Millainen Erasmus-ohjelman kansallisesti hallinnoitujen (hajautetut) ja komission hallinnoimien (keskitetyt) toimintojen järjestelmä on verrattuna aiempaan toimintatapaan? (kysymys koskee vain CIMO:n edustajia)

Erittäin hyvä
Melko hyvä
Ei hyvä eikä huono

Melko huono
Erittäin huono
En osaa sanoa / ei koske minua

Miten keskitetyt ja hajautetut toiminnot täydentävät toisiaan ja onko järjestelyssä mahdollisesti parannettavaa? (kysymys koskee vain CIMO:n edustajia)

Muita kommentteja ja mahdollisia kehittämissuhteuksia keskitettyjen ja hajautettujen toimintojen järjestelmästä

Mitä sähköisiä hallinnollisia työkaluja Suomessa käytetään Erasmus-ohjelmassa? (kysymys koskee vain CIMO:n edustajia)

Ovatko työkalut toimivia ja onko niitä riittävästi? (kysymys koskee vain CIMO:n edustajia)

Kuinka riittävä Erasmus-ohjelman rahoitus on?

Erittäin hyvin riittävä
Melko hyvin riittävä
Ei hyvin eikä huonosti riittävä
Melko huonosti riittävä
Erittäin huonosti riittävä
Ei koske minua / en osaa sanoa

Miten tehokkaasti ja järkevästi Erasmus-ohjelman taloudellisia resursseja on hyödynnetty?

Kommentit Erasmus-ohjelman rahoituksesta

KEHITTÄMISEHDOTUKSET

Millaista toimintaa Erasmus-ohjelmaan pitäisi jo olemassa olevien toimintojen lisäksi myös sisällyttää?

Miten Erasmus-ohjelmaa tulisi kehittää nykyisen ohjelmakauden loppuajalle?

Ideasi ja kehittämissuhteutesi uudelle, vuonna 2013 alkavalle, ohjelmakaudelle?

Kysely on päättynyt. Vastaukset voitte lähettää painamalla ”Tallenna”-nappulaa. Tarkistattehan vielä sitä ennen, että olette vastannut kaikkiin kysymyksiin.

Kiitos vastauksistanne ja niihin käyttämästänne ajasta!

Survey questionnaire for Leonardo da Vinci project coordinators Kysely Leonardo da Vinci -projekteille

Tämä kysely liittyy Euroopan komissiolle tehtävään Elinikäisen oppimisen ohjelman kansalliseen väliarviointiin. Kysely kohdistuu komission ja Suomen opetusministeriön antamien ohjeiden mukaan ohjelmien relevanssin, vaikuttavuuden ja tehokkuuden arviointiin vuosina 2007-2009. Arvioinnin tulosten perusteella tehdään suosituksia ohjelman loppukaudelle ja seuraavalle ohjelmakaudelle. Arvioinnin toteuttaa opetusministeriön toimeksiannosta Tampereen yliopiston Ammattikasvatuksen tutkimus- ja koulutuskeskus.

Kyselyn alkupuoli kohdistuu sekä yksittäisen projektin ja sitä toteuttavan organisaation näkökulmaan että koko Leonardo da Vinci -ohjelmaan. Kyselyn lopuksi pyydetään kehittämisehdotuksia meneillään olevan ohjelmakauden loppuajalle sekä vuonna 2013 alkavalle uudelle ohjelmakaudelle. Kyselyyn vastaaminen on erittäin tärkeää Leonardo-ohjelman kehittämiseksi vastaamaan yhä paremmin toteuttajatahojensa tarpeisiin.

Pyydämme ystävällisesti Leonardo-projektista vastuussa olevaa henkilöä vastaamaan kyselyyn. Vastaaminen tapahtuu nimettömänä eikä vastaajan henkilöllisyys ilmene arvioinnin missään vaiheessa. Kyselyn täyttäminen vie aikaa arviolta puoli tuntia. Mikäli olet mukana useammassa projektityypissä, niin sinun tarvitsee vastata vain yhteen kyselyyn projektityyppiä kohden.

Arvioinnin yhteyshenkilöitä ovat yksikön johtaja, KT Hilka Roisko ja tutkija, FM Mika Puukko. Annamme tarvittaessa mielellämme kyselyyn liittyviä lisätietoja ja selvennyksiä. (Mika Puukko, e-mail mika.puukko@uta.fi).

TAUSTATIEDOT

Edustamasi organisaation tyyppi

Ammatillinen oppilaitos
Aikuiskoulutusorganisaatio
Oppisopimustoimisto
Ammattikorkeakoulu
Tiedekorkeakoulu, yliopisto
Yritys
Kauppakamari
Työmarkkinaorganisaatio
Järjestö, säätiö, yhdistys
Julkishallinto, viranomainen
Tutkimusorganisaatio
Muu

Organisaation koko

1–49 työntekijää
50–249 työntekijää
250–499 työntekijää
Yli 500 työntekijää

Projektityyppi

Ammatillisessa koulutuksessa olevien opiskelijavaihto ja ulkomaanharjoittelu (IVT)
Työmarkkinoilla olevien henkilöiden mukaan lukien työttömät, työpajanuoret ja työvoimakoulutuksessa olevat, sekä korkeakouluista vastavalmistuneiden ulkomaanharjoittelu (PLM)
Asiantuntijavaihdot koulutusorganisaatioiden ja työelämän välillä (VETPRO)
Kumppanuushankkeet
Innovaation siirto –hankkeet
Valmistelevat vierailut

Onko organisaationne projektin

Koordinaattori
Mukana partnerina

Mitkä ovat projektin ensisijaiset kohderyhmät?

Opiskelijat
Opettajat ja kouluttajat

Muu henkilökunta
Työmarkkinoilla olevat henkilöt
Työelämän edustajat
Ammatillisen koulutuksen asiantuntijat

Projektin vaihe

Käynnissä oleva
Päättynyt

Kuinka monessa muussa Leonardo-projektissa olet ollut mukana?

0
1
2
3
4 tai enemmän

Kuinka hyvin yleisesti tunnet Leonardo-ohjelmaa?

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti

Kuinka hyvin tunnet Elinikäisen oppimisen ohjelmaa ja sen alaohjelmia?

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti
En tunne Elinikäisen oppimisen ohjelmaa

PROJEKTIN TAVOITTEITA JA RELEVANSSIA KOSKEVAT KYSYMYKSET

Mitkä olivat tärkeimmät syyt, joiden takia haitte projektia?

Kuinka hyvin projektinne tavoittaa kohderyhmänsä?

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti

Kuinka osuva projekti on ollut / on omalle organisaatiolenne? (täyttääkö tarkoituksensa)

Erittäin hyvin osuva
Melko hyvin osuva
Ei hyvin eikä huonosti osuva
Melko huonosti osuva
Erittäin huonosti osuva

Anna 1–2 esimerkkiä projektin osuvuudesta organisaatiolenne

Kuinka osuva projekti on ollut / on kohderyhmälleen? (täyttääkö tarkoituksensa)

Erittäin hyvin osuva
Melko hyvin osuva
Ei hyvin eikä huonosti osuva
Melko huonosti osuva
Erittäin huonosti osuva

Anna 1–2 esimerkkiä projektin osuvuudesta kohderyhmälleen

Kuinka osuva projekti on ollut / on ammatillisen koulutuksen sektorille? (täyttääkö tarkoituksensa)

Erittäin hyvin osuva
Melko hyvin osuva
Ei hyvin eikä huonosti osuva
Melko huonosti osuva
Erittäin huonosti osuva

Anna 1–2 esimerkkiä projektin osuvuudesta ammatillisen koulutuksen sektorille

Millä tavoin Leonardo-projektien osuvuutta voitaisiin mielestäsi lisätä?

PROJEKTIN TOTEUTUSTA JA VAIKUTAVUUTTA KOSKEVAT KYSYMYKSET

Kuinka hyvin projektinne on saavuttanut sille asetetut tavoitteet?

Erittäin hyvin
Melko hyvin
Ei hyvin eikä huonosti
Melko huonosti
Erittäin huonosti
Projekti on kesken, eikä sitä voi vielä arvioida

Missä määrin projektinne edistää yhteistyötä siihen osallistuvien maiden kesken?

Erittäin paljon
Melko paljon
Ei paljon eikä vähän
Melko vähän
Erittäin vähän
Ei koske minua

Mikä on kansainvälisyyden tuoma lisäarvo projektillenne?

Missä määrin projektinne edistää seuraavia Leonardo-ohjelman tavoitteita: (asteikko: erittäin paljon, melko paljon, ei paljon eikä vähän, melko vähän, erittäin vähän, ei koske minua)

Liikkuvuuden määrän lisääminen Euroopassa
Liikkuvuuden laadun parantaminen Euroopassa
Ammatillisen koulutuksen parissa toimivien
oppilaitosten, yritysten tai järjestöjen yhteistyön
edistäminen Euroopassa
Ammatillisen koulutuksen toimintatapojen
kehittäminen
Ammatillisen koulutuksen toimintatapojen
siirtäminen maasta toiseen
Tutkintojen ja pätevyksien selkeyden ja
tunnustamisen lisääminen
Vieraiden kielten opiskelu
Tieto- ja viestintätekniikkaan liittyvien sisältöjen,
opetusmenetelmien ja toimintatapojen kehittäminen

**Missä määrin projektinne edistää seuraavia kansallisia
Koulutuksen ja tutkimuksen kehittämissuunnitelmaan
(KESU) sisältyviä tavoitteita:** (asteikko: erittäin paljon,
melko paljon, ei paljon eikä vähän, melko vähän, erittäin
vähän, ei koske minua)

Sukupuolten välisen tasa-arvon toteutuminen
koulutuksessa
Alueellisten erojen pienentäminen
Ikäryhmien välisten erojen pienentäminen
koulutuksessa
Erityistarpeita omaavien oppijoiden
koulutusmahdollisuuksien parantaminen
Koulutuksen laadun parantaminen
Koulutuksesta valmistumisen nopeuttaminen
Koulutuksen työelämävästaavuuden vahvistaminen
Ilman ammatillista koulutusta jäävien määrän
vähentäminen
Aikuisväestön osaamis- ja sivistystason
ylläpitäminen ja kehittäminen
Maahanmuuttajien koulutustason nostaminen
Väestön koulutus- ja osaamistason nostaminen
Opetushenkilöstön osaamisen kehittäminen

**Missä määrin projektinne edistää seuraavia EU:n
koulutuspoliittisia tavoitteita:** (asteikko: erittäin paljon,
melko paljon, ei paljon eikä vähän, melko vähän, erittäin
vähän, ei koske minua)

Kulttuurien ja kielten moninaisuus Euroopassa
Rasismien, ennakkoluulojen ja muukalaisvihan torjunta
Erityistarpeita omaavien oppijoiden huomioiminen
sekä integrointi normaaliin opetukseen
Tasa-arvon edistäminen
Syrjinnän vastainen toiminta

**Anna esimerkkejä toimenpiteistä, joilla olette edistäneet
yllä mainittuja EU:n koulutuspoliittisia tavoitteita?**

**Anna yksi tai useampi esimerkki vahvuudesta
tai hyvästä käytännöstä Leonardo-projektin
toteuttamisessa?**

**Anna yksi tai useampi esimerkki haasteellisesta asiasta
tai ongelmasta Leonardo-projektin toteuttamisessa?**

**Miten projektin tuloksia on hyödynnetty/otettu
käyttöön omassa organisaatiossanne ja/tai toisissa
organisaatioissa?**

**Millä tavoin Leonardo-projektien vaikuttavuutta
voitaisiin mielestäsi lisätä?**

PROJEKTIN TIEDOTTAMISTA KOSKEVAT KYSYMYKSET

**Millä tavoin olette tiedottaneet projektista ja
levittäneet sen tuloksia?**

Omat www-sivut
Konferenssi / seminaari / koulutustilaisuus
Lehtiartikkelit
Esitteet
Tieteelliset artikkelit
Kirja / CD-ROM
Seminaariesitykset kotimaassa
Seminaariesitykset ulkomailla
Sähköpostillistat
Sosiaaliset mediat (facebook, twitter tms.)
Emme ole vielä tiedottaneet projektista
Jollain muulla tavoin, miten?

Keille tiedottaminen on kohdistunut?

Omalle organisaatiolle / oppilaitokselle
Sidosryhmille
Toisille organisaatioille / oppilaitoksille

Miten laajaa tiedottaminen on ollut?

Paikallista
Valtakunnallista
Kansainvälistä

**Miten Leonardo-projektien tuloksista voitaisiin
mielestäsi paremmin levittää tietoa?**

PROJEKTIN RAHOITUSTA JA HALLINNOINTIA KOSKEVAT KYSYMYKSET

**Miten riittäväksi Leonardo-ohjelman projektillenne
tarjoama rahoitus on osoittautunut?**

Erittäin riittäväksi
Melko riittäväksi
Ei riittäväksi eikä niukaksi
Melko niukaksi
Erittäin niukaksi

Kuinka tärkeä Leonardo-ohjelma on rahoituslähteenä verrattuna muihin rahoituslähteisiin?

Erittäin tärkeä
Melko tärkeä
Ei tärkeä eikä vähäpätöinen
Melko vähäpätöinen
Erittäin vähäpätöinen

Projektin rahoitukseen liittyvät kommenttinne

Millaista Leonardo-projektin hallinnointi on?

Erittäin yksinkertaista
Melko yksinkertaista
Ei yksinkertaista eikä monimutkaista
Melko monimutkaista
Erittäin monimutkaista

Projektin hallinnointiin liittyvät kommenttinne

Millainen työmäärä Leonardo-projektin hallinnoinnissa on?

Erittäin suuri
Melko suuri
Ei suuri eikä pieni
Melko pieni
Erittäin pieni

Projektin hallinnoinnin työmäärään liittyvät kommenttinne

Mitä seuraavista sähköisistä työkaluista olette käyttäneet projektinne toteutuksessa ja miten ne toimivat? (asteikko: erittäin hyvin, melko hyvin, ei hyvin eikä huonosti, melko huonosti, erittäin huonosti, ei koske minua)

Rap4Leo
Adam
Sähköiset hakulomakkeet

Kommenttinne ja mahdollisia kehittämissuhteita sähköisten työkalujen toiminnasta:

Miten selkeitä Leonardo-ohjelmasta saadut ohjeistukset ovat?

Erittäin selkeitä
Melko selkeitä
Ei selkeitä eikä vaikeaselkoisia
Melko vaikeaselkoisia
Erittäin vaikeaselkoisia

Millaista yhteistyö CIMO:n kanssa on?

Erittäin hyvin toimivaa
Melko hyvin toimivaa
Ei hyvin eikä huonosti toimivaa
Melko huonosti toimivaa
Erittäin huonosti toimivaa

Kommenttinne ja mahdollisia kehittämissuhteita yhteistyöhön CIMO:n kanssa:

Millä tavoin Leonardo-projekteja voitaisiin mielestäsi toteuttaa tehokkaammin?

KEHITTÄMISEHDOTUKSET

Millaista toimintaa toivoisit Leonardo-ohjelmaan jo olemassa olevien toimintojen lisäksi myös sisältyvän?

Miten Leonardo-ohjelmaa tulisi mielestäsi mahdollisesti kehittää nykyisen ohjelmakauden loppuajalle?

Ideoitasi ja mahdollisia kehittämissuhteitasi uudelle, vuonna 2013 alkavalle, ohjelmakaudelle?

Kysely on päättynyt. Vastaukset voitte lähettää painamalla ”Tallenna”-nappulaa. Tarkistatthän vielä sitä ennen, että olette vastannut kaikkiin kysymyksiin.

Kiitos vastauksistanne ja niihin käyttämästäne ajasta!

Opetusministeriön julkaisuja -sarjassa vuonna 2010 ilmestyneet

- | | | | |
|---|---|-----|---|
| 1 | Taiteesta ja kulttuurista hyvinvointia – ehdotus toimintaohjelmaksi 2010–2014 | 10 | Kulttuuri – tulevaisuuden voima; Toimikunnan ehdotus selonteoksi kulttuurin tulevaisuudesta |
| 4 | Luonnontieteiden, lukemisen ja matematiikan osaamisen arviointi. PISA 2006 -VIITEKEHYS | 12 | Kultur – kraft för framtiden; Kommitténs förslag till redogörelse om kulturens framtid |
| 5 | Yliopistojen rakenteellinen kehittäminen, akateemiset yhteisöt ja muutos; RAKE-yhteishankkeen (2008–2009) loppuraportti | 14 | Fostran till globalt ansvar. Slutrapport från styrgruppen för projektet om globalt ansvar |
| 6 | Perusopetuksen laatukriteerit | 15 | Kuntien liikuntatoimen talous- ja henkilöstötietoja vuosilta 2006–2009 |
| 7 | Kvalitetskriterier för den grundläggande utbildningen | 16 | Opetusministeriön kansalaisjärjestöstrategia |
| 8 | Liikuntatoimi tilastojen valossa; Perustilastot vuodelta 2008 | 17* | Konst och kultur ger välfärd – förslag till åtgärdsprogram 2010–2014 |
| 9 | Kasvaminen maailmanlaajuiseen vastuuseen. Globaalivastuuprojektin ohjausryhmän loppuraportti | 18 | Culture – Future Force; Report on the futures of culture |

Opetus- ja kulttuuriministeriön julkaisuja -sarjassa vuonna 2010 ilmestyneet

- 1 Koulutus ja kulttuuri. Vuosikatsaus 2009–2010
- 7 Noste-ohjelma 2003–2009. Loppuraportti
- 8 Noste Programme 2003–2009. Final Report
- 9* Art and Culture for Well-being –proposal for an action programme 2010–2014
- 10* Näin suomalaista kulttuuria viedään; Kulttuurivientiraportti 2009
- 11* Kiinnostuksesta kysynnäksi ja tuotteiksi – Suomen koulutusviennin strategiset linjaukset
- 13 Tohtoritarve 2020-luvulla. Ennakointia tohtorien työmarkkinoiden ja tutkintotarpeiden pitkän aikavälin kehityksestä
- 14 Tiedepolitiikan kansainvälisiä kehitystrendejä 2000-luvulla. Finnish Science Policy in International Comparison -hanke

* Ei painettu, vain verkossa



Opetus- ja kulttuuriministeriö

Undervisnings- och kulturministeriet

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