Final Evaluation of the Leonardo da Vinci II Programme

Annex to the Joint Report

Final Report

Client: Directorate General for Education and Culture of the European Commission

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Preface

This report on the final evaluation of the second phase of the Leonardo da Vinci Programme was prepared by a team of evaluators from ECORYS Netherlands. The opinions expressed in this report are those of the authors and do not necessarily reflect the views of the European Commission services or National Agencies responsible for managing the Programme.

This report is an annex to the Joint Report on the final evaluation of the Socrates, Leonardo da Vinci and *e*Learning programmes. The Joint Report was prepared by a team from ECOTEC and ECORYS Netherlands. The main findings and conclusions of the evaluation of the Leonardo programme have been used as input to the Joint Report.

To answerthe evaluation questions a variety of activities were undertaken by the evaluation team. These activities could not have been performed without the willingness of many people to participate in interviews and questionnaires. We thank them all for their cooperation in the evaluation.

Furthermore, the evaluation team wishes to thank the staff of the Commission involved in this evaluation including the staff of DG EAC and the members of the steering committee for the evaluation. Co-operation with the Commission has at all times been very constructive with appreciation and understanding for the work of the evaluation team.

Within ECORYS the evaluation team would like to thank our secretary Ria Groenendijk for her help in giving this report its layout. Outside ECORYS we have been assisted by a team of experts who have in the performance of the interviews and analysing documents. Their contribution in the process has been considerable. We also owe great thanks to our former colleague Pauline Poel who played a key role in the evaluation team prior to the reporting phase. Furthermore we would like to thank Ekim Sincer for her contributions.

We sincerely hope that the results of this evaluation contribute to further improvements of the Lifelong Learning Programme in which the Leonardo Programme has been integrated.

Rotterdam. December 2007

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Executive summary

Introduction

This report presents the results of the final evaluation of the second phase of the Leonardo da Vinci Programme, 2000-2006. Largely a continuation of the first phase (1995-1999), the second phase addressed administration and management issues identified in the evaluation of the first phase.

Under article 13 of the Council Decision of 26 April 1999 establishing the second phase of the Community Vocational Training action, the Commission is required to evaluate the programme's implementation in cooperation with the Member States, in accordance with the procedure in Article 7 (2), (3) and (4), and on the basis of criteria devised in cooperation with the Member States.

The evaluation is to assess the effectiveness and impact of actions implemented in line with the objectives in Article 2, as well as dissemination of the results, good practice and the impact of the programme as a whole.

The Leonardo Programme

The second phase of the Leonardo da Vinci programme was launched in 2000 with the following overall objective:

The programme shall contribute to the promotion of a Europe of knowledge by developing a European area of co-operation in the field of education and vocational training. It shall support Member States' policies on lifelong learning and the building up of the knowledge and skills and competences likely to foster active citizenship and employability.

The overall objective was to be achieved by meeting a set of specific objectives:

- **Objective 1**: To improve the skills and competences of people, especially young people, in initial vocational training at all levels, to facilitate their integration and reintegration into the labour market;
- **Objective 2**: To improve the quality of, and access to, continuing vocational training and the lifelong acquisition of skills and competences;
- **Objective 3**: To promote and reinforce the contribution of vocational training to the process of innovation, improve competitiveness and entrepreneurship, and meet new employment possibilities.

The specific objectives were to be achieved through a range of activities with associated operational objectives:

- **Mobility projects**: support for transnational mobility projects for people undergoing vocational training, especially young people, and for trainers.
- **Pilot projects**: support for transnational pilot projects to develop and transfer innovation and quality in vocational training, including actions aiming at the use of information and communication technologies (ICT) in vocational training.
- **Language competences projects**: support for projects to promote language and cultural competences in vocational training.
- **Transnational networks**: support for transnational networks for European expertise and dissemination.
- **Reference material**: support for actions to establish, update and disseminate reference material.
- **Joint Actions**: support for joint actions with other Community actions promoting a Europe of knowledge.
- **Accompanying measures**.

The evaluation

The evaluation is based on the following sources:

- Analysis of official documents, reports, processes.
- Analysis of programme data such as financial data, applications, number of projects and participants.
- Web survey of project coordinators and project partners (5,982 full responses; 27% response rate).
- Scrutiny of a sample of projects.
- In-depth interviews with European Commission Staff, including the Education, Audiovisual and Culture Executive Agency (EACEA) (7), National Agencies (25), National Ministries (15), umbrella organisations in the field of labour markets and Vocational Education Training (VET:14), project coordinators (90), and project partners (35).
- 14 Project case studies.

Based on the number and variety of people contacted with regard to the evaluation, we believe a reliable overview of the programme's strengths and weaknesses was obtained.

Evaluation results

The Terms of Reference for the evaluation of the Leonardo da Vinci Programme mentioned the following issues to be addressed in the study:

- **Relevance**: The extent to which the intervention's objectives were pertinent to the needs, problems and issues to be addressed.
- **Coherence and complementarity**: The extent to which the intervention logic was non-contradictory and the intervention itself did not contradict or duplicate other interventions with similar objectives.
- **Effectiveness**: The extent to which the objectives are achieved.

- **Efficiency**: The extent to which the desired effects were achieved at a reasonable cost.
- **Sustainability**: The extent to which positive effects are likely to last after the intervention finished.

Relevance

The evaluation indicates that in general the objectives of the second phase of the Leonardo programme were pertinent to the needs in VET. The outputs, results and impacts that have been brought forward by the Leonardo Programme were largely in line with the priorities that were addressed in the Copenhagen Declaration i.e strengthening the European dimension, improving transparency, information and guidance systems, recognition of competences and qualifications and promoting quality assurance. The broad formulation of the Programme objectives offered flexibility to respond to local, regional or national needs.

Coherence and complementarity

Looking at the Programme's global objective to contribute towards the creation of a European education area through the promotion of lifelong learning and continued Community level cooperation between actors in the field of VET, it can be concluded that the Leonardo programme, with its focus on the specific objectives of transnational individual mobility of students and the transnational development and transfer of innovation and quality in VET, is coherent with this. The specific objective of promoting and reinforcing the contribution of VET to the process of innovation seems less clearly coherent with the general objective. During implementation the internal coherence of the Programme was reinforced by the successive calls for proposals focusing on specific themes and topics. The various measures under the Programme to a large degree impacted on closely related issues in the field of VET, indicating coherence at different levels and for a variety of stakeholders, although at the same time this coherence could probably be strengthened further.

As regards complementarity it is concluded that, whereas the mobility projects and the transnational networks are almost fully complementary to national policies, this can be assumed for nearly all projects as regards their European dimension. Without EU-support in the Leonardo programme only a few of the projects would have taken place. And if so, most of them would be considerably reduced in terms of the number of partners, taking more time and achieving less. Furthermore it is noted that there were no major national funds available for international mobility or for transnational networks. The intended complementarity of the Leonardo Programme with other EU initiatives seems to have been insufficiently exploited, as became clear from the very limited proof and examples that were provided in the evaluation.

Effectiveness

The issue of effectiveness has been evaluated by looking at three general indicators: outputs produced, results/benefits and impacts. In assessing these effects it is noted that education and training, including the activities in the Leonardo programme, are to be seen to a large extent as investment goods of which the revenues can only be assessed, be it often imperfectly, after a considerable amount of time when new curricula have been

implemented, newly trained workers have entered the labour market, networks have been working for more than just the project period, etc.

Outputs

In the period 2000-2006, the Leonardo da Vinci II Programme established 21,000 projects, most of which were mobility projects (19,307) realising/offering 367,000 placements. The most important outputs produced by the pilot projects concerned the development of training courses, both on ICT and other subjects. Among the outputs of the other projects were new approaches in language learning, transnational networks with regard to information on European expertise and the production of comparable data on vocational training and lifelong learning.

Results

The main benefit for the participating organisations was the development of a greater European outlook. In particular, mobility and language projects contributed to this, whereas the other measures mainly produced networks among institutions from different European countries. For the staff of the participating organisation a combination of improved skills (especially project management and foreign languages) and the European dimension (especially better contacts with colleagues abroad) were recognised as the main benefits.

The benefits for the participating VET students and the young workers consisted mainly of improved knowledge, skills and competencies and an improved quality of VET, especially due to their participation in mobility projects. Other projects also provided access for them to new learning methods and materials. In the interviews great importance was also attached to the development of a greater European outlook for young people in VET. In terms of the Lisbon objectives, the Programme has the potential to contribute to making people more employable initially and also to developing competences, thus reducing risks of unemployment and enhancing integration or reintegration into the labour market.

Impacts

The project co-ordinators and the partners indicated strong socio-economic impacts from the Programme with reference to young people in VET. In particular, the mobility projects, by improving the knowledge, skills and competencies of young people in initial VET, enhanced the capacities for lifelong acquisition of skills and competencies and improving the quality of VET. In particular, the acquisition of foreign language skills was seen as an important socio-economic benefit for young people. Also, strong socio-economic impacts were reported in terms of the improved capacity for the mobility, the employability and adaptability (to labour market developments) of participants. It is obvious that most of these impacts can only be “proved” in the long term when the participants have been active in the labour market.

The impacts of the Programme on the curriculum of the participating VET institutions seems to have been considerable, especially as a result of activities in mobility and pilot projects. According to project partners, the Programme substantially increased the quality of learning and teaching in the VET sector, for instance by improving and introducing new teaching methods and curricula. Also, in many respects the Programme contributed to opening up the VET systems by organising transnational cooperation and placements,

in many cases leading to more transparency and mutual recognition of curricula and qualifications.

The Programme also had an impact on VET policy e.g by developing standards, methods and tools suitable for integration into national or regional policy and practice, although it proved difficult to evidence this with many concrete examples. The impact at the policy level seems to be strongest at local and regional level, which is logical given the limited geographical scope of most projects.

The impact of the Leonardo programme on increased transnational cooperation in the field of VET seems to have been considerable, since without the Programme such cooperation would probably hardly have taken place. The Programme generated more transnational contacts at all levels, although the long-term sustainability of these contacts is yet to be proven. All in all, the Leonardo programme contributed to the development of a European education area which otherwise would not have developed at all, or at least would have done so at a much slower pace. The evaluation also indicates that the Programme impact differed between countries. In general the Programme had greater impacts in New Member States (NMS) and the Priori Accession Countries (PAC) countries showed higher impacts than the EU 15 and EFTA/EEA countries.

Efficiency

The main question under this topic concerned the extent to which the programme objectives were achieved at a reasonable cost. Although the projects clearly contributed towards the objectives it is difficult to assess whether the programme objectives were actually achieved. There are various indicators that suggest that the Programme produced 'value for money'. Since the majority of the Leonardo projects achieved their objectives; only a minority of the respondents stated that larger budgets would have contributed to higher quality of the outputs and results; and since most projects are considered to have had a considerable impact on a large variety of aspects of the VET systems and its participants, it can be accepted that the Programme produced value for money. The mobility projects were regarded as delivering most value for money, their results to a large extent becoming directly visible after the end of the placement. For pilot projects this was more difficult to assess, since most of them need some 'incubation time' to reap any rewards.

Sustainability

The evaluation indicates a high rate of sustainability of activities, partnerships and the use of outputs. A large majority (73%) of the respondents of completed projects stated that (all or some of) the *project activities* continued after the end of Leonardo funding. In particular, the pilot projects indicated sustainability of activities (84%). Also, *partnerships* were considered highly sustainable, with 75 percent of the respondents from mobility projects as well as from pilot projects answering positively with respect to continuation of partnerships. In terms of the sustainability of *outputs*, 91 percent of respondents indicated that their project outputs were still in use within their own organisation. This was especially true for the outputs from pilot projects. Around two thirds (64%) mentioned that the outputs were also still in use within the partner organisations. Strikingly, almost half of respondents (48%) indicated that after completion of the project, their outputs were in use to some extent by organisations outside the project. This appears to be equally true for the various measures.

Recommendations

In general, the evaluation shows considerable achievements by the Programme, although it proved difficult to acquire proof of the results and impacts claimed by the project coordinators, project partners and other stakeholders consulted for the evaluation. The following recommendations are directed towards the Commission:

Intervention logic

Recommendation 1: Increased attention for innovation

Consideration could be given to ensure more attention to the role of innovation in the education process, for instance regarding promoting and reinforcing the VET contribution to the process of innovation, improving competitiveness and entrepreneurship, and meeting new employment opportunities.

Recommendation 2: Develop measurable indicators

In order to properly assess the Programme achievements, the intervention logic should be further developed to include identification of clear indicators and underlying assumptions for the mechanisms to impact on education (see also recommendation 6).

Recommendation 3: Improve coherence with other programmes

Since activities in VET can also be supported by other programmes, namely the ESF, it is recommended that the coherence with such other programmes is ensured and the respective coverage clearly defined, preferably by developing an overall coherent intervention logic.

Efficiency

Recommendation 4: Adapt Programme procedures to educational cycles

In order to improve the effectiveness of project implementation and efficient use of budgets, we recommend that the Commission adapts the calendar of the Programme procedures as much as possible to the educational cycles in the countries involved.

Recommendation 5: Improve monitoring of the Programme

As there appear to be some weaknesses in the supply of monitoring information on the programme to the European Commission and National Agencies, we recommend that an efficient system be developed to enable the Commission to monitor Programme achievements and budgets better. This task could be assigned to a special coordinator within the Commission. In this context, consideration might also be given to examining how the current Rap4Leo information system could be further developed to generate more information on all types of projects.

Recommendation 6: Provide assistance to improve the functioning of National Agencies

Since there are some variations in the functioning of National Agencies, we recommend further action which fully respects the responsibilities of the Member States. Possible instruments could include exchange of good practice, workshops, audits, peer reviews and evaluation. Since these instruments are to some extent already in use it could be considered how their use could be made more effective in relation to the needs of the NAs. Another point which requires the attention of NAs as well (as for the Commission) is staff turnover, which frequently appears to jeopardises the continuity of activities. Before any recommendations concerning this last point can be made, further investigation into the causes of this phenomenon are advised.

Effectiveness

Recommendation 7: Develop output, result and impact indicators

Although Programme outcomes and impacts are consistent with the Programme objectives, there are no indicators by which to assess Programme performance. We recommend to the Commission that a consistent set of indicators is developed at individual level (students, staff) and at educational institution level, and wherever possible, also at the level of educational systems. If possible, indicators should be quantifiable.

Recommendation 8: Increase budget

The number of Programme participants is small in relation to the total number of students in European VET. To increase the Programme's sphere of influence (in accordance with the Programme's ambitions), we recommend that the budget be substantially increased at EU level or the financial commitment at national level be increased (Member States, NMS, PAC and EFTA). This recommendation only holds if there is a rationale in the intervention logic to achieve a certain number of participants.

Dissemination and exploitation of results

Recommendation 9: Improve dissemination of project results

Since the valorisation efforts started under the Leonardo II programme have not yet shown the intended results and because of the value the Commission attaches to this dimension, it is strongly recommended to reinforce and improve the dissemination and use of project results, through for example, the increase of dissemination of good practices, thematic monitoring and dissemination plans for projects at application stage. As the main part of the projects is managed on a decentralised basis, the National Agencies should play a major role in this respect.

1 Introduction

1.1 Background

There is a broad consensus that education and training have a vital role to play in achieving sustainable economic growth, employment and cohesion, and that private and social returns to investment in education and training are relatively high. In March 2000 the Lisbon European Council recognised the important role of education as an integral part of economic and social policies, as an instrument for strengthening Europe's competitive power world-wide, and as a means of ensuring the cohesion of our societies and the full development of its citizens.

The European Council set the strategic objective for the European Union to become the world's most dynamic knowledge-based economy. The development of high quality vocational education and training (VET) is a crucial and integral part of this strategy. For the VET sector the Leonardo Programme is the main policy instrument at EU level to contribute to the Lisbon goals. The increased relevance of the Programme has become clear from a considerable increase in the available resources for the Programme, for the whole period (2000-2006) being 1,9 billion euros. The second phase of the Programme to a large extent is a continuation to the first phase of the Programme (1995-1999), with the explicit intention to solve the problems regarding administration and management which were critically assessed in the evaluation of the first phase of Leonardo.

In Article 13 of the Council Decision (1999/382/EC) establishing the second phase of the Leonardo programme, the Commission is requested to regularly evaluate the implementation of the Programme in cooperation with the Member States. Following the earlier interim evaluations, this report contains the final evaluation of the Programme.

ECORYS Nederland BV is pleased to present this annex to the main Joint Report of the final evaluation of the Socrates II, Leonardo da Vinci II and eLearning Programmes. This document contains the draft final report for the *Final Evaluation of the Community programme: Leonardo da Vinci 2000-2006.* It was produced by independent researchers and consultants of ECORYS Nederland BV.

1.2 Aim of the evaluation

According to article 13 of the Council Decision of 26 April 1999 establishing the second phase of the Community vocational training action the Commission has the obligation to evaluate the implementation of this programme in cooperation with the Member States, in accordance with the procedure laid down in Article 7(2),(3) and (4) and on the basis of

criteria devised in cooperation with the Member States. The main objective shall be the evaluation of the effectiveness and the impact of actions implemented in comparison with the objectives aimed at in Article 2. The evaluation shall also look at the dissemination of the results of actions under this programme, of good practice and the impact of this programme as a whole in terms of its objectives.

The Terms of Reference set out the following questions to be answered for all three programmes and for the Leonardo da Vinci programme in particular:

- Relevance: The extent to which an intervention's objectives are pertinent to needs problems and issues to be addressed.
- Coherence and complementarity: The extent to which the intervention logic is non-contradictory and the intervention does not contradict other interventions with similar objectives.
- Effectiveness: The extent to which the objectives set are achieved.
- Efficiency: The extent to which the desired effects are achieved at a reasonable cost.
- Sustainability: The extent to which positive effects are likely to last after an intervention has terminated.

These areas were translated into a series of evaluation sub-questions as per the table below, taken from the cCnsolidated Inception Report[1]. These questions form the basis for the remainder of this evaluation report.

Table 1.1 Evaluation questions

Evaluation question	Evaluation sub questions	Section in report
1. Relevance, coherence and complementarity Key Evaluation Question: To what extent were the intervention's objectives pertinent to needs, problems and issues to be addressed?	To what extent did programme objectives match the objectives of the Lisbon Strategy and the Integrated Guidelines during the period 2000-2006? Including: • expanding and improving investment in human capital through E and T policy • adapting E and T systems to new competence requirements	
	To what extent does the programme have the potential to contribute to achievement of the Lisbon goals in future?	
	To what extent were the activities covered compatible with the priorities of the Education and Training 2010 programmes?	
	To what extent are the objectives, priorities and activities of the programme, actions and sub-actions in line with the needs of their target groups?	4.3
	To what extent was there coherence between the different actions and sub-actions under the programme, including objectives, target groups, activities and intended outputs, results and impacts?	4.6

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[1] REF

Evaluation question	Evaluation sub questions	Section in report
	To what extent has the programme remained complementary to other relevant EU and national initiatives and avoided duplicating them? Degree of duplication/overlap between programmes and similar national programmes and measures.	4.7.
	To what extent would projects have taken place without EU support (additionality)?	4.7.
	To what extent did the programme have the potential to influence the introduction of similar measures and actions by national or regional authorities in the participating countries?	
	To what extent did the programme have the potential to stimulate national authorities to exchange information and best practice and to co-operate in the area in question?	
2. Effectiveness of the programme Key Evaluation Question: To what extent was the programme successful in attaining the objectives set and achieving the intended results?	Outputs To what extent did the programme and actions achieve their general and specific objectives?	5.1.
	What outputs and results, both tangible and intangible, were produced?	5.2.
	What factors have favoured or prevented the achievement of intended outputs and results?	5.3.
	To what extent has the programme generated unintended/unplanned outputs and results (positive or negative)?	5.4.
	Impacts To what extent has the programme produced visible results/impacts?	5.5.
	To what extent did projects meet their general and specific objectives?	5.5.
	What have been the longer term and wider impacts of these results to date? Including on policy and practice.	5.5.
	What factors have enabled and inhibited the achievement of longer term, wider impacts?	5.5.
	To what extent did project results bring benefits to the (implementing) organisation?	5.5.
	To what extent has the programme inspired the introduction of similar measures and actions by national or regional authorities in the participating countries?	5.5.
	To what extent did the programme stimulate national authorities to exchange information and best practice and to co-operate in the area in question?	5.5.
	Utility To what extent has the programme generated the expected impacts? To what extent do the results and impacts of the programme actually meet the needs and expectations of its stakeholders and intended beneficiaries?	5.7.
	To what extent has the programme generated unintended impacts (positive or negative)?	5.7.

Evaluation question	Evaluation sub questions	Section in report
	Sustainability To what extent can any positive changes resulting from the intervention be expected to last/have lasted after it has been terminated or when beneficiaries? Include scaling up effects, mainstreaming and multiplication.	5.6
	What factors enable or inhibit this taking place and how could sustainability be improved in the future?	5.6
	Lessons for current programmes Which activities have the greatest potential to contribute to the achievement of the objectives of the new Lifelong Learning programmes?	5.8
	To what extent and in what way can the lessons learned be used in the new Lifelong Learning programme?	5.8

1.3 Description of the programme

1.3.1 Global Objective

The global objective of Leonardo da Vinci II, as set out in the relevant documentation, was *"To contribute towards the creation of a European education area through the promotion of lifelong learning and continued Community-level cooperation between actors in the field of vocational training"*[2].

From the interviews with officials from the Commission and the Executive Agency in the inception phase it can be concluded that the global and specific objectives were stable during the existence of the programme, allowing for enough flexibility in the selection of projects, while also responding to new developments in the policy agenda. The latter was made possible by launching various calls for proposals during the programme period.

The concept of a "European education area" is closely related to the implementation of EQF (European Qualification Framework), which is expected to be finalised in all European countries in 2009, and also to the future development of ECVET (European credits transfer system for vocational education and training).

1.3.2 Specific Objectives

This global objective was to be achieved by meeting a set of specific objectives as follows[3]:

[2] http://europa.eu/scadplus/leg/en/cha/c11025.htm.
[3] http://europa.eu/scadplus/leg/en/cha/c11025.htm

- To strengthen the competencies and skills of people, especially young people, in initial vocational training at all levels, via work-linked training and apprenticeship, with a view to improving promoting their employability;
- To improve the quality of, and access to continuing vocational training and the lifelong acquisition of qualifications and skills, with a view to increasing and developing adaptability;
- To promote and reinforce the contribution of vocational training systems to the process of innovation in order to improve competitiveness and entrepreneurship.

1.3.3 Operational Objectives

The specific objectives were in turn to be achieved through a range of activities. The following types of actions were carried out under the programme[4]:

- Mobility projects;
- Pilot projects;
- Language competences projects;
- Transnational networks;
- Reference material;
- Joint Actions;
- Accompanying measures.

In short, these actions/measures were designed to give the following support to selected projects and participants:

Mobility: support was provided for transnational mobility projects for people undergoing vocational training, especially young people, and for those responsible for training. Regarding mobility there were three main types of action:

- **Transnational placement projects:** for people in initial training in vocational training institutions or in a company; for students in a company; for young workers and recent graduates in vocational training institutions or in a company. These placements normally lasted for between three weeks and nine months for people in initial training, for three to twelve months for students in companies, and two to twelve months for young workers and recent graduates. Whenever possible, these placements concerned the validation of skills and competencies acquired during the placement, according to the practices of the country of origin.
- **Transnational exchange projects**: targeted at occupational guidance specialists, human resource managers, trainers and mentors in the area of language competencies. Exchanges for these target groups lasted for between one week and six weeks.
- **Study visits**, organised by Cedefop[5].

[4] http://europa.eu/scadplus/leg/en/cha/c11025.htm.
[5] European Centre for the Development of Vocational Training.

Pilot projects, including thematic actions: support for transnational pilot projects to develop and transfer innovation and quality in vocational training, including actions relating to the use of information and communication technologies in training. Within the pilot projects, special support was given to a limited number of thematic actions of particular Community interest.

Language competencies: support for projects aimed at promoting language and cultural competencies in a vocational training context, including projects on less widely used and taught languages.

Transnational networks: These networks had three functions: assembling, distilling and building upon European expertise and innovatory approaches; improving analyses and anticipation of occupational skills requirements; and disseminating the networks' outputs and project results throughout the EU, to appropriate target groups and individuals.

Reference material: support for the production and maintenance of Community reference materials, especially for surveys and analyses, the creation and updating of comparable data, the observation and dissemination of good practice, and the exchange of information.

Relatively small budgets were available for **Joint Actions** and **Accompanying Measures.**

The individual projects[6] were envisaged to lead to a number of outputs, which also can be grouped under the different types of measures. Moreover, the types of output envisaged from the projects changed over time as the priorities for the Calls for Proposals were amended, to meet changing policy demands for example. A critical link between the inputs and intended outputs were the Calls for Proposals and associated priorities. During the lifetime of Leonardo II, three rounds of Calls for Proposals took place, each with a separate set of priorities. The priorities for the different Calls for Proposals are outlined below:

Calls for Proposals 2000-02

- Priority 1 – Employability: To improve the quality of, and access to, vocational education and training systems and qualifications, and to guidance systems, in order to enhance the employability of young people and adults in the labour market.
- Priority 2 – Partnership: To encourage cooperation at all levels between vocational training bodies, and companies, in particular SMEs and the social partners, in order to improve the relevance and effectiveness of training.
- Priority 3 – Social inclusion: Encouraging equal access to training and to guidance for disadvantaged persons in the labour market, and the fight against discrimination.
- Priority 4 – Adaptability and entrepreneurship: To promote investment in human resources as a company strategy in order to develop the adaptability required for technological and organisational change.

[6] When referring to individual projects we refer to the different types of projects: mobility projects, pilot projects, language competence projects, transnational networks, reference material, joint actions and accompanying measures.

- Priority 5 – New technologies: Exploiting the potential of information and communication technologies (ICT).
- Priority 6 – Transparency: to improve the transparency of qualifications.

Calls for Proposals 2003-04

- Priority 1 – Valuing learning: A comprehensive new European approach to acknowledging the value of learning is seen as a pre-requisite for the creation of an area of lifelong learning, building on the existing right of free movement within the EU.
- Priority 2 – New forms of learning and teaching and basic skills in vocational and education training (VET): The implementation of lifelong learning strategies emphasises the importance of gaining a deeper insight into the needs of potential learners and to create a learning culture.
- Priority 3 – Guidance and counselling: Guidance and counselling constitute an essential building block of the lifelong learning strategy. A clear need exists for a reinforcement of the existing guidance system as well as for an evaluation of the existing resources. A more open dialogue between guidance and the education and training systems, as well as closer involvement of social partners are needed.

Calls for Proposals 2005-06

- Priority 1 – Promoting transparency of qualifications.
- Priority 2 – Developing the quality of VET systems and practices.
- Priority 3 – Developing relevant and innovative E-learning content.
- Priority 4 – Continuous training of teachers and trainers.

The priorities of the different Calls for Proposals were critical in shaping the outputs of the programme, and the types of output were therefore likely to have changed over time. More generally however, it can be argued that the outputs of the individual projects were expected to contribute directly to the operational objectives of the programme.

1.4 Facts and figures on the Programme

To give an overall view of the volume and scope of the Programme we present some key facts and figures.

From Table 1.2 it can be seen that the full budget for the programme period amounted to 1,5 billion euros, of which the largest part (47%) was spent on mobility actions, followed by pilot projects (37%). The budgets for almost all measures have shown a considerable growth, notably the mobility projects and thematic actions in the pilot projects.

Table 1.2 Overview of committed budget

Measure	Committed budget 2000-2006 (in €)	Committed Budget as % of total budget	Relative budget growth	
			2003-2004	2005-2006
Measure 1 – mobility actions	689,924,000	47.3%	86%	150%

Measure 2 – pilot projects, of which	538,181,000	36.9%	83%	95%
Transnational pilot projects	524,798,000	36.0%	83%	95%
Thematic actions	13,383,000	0.9%	91%	110%
Measure 3 –Language skills	49,628,000	3.4%	81%	82%
Measure 4 – Transnational networks	23,343,000	1.6%	50%	84%
Measure 5 – Reference material	32,864,000	2.3%	67%	63%
Measure 6 – Joint actions	4,217,000	0.3%	191%	0%
Measure 7 – Accompanying measures	119,354,000	8.2%	68%	134%
Total	**1,457,511,000**	**100.0%**	**82%**	**120%**

Source: Calculations by ECORYS, based on information provided by the European Commission.

In the period 2000-2006about 21,000 projects were funded by the EU, and these were mainly mobility projects (90%). The number of partners involved is only known for procedure B and C.

Table 1.3 Number of projects and partners 2000-2006

	No. of projects	No. of partners
Procedure A[a)]	**19,307**	
Procedure B, of which	**1,863**	**18,616**
Pilot projects	1,618	
Transnational networks	78	
Language skills	165	
Procedure C, of which	**144**[b)]	**680**
EUR projects	38	
Reference material	74	
Thematic actions	30	
Total	**21,314**	

a) For procedure A and the individual measures of procedure B and C no data available on the number of partners.
b) Two projects from procedure B were also managed as procedure C projects (conflict of interest)
Source: Calculations by ECORYS, based on information provided by the European Commission.

As regards the mobility projects it is known that the total number of placements during the period 2000-2006 amounted to 367,856 (total calculated based on realised placements for 2000-2003 and placements foreseen in selected projects for 2004-2006).

The average number of placements per project during the period 2000-2006 was 19. The mean budget per placement/exchange for the same period was € 1,705.

2 Evaluation approach and methodology

2.1 Introduction

In order to answer the evaluation questions, a number of data collection tools were used:

- initial analysis (document review process review, relevance review) ;
- analysis of programme data;
- web survey;
- in-depth interviews;
- case studies.

Each of these methods will now be discussed.

2.2 Initial analysis

2.2.1 Document review

The first key task was the document review, which has helped inform various aspects of our evaluation of the programme including effectiveness, efficiency and relevance.

The document review involved collecting, collating and analysing key documents about each programme and action. Research completed during this stage guided the later stages of the study, and was used to further refine the intervention logics, indicators and judgement criteria. Specifically, we requested and received a wide range of documents from DG EAC and the Executive Agency, relating to:

- Decisions establishing the programme.
- Calls for proposals.
- Previous evaluations.
- Selection notes.
- Written selection procedures.
- Feedback to applicants.
- Guidelines for applicants.
- Programme website material (and statistics on number of visits).
- Promotional materials at EU level (e.g. events).
- Contact details of project promoters and partners.
- All available statistics on the number of applications, pre-proposals, selected projects and budgets.

2.2.2 Process review

The second key task was the process review, which helped inform our evaluation of the effectiveness of the programme. Following receipt of guidance as to the topics to be covered under 'transversal issues', we also brought these within the scope of the process review.

The review of documents and publications described above involved the collection of documents relating to the processes adopted in delivering the programme between 2000-2006. A review of documents relating to processes enabled us to consider the issue of the relevance of the programme at EU level.

The review of documents was supported, where possible, with further interviews with the relevant Commission, Executive Agency staff and National Agencies responsible for the programme. Thisenabled us to review the key processes in the management and implementation of the programme. Information gathered from these discussions informed our understanding of how well these processes have operated, as well as their strengths, weaknesses, problems and solutions. The in-depth interviews and web survey results were also been used for the process review. The topic guide used in the interviews during this stage of the research can be found at Annex 8.

2.2.3 Relevance review

The third key task was the relevance review, which helped inform our evaluation of the relevance of the programme from 2000-2006 in the context of education and training needs in the EU.

This review of documents and publications focussed on documents relating to the policy context around education and training needs from 2000-2006. A review of relevant documents enabled us to consider needs in education and training. These were linked to the annual calls for proposals to help us understand how the programme changed to meet priorities each year.

2.3 Analysis of programme data

The quantitative programme data analysis task involved the collection and analysis of programme data for the Leonardo programme. The review of data aimed to answer some of the evaluation questions at programme level (and at action level where relevant).

Data requested and collated included:

- Financial data for each programme/action as a whole (funds committed/spent/per year).
- Applications (number per year, number of successful applications, and by country).
- Approved projects (number per year, by priority, by country, length of project, by target group, number of partners, countries of partners).

- Financial data at project level (amount committed/spent, by year).

Our analysis of this data enabled us to understand the overall financial position of the three programmes, and allowed us to describe the activity taking place and the balance of activity across the EU by country. The data are presented throughout the report. Annex 4 contains a set of relevant data tables for the programme.

2.4 Web survey

2.4.1 Panel data

The Leonardo survey was circulated by email to both project co-ordinators and partners. Some 50,772 email contact addresses were provided by the European Commission. Some of the email addresses received were duplicated. Without these , some 46.512 addresses remained. Of these addresses, 7,722 bounced back , which left a gross panel size of 38,790.

The table below gives an overview of the addresses provided by the Commission.

Table 2.1 Population data

Type of respondent	Number	Percentage
Coordinator	11,000	21.7
Partner	39,772	78.3
Total	**50,772**	**100.0**

Procedure	Number	Percentage
Mobility projects (procedure A)	48,833	96.2
Pilot Projects , Thematic action pilots), Language Competences, Transnational Networks, *Reference Material* (Procedure B/C)	1,939	3.8
Total	**50,772**	**100.0**

Country	Number	Percentage
Austria	1,417	2.8
Belgium	1,320	2.6
Bulgaria	694	1.4
Cyprus	207	0.4
Czech Republic	1,415	2.8
Denmark	764	1.5
Estonia	344	0.7
Finland	1,367	2.7
France	4,285	8.5
Germany	7,026	13.9
Greece	952	1.9
Hungary	936	1.9

Country	Number	Percentage
Iceland	261	0.5
Ireland	1,180	2.3
Italy	4,065	8.0
Latvia	354	0.7
Liechtenstein	23	0.0
Lithuania	912	1.8
Luxembourg	148	0.3
Malta	314	0.6
The Netherlands	1,433	2.8
Norway	1,085	2.1
Poland	2,028	4.0
Portugal	1,108	2.2
Romania	849	1.7
Slovakia	558	1.1
Slovenia	350	0.7
Spain	6,096	12.1
Sweden	1,610	3.2
Turkey	2,016	4.0
United Kingdom	5,426	10.7
Total	**50,543**	**100.0**

Year	Number	Percentage
2000	235	12.1
2001	255	13.2
2002	280	14.4
2003	276	14.2
2004	342	17.6
2005	275	14.2
2006	276	14.2
Total	**1,939a)**	**100.0**

a) This data was unknown for the majority of the population.

Email addresses of promoters and partners of mobility projects in the years 2000-2004 were not available. In order to involve promoters and project partners of mobility projects these years, we asked the Leonardo National Agencies to announce the Leonardo survey and to provide hyperlinks to the survey on their websites. The European Commission also sent this request to all National Agencies. This request indicated that in cases where a project promoter or partner had not received an email from ECORYS about the evaluation, the survey could be entered via this link. Fourteen of the National Agenciesmet our request.

2.4.2 Survey

An online survey was designed which was targeted at successful applicant organisations funded under Leonardo and their partners. The routing in the questionnaire aimed at tailoring the measure specific questions to the relevant respondents.

The survey was translated into six agreed languages (EN, FR, DE, IT, ES, PL) by a translation company. The translations were tested and corrected by our in-house team of native speakers. The survey can be found at annex 7.

The Leonardo survey was hosted by the company CheckMarket, to maintain the distance between ECOTEC and the Leonardo survey[7]. The survey was implemented by ECORYS staff, with technical support from CheckMarket. It was tested by members of the core research team for accuracy and the routing of all questions was also tested. On the first page of the survey there was a link to a recommendation letter from the Commission.

The survey was available through the individual links (in six languages) provided in the English email invitation for project promoters and partners of which email addresses were provided. For other promoters and partners there was a link to an anonymous version of the questionnaire. Technical support could be accessed on every page of the survey and was provided by CheckMarket. For other questions a special email address has been created where daily feedback was given by ECORYS staff to queries from respondents. After 14 days, a reminder was sent to those that had not responded so far.

2.4.3 Representativeness of the collected data

Response

The response to the Leonardo survey was very satisfactory (Table 2.2). At the end 7,254 respondents were noted, of which 5,982 had fully completed the questionnaire.

Table 2.2 Response overview of web survey among project co-ordinators and project partners

	Population	Response rates
Panel of available emails		
Gross panel size approached by email	38,790	
Opened email invitation	20,014	
Completed surveys	5,448	27%*
Partially completed surveys	1,112	6%*
Sub-total of panel response	***6,560***	***33%****
Anonymous respondents via internet link of National Agencies		
Number of people that started page view of the web survey	4,150	

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[7] Given the potential conflict of interest – see Joint Report methodology

Completed surveys	534	13%**
Partially completed surveys	160	4%**
Sub-total of anonymous response	694	17%**
Net available survey responses		
Fully completed	5,982	
Partially completed	1,272	
Total response	7,254	

*) response rate of project co-ordinators and partners that opened the email invitation for the web survey

**) response rate of anonymous project co-ordinators and partners that opened started the page view of the web survey

Most respondents were from the list of emails provided by the Commission. Based on the number of invitations opened (20,014), the panel approach had a response rate of 33 percent, of which 27 percent fully completed the questionnaire. Because email addresses were also included which did not belong to the actual population (declined projects and projects with starting dates later than 1 January 2007), the real net response rate can be claimed to be even higher. Besides, some of the respondents who filled in the survey anonymously could have been included in the panel as well. Table 2.2 gives an overview of the response numbers. Not all responses could be used in the analyses. A total of 1,231 respondents did not answer enough questions to be taken into account.

Characteristics of respondents

The response of the total population was good, but there are several differences between the total population and the total group of respondents. First of all, the response of the project leaders was much higher than the response of the project partners. Project leaders represented about 22 percent of the total population, but were about 62 percent of the respondents. This might have led to a more positive outcome of the survey, since the project leaders tended to be more optimistic about the results and outcomes of the projects than the project partners. Secondly, the project leaders and project partners of the projects that started in recent years (2005 and 2006) were overrepresented. About 63 percent of all the respondents were involved in a project that started in 2005 or 2006, while these project only add up to about 28 percent of all projects in the period 2000 – 2006. And finally, the share of respondents involved in mobility projects was lower in the total group of respondent (57.6%) than in the total population (96.2%).

There were only minor differences between the total population and the total group of respondents regarding the countries where the project leaders were based.

Table 2.3 Was (is) your organisation the lead partner of the project?

	Frequency	Percentage
Yes	3,946	62.2
No	2,396	37.8
Total	**6,342**	**100%**

Table 2.4 Which Leonardo measure was your project funded under? Please choose one option

	Frequency	Percentage
Mobility	3,638	57.6
Pilot projects, including thematic actions	1,735	27.5
Language competences	270	4.3
Transnational networks	393	6.2
Reference material	85	1.3
Joint actions	140	2.2
Accompanying measures	58	0.9
Total	**6,342**	**100%**

Table 2.5 In what year did your project start? Please choose one option

	Frequency	Percentage
2000	283	4.5
2001	234	3.7
2002	335	5.3
2003	493	7.9
2004	961	15.3
2005	1,547	24.6
2006	2,423	38.6
Total	**6,276**	**100%**

Table 2.6 In which country were the various partners (including yourself) of the project based in? Please tick all that apply

Country Coordinator	Frequency	Percentage
Austria	185	3.0
Belgium	192	3.1
Bulgaria	100	1.6
Cyprus	34	0.5
Czech Republic	163	2.6
Denmark	99	1.6
Estonia	39	0.6
Finland	195	3.1
France	408	6.5
Germany	729	11.6
Greece	155	2.5
Hungary	132	2.1
Iceland	40	0.6
Ireland	96	1.5
Italy	562	9.0
Latvia	68	1.1
Liechtenstein	11	0.2
Lithuania	135	2.2
Luxembourg	25	0.4
Malta	39	0.6
The Netherlands	164	2.6
Norway	140	2.2

Poland	222	3.5
Portugal	350	5.6
Romania	161	2.6
Slovakia	92	1.5
Slovenia	76	1.2
Spain	534	8.5
Sweden	219	3.5
Turkey	251	4.0
United Kingdom	449	7.2
Other	9	0.1
Don't know	48	0.8
Not applicable	138	2.2
Total	**6,260**	**100.0**

Table 2.7 In which country were the various partners (including yourself) of the project based in? Please tick all that apply

Country partners	Frequency
Austria	779
Belgium	755
Bulgaria	410
Cyprus	192
Czech Republic	668
Denmark	514
Estonia	292
Finland	826
France	1,414
Germany	2,161
Greece	787
Hungary	642
Iceland	91
Ireland	648
Italy	1,689
Latvia	223
Liechtenstein	21
Lithuania	354
Luxembourg	114
Malta	159
The Netherlands	869
Norway	365
Poland	973
Portugal	686
Romania	659
Slovakia	386
Slovenia	321
Spain	1,936
Sweden	755
Turkey	259
United Kingdom	2,017

2.4.4 Scrutiny of a sample of projects

As noted in our proposal and the inception report, there is a risk of projects overvaluing their achievements in their replies to survey questions due to lack of knowledge, interest in the continuation of funding streams, etc. We therefore provided an estimate of this type of bias through direct checking of outputs of a random sample of projects in order to gain an understanding of the results of the programmes more widely. This enhanced the reliability, validity and quality of our findings, so that they provided a realistic view of the achievements of the programmes.

Direct checking of applications, interim and final reports and Commission/EACEA assessments have been undertaken for both centralised and decentralised actions. We endeavoured to ensure that our scrutiny of projects was distributed so that all actions and sub-actions were adequately represented (Table 2.8). As such, we ensured that for each sub-action or action, at least two projects were examined within the scrutiny. By agreement with the Commission, Joint Actions were not scrutinized.

The in-depth review of procedure A and B projects took place with the National Agencies in the Netherlands, Germany, Finland, Poland and Spain. Procedure C projects were reviewed at the premises of the Executive Agency in Brussels.

Table 2.8 Selection of projects for scrutiny

Procedure/ management	Measure	Proportion of budget in Leonardo	Sample size of scrutinised projects
A. National Authorities and Agencies	Mobility	46	25
B. National and Community level	Pilot projects	41	23
	Language competences	4	2
	Transnational networks	2	2
C. Commission	Reference material	3	2
	Thematic actions	1	2
	Joint actions	0.2	0
	EUR-organisations projects	2	2
Total		**100** [8]	**58**

[8] Does not equal the sum of the above figures due to rounding.

2.5 In-depth interviews

The web-survey is an efficient way to collect information about a wide range of issues and from a wide range of participants of the programme, but needed to be kept relatively closed, with few open questions. There were, nevertheless, a series of questions for which the evaluation required more complex, richer data to extract conclusions that can help policy-development. For this, in-depth interviews were required. The table below sets out the nature and scope of these.

Table 2.9 Overview of interviews

Respondent type	No. of interviews
European Commission Staff, including EACEA	7
NAs	25
Ministries	15
Stakeholder organisations	14
Project coordinators	90
Project partners	35

A more detailed overview of interviewees is provided at annex 2.

2.5.1 In-depth interviews with Commission staff, NAs, Ministries and stakeholders

The purpose of the interviews was twofold, i.e. to:

- Gather information about the overall relevance, efficiency and effectiveness of the programmes.
- Explore how the programmes have operated and to what effect by and within selective Member States.

The first purpose was covered by interviews of:

- European Commission staff;
- Executive Agency;
- National Agencies (all);
- Ministries;
- Stakeholder organisations.

The aim of the interviews was to obtain richer data on a limited number of key questions, and not repeat the collection of information obtained from project coordinators during the web-survey. They focussed on complimenting the 'what and how' questions of the web surveys with 'why' questions.

The number of questions for the telephone interviews was kept to a maximum of 30, entailing an interview of around 45 minutes, obtaining just the data that is needed (e.g. avoiding wastage) and also avoiding interviewee fatigue. The topic lists can be found at annex 4.

2.5.2 In-depth interviews with projects and case studies

The purpose of the in-depth interviews with project coordinators and the project case studies was to help build up the national (in some cases, regional) pictures of activity and effects and to provide evidence for the programme-specific evaluations. The project cases also provided evidence in relation to selected themes. The purpose of the project cases was to build up a picture of projects as a whole. The in-depth interviews with project coordinators provided breadth (to ensure coverage of the different actions with programmes), whilst the project cases provided greater depth.

Interviews with project coordinators strongly focused on key questions related to impacts and did not seek to build up a general picture of efficiency issues such as how an individual project was run, why it was well run etc. The key issues to unpack were: what have the projects achieved in their particular context, how have they been affected by that context and, in turn, how have they affected the context?

The projects for the in-depth interviews/project cases were selected on the basis that they were regarded as successful or 'good'. The rationale behind this was that the focus of detailed project-level analysis should be on evaluating the impact of projects within their national/regional contexts, and that, in our experience; 'good' projects tend to have the greatest insights into their impacts and the contexts within which they work. They thus provided a richer source of evidence about the questions that were the main focus of the evaluation than less successful projects which tended to be less successful for reasons of efficiency (management, project design etc).

A total of 90 project coordinators and 35 project partners were interviewed. The interviews typically lasted one hour, which provided enough time to explore the project results in-depth.

The organisations involved in the implementation come mainly from the education sector, notably the VET sector (42%), university sector (27%) and providers of adult education or continuing education (14%). Also, the business sector is significantly involved, accounting for about 23% of the partners (see table 1.4)

Table 2.10 Overview of type of organisations (coördinators and partners, N=3,702)

Education – VET	42.3%
Education - University	27.3%
Small and Medium sized Enterprises (less than 250 people employed)	17.9%
Education - Provider of adult education or continuing education	13.7%
Research institute	8.4%
Public authority	8.0%
Public sector (e.g. health care, cultural organisation)	5.8%
Large enterprises (more than 250 people employed)	4.9%
Chamber of commerce	3.7%
Employers' organisation	3.3%
Sector association of employers and employees	3.1%
Institute of certification and validation of education	3.0%

Language institute	2.5%
Trade union	2.4%
(Multi) media organisation	1.7%
Association of trainers	1.6%
Employment agency	1.5%
European federation	1.0%
Library	0.4%
Student association	0.3%
Other	9.4%
Don't know	2.0%
Not Applicable	2.1%

Source: ECORYS, Survey 2007.

3 Reconstruction of the intervention logic

3.1 Introduction

The evaluation team set itself the task to reconstruct the original intervention logic. The leading questions for this were:

- What was the intervention logic of the Programme, and how was it expected to produce its intended effects?
- What was the Programme's relation to any related policy interventions and to relevant external factors?

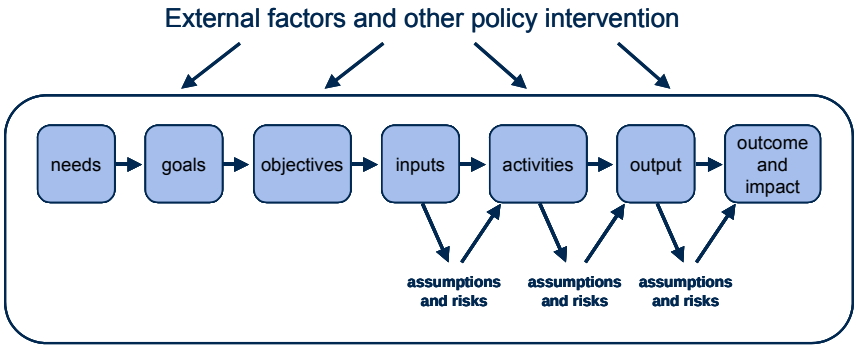
The reconstruction of the intervention logic is primarily derived from the documents associated with the Council Decision 1999/382/EC of 26 April 1999 establishing the second phase of the Community vocational training action programme Leonardo da Vinci. These documents presented an ambitious programme for promoting lifelong learning in general, and vocational training in particular, during the period 2000 to 2006.

Section 3.2 deals with the reconstruction of the intervention logic.

3.2 Reconstruction

The term 'intervention logic' refers to the causal logic events in programmes and projects. Hence, the concept is used to clarify the main building blocks in the design of the Programme. The building blocks are the needs, goals, objectives, inputs, activities, outputs, desired outcomes, and impact of the Programme and assumptions made about cause and effect relations, and the specifications of the risks that are beyond the direct control of the Programme stakeholders. The following figure illustrates this concept:

Figure 3.1 Cooperation Programme Intervention Logic



By taking each building block in turn and analysing the programme documentation, the following descriptions were derived.

Needs

The needs for the second phase of the Leonardo da Vinci programme can be derived from the Council Decision of 26 April 1999 establishing the second phase of the Community vocational training action programme 'Leonardo da Vinci'[9]. These needs can be summarised as follows, with reference to the original articles of the Decision.

- The need to develop**quality education and vocational training** (art. 1).
- The need to ensure **extension of the action programme for the implementation of a European Community vocational training policy** as decided by Decision 94/819/EC C of the European Council, taking into account the results obtained (art. 2).
- The need to **recognise that lifelong education and vocational training can make an important contribution** to Member States' employment policies in order to enhance employability, adaptability and entrepreneurship and to promote equal opportunities (art. 3).
  The need that **lifelong learning is provided for persons of all ages and all occupational categories**, not only because of technological change but also as a result of the reduction in the number of persons in active employment in the age pyramid (art. 4).
- The need to attach great value to the **creation of a European education area** capable of achieving the objective of lifelong education and vocational training, identifying the types of **measures to be developed at Community level, all focusing on transnational cooperation** and designed to bring added value to the action taken by the Member States, while fully respecting the principle of subsidiarity (art. 5).
- The need to attach great value to encouraging the **acquisition of new knowledge** and to this end providing motivation to **learn at every opportunity** (art. 6)

[9] Council Decision of 26 April 1999 establishing the second phase of the Community vocational training action programme 'Leonardo da Vinci' (1999/382/EC), OJC L 146/33.

- The need for **mobility** because of advantages for people and competitiveness in the European Union (art. 6).
- The need to **develop quality, fostering innovation and promoting the European dimension in vocational training systems and practices** with a view to encouraging life-long learning (art.7).
- The need to pay attention, in the implementation of this programme, to **fight exclusion in all its forms**, including racism and xenophobia; whereas special attention should be focused on removing all forms of discrimination and inequality, inter alia for people with a disability, and on promoting equal opportunities for women and men (art. 7).
- The need **to reinforce the added value of Community action**, to ensure, at all levels, a coherence and complementarity between the actions implemented in the framework of this Decision and other Community interventions (art. 8).
- The need to **closely involve small and medium-sized enterprises (SMEs) and the craft industry** in the implementation of this programme, in view of the Commissions role in the maintenance and creation of jobs and the development of training (art 9).
- The need to **secure coherence and complementarity between the actions under this programme and other relevant Community policies, instruments and actions**, in particular the European Social Fund, by facilitating the transfer and dissemination, on a wider scale, innovatory approaches and methods developed under this programme (art. 10).
- The need to provide for **greater cooperation** in the field of education, vocational training and youth **between the European Community and its Member States, on the one hand, and the countries of the European Free Trade Association (EFTA) participating in the European Economic Area, ("EFTA/EEA countries")**, on the other, with reference to the Agreement on the European Economic Area ("EEA Agreement") (art. 11).
- The need to **open up this programme to participation of: the associated central and eastern European countries (CEEC)**, in accordance with the conditions established in the Europe Agreements, in their additional protocols and in the decisions of the respective Association Councils; Cyprus under the same conditions as those applied to the EFTA/EEA countries, funded by additional appropriations in accordance with the procedures to be agreed with that country; and Malta and Turkey, funded by additional appropriations in accordance with the Treaty (art. 12).
- The need of the programme to be **regularly monitored and evaluated** in cooperation between the Commission and the Member States in order to allow for readjustments, particularly in the priorities for implementing the measures (art. 13).

From the above it can be deduced that the needs differ as to content and scope. Whereas the needs derived from the first seven articles are clearly related to content matters of the VET system, the other needs are more relevant to addressing implementation issues for the Programme, less directly related to content.

Global objective

The global objective of Leonardo da Vinci II was to contribute towards the creation of a European education area, through the promotion of lifelong learning and continued Community-level cooperation between actors in the field of vocational training.

Specific objectives

The specific objectives of the programme were:

- To strengthen the competencies and skills of people, especially young people, in initial vocational training at all levels, via work-linked training and apprenticeship, with a view to improving promoting their employability;
- To improve the quality of, and access to continuing vocational training and the lifelong acquisition of qualifications and skills, with a view to increasing and developing adaptability;
- To promote and reinforce the contribution of vocational training systems to the process of innovation in order to improve competitiveness and entrepreneurship.

Inputs

The inputs were the Programme funding and other resources made available by the European Commission and the other stakeholders in the Programme.

Activities

The inputs were used to implement a number of activities (projects) comprising seven types of measures:

- Mobility projects;
- Pilot projects;
- Language competences projects;
- Transnational networks;
- Reference material;
- Joint Actions;
- Accompanying measures.

Outputs

Outputs included finalised placements and exchanges, reformed curricula, teaching methods, established trans-national networks, production of reference materials, etc.

Moreover, the types of output envisaged from the projects changed over time as the priorities for the Calls for Proposals were amended, to meet changing policy demands for example. A critical link between the inputs and envisaged outputs was the Calls for Proposals and associated priorities. During the lifetime of Leonardo II, three rounds of Calls for Proposals took place, each with a separate set of priorities.

Results (outcome)

The results achieved from the inputs and outputs refer to the immediate effects of the programme on the specific objectives, notably with respect to mobility, innovation, cooperation and transparency and validation.

- Mobility results were the wider effects on mobility of young people in VET, beyond the mobility outputs achieved by mobility projects, changes in training activities - methods and concepts, and developments in curricula;
- Innovation results refer to the take up and use of new methods and tools in VET arising from projects funded by Leonardo II;
- Cooperation results refer to the scope and intensity of the networks emerging from the Leonardo II projects, while transparency and validation results refer to wider comparability and mainstreaming of VET as a result of Leonardo II.

Hence, we are concerned with general improvements in VET across the EU resulting from the project inputs and outputs.

It is also worth noting that a number of different types of beneficiaries (e.g. participants in initial vocational training, people in continuing vocational education and professionals participating in vocational education and training) were affected in different ways by the programme. One may thus see a range of varied results across types of beneficiaries and stakeholders.

Impacts

The impacts of Leonardo II are defined as the long-term and wider effects on lifelong learning in general and VET in particular. In addition, there may be further impacts on wider policy objectives, such as those of the Lisbon Strategy. The impacts are separated into three categories: impacts on people, impacts on activities (and institutions), and impacts on policy. The former refers to the impacts on employment and skills of young people in VET, while the impacts on activities refer to changes in the provision of VET among the relevant actors and institutions. Finally, the policy impacts refer to possible changes on national and EU level VET policy arising from or inspired by the outputs and results of the Leonardo II programme. It is also worth noting that both intended as well as unintended impacts of the Leonardo II programme have been considered. As with results, the impacts are also likely to differ across types of beneficiaries. This will need to be kept in mind when assessing the impacts of the programme.

By referring to the building blocks (needs, goals, etc) as detailed above, figure 3.1 can be read from left to right as a series of linked IF … THEN statements, as follows:

It is assumed that IF:

- Quality education and vocational training are developed;
- The action programme for the implementation of a European Community vocational training policy is extended;
- It is recognised that lifelong education and vocational training can make an important contribution to Member States' employment policies in order to enhance employability, adaptability and entrepreneurship and to promote equal opportunities;
- Lifelong learning is provided for persons of all ages and all occupational categories;
- Great value is attached to the creation of a European education area capable of achieving the objective of lifelong education and vocational training, identifying the types of measures to be developed at Community level, all focusing on transnational cooperation and designed to bring added value to the action taken by the Member States, while fully respecting the principle of subsidiarity;
- Great value is attached to encourage the acquisition of new knowledge and to this end providing motivation to learn at every opportunity;
- Mobility is promoted;
- Quality is developed, fostering innovation and promoting the European dimension in vocational training systems and practices.

THEN Leonardo da Vinci II can contribute towards the creation of a European education area through the promotion of lifelong learning and continued Community-level cooperation between actors in the field of vocational training.

IF the Leonardo Programme starts up an activity in the sense of one of the measures in the Programme (mobility projects, pilot projects, etc), and IF certain assumptions are met, THEN one may expect that the project will reach its expected Output in the form of:

- Young people and students participating in placements;
- Educational staff participating in exchange, transnational pilot projects between educational institutes and their teachers to develop and transfer innovation and quality in VET;
- Projects engaging trainers and mentors responsible for the pedagogic supervision of people taking part in transnational mobility programmes, to promote language and cultural competences in VET;
- Transnational networks of European expertise and dissemination;
- Actions establishing and disseminating reference materials;
- Joint Actions with other Community actions promoting a Europe of knowledge;
- Accompanying Measures, focusing on management, coordination, monitoring and evaluation activities by the Member States, information, monitoring, assessment and dissemination activities by the Member States and the Commission, transnational network of national resources centres for vocational guidance, cooperation activities with third countries and with relevant international organisations, recourse to technical assistance organisations or experts.

Moreover, IF certain other conditions are met, THEN one may expect that these outputs will reach its expected Outcomes, i.e.

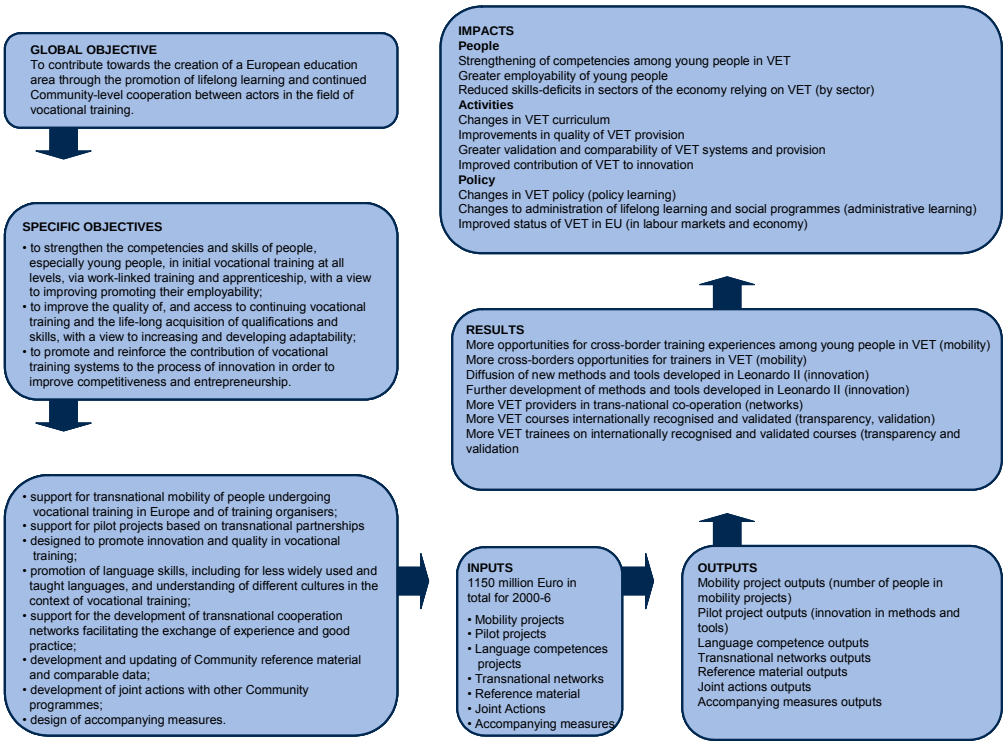
- For young people and students: improved quality of VET; new learning tools, materials, methods; improved knowledge, skills, competences; increased ICT skills; improved language skills; international contacts, greater 'European outlook'; improvement of international mobility opportunities; improvement of adaptability to labour market developments, et cetera;
- For staff: improvement of management skills; improvement of language skills; improvement of teaching./training skills; increased ICT skills; increased knowledge of innovative changes; better contacts with colleagues abroad; greater 'European Outlook'; wider perspective on education issues; increased awareness of innovations in VET, et cetera;
- For organisations: wider access to innovations in teaching and training; improvements in teaching, increased awareness/usage of innovations; increased exchange/transfer of good practice, greater 'European Outlook', better contacts with other European institutions, improved cooperation with business community, et cetera.

Furthermore, IF sufficient people and organisations are reached by the Programme Activities, Outputs and Outcomes, THEN the necessary conditions are met to make it possible for the Programme to contribute to:

- For young people to: strengthen the competences of young people in VET, improve employability possibilities of young people, reduce skills-deficits in sectors of the economy relying on VET;

- For activities/organisations to: initiate changes in VET curriculum, improve the quality of VET provision, enhance the validation of VET systems and provision, improve the contribution of VET to innovation;
- For policy to: initiate changes in VET policy (policy learning), initiate changes in the administration of lifelong learning and social programmes (administrative learning) and improve status of VET in the European Union.

Figure 3.2 Intervention logic of the Leonardo II programme 2000-06



3.3 Assumptions and risks

Assumptions and risks

As mentioned, the Leonardo Programme intervention logic is expressed in a number of IF…THEN statements. A number of assumptions and risks (when assumptions appear to be not valid) underlie especially the relations between the inputs, activities, output, outcome and impact. These are presented below:

Assumptions and risks referring to the relation input and actions - output

- The call for proposals generates relevant projects, well designed and feasible to implement.
- The selection process by NAs and the EC is able to select the most relevant projects.
- The education settings in which projects operate are appropriate.
- The number of young people and students that is recruited is appropriate.
- The number of available staff (in both own and partner organisations) is appropriate.

- The selection process at the education institutes is able to select the best (most motivated and talented) participants for placements. Students and staff are willing and motivated to participate and cooperate in the programme.
- Education authorities do not introduce reforms, which contradict the objectives of the Cooperation Programme.
- Sufficient support services and educational facilities are available.
- Sufficient partner institutions are available.
- Sufficient private companies are available.
- Sufficient project management information is available.

Assumptions and risks risks referring to the relation output – outcome and impact

- Young people, students and staff participate in the projects that are developed.
- The products and services developed are being used in a sustainable way after finishing the project.
- The transnational networks build up do not fade away after finishing the project, the network is solid.

Relevant external factors and other interventions

The results of the programme could be influenced by a number of external factors:

- The economic situation (a recession may lower the attractiveness of own contributions of students, staff, and education institutions to the Programme).
- The political climate (some political parties are more "EU oriented" than others).
- The availability of complementary subsidy-programmes (the more complementary subsidy available the higher the attractiveness of participation in the Programme may be).
- The availability of other programmes in the field of international cooperation in VET. As far as we have knowledge of, there are no other programmes available aiming at transnational cooperation in the field of VET.

3.4 Validity of intervention logic

As regards the assumptions and risks, the following can be derived:

Assumptions and risks referring to the relation between input and actions - output

Since…:

- almost all projects met their general and specific objectives (according to project coordinators, project partners and NAs);
- almost all projects produced outputs which were considered to be highly relevant in the light of the objectives of the Programme;
- there were no serious shortcomings in the application procedures, although as regards procedure B, as was mentioned in the interviews, it was not always clear how the selection of pre-proposals by the NAs was decided by the Commission.
- there were enough applications for the NAs to be selective as regards the selection of projects in procedure A and B; it is noted however that the heavy, i.e. bureaucratic, procedures seem to be a restraint on potential applicants entering the application procedure;
- in general the resources for project implementation were sufficient;

- most projects were implemented according to schedule;
- almost all projects were implemented with an education institute as coordinator or as partner, indicating or contributing to appropriate education settings;
- support provided to applicants by NAs and TA/EACEA was largely seen as appropriate.

… it is concluded that in general the intervention logic holds as regards the assumed relation between inputs and outputs.

Assumptions and risks referring to the relation output – outcome and impact

Since…:

- clear indicators to assess the impacts of the programme were not available;
- the output of pilot projects, mainly being newly developed training courses, is difficult to relate to tangible impacts;
- it is uncertain if partnerships will endure after the funding of the Programme has ended;
- dissemination and exploitation were underdeveloped, notwithstanding increased attention given to this dimension by the Commission;
- the main factor inhibiting the creation of wider impacts was the limited finance available (especially in relation to the number of potential beneficiaries).

… it is concluded that the relationships between outputs and outcomes/impacts as assumed by the intervention logic, are difficult to assess since clear indicators are missing or difficult to measure. The intervention logic appears to hold, notably regarding the relationship between the mobility projects and the development of skills, knowledge and competences of the individuals involved, although evidence for this is mainly based on the opinions of project co-ordinators and projects partners. Longer term impacts on mobility projects are however difficult to establish. The intervention logic regarding the other measures are still less tangible, partly due to long incubation times of the innovations started and also due to the complex relations the measures are trying to influence.

At the same time we conclude that the general and specific objectives are formulated in a broad way, giving on one hand flexibility to projects to respond to local, regional of national needs, and leaving on the other hand little space for serious discrepancies between the outputs and intended outcomes and impacts.

The extent to and the way in which the activities of the Programme contribute to the objectives of the Programme is explained in chapter 6 on effectiveness in this report. In this section the most important insights of that analysis (and which are necessary to estimate the validity of the intervention logic) are mentioned. As was described in section 3.2 the impacts of the Programme were thought to be on the level of people, activities and policy. With reference to the outcomes of the survey we briefly describe the main impacts for each of these levels to generate a view on the validity of the intervention logic.

Impact on people

- There was general agreement among project coordinators with the statement that their project had *improved the skills and competencies of young people*, of which the greater part strongly agreed.
- Respondents strongly agreed on the general *socio-economic impacts* of the Leonardo projects. A large majority agreed with the following statements "The project has increased the capacity for mobility of participants" (77%) and "The project has improved the employability/adaptability of participants" (73%). Fewer impacts were felt on the employability/adaptability of participants facing a disadvantage (39%). In general these impacts are strong indicators of success in terms of achieving the specific objectives of the Programme.
- The impact of Leonardo in *reducing skills-deficits* was difficult to assess. Three statements were included in the survey to help to analyse this theme. The widest agreement found was with the statement "The project has improved the validation and certification of informal skills" (58%). Looking at the statement "The project has promoted investment in human resources in companies" (36%), the contribution of Leonardo seemed to be rather moderate.

Impacts on practice

- According to the respondents to the survey the Programme seemed to have had considerable impact on the curriculum of most participating VET institutes, especially the mobility and pilot projects. Of the mobility and pilot project more than 60 percent had a major impact on the curriculum. Also, the language projects were assessed to have had considerable impact, though to a lesser degree than the mobility and pilot projects. Projects under the measure Transnational Networks generated the least impact on the curriculum.
- The results of both the survey and the interviews indicated that the Leonardo programme had considerable impacts on teaching in the VET sector. Widest agreement was with the statement "The project has improved the acknowledgement of the value of learning" (73%). Around two thirds of the respondents agreed with the statement "The project has improved quality of teaching/curricula" and also with the statement "The project has improved teaching/teacher training practice, approaches to learning and management". All measures contributed to improvements in teaching, although pilot and mobility projects seemed to have generated most impact.
- Another area of impact on VET practice is that of validation and comparability of VET systems and provisions. In this respect, increased transnational cooperation between institutions/organisations was a clear impact of Leonardo projects, with 85 percent of the respondents agreeing with that statement.
- More than half of the coordinators and partners (55%) agreed with the statement that their project had led to a higher contribution of VET to innovation.

Impacts on policy

- Concerning changes in VET policy, half of the respondents (49%) indicated that their project contributed to the integration of methods/tools/frameworks into national or regional policy and practice. The statement that the project had helped to bring about convergence between Member Statesalso met with agreement by around half (47%) of respondents.

From the above it can be concluded that the contributions of the Programme, as indicated by project coordinators and project partners, in particular refer to the official objectives of the Programme regarding the strengthening of competences and skills of young people in VET with a view to improving promoting their employability. The other objectives are less clearly met, especially the objective regarding the contribution of VET systems to the process of innovation in order to improve competitiveness and entrepreneurship.

3.5 From intervention logic to indicators

The intervention logics for the Programme was translated into a series of meta-level impact indicators, as presented in Table 3.1. These impact indicators present the high level impacts that the programme aimed to achieve in the European education and training systems. These impacts and impact indicators are used as the basis for the analysis of the Programme. Since no measurable indicators were formulated for the Programme, the indicators presented here refer to the questionnaires developed for this evaluation.

Table 3.1 Impacts, judgement criteria and indicators

Main intended impact	Judgement criteria	Indicators
Increased proficiency in EU languages	Increased proportion of people learning EU languages	% of people learning and speaking EU languages % of students/learners who can speak a foreign language
	Increased (proportion of) teachers engaged in teaching EU languages Increased (proportion of) teachers able to teach in a foreign language	% of teachers engaged in teaching EU languages % of teachers able to teach in a foreign language
	Added value of programmes in teaching and learning of EU languages	No. of new language teaching materials/language tools developed especially LWULT languages % of respondents stating that improvement of foreign language skills of staff and young people was a main benefit of the project % of respondents stating that improvement of language teaching was a main benefit of the project to the organisation % of respondents stating that improvement of language teaching skills was a main benefit of the project to the staff As a % of all such institutions?
	Additionality of programmes	%.of respondents stating that improvements in language teaching/learning and skills were a main benefit also stating that their project would not have taken place (all at or in part) without EU funding As a % of all such institutions?
Improvements in teaching (and teacher training)	Curriculum impact Majority of projects reporting a major curriculum impact	% of respondents stating that impact of project activities had been: Major across all curriculum areas. Major in some curriculum areas. Minor in all curriculum areas. Minor in some curriculum areas.

Main intended impact	Judgement criteria	Indicators
practice, approaches to learning and management		As a % of all such institutions?
	Teacher training impact Majority of projects reporting that better trained teachers/trainers were a main benefit to their organisation Majority of projects reporting that improved teaching/training skills were a main benefit to their staff	% of institutions stating that better trained teachers/trainers have been one of the main benefits of the project to their organisation % of institutions stating that the improvement of teaching/training skills have been one of the main benefits of the project to their staff
	Management impact Majority of projects reporting a major management impacts	% of respondents stating that impact of project activities had been: Major across all areas of management. Major in some areas of management. Minor across all areas of management. Minor in some areas of management. As a % of all such institutions? % of institutions stating that better trained (human resource) managers have been one of the main benefits of the project to their organisation Means of rates for the added value of the programme on the management in the department/section and in the organisation
Convergence of policy and practice between EU Member States, especially in HE	Integration into national/regional policy and practice of methods, tools and frameworks	% of respondents stating that the outputs/results/learning from their projects had been integrated into national/regional policy and practice
	Growing convergence (between Member States) in policy and practice in their field of activity	Evidence and/or feedback from policy makers and/or stakeholders that learning/results from the programmes were transferred into policy and practice at European level in the relevant DGs and policy statements, by national and regional ministries responsible for education and by other practitioners (HE institutions, schools, VET providers).
	Greater transparency and recognition	% of respondents stating that their activity had contributed to greater transparency and recognition between Member States of curricula, study programmes, qualifications etc
Creation of a European education area	Creation of a critical mass of cooperation activity	% of relevant institutions (schools, colleges, higher education institutions) that have participated in cooperation activity % of students and teachers/trainers with experience of learning or teaching in another EU member state
	Distribution and intensity of cooperation activity	Intensity of involvement in cooperation activities by Member States
	Majority of project coordinators stating that the establishment of a network with institutions from other European countries has been one of the main benefits of	% of project coordinators stating that the establishment of a network with institutions from other European countries has been one of the main benefits of the project to their organisations

Main intended impact	Judgement criteria	Indicators
	the project to their organisations	
	Majority of project coordinators stating that better contacts with other European institutions has been one of the main benefits of the project to their organisations	% of project coordinators stating that better contacts with other European institutions has been one of the main benefits of the project to their organisations
	Establishment of sustainable partnerships	% of respondents who intend to carry on the partnerships and networks established under the programmes
	Significant % of professionals and institutions with a more European 'outlook'/frame of reference	% of institutions reporting a more European 'outlook'/frame of reference as a main benefit to their organisation and staff
	Development of self-sustaining communities of interest in lifelong learning at European level	% of respondents who intend to carry on the partnerships and networks established under the programmes % of project coordinators stating that the establishment of a network with institutions from other European countries has been one of the main benefits of the project to their organisations
Social and economic impacts	Increased mobility subsequent to participation	% of responding institutions reporting a positive impact on mobility subsequent to participation Majority of students reporting long-term positive impact on their mobility
	Increased employment prospects	% of institutions reporting positive impact on (a) the employability and (b) the adaptability of participants to the needs of the labour market % of institutions reporting positive impact on (a) the employability and (b) adaptability to the needs of the labour market of participants from groups facing physical, social or economic disadvantage % of institutions reporting that the project has improved the employment prospects of participants from groups facing physical, social or economic disadvantage
	Increased active citizenship	% of projects reporting that the following were main benefits to participants: - maturity and personal development - increased European 'outlook' - improved foreign language skills Evidence from interviews concerning the priority, scale and nature of increased active citizenship as a consequence of project activity

4 Relevance of the programme in the VET sector

4.1 Introduction

In this chapter we will critically assess the relevance of the programme, focusing in turn on:

- relevance of the programme in the VET sector;
- needs and problems in VET;
- relevance of the programme
- relevance of activities to objectives;
- relevance of objectives to needs in VET;
- relevance of activities to national contexts;
- coherence;
- complementarity and additionality.

There is a broad consensus that education and training play a vital role in achieving sustainable economic growth, employment and cohesion, and that private and social returns from investment in education and training are relatively high[10]. Furthermore, the role of investment in human resources has become increasingly important in the context of the knowledge-based society and economy. Human capital is seen as a key element in the European Union's Lisbon strategy for growth, as well as in the attainment of the Millennium goals for poverty reduction. In March 2000 the Lisbon European Council recognised the important role of education as an integral part of economic and social policies, as an instrument for strengthening Europe's competitive power world-wide, and as a guarantee of the cohesion of our societies and the full development of its citizens. The European Council set the strategic objective for the European Union to become the world's most dynamic knowledge-based economy. The development of high quality vocational education and training is a crucial and integral part of this strategy[11]. The Barcelona European Council in March 2002 reaffirmed this important role and provided a mandate to make European education and training a world reference by 2010, and to develop closer co-operation in vocational training (in parallel to the Bologna process in

[10] De la Fuente and Ciccone, 'Human capital in a global and knowledge-based economy', Final report for DG Employment and social affairs, European Commission, 2002.

[11] Council of the European Union, Draft Council Resolution on the Promotion of Enhanced European Cooperation in Vocational Education and Training. 13137/02 EDUC 123 SOC 438.

higher education). Following the 'Bruges' initiative of the Directors General for Vocational Training (October 2001), Education Ministers of 31 European countries (Member States, candidate countries and EEA countries) adopted the Copenhagen Declaration on enhanced European cooperation in VET (30 November 2002). This gives a mandate to develop concrete actions in the fields of transparency, recognition and quality in VET[12]. With the advent of the Copenhagen process, the Leonardo programme has acquired a clearer political background and was highlighted as a tool for moving towards the goals set in Copenhagen[13].

However, it should also be noted that the decision to extend the Leonardo programme for the period 2000-2006 had already been taken in 1999[14], so before the European Council in Lisbon in 2000 and the policy initiatives that followed. Not surprisingly it was amplified in stakeholder interviews conducted for this evaluation that the second phase of the Leonardo programme to a large degree should be seen as a continuation of the first phase (1995-1999), with the explicit intention to solve the problems regarding administration and management which were critically assessed in the evaluation of the first phase of Leonardo.

During the 1990s, the profile of vocational training increased significantly, with wider recognition if its importance in accelerating economic and social change and promoting employment, social cohesion and competitiveness. This dynamic evolution of training policy was strongly influenced by the Commission's White Papers on "Growth, Competitiveness and Employment" (1993) and "Teaching and Learning - Towards the learning Society" (1995). Similarly, there was an increasing recognition of the importance of Lifelong Learning for knowledge, skills and competence, e.g. in the European Year of Lifelong Learning 1996, and of the key role of vocational training in improving employability and adaptability, as part of the developing European Employment Strategy.

The first phase of the Leonardo da Vinci programme (1995-1999) was launched at a time when the Commission's White Paper on "Growth, Competitiveness and Employment" forcefully emphasised the crucial importance of vocational training as a key factor in combating unemployment and strengthening the competitiveness of European enterprises. The programme aimed at responding to the demand for new skill needs which are generated by the evolution of societies and linking training firmly to solving the problem of employment in Europe. This was echoed in the White Paper "Teaching and Learning - Towards the Learning Society", approved by the Commission on November 29, 1995[15].

[12] Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training ("The Copenhagen Declaration").

[13] The Helsinki Awards 2006 process. Linking Policy to Practice. Background information and facts.

[14] OJC 146/33 11.6.1999, Council Decision of 26 April 1999 establishing the second phase of the Community vocational training action programme 'Leonardo da Vinci'.

[15] European Commission Com(2000) 863 Final , Report from the Commssion. Final evaluation of Implementation of the First Phase of the Community Action Programme Leonardo da Vinci (1995-1999).

Almost at the same time the Green Paper 'Education, vocational training, research: the obstacles to transnational mobility' was published emphasizing the importance of transnational mobility[16]: "The need for free movement of people is one of the basic objectives of a united Europe, included since the Treaty of Rome. Indeed, the freedom to come and go is one of the fundamental conditions for the existence of a true "citizens' Europe". Without it, it is not possible to speak of a European social area. Equally, mobility is one of the responses to current economic change - caused by the establishment of the single European market and the globalisation of trade - and its social consequences, notably in relation to employment creation. Transnational mobility is seen as one of the key factors to successfully meeting the economic, social and cultural challenges of the 21st century. The Leonardo da Vinci programme was adopted as, and became the principal instrument for, implementing a European training policy[17].

The agreement reached at the Lisbon Conference gave lifelong learning an important role in achieving the economic, employment and social goals for Europe. The subsequent development of the Lisbon strategy both confirms the importance of well-developed lifelong learning strategies in Member States – this includes the effective implementation of the strategies for achieving the agreed goals – and places a clear emphasis on the role of VET, alongside general and higher education in this strategy. More specifically the Commission and the Council set out a number of joint objectives for the future and defined how education and training systems should contribute to achieving the strategic goal set in Lisbon[18]. The approach is based on three objectives:

- Objective 1: Improving the quality of education and training systems;
- Objective 2: Making access to learning easier;
- Objective 3: Opening education and training to the world.

The Commission acknowledged the decisive contribution education and training can make. Therefore a detailed work programme was formulated containing the following challenges which are to be achieved in education and training by 2010[19]:

- The highest quality will be achieved in education and training and Europe will be recognised as a world-wide reference for the quality and relevance of its education and training systems and institutions;
- Education and training systems in Europe will be compatible enough to allow citizens to move between them and to take advantage of their diversity;

16. European Commission COM (96) 462 final. Education – Training – Research. The obstacles to transnational mobility. Green Paper.
17. Commission Communication COM (2000) 863 final.
18. European Commission, Report from the Commission of 31 January 2001: The concrete future objectives of education systems [COM(2001) 59 final.
19. European Commission, Report from the Commission of 31 January 2001: The concrete future objectives of education systems [COM(2001) 59 final.

- Holders of qualifications, knowledge and skills acquired anywhere in the EU will be able to get them effectively validated throughout the Union for the purpose of career and further learning;
- Europeans, at all ages, will have access to lifelong learning;
- Europe will be open to cooperation for mutual benefits with all other regions and should be the most-favoured destination of students, scholars and researchers from other world regions.

We conclude that within the European Union, human resources are seen as a main asset and it is now acknowledged that investment in this area is a determining factor of growth and productivity. In the development of human resources vocational education and training as well as lifelong learning play a vital role.

The Lisbon conclusions set a series of targets and call for action in several themes relating to a European training policy, for example in relation to the development of e-Learning, local learning centres, new basic skills, and transparency of qualifications. In this respect the relevance of the Leonardo programme II is undisputed and pertinent.

It is defined by article 127 of the Treaty that European vocational education policy falls within the remit of Community Policy. However, each Member State is still responsible for the organization and the content of its own vocational education system, because the principle of subsidiarity is applied. This principle means that action will be taken at EU level if it is more effective than taking it at national, regional or local level. Hence European vocational education policy is supportive rather then directive in nature. This limits the type of policy instruments (in particular, the funding and regulatory mechanisms) available for application in an area such as VET at the European level.

In the detailed work programme on the follow-up objectives of education and training systems in Europe it was stated that achievement of the agreed objectives would rely on policy cooperation using the then new Open Method of Coordination[20]. This approach is based on the identification of shared concerns and objectives, spreading of good practice and the measurement of progress through agreed instruments.

4.2 Needs and problems in VET

The Copenhagen declaration was the response from the VET sector to the challenges set by the Lisbon summit. But as was already indicated also the White Paper "Teaching and Learning - Towards the Learning Society" (1995)[21] and the Green Paper “Education, vocational training, research: the obstacles to transnational mobility” contained important

[20] Council of the European Union, (6365/02 EDUC 27), Outcome of proceedings. Detailed work programme on the follow-up objectives of education and training systems in Europe.

[21] European Commission Com(2000) 863 Final , Report from the Commssion. Final evaluation of Implementation of the First Phase of the Community Action Programme Leonardo da Vinci (1995-1999).

messages regarding the needs and problems in VET which are to be addressed by EU policy. In the *White Paper on teaching and learning* - published in 1995 - three profound and wide-ranging factors of upheaval were identified as creating or contributing to a demand for new skills. These factors were[22]:

- *The impact of the information society*. Information technology is contributing to the disappearance of routine and repetitive work which can be codified, programmed and automated.
- *The impact of the scientific and technological world.* A new model of production of knowledge and know-how is emerging, combining extreme specialisation and cross-disciplinary creativeness.
- *The internationalisation of the economy*. A global and distinctive labour market is emerging. The answer to this challenge lies in improving the competitiveness of European economies, and increasing the quality of life through more efficient distribution of resources.

The *Green Paper "Education, vocational training, research: the obstacles to transnational mobility"* identified several challenges for transnational mobility for VET students as well as young workers. The main problems relating to VET referred to were the right of residence for students, social protection, lack of recognition and of transparency of training diplomas and certificates, and the lack of certification or validation of placement periods in another Member State, and linguistic and cultural obstacles.

The **Copenhagen Declaration** identified concrete actions associated with four priorities for enhanced cooperation in VET across Europe [23]:

Strengthening the European dimension

- Strengthening the European dimension in vocational education and training with the aim of improving closer cooperation in order to facilitate and promote mobility and the development of inter-institutional cooperation, partnerships and other transnational initiatives, all in order to raise the profile of the European education and training area in an international context so that Europe will be recognised as a world-wide reference for learners.

Improving transparency, information and guidance systems

- Increasing transparency in vocational education and training through the implementation and rationalization of information tools and networks, including the integration of existing instruments such as the European CV, certificate and diploma

[22] Idem.

[23] Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training. "The Copenhagen Declaration".

supplements, the Common European framework of reference for languages and the EUROPASS into one single framework.
- Strengthening policies, systems and practices that support information, guidance and counselling in the Member States, at all levels of education, training and employment, particularly on issues concerning access to learning, vocational education and training, and the transferability and recognition of competences and qualifications, in order to support occupational and geographical mobility of citizens in Europe.

Recognition of competences and qualifications

- Investigating how transparency, comparability, transferability and recognition of competences and/or qualifications, between different countries and at different levels, could be promoted by developing reference levels, common principles for certification, and common measures, including a credit transfer system for vocational education and training
- Increasing support to the development of competences and qualifications at sectoral level, by reinforcing cooperation and co-ordination involving the social partners in particular.
- Developing a set of common principles regarding validation of non-formal and informal learning with the aim of ensuring greater compatibility between approaches in different countries and at different levels.

Promoting quality assurance

- Promoting cooperation in quality assurance with a particular focus on exchange of models and methods, as well as on common criteria and principles for quality in vocational education and training.
- Giving attention to the learning needs of teachers and trainers within all forms of vocational education and training.

These key priorities for VET are linked to the broader policy objectives of improving the quality of education and training, facilitating access for all, and opening up education and training to the wider world. In 2001 these objectives were formulated as the central future objectives of education systems for the next ten years, in accordance with the mandate provided by the conclusions of the Lisbon European Council held on 23 and 24 March 2000[24].

During the Dutch presidency (2004) the goals of the Copenhagen process were further strengthened during the Maastricht conference on strengthening European cooperation in VET[25]. Furthermore, the Maastricht Communiqué highlighted the following aspects: development of an open and flexible European qualifications framework (EQF),

[24] Report from the Commission of 31 January 2001: The concrete future objectives of education systems [COM(2001) 59 final.

[25] European Commission (2004), Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET). (Review of the Copenhagen Declaration of 30 November 2002.

development and implementation of the European credit transfer system for VET (ECVET) and the changing role of VET teachers and trainers.

4.3 Relevance of the programme objectives to needs in the VET sector

With the launch of the second phase of the Leonardo da Vinci programme, the overall objective was formulated as follows:

"This programme shall contribute to the promotion of a Europe of knowledge by developing a European area of co-operation in the field of education and vocational training. It shall support Member States' policies on lifelong learning and the building up of the knowledge and skills and competences likely to foster active citizenship and employability."

In the regulations, the following three specific objectives were identified:

- **Objective 1:** To improve the skills and competences of people, especially young people, in initial vocational training at all levels, to facilitate their integration and reintegration into the labour market;
- **Objective 2:** To improve the quality of, and access to, continuing vocational training and the lifelong acquisition of skills and competences;
- **Objective 3:** To promote and reinforce the contribution of vocational training to the process of innovation, improve competitiveness and entrepreneurship, and meet new employment possibilities.

In the Lisbon process it is acknowledged that investment in human resources is a determining factor of growth and productivity. Vocational education and training and lifelong learning play a vital role in this. The Lisbon conclusions set a series of targets and call for action in several themes relating to a European training policy. These targets were developed further in the Copenhagen Declaration and the Maastricht Communiqué, as was discussed in the previous sections of this evaluation report. The priorities that evolved from these processes, including the earlier Bruges declaration, (which laid the political foundations for transparency and cooperation in VET), clearly set the agenda for the second phase of the Leonardo programme. This became particularly clear in the priorities of the successive calls for proposals. In this respect it is clear that in its second phase the Leonardo programme has gained more political relevance. This observation is in line with the Interim Evaluation of the second programme[26] in which it was concluded that "*The common view is that the programme is consistent with the recent political developments and initiatives in the domain of vocational education and training, and addresses the needs of its target groups*"[27].

Final Evaluation of the Leonardo da Vinci II Programme

[26] INSERT REFERENCE

[27] European Commission, Report from the Commission, Interim report on the implementation of the second phase of the Leonardo da Vinci Programme (2000-2006) COM(2004) 152 final.

The total available budget for the programme increased from 171 million euros in 2000 to 251 million euros in 2006, an increase of 47%, clearly indicating the increased political relevance of the programme (see Table 4.1).

Table 4.1 Total budgets for grants (ex-ante) for Leonardo da Vinci II 2000-2006

	2000	2001	2002	2003	2004	2005	2006	Total
Total budget (€ x 1,000)	170,774	172,777	188,917	206,475	227,252	245,996	250,515	1,462,707

Source: Calculations by ECORYS, based on information provided by the European Commission.

Among the stakeholders that were interviewed a general consensus emerged that the objectives of the second phase of the Leonardo programme were pertinent to the needs in VET. In the interviews it is noted however, that the objectives were formulated in quite a general way, leaving applicants with the flexibility to gear the programme objectives to their national, regional or local situation. On the other hand, as one of the interviewees expressed it: "*The objectives are certainly quite relevant for Europe. They are however very general. You cannot think of anything that would fall outside these objectives*". This also means that due to the variety in needs between countries, there could be differences in the relevance of the programmes, although this might be hard to assess.

All National Agencies (NAs) reported that the objectives of the programme were in line with national policies in the field of VET, some of them emphasizing particular objectives (such as access to lifelong learning in Ireland and Iceland) or a few adapting an objective (e.g. access to lifelong learning in Sweden). But in general none of the objectives were called into question as far as the relevance of the programme objectives to national needs or the Lisbon goals are concerned.

In particular, the Leonardo priorities in terms of ECVET and EQF were seen by the National Agencies as important for Europe in helping to create a common language concerning qualifications and competencies. It is believed that this development could solve one of the most persistent problems in European VET - the lack of mutual recognition of qualifications, which seriously hinders transnational mobility. In a more general sense the Leonardo programme was seen as highly relevant for new Member States and accession countries 'catching up' with the other European countries.

Target groups

To what extent were the objectives, priorities and activities of the programme, actions and sub-actions in line with the needs of their target groups?

In the Council Decision establishing the second phase of Leonardo Programme[28], the following target groups were mentioned:

- *Mobility programmes*: mainly targeted at groups of individuals; individuals not having the opportunity to apply for a placement or exchange. The target group of individuals was further differentiated thus:
  - For placements*: **young people in initial VET, students and young workers and recent graduates***,
  - For the exchanges: **trainers and mentors in VET and human resource managers in the business sector**, not individually being allowed to apply for a grant.
- Pilot projects (including thematic actions): mainly targeted at **institutions and partnerships** developing new curricula, approaches, methods.
- *Language competencies:* mainly targeted at ***trainers and mentors*** responsible for pedagogic supervision of people taking part in transnational mobility programmes.
- *Transnational networks:* targeted at so-called ***multi-player vocational training networks***, including local authorities, local chambers of commerce, trade organisations for employers and employees, undertakings and research and vocational training centres – including universities – as providers of services' advice and information on access to validated vocational training methods and products.
- Reference material. targeted at the group of end users representing **public and private decision-makers in VET**.
- Joint actions: targeted at **applicants or partners in other Community actions promoting a Europe of knowledge**, particularly the Community programmes in the fields of education and youth.
- *Accompanying measures*, targeted at a ***variety of target groups***, including management support (monitoring, evaluation, dissemination) in the Member States and the EC, national resource centres, technical assistance organisations, experts et cetera.

It can be concluded that the Leonardo programme had a variety of target groups, representing a mixture of individuals (pupils, students, trainers, teachers and mentors), institutions/networks and policy officers.

The data from the survey of project co-ordinators and partners provides the opportunity to analyse the groups targeted by the projects and their relationship with the various measures (see Table 5.2).

From the row at the bottom of the table it can be seen that young people in VET (37%) and their trainers (31%) were the main target groups of the Programme. Students (27%) and young workers and recent graduates (22%) were frequently mentioned as target

[28] Council Decision of 26 April 1999 establishing the second phase of the Community vocational training action programme 'Leonardo da Vinci', OJC, L 146/33.

groups. However, differences in the relative weight of target groups per measure may also be discerned. The most significant of these patterns are:

- young people (43%) in Mobility projects;
- vocational trainers in Pilot projects (50%), Trans-national networks (34%), and reference material projects (46%);
- students (in higher education) in Joint actions (29%) and Accompanying measures (40%).

The differentiation of target groups in Table 4.2 characterises the stratified processes typical for innovations in education in which (groups of) trainers and teachers, together with other stakeholders of the education institutes (e.g enterprises or policy makers) initiate developments (e.g. in curriculum, guidance, ICT) affecting the education and training of students and young workers. At the same time it is clear from the table that the stratification of target groups was not the same for all measures in the Programme. Since the mobility projects were primarily aimed at the arrangement of transnational placements for young people it was not surprising that the survey showed that young people, together with students in higher education, were the main target groups of the mobility projects.

Similarly, it was clear that the pilot projects were primarily targeted at trainers and teachers which, together with HR managers from SMEs, are at the heart of projects aiming at developing and transferring innovation and quality in vocational education. But also these projects cannot be implemented without involving young people and young workers in VET.

Table 4.2 Who are/were your project's target groups? Top 5 of finished and ongoing projects (6232 respondents: coordinators + partners)

Measure	Top 5 of target groups
Mobility (N=3578)	Young people in VET (43%) Students (higher education) (23%) Vocational trainers (22%) Young workers and recent graduates (17%) Unemployed young people (6%)
Pilot projects (N=1724)	Vocational trainers (50%) Small and Medium sized Enterprises (38%) Young people in VET (29%) Young workers and recent graduates (28%) All learners / lifelong learning (25%)
Language projects (N=268)	Students (higher education) (40%) Language training specialists in business or vocational training (38%) Young people in VET (29%) Vocational trainers (28%) Young workers and recent graduates (25%)
Trans-national networks (N=386)	Vocational trainers (34%) Students (higher education) (33%) Young people in VET (23%) Small and Medium sized Enterprises (23%) People working in specific industrial sectors (22%)
Reference materials (N=83)	Vocational trainers (46%)

Measure	Top 5 of target groups
	Policy / decision makers at regional level (37%) Students (higher education) (34%) Policy / decision makers at national level (34%) All learners / lifelong learning (33%)
Joint actions (N=138)	Students (higher education) (29%) Vocational trainers (28%) Young people in VET (22%) Young workers and recent graduates (19%) Small and Medium sized Enterprises (16%)
Accompanying measures (N=55)	Students (higher education) (40%) Vocational trainers (27%) Young people in VET (20%) Young workers and recent graduates (20%) All learners / lifelong learning (16%)
Overall (N=6232)	Young people in VET (37%) Vocational trainers (31%) Students (higher education) (27%) Young workers and recent graduates (22%) Small and Medium sized Enterprises (17%)

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question).

Compared to the target groups mentioned in the Council Decision, it seems clear that in the projects the target groups were interpreted more as the direct beneficiaries in the projects, whereas the target groups in the Decision are less clear-cut. The latter is understandable in view of the fact that the Programme seems to have different layers at which it is trying to establish improvements in VET: pupils and students, teachers and mentors, curricula and methods, institutions, networks, policy. From a point of intervention logic it seems to be unclear what exactly is being pursued and which target groups are to be involved in what stage and at what level. This complicates any attempt to provide concrete answers to the relevant evaluation question.

4.4 Relevance of activities to objectives

Table 4.4 below sets out the calls for proposals launched during the second phase of the Leonardo programme. Although, over time, the priorities in the calls do address similar underlying aspects, the focus seems to vary. For instance, whereas employability was emphasized in the first call, valuing learning was one of the three priorities in the second call and validation of non-formal and informal learning was a priority in the third call. All three priorities can be seen as elements in the discussion on employability, although emphasizing different aspects and perspectives. At the same time, the need for transparency in qualifications seems more stable, whereas the importance of entrepreneurship seems to have been reduced, as was also indicated in some of the interviews.

Table 4.4 Chronological overview of priorities in successive calls for proposal (Leonardo da Vinci II programme 2000-2006)

Call for proposals	Priorities of the calls
2000/C 23/08	• Priority 1 – Employability: To improve the quality of, and access to, vocational education and training systems and qualifications, and to guidance systems, in order to enhance the employability of young people and adults in the labour market; • Priority 2 – Partnership: To encourage cooperation at all levels between vocational training bodies, and companies, in particular SMEs and the social partners, in order to improve the relevance and effectiveness of training; • Priority 3 – Social inclusion: Encouraging equal access to training and to guidance for disadvantaged persons in the labour market, and the fight against discrimination; • Priority 4 – Adaptability and entrepreneurship: To promote investment in human resources as a company strategy in order to develop the adaptability required for technological and organisational change; • Priority 5 – New technologies: Exploiting the potential of information and communication technologies (ICT); • Priority 6 – Transparency: To improve the transparency of qualifications.
June 2001: Call for proposals Joint actions Socrates, Leonardo da Vinci and Youth Programmes (trial year)	• 1. Construction of bridges between qualifications: a system of transfer and accumulation of training credits for lifelong learning • 2. Guidance and advisory services, key instruments for the implementation of lifelong learning: towards a holistic approach; to promote cooperation at European level between the different actors and structures for the development of a lifelong learning guidance model • 3.Multipurpose centres and e-learning.
2002/C 117/06	1. Valuing learning: a) developing new sustainable and transferable approaches to valuing learning with specific emphasis on learning within enterprises and industrial sectors, b) developing certification so as to promote transparency of diplomas, qualifications and competences, c) exchange of experiences and good practices in the field of identification, assessment and recognition of informal and non-formal learning. 2. New forms of learning and teaching and basic skills in vocational and education training (VET): a) quality and relevance of learning material, services and learning processes, b) issues related with training of teachers, trainers and other learning facilitators: appropriate mechanisms, materials, instruments, environments are to be put in place to provide them with the necessary support and motivation, c) the development of new approaches to develop basic skills in VET, including ICT-supported learning. 3. Guidance and counselling: a) training of counsellors, b) providing new approaches in systems and methods to help individuals achieve employment and employability through personal lifelong learning guidance, c) improving careers information on new and emerging occupations through exchange with labour market information providers and identification of transferable skills, d) innovative partnership approaches to providing careers guidance services in the work place
November 2002: Call for applications with a view to constituting a list of experts to carry out evaluations, surveys and analyses	To evaluate proposals; to evaluate reports of projects; to evaluate products and results of projects; to perform surveys, analyses, monitoring and follow-up activities related to projects

Call for proposals	Priorities of the calls
October 2003: Call for proposals Transfer of innovation from the LdV Programme	The aim of this call for proposals is the transfer to and by various structures (private and public training centres, companies, schools, etc.) of innovative content developed under the Leonardo da Vinci I and II programmes. The applicant will have to choose at least two final products from the LdV I and II programmes, analyse, adapt, test/exploit, transfer and integrate them in the vocational training practice of one or more public or private entities in at least one other participating European country.
November 2003: Call for proposals Joint actions Socrates, Leonardo da Vinci and Youth Programmes	Formulation of three themes: 1. Integration of people with disabilities 2. Active citizenship activities to make schools more attractive and to prevent early school leaving 3. Lifelong Guidance
December 2003: Call for proposals 'Organisation of Events (Conferences and Seminars) for the Exploitation of Innovative Results	This call for proposals aims to support the organisation of events (conferences and exhibitions) to promote the exploitation of the products and processes resulting from innovative projects supported under the Leonardo da Vinci Programme. Support will be given to events which provide a showcase for a number of successful Leonardo da Vinci products and processes in the context of interactive exchanges between the project promoters and potential new users.
March 2004: Call for proposals Notice of publication of a call for proposals on the Internet	The aim of this call for proposals is the transfer to and by various structures (private and public training centres, companies, schools, etc.) of innovative content developed under the Leonardo da Vinci I and II programmes.
April 2004: Call for proposals Organisation of Events (Conferences and Exhibitions) for the Exploitation of Innovative Results	The objective of this call for proposals is to support dissemination and valorisation activities (particularly conferences and seminars) to encourage the transfer and use of results obtained by the Leonardo da Vinci programme and to promote the harmonisation of supply and demand on two to three subjects.
November 2004: Call for proposals LdVII 2005/2006 EAC/11/04	Priority 1 – Promoting transparency of qualifications Priority 2 – Developing the quality of VET systems and practices Priority 3 – Developing relevant and innovative E-learning content Priority 4 – Continuous training of teachers and trainers Priority 5 – Credit transfer in VET Priority 6 – Validation of non-formal and informal learning Besides these priorities, attention is paid to sectors, and to valorisation and thematic monitoring (for procedure B and C).
December 2005: Call for proposals 'Awarding of grants for Valorisation Conferences for the Exploitation of Results from Leonardo da Vinci Projects'	The aim of the call for proposals is to support valorisation events (conferences and exhibitions) to promote the exploitation of results from Leonardo da Vinci Projects. The action should consist of three stages 1. Preparatory stage: Matching of users' needs and selected project results 2. Organisation of an event 3. Final stage: Follow-up activities. Proposals of follow-up actions facilitating the transfer and developing indicators for measuring the impact of the event.
June 2006: Call for proposals 'Award of grants for activities (conferences, seminars) to exploit and disseminate the results of Leonardo da Vinci projects'	Activity should consist of three stages, as mentioned in call of December 2005. Priority will be given to activities to exploit and disseminate good practice: • In at least one of the measures planned under the Leonardo da Vinci programme, the Copenhagen process, the Education and Training 2010 work programme and the Lisbon Strategy; • To accompany the launch and presentation of the forthcoming Lifelong Learning programme; • Regarding cooperation between vocational training organisations and industry/business; • In the area of mobility;

Call for proposals	Priorities of the calls
	• In the area of intercultural dialogue, with a view to the "European Year of Intercultural Dialogue 2008"; • Put forward by users proposing to use the results of a project to meet specific needs.
June 2006: Call for proposals Award of grants for actions to develop and test the European Qualifications Framework (EQF), including national and sectoral qualifications frameworks	General objectives: • to develop and test the principles and mechanisms of the future EQF, • to exchange experiences in developing national and sectoral frameworks, and test the principles and mechanisms of such frameworks, using the EQF as a common reference point. The proposals under this call should aim to establish transnational partnerships which would exchange experiences and develop solutions and guidance tools at the national, European and sectoral levels, in particular, to: • relate qualifications and qualifications systems/frameworks to the EQF levels and descriptors • develop and implement the learning outcomes approach promoted by the EQF • develop qualifications frameworks, including, for example, pathways between higher education/general education and vocational education and training • link sectoral qualifications/qualifications frameworks and national qualifications systems and frameworks to each other

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question).

A change in relative prioritisation may also deduced from the budgets committed to the measures in the programme. In the Council Decision establishing the second phase of the Programme (1999/382/EC) it was prescribed that every year before 1 March the Commission would submit to the Committee an ex ante break down of budget resources by type of measure, and procedure. The funds available were broken down internally subject to the following restrictions:

a) The funds allocated to mobility programmes should not be less than 39% of the annual budget for the programme.
b) The funds allocated in support of devising, developing and testing transnational pilot projects should not be less than 36% of the annual budget for the programme. Within this allocation the funds allocated in support of Thematic Action projects should not be more than 5%.
c) The funds allocated in support of devising, developing and testing Language Competence projects should not be less than 5% of the annual budget for the programme.
d) The remaining expenditure should not be less than 1 5 %. Within this expenditure, the funds allocated for accompanying measures was not to exceed 9%. The funds allocated for activities under Article 11 of the Decision were not to exceed 0,2% of the annual budget of the programme

From Table 4.3 it is clear that mobility projects (measure 1) and pilot projects (measure 2) were the core activities in the Leonardo programme. However, the relative weight of these two measures shifted considerably between 2000 and 2006. Whereas in 2000 mobility and pilot projects were funded more or less equally, by 2006 the focus of the funding had clearly shifted to mobility projects. The level of funding for the development of language skills (measure 3) was more or less stable over time. The other measures all

seem to have lost relative importance during the course of the programme, although the budget for accompanying measures varied.

Table 4.3 Committed budgets per measure in Leonardo da Vinci II 2000-2006 (€ x 1,000) and proportionate budgets per year in %

Country	2000	2001	2002	2003	2004	2005	2006	Total
Measure 1 – mobility actions	69,332	71,783	77,866	83,559	104,634	127,557	155,194	689,924
	41.98%	*42.13%*	*42.32%*	*41.24%*	*46.88%*	*50.89%*	*59.34%*	*47.34%*
Measure 2 – pilot projects, of which:	62,597	67,756	74,964	77,835	92,694	72,536	89,799	538,181
	37.90%	*39.77%*	*40.75%*	*38.42%*	*41.53%*	*28.94%*	*34.33%*	*36.92%*
Transnational pilot projects	61,544	65,898	73,277	75,999	90,354	70,165	87,561	524,798
Thematic actions	1,054	1,858	1,687	1,835	2,341	2,371	2,238	13,383
Measure 3 – Language skills	6,781	6,887	6,312	7,243	9,020	7,337	6,048	49,628
	4.11%	*4.04%*	*3.43%*	*3.58%*	*4.04%*	*2.93%*	*2.31%*	*3.40%*
Measure 4 – Transnational networks	4,017	4,144	4,004	2,759	3,311	3,408	1,702	23,343
	2.43%	*2.43%*	*2.18%*	*1.36%*	*1.48%*	*1.36%*	*0.65%*	*1.60%*
Measure 5 – Reference material	7,477	3,527	4,684	6,023	4,546	4,678	1,930	32,864
	4.53%	*2.07%*	*2.55%*	*2.97%*	*2.04%*	*1.87%*	*0.74%*	*2.25%*
Measure 6 – Joint actions		590	859	1,100	1,668			4,217
		0.35%	*0.47%*	*0.54%*	*0.75%*			*0.29%*
Measure 7 – Accompanying measures	14,968	15,693	15,287	24,082	7,346	35,112	6,867	119,354
	9.06%	*9.21%*	*8.31%*	*11.89%*	*3.29%*	*14.01%*	*2.63%*	*8.19%*
Column totals	165,172	170,380	183,976	202,601	223,219	250,628	261,540	1,457,511
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Source: European Commission, DG Education and Culture.

If we compare this breakdown of budgets with the ex ante breakdown as prescribed in the Council Decision, we conclude that, for the whole Programme period the proportion of the budget going to mobility projects exceeded the ex ante target of 39 percent significantly. In addition, the targeted proportion for mobility projects (36%) was reached on average. With 3.4 percent of the budget in the period 2000-2006 the targeted proportion of 5% for language competence projects was not reached. Funding for the accompanying measures just stayed below their ex ante maximum of 9%. In general it can be concluded that the break down of actual expenditure is close to the ex ante break down as was decided on in the Council Decision. In this respect the Programme budget was appropriate.

From the interviews with National Agencies and stakeholder organisations in the field of VET we conclude that in general the project activities that were funded under the second

phase of the Leonardo programme do reflect the objectives of the programme. The broad formulation of the objectives offered flexibility to applicants and projects to respond to local, regional or national situations. This was highly appreciated by the NAs, although some of them also indicated that more focus in the Programme would have helped to guide the designing of projects.

NAs and national ministries had difficulties in specifying the relevance of activities to objectives, although there was a general understanding that the mobility projects contributed strongly to the improvement of skills and competences of the people involved, whereas the pilot projects more aimed at innovation and quality, also including all kinds of activities facilitating the transparency of qualifications.

Notwithstanding the general impression that project activities were pertinent to the objectives of the programme, it was also mentioned by some European stakeholder organisations in the field of VET that many projects were not valorised or used after completion of the project. At the same time successful projects were mentioned where activities contributed effectively to the programme goals, e.g. the credit transfer system in Austria. In a more general way the Leonardo programme also contributed to the development of networks and raised awareness of quality issues in VET throughout Europe. The Leonardo programme was also very successful in promoting mobility. These effects and impacts will be discussed more fully in chapter 5.

The survey results from the project partners indicate that completed projectsin general worked successfully towards their objectives (see Table 4.4). Since the projects were selected on the basis of their relevance it can be assumed that in general the projects contributed successfully towards the Leonardo objectives and in this respect have been relevant.

Table 4.4 How would you rate the outcomes of your project in relation to its objectives? by measure, (answers of coordinators and partners of completed projects, means between 1 – not successful- and 5 - successful (N=3606)

Mobility	Pilot projects	Language	Transnational networks	Other	Total
4.14	3.96	3.84	3.79	3.86	4.046

Source: ECORYS, Survey 2007.

However, not all programme objectives appear to have been equally relevant, in the sense that our survey suggests that projects tended to focus more on some objectives than on others. This can be seen from table 4.5 which indicates that completed projects appear to have had particular relevance in the field of “improving skills and competences of young people”, which is logical knowing that the majority of the mobility projects were focused on "young people”. Over half of the survey the respondents (59%) indicated that their project contributed to this programme objective. To a lesser extent, the projects contributed to the other programme objectives, of which “improved the lifelong acquisition of skills and competences” (41%) and “improved the quality of continuing vocational training” (39%) have also been considerably supported.

The projects contributed less to the other programme objectives such as “improve the access to continuing vocational training” (17%), “promote and reinforce the contribution of vocational training to the process of innovation” (16%), “improve competitiveness of enterprises” (10%), and “improve entrepreneurship in vocational educational training” (9%).

Table 4.5 Which of the Leonardo Programme objectives did your project contribute to? By measure, coordinators and partners of completed projects in percentages (N=3702)

	Mobility	Pilot projects	Language	Trans-national networks	Other	Total
Improve the skills and competencies of people, especially young people, in initial vocational training at all levels	68	42	52	53	46	59
Facilitate the integration and reintegration of young people into the labour market	36	20	23	25	25	30
Improve the quality of continuing vocational training	35	49	38	39	37	39
Improve the access to continuing vocational training	12	25	16	18	24	17
Improve the lifelong acquisition of skills and competencies	38	48	49	35	38	41
Promote and reinforce the contribution of vocational training to the process of innovation (e.g. business development, products, working processes)	13	23	10	19	13	16
Improve competitiveness of enterprises	6	18	9	13	11	10
Improve entrepreneurship in vocational educational training	9	10	5	10	7	9
None	1	1	3	2	4	1
Don't know	2	2	2	3	4	2

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question).

The same table also illustrates how relevance differed by measure. In particular the mobility projects appear to be have been relevant to the objective to “improve the skills and competencies of people, especially young people, in initial vocational training at all levels” (68%). To a lesser degree this also applies to language projects. Pilot projects were especially relevant for “improving the quality of continuing vocational training” (49%) and “improving the lifelong acquisition of skills and competencies” (48%). Compared with the other measures the pilot projects were particularly strong in their contribution towards innovation (e.g. business development, products, working processes) (23%) and improving the competitiveness of enterprises (18%).

4.5 Relevance of activities to national contexts

Of course, needs and problems in the VET sector vary greatly across the European Union, including the accession countries and countries within the EFTA/EEA. This applies in particular to procedure B in the Leonardo programme, in which the NAs made a selection of pre-proposals, offered the opportunity to include national priorities in the projects responding to a specific local, regional or national needs. Diversity in needs between countries can depend on various factors, such as differences in skill levels of the work force, mismatches in the national labour markets or special features of the VET systems. In the interviews with NAs and national ministries it became clear that the Leonardo objectives were broadly formulated, covering a wide range of topics and needs which are recognizable by all participating countries. This is consistent with the observation made in the evaluation report of the first phase of the Leonardo programme in which the evaluator concluded that "*the programme […] reflected the wide differences in training policy, systems, priorities and resource levels that characterise the European training scene*[29]."

Since the Leonardo programme was established in close co-operation with the Member States the programme to a large extent reflects the priorities of the Member States. It was mentioned in one of the interviews that the Leonardo programme is a "one size fits all" programme covering and reflecting all country specific needs without detailing them explicitly. However, the hierarchy of priorities can be different between countries. By taking their own perspectives on European-level priorities, national authorities used the Leonardo programme to complement or strengthen their national priorities. National evaluators of proposals were instructed to take these priorities into account in the selection of projects.

According to the answers provided by the National Agencies, a majority of countries succeeded in tailoring the Leonardo programme to their national contexts. Notably, there seems to be some sort of dichotomy between, on the one hand, countries reporting a large degree of tailoring the programme to their national context (e.g. Ireland, Hungary, Austria, Turkey, Bulgaria and UK), and on the other hand, countries that stressed the absence of such a relationship (e.g. Estonia, Lithuania, Romania, Finland, Spain, Slovakia, Poland and Denmark). While it is difficult to draw general conclusions on this, some examples might illustrate the relationships between the programme and the different national contexts.

For instance, in Germany they have been able to embed national priorities in mobility projects, for (a) transnational training where partners take care of an overall training programme and (b) the training of staff in kindergartens. In particular, the latter considerably increased the quality of the training, it was claimed. In Ireland and the UK objectives were tailored to the national contexts by introducing certain areas of national

[29] Deloitte & Touche, Final Evaluation of Leonardo da Vinci, 2000.

focus within the objectives. In Austria, national priorities were defined for mobility projects, and additional criteria were also used in selecting participants, such as older workers. In Bulgaria, projects for the unemployed were favoured, as were those concerning the improvement of VET quality, and projects in the tourism and agricultural sectors. Cyprus favoured certain economic sectors. In Finland, project selection to a certain extent reflected the economic priorities in that country - health care, environment and marine industries. Another issue afforded special attention in Finland was equality. Although it was not used as a selection criterion, it was communicated as an important issue to be taken into account by projects. In Turkey, the programme was implemented in line with the EU programme objectives, but in the context of the "national dialogue development plan", which includes a number of articles on VET .

Elsewhere however, the EU-level objectives had greater influence. In Romania for instance, the EU priorities were stressed, strongly influencing the national priorities. In Spain, there were no specific objectives at national level in the different calls of the Programme, so the general objectives proposed at European level were simply interpreted as Spain's own objectives.

Some countries mentioned that they had a problem in achieving a good focus for the projects, partly due to uncertainties around whether the European Commission would approve of the making their own priorities.

4.6 Coherence

We now consider the degree of coherence between the different actions and sub-actions under the programme, including objectives, target groups, activities and intended outputs, results and impacts.

In the Council Decision establishing the programme (1999/382/EC) it was stated that:

- It is necessary, in order to reinforce the added value of Community action, to ensure, at all levels, a **coherence and complementarity between the actions implemented in the framework of this Decision and other Community interventions**;
- The Commission, in cooperation with the Member States, is seeking to secure **coherence and complementarity between the actions under this programme and other relevant Community policies**, instruments and actions, in particular the European Social Fund, by facilitating the **transfer and dissemination**, on a wider scale, innovatory approaches and methods developed under this programme;

One of the challenges of shaping the Leonardo programme in 1995 was to integrate the different predecessor programmes into one coherent framework in order to provide a

better focus for the development of European training policy[30]. Looking at the development of EU programmes and actions in the field of education and training in the last few decades it is undeniable that the programmatic and organisational coherence have increased, the final step now taking place with the implementation of the Lifelong Learning Programme in which formerly separate programmes are presented as an integrated entity. However, some remarks on coherence from our evaluation seem to remain valid, including in the context of the Lifelong Learning Programme.

The evaluation indicated no serious shortcoming as regards the coherence of the programme. The Leonardo programme can be said to (internally) coherent due to the fact that the programme budget is targeted mainly at two measures, mobility and pilot projects. Successive calls for proposals, clearly indicating policy priorities, are likely to have contributed to the coherence of the projects being selected and awarded. Furthermore, the increased attention given to valorisation in recent years is also likely to haven contributed to enhance coherence between projects.

Overall, looking at the global objective to contribute towards the creation of a European education area through the promotion of lifelong learning and continued Community level cooperation between actors in the field of VET, it can be concluded that the Leonardo programme with its focus on the specific objectives of individual mobility of students and the development and transfer of innovation and quality in VET was coherent with this. Only the specific objective of promoting and reinforcing the contribution of VET to the process of innovation seems not to be fully coherent with the general objective. During implementation the internal coherence of the Programme was reinforced by the successive calls for proposals focusing on specific themes and topics. Furthermore, the various measures under the Programme to a large degree impacted on closely related issues in the field of VET, indicating a significant degree of coherence at different levels and for a variety of stakeholders.

4.7 Complementarity and additionality

Officially, the reach of the Leonardo programme is determined by Article 127 of the Treaty of Rome (Art. 150 TEC) stating that "*the Community shall implement a vocational training policy which shall support and supplement the action of the Member States while fully respecting the responsibility of the Member States for the content and organisation of vocational training*". So, by political agreement the Leonardo programme was intended to be supportive and supplementary to national VET policies and other European programmes.

[30] European Commission, COM(2000) 863 final, Final Report on the Implementation of the First Phase of the Community Action, Programme Leonardo da Vinci (1995-1999).

Complementarity with other EU programmes

A lack of complementarity with other related policy fields was acknowledged as a weakness for the first programme phase (1995-1999)[31]. The Commission therefore developed a more strategic and systematic approach to ensure improved co-operation with other Community programmes. A tangible result of this should have been higher visibility of Leonardo da Vinci in the policy development activity of other Commission services.

In 2004, in the Interim Report on the Start of the Operational Implementation of the Second Phase of the Leonardo da Vinci Programme (2000-2006)[32], the European Commission proposed a number of measures to strengthen the complementarity of the Leonardo programme with other initiatives or programmes at EU-level, such as ESF and Youth:

- Lifelong learning was included as a **research** priority under the priority theme "Citizens and governance in a knowledge-based society" in the proposal for the Sixth Framework Programme for Research of the EU for 2002 to 2006. This approach was to intended to increase complementarity between Leonardo da Vinci and the new Research Programme at strategic and at project level.

- Complementarity between Leonardo da Vinci and both the **European Employment Strategy and the European Social Fund (ESF)** was seen as crucial, because both contribute to the development of human resource potential in Europe. A paper presented by the Commission to the Programme Committee in November 2001 outlined an overall approach and suggested a series of concrete actions to improve complementarity between Leonardo da Vinci and the ESF. It aimed at reducing possible double-funding and opened a further opportunity for using Leonardo da Vinci results in the implementation of ESF. It is unclear if this approach has led to tangible results.

Information from interviews with the Commission suggested that in recent years there have been contacts on an ad-hoc basis with other DGs, notably DG Employment and DG Enterprise. On a policy level within the Commission there has been occasional consultation between DG Education and Culture and DG Employment, for instance as regards the issue of curricula and unemployment, and also with DG Enterprise regarding entrepreneurship, which is one of the objectives mentioned in the Leonardo programme objectives, notably one of the priorities in the first call for proposals in 2000 (call for proposals 2000/C 23/08).

[31] European Commission, *Final Report on the Implementation of the First Phase of the Community Action Programme Leonardo da Vinci* (1995-1999), December 2000.

[32] European Commission COM(2004) 152 final, report from the commission Interim report on the implementation of the second phase of the Leonardo da Vinci Programme (2000-2006).

Dissemination and exploitation (valorisation) became an important issue during the second phase of the programme, possibly relating the programme to the European Social Fund (article 6), as is suggested in the Council Decision mentioned above. Although some interviewees raised this issue, we did not encounter any concrete examples of this.

We would argue that while it is clear that complementarity has been addressed satisfactorily on a strategic level, We would argue that while it is clear that complementarity has been addressed satisfactorily on a strategic level, the relationship between Leonardo (and/or the new LLP) with other EU Programmes supporting activities in VET at operational level could be improved. At operational level, the list of pilot projects selected for LdV funding has regularly been submitted to other DGs (mainly DG EMPL for the ESF) within the Interservice consultation linked to the adoption process of the selection lists in order to avoid double funding. The risk of overlaps with the ESF was furthermore quite limited as the ESF covered the national activities in a country whereas LdV only funded trans-national activities. The new possibility, however, offered now in the ESF to allow funding of trans-national activities does require an enhanced coordination in order to ensure the necessary complementarity.. We would suggest that this issue needs further attention, for instance by developing an overall intervention logic for EU programmes in related fields such as education, training and employment.

Complementarity with national policies

Almost all respondents from National Agencies and national ministries agreed that the Leonardo da Vinci programme was consistent with the principle of subsidiarity, although the scope of the Leonardo programme should not be overestimated compared with national VET policies and budgets. This is especially true for mobility projects in which the number of participating students is relatively low, compared with the overall numbers of students in VET. For example, the proportion of pupils at ISCED level 3[33] who have participated in a Leonardo placement in 2005 is estimated at an average of 0.19%, meaning out of every thousand in upper secondary education, in which the largest part of the VET population is likely to be located, 2 pupils have been on a placement in the Leonardo Programme. Between countries there appears to be only very small differences, ranging from approximately 0.1% to 2.7%.

The mobility projects were seen as especially complementary, since transnational or exchange programmes in the VET sector are very rare. A similar conclusion applies to the transnational networks which were also almost non-existent before the Leonardo da Vinci II programme was launched. In general it is the European dimension that can be seen as complementary in almost all projects.

[33] The International Standard Classification of Education (ISCED) was designed by UNESCO in the early 1970's to serve 'as an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally' (ISCED 1997). In most European countries (large parts of) VET can be assumed to be part of ISCED level 3.

Interviews with National Agencies and ministries suggested that in several countries the Leonardo programme accelerated the transformation process that various VET systems were undergoing. This seems to be especially the cases for the newer Member States such as Poland, Slovenia, and Lithuania: *"By comparing our education policies and programs to the ones of other countries we were able to determine whether we were on the right way. Also through Leonardo we got to know experts who could help us with the development of our education policies" (Slovenia)*

Various respondents from Finland emphasized the importance of the Leonardo programme in contributing to the integration process of new Member States, especially for mobility and co-operation.

However, the programme also offered interesting opportunities to the old Member States, which are in a process of innovation, e.g. France aiming at curriculum innovation. In this context it was also emphasized by National Agencies and stakeholder organisations in VET that the programme offered interesting possibilities to countries to try out new developments or innovations without running too great a risk. The programme provided a space for innovation, where new ideas could be tested. If the outcomes were valuable for the VET sector they could be implemented through Structural Funds and Regional Funds.

In other countries, such as the Netherlands, there appears to have been a tendency for the national policy to converge with Leonardo programme activities, so becoming less complementary to each other. The yearly work programme for the Netherlands reflected the needs with regard to the Copenhagen process. In this way the Leonardo programme became an important means for addressing those needs. This was seen as a healthy symbiosis which was strengthened in the last three years of the Programme. According to the Dutch NA, project proposals that did not reflect the Copenhagen principles had little chance of being selected.

Some countries, such as Austria, succeeded in generating considerable amounts of co-funding to augment the national Leonardo budgets, whereas others, including Slovenia, used (limited) national budgets for projects that were not awarded a Leonardo grant, but which were thought to be valuable for the VET sector. Leonardo could thus help to bring forward and crystallise projects that were regarded as significant nationally.

Additionality

From the survey it is clear that the Leonardo programme was additional to the mainstream activities of the stakeholders. Without EU-support from the Leonardo programme very few projects would have taken place. Where projects would have gone ahead, most of them would have been considerably smaller in scale, have taken more time and achieved smaller impacts (Table 4.6). In this sense there seem to be only slight differences between the various measures in the programme.

The results of the survey show that outcomes of the projects were quite often adopted in policy, especially at local, but also at regional, national and even at European level. It should be realised that the term "policy" was not defined in the survey, leaving room for interpretation by the respondents.

Table 4.6 Would your project have taken place without funding from Leonardo by measure, coordinators and partners of completed projects in percentages

	Mobility	Pilot projects	Language	Trans-national networks	Other	Total
Yes	4	2	8	7	6	4
Yes but without transnational partners	1	3	3	3	4	2
Yes but over a longer timescale	2	2	1	2	1	2
Yes but with a more limited impact without Leonardo 'branding' and support	7	7	3	7	9	7
No	77	82	72	71	65	77
Other	1	0	1	0	4	1
Don't know	7	4	13	10	11	7

Source: ECORYS, Survey 2007. (Base size N=3702)

There appear to be only slight differences between the measures: results of mobility projects were adopted more often at local level, whereas pilot projects and other projects (joint actions, accompanying measures and reference materials) were more likely to be adopted in regional, national and European policies.

However, it is also noted that on average one in every ten respondents was quite certain that none of the results were adopted in policy, whereas at the same time a significant number of people did not know whether results were adopted in policy or not. The latter is especially true for the estimation of adoption of policy at EU-level. So, although a majority of participants was positive in terms of their project results being used in policy, there was also a considerable minority who were either unsure about the policy effects or believed that there had been no impact.

In this context it is also relevant to note that half of the respondents (46%) in the survey believed that their project has helped to bring about convergence between Member States in policy and practice in the field of VET.

5 Effectiveness of the programme

5.1 Achievement of objectives

According to the project leaders and project partners consulted, most of the projects and actions achieved their objectives. The respondents were asked to rate the outcomes of their project in relation to its objectives using a scale ranging from 1 (not successful) to 5 (highly successful). Table 5.1 shows the average outcomes for the different measures.

Table 5.1 How would you rate the outcomes of your project in relation to its objectives? by measure, coordinators and partners of completed projects in percentages. Average means between 1 (not successful) to 5 (highly successful).

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Means	4.14	3.96	3.84	3.79	3.86	4.05

Source: ECORYS, Survey 2007. (Base size N=3702)

The average scores suggest that the outcomes of the mobility projects were most successful in relation to their objectives with a mean of 4.14. The transnational network projects were the least successful, but can nevertheless be considered to have performed adequately, with an average score of 3.79.

These findings were supported by the representatives of the national ministries and stakeholder organisations. Almost every one of them stated that the projects they were familiar with produced the expected outputs, although many of them did not have a complete overview of the relevant projects in their field. In general, respondents were positive about the quality of the projects, although they pointed to substantial variation between them. The National Agencies tended to be somewhat more critical. Although they were fairly satisfied, the achievement of intended outcomes mostly reflected an 'administrative' judgement. As one respondent stated: *"Formally almost all the projects meet the criteria, because the criteria are focussed on the procedures. Instead, the criteria should be content based in order to be able to give a good judgement"*.

Contribution to the Leonardo objectives

For all projects, 'Improving the skills and competences of people, especially young people, in initial vocational training' was the most commonly cited objective to which they contributed, except for the pilot projects. In total 59% of all the projects supported under Leonardo contributed to this goal (see Table 5.2). The goals to 'Improve the lifelong acquisition of skills and competencies' (41%), 'Improve the quality of continuing vocational training' (39%) and 'Facilitate the integration and reintegration of young people into the labour market' (30%) that were also common objectives the projects

contributed to. Only a few projects contributed to 'improvement of entrepreneurship in VET' (9%) and 'improving the competitiveness of enterprises' (10%). The two objectives of improving the access to continuing vocational training and promoting and reinforcing the contribution of vocational training to the process of innovation, were clearly underrepresented in the projects.

Table 5.2 Which of the Leonardo Programme objectives did your project contribute to? By measure, coordinators and partners of completed projects in percentages.

	Mobility	Pilot projects	Language	Trans-national networks	Other	Overall average
Improve the skills and competencies of people, especially young people, in initial vocational training at all level	68	42	52	53	46	59
Improve the lifelong acquisition of skills and competencies	38	48	49	35	38	41
Improve the quality of continuing vocational training	35	49	38	39	37	39
Facilitate the integration and reintegration of young people into the labour market	36	20	23	25	25	30
Improve the access to continuing vocational training	12	25	16	18	24	17
Promote and reinforce the contribution of vocational training to the process of innovation (e.g. business development)	13	23	10	19	13	16
Improve competitiveness of enterprises	6	18	9	13	11	10
Improve entrepreneurship in vocational educational training	9	10	5	10	7	9
None	1	1	3	2	4	1
Don't know	2	2	2	3	4	2

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question). (Base size N=3702).

The representatives of ministries and stakeholder organisations indicated that the outcomes were appropriate to the Leonardo objectives. They were most positive about the contribution of the mobility projects to the objectives.

5.2 Outputs produced

A wide variety of outputs was produced under the different measures. Table 5.10 provides an overview of the top three outputs per measure in the programme. It can be observed that the programme produced a wide range of outputs, with each measure having its own specific ones.

Table 5.3 Overview of key outputs per measure. Top 3 of finished and ongoing projects (6232 respondents: co-ordinators + partners)

Measure	Top 3 of outputs
Mobility (N=2186)	1. Placements of young people undergoing initial vocational training (42%) 2. Exchanges between organisations/enterprises and vocational training organisations/ universities (31%) 3. Placements of students (higher education) (19%)
Pilot projects (N=962)	1. Newly developed training approaches (45%) 2. Other training courses (43%) 3. Vocational guidance products/services (30%)
Language projects (N=149)	1. New training approaches in the field of language and cultural competences (57%) 2. New training approaches in the field of language and cultural competences (43%) 3. People trained in language competences (38%)
Trans-national networks (N=239)	1. Information on European expertise in our field (52%) 2. Dissemination of the network outputs and/or project results (50%) 3. Information on innovatory approaches (39%)
Reference materials (N=53)	1. Production of comparable data on vocational training and lifelong learning (60%) 2. Production of quantitative / qualitative information on vocational training and lifelong learning (50%) 3. Identification of best practices in the field of vocational training and lifelong learning)44%)
Joint actions (N=80)	1. Research study(ies) (e.g. case studies, best practice analysis) (33%) 2. New and innovative partnership (32%) 3. New and innovative partnership (31%)
Accompanying measures (N=33)	1. Evaluation report (26%) 2. Improved access to information and outputs of Leonardo programme (e.g. databanks) (19%) 3. Transnational network of national resource centres (13%)

Source: ECORYS, Survey 2007 (see Annex 5 for more detailed outputs).

Mobility projects

Placements of young people who are undergoing initial vocational training were the key outputs produced by the mobility projects. In the Programme period 2000-2006 in all approximately 367 thousand placements were organised. Looking at individual countries, Germany stands out with between 15 and 19% of the placements each year. The participation of France (10-13%), Spain (9-12%) and Italy (9-11%) in the mobility projects was also considerable (Table 6.3).

Table 5.4 Total number of placements/exchanges of VET students per year (Procedure A)[a)]

Country	2000[b)]	2001[b)]	2002[b)]	2003[b)]	2004[c)]	2005[c)]	2006[c)]
Austria	1,151	1,384	1,487	1,661	1,700	1,819	2,128
Belgium	701	850	939	1,009	938	1,010	1,341
Bulgaria	639	626	652	721	984	1,154	1,510
Cyprus	d)	28	61	101	311	258	235
Czech Republic	909	795	1,064	1,098	2,162	2,145	1,389
Denmark	560	679	449	657	883	823	1,124
Estonia	239	239	252	198	352	411	486
Finland	713	739	833	960	973	1,330	1,513
France	4,585	4,125	4,741	5,016	5,831	6,845	8,703
Germany	6,438	7,147	7,806	7,485	10,440	10,880	14,252
Greece	855	1,110	1,060	1,526	1,427	2,017	2,225
Hungary	768	1,014	792	1,113	1,408	1,654	1,870
Iceland	144	172	241	210	134	190	239
Ireland	470	349	463	409	435	472	684
Italy	3,790	4,131	4,327	4,789	5,272	6,368	7,319
Latvia	322	301	386	409	543	709	781
Liechtenstein	33	16	44	44	46	41	48
Lithuania	375	399	491	528	751	931	1,201
Luxembourg	59	103	76	164	150	37	89
Malta	139	83	122	124	351	399	358
The Netherlands	1,833	1,579	1,895	2,287	2,245	4,748	5,944
Norway	556	505	550	503	661	719	867
Poland	1,662	1,627	1,958	1,885	5,159	5,728	6,504
Portugal	675	833	866	891	945	1,342	1,422
Romania	862	785	868	913	1,190	1,391	1,672
Slovakia	380	465	513	620	977	1,235	1,170
Slovenia	182	287	295	364	789	506	661
Spain	3,353	3,544	4,873	4,242	5,199	6,071	6,849
Sweden	1,487	824	941	1,030	914	1,229	1,263
Turkey	d)	d)	d)	d)	1,883	3,251	3,877
United Kingdom	2,735	2,785	2,410	2,750	3,566	2,658	3,841
Total	**36,615**	**37,524**	**41,455**	**43,707**	**58,619**	**68,371**	**81,565**

a) We did not calculate a total for the programme period, because the totals are partly based on realised placements and partly on the number of placements foreseen.
b) Realised placements.
c) Number of placements foreseen in selected projects
d) No participation.
Sources: Calculations by ECORYS, on the basis of documentation provided by the Commission.

Pilot projects

The key outputs produced by the pilot projects were training courses, both on ICT and other subjects. More than 70% of all the pilot projects produced new training courses. Newly developed training approaches were also an important output of the pilot projects. Other important outputs were: vocational guidance products (30%) and generating access to new tools and vocational training for young people in vocational training (29%) and the creation of networks (27%).

Language projects
The key outputs of the language projects were 'new training approaches in the field of language and cultural competencies'. Some 57% of the language projects resulted in a new training approach. The development of language courses was a second key output of these projects (43%). The training of people in language competences was also a key component of many projects (38%).

Transnational networks
Transnational network projects produced mainly intangible outputs such as 'information on European expertise in our field' (52%) and dissemination of the network outputs and/or projects results (50%). These projects also produced information on innovative approaches (39%) and information on new methods for the analysis of skills requirements (37%).

Reference materials
Production of 'comparable data on vocational training and lifelong learning' (60%) and 'quantitative / qualitative information on vocational training and lifelong learning' (50%) were the outputs mentioned most frequently for reference material projects. Under this measure many projects aimed at the identification of best practices in the field of vocational training and lifelong learning (44%).

Joint actions
The key outputs of the joint action projects were research studies (e.g. case studies, best practice analysis) (33%), new and innovative partnerships (32%) and the creation of European networks (31%). To a slightly lesser degree products were also developed aiming at improvement of attractiveness of schools and training sites (27%). Training of trainers was also mentioned frequently (24%) as an output.

Accompanying measures
The output that was most frequently produced was evaluation reports (26%), followed by tools and products improving the access to information and outputs of the Leonardo programme (e.g databanks) (19%). Other accompanying measures produced networks of national resource centres (13%).

5.3 Factors that influenced the achievement of intended outputs and results

In the in-depth interviews the project coordinators and partners were asked about the quality of the outputs delivered. In general, they were satisfied with the quality of those outputs. However, after asking whether in hindsight that quality could have been higher, several factors were identified which favoured or prevented the achievement of intended outputs and results. These are discussed below.

Project management and partners
The quality of project management and the selection of partners were reported to have had an impact on the achievement of the intended outputs and results. The selection of partners turned out to be crucial for the success of the projects. Therefore, the selection

process should be carried out very carefully and only motivated and dedicated partners should be selected. This is relevant for projects under all measures.

Use of Leonardo Web tool

The Leonardo Web Tool - (LWT) was developed assist National Agencies (NA), Technical Assistance Offices (TAO) and the Commission (COM) to manage calls for proposals, the project contracting and follow-up. It enabled a geographically spread community of NAs to manage the call for proposals published under the framework of the second phase of the Leonardo da Vinci programme, and provided updated information to the promoters. The Web tool comprised two main modules. The objective of the LPRM module was to allow the Commission and the NAs to monitor and follow-upprocedures B and C projects. The objective of the LCFP module was to enable web-based applications under the Leonardo da Vinci 2000-2006 programme. Although the Web tool was not discussed in detail during the interviews it seems likely that it enabled NAs, TAO and the Commission to perform their management tasks. At the same time the Web based application module encouraged access to the programme by applicant organisations.

Assistance of National Agencies

In most countries the project coordinators were satisfied with the assistance provided by their National Agency, although in some countries this consisted mainly of support during the application and selection procedures. Project coordinators were most positive about the fact that the National Agencies are easy to contact. In some cases, the assistance of the National Agencies was felt to be too late in the process, allowing them little time to improve the project. Also little evidence was identified of support for the dissemination and exploitation of project results.

Budget

A minority of the respondents stated that larger budgets would have had a positive impact on the quality of the outputs and results. This suggests that programme resources were used efficiently.

Preparation of students

A factor that influenced the achievement of intended outputs, particularly of mobility projects, was the preparation of the students going abroad. Several respondents mentioned that better prepared students benefited more of the experience. In the first place, a minimum level of language skills is necessary. Students who did not speak the local language at all and communicated in a ‘third’ language such as English, were not able to communicate at the work place and therefore could not take fully advantage of the opportunities to learn. Another part of the preparation that turned out to be of influence was cultural understanding.

Simultaneous language courses

Improvement of language skills was often an intended result of mobility projects. In many cases, language courses were taken in preparation for the placement abroad. But several project coordinators indicated that language courses during the period spent abroad also had a positive impact on the improvement of the language skills. When language courses were taken simultaneously (i.e. during the placement), students

understood the relevance of the course content more readily and students could apply the new skills immediately. Organising follow-up activities also proved to have a positive impact on maintaining the knowledge of the foreign language.

Guidance

With regard to mobility projects, the quality of the guidance provided to students during their placement abroad was of importance for the outcome of the projects. In particular students with fewer skills needed good guidance in order to be able to benefit from the placement abroad.

Financial support for students

National Agencies reported a tension between making the programme accessible to as many students as possible and making sure that students could participate regardless of their social background. National Agencies had to balance the number of participants they could fund, with the amount of financial support they could give to participants. For example, some National Agencies, such as the Netherlands, chose to give participants in mobility projects the maximum allowed budget. The advantage of this choice was that students with a lower social background could also participate. The disadvantage was that the total number of students that could participate was smaller. Other National Agencies, such as in Germany and Spain, chose to give as many students as possible the opportunity to participate by distributing more but smaller grants. In these cases students had to co-finance a larger part of their placement abroad.

There were also indications that in some cases the placement was chosen based on the level of living costs in the host country. This did not necessarily have to be a negative tendency. However, it could have a negative impact on the quality of the placements when the focus is on cost effectiveness only, without considering the quality of that placement. Although NAs had the option to differentiate the budgets for participants of mobility projects, taking into account the living standards of the host country, the evidence from the interviews indicated that this possibility was not always known or applied.

5.4 Results

In this section, the benefits are discussed for the different stakeholders of the programme (organisations, staff and VET students/young workers). The following expected outputs based on the types of projects (measures), were identified in the reconstructed intervention logic:

- more opportunities for transnational training experiences among young people in VET;
- more transnational opportunities for trainers in VET;
- further development of methods and tools developed in Leonardo II;
- diffusion of new methods and tools developed in Leonardo II;
- more VET providers in trans-national cooperation;
- more VET courses internationally recognised and validated courses

- ESF funded projects (and other social projects) that are (partly) based on Leonardo project outputs.

Below, the achieved results (benefits) will be examined for each stakeholder group.

Results for organisations

The European dimension was the primary result (benefit) across all measures in the programme. Mobility and language projects mostly generated a greater European outlook among the participant organisations, whereas other measures mainly established networks with institutions from other European countries. Besides, mobility projects have contributed to an 'improved quality of work'. For all measures 'better trained (human resource) managers' was least common result, except pilot projects (see third column in table 5.5). These findings were further evidenced by the interviews with National Agencies and other stakeholders. Although the projects did contribute to improved management skills, this was mainly realised among teachers, trainers and other professionals without management functions who coordinated the projects.

Table 5.5 What were the main benefits (results) of the project for the organisations? Most and least common benefits of finished projects, by measure

	Top 3 benefits	Bottom 3 benefits
Mobility (N=2186)	1 Greater European outlook (46%) 2 Improved quality of work (42%) 3 Establish a network with institutions from other European countries (41%)	1 Better trained (human resource) managers (3%) 2 Access to innovative (ICT) training courses (5%) 3 Access to wider range of activities and products (6%)
Pilot projects (N=962)	1 Establish a network with institutions from other European countries (53%) 2 Better contacts with other European institutions (42%) 3 More involvement in European transnational cooperation (40%)	1 Improvement of foreign language teaching (4%) 2 Better trained (human resource) managers (4%) 3 Better trained young staff (7%)
Language projects (N=149)	1 Greater European outlook (39%) 2 Establish a network with institutions from other European countries (39%) 3 More involvement in European transnational cooperation (37%)	1 Better trained (human resource) managers (3%) 2 Access to wider range of activities and products (4%) 3 Increased awareness/usage of innovations (7%)
Transnational networks (N=239)	1 Establish a network with institutions from other European countries (57%) 2 Greater European outlook (49%) 3 Better contacts with other European institutions (44%)	1 Better trained (human resource) managers (3%) 2 Improvement of foreign language teaching (3%) 3 Access to wider range of activities and products (6%)
Reference materials./Joint actions/Accompanying. measures (N=166)	1 Establish a network with institutions from other European countries (43%) 2 Greater European outlook (34%) 3 Better contacts with other European institutions (34%)	1 Better trained (human resource) managers (3%) 2 Improvement of foreign language teaching (6%) 3 Access to wider range of activities

		and products / Increased use of ICT in vocational training (8%)
Overall (N=3702)	1 Greater European outlook (42%) 2 Better contacts with other European institutions (39%) 3 Improved quality of work (37%)	1 Better trained (human resource) managers (4%) 2 Access to wider range of activities and products (7%) 3 Access to innovative (ICT) training courses (8%)

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question).

Results for staff/professionals

For staff, the combination of improved skills (especially project management and foreign languages) and the European dimension (especially better contacts with colleagues abroad) were recognised as the main benefits. The projects under the measures Reference Materials/Joint Actions/Accompanying Measures also provided 'increased knowledge of the study area'.

Table 5.6 What were the main benefits (results) of the project for the staff/professionals? Most common and least common results of completed projects by measure.

	Most common3 benefits	Least common 3 benefits
Mobility (N=2186)	1 Improvement of project management skills (44%) 2 Improvement of foreign language skills (38%) 3 Better contacts with colleagues abroad (41%)	1 Improvement of employability (5%) 2 Increased awareness/usage of innovations in VET (7%) 3 Improvement of language teaching skills (9%)
Pilot projects (N=962)	1 Improvement of project management skills (47%) 2 Better exchange of expertise and experience with colleagues abroad (35%) 3 Improvement of teaching/training skills (32%)	1 Improvement of language teaching skills (3%) 2 Improvement of employability (4%) 3 More job motivation / improved attractiveness of working in a learning organisation (8%)
Language projects (N=149)	1 Improvement of foreign language skills (48%) 2 Improvement of language teaching skills (37%) 3 Improvement of project management skills (33%)	1 More participation in networks (3%) 2 Improvement of employability (5%) 3 Increased awareness/usage of innovations in VET (6%)
Transnational networks (N=239)	1 Better contacts with colleagues abroad (37%) 2 Improvement of project management skills (36%) 3 Greater European outlook (36%)	1 Improvement of language teaching skills (4%) 2 Increased awareness/usage of innovations in VET (4%) 3 Improvement of employability (5%)
Reference materials /Joint actions /Accompanying measures (N=166)	1 Better contacts with colleagues abroad (31%) 2 Increased knowledge of the study area (30%) 3 Improvement of foreign language skills (28%)	1 Improvement of language teaching skills (5%) 2 Increased awareness/usage of innovations in VET (6%) 3 Improvement of employability (6%)

Overall (N=3702)	1 Improvement of project management skills (43%) 2 Better contacts with colleagues abroad (35%) 3 Improvement of foreign language skills (32%)	1 Improvement of employability (5%) 2 Improvement of language teaching skills (8%) 3 Increased awareness/usage of innovations in VET (8%)

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question).

Improvement of employability was least likely to be mentioned as a benefit for staff. Improvement of language teaching skills was most likely to be cited as a result in the language projects, but rarely in other measures. The results of the interviews also highlighted that 'transfer of innovations in VET', was a key result, mostly due to mobility projects for teachers/trainers in VET.

Results for VET students / young workers

The benefits for VET students and the young workers were mainly improved knowledge, skills and competencies and improved quality of VET. Projects also resulted in access to new learning methods and materials. Results related to the 'European dimension' were only evident in the transnational networks (greater European outlook, 30%).

Table 5.7 What were the main benefits (results) of the project for the VET students/young workers? Most and least common benefits of finished projects, by measure

	Most common3 benefits	Least common 3 benefits
Mobility (N=2186)	1 Improved knowledge, skills and competencies (59%) 2 Improvement of foreign language skills (54%) 3 Improved quality of VET (39%)	1 More involvement in innovation (4%) 2 Increased ICT skills / improved digital literacy (8%) 3 Improvement of adaptability to labour market developments (13%)
Pilot projects (N=962)	1 Improved knowledge, skills and competencies (43%) 2 Access to new learning methods (41%) 3 Access to new materials (35%)	1 Awareness of job opportunities abroad (6%) 2 More involvement in innovation (8%) 3 Improvement of international mobility opportunities (10%)
Language projects (N=149)	1 Improvement of foreign language skills (59%) 2 Improved knowledge, skills and competencies (54%) 3 Access to new learning methods (39%)	1 Improvement of adaptability to labour market developments (5%) 2 Awareness of job opportunities abroad (12%) 3 Validation and recognition of skills / competencies (12%)
Transnational networks (N=239)	1 Improved knowledge, skills and competencies (42%) 2 Access to new learning methods (30%) 3 Greater European outlook (30%)	1 More involvement in innovation (6%) 2 Improvement of adaptability to labour market developments (7%) 3 Awareness of job opportunities abroad (8%)
Reference materials /Joint actions /Accompanying measures (N=166)	1 Improved knowledge, skills and competencies (48%) 2 Access to new learning methods (34%) 3 Improved foreign language skills (28%)	1 Improvement of adaptability to labour market developments (8%) 2 More involvement in innovation (10%) 3 Increased ICT skills / improved digital literacy (10%)
Overall (N=3702)	1 Improved knowledge, skills and	1 More involvement in innovation (6%)

	competencies (53%) 2 Improvement of foreign language skills (40%) 3 Improved quality of VET (34%)	2 Increased ICT skills / improved digital literacy (10%) 3 Improvement of adaptability to labour market developments (12%)

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question).

While respondents in the survey stressed curriculum and quality aspects of VET programmes as the main benefits for young people in VET, qualitative feedback especially from NAs, put more weight than the survey respondents on the importance of a greater European outlook as a result for young people in VET.

Unintended results

The interviewees were asked whether Leonardo had generated any unintended (or induced) results. One important unintended result of the Leonardo programme was the improvement of management skills among VET professionals: this was especially the case in the new Member States and PAC-countries. Additionally, in the 'older' Member States project management tasks such as handling large budgets, working with project plans, clear objectives and tangible goals were relative new for a lot of the professionals working in VET institutes. Experience in managing Leonardo projects turned out to be beneficial when applying for other European funds, such as ESF.

Overall results (interviews)

Interviews with project coordinators confirmed that the main results for VET students in the VET programmes were improved skills and competences, together with improvements in curriculum and quality of . In this respect improved quality of VET seemed to be an important benefit, directly related to the Lisbon goals. The interviewees gave more significance to the European dimension in the benefits for VET students than the survey respondents. In particular, a European outlook and cultural understanding were stressed by coordinators of mobility projects (who did indicate increased European outlook as the fourth most common benefit for young people in VET) and by the National Agencies. Representatives of National Agencies seemed to mainly consider mobility projects when talking about benefits for young people in VET, thus putting more weight to results that were more specific for mobility projects than for other projects under Leonardo.

Despite the importance of innovation in the Lisbon goals, this aspect was less well recognised as a short term result of the programme for organisations, staff and young people in VET. The only kind of innovation that was identified as a result of Leonardo projects concerns (access to) new learning methods and materials.

In conclusion the intended results are compared with the results achieved in table below.

Table 5.8 Confrontation of intended results of the Leonardo da Vinci II programme with result indicators (based on ECORYS survey and interview results)

Intended results	Indicators	Achieved	Conclusion
More opportunities for transnational training experiences among	Increase in transnational placements of VET students Improvement of international mobility	yes very	Achieved for transnational placements, very limited

Intended results	Indicators	Achieved	Conclusion
young people in VET	opportunities for young people in VET Awareness of job opportunities abroad	limited very limited	for other kinds of transnational mobility.
More transnational opportunities for trainers in VET	Increase in transnational exchange possibilities for professionals Improvement of transnational mobility for professionals Increased contacts with colleagues abroad	yes very limited yes	Increased exchange possibilities for VET trainers, no indications for other kinds of transnational mobility opportunities.
Further development of methods and tools developed in Leonardo II	Newly developed teaching and training methods Newly developed tools and materials	yes yes	Achieved
Diffusion of new methods and tools developed in Leonardo II	Access to new materials Access to new learning methods Wider range of learning tools Increased awareness/usage of innovations in VET	yes yes partly very limited	Achieved to a large degree, limited usage of innovations in VET
More VET providers in transnational cooperation	More network with institutions from other European countries Greater "European outlook" among VET institutes Better contacts with other European institutions More involvement of institutes in European transnational cooperation	yes yes yes yes	Achieved
More VET courses internationally recognised and validated	More VET courses internationally recognised and validated Increased validation and recognition of skills / competencies	very limited yes	Hardly achieved
More VET trainees on internationally recognised and validated courses	Idem as above		Idem as above
ESF funded projects (and other social projects) that are (partly) based on Leonardo project outputs	(Inter)national dissemination and exploitation of project results	very limited	Hardly achieved

5.5 Impacts on the VET sector

It should be noted that the intended impacts of the Leonardo projects were not set out at the beginning of the programme through measurable targets/indicators and thus we had to impute them through the reconstruction of the intervention logic for the programme. Impacts were difficult to assess for two reasons. Firstly, the experiences, knowledge and skills acquired by participants were only a *part* of their development towards their future craftsmanship. This was therefore difficult to disentangle from other experiences gained

outside the projects. Secondly, the investment in education through the programme should be viewed as a long term investment and can only be assessed after some time in the labour market. These aspects are taken into account in the following analysis.

Indicators for impacts in VET

The intervention logic drafted for Leonardo distinguished three main areas for impacts: people, activities (practice) and policy. The table below shows the indicators that were used in order to analyse whether the potential impacts were achieved. In light of the importance of Education and Training 2010 and the central role of the European education area in this document, the final analysis will be whether Leonardo II has contributed to the realisation of the European education area.

Table 5.9 Indicators for analysing potential impacts of the Leonardo da Vinci II programme (simplified indicator table of inception report)

Target	Intended impacts	Indicators
People	Strengthening of competencies among young people in VET	Improved skills and competencies of young people Increased teaching and learning of EU languages
	Greater employability of young people	Improved employability/adaptability of participants Increased capacity for mobility of participants Improved the employability and adaptability of participants facing disadvantage
	Reduced skills-deficits in sectors of the economy relying on VET	Increased investment in human resources in companies Improved validation and certification of informal skills
Practice (activities)	Changes in VET curriculum	Influence of programme on changes in VET curriculum
	Improvements in quality of VET provision	Improved quality of teaching/curricula Improved teaching/teacher training practice Improved management skills Improved acknowledgement of the value of learning Improved attractiveness of VET
	Greater validation and comparability of VET systems and provision	Increased transparency and recognition between Member States Increased and sustained cooperation amongst institutions/organisations Increased European "outlook" of individuals and institutions
	Improved contribution of VET to innovation	Higher contribution of VET to innovation
Policy	Changes in VET policy (policy learning)	Integration of methods/tools/ frameworks into national (regional) policy and practice Convergence between Member States in policy and practice Adoption of results from projects / networks funded through Leonardo in policy making
	Changes to administration of lifelong learning and social programmes (administrative	Changes in management and procedures

Target	Intended impacts	Indicators
	learning)	
	Improved status of VET in EU (in labour markets and economy)	Improved relevance and effectiveness of VET regarding the labour market needs Improved employer's satisfaction with VET graduates
Synthesis	Synthesis of generic level impacts: • Impacts on proficiency in EU languages; • Impacts on teaching and learning; • Socio-economic impacts; • Impacts on the creation of a European education area; • Policy impacts.	

The degree to which Leonardo was able to realise the intended impacts, will be discussed below. This discussion will be concluded by looking at the generic level impacts, in order to draw conclusions on the contribution of Leonardo to the creation of a European education area.

5.5.1 Impacts on people

Strengthening of competencies among young people in VET

Three quarters of survey respondents agreed with the statement that their project had *improved the skills and competencies of young people*, of which the majority (41%) strongly agreed (see Table 5.10). Respondents from mobility projects were most likely to agree with this statement (82%), with 53% of this group strongly agreeing. Pilot projects reported smaller impacts on the skills and competencies among young people in VET, with 60% of respondents agreeing with the statement (23% strongly agreeing).

Table 5.10 How far do you agree or disagree with the following statements about the impact of your project: skills and competencies of young people in VET.

Statement	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Don't know	Total
The project has improved the skills and competences of young people.	2%	4%	11%	34%	41%	8%	100%
The project has increased the teaching and learning of EU languages.	8%	11%	18%	34%	20%	10%	100%

Source: ECORYS, Survey 2007. (Co-ordinators and partners of finished projects, N=3702)

The qualitative interviews with project co-ordinators and stakeholders also confirmed that the improvement of specific skills and competencies was one of the main impacts of mobility projects. Transnational placements were also thought to contribute to the personal development of VET participants, in terms of broadening their horizon and cultural understanding, and also to improving their language skills.

Increased *proficiency in EU languages*, was another intended impact related to competencies. Around half of survey respondents (54%) agreed that their project had increased the teaching and learning of EU languages. As intended, mobility and language projects (66% each) contributed the most to increased teaching and learning of EU languages. In particular respondents from the PAC countries reported above average impacts on teaching and learning of EU languages: 70% supported this statement compared with the average for all respondents of 54%. Qualitative data from in-depth interviews also backed this finding.

The evidence did not indicate such strong impacts in *less widely used and less taught languages (LWULT)*, which was an intended impact of the programme. Interviewees in New Member States tended to attach more importance to Leonardo for increased teaching and learning of foreign languages.

Greater employability of young people

The survey results indicated strong socio-economic impacts of the Leonardo projects (see Table 5.11). Respondents agreed strongly that projects had *'increased the capacity for mobility of participants'* (77%) and *'improved the employability/adaptability of participants'* (73%). Smaller impacts were also seen in terms of 'employability/ adaptability of participants facing a disadvantage' (39%). Mobility projects appeared to contribute most to these socio-economic impacts. Respondents from PAC countries particularly reported strong impacts on an increased capacity for the mobility of participants: with 87 percent of the respondents from these countries agreeing or strongly agreeing (see Annex 5).

Table 5.11 How far do you agree or disagree with the following statements about the impact of your project: employability.

Statement	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Don't know	Total
The project has increased capacity for mobility of participants.	2%	3%	12%	42%	35%	6%	100%
The project has improved the employability/adaptability of participants.	2%	3%	15%	44%	28%	8%	100%
This project has improved the employability and adaptability of participants facing disadvantage.	3%	7%	29%	26%	13%	23%	100%

Source: ECORYS, Survey 2007. (Co-ordinators and partners of finished projects, N=3702)

Under Leonardo da Vinci II just a small number of projects focussed on young people with a disadvantage. Evidence from interviews indicated that project co-ordinators viewed mobility more in the context of transnational labour movements than the context of social inclusion. They indicated that improved language skills contributed to labour market opportunities abroad. Placements abroad were also seen to contribute to

'broadening participants' horizons'. Spending time in another country gave participants greater cultural understanding, and raised interest in the EU. As one co-ordinator said: *"After the placement Finland isn't the limit anymore, now it's the UK, Europe and maybe the world. They learned so much from the experience, I think they can adjust more easily to another country now."* (Leonardo project co-ordinator).

These impacts are also likely to become visible in the long run when graduate students have participated in the labour market for longer. In some cases, co-ordinators could provide examples of where mobility participants had gained a job with the firm they had worked at during their placement. The evidence given for increased active citizenship was limited. When evidence was given, usually references were made to international contacts, European outlook and cultural understanding. It was also pointed out that the VET students taking part in mobility projects often were the most active and involved ones, so possibly limiting the added value regarding citizenship.

Reduced skills-deficits in sectors of the economy relying on VET

Project co-ordinators and partners generally agreed with the statement *'The project has improved the validation and certification of informal skills'* (58%). (See Table 5.12) Some 64% of mobility projects felt they had contributed to this impact. There were no significant differences in this by geographical area in Europe[34].

Leonardo seems to have made a more moderate impact on *'investment in human resources in companies"* with around a third agreeing (36%). There were no significant differences between the various measures in the Programme, however respondents from the PAC countries were more positive about this impact (47%).

The interviews with NAs and other stakeholders indicated that Leonardo did not make a significant contribution to reducing skills deficits in key sectors, except for a few projects where VET institutes had worked closely with the sector, or where the sector had taken the initiative. National Agencies and stakeholder organisations indicated that the sectors should be more involved in the projects, in order to increase project impact and to further implement positive project results.

[34] By EU 15, NMS, PAC, EFTA/EEA

Table 5.12 How far do you agree or disagree with the following statements about the impact of your project: skills-deficits (coordinators and partners of completed projects, N=3702)

Statement	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Don't know	Total
The project has improved the validation and certification of informal skills.	3%	6%	20%	36%	22%	14%	100%
The project has promoted investment in human resources in companies.	5%	10%	26%	26%	10%	22%	100%

Source: ECORYS, Survey 2007.

The positive results on individual participants are also reflected in the answers given by the participants in mobility projects in their final reports after the placement or exchange. In 2005, the Commission launched a web-tool called Rap4Leo, which collects statistical data on mobility projects and also allows the individual participants to complete their final report directly on-line. The results of these questionnaires show inter alia that 86 % were very satisfied or satisfied with the overall outcomes of the placements (including increasing self-confidence, professional skills, language skills), 76% stated that it would help them to find a job, 80 % were happy with the practical arrangements linked to the placement. See annex 9 for further results.

5.5.2 Impacts on practice (activities)

Changes in VET curriculum

According to the majority of respondents (60%) there was considerable impact (major in all or in some areas) on the curriculum of the participating institutes (see Table 5.13). This was particularly the case in mobility (63%) and pilot projects (6%), whereas the respondents from language projects (50%) and transnational networks (44%) were more modest in their opinion. The impacts were generally concentrated in 'some' curriculum areas, meaning that the impacts were more specific than general.

Table 5.13 How far do you agree or disagree with the following statements about the impact of your project by measure

Would you say that within your organisation the impact of your project on the curriculum has been:	Mobility projects	Pilot projects	Language projects	Trans-national networks	RM / JA / AM	Total LdVII
Major across all curriculum areas	16%	9%	8%	8%	10%	13%
Major in some curriculum areas	47%	51%	42%	36%	49%	47%
Minor in all curriculum	6%	6%	14%	7%	5%	6%

areas						
Minor in some curriculum areas	14%	18%	15%	21%	17%	16%
No impact on curriculum	9%	9%	8%	15%	8%	9%
Don't know	8%	7%	13%	13%	12%	8%
Total N	**2,186**	**962**	**149**	**239**	**166**	**3,702**

Source: ECORYS, Survey 2007. (coordinators + partners of completed projects, N=3702)

The degree to which an impact on the curricula could be realised seemed to depend on the openness of the VET system. As a stakeholder put it:

"There seems to be an opening of curricula and a possibility to add new elements, depending on the country. There are still countries in which there are hardly any possibilities for curriculum changes. Nevertheless, it is still good that countries are being informed on good ideas." (Leonardo Stakeholder)

From the survey results it is hard to validate this assumption, since there appear to be only small differences in the assessment of this impact between respondents from different geographical areas in Europe (see Annex 5).

Improvements in the quality of VET provision

The results of both the survey and the interviews indicated that the Leonardo programme had considerable impacts on teaching in the VET sector (see Table 5.14). This applied in particular to improvements in the "*acknowledgement of the value of learning*" (73%). A further two thirds of the respondents agreed with the statement "*The project has improved quality of teaching/curricula*" and "*The project has improved teaching/teacher training practice, approaches to learning and management*". All measures contributed to improvements in teaching, although pilot and mobility projects were more likely to impact on this than other measures (see table A5.38 to A5.45 in annex 5). By geographical area of the respondents, the Leonardo projects especially impacted on the quality of teaching and curricula in the PAC Countries.

Table 5.14 How far do you agree or disagree with the following statements about the impact of your project: teaching and learning

Statement	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Don't know	Total
The project has improved the acknowledgement of the value of learning.	2%	2%	14%	43%	30%	9%	100%
The project has improved quality of teaching/curricula.	2%	4%	17%	43%	21%	12%	100%
The project has improved teaching/teacher training practice, approaches to	3%	5%	17%	42%	20%	13%	100%

learning and management.							

Source: ECORYS, Survey 2007 (coordinators and partners of completed projects, N=3702).

Mobility projects, as well as pilot projects, impacted strongly on teaching and learning. Mobility projects also had 'unintended' impacts[35] in improving the quality of teaching/ curricula and the validation and certification of informal skills. This was confirmed by the interview data. As one respondent stated:

"Many various changes have been introduced in the school curriculum based on the observations during the exchange. For example, new teaching methods were implemented as well as new placement methods. The school also won funds that were designated for equipping practical course rooms with new specialised devices."

Evidence from the initial interviews with several interviewees indicated that involvement in the Leonardo Programme had resulted in improved management skills for project coordinators and staff. The survey evidence also indicated that the impact on the *management* in organisations was also substantial. In particular the mobility and pilot projects appeared to have had an impact on the management (see Table 5.15). This impact appears to have been greater in the PAC countries. In some countries where the VET institutes are rather large organisations, such as in the Netherlands, the management impacts occur mainly at the level of middle management rather than at the top

Table 5.15 How far do you agree or disagree with the following statements about the impact of your project by measure

Would you say that within your organisation the impact of your project on the management has been:	Mobility projects	Pilot projects	Language projects	Trans-national networks	RM / JA / AM	Total LdVII
Major across all management areas	13%	10%	7%	8%	9%	11%
Major in some management areas	42%	43%	31%	30%	43%	41%
Minor in all management areas	8%	8%	13%	10%	7%	8%
Minor in some management areas	18%	21%	17%	24%	13%	19%
No impact on management	11%	14%	19%	21%	13%	13%
Don't know	8%	5%	13%	8%	16%	8%
Total N	**2,186**	**962**	**149**	**239**	**166**	**3,702**

Source: ECORYS, Survey 2007 (coordinators and partners of completed projects, N=3702).

[35] By unintended impact is meant an impact that was caused by a project without planning this beforehand.

A further goal of the Leonardo programme was to improve the *attractiveness of VET*. According to evidence from interviews, Leonardo had a fairly limited impact in improving the *general* attractiveness of VET, both to students and to staff. However, most of the projects were said to have contributed to the attractiveness of the individual *institutes* themselves.

Greater validation and comparability of VET systems and provision

A further area of impact on VET practice is that of validation and comparability of VET systems and provisions. In this respect, 85% of respondents agreed that increased transnational cooperation between institutions/organisations was a clear impact of Leonardo projects (see Table 5.16). The pilot (88%) and mobility projects (85%) particularly contributed to increased cooperation. Leonardo projects also helped to increase the European outlook of individuals and institutions (82%). Co-ordinators and partners of mobility projects were most likely to agree with that statement (85%). Leonardo projects generated smaller but still considerable impacts on the transparency and mutual recognition of curricula, study programmes, qualifications, etc (supported by 50% of respondents). Partners in the PAC countries particularly mentioned this as an important impact (64%); they were also more convinced that their participation in the projects increased and sustained cooperation amongst institutions.

Table 5.16 How far do you agree or disagree with the following statements about the impact of your project: validation and comparability

Statement	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Don't know	Total
The project has increased and sustained cooperation amongst institutions/organisations.	1%	1%	8%	48%	37%	4%	100%
The project has increased the European "outlook" of individuals and institutions.	1%	2%	9%	48%	34%	7%	100%
This project has led to greater transparency and recognition between Member States of curricula, study programmes, diploma's etc.	4%	7%	22%	35%	15%	17%	100%

Source: ECORYS, Survey 2007 (coordinators and partners of completed projects, N=3702).

In terms of sustainability, the interviews with project co-ordinators indicated that partnerships and networks were more likely to be sustained when there is a practical need for them, i.e. when they are relevant for other projects that are carried out. There was consensus about the impact of the partnerships and networks on the professionalisation of VET by stimulating the exchange of knowledge, experiences and good practice.

Increased transparency and mutual recognition of curricula and qualifications implies systemic changes, which take a long time to achieve. The figure of half of the projects leading to increased transparency and recognition should thus be considered as an important achievement. The interviewees pointed out that improvements in this field take time, due to the fragmented nature of VET in Europe and the bottom-up approach of achieving this goal. National Agencies and other stakeholders particularly expressed high hopes of ECVET, EQF and Europass. These projects were picked up by the Commission and broadened to a EU-wide scope. While the impacts of this action were considered to be small at the time of the interview, their potential was estimated to be much higher for the (near) future.

Improved contribution of VET to innovation

More than half of the coordinators and partners (55%) agreed with the statement that their project had led to a higher contribution of VET to innovation (see Table 5.17). Looking at the benefits generated for the staff and for the young people in VET, it must be concluded that this entails educational innovation more than economic or technical innovation. Only a few project coordinators/partners indicated that their project had led to an increased share of staff or VET students involved in innovation.

Table 5.17 How far do you agree or disagree with the following statements about the impact of your project: innovation

Statement	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Don't know	Total
The project has led to a higher contribution of VET to innovation	2%	4%	22%	38%	17%	17%	100%

Source: ECORYS, Survey 2007 (coordinators and partners of completed projects, N=3702)

5.5.3 Impacts on policy

The intended impacts from the intervention logic, in the field of policy are changes in VET policy, changes to administration of lifelong learning and social programmes and improved status of VET in the EU. These are analysed in more depth below.

Changes in VET policy

Half of survey respondents (49%) indicated that their project contributed to the integration of methods/tools/frameworks into national or regional policy and practice. The statement that the project had helped to bring about convergence between MS was also agreed on by around half (47%) of the respondents. Policies concerning VET are mainly considered a national competency. Therefore a bottom-up approach was applied to bring about changes in VET policy. Partly because of this approach the policy impacts were less widely recognised among respondents compared to impacts on other areas. Considering the complex nature of policy changes and changes in VET systems, however, these can be interpreted as major achievements.

Further analysis revealed that pilot projects in particular contributed to the integration of methods and tools into policies and practice (57%). whereas the contribution to bring

about convergence in policy and practice could be attributed to all measures more equally, except for the language projects which contributed below average.

Table 5.18 How far do you agree or disagree with the following statements about the impact of your project: VET policy

Statement	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Don't know	Total
The project has led to the integration of methods/tools/ frameworks into national (regional) policy and practice.	3%	7%	24%	35%	14%	17%	100%
The project has helped to bring about convergence between Member States in policy and practice in our field of activity.	3%	5%	23%	34%	13%	22%	100%

Source: ECORYS, Survey 2007 (coordinators and partners of completed projects, N=3702).

Our analysis by geographical area indicates that Leonardo projects led to the integration of methods/tools/ frameworks into national (regional) policy and practice particularly in the PAC countries and the New Member States (see Annex 5). Also in these countries the Leonardo Programme contributed more than in the other countries to bring about convergence between Member States in policy and practice in our field of activity.

With regard to *convergence between Member States*, project co-ordinators were more optimistic than National Agencies or other stakeholders. This difference can be explained by the fact that different definitions were taken into account. Convergence was considered by the project co-ordinators on the *practical* level of tools and methods. Respondents had more reservations when the *policy* level was addressed and even more when referring to the different VET *systems*.

Not surprisingly, Leonardo projects had by far the strongest impacts at local level, since this was the level where most projects were implemented (see Table 5.19).Nearly three quarters of respondents (71%) agreed that results or learning from the projects were adopted in local policy making to some extent. At regional level the policy impacts were felt less strongly (57%) and less so at national (46%) or European level (40%).

Table 5.19 Have results or learning from the projects/networks funded through Leonardo been adopted in policy making?

Level	Not at all	To a small extent	To a great extent	Don't know	Total
At local level	9%	31%	40%	20%	100%
At regional level	13%	33%	25%	29%	100%
At national level	16%	28%	18%	38%	100%
At European level	15%	21%	19%	45%	100%

Source: ECORYS, Survey 2007 (coordinators and partners of completed projects, N=3702).

Most project co-ordinators described the limited scope of their project as the main reason why their project only had a modest impact on policy making. The degree to which policy impacts were valued differed strongly by *European region*. The NMS and the PAC countries were more positive about the degree to which Leonardo projects had generated policy impacts on all levels. Respondents from these countries tended to generally give more positive assessments with regard to EU programmes than other European countries, probably because of the generally less favourable starting position of their VET systems.

Changes to administration of lifelong learning and social programmes (administrative learning)

By administrative learning we mean whether participation in Leonardo provided lessons for programme management of other programmes, such as ESF. The National Agencies and Ministries in some countries indicated that Leonardo contributed to improved programme management skills. These concerned mostly the smaller countries with more limited experience in EU programme management. Participation in Leonardo also resulted in other kinds of policy lessons:

"Our government - through these projects- is forced to at least formulate their policies in this area more clearly."

"Because of Leonardo policy, measures have been taken to improve the citizenship dimension. This is avery political issue at national level at the moment."

"We follow more the ideas of the Commission now, as we discovered we are not that good in this area as we thought we were."

"The links between training, education and the labour market have increased considerably. The impact on policy areas is related to employability and mobility of people in the labour market, not only al local, regional and national level but also at international level."

It is difficult to draw general conclusions because of the fairly limited numbers of interviewees indicating policy/administrative lessons. However it can be concluded that Leonardo did have some spin-off effects for administrative learning, especially in countries with more limited experience in (EU) programme management.

Improved status of VET in EU (in labour markets and economy)

The relevance and effectiveness of VET regarding the labour market needs seemed to have been improved by most of the projects (64%), with a quarter of the respondents strongly agreeing with that statement (25%). Respondents from the mobility and pilot projects in particular indicated the positive impact of their projects on these issues.

Leonardo seemed to have been less successful in improving employers' satisfaction with VET graduates (40%). As mentioned before, Leonardo was only one of the elements in the process of skill formation of young people, and it is thus difficult to disentangle its impact. In this respect it is not surprising that a quarter of the respondents were not able to make this assessment (24%). Nevertheless, from the more detailed survey results it is concluded that the pilot projects, in which participation of the employers is key, in

particular improved employers' satisfaction with VET graduates. This impact was rated more or less equally throughout Europe.

The relatively weak impact of Leonardo on improving employer's satisfaction is in line with the remarks of National Agencies and stakeholder organisations about the need for more involvement of sectors. Even in the mobility projects, in which employers participated by providing placements, the sectors and even the employers themselves were not commonly involved in the sense that they made little contribution to shaping the project.

Table 5.20 How far do you agree or disagree with the following statements about the impact of your project: teaching and learning

Statement	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Don't know	Total
The project has improved the relevance and effectiveness of VET regarding the labour market needs.	2%	3%	16%	39%	25%	14%	100%
The project has improved employer's satisfaction with VET graduates.	3%	7%	24%	29%	11%	26%	100%

Source: ECORYS, Survey 2007 (coordinators and partners of completed projects, N=3702).

5.5.4 Cluster analysis: differences in impacts between countries

A cluster analysis is a type of multivariate analysis which aims to group a set of variables or individuals into classes, so that the objects in each class are as like each other as possible and as unlike the other classes as possible, as defined by a designated list of characteristics and indicators. In social geography, the technique can be used to create classifications of, for example, urban areas by type. In general, the classification process begins by drawing up a table of correlation coefficients of dis/similarity between each pair of objects. From here, the objects can be combined into larger and larger groups, or broken down into smaller and smaller ones.

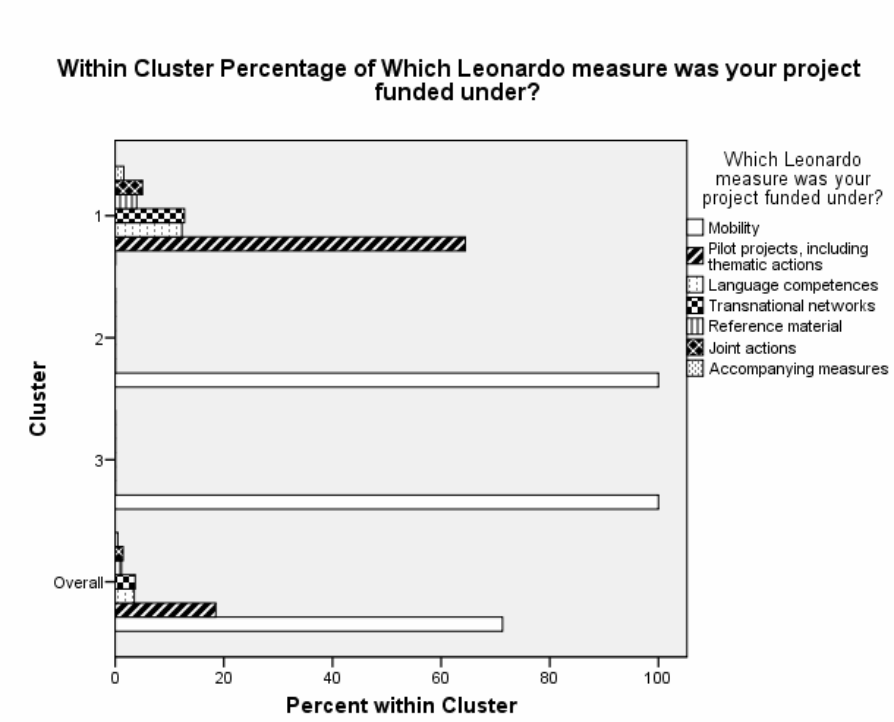
In this case a cluster analysis can be used to analyse whether the Leonardo programme structurally generated impacts to a different degree among groups of countries. First a correlation analysis was performed in order to check which of the studied impacts (strongly) correlated with each other. The use of correlating impacts must be avoided because otherwise their influence in the analysis would be stronger than of the impacts that are not correlated. The Pearson's correlations pointed out that all of the studied impacts showed a statistically significant correlation with each other. Therefore a scale variable was construed on basis of all the impact variables, with a minimum score of 1 and a maximum score of 5. This variable impacts was used as the continuous variable in the cluster analysis, with the measure and EU zone as categorical variables.

The outcome was a clustering of project coordinators of completed projects (N=2328) into three groups, by which the measure was leading:

- Cluster one: all projects except for mobility carried out in any country;
- Cluster two: mobility projects carried out in the EU15 and EFTE/EEA;
- Cluster three: mobility projects carried out in the NMS and PAC.

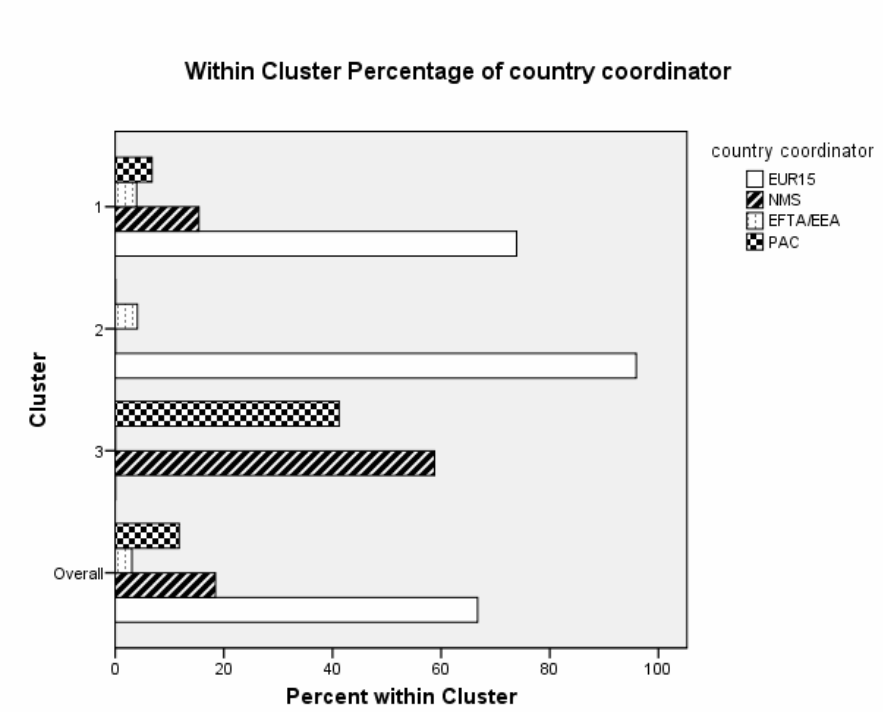
The composition of the clusters is depicted in Figure 5.1 and Figure 5.2.

Figure 5.1 Composition of the three clusters: Leonardo measure



Source: ECORYS, Survey 2007.

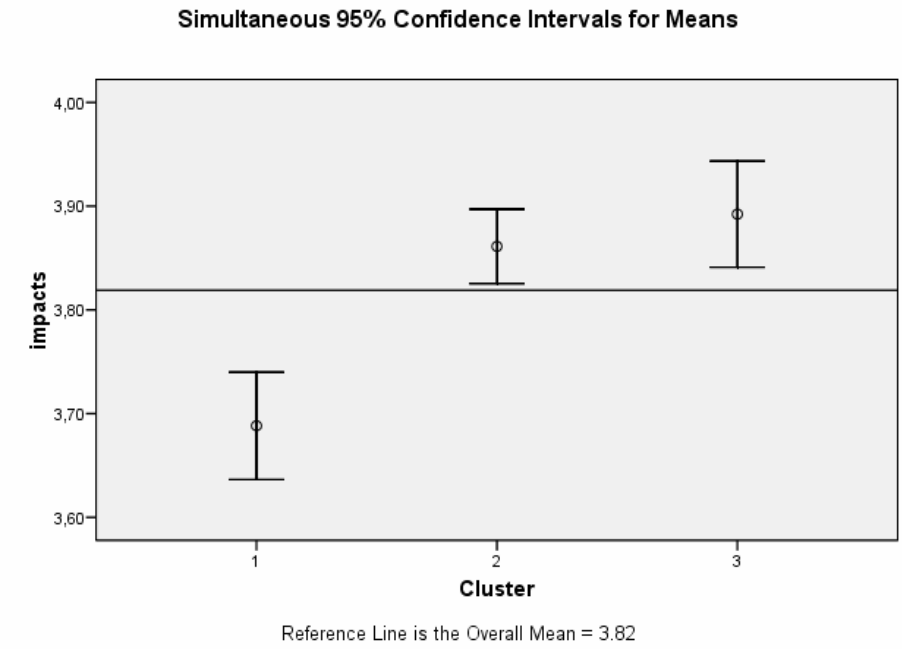
Figure 5.2 Composition of the three clusters: EU zone coordinator



Source: ECORYS, Survey 2007.

Looking at the degree to which Leonardo generated impacts in the participating countries (Figure 5.3), this seems to depend in the first place on the measure. All measures other than mobility projects are grouped in cluster 1, which shows a mean score on impacts below the average mean. Cluster 2 experienced above average impacts and consists of mobility projects in EU15 and EFTA/EEA countries. The figure also shows that this group is most consistent in the impact scores. The third cluster consists also of mobility projects but then in the NMS and PAC countries. This means that the impact of mobility projects was slightly higher in these countries than in the EU15 or EFTA/EEA.

Figure 5.3 Impact scores of the three clusters



Source: ECORYS, Survey 2007.

These findings are in line with several remarks of National Agencies and other stakeholders that the impacts of Leonardo da Vinci II were especially high in countries with relatively underdeveloped VET systems. Another characteristic that should create differences in degree of impact is how open the VET system is for changes. For example, the strong impacts in Romania were explained by the openness of the VET system in that country by the National Agency. Whilst in Germany the lack of changes generated by Leonardo was explained by the solid but also rather rigid nature of the German VET system.

5.5.5 Overall impacts of Leonardo: generic intended effects

The creation of a European education area has a central role in the ambitions expressed in Education and Training 2010. It has become one of the main means for the Lisbon Strategy in order to achieve the goal of Europe becoming the most dynamic knowledge-based economy in the world and setting the standards for education. In order to analyse

whether Leonardo da Vinci II made a contribution to the creation of a European education area, all the impacts identified above must be taken into account.
The intended impacts at generic level[36] were:

- Impacts on proficiency in EU languages;
- Impacts on teaching and learning;
- Socio-economic impacts;
- Policy impacts;
- Impacts on the creation of a European education area.

Impacts on proficiency in EU languages

Although half of the projects seemed to have contributed in some way to increased proficiency in EU languages, the direct relationship between the projects and increased proficiency is not clear cut. According to the interviewees and project co-ordinators the trend of globalisation was also a contributing factor in increased language learning. The mobility projects provide young people in VET the opportunity to put their language skills into practice, thus improving those skills. Overall, the impact of the Leonardo programme on proficiency in EU languages can be considered to be small yet important.

Impacts on teaching and learning

Looking at all of the evidence, the Programme made a considerable contribution in the field of teaching and learning. New teaching methods and materials were developed, curricula changed and VET programmes improved. It was however noted that the use of project results could have impacted on a wider group of schools and institutes through greater attention on dissemination and exploitation, since outputs usually remained limited to the organisations/institutes within the project participants.

Socio-economic impacts

There was strong evidence to support the socio-economic impacts of the Leonardo projects with concern to young people in VET. In particular, Leonardo projects contributed to the improvement of knowledge, skills and competencies of young people in initial VET, and with this also improving their capacities for lifelong acquisition of skills and competencies and improved the quality of VET. The acquisition of foreign language skills was seen as an important socio-economic benefit for young people participating in the Programme. Also strong socio-economic impacts were reported on the improved capacity for the mobility, and the employability and adaptability (to labour market developments) of participants. Most of these impacts are likely to be further evidenced in the long run when participants are active on the labour market. 'Softer' impacts such as the ability to adapt to other cultures, broadened horizons and active citizenship were also mentioned. Overall, the programme - and in particular the mobility projects - were valued by all interviewees for generating substantial socio-economic impacts.

[36] See chapter 3, Generic meta-level typology of the intended effects.

Despite the provisions made, the Programme and especially the mobility projects were valued by all the interviewees for generating socio-economic impacts.

Impacts on policy and practice

The impact of the Programme on the curriculum of the participating VET institutes was considerable; this was especially due to activities in mobility and pilot projects. Furthermore, the Leonardo programme substantially increased the quality of learning and teaching in the VET sector, for instance by improving and introducing new teaching methods and curricula. As a wider aspect of quality the Leonardo programme contributed in many respects to opening up VET systems by organising transnational cooperation and placements, in many cases leading to greater transparency and mutual recognition of curricula and qualifications. Additionally, participating in, and managing, Leonardo projects at school level contributed to improvement of management skills of the staff involved.

Further to these organisational impacts - which to a large degree were at school level - the Leonardo programme also impacted on VET policy e.g. by developing standards, methods and tools acceptable to be integrated into national or regional policy and practice. The impact on policy level seems to be strongest at local and regional levels, which is logical given the limited geographical scope of most projects.

Creation of a European education area

The significant impact of the Leonardo programme on increased transnational cooperation in the field of VET should also be highlighted, since without the programme such cooperation would hardly have taken place. The programme generated more transnational contacts at all levels, although the sustainability of these contacts is yet to be established. Partnerships and networks seemed to depend partly on the need for cooperation, but also on the quality of contacts at personal level. This meant that partnerships and networks were vulnerable to changes in staff. All in all, the Leonardo programme contributed to the development of a European education area, which otherwise probably would not have developed at all or at a much slower pace.

5.6 Sustainability

The sustainability of partnerships/networks, outputs and impacts is an important indicator for the success of the programme, aiming at sustainable networks and innovations.

Sustainability of activities and partnerships

Around three-quarters of survey respondents[37] (73%) stated that all or some of the *project activities* continued after the end of Leonardo funding (see Table 5.27). In particular, pilot projects indicated good sustainability of project activities (84%).

[37] Project co-ordinators and partners of finished projects.

Respondents from different European regions appeared to have a more or less similar opinions on this.

Partnerships were also considered highly sustainable, with 75% of respondents answering positively. Again, pilot projects showed a significantly higher level of sustainability (82%), and also mobility projects showed a higher rate of continuation among partnerships (75%) than the other measures. There are only small differences in these perceptions for respondents from different European regions (see Annex 5).

Table 5.21 Sustainability of project activities and partnerships by measure

	Mobility projects	Pilot projects	Language projects	Transnational networks	RM / JA / AM	Total LdVII
Will the project activities continue after the end of the Leonardo funding?						
Yes , all activities will continue	21%	18%	22%	15%	20%	20%
Yes, some of the activities will continue	49%	66%	47%	53%	48%	53%
No	16%	7%	12%	18%	14%	14%
Don't know	14%	9%	19%	14%	19%	13%
Total N	**2,186**	**962**	**149**	**239**	**166**	**3,702**
Will the partnership continue?						
Yes, all partners will continue to work together	29%	7%	14%	10%	15%	21%
Yes, most of the partners will continue to work together	25%	29%	21%	24%	15%	25%
Yes, some partners will continue to work together	21%	46%	33%	32%	33%	29%
No	10%	8%	12%	14%	12%	10%
Don't know	15%	11%	21%	19%	25%	15%
Total N	**2,186**	**962**	**149**	**239**	**166**	**3,702**

Source: ECORYS, Survey 2007 (coordinators+partners of completed projects, N=3702).

Sustainability of outputs

Looking at the sustainability of *outputs*, 91% of respondents indicated that their project outputs were still in use within their own organisation. This was especially true for the outputs of the pilot projects. Around two thirds (64%) mentioned that the outputs were

also still in use within the partner organisations. Strikingly, almost half of the respondents (48%) indicated that their project outputs were , in use to some extent by organisations outside the project. This appears to be equally true for the various measures.

The interviewees indicated that it took time to achieve outputs that were ready for implementation. So an original (pilot) project usually led to one or more follow-up projects before final outputs were generated that were ready for implementation in organisations. For mobility projects, contacts with organisations abroad (educational institutions and firms) were the main outputs, besides placements for staff and students, improved placement methods and protocols. Placement methods and protocols are easier to sustain than contacts. As contacts are mainly based on personal relations, the danger is that the quality of the contacts wanes with the departure of the staff members involved.

5.7 Utility

The utility of the programme is the extent to which the impacts achieved by a programme correspond to society's needs and to the broader socio-economic problems to be solved. The relevant needs for VET are based on the key priorities defined in the Copenhagen Declaration(see section 4.2, Needs and problems in VET).

The correspondence of Leonardo impacts with the key priority *'strengthening the European dimension'* is clear. The projects contributed both to an increase in European outlook among organisations, professionals and VET students and to sustainable partnerships. The mobility projects were especially of importance in broadening participants' horizons beyond the national context. With regard to transnational mobility in the European labour market, the evidence for longstanding impact was more limited. As one of interviewee said:

"Leonardo has helped, because it offered people the opportunity to do a placement abroad. However, Leonardo alone cannot create a European labour market."

The second key priority, *'improving transparency, information and guidance systems'*, was also a focal area in Leonardo. Europass played an important role in fulfilling the need for transparency. In order to improve guidance systems, the Euroguidance network was set up, financed under the accompanying measures. Euroguidance was evaluated in October 2004[38]. The evaluators concluded that the network had a clearly identifiable target group, the guidance community, and that it was reaching this audience quite well. The Network was considered to be working in an efficient and effective way. With rather limited resources, the Centres had produced good products, achieved multiplier effects and contributed to building the guidance community in Europe.

[38] Timo Spangar e.a., *External evaluation of the Euroguidance Network during the years 1998-2003 – Final report*, October 2004

The key priority *'recognition of competencies and qualifications'* is associated with transparency priorities. Besides ECVET[39] several sector projects aimed at creating a more or less similar curriculum or at making different curricula comparable. The results in this area were more difficult to obtain and also to turn into long-term impacts, due to the fragmented nature of VET in Europe. In this respect, Leonardo has made a prudent but valuable beginning, especially by developing a European Qualifications Framework.

The last key priority defined by Copenhagen is to *'promote quality assurance'*. Although stakeholders regarded this issue as very important, not least for reaching other objectives, there was little evidence to suggest that Leonardo had generated much structural impact in this area. Leonardo's contribution to quality assurance was also difficult to assess. Despite the lack of evidence on quality assurance, respondents from all levels had no doubt about the importance of Leonardo for *improving the quality of VET* (see paragraph 6.5.2, impacts on practice).

The second action identified by the Copenhagen Declaration in this respect, to give attention to the learning needs of teachers and trainers within all forms of VET, was easier to target. So far, both pilot and mobility projects contributed to fulfilling this need. According to project coordinators, however, more flexibility in mobility projects aimed at teachers and other professionals could have achieved a stronger impact. For example, the amount of days that had to be spent in another EU country prohibited many teachers from participating because of substitution problems at their home institutions.

When the national and international stakeholders were asked about the contribution of the Leonardo programme to achieving the Lisbon goals, the consensus was that with Leonardo a small but important step has been taken. The most significant contribution seems to be that of delivering a better skilled labour force and in improving the labour market opportunities of young people.

An assessment of whether the Leonardo programme generated 'value for money' is difficult, given that the definition of value varies according to the various measures in the Programme. For instance for the value of mobility projects is easier to establish than pilot projects or transnational networks. It should be noted that education and training, including the activities in the Leonardo programme, should be seen to a large extent as investment where the benefits can only be assessed after a considerable amount of time once new curricula have been implemented, newly trained workers have entered the labour market, networks have been working for more than just the project period, etc.

This being the case, it can be asserted in general that the Programme has produced value for money for the following reasons:

[39] European system of credit transfer for VET

- the majority of the Leonardo projects has achieved their objectives, approved by NAs and/or the EC, and
- only a minority of the respondents stated that larger budgets would have contributed to higher quality of the outputs and results, and
- most projects are considered to have had a considerable impact on a large variety of aspects of the VET systems and it's participants.

This general conclusion was confirmed in the interviews with the NAs, although they also had difficulties in providing clear evidence for their positive attitude. Overall, mobility projects were regarded as delivering the most value for money, their results to a large extent becoming directly visible after finishing of the placement. For pilot projects this was more difficult to assess, since most of them need some 'incubation time' to reap the fruits of. And it should also be acknowledged that pilot projects frequently are a sort of 'laboratory experiments' of which the success is difficult to predict beforehand.

5.8 Lessons for current programmes

The stakeholders, National Agencies and project co-ordinators viewed the Leonardo programme as highly appropriate considering Lisbon and Copenhagen agendas and of utmost importance for the VET sector. Some suggestions were also made. There was some evidence that the programme could achieve more by making improvements in some areas. One commonly highlighted weak point was the **dissemination and exploitation** of project results. The interviews with project co-ordinators indicated that often only the minimal requirements were met. Also, the National Agencies expressed a view that dissemination and exploitation were not always prioritised sufficiently, despite the Commission's efforts to further this kind of activity. However, it should be noted that it was October 2003 when the Commission launched its first specific call for proposals on dissemination and exploitation (valorisation)[40], more than halfway through the implementation of the second phase.

Evidence suggested that part of the problem was that mobility projects were mainly focussed on the transfer of knowledge and experience to individual staff members or VET students, for whom it was difficult to disseminate the acquired knowledge and experience to fellow professionals or students. With other projects it usually took a while before tangible products could be delivered that were suitable for exploitation. Another explanation lies in the diverse and fragmented nature of VET in Europe. Although more (pilot) projects were focused on specific sectors, if these projects were not fed and supported by the sector itself or by the Commission and Member States, the chances of spreading the results were reduced.

[40] EAC/72/03

Another lesson learned for the future, concerned **partnerships**. Many comments were made about the lack of face-to-face contact between partners before starting a project. Many project co-ordinators felt there was a lack of funding for such contact. They felt that successful cooperation was built on mutual trust and understanding, and that this process took time that was at the cost of actual implementation. Also, the National Agencies felt that more/better cooperation was needed in order to create more impact.

A large proportion of the comments made referred to the administrative processes in the Leonardo Programme. Although project coordinators understood that some degree of control was needed, they felt that the procedures were too rigid and extensive. For instance, the system of budgeting was criticized. Once funding was accepted by the Commission, it was conceived as difficult to change the amounts allocated between the partners. Interviewees from National Agencies understood the need for prudent procedures, but also thought that more flexibility should have been possible without compromising quality.

6 Conclusions and recommendations

6.1 Introduction

In this chapter we present the main conclusions and recommendations of the final evaluation of the second phase of the Leonardo da Vinci programme. The conclusions are based on desk research and field work, consisting of interviews with project coordinators, project partners, EC staff, staff from the Executive Agency (TAO/EACEA), stakeholder organisations in the field of VET at national as well as international levels, and a web survey among over 6,000 project coordinators and their partners in the projects. With this variety of sources we believe we have succeeded in generating a representative picture of the main results and impacts of the Programme. However, we stress that these conclusions are those of the evaluators and do not necessarily reflect the views of the interviewees.

The key evaluation questions for this evaluation were:

A. To what extent were the intervention's objectives pertinent to needs, problems and issues to be addressed?

B. To what extent were the desired effects achieved at a reasonable cost?

C. To what extent was the programme successful in attaining the objectives set and achieving the intended results?

The conclusions to these questions follow the main evaluation issues, reflecting the request from the Commission as it has also been expressed in the Council Decision (1999/382/EC) establishing the Programme, namely:

- Relevance (section 7.2);
- Effectiveness (section 7.3);
- Efficiency (section 7.4);
- Sustainability and utility (section 7.4).

This chapter will close with a list of recommendations.

6.2 Relevance

The central question regarding relevance was:

To what extent were the intervention's objectives pertinent to needs, problems and issues to be addressed?

This question has been answered with reference to a series of specific sub-questions, which will be addressed successively below.

To what extent did programme objectives match the objectives of the Lisbon Strategy and the Integrated Guidelines for Growth and Jobs during the period 2000-2006? Including expanding and improving investment in human capital through E and T policy; and adapting E and T systems to new competence requirements.

The Leonardo global objective was conceived prior to the Lisbon summit. The global objective made it clear that the Leonardo programme mainly focused on the European dimension in VET, being additional to the member states' own responsibilities for ensuring that adequate attention is given to the achievement of the Lisbon goals. Given the focus of the Lisbon strategy – as far as vocational education and training are involved – the programme focussed on:

- the importance of increasing investment in human resources;
- developing the knowledge-based economy as a powerful engine for growth, competitiveness and jobs;
- improving employability and reducing skills gaps;
- developing priority actions addressed to specific target groups;
- giving higher priority to lifelong learning as a basic component of the European social model, including by encouraging agreements between the social partners on innovation and lifelong learning; and
- making use of the open method of coordination as an instrument for policy development.

The Leonardo programme was therefore consistent with the Lisbon Strategy, with due regard to the constitutional rules of the European Council and the European Commission.

Similarly, the Leonardo programme objectives also matched the Integrated Guidelines during the period 2000-2006, with their focus on:

- comprehensive and coherent strategies for Lifelong Learning, in order to help people acquire and update the skills needed to cope with economic and social changes throughout the entire life cycle,
- including improving the quality and efficiency of education and training systems, in order to equip all individuals with the skills required for a modern workforce in a knowledge-based society,
- to permit their career development and
- to reduce skills mismatch and bottlenecks in the labour market.

Also, on a more detailed level, there was abundant evidence to support the relevance of the Leonardo programme with respect to the Integrated Guidelines.

The global objective of Leonardo was to be achieved by meeting a set of specific objectives. The specific objectives, with their emphasis on better skills, quality of VET

systems - including innovation and entrepreneurship - and lifelong learning, also matched the Lisbon strategy and the Integrated Guidelines.

Regarding the available budgets for the Leonardo programme, it is observed that in the period 2000-2006 the total annual budget for the programme increased from 171 million euros in 2000 to 251 million euros in 2006, an increase of 47%. This clearly indicated the increased political relevance of the programme in investment in human capital development through E and T policy at EU-level. Since the available programme budgets at EU-level only provide a part of the project budgets, the total investments by partners also increased.

In general we conclude that the programme objectives were in line with the Lisbon Strategy and the Integrated Guidelines in the period 2000-2006, including the increased financial investment in VET at EU-level. At the same time, however, we conclude that the objectives were formulated largely in a general way, leaving little space for serious discrepancies, and indicating above all broadly oriented interventions.

To what extent does the programme has the potential to contribute to achievement of the Lisbon goals in future?

The results of the evaluation indicate that the projects contributed in particular to the programme objective "improving skills and competences of young people". To a somewhat lesser extent, the projects have contributed to "improving the lifelong acquisition of skills and competences and improving the quality of continuing vocational training". The projects contributed far less to the other programme objectives. So, the programme appears to have mainly targeted the first two objectives, whereas the progress towards the third objective (innovation and entrepreneurship) was more limited.

As to the Lisbon goals this means that the programme has the potential to contribute to making people more employable at the initial level as well as later on in the process of competence development. These gains are mainly at the individual level, reducing the risks of unemployment and enhancing the integration / re-integration into the labour market.

To what extent were the activities covered compatible with the priorities of the Education and Training 2010 programmes?

In the Education and Training programme 2010 the Lisbon goals were specified towards education and training, through the following three objectives:

- Objective 1: Improving the quality of education and training systems;
- Objective 2: Making access to learning easier;
- Objective 3: Opening education and training to the world.

The evaluation evidence showed that the Leonardo programme impacted on the quality of VET systems through improved quality of teaching and curricula, improved approaches to learning and management, improved skills and competencies of young people, improved employability and adaptability of it's participants, improved validation and

certification of informal skills, increased and sustained cooperation amongst institutions and organisations.

To a lesser extent the projects contributed to improving access to lifelong learning. Opening education and training to the world is a broadly formulated priority which can be related to almost all activities in the Leonardo programme, such as: international mobility of students and staff, closer cooperation between VET and the world of work, cross-national networks etc. In this respect it can be concluded that participating in the Leonardo programme opened up the participants' perspectives towards this.

To what extent were the objectives, priorities and activities of the programme, actions and sub-actions in line with the needs of their target groups?

Regarding the needs in VET there was a strong emphasis, e.g. via the Copenhagen Declaration, on strengthening the European dimension, improving transparency, information and guidance systems, recognition of competences and qualifications and promoting quality assurance. Looking at the outputs, results and impacts produced by the Leonardo Programme these needs were addressed in various ways, and the evidence suggests that would not have happened without the Programme.

Addressing these needs could not be realised by simply focusing on one target group. Not surprisingly therefore, the Council Decision, establishing the Programme, mentioned a variety of target groups, being a mixture of individuals (pupils, students, teachers, mentors), institutions/networks, business community and policy officers, illustrating the interwoven and complex relations between the measures and the programme objectives, not being simply one-dimensional.

To what extent was there coherence between the different actions and sub-actions under the programme, including objectives, target groups, activities and intended outputs, results and impacts?

One of the challenges when shaping the Leonardo da Vinci programme in 1995 was to integrate the different predecessor programmes into one coherent frame in order to provide a better focus for the development of a European training policy. Looking at the development of EU programmes and actions in the field of education and training in the past decades it is clear that the programmatic and organisational coherence have improved, the final step recently taken with the implementation of the Lifelong Learning Programme, in which formerly separate programmes are now presented as an integrated entity.

Looking at the global objective to contribute towards the creation of a European education area through the promotion of lifelong learning and continued Community level cooperation between actors in the field of VET, it can be concluded that the Leonardo programme with its focus on the specific objectives of individual mobility of VET students and the development and transfer of innovation and quality in VET is consistent with this. Only the specific objective of promoting and reinforcing the contribution of VET to the process of innovation seems to have been less clearly aligned with the general objective. During the implementation process the internal coherence of the Programme was reinforced by successive calls for proposals focusing on specific

themes and topics. Furthermore, the various measures under the Programme to a large degree impacted on closely related issues in the field of VET, indicating important coherence at different levels and for a variety of stakeholders.

To what extent have the programmes remained complementary to other relevant EU and national initiatives and avoided duplicating them? Degree of duplication/overlap between programmes and similar national programmes and measures.

While it is clear that complementarity has been addressed satisfactorily on a strategic level, the relationship between Leonardo (and/or the new LLP) with other EU Programmes supporting activities in VET at operational level could be improved. At operational level, the list of pilot projects selected for LdV funding has regularly been submitted to other DGs (mainly DG EMPL for the ESF) within the Interservice consultation linked to the adoption process of the selection lists in order to avoid double funding. The risk of overlaps with the ESF was furthermore quite limited as the ESF covered the national activities in a country whereas LdV only funded trans-national activities. The new possibility, however, offered now in the ESF to allow funding of trans-national activities does require an enhanced coordination in order to ensure the necessary complementarity. We would suggest that this issue needs further attention, for instance by developing an overall intervention logic for EU programmes in related fields such as education, training and employment.

Furthermore it was concluded that whereas the mobility projects and the transnational networks were almost fully complementary, all projects could be seen as complementary regarding their focus on the European dimension. Very few of the new Member States had a national fund for transnational co-operation in initial VET. Only mobility was sometimes supported at national level.

To what extent would projects have taken place without EU support (additionality)?

From the survey it was clear that the programme was additional to the regular activities taking place; without EU-support via the Leonardo programme, very few of the projects would have taken place. Those that would have taken place would have been considerably reduced in terms of the number of partners, and they would have taken more time and achieved less. Furthermore it is noted that there were no alternative major funds available for international mobility or for transnational networks.

Also, from another perspective, the programme is assessed as largely additional, since the results of projects are said to have been adopted in policy, especially at local, but also at regional, national and European level.

To what extent did the programmes have the potential to influence the introduction of similar measures and actions by national or regional authorities in the participating countries?

Although it is not clear how far the programme led to the introduction of similar measures and actions by national or regional authorities, it is clear from the former issue

that results of projects were adopted into policy by authorities at various levels, including local, regional, national and EU-level.

To what extent did the programmes have the potential to stimulate national authorities to exchange information and best practice and to co-operate in the area in question?

Half of the respondents (46%) in the survey assessed that their project helped to bring about convergence between Member States in policy and practice in the field of act. This seems to be equally valid for the various measures in the programme, although Joint Actions, projects regarding reference materials and accompanying measures, appeared to be more explicit in this.

6.3 Effectiveness

The central evaluation question relating to effectiveness was:

To what extent was the programme successful in attaining the objectives set and achieving the intended results?

This question has been answered by responding to a number of specific sub-questions which are addressed below.

To what extent did the programme and actions achieve their general and specific objectives?

Overall, the evaluation found that the Programme and its underlying measures contributed to the development of a European area of co-operation in the field of education and training and in this respect contributed to the promotion of a Europe of knowledge. The specific objectives of the Programme were felt to be broad and flexible enough to address the needs in VET, taking into account local, regional or national diversity in this.

The evaluation found that most of the projects and actions achieved their objectives. Mobility projects in particular were the most successful in this respect. All the funded activities fell clearly within the objectives of the Programme. For all projects, improving the skills and competences of people, especially young people, in initial vocational training (objective 1) was the most commonly cited Programme objective to which they contributed. Secondly, improving the lifelong acquisition of skills and competencies and improving the quality of continuing vocational training (objective 2) were also common objectives that projects contributed to. Only the improvement of entrepreneurship in VET and improving the competitiveness of enterprises (objective 3) was less prominent. Representatives of ministries and stakeholder organisations indicated that the outcomes were appropriate to the Leonardo objectives. They were most positive about the contribution of mobility projects to the objectives.

What outputs and results, both tangible and intangible, were produced?

In the period 2000-2006 the Programme succeeded in establishing 21,000 projects, the vast majority being mobility projects (19,307) in which the total number of placements amounted to approximately 367,000. The most important output produced by the pilot projects was the development of training courses, both on ICT and other subjects. The key outputs of the language projects were 'new training approaches in the field of language and cultural competences'. The transnational networks mainly produced intangible outputs with regard to information on European expertise and dissemination of network outputs and/or projects results. Production of 'comparable data on vocational training and lifelong learning' and 'quantitative / qualitative information on vocational training and lifelong learning' were the most important outputs of the reference material projects. The key outputs of the joint action projects were research studies, new and innovative partnerships and the creation of European networks.

The main benefit for the participating organisations was the development of a greater European outlook. In particular mobility and language projects contributed to this, whereas the other measures mainly produced networks among institutions from different European countries. For the staff of the participating organisation a combination of improved skills (especially project management and foreign languages) and the European dimension (especially better contacts with colleagues abroad) were recognised as the main benefits.

The benefits for the participating VET students and the young workers consisted mainly of improved knowledge, skills and competencies and an improved quality of VET, especially due to their participation in mobility projects. Other projects also provided access for them to new learning methods and materials. The interviewees, especially the National Agencies, stressed the importance of a greater European outlook as a result for young people in VET.

To what extent has the programme generated unintended/unplanned outputs and results (positive or negative)?

An important unintended result of the Leonardo programme was the improvement of management skills among VET professionals. Especially in the new Member States and PAC-countries the participation in the Programme had a large spin-off in this regard. But also in the 'older' Member States project management competencies with regard to handling large budgets, working with project plans, clear objectives and tangible goals have developed due to the participation in the Programme. These competencies turned out to be beneficial when applying for other European funds, such as ESF.

To what extent did action succeed in reaching their main target audiences? To what extent have the programmes been accessible and non-discriminatory?

The evaluators conclude that most measures succeeded in reaching their main target audiences, mainly being young people in VET (targeted at by 37% of the projects) and their trainers (31%). Also students in higher education (27%) and young workers and recent graduates (22%) are often mentioned as target group. The target audiences of the Programme differ per measure The most pronounced target groups per measure are: young people (43%) in mobility projects; vocational trainers in pilot projects (50%), trans-national networks (34%), and in reference material projects (46%); students (in higher education) in joint actions (29%) and accompanying measures (40%). We have

found no indications that the Programme suffered from inaccessibility or discriminatory mechanisms.

How effective has the dissemination and exploitation of results been and what should be done further? What factors have facilitated and inhibited effective dissemination and exploitation?

In response to the external interim evaluation (2003) of the Leonardo Programme, the Commission put considerable effort into improving dissemination and exploitation activities. The Commission launched specific calls for proposals for the organisation of events for the dissemination and exploitation of results and for the transfer of innovation. The Commission also set up a unit responsible for dissemination and exploitation of results (unit C3), although not only for the Leonardo Programme. From 2005 (call for proposal for 2005-2006) having a valorisation plan was an integral and obligatory part of all projects. Also, thematic monitoring was introduced as another important valorisation instrument, focusing on specific themes for dissemination and exploitation. This thematic monitoring was highly appreciated by NAs and project coordinators.

Several methods of dissemination were used by projects. Most common were websites (65% of projects), conferences (45%) and research reports/articles (43%). Pilot projects made most use of websites (87%) and conferences (68%). Compared with the other measures, pilot projects also produced more publicity/marketing brochures (48% versus average use of 30%). The conferences on specific topics and the thematic monitoring activities were generally appreciated by coordinators.

The majority (68%) of project coordinators surveyed said their dissemination activities had reached all or most of their target groups. Interviews with project coordinators and NAs suggested that dissemination and exploitation of project results was given more limited attention and remained a point of attention for future work. The use of project results usually remained limited to the organisations/institutes within the project, thus inhibiting the projects from having impacts on a wider group of schools and institutes outside the group of project participants through dissemination activities.

To what extent has the programme produced visible results/impacts? What have been the longer term and wider impacts of these results to date? (Including on policy and practice)

The main benefit for organisations was the development of a greater European outlook. In particular mobility and language projects contributed to this, whereas other measures mainly produced networks among institutions from different European countries. For the staff of the participating organisation a combination of improved skills (especially project management and foreign languages) and the European dimension (especially better contacts with colleagues abroad) were recognised as the main benefits.

The benefits for the participating VET students and young workers consisted mainly of improved knowledge, skills and competencies and improved quality of VET, especially due to their participation in mobility projects. Other projects also provided access for them to new learning methods and materials. The interviewees, especially the National

Agencies, stressed the importance of a greater European outlook as a result for young people in VET.

The key impact of the programme was in terms of strong socio-economic impacts. In particular, the programme contributed to the improvement of knowledge, skills and competencies of young people in initial VET, and also improved their capacity for lifelong acquisition of skills and competencies and improving the quality of VET. The acquisition of foreign language skills was seen as an important socio-economic benefit for young people who participated in the Programme. Other strong socio-economic impacts were reported on the improved capacity for the mobility, the employability and adaptability (to labour market developments) of participants. It should also be noted that many of these impacts are likely to be further evidenced in the loner term, when the participants have been active on the labour market.

The impacts of the Programme on the curriculum of the participating VET institutes were also considerable, especially due to activities in mobility and pilot projects. The Programme substantially increased the quality of learning and teaching in the VET sector, for instance by improving and introducing new teaching methods and curricula. In addition, the Programme in many respects contributed to opening up the VET systems by organising transnational cooperation and placements, in many cases leading to greater transparency of curricula and qualifications.

In addition to these organisational impacts, which to a large degree were at school level, the Programme also had an impact on VET policy e.g. by developing standards, methods and tools acceptable to be integrated into national or regional policy and practice. The impact at the policy level seems to have been strongest at local and regional level, which is logical given the limited geographical scope of most projects.

The strong impact of the Leonardo programme on increased transnational cooperation in the field of VET should also be highlighted, since without the Programme such cooperation would probably hardly have taken place. The Programme generated more transnational contacts on all levels, although the sustainability of these contacts is to be established. Overall, the Leonardo programme contributed to the development of a European education area, which would otherwise probably not have developed at all, or at a much slower pace.

To what extent did project results bring benefits to the (implementing) organisation?

There was strong evidence that projects did bring benefits to the organisations involved. These consisted of an increase in European outlook, better contacts with other European institutions and improved quality of work. Improvements to curricula, teaching/training methods and management skills were also direct benefits for VET institutes, because they contributed to the overall quality and effectiveness within the institute.

Utility: to what extent do the results and impacts of the programme actually meet the needs and expectations of its stakeholders and intended beneficiaries. To what has the Programme generated the expected impacts?

Although the Leonardo Programme was established before the Copenhagen declaration it is valid to look at the key priorities that were formulated then to assess the utility of the Programme. One of the key needs the Declaration was addressing was a *strengthening of the European dimension*. The Programme clearly contributed both to an increase in European outlook among organisations, professionals and VET students and to sustainable partnerships. The mobility projects were especially of importance in broadening the horizon beyond the national context. The second key priority, *'Improving transparency, information and guidance systems'*, was also a focal area in Leonardo, through Europass . The key priority *'Recognition of competencies and qualifications'* is associated with transparency priorities. Besides ECVET (European system of credit transfer for VET) several sector projects aimed at creating a more or less similar curriculum or at making different curricula comparable. The evidence of results and long-term impacts in this area was more difficult to assess, due to the fragmented nature of VET in Europe. In this respect, Leonardo has made a valuable beginning, especially by developing a European Qualifications Framework. The last key priority was to *'Promote quality assurance'*. Although stakeholders regarded this issue as very important, there was limited evidence that Leonardo had generated much structural impact in this area. The way in which Leonardo contributed to quality assurance was also difficult to assess. Despite the lack of quality assurance, respondents from all levels had no doubt about the importance of Leonardo for improving the quality of VET.

The programme's contribution to achieving the Lisbon goals was that a small but important forward step has been taken. The most significant contribution of the Programme was in delivering a better skilled labour force and in improving the labour market opportunities of young people.

To what extent can any positive changes resulting from the intervention be expected to last/have lasted after it has been terminated?

Sustainability of activity under the programme was good. The evidence indicated a high rate of sustainability of activities, partnerships and the use of outputs. The majority (73%) of respondents stated that (all or some of) the *project activities* had continued after the end of Leonardo funding, in particular, the pilot projects (84%). Also *partnerships* were considered highly sustainable, with 75% of respondents answering positively on continuation of partnerships in mobility projects as well as pilot projects. Looking at the sustainability of *outputs*, 91% of the respondents indicated that their project outputs were still in use in their own organisation. This was especially true for the outputs of the pilot projects. Around two thirds (64%) mentioned that the outputs were also still in use in the partner organisations. Strikingly, almost half of the respondents (48%) indicated that their project outputs, after finishing of the project, was in use to some extent by organisations outside the project. This appears to be equally true for the various measures.

To what extent have the desired effects been achieved at a reasonable cost? To what extent have objectives been achieved at reasonable cost?

The Leonardo programme broadly achieved good value for money. This was the case since the majority of the Leonardo projects achieved their objectives; only a minority of the respondents stated that larger budgets would have contributed to higher quality of the

outputs and results; and since most projects are considered to have had a considerable impact on a large variety of aspects of the VET systems and its participants. This general conclusion was confirmed in the interviews with the NAs, although they had difficulties in providing proof for their positive attitude. Overall, mobility projects were regarded as delivering the best value for money, their results to a large extent becoming directly visible after completion of the placement. For pilot projects this was more difficult to assess, since most of them need some 'incubation time' to reap the rewards.

To what extent and in what way can lessons learned be used in the new Lifelong Learning Programme?

The Leonardo Programme has shown that it is possible to contribute to the promotion of a Europe of knowledge by supporting and enhancing transnational co-operation in the field of education and vocational training. In their own ways, all measures contributed to the general objective of the Programme.

Although the stakeholders, National Agencies and project co-ordinators viewed the Leonardo programme as highly appropriate considering Lisbon and Copenhagen agendas and of utmost importance for the VET sector. Some suggestions were also made. For example paying more attention for dissemination and exploitation of project results would be beneficial.

Another lesson learned for the future, concerns the partnerships. More face-to-face contacts between partners before starting the project would be beneficial and may improve the quality of project outcomes.

Some comments made referred to the administrative procedures in the Programme, which were conceived as being heavy and sometimes inflexible.

6.4 Recommendations

The following recommendations are directed to the Commission:

- Consideration could be given to ensure more attention to the role of innovation in the education process, for instance regarding promoting and reinforcing the VET contribution to the process of innovation, improving competitiveness and entrepreneurship, and meeting new employment opportunities.
- In order to assess the Programme's achievements, the intervention logic should be further developed with clear and quantifiable indicators in order to assess the success of the intervention. Although Programme outcomes and impacts are consistent with the Programme objectives, there are no indicators by which to assess the Programme performance. We recommend that a consistent set of indicators be developed at individual level (students, staff) and at educational institution level, and wherever possible, also at the level of educational systems. If possible, indicators should be quantifiable.
- Since activities in VET can also be supported by other programmes, namely the ESF, it is recommended that the coherence with such other programmes is ensured and the respective coverage clearly defined, preferably by developing an overall coherent intervention logic

- Since there are some differences in the functioning of National Agencies, we recommend further action which fully respects the responsibilities of the Member States. Possible instruments could include exchange of good practices, workshops, audits, peer reviews, evaluation.
- The number of Programme placements is small in relation to the total number of students in European VET. To increase the Programme's sphere of influence (in accordance with the Programme's ambitions), we recommend that the budget be substantially increased at EU level or the financial commitment at national level be increased (Member States, NMS, PAC and EFTA). This recommendation only holds if there is a rationale in the intervention logic to achieve a certain number of participants.
- Since the valorisation efforts started under the Leonardo II programme have not yet shown the intended results and because of the value the Commission attaches to this dimension, it is strongly recommended to reinforce and improve the dissemination and use of project results, through for example, the increase of dissemination of good practices, thematic monitoring and dissemination plans for projects at application stage. As the main part of the projects is managed on a decentralised basis, the National Agencies should play a major role in this respect

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Annex 2 List of interviewees and number of interviewed project co-ordinators and partners

Table 0.1 Interviewees at the (inter)national level

Name interviewee	Function	Organisation	Country
Signe Astrid Engli	Officer Unit B5	European Commission	
Marcin Strijecki	Call and Evaluation coordinator EACEA	European Commission	
Stefano DiGiusto	EACEA	European Commission	
Ute Haller-Block	Deputy Head of Unit - Leonardo da Vinci	European Commission	
Dagmar Ouzoun	Experte Nationale Détachée	European Commission	
Janette Sinclair	Unit C3	European Commission	
Marta Ferreira Lourenco and Gordon Clark	Heads of Units A3 (vocational training and adult education) and A1 (coordination of LLL policy)	European Commission	
Hans Reiff	Former member of Leonardo Committee	Ministry of Education, Culture and Science,	Netherlands
Siegfried Willems	Head NA Leonardo	NA - Netherlands	Netherlands
Klaus Fahle	Director of NA	NA - BIBB Germany	Germany
Suzanne Berger	co-ordinator int. Affairs	Min of Education Germany	Germany
Ramia Allev	Director of NA	NA Estonia	Estonia
D. Kavaliauskaite,	Deputy Director	NA - Lithuania	Lithuania
Pat Halley	Deputy Director	NA - Ireland (FAS)	Ireland
Niall Egan	head of unit	Ministry of Enterprise, Trade and Employment, dep of Skills Development	Ireland
Caterina Caetano	Director of NA	NA-Portugal	Portugal
Madalina Vicol	Dep. Director of NA	NA-Romania	Romania
Peter Torday	Director of NA	NA-Hungary	Hungary
August Ingborsson	Director of NA	NA-Iceland	Iceland
Mika Saarinen	co-ordinator of NA	NA-Finland	Finland
Antonio Filez Contado	Director of NA	NA-Spain	Spain
Fonodova	Director of NA	NA-Slovakia	Slovakia
Galip Kukukoziat	Director of NA	NA-Turkey	Turkey

Name interviewee	Function	Organisation	Country
Martin Prinz	Director of NA	NA-Austria	Austria
Karin Lama	Leo II co-ordinator	NA-Liechtenstein	Liechtenstein
Hr Ganzer	Leo II co-ordinator	NA-Belgium(DE)	Belgium
Hr Baeyens	Leo II co-ordinator	NA-Belgium(NL)	Belgium
Bodil Bergman	Leo II co-ordinator	Ministry of Education	Sweden
Helene Säll Matson	Leo II co-ordinator	NA-Sweden	Sweden
Daniela Staneva	Leo II co-ordinator	NA-Bulgaria	Bulgaria
Nils Kruse	Leo II co-ordinator	NA-Denmark	Denmark
Ms Peiridou	Director of NA	NA-Cyprus	Cyprus
Anna Atlas	Director of NA	NA-Poland	Poland
Kursat Levent Egriboz	Director of NA	NA-UK	UK
Mw. Girardat	Director of NA	NA-France	France
Karen Punden	Luxemburg Na official	NA-Luxemburg	Luxemburg
Carlo Welfring	Member department for vocational education	Ministry of Education Luxembourg	Luxembourg
Andres Pung	Member supervisory board education and research; member of Leonardo board; previous state representative of LdVII in Brussels	Ministry of Education and Research	Estonia
Eduard Staudecker		Federal Ministry of Education, Art and Culture	Austria
Anja Arstila-Paasilinna	Counsellor of education	Ministry of Education	Finland
Thorir Olafson	Advisor takes care of secondary & VET education;	Ministry of Education	Iceland
Ewa Rudomino	Head of Section European programmes	Ministry of Education	Poland
Demetra Palaonda	Senior officer at Cyprus Chamber of Commerce and Industry	European Association of Crafts Small and medium sized companies (UEAPME)	Europe/Cyprus
Mr. Hüseyin ACIR,	DG of VET Ministry of National Education	Ministry of Education	Turkey
Jelka Ar	Head of Department for European Affairs and Structural Funds	Ministry of Education	Slovenia
Mr. Manfred Polzin	Senior consultant international affairs	MBO-raad	Netherlands
Pusvaskis Romualdas	Director of IVET and CVT Department	Ministry of Education and Science of the Republic of Lithuania	Lithuania
Geneviève Laviolette	Senior officer	FEDORA, European Forum for Student Guidance	Europe/France

Name interviewee	Function	Organisation	Country
George Kostakis/Michaela Feuerstein	Assistant coord/head coord study visits	Cedefop	Europe
mw Volozinskis	Secretary Vocational Training Committee	European Association of Craft, Small and Medium-sized Enterprises	Europe
Susanne Muller	Member of national committee LLL	BDA Bundesvereinigung der Deutschen Arbeitgeberverbände	Germany
Bertold Hubers	Head of Unit Leonardo da Vinci Mobility	Bundesinstitut fur Berufsbilding	Germany
Philip Pedersen	senior advisor vocational upper secondary eduation	Ministry of Education	Denmark
Leila Lahti	Officer international affairs (retired)	Helsinki Polytechnic Stadia	Finland
Helen Fisher	Senior Officer	Department for Education and Skills	UK
Mr. Suomalinen	Member of BusinessEurope	Confederation of Finnish industries	Finland
Jan Rychlik	Officer	Ministry of Education	Tsjech Republic
Eleonora Schmidt	Project Manager country reporting	Cedefop	Europe
Sonja	Coordinating activities for VET	Directorate for education and training	Norway
Andrzej Radzikowski	Vice-president	The All-Poland Alliance of Trade Unions in Warsaw(Ogólnopolskie Porozumienie Zwiazkow Zawodowych)	Poland
Jacek Męcina	Expert of PCPE Lewiatan	Polish Confederation of Private Employers 'Lewiatan' in Warsaw (Polska Konfederacja Pracodawcow Prywatnych Lewiatan)	Poland
Maciej Prószyński	Vice-president	The Polish Craft Union in Warsaw (Zwiazek Rzemiosla Polskiego)	Poland
prof. Stefan Kwiatkowski	Director	The Institute for Educational Research of Ministry of National Education	Poland

Table 0.2 Overview of interviews with project co-ordinators and partners

Measure	No. of interviews	No. of case studies
Total	**125**	**14**
Mobility	77	6
Pilot	41	7
Transnational networks	4	0
Language competences	2	1
Reference material	1	0

Of all interviewees of the projects, 90 were project co-ordinators and 35 were partners.

Annex 3 Calls for proposal under LdVII

Objectives of second phase of LdV programme

With the launch of the second phase of the Leonardo da Vinci programme, the overall objective was formulated as follows:

> *"This programme shall contribute to the promotion of a Europe of knowledge by developing a European area of co-operation in the field of education and vocational training. It shall support Member States' policies on lifelong learning and the building up of the knowledge and skills and competences likely to foster active citizenship and employability."*

In the regulations, the following three specific objectives were identified:

- Objective 1: To improve the skills and competencies of people, especially young people, in initial vocational training at all levels, with a view to facilitating their integration and reintegration into the labour market
- Objective 2: To improve the quality of, and access to, continuing vocational training and the lifelong acquisition of skills and competencies
- Objective 3: To promote and reinforce the contribution of vocational training to the process of innovation, with a view to improving competitiveness and entrepreneurship, also in view of new employment possibilities.

These objectives were further refined during the life of the Programme.

The calls for proposals

These three specific objectives guidedthe first call for proposals. Under LdVII three general calls for proposals were launched (procedures B and C), three calls specifically aimed at the joint actions, six calls specifically aimed at the dissemination and exploitation of results and two other specific calls for proposals.

General calls for proposals:

- January 2000 (2000/C 23/08)
- May 2002 (2002/C 117/06)
- November 2004 (EAC/11/04)

Joint actions:

- January 2001 (DG EAC 30/01)
- April 2002 (DG EAC No 04/02)

- November 2003 (DG EAC 73/03)

Dissemination and exploitation:
- October 2003 (EAC/72/03) – Transfer of innovation from the Leonardo da Vinci programme
- December 2003 (EAC/88/03) - 'Organisation of Events (Conferences and Seminars) for the Exploitation of Innovative Results from the Leonardo da Vinci programme'
- March 2004 (EAC/12/04) – Notice of a publication of a call for proposals on the Internet
- April 2004 (EAC/23/04) - Organisation of Events (Conferences and Exhibitions) for the Exploitation of Innovative Results from the Leonardo da Vinci programme
- December 2005 (EAC/92/04) - 'Awarding of grants for Valorisation Conferences for the Exploitation of Results from Leonardo da Vinci Projects'
- June 2006 (EAC/21/06) - 'Award of grants for activities (conferences, seminars) to exploit and disseminate the results of Leonardo da Vinci projects'

Other specific calls for proposals:
- November 2002 (2002/C 298/09) - Call for applications with a view to constituting a list of experts to carry out evaluations, surveys and analyses in connection with LdV and other activities in the field of vocational training
- June 2006 (DG EAC/22/06) - Awards of grants for actions to develop and test the EQF

The general calls for proposals

Call for proposals 2000 (2000/C 23/08)
The first call for proposals under LdVII was strongly influenced by the Decision in 1999 with regard to the second phase of the LdV programme. In the final evaluation of the first phase, the recommendation was made to put more focus on fewer objectives. This recommendation was followed in the Commission's Decision in 1999 by the formulation of three specific objectives. The decision also specifies that complementarity should be strengthened between Leonaordo da Vinci and other relevant policies, instruments, and Community actions which contribute to the realisation of a Europe of knowledge, in particular in the fields of education, vocational training, youth, research and technological development, and innovation as well as with the European Social Fund and the Community Initiatives.

The 2000 call for proposals included six priorities and linked them directly to the three specific objectives of the 1999 Decision. In addition, a specific call for Joint actions was announced in accordance with the urge to strengthen the complementarity between LdV and other relevant policies.

After the first call for proposals in 2000 under the second phase was issued in January, the Lisbon European Council developed the Lisbon Strategy in March of that year. In this Strategy education gets a key role in becoming "the most competitive and dynamic knowledge based economy in the world". Although the priorities in the 2000 call were formulated before the Strategy, these priorities could be easily fitted under the objectives

of the Lisbon Strategy. In this sense, the 1999 Decision and the 2000 call with regard to the Leonardo da Vinci programme can be viewed as progressive.

Call for proposals 2002 (2002/C 117/06)
In November 2000 the Commission issued the working paper 'Memorandum on Lifelong Learning'. In this paper six key messages were formulated on actions that needed to be taken in order to realise the Lisbon goal of becoming a leading knowledge-based society. A year later concrete actions were announced in the communication 'Making a European area of lifelong learning a reality'.

Within the scope of the Lisbon Strategy and taking lifelong learning as a guiding principle for education and training, the detailed work programme for Education and Training 2010 set the priorities for the general call for proposals in 2002. The 2002 call stressed the importance of new methods and (training) approaches, transparency of diploma's and competences and guidance and counselling as means to promote access to and securing the quality of lifelong learning.

Call for proposals 2004 (EAC/11/04)
In June 2002 the Conference on 'Increased cooperation in vocational education and training' had the result that although increased cooperation was seen as necessary to improve the performance and standing of VET, it should be voluntarily, inclusive and based on mutual trust. The next event to have a major impact on the European VET programmes was the Copenhagen Declaration of November 2002. Some new elements - such as the importance of sectoral cooperation and common quality criteria and quality assurance - were added to the familiar ones of strengthening the European Dimension of VET, increasing transparency, the importance of guidance and the recognition of competences and qualification, also that of non-formal and informal learning.

The external interim evaluation of the LdVII programme in 2003 gave the warning that the developments were too slow to achieve the set goals in 2010. The wake-up call comprises of four priority levers and stated that the Education & Training 2010 should be given its rightful place in national and Community policies. Progress was to be monitored at national level, by means of annual reports.

The 2004 call for proposals formulated six priorities based on the Copenhagen Declaration, with a central role for the further development of Europass (framework for transparency) and ECVET, a European credit transfer system for VET. Furthermore, special attention was paid to sectors as a 'testing ground' for the development of international qualifications and competences and to dissemination and exploitation of innovative project results for which promoters are given an active role. In order to strengthen the exploitation of results, the call for proposals for 2005 and 2006 was focused on a limited number of priorities and thematic actions.

Also, the main principles agreed upon during the 2002 conference on 'Increased cooperation in vocational education and training' are processed in the 2004 call. The statement was made that:

> *"All actions taken forward in the context of the Copenhagen process have to be based on a voluntary approach, have to be inclusive on the basis of consensus*

between the 31 countries and the European Social Partners and have to be based on the perspective of lifelong learning."

The specific calls for proposals on joint actions

According to the Decision of 1999 specific calls for proposals on joint actions were designed to promote complementarity between the Leonardo, Socrates and Youth programmes.

Call for proposals on joint actions 2001 (DG EAC 30/01)
The first call for proposals on joint actions was issued in June 2001. At that time the political context was mainly formed by the Lisbon Strategy and the Memorandum on Lifelong Learning. The influence of this context on the first call for proposals on joint actions is rather strong. Three themes were formulated that are strongly related to lifelong learning, by promoting the development of concrete instruments and methods.

Call for proposals on joint actions 2002 (DG EAC 04/02)
In run-up to the second call for proposals on joint actions the communication 'Making a Europen area of lifelong learning a reality' and the Education and Training 2010 programme were issued. Again three themes were formulated, but less concrete and more focused on the social aspects than the educational elements of the Lisbon Strategy and following EU political decisions.

Call for proposals on joint actions 2003 (DG EAC 73/03)
After the second call for proposals on joint actions the Copenhagen Declaration stressed the importance of a European Area of Education again for achieving the Lisbon goals. The third, and last, call for proposals on joint actions under LdVII comprises of a mix of both social and educational themes, which also reflect a mix of less and more concrete actions.

The specific calls for proposals on dissemination and exploitation (valorisation)

The interim report on the start of the implementation of the second phase of Leonardo in June 2002 brought to light that a further rationalisation of the programme was needed, by among others an increase in efforts to transfer programme outcomes into policy development. The actual use of project results was given more and more importance by the Commission and six calls for proposals on dissemination and exploitation were issued under LdVII. The first specific call for proposals on dissemination and exploitation (valorisation) was issued in October 2003, with the call for proposals on the transfer of innovation. The following calls were more specific about the form of dissemination and exploitation, such as conferences, exhibitions or on the internet.

The other specific calls for proposals

Call for applications with a view to constituting a list of experts 2002 (2002/C 298/09)
will follow later in similar manner

Call for applications: Awards of grants for actions to develop and test the EQF 2006 (DG EAC/22/06)
will follow later in similar manner

Conclusion

The themes and priorities in the several calls for proposals follow the political developments with regard to education in general and VET specifically. In the calls that were issued after the Lisbon Strategy was formulated clear and direct links were made to the Lisbon goals. Also, the growing importance of lifelong learning, innovative learning methods and the dissemination and exploitation of the project results are reflected in the several calls.

Chronology of the Calls

Document (Decision/Policy/Call)	**Decisions/priorities**
1999: Final evaluation LdVI	Focus on fewer objectives.
April 1999: Decision 1999/382	Formulation of three main objectives: • To improve the skills and competencies of people, especially young people, in initial vocational training at all levels, with a view to facilitating their integration and reintegration into the labour market • To improve the quality of, and access to, continuing vocational training and the lifelong acquisition of skills and competencies • To promote and reinforce the contribution of vocational training to the process of innovation, with a view to improving competitiveness and entrepreneurship, also in view of new employment possibilities.
January 2000: Calls for proposals LdVII 2000/2001	Formulation of priorities: • Priority 1 – Employability: To improve the quality of, and access to, vocational education and training systems and qualifications, and to guidance systems, in order to enhance the employability of young people and adults in the labour market; • Priority 2 – Partnership: To encourage cooperation at all levels between vocational training bodies, and companies, in particular SMEs and the social partners, in order to improve the relevance and effectiveness of training; • Priority 3 – Social inclusion: Encouraging equal access to training and to guidance for disadvantaged persons in the labour market, and the fight against discrimination; • Priority 4 – Adaptability and entrepreneurship: To promote investment in human resources as a company strategy in order to develop the adaptability required for technological and organisational change; • Priority 5 – New technologies: Exploiting the potential of information and communication technologies (ICT); • Priority 6 – Transparency: To improve the transparency of qualifications.
March 2000: Lisbon	Formulation of strategic goal of becoming the most competitive and dynamic

Document (Decision/Policy/Call)	Decisions/priorities
European Council – the Lisbon Strategy	knowledge based economy in the world, goal of 70% rate of employment in 2010. Four fundamental objectives: • An economy and society based upon knowledge attained through a) policies concerning the information society and b) structural changes regarding i) competitiveness, ii) innovation and iii) a viable internal market • Modernizing the European social model by investing in man and fighting against social exclusion • Supporting a viable economic policy by implementing the appropriate macroeconomic policies • (Following Gothenburg) Incorporating the goals entailing sustainable development.
November 2000: Memorandum on Lifelong Learning (Commission staff working paper)	Formulation of six key messages for taking action on lifelong learning: • New basic skills for all • More investment in human resources • Innovation in teaching and learning • Valuing learning • Rethinking guidance and counselling • Bringing learning closer to home
March 2001: Stockholm European Council	Formulation of additional (intermediate) targets to those formulated in the Lisbon Strategy: • the employment rate should be raised to 67% overall by 2005, • 57% for women by 2005 and • 50% for older workers by 2010.
June 2001: Call for proposals Joint actions Socrates, Leonardo da Vinci and Youth Programmes (trial year)	Formulation of three themes: 1. Construction of bridges between qualifications: a system of transfer and accumulation of training credits for lifelong learning 2. Guidance and advisory services, key instruments for the implementation of lifelong learning: towards a holistic approach; to promote cooperation at European level between the different actors and structures for the development of a lifelong learning guidance model 3. Multipurpose centres and e-learning.
November 2001: Communication from the Commission - Making a European area of lifelong learning a reality	Formulation of concrete actions on the six key messages in Memorandum on Lifelong Learning: 1. Valuing learning: valuing formal diplomas and certificates, valuing non-formal and informal learning, new instruments to support valuing all forms of learning 2. Information, guidance and counselling: strengthening the European dimension of information, guidance and counselling) 3. Investing time and money in learning: raising levels of investment and making investment more transparent, providing incentives and enabling investment, ensuring high quality returns and outcomes of investment 4. Bringing together new learners and learning opportunities: encouraging and supporting learning communities, cities and regions and setting up local learning centres, encouraging and supporting learning at the workplace – including in SME's 5. Basic skills: identifying what the basic skills package should be, making basic skills genuinely available to everyone and in particular to those less advantaged in schools, early school leavers and to adult learners 6. Innovative pedagogy: new teaching and learning methods and the new role of teachers, trainers and other learning facilitators, ICT enabling and supporting lifelong learning

Document (Decision/Policy/Call)	Decisions/priorities
February 2002: Education and Training 2010 joint work programme	Three strategic objectives were formulated, refined into 13 associated objectives: I. Improving the quality and effectiveness of education and training systems in the EU: 1. Improving education and training for teachers and trainers 2. Developing skills for the knowledge society 3. Ensuring access to ICT for everyone 4. Increasing recruitment to scientific and technical studies 5. Making the best use of resources II. Facilitating the access of all to education and training systems: 1. Open learning environment 2. Making learning more attractive 3. Supporting active citizenship, equal opportunities and social cohesion III. Opening-up education and training systems to the wider world: 1. Strengthening the links with working life and research and society at large 2. Developing the spirit of enterprise 3. Improving foreign language learning 4. Increasing mobility and exchange 5. Strengthening the European co-operation
March 2002: Barcelona Summit	Agreement on the detailed Work Programme for 2010 for education and training systems, including the objectives.
April 2002: Call for proposals Joint actions Socrates, Leonardo da Vinci and Youth Programmes	Formulation of three themes: 1. Social integration of target groups 2. Active citizenship of young people 3. Local guidance networks
May 2002: Calls for proposals LdVII 2003/2004	Formulation of priorities, based on making a European area of lifelong learning a reality, that was formalised during the Barcelona Summit: 1. Valuing learning: a) developing new sustainable and transferable approaches to valuing learning with specific emphasis on learning within enterprises and industrial sectors, b) developing certification so as to promote transparency of diplomas, qualifications and competences, c) exchange of experiences and good practices in the field of identification, assessment and recognition of informal and non-formal learning. 2. New forms of learning and teaching and basic skills in vocational and education training (VET): a) quality and relevance of learning material, services and learning processes, b) issues related with training of teachers, trainers and other learning facilitators: appropriate mechanisms, materials, instruments, environments are to be put in place to provide them with the necessary support and motivation, c) the development of new approaches to develop basic skills in VET, including ICT-supported learning. 3. Guidance and counselling: a) training of counsellors, b) providing new approaches in systems and methods to help individuals achieve employment and employability through personal lifelong learning guidance, c) improving careers information on new and emerging occupations through exchange with labour market information providers and identification of transferable skills, d) innovative partnership approaches to providing careers guidance services in the work place.
June 2002: Conference on 'Increased co-operation in	Increased co-operation is necessary to improve the performance and standing of existing vocational education and training but should be based on the general

Document (Decision/Policy/Call)	Decisions/priorities
vocational education and training'	principles supporting the need for increased transparency and mutual trust: 1. Measures should be voluntary and based on a bottom-up approach 2. Initiatives must be focused on the needs of users and citizens 3. Co-operation should be inclusive and involve MS, candidate countries, EEA-countries and the social partners 4. Co-operation should be based on the target of 2010, set by the European Council.
June 2002: Interim Report on the start of the implementation of the second phase of Leonardo	Further rationalisation and clarification of the programme needed, also the following: 1. Strengthening of the quality aspect of the projects esp. mobility; 2. Increase in participation of particular target groups and the candidate countries; 3. Enhancement access to the programme for enterprises, women and candidate countries promoters; 4. Increase in efforts to transfer programme outcomes into policy development.
November 2002 and later: Copenhagen Declaration and follow up of Copenhagen declaration	The Copenhagen declaration stresses the following: 1. Strengthening of the European Dimension of vocational education and training 2. Increasing transparency 3. Guidance and counselling 4. Recognition of competences and qualifications 5. Sectoral cooperation 6. Common quality criteria and quality assurance systems 7. Recognition and validation of non-formal and informal learning 8. Further training needs of teachers and instructors
November 2002: Call for applications with a view to constituting a list of experts to carry out evaluations, surveys and analyses	To evaluate proposals; to evaluate reports of projects; to evaluate products and results of projects; to perform surveys, analyses, monitoring and follow-up activities related to projects
October 2003: Call for proposals Transfer of innovation from the LdV Programme	The aim of this call for proposals is the transfer to and by various structures (private and public training centres, companies, schools, etc.) of innovative content developed under the Leonardo da Vinci I and II programmes. The applicant will have to choose at least two final products from the LdV I and II programmes, analyse, adapt, test/exploit, transfer and integrate them in the vocational training practice of one or more public or private entities in at least one other participating European country.
November 2003: Call for proposals Joint actions Socrates, Leonardo da Vinci and Youth Programmes	Formulation of three themes: 1. Integration of people with disabilities 2. Active citizenship activities to make schools more attractive and to prevent early school leaving 3. Lifelong Guidance
November 2003: External interim evaluation	Wake-up call: developments too slow to achieve the set goals in 2010, four priority levers: 1. Concentrate reforms and investments on the key points in each country 2. Define truly coherent and comprehensive lifelong learning strategies, setting national reforms within the European context; 3. At last create a Europe of education and training, by a European reference framework for qualifications in higher education and vocational training; 4. Give "Education & Training 2010" its rightful place so that it becomes a more effective tool for formulating and following up national and Community policies, by

Document (Decision/Policy/Call)	Decisions/priorities
	using the open method of coordination to the full. A mechanism should be put in place to monitor progress achieved on the basis of annual reports forwarded to the Commission by the MS. Conclusion: strengthen cooperation and monitoring of progress
December 2003: Call for proposals 'Organisation of Events (Conferences and Seminars) for the Exploitation of Innovative Results	This call for proposals aims to support the organisation of events (conferences and exhibitions) to promote the exploitation of the products and processes resulting from innovative projects supported under the Leonardo da Vinci Programme. Support will be given to events which provide a showcase for a number of successful Leonardo da Vinci products and processes in the context of interactive exchanges between the project promoters and potential new users.
March 2004: Call for proposals Notice of publication of a call for proposals on the Internet	The aim of this call for proposals is the transfer to and by various structures (private and public training centres, companies, schools, etc.) of innovative content developed under the Leonardo da Vinci I and II programmes.
April 2004: Call for proposals Organisation of Events (Conferences and Exhibitions) for the Exploitation of Innovative Results	The objective of this call for proposals is to support dissemination and valorisation activities (particularly conferences and seminars) to encourage the transfer and use of results obtained by the Leonardo da Vinci programme and to promote the harmonisation of supply and demand on two to three subjects.
November 2004: Call for proposals LdVII 2005/2006	Formulation of priorities based on Copenhagen: • Priority 1 – Promoting transparency of qualifications • Priority 2 – Developing the quality of VET systems and practices • Priority 3 – Developing relevant and innovative E-learning content • Priority 4 – Continuous training of teachers and trainers • Priority 5 – Credit transfer in VET • Priority 6 – Validation of non-formal and informal learning Besides priorities, special attention is paid to sectors and dissemination and exploitation and thematic monitoring.
December 2004: Maastricht Communiqué	The Ministers responsible for vocational education and training of 32 European countries, the European Social Partners and the European Commission agreed to strengthen their cooperation with a view to: • Modernising their vocational education and training systems in order for Europe to become the most competitive economy and • Offering all Europeans, whether they are young people, older workers, unemployed or disadvantaged, the qualifications and competences they need to be fully integrated into the emerging knowledge based society, contributing to more and better jobs. The following priorities were distinguished: 1. Consolidation of priorities of the Copenhagen process and facilitating the implementation of concrete results; 2. The development of an open and flexible European qualification framework, founded on transparency and mutual trust; 3. Development and implementation of the European credit transfer system for VET (ECVET); 4. The examination of the specific learning needs and changing role of vocational teachers and trainers and the possibilities of making their profession more attractive

Document (Decision/Policy/Call)	Decisions/priorities
	including continuous updating of their professional skills; 5. The improvement of the scope, precision and reliability of VET statistics in order to enable evaluation of progress in making VET efficient, effective and attractive.
December 2005: Call for proposals 'Awarding of grants for Valorisation Conferences for the Exploitation of Results from Leonardo da Vinci Projects'	The aim of the call for proposals is to support valorisation events (conferences and exhibitions) to promote the exploitation of results from Leonardo da Vinci Projects. The action should consist of three stages 1. Preparatory stage: Matching of users' needs and selected project results 2. Organisation of an event 3. Final stage: Follow-up activities. Proposals of follow-up actions facilitating the transfer and developing indicators for measuring the impact of the event.
June 2006: Call for proposals 'Award of grants for activities (conferences, seminars) to exploit and disseminate the results of Leonardo da Vinci projects'	Activity should consist of three stages, as mentioned in call of December 2005. Priority will be given to activities to exploit and disseminate good practice: • In at least one of the measures planned under the Leonardo da Vinci programme, the Copenhagen process, the Education and Training 2010 work programme and the Lisbon Strategy; • To accompany the launch and presentation of the forthcoming Lifelong Learning programme; • Regarding cooperation between vocational training organisations and industry/business; • In the area of mobility; • In the area of intercultural dialogue, with a view to the "European Year of Intercultural Dialogue 2008"; • Put forward by users proposing to use the results of a project to meet specific needs.
June 2006: Call for proposals Award of grants for actions to develop and test the European Qualifications Framework (EQF), including national and sectoral qualifications frameworks	General objectives: • to develop and test the principles and mechanisms of the future EQF, • to exchange experiences in developing national and sectoral frameworks, and test the principles and mechanisms of such frameworks, using the EQF as a common reference point. The proposals under this call should aim to establish transnational partnerships which would exchange experiences and develop solutions and guidance tools at the national, European and sectoral levels, in particular, to: • relate qualifications and qualifications systems/frameworks to the EQF levels and descriptors • develop and implement the learning outcomes approach promoted by the EQF • develop qualifications frameworks, including, for example, pathways between higher education/general education and vocational education and training • link sectoral qualifications/qualifications frameworks and national qualifications systems and frameworks to each other

Annex 4 Leonardo da Vinci II programme data tables

Budget and financial commitments

The total budget for grants and the amount of grants committed for procedure A (Mobility) have increased since 2000. The increasing grants show the popularity of the mobility measure. The percentage of committed grants that have been actually spent has been around 85% after the first year of LdVII, when only 79% of the committed grants were spent.

General comment: According to Commission officials, the underspending of funds is an inherent problem linked to the rules of the financial regulation, in particular the annuality of the budget. Especially in the mobility action, it was not possible for the National Agencies to redistribute funds which had not been spent by a promoter in a given time in his project to other projects which could have used it for further placements. In order to compensate this lack of flexibility, all unused funds recovered by the Commission from National Agencies have been reintroduced into the global allocations to participating countries the following budget year thus reintroducing these funds into the programme activities.

Table 1.1a Budget and Financial Commitments for Procedure A

	2000	2001	2002	2003	2004	2005	2006	Total
Total budget for grants	69,332,000	71,787,000	77,866,000	83,602,000	103,253,000	127,557,000	154,557,000	687,954,000
Total amount of grants committed	69,420,000	71,783,000	77,865,000	83,559,000	109,396,000	127,795,000	155,194,000	695,012,000
Total actual amount of grant spent [a)]	55,122,000	60,640,000	65,707,000	71,314,000	91,515,000			
Percentage of Committed grants actually spent [b)]	79%	84%	84%	85%	84%			

a) The total actual amount of grant spent contains provisional data for some countries for 2003 and 2004 and is therefore not final.
b) This percentage is not always equal to total actual amount of grant spent/total grants committed.
Source: CL64annextriling.xls, CL-36-2001-ExPost2001.xls, CL 54 2002 A.xls, CL-44-2003-Annex-tril-ex-post-2003.xls, CL-51-2004-Annex-tril-ex-post-2004.xls, CL-23-2005-Final-fr-ex ante budget 2006.doc, LdV ex-post budget 20061109.xls (Map : O:\Leonardo\Data request\ex ante budgets), Procédure A - 2000-2006 - Budgets et décomptes.xls.

The total budget for grants and the amount of grants committed for Procedure B in general have increased, although the budget and grants committed for the years 2005 and 2006 were lower than the budget and grants for 2004. Of the total committed grants, the first three years of the programme almost 90% has been spent.

Table 1.1c shows that the share of committed partner contributions has been stable, around 30%.

Table 1.1b Budget and Financial Commitments for Procedure B

	2000	2001	2002	2003	2004	2005	2006	Total
Total budget for grants	66,777,000	69,643,000	76,101,000	80,096,000	99,610,000	69,776,000	76,684,000	538,687,000
Total amount of grants committed	69,689,000	74,859,000	81,221,000	86,001,000	102,506,000	78,905,000	95,310,000	588,491,000
Total actual amount of grant spent	60,333,000	67,121,000	74,058,000 [b)]					
Percentage of Committed grants actually spent [a)]	87%	90%	89%					

a) This percentage is not always equal to total actual amount of grant spent/total grants committed. For the calculation of this percentage, we excluded cancelled projects and projects that stopped because of bankruptcy project promoter.

b) Of three countries the actual amount spent on procedure B projects was unknown. We assumed that in these countries the total amount of grants committed is equal to the total amount of grant spent.

Source: CL64annextriling.xls, CL-36-2001-ExPost2001.xls, CL 54 2002 A.xls, CL-44-2003-Annex-tril-ex-post-2003.xls, CL-51-2004-Annex-tril-ex-post-2004.xls, CL-23-2005-Final-fr-ex ante budget 2006.doc, LdV ex-post budget 20061109.xls, Procédure B 2000-2006.

Table 1.1c Share of committed partner contributions procedure B

	2000	2001	2002	2003	2004	2005	2006	Total
Total committed budget (committed LdV grant + committed partner contributions) [A]	101,380,232	109,418,928	114,998,840	119,537,748	143,499,793	109,264,087	114,921,937	813,021,566
Committed partner contributions [B]	32,041,734	34,546,564	34,019,030	34,450,440	40,816,033	31,700,039	33,092,149	240,665,989
Share of committed partner contributions [100 * B/A]	32%	32%	30%	29%	28%	29%	29%	30%

The budget for grants and the amount of grants committed for Procedure C has varied from year to year. Most years the budget was around € 10,000,000, only in 2000 en 2002 the budget was higher. In 2005 the budget was only € 7,500,000. Remarkable is the year 2006, when less than 50% of the budget for grants has been committed. All other years this percentage was higher and in 2005, there were more grants committed than budget for grants. Slightly more than 90% of the grants committed have been actually spent. The percentage of committed partner contributions was somewhat lower than for procedure B, especially in 2003 and 2004, when the committed partner contributions were only 21%.

Table 1.1d Budget and Financial Commitments for Procedure C[a)]

	2000	2001	2002	2003	2004	2005	2006	Total
Total budget for grants	14,025,000	10,050,000	13,423,000	10,157,000	10,415,000	7,452,000	10,379,000	75,902,000
Total amount of grants committed	11,185,000	7,262,000	8,687,000	6,612,000	6,675,000	7,921,000	4,529,000	52,871,000
Total actual amount of grant spent	10,039,000	6,536,000	7,535,000	5,442,000[c)]				
Percentage of Committed grants actually spent [b)]	92%	90%	93%	91%				

a) Including EUR projects, excluding joint actions

b) This percentage is not always equal to total actual amount of grant spent/total grants committed. For the calculation of this percentage, we excluded cancelled projects and projects that stopped because of bankruptcy project promoter.

c) Of two projects the actual amount spent on procedure C projects was unknown. We assumed that for these projects the total amount of grants committed is equal to the total amount of grant spent.

Source: CL64annextriling.xls, CL-36-2001-ExPost2001.xls, CL 54 2002 A.xls, CL-44-2003-Annex-tril-ex-post-2003.xls, CL-51-2004-Annex-tril-ex-post-2004.xls, CL-23-2005-Final-fr-ex ante budget 2006.doc, LdV ex-post budget 20061109.xls, Procédure C - 2000-2006 - Budgets et décomptes_1.xls.

Table 1.1e Share of committed partner contributions procedure C

	2000	2001	2002	2003	2004	2005	2006	Total
Total committed budget (committed LdV grant + committed partner contributions) [A]	15,727,000	10,032,000	11,809,000	8,318,000	10,296,000	10,938,000	6,175,000	73,295,000
Committed partner contributions [B]	4,542,000	2,577,000	3,319,000	1,706,000	2,157,000	3,018,000	1,646,000	18,965,000
Share of committed partner contributions [100 * B/A]	29%	26%	28%	21%	21%	28%	27%	26%

Source: Selection lists procedure C 2000 to 2006

Table 1.1f Budget and Financial Commitments for Other expenditure[a)]

	2000	2001	2002	2003	2004	2005	2006	Total
Total ex ante budget	20,640,000	21,297,000	21,527,000	32,620,000	13,974,000	41,211,000	8,895,000	160,164,000
Total ex post budget	20,569,000	21,207,000	20,447,000	30,141,000	13,399,000	41,157,000	8,972,000	155,891,000

Accompanying measures and administrative expenditure

Source: CL64annextriling.xls, CL-36-2001-ExPost2001.xls, CL 54 2002 A.xls, CL-44-2003-Annex-tril-ex-post-2003.xls, CL-51-2004-Annex-tril-ex-post-2004.xls, CL-23-2005-Final-fr-ex ante budget 2006.doc, LdV ex-post budget 20061109.xls, Procédure C - 2000-2006 - Budgets et décomptes_1.xls.

The total amount of grants committed for the LdVII programme has increased during 2000-2006, although for 2005 there has been a slight decrease as opposed to the year before.

Table 1.1g Budget and Financial Commitments for Total Procedures[a)]

	2000	2001	2002	2003	2004	2005	2006	Total
Total budget for grants	150,134,000	151,480,000	167,390,000	173,855,000	213,278,000	204,785,000	241,620,000	1,302,543,000
Total amount of grants committed	150,294,000	153,904,000	167,773,000	176,172,000	218,577,000	214,621,000	255,033,000	1,336,374,000
Total actual amount of grant spent	125,494,000	134,297,000	147,300,000					
Percentage of Committed grants actually spent[b)]	84%	87%	88%					

a) The budgets and grants in this table are without measure 7 and the administrative costs, since we only know the budgets and grants committed, not the amount of grant spent.
b) This percentage is not always equal to total actual amount of grant spent/total grants committed. For the calculation of this percentage, we excluded cancelled projects and projects that stopped because of bankruptcy project promoter.
Source: CL64annextriling.xls, CL-36-2001-ExPost2001.xls, CL 54 2002 A.xls, CL-44-2003-Annex-tril-ex-post-2003.xls, CL-51-2004-Annex-tril-ex-post-2004.xls, CL-23-2005-Final-fr-ex ante budget 2006.doc, LdV ex-post budget 20061109.xls, Procédure C - 2000-2006 - Budgets et décomptes_1.xls.

For procedure A, the number of selected projects and the average total project grant spent has increased. For procedure B there was an increase in the number of projects, but a decrease in the average committed budget. Projects under procedure B that started in 2006, had an average committed budget that was more than € 100,000 lower than projects that started in 2000. Projects under procedure C that started in 2000-2002 had a average committed budget around € 520,000. In 2003-2004 this was € 560,000 and in 2005-2006 the average budget has decreased to € 440,000.

Table 1.2a No of projects and average total project budget for *Procedure A*

	2000	2001	2002	2003	2004	2005	2006	Total
No of selected projects	2,349	2,061	2,377	2,462	2,959	3,318	3,781	19,307
Average Total Project Grant spent	23,466	29,422	27,643	28,966	30,928			

Source: EC documents from the Folder 'Selection ldv mobilité 2000-2006' and EC document Leonardo da Vinci Mobilité 2000-2006 - Budgets et décomptes.

Table 1.2b No of projects, average total project budget and grants for *Procedure B*

	2000	2001	2002	2003	2004	2005	2006	Total
No of selected projects	205	236	257	262	327	272	304	1,863
Average Total Project Grant	294,307	284,411	288,163[a)]					
Average committed budget (committed LdV grant + committed partner contributions)	494,538	463,640	447,466	456,251	438,837	401,706	378,033	436,404

Source: Procédure B 2000-2006.xls and own calculations based on table 1.1b

Table 1.2c No of projects, average total project budget and grants for *Procedure C*

	2000	2001	2002	2003	2004	2005	2006	Total
No of selected projects	30	19	23	15	18	25	14	144
Average Total Project Grant	334,633	344,000	327,609	362,800[a)]				
Average committed budget (committed LdV grant + committed partner contributions)	524,233	528,000	513,435	554,533	572,000	437,520	441,071	508,993

Source: Procédure C - 2000-2006 - Budgets et décomptes_1.xls and own calculations based on table 1.1b

Success rates

For Procedure A, there was a one step procedure (without pre-proposals), therefore table 1.3 contains only data for Procedures B and C.

The number of pre-proposals submitted for Procedure B first decreased from 2000 to 2002 and increased from 2003 to 2006, with a small fallback in 2004. The selection rate of the pre-proposals for Procedure B has been around 50%, except for 2001, when only 34% were selected.

Table 1.3a Percentage Success Rate of Pre-proposals / Selections (if applicable)

	2000			2001			2002			2003		
	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%
Procedure B	2,880	1,406	49	2,268	776	34	1,519	665	44	1,235	614	50
Procedure C	214	76	36	175	52	30	139	58	42	149	50	34
Total	3,094	1,482	48	2,443	828	34	1,658	723	44	1,384	664	48

Source: calls-statistical-report-selection B-C-2000-2006.

For Procedure C, the number of pre-proposals submitted was lower than for Procedure B. Here the number of proposals submitted also declined. During the first 4 years of the programme the number of pre-proposals was between 139 and 214, during the last 3 years it was around 110. For Procedure C the selection was been between 29.7 and 44% from 2000 to 2004. In 2005 and 2006 a higher percentage of the pre-proposals was selected, in 2005 it was 54.9%.

Table 1.4b Percentage Success Rate of Pre-proposals / Selections (if applicable)

	2004			2005			2006			Total		
	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%
Procedure B	1,208	633	52	1,367	716	52	1,558	786	50	11,675	5,596	48
Procedure C	109	48	44	113	62	55	110	54	49	1,009	400	40
Total	1,317	681	52	1,480	778	53	1,668	840	50	12,684	5,996	47

Source: calls-statistical-report-selection B-C-2000-2006.

For Procedure A, the success rate of full proposals is quite constant in the first four years of LdVII, with around /slightly more than 60% of the full proposals selected. In 2005 this rate dropped to below 50%, largely due to the high number of full proposals submitted. Although the number of full proposals grew further in 2006, more proposals were selected so that the success rate went up to 53%. Procedures B and C show a less stable development in the success rate. Depending on the number of full proposals submitted (the higher the number submitted, the lower the success rate) from 16 to 57%. The average success rate for both B and C lies around 35%.

Table 1.4a Percentage Success Rate of Full Proposals /Selections

	2000			2001			2002			2003		
	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%
Procedure A	3,983	2,349	58	3,290	2,061	63	3,806	2,377	63	3,952	2,462	62
Procedure B	1,303	205	16	748	236	32	625	257	41	568	262	46
Procedure C	68	30	44	34	19	56	51	23	45	47	15	32
Total	5,354	2,584	48	4,072	2,316	57	4,482	2,657	59	4,567	2,739	60

Source: calls-statistical-report-selection B-C-2000-2006 and EC documents from the Folder 'Selection ldv mobilité 2000-2006'.

Table 1.5b Percentage Success Rate of Full Proposals /Selections

	2004			2005			2006			Total		
	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%	No. of Proposals	No. Selected	%
Procedure A	4,586	2,959	65	7,007	3,318	47	7,128	3,781	53	33,752	19,307	57
Procedure B	580	327	56	651	272	42	717	304	42	5,192	1,863	36
Procedure C	48	18	38	56	25	45	53	14	26	357	144	40
Total	5,214	3,304	63	7,714	3,615	47	7,898	4,099	52	39,301	21,314	54

Source: calls-statistical-report-selection B-C-2000-2006 and EC documents from the Folder 'Selection ldv mobilité 2000-2006'.

Partners

Table 1.5a Number of Partners in Selected Proposals / Applications (No.) by Role of Partner

	2000		2001		2002		2003	
	N projects	N partners	N projects	N partners	N projects	N partners	N projects	N partners
Procedure A [a)]	2.349	-	2.061	-	3.806	-	2.462	-
Procedure B	205	1.903	236	2.640	257	2611	262	2748
Procedure C	30	261	19	63	23	104	15	45
Total	2.584	-	2.316	-	4.086	-	2.739	-

a) For procedure A no data available on the number of partners.
Source: EC document Partners information.

For Procedure B the average number of partners lies around ten, with little variation between the years. In the projects under Procedure C fewer partners are involved. In 2000 the average number of partners was 9, but dropped to around 3/4 in the years after.

Table 1.6b Number of Partners in Selected Proposals / Applications (No.) by Role of Partner

	2004		2005		2006		Total	
	N projects	N partners	N projects	N partners	N projects	N partners	N projects	N partners
Procedure A [a)]	2.959	-	3.318	-	3.781	-	19.307	-
Procedure B	327	3428	272	2297	304	2989	1.863	18.616
Procedure C	18	69	25	88	14	50	144	680
Total	3.304	-	3.615	-	4.099	-	21.314	-

a) For procedure A no data available on the number of partners.
Source: EC document Partners information.

Concerning the type of organisations involved in the projects, we have only information available for procedures B and C together and only for the whole period of LdVII. Most common participating organisations are training organisations followed by universities and SME's.

Table 1.6 Number of Partner Organisations in Selected Proposals / Applications by Type of Organisation for procedure B and C

	Organisation Type	N	%
OF	**Training organisation**	4602	23,0
U	**University**	3423	17,1
PME	**Small and Medium size enterprise (less than 250 workers)**	3137	15,7
PP	**Public authorities**	1352	6,7
REC	**Research centres or institutes**	1235	6,2
OPR	**Professional organisations/Federations/Groupings**	965	4,8
GE	**Large enterprises (250 workers and more)**	535	2,7
OS	**Trade union organisation**	476	2,4
CC	**Chamber of Commerce , industry, agriculture**	407	2,0
OE	**Employer organisation**	396	2,0
GRE	**Group or association of companies**	365	1,8
OST	**Sectoral organisation**	341	1,7
EUR	**European organisations**	260	1,3
CR	**Regional consortium**	213	1,1
OQ	**Organisations concerned with certification and recognition of qualifications**	207	1,0
OP	**Joint body**	194	1,0
AUEF	**University enterprise training partnership**	182	0,9
O	**Other organisations**	1608	8,0
	Not specified	136	0,7
	Total	20034	100,0

Source: EC document Partners information

Analysis of pre-proposals by country

Table 1.7a Number and percentage of selected Pre-proposals by Country for *Procedure B*

Country	2000		2001		2002		2003		2004		2005		2006		Total[a]	
	N	%[b]	N	%[b]	N	%[b]	N	%[b]	N	%[b]	N	%[b]	N	%[b]	N	%[b]
Austria	NA	NA	20	54	18	49	19	50	19	56	27	71	20	50		
Belgium	NA	NA	23	45	25	60	21	91	13	68	20	71	23	100		
Bulgaria	NA	NA	39	63	26	50	23	49	19	39	19	34	19	40		
Cyprus	NA	NA	6	86	5	50	5	33	5	46	3	100	7	58		
Czech Republic	NA	NA	26	38	27	59	19	59	18	49	21	55	20	80		
Denmark	NA	NA	14	48	14	74	13	62	12	60	14	70	15	65		
Estonia	NA	NA	2	40	5	71	6	75	4	80	4	50	6	86		
Finland	NA	NA	18	39	15	43	14	47	21	58	17	46	21	58		
France	NA	NA	60	37	56	63	45	85	50	77	45	70	59	72		
Germany	NA	NA	58	27	47	49	50	54	52	49	62	41	59	43		
Greece	NA	NA	112	68	66	59	27	54	23	61	31	54	19	32		
Hungary	NA	NA	25	41	15	47	19	43	18	49	21	91	21	58		
Iceland	NA	NA	6	75	5	100	6	86	6	86	8	80	7	70		
Ireland	NA	NA	8	73	19	45	17	63	15	46	15	100	17	71		
Italy	NA	NA	43	11	54	26	55	29	68	54	76	39	79	31		
Latvia	NA	NA	5	45	9	69	7	100	10	53	10	63	10	67		

Country	2000		2001		2002		2003		2004		2005		2006		Total[a]	
	N	%[b]	N	%[b]	N	%[b]	N	%[b]	N	%[b]	N	%[b]	N	%[b]	N	%[b]
Liechtenstein	NA	NA	1	100	2	100	[c]	[c]	2	100	1	100	1	100		
Lithuania	NA	NA	6	43	7	28	10	33	10	40	11	65	12	75		
Luxembourg	NA	NA	6	86	4	100	7	88	6	60	6	100	8	73		
Malta	NA	NA	4	80	4	50	3	100	2	100	1	100	1	100		
the Netherlands	NA	NA	14	33	13	43	14	58	15	71	22	56	35	81		
Norway	NA	NA	11	61	10	71	10	71	14	52	16	70	14	61		
Poland	NA	NA	28	26	25	26	28	38	64	59	50	59	47	65		
Portugal	NA	NA	18	35	16	49	23	68	14	56	25	51	22	49		
Romania	NA	NA	62	47	16	15	16	22	12	24	14	52	11	44		
Slovakia	NA	NA	10	30	10	59	10	71	12	57	10	77	14	78		
Slovenia	NA	NA	8	53	10	44	13	77	10	50	10	56	13	68		
Spain	NA	NA	77	25	80	42	70	51	55	43	57	43	49	32		
Sweden	NA	NA	18	60	16	62	17	68	16	70	21	68	31	76		
Turkey [d]											29	44	61	48		
United Kingdom	NA	NA	48	28	46	47	47	48	48	47	50	50	65	52		
Total	1,406	49	776	34	665	44	614	50	633	52	716	52	786	50		

a) The numbers and percentages for the period 2000-2006 will be calculated for the final report, once we have received data for 2000.

b) Percentage of eligible pre-proposals selected to submit a full proposal.

c) No pre-proposals submitted.

d) Turkey only participated in the Leonardo programme from 2005.

Source: calls-statistical-report-selection B-C-2000-2006

In 2001 and 2002 the rate of the pre-proposals under Procedure B was quite low. From 2003 onwards approximately half of the pre-proposals were selected for the further procedure. Iceland, France and Belgium had quite high rates, contrary to Italy, although this is due to the large number of pre-proposals submitted. Among the New Member States, Romania shows low rates, especially before 2005. Other New Member States such as Slovakia and Estonia show better performances than some of the old Member States.

Analysis of Full Proposals by country

The percentage of full proposals under Procedure A that were eventually selected for funding was around two-thirds in the first four years (2000-2003) and three-quarters in 2004. In 2005 and 2006 only slightly more than half of the full proposals were selected.

Table 1.8a Number and percentage of Full Proposals Selected by Country for *Procedure A*

Country	2000		2001		2002		2003		2004		2005		2006		Total	
	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]
Austria	68	84	75	84	90	97	82	94	77	100	82	100	81	100	555	94
Belgium	23	59	70	80	113	86	92	88	74	78	90	87	101	93	563	84
Bulgaria	25	46	34	48	31	44	41	36	55	35	65	41	72	49	323	42
Cyprus	0		6	100	8	73	13	68	21	78	17	85	20	77	85	78
Czech Republic	90	64	70	74	82	74	88	84	109	81	136	91	85	100	660	81
Denmark	85	71	64	91	67	92	76	92	47	96	52	100	54	93	445	88
Estonia	26	79	19	59	36	63	24	56	46	60	44	66	55	71	250	65
Finland	75	51	79	64	70	69	68	69	65	52	88	63	88	74	533	62
France	316	88	184	60	193	66	192	76	254	89	286	81	361	91	1,786	80

Country	2000		2001		2002		2003		2004		2005		2006		Total	
	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]
Germany	409	69	393	85	344	67	400	93	410	82	398	74	527	84	2,881	79
Greece	51	23	58	37	65	36	69	55	69	68	112	51	138	49	562	44
Hungary	54	59	71	64	69	64	69	58	102	62	124	83	159	96	648	72
Iceland	14	64	9	100	39	80	21	91	21	68	20	83	29	97	153	81
Ireland	28	100	31	97	28	90	14	78	23	62	20	91	26	81	170	85
Italy	171	57	161	56	143	64	173	64	160	61	173	64	186	69	1,167	62
Latvia	47	96	56	86	61	80	68	76	84	88	92	93	112	83	520	85
Liechtenstein	3	100	1	100	3	100	3	100	2	100	3	100	3	100	18	100
Lithuania	30	44	35	56	56	57	58	32	52	27	65	40	75	51	371	41
Luxembourg	6	100	2	100	3	100	4	100	7	100	3	100	4	100	29	100
Malta	0		13	100	19	66	27	56	37	74	50	78	18	42	164	66
the Netherlands	148	94	81	61	85	67	52	67	57	83	70	100	65	96	558	80
Norway	70	79	68	92	50	66	48	84	58	85	69	100	88	93	451	85
Poland	47	47	73	52	92	72	106	51	230	b)	217	49	274	54	1,039	b)
Portugal	62	70	46	71	68	76	84	69	71	62	93	76	82	63	506	69
Romania	73	41	60	42	89	34	101	34	116	100	126	76	133	70	698	51
Slovakia	18	56	23	58	39	57	53	78	81	77	94	77	76	84	384	73
Slovenia	21	84	10	100	31	76	47	68	56	61	49	100	74	100	288	80
Spain	146	42	140	49	191	59	208	59	155	47	165	55	203	70	1,208	54

Country	2000		2001		2002		2003		2004		2005		2006		Total	
	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]
Sweden	74	57	74	73	76	65	115	88	96	84	98	87	93	88	626	77
Turkey [d)]									215	80	347	16	421	17	983	20
United Kingdom	169	85	55	74	136	74	66	69	112	81	70	82	78	95	686	80
Total	2,349	63	2,061	66	2,377	65	2,462	67	2,959	76	3,318	52	3,781	55	19,307	62

a) Percentage of eligible full proposals selected.

b) The number of eligible proposals for 2004 seems to be filled in incorrectly, therefore for Poland the percentage for 2004 and the total programming period cannot be calculated.

c) Turkey started to apply for mobility projects in 2004.

Source: EC documents from the Folder 'Selection ldv mobilité 2000-2006'.

In general the success rates of the full proposals under Procedure B are lower than under Procedure A. Approximately the same countries have higher or lower success rates under Procedure B as under Procedure A with the exception of Luxembourg that shows great variations.

Table 1.9b Number and percentage of Full Proposals Selected by Country for *Procedure B*

Country	2000		2001		2002		2003		2004		2005		2006		Total[a)]	
	N	% [a), b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]
Austria	9		9	45	9	50	12	63	16	84	11	48	10	56	76	
Belgium	8		7	30	6	26	9	56	7	64	9	60	10	45	56	
Bulgaria	6		4	10	9	41	9	41	9	50	10	53	7	39	54	
Cyprus	0		1	17	2	40	2	40	4	80	2	67	4	57	15	

Country	2000		2001		2002		2003		2004		2005		2006		Total[a]	
	N	% [a), b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]
Czech Republic	6		5	21	9	39	7	37	5	36	8	40	5	28	45	
Denmark	7		7	50	6	46	5	45	8	80	6	46	6	46	45	
Estonia	1		2	100	2	50	0	0	2	50	2	67	3	50	12	
Finland	5		8	44	8	53	9	69	13	68	7	44	9	43	59	
France	20		21	37	21	40	18	41	27	61	15	42	22	41	144	
Germany	21		26	48	24	60	26	55	29	59	27	44	30	58	183	
Greece	6		6	6	9	14	12	46	11	50	7	23	7	39	58	
Hungary	6		5	22	6	43	6	33	11	69	7	37	7	41	48	
Iceland	2		2	40	2	40	3	50	5	83	3	43	3	60	20	
Ireland	4		5	71	7	44	9	53	12	86	7	54	6	35	50	
Italy	19		26	62	27	51	34	63	50	77	33	45	36	47	225	
Latvia	2		3	60	3	33	3	43	6	60	5	50	3	38	25	
Liechtenstein	1		0	0	1	100	[c)]	[c)]	1	50	1	100	0	0	4	
Lithuania	2		4	67	4	67	4	50	6	60	4	44	5	50	29	
Luxembourg	2		3	50	1	25	2	40	3	60	1	25	2	33	14	
Malta	0		1	25	2	50	0	0	2	100	1	100	0	0	6	
the Netherlands	7		7	50	8	62	10	77	4	31	8	42	14	45	58	
Norway	6		4	36	4	40	5	56	4	44	6	43	5	38	34	
Poland	6		9	35	9	39	5	22	17	30	13	30	13	33	72	

Country	2000		2001		2002		2003		2004		2005		2006		Total[a]	
	N	% [a), b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]	N	%[b)]
Portugal	6		10	56	9	60	11	52	8	57	10	45	5	24	59	
Romania	8		6	10	6	38	6	40	3	33	6	46	2	22	37	
Slovakia	2		4	40	5	63	2	22	4	40	4	50	4	31	25	
Slovenia	1		3	43	3	30	4	36	5	50	5	50	4	33	25	
Spain	17		19	25	24	30	21	31	25	45	21	37	18	38	145	
Sweden	6		8	47	9	56	6	46	6	46	8	47	14	50	57	
Turkey [d)]											5	19	15	29	20	
United Kingdom	19		21	46	22	49	22	51	24	52	20	44	35	57	163	
Total	205		236	32	257	41	262	46	327	56	272	42	304	42	1,863	

a) The percentages for 2000 and for the period 2000-2006 will be calculated for the final report, if we receive more data for 2000.
b) Percentage of eligible full proposals selected.
c) No pre-proposals submitted.
d) Turkey only participated in the Leonardo programme from 2005.
Source: calls-statistical-report-selection B-C-2000-2006

Table 1. 9a Number and budgets of projects per measure for Procedure B

Year	PP		NT		LA		Total	
	N°	€	N°	€	N°	€	N°	€
2000	174	59,618,908	11	3,436,493	20	6,633,314	205	69,688,715
2001	199	64,369,336	12	3,603,272	25	6,886,507	236	74,859,115
2002	224	71,314,117	13	3,594,968	20	6,312,262	257	81,221,347
2003	228	75,671,655	9	2,516,315	23	6,899,338	260	85,087,308
2004	284	90,353,566	11	3,132,452	32	9,019,590	327	102,505,608
2005	233	68,546,574	14	3,407,865	25	6,950,181	272	78,904,619
2006	276	87,560,588	8	1,701,549	20	6,047,617	304	95,310,086
2000-2006	1,618	517,434,744	78	21,392,914	165	48,748,809	1.861	587,576,467

PP= Pilot projects, NT=Transnational networks, LA=Language competencies.
Source: 'Projets€ PROCEDURE B 2000-2006 par Mesure et pays actualisé 08.03.2007.xls'

Table 1.11b Number and budgets of selected projects per measure for Procedure C

Year	EUR		RF		TH		Total	
	N°	€	N°	€	N°	€	N°	€
2000	9	2,883,821	19	7,247,052	2	1,053,750	30	11,184,623
2001	10	3,078,828	6	2,724,234	3	1,459,437	19	7,262,499
2002	9	2,783,142	11	4,628,887	3	1,274,513	23	8,686,542
2003	1	538,928	10	4,237,942	4	1,835,119	15	6,611,989
2004	1	391,845	12	3,764,376	4	2,340,700	18[a)]	6,675,073
2005	7	2,087,219	10	3,076,135	7	2,370,576	25 [a)]	7,920,614
2006	1	361,642	6	1,929,708	7	2,237,913	14	4,529,263
2000-2006	38	12,125,425	74	27,608,334	30	12,572,008	101	52,870,603

a) Including one project from Procedure B that is managed as a Procedure C project (conflict of interest).
EUR= EUR projects, RF=Reference Material, TH=Thematic actions.
Source: 'Procédure C - 2000-2006 - Budgets et décomptes_1.xls'.

Table 1.10 Total number of placements/exchanges and average number of placements/exchanges per project (Procedure A)[a)]

Country	2000		2001		2002		2003		2004		2005		2006	
	Total [b)]	Average[c)]	Total [b)]	Average[c)]	Total [b)]	Average[c)]	Total [b)]	Average[c)]	Total [d)]	Average[e)]	Total [d)]	Average[e)]	Total [d)]	Average[e)]
Austria	1,151	17	1,384	18	1,487	17	1,661	20	1,700	22	1,819	22	2,128	26
Belgium	701	30	850	12	939	8	1,009	11	938	13	1,010	11	1,341	13
Bulgaria	639	26	626	18	652	21	721	18	984	18	1,154	18	1,510	21
Cyprus	f)	f)	28	5	61	8	101	8	311	15	258	15	235	12
Czech Republic	909	10	795	11	1,064	13	1,098	12	2,162	20	2,145	16	1,389	16
Denmark	560	7	679	11	449	7	657	9	883	19	823	16	1,124	21
Estonia	239	9	239	13	252	7	198	8	352	8	411	9	486	9
Finland	713	10	739	9	833	12	960	14	973	15	1,330	15	1,513	17
France	4,585	15	4,125	22	4,741	25	5,016	26	5,831	23	6,845	24	8,703	24
Germany	6,438	16	7,147	18	7,806	23	7,485	19	10,440	25	10,880	27	14,252	27
Greece	855	17	1,110	19	1,060	16	1,526	22	1,427	21	2,017	18	2,225	16
Hungary	768	14	1,014	14	792	11	1,113	16	1,408	14	1,654	13	1,870	12
Iceland	144	10	172	19	241	6	210	10	134	6	190	10	239	8
Ireland	470	17	349	11	463	17	409	29	435	19	472	24	684	26
Italy	3,790	22	4,131	26	4,327	30	4,789	28	5,272	33	6,368	37	7,319	39
Latvia	322	7	301	5	386	6	409	6	543	6	709	8	781	7
Liechtenstein	33	11	16	16	44	15	44	15	46	23	41	14	48	16
Lithuania	375	13	399	11	491	9	528	9	751	14	931	14	1,201	16

Country	2000		2001		2002		2003		2004		2005		2006	
	Total [b]	Average [c]	Total [b]	Average [c]	Total [b]	Average [c]	Total [b]	Average [c]	Total [d]	Average [e]	Total [d]	Average [e]	Total [d]	Average [e]
Luxembourg	59	10	103	52	76	25	164	41	150	21	37	12	89	22
Malta	139	g)	83	6	122	6	124	5	351	9	399	8	358	20
the Netherlands	1,833	12	1,579	19	1,895	22	2,287	44	2,245	39	4,748	68	5,944	91
Norway	556	8	505	7	550	11	503	10	661	11	719	10	867	10
Poland	1,662	35	1,627	22	1,958	21	1,885	18	5,159	22	5,728	26	6,504	24
Portugal	675	11	833	18	866	13	891	11	945	13	1,342	14	1,422	17
Romania	862	12	785	13	868	10	913	9	1,190	10	1,391	11	1,672	13
Slovakia	380	21	465	20	513	13	620	12	977	12	1,235	13	1,170	15
Slovenia	182	9	287	29	295	10	364	8	789	14	506	10	661	9
Spain	3,353	23	3,544	25	4,873	26	4,242	20	5,199	34	6,071	37	6,849	34
Sweden	1,487	20	824	11	941	12	1,030	9	914	10	1,229	13	1,263	14
Turkey	f)	f)	f)	f)	f)	f)	f)	f)	1,883	9	3,251	9	3,877	9
United Kingdom	2,735	16	2,785	51	2,410	18	2,750	42	3,566	32	2,658	38	3,841	49
Total	36,615	16	37,524	18	41,455	17	43,707	18	58,619	20	68,371	21	81,565	22

a) We did not calculate a total for the programme period, because the totals would be partly based on realised placements and partly on the number of placements foreseen.
b) Realised placements.
c) Averages are number of realised placements/number of selected projects.
d) Number of placements foreseen in selected projects
e) Averages are number of placements in selected projects/number of selected projects
f) No participation.
g) Number of selected projects unknown.
Sources: Own calculations on the basis of EC document 'ldv mob breakdown number Benef total 2000-2006 by conuntry.xls', 'Procédure A - 2000-2006 - Budgets et décomptes.xls', and EC documents from the Folder 'Selection ldv mobilité 2000-2006'.

This table is to give an idea of the average budget per placement. Having a higher budget per placement does not necessarily average that the placement has been less effective. The costs per placement give no indication of the duration of the placement. Normally longer placements will lead to higher costs.

Table 1. 11 Average budget per placement/exchange (Procedure A)[a)]

	2000	2001	2002	2003	2004	2005 [b)]	2006 [b)]
Austria	1,147	1,036	1,059	1,025	c)	1,178	1,193
Belgium	1,723	1,559	1,525	1,588	1,909	2,632	2,370
Bulgaria	1,724	1,813	1,815	1,673	1,614	1,774	1,656
Cyprus	d)	2,460	3,122	1,701	1,100	2,147	2,532
Czech Republic	942	1,055	987	1,040	1,077	1,353	2,534
Denmark	1,298	1,254	1,700	1,346	1,000	1,711	1,449
Estonia	1,379	1,363	1,372	1,710	1,854	1,800	1,698
Finland	1,407	1,222	1,267	1,213	1,202	1,131	1,167
France	1,439	1,618	1,511	1,554	1,621	1,982	1,912
Germany	1,413	1,457	1,518	1,737	1,398	1,683	1,559
Greece	1,605	1,463	1,601	1,216	1,834	1,664	1,767
Hungary	1,190	973	1,368	978	1,685	1,771	1,856
Iceland	2,035	1,267	1,322	1,453	2,473	2,232	1,795
Ireland	1,974	2,006	1,718	1,484	1,802	2,886	2,348
Italy	1,995	2,053	2,165	2,071	2,036	2,187	2,250
Latvia	1,383	1,453	1,227	1,202	1,480	1,389	1,444
Liechtenstein	1,941	2,206	2,115	973	1,800	3,390	3,438
Lithuania	1,428	1,370	1,171	1,134	1,605	1,421	1,286
Luxembourg	1,701	1,819	1,835	1,034	1,600	10,514	5,146
Malta	1,305	e)	1,352	1,255	661	1,133	1,302
the Netherlands	1,076	1,211	1,250	1,247	1,353	825	800
Norway	1,472	1,614	1,631	1,868	1,535	1,840	1,773
Poland	1,295	1,392	1,289	1,329	1,398	1,817	1,990
Portugal	2,436	2,060	2,154	2,340	2,609	2,464	2,788
Romania	1,817	2,047	2,070	1,967	1,827	2,106	1,934
Slovakia	1,836	1,755	1,621	1,472	1,454	1,432	1,781

	2000	2001	2002	2003	2004	2005 b)	2006 b)
Slovenia	1,597	1,237	1,455	1,205	970	1,674	1,440
Spain	1,626	1,854	1,344	1,657	1,557	1,907	2,061
Sweden	793	1,400	1,473	1,493	1,752	1,848	2,143
Turkey	d)	d)	d)	d)	2,290	2,168	2,137
United Kingdom	1,725	2,243	2,382	2,537	2,023	4,242	4,044
Total	1,505	1,616	1,585	1,632	1,561	1,869	1,903

a) We did not calculate a total for the programme period, because the averages are partly based on payments and partly on budgets.
b) Numbers for 2005-2006 are based on selections, not on finished projects
c) Not available
d) No participation.
e) Amount of payment unknown.
Sources: Own calculations on the basis of EC document 'ldv mob breakdown number Benef total 2000-2006 by conuntry.xls' and 'Procédure A - 2000-2006 - Budgets et décomptes.xls'.

Annex 5 Survey responses

Additional tables about process/efficiency

Table A5.1 Before this project/network, did your organization have any previous experience with European projects? by start year, coordinators and partners of finished projects in percentages (N=3702)

	2000-2002	2003-2004	2005-2006	Average 2000-2006
Previous Leonardo I (1995-1999) project(s)	47	29	16	26
Previous Leonardo II (2000-2006) project(s)	42	51	49	48
Previous Socrates project(s) (Erasmus, Comenius, Gruntvig, Minerva, Lingua)	37	34	27	31
Previous eLearning project(s)	12	7	3	6
Previous Youth project(s)	4	7	5	6
Previous European Social Fund project(s)	23	23	10	17
Involvement in other European project(s)	40	41	23	32
No, none	13	17	29	23

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.2 Have the available resources been sufficient for a successful project organization? by measure, coordinators and partners of finished projects in percentages (N=3702)

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Amply sufficient	7	6	10	7	7	7
Sufficient	51	57	53	50	47	52
Barely sufficient	24	25	21	25	22	24
Insufficient	14	10	9	13	15	13
Don't know	3	2	7	6	10	3

Source: ECORYS, Survey 2007

Table A5.3 How would you rate the following aspects of the application process? by measure, coordinators and partners of finished projects in percentages (N=3702)

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Clearness of the call	Very poor	1	1	1	1	3	1
	Poor	5	5	7	7	8	6
	Adequate	26	32	25	29	22	27
	Good	35	34	28	28	32	34
	Very good	17	14	10	8	10	15
	Don't know	6	9	13	15	15	8
	Not Applicable	9	6	15	11	11	9
Quality and usability of the application form	Very poor	1	1	2	1	3	2
	Poor	10	9	9	11	10	10
	Adequate	26	33	28	30	30	28
	Good	33	32	27	26	21	31
	Very good	15	11	8	7	13	13
	Don't know	6	8	10	13	13	7
	Not Applicable	9	6	17	12	11	9
The Programme Guidelines for Applicants	Very poor	1	1	1	0	2	1
	Poor	6	6	8	7	6	6
	Adequate	26	32	25	33	27	28
	Good	34	35	27	28	28	33
	Very good	17	13	11	5	12	15
	Don't know	7	9	11	14	13	8
	Not Applicable	9	6	17	12	12	9
Support/guidance of the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)	Very poor	1	1	3	2	4	1
	Poor	4	7	8	7	7	5
	Adequate	15	17	15	17	18	16
	Good	26	24	17	19	19	24
	Very good	31	24	18	12	13	27
	Don't know	11	15	20	25	22	14
	Not Applicable	12	11	20	18	19	13

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Feedback provided on your application	Very poor	1	1	1	2	1	1
	Poor	4	7	8	7	5	5
	Adequate	20	23	19	25	26	21
	Good	35	29	22	22	21	31
	Very good	20	16	15	8	12	17
	Don't know	9	13	16	18	20	11
	Not Applicable	12	10	20	18	15	12
The application process overall	Very poor	1	1	1	2	2	1
	Poor	6	7	5	5	8	6
	Adequate	24	29	27	27	28	26
	Good	36	35	29	27	24	35
	Very good	16	10	9	8	10	14
	Don't know	7	11	14	17	17	9
	Not Applicable	10	7	16	15	11	10

Source: ECORYS, Survey 2007

Table A5.4 How would you rate the following aspects of the application process? by start year, coordinators and partners of finished projects in percentages (N=3702)

		2000-2002	2003-2004	2005-2006	Average 2000-2006
Clearness of the call	Very poor	1	1	1	1
	Poor	9	5	5	6
	Adequate	32	30	24	27
	Good	29	37	34	34
	Very good	13	14	17	15
	Don't know	7	7	9	8
	Not Applicable	10	7	10	9

		2000-2002	2003-2004	2005-2006	Average 2000-2006
Quality and usability of the application form	Very poor	2	1	1	2
	Poor	12	10	9	10
	Adequate	31	32	25	28
	Good	27	33	32	31
	Very good	11	11	15	13
	Don't know	7	6	8	7
	Not Applicable	9	7	10	9
The Programme Guidelines for Applicants	Very poor	1	1	1	1
	Poor	9	6	5	6
	Adequate	31	31	25	28
	Good	29	35	33	33
	Very good	13	13	17	15
	Don't know	8	7	9	8
	Not Applicable	9	7	10	9
Support/guidance of the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)	Very poor	2	1	1	1
	Poor	8	6	4	5
	Adequate	18	18	13	16
	Good	21	26	25	24
	Very good	24	26	29	27
	Don't know	13	14	15	14
	Not Applicable	14	10	14	13
Feedback provided on your application	Very poor	2	1	1	1
	Poor	7	7	4	5
	Adequate	25	23	18	21
	Good	26	33	33	31
	Very good	15	16	19	17
	Don't know	11	11	12	11
	Not Applicable	13	10	13	12
The application	Very poor	2	1	1	1

		2000-2002	2003-2004	2005-2006	Average 2000-2006
process overall	Poor	8	7	5	6
	Adequate	30	29	22	26
	Good	27	36	36	35
	Very good	12	11	15	14
	Don't know	10	8	10	9
	Not Applicable	11	8	11	10

Source: ECORYS, Survey 2007

Table A5.5 How would you rate the following aspects of the application process? by start year, coordinators of finished projects in percentages (N=2328)

		2000-2002	2003-2004	2005-2006	Average 2000-2006
Clearness of the call	Very poor	1	0	1	1
	Poor	7	5	5	5
	Adequate	32	30	25	27
	Good	30	40	37	37
	Very good	15	16	19	17
	Don't know	4	5	6	5
	Not Applicable	11	4	7	7
Quality and usability of the application form	Very poor	3	1	1	2
	Poor	13	12	10	11
	Adequate	30	31	26	28
	Good	27	35	34	33
	Very good	13	13	16	15
	Don't know	4	4	5	5
	Not Applicable	11	4	7	7
The Programme Guidelines for Applicants	Very poor	1	0	1	1
	Poor	8	7	6	7
	Adequate	29	31	26	28
	Good	32	38	36	35
	Very good	14	15	19	17
	Don't know	5	4	6	6

		2000-2002	2003-2004	2005-2006	Average 2000-2006
	Not Applicable	11	4	7	7
Support/guidance of the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)	Very poor	2	1	1	1
	Poor	8	6	4	5
	Adequate	17	17	14	15
	Good	22	29	27	27
	Very good	31	33	34	33
	Don't know	6	8	11	9
	Not Applicable	15	6	10	10
Feedback provided on your application	Very poor	3	1	1	1
	Poor	8	6	4	5
	Adequate	24	24	19	21
	Good	26	38	36	35
	Very good	21	20	22	21
	Don't know	5	6	9	7
	Not Applicable	13	5	10	9
The application process overall	Very poor	2	0	1	1
	Poor	8	8	5	6
	Adequate	29	29	23	26
	Good	29	41	40	38
	Very good	15	13	17	16
	Don't know	5	5	7	6
	Not Applicable	12	4	7	7

Source: ECORYS, Survey 2007

Table A5.6 How would you rate the following aspects of the support you received from the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)? by measure, coordinators and partners of finished projects in percentages (N=3702)

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
In submitting the proposal	Very poor	1	1	3	1	2	1
	Poor	3	6	3	3	8	4
	Adequate	22	24	25	27	29	23

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
	Good	35	28	22	22	24	32
	Very good	26	20	23	10	10	23
	Don't know	13	21	23	35	28	17
In project monitoring	Very poor	1	1	3	2	5	1
	Poor	3	5	5	6	8	4
	Adequate	22	25	20	23	24	23
	Good	35	29	28	22	24	32
	Very good	27	23	21	12	13	24
	Don't know	12	18	23	35	27	16
In project management	Very poor	1	2	3	3	4	2
	Poor	4	6	5	3	6	5
	Adequate	21	25	21	25	25	23
	Good	34	27	25	26	23	31
	Very good	28	23	21	8	13	24
	Don't know	12	17	26	35	30	16
In project evaluation	Very poor	1	2	3	2	2	1
	Poor	5	7	4	5	6	6
	Adequate	22	22	20	26	26	22
	Good	34	27	26	23	22	31
	Very good	25	21	19	10	12	22
	Don't know	13	20	28	34	31	17
In project dissemination	Very poor	2	3	6	2	3	2
	Poor	6	9	4	6	10	7
	Adequate	23	24	22	28	22	24
	Good	31	23	25	20	21	28
	Very good	21	19	15	5	13	19
	Don't know	18	22	29	38	32	21

Source: ECORYS, Survey 2007

Table A5.7 How would you rate the following aspects of the support you received from the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)? by measure, coordinators of finished projects in percentages (N=2328)

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
In submitting the proposal	Very poor	1	1	2	2	2	1
	Poor	3	6	3	5	9	4
	Adequate	22	26	31	22	25	23
	Good	37	29	25	33	30	35
	Very good	28	27	26	18	13	27
	Don't know	10	11	14	20	21	11
In project monitoring	Very poor	1	1	2	2	2	1
	Poor	3	5	3	8	7	4
	Adequate	22	27	23	14	23	22
	Good	37	30	33	30	30	35
	Very good	28	29	26	24	14	28
	Don't know	9	9	14	22	23	10
In project management	Very poor	1	1	2	3	2	1
	Poor	4	5	5	5	5	5
	Adequate	21	27	28	19	25	22
	Good	35	29	27	36	30	34
	Very good	30	30	23	17	13	29
	Don't know	9	8	16	19	25	10
In project evaluation	Very poor	1	2	2	2	2	1
	Poor	5	7	5	7	5	6
	Adequate	22	24	23	20	29	22
	Good	36	29	26	32	28	34
	Very good	26	28	26	20	12	26
	Don't know	10	11	18	19	24	11

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
In project dissemination	Very poor	1	3	5	2	2	2
	Poor	6	10	0	12	16	7
	Adequate	23	26	30	24	18	24
	Good	33	26	27	25	25	31
	Very good	22	23	19	12	14	22
	Don't know	14	12	20	25	26	15

Source: ECORYS, Survey 2007

Table A5.8 How would you rate the following aspects of the support you received from the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)? by start year, coordinators and partners of finished projects in percentages (N=3702)

		2000-2002	2003-2004	2005-2006	Average 2000-2006
In submitting the proposal	Very poor	2	1	1	1
	Poor	7	5	3	4
	Adequate	26	24	21	23
	Good	28	31	34	32
	Very good	19	22	25	23
	Don't know	18	18	17	17
In project monitoring	Very poor	2	2	1	1
	Poor	7	5	3	4
	Adequate	26	24	21	23
	Good	28	32	33	32
	Very good	21	22	26	24
	Don't know	16	16	16	16
In project management	Very poor	3	2	1	2
	Poor	8	5	3	5
	Adequate	26	24	20	23
	Good	27	31	32	31
	Very good	20	23	27	24
	Don't know	16	16	16	16

		2000-2002	2003-2004	2005-2006	Average 2000-2006
In project evaluation	Very poor	2	2	1	1
	Poor	10	5	4	6
	Adequate	23	23	21	22
	Good	28	32	31	31
	Very good	19	21	25	22
	Don't know	18	17	18	17
In project dissemination	Very poor	3	3	1	2
	Poor	11	6	5	7
	Adequate	26	26	21	24
	Good	23	27	30	28
	Very good	16	18	21	19
	Don't know	21	20	22	21

Source: ECORYS, Survey 2007

Table A5.9 How would you rate the following aspects of the support you received from the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)? by start year, coordinators of finished projects in percentages (N=2328)

		2000-2002	2003-2004	2005-2006	Average 2000-2006
In submitting the proposal	Very poor	3	1	1	1
	Poor	7	4	3	4
	Adequate	26	24	21	23
	Good	30	35	36	35
	Very good	25	26	28	27
	Don't know	10	9	12	11
In project monitoring	Very poor	2	1	0	1
	Poor	6	5	3	4
	Adequate	27	24	20	22
	Good	31	36	36	35
	Very good	27	26	29	28
	Don't know	8	8	11	10
In project management	Very poor	3	1	1	1
	Poor	7	5	3	5
	Adequate	27	23	20	22
	Good	30	35	34	34

		2000-2002	2003-2004	2005-2006	Average 2000-2006
	Very good	25	28	30	29
	Don't know	8	7	11	10
In project evaluation	Very poor	3	1	1	1
	Poor	10	6	4	6
	Adequate	22	24	21	22
	Good	31	37	34	34
	Very good	24	25	28	26
	Don't know	9	8	13	11
In project dissemination	Very poor	4	2	1	2
	Poor	11	7	6	7
	Adequate	27	27	21	24
	Good	27	31	32	31
	Very good	20	20	23	22
	Don't know	12	12	18	15

Source: ECORYS, Survey 2007

Table A5.10 How would you rate the monitoring and evaluation activities of the Technical Assistance Office (TAO)/Executive Agency (EACEA) /National Agency (NA) to your project? by measure, coordinators and partners of finished projects in percentages (N=3702)

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Very poor	1	1	3	1	3	1
Poor	3	5	6	3	7	4
Adequate	21	23	15	22	19	21
Good	31	23	24	23	20	27
Very good	20	20	14	8	11	18
Don't know	13	18	18	30	25	16
Not Applicable	12	11	19	14	17	12

Source: ECORYS, Survey 2007

Table A5.11 How would you rate the monitoring and evaluation activities of the Technical Assistance Office (TAO/Executive Agency (EACEA)/National Agency (NA) to your project? By start year, coordinators and partners of finished projects in percentages (N=3702)

	2000-2002	2003-2004	2005-2006	Average 2000-2006
Very poor	2	1	1	1
Poor	7	4	2	4
Adequate	23	22	20	21
Good	24	28	28	27
Very good	18	18	19	18
Don't know	16	15	16	16
Not Applicable	11	10	14	12

Source: ECORYS, Survey 2007

Table A5.12 Which of the following monitoring activities have you carried out? by start year, coordinators of finished projects in percentages (N=2220)

	2000-2002	2003-2004	2005-2006	Average 2000-2006
Formulation of a monitoring strategy	28	39	35	35
Appointment of a monitoring officer, responsible for project/network monitoring?	26	32	35	33
Formulation of an evaluation strategy	38	46	36	39
Appointment of an evaluation officer, responsible for project/network monitoring?	22	25	22	23
Formulation of a strategy to disseminate project outputs/results/learning	36	46	30	36
Appointment of a dissemination officer, responsible for project/network dissemination?	15	18	17	17
Don't know	11	9	9	9
Not Applicable	13	10	16	14

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.13 Which of the following monitoring activities have you carried out? by measure, coordinators and partners of finished projects in percentages (N=3702)

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Formulation of a monitoring strategy	33	30	23	14	16	30
Appointment of a monitoring officer, responsible for project/network monitoring?	34	21	18	19	18	28
Formulation of an evaluation strategy	35	44	31	25	27	36
Appointment of an evaluation officer, responsible for project/network monitoring?	21	20	25	14	12	20
Formulation of a strategy to disseminate project outputs/results/learning	28	48	32	26	31	34
Appointment of a dissemination officer, responsible for project/network dissemination?	15	15	14	13	9	15
Don't know	11	11	17	20	19	12
Not Applicable	16	12	19	24	21	16

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.14 Which of the following monitoring activities have you carried out? by measure, coordinators of finished projects in percentages (N=2328)

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Formulation of a monitoring strategy	36	35	28	13	21	35
Appointment of a monitoring officer, responsible for project/network monitoring?	36	26	20	27	19	33
Formulation of an evaluation strategy	38	49	38	26	39	39
Appointment of an evaluation officer, responsible for project/network monitoring?	22	27	25	20	14	23
Formulation of a strategy to disseminate project outputs/results/learning	31	57	37	23	35	36
Appointment of a dissemination officer, responsible for	17	18	16	17	10	17

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
project/network dissemination?						
Don't know	9	7	15	9	11	9
Not Applicable	14	7	14	29	19	14

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.15 How did you evaluate your activity? by start year, coordinators of finished projects in percentages (N=2220)

	2000-2002	2003-2004	2005-2006	Average 2000-2006
Informal discussion within the partnership	58	69	68	67
Self-evaluation methods	52	62	55	57
Peer group evaluation	20	26	24	24
External evaluation by a professional evaluator	24	23	9	15
No evaluation activity undertaken	3	3	4	3
Other	10	11	11	11
Don't know	7	3	3	4

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.16 How did you evaluate your activity? by measure, coordinators and partners of finished projects in percentages (N=3702)

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Informal discussion within the partnership	66	63	55	57	56	64
Self-evaluation methods	54	55	49	46	41	53
Peer group evaluation	21	25	18	21	23	22
External evaluation by a professional evaluator	8	36	24	17	13	17
No evaluation activity undertaken	4	3	8	8	5	4
Other	10	8	14	7	12	9
Don't know	5	3	7	7	8	5

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.17 How did you evaluate your activity? by measure, coordinators of finished projects in percentages (N=2328)

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Informal discussion within the partnership	68	65	64	61	58	67
Self-evaluation methods	57	58	57	46	47	57
Peer group evaluation	23	27	21	21	21	24
External evaluation by a professional evaluator	8	41	27	15	17	15
No evaluation activity undertaken	3	3	9	9	6	3
Other	11	10	14	6	17	11
Don't know	4	2	5	2	4	4

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.18 To what extent have your dissemination activities reached your target groups? by lead/no lead, coordinators and partners of finished projects in percentages (N=3707)

	Yes	No	Total
Our dissemination activities have reached all our target groups	34	23	30
Our dissemination activities have reached most of our target groups	39	38	38
Our dissemination activities have reached some of our target groups	15	20	17
Our dissemination activities have reached none of our target groups	1	1	1
I don't know	12	18	15

Source: ECORYS, Survey 2007

Table A5.19 How would you rate the following aspects of the project management by the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)? by measure, coordinators of finished projects in percentages (N=2220)

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Support/guidance	Very poor	1	1	1	2	3	1
	Poor	4	6	9	8	9	5
	Adequate	18	23	19	25	28	19
	Good	34	25	28	30	26	31
	Very good	37	37	28	20	16	35
	Don't know	7	8	16	16	19	8

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Timely payments	Very poor	3	4	6	5	4	3
	Poor	8	12	11	5	13	9
	Adequate	18	24	18	16	20	19
	Good	32	26	27	32	33	30
	Very good	31	26	18	24	15	29
	Don't know	8	8	20	19	16	9
Communication about the project/Leonardo programme	Very poor	1	1	1	3	2	1
	Poor	4	7	3	3	5	5
	Adequate	18	23	25	17	31	19
	Good	35	30	28	33	31	34
	Very good	36	33	26	27	20	34
	Don't know	6	7	17	17	12	7
Communication about the project/Leonardo programme	Very poor	1	1	1	3	2	1
	Poor	4	7	3	3	5	5
	Adequate	18	23	25	17	31	19
	Good	35	30	28	33	31	34
	Very good	36	33	26	27	20	34
	Don't know	6	7	17	17	12	7

Source: ECORYS, Survey 2007

Table A5.20 How would you rate the following aspects of the project management by the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)? by EU region, coordinators of finished projects in percentages (N=2220)

		EUR15	NMS	EFTA/EEA	PAC	Overall average
Support/guidance	Very poor	1	1	0	1	1
	Poor	5	5	2	4	5
	Adequate	21	15	17	17	19
	Good	31	31	25	33	31
	Very good	32	41	49	41	35
	Don't know	9	7	8	4	8

		EUR15	NMS	EFTA/EEA	PAC	Overall average
Timely payments	Very poor	3	3	2	3	3
	Poor	10	5	2	10	9
	Adequate	20	18	16	18	19
	Good	30	31	29	32	30
	Very good	27	35	37	33	29
	Don't know	10	8	16	5	9
Communication about the project/Leonardo programme	Very poor	1	1	2	0	1
	Poor	5	4	0	7	5
	Adequate	23	12	18	14	19
	Good	34	31	29	33	33
	Very good	29	46	44	41	34
	Don't know	8	6	8	4	7
Expertise of the staff	Very poor	1	1	0	0	1
	Poor	2	2	2	6	3
	Adequate	17	13	12	12	16
	Good	32	31	25	34	32
	Very good	36	45	52	43	39
	Don't know	11	8	9	6	10

Source: ECORYS, Survey 2007

Table A5.21 How would you rate the following aspects of the support you received from the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)? by measure, coordinators and partners of finished projects in percentages (N=3702)

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
In submitting the proposal	Very poor	1	1	3	1	2	1
	Poor	3	6	3	3	8	4
	Adequate	22	24	25	27	29	23
	Good	35	28	22	22	24	32
	Very good	26	20	23	10	10	23
	Don't know	13	21	23	35	28	17

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
In project monitoring	Very poor	1	1	3	2	5	1
	Poor	3	5	5	6	8	4
	Adequate	22	25	20	23	24	23
	Good	35	29	28	22	24	32
	Very good	27	23	21	12	13	24
	Don't know	12	18	23	35	27	16
In project management	Very poor	1	2	3	3	4	2
	Poor	4	6	5	3	6	5
	Adequate	21	25	21	25	25	23
	Good	34	27	25	26	23	31
	Very good	28	23	21	8	13	24
	Don't know	12	17	26	35	30	16
In project evaluation	Very poor	1	2	3	2	2	1
	Poor	5	7	4	5	6	6
	Adequate	22	22	20	26	26	22
	Good	34	27	26	23	22	31
	Very good	25	21	19	10	12	22
	Don't know	13	20	28	34	31	17
In project dissemination	Very poor	2	3	6	2	3	2
	Poor	6	9	4	6	10	7
	Adequate	23	24	22	28	22	24
	Good	31	23	25	20	21	28
	Very good	21	19	15	5	13	19
	Don't know	18	22	29	38	32	21

Source: ECORYS, Survey 2007

Table A5.22 How would you rate the following aspects of the support you received from the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)? by EU-region, coordinators of finished projects in percentages (N=2220)

		EUR15	NMS	EFTA/EEA	PAC	Overall average
In submitting the proposal	Very poor	1	1	0	2	1
	Poor	4	4	0	4	4
	Adequate	26	16	20	17	23
	Good	34	34	34	37	35
	Very good	23	35	33	35	27
	Don't know	12	10	13	6	11
In project monitoring	Very poor	1	1	0	0	1
	Poor	4	4	3	3	4
	Adequate	25	16	31	17	23
	Good	34	39	32	36	35
	Very good	25	32	26	39	28
	Don't know	11	8	8	5	10
In project management	Very poor	2	1	0	0	1
	Poor	5	4	3	6	5
	Adequate	25	17	34	16	23
	Good	33	34	29	33	33
	Very good	25	35	27	40	29
	Don't know	11	9	6	5	9
In project evaluation	Very poor	1	1	0	0	1
	Poor	6	4	5	6	6
	Adequate	25	17	30	14	22
	Good	33	37	35	35	34
	Very good	22	30	22	40	26
	Don't know	12	11	8	5	11
In project dissemination	Very poor	2	2	2	1	2
	Poor	8	5	10	4	7
	Adequate	26	20	26	19	24
	Good	29	35	31	34	31
	Very good	18	27	16	34	22
	Don't know	18	11	15	7	15

Source: ECORYS, Survey 2007

Effectiveness, achievement of objectives

Table A5.23 How would you rate the outcomes of your project in relation to its objectives? by start year, **coordinators and partners?** of finished projects, means (N=3606)

	2000-2002	2003-2004	2005-2006	Average 2000-2006
	3,9402332	4,042461	4,0889015	4,0457571

Source: ECORYS, Survey 2007

Table A5.24 How would you rate the outcomes of your project in relation to its objectives? by lead/no lead, **coordinators and partners?** of finished projects, means (N=3606)

	Yes	No	Total
	4,1321004	3,8988764	4,0457571

Source: ECORYS, Survey 2007

Effectiveness, outputs produced

Table A5.25 What are the key outputs of your mobility project? By coordinators and partners of finished projects (N=2186)

Type of output	Percentage
Placements of young people undergoing initial vocational training	42%
Placements of students (higher education)	19%
Placements of young workers and recent graduates	15%
Exchanges between organisations/enterprises and vocational training organisations/ universities	31%
Exchanges for trainers and mentors in the area of language competences	5%
Study visits for those responsible for vocational training on the themes proposed by the Commission provided by the	5%
VET graduates involved in innovation	6%
Other	13%

Table A5.26 What are the key outputs of your pilot project? By coordinators and partners of finished projects (N=962)

Type of output	Percentage
ICT training courses	28%
Newly developed methods promoting transparency in VET (formal and informal)	16%
Newly developed European arrangements for vocational guidance, counselling and vocational training in business-rel	13%
Other training courses	43%
VET graduates involved in innovation	10%

Type of output	Percentage
Vocational guidance products/services	30%
Vocational guidance of young people	16%
People trained	30%
People undergoing vocational training getting access to new tools, services and vocational training products which	29%
Networks created	27%
Newly developed training approaches	45%
Other	19%

Table A5.27 What are the key outputs of your language project? By coordinators and partners of finished projects (N=149)

Type of output	Percentage
New training approaches in the field of language and cultural competences	57%
Language courses	43%
People trained in language competences	38%
Trainers trained	17%
Promotion activities of less widely used and taught languages	18%
Other	21%

Table A5.28 What are the key outputs of your transnational network project? By coordinators and partners of finished projects (N=239)

Type of output	Percentage
Information on European expertise in our field	52%
Information on innovatory approaches	39%
Information on new methods for the analysis and/or anticipation of skills requirements	37%
Dissemination of the network outputs and/or project results	50%
Other	24%

Table A5.29 What are the key outputs of your reference material project? By coordinators and partners of finished projects (N=53)

Type of output	Percentage
Production of comparable data on vocational training and lifelong learning	60%
Production of quantitative / qualitative information on vocational training and lifelong learning	50%
Identification of best practices in the field of vocational training and lifelong learning	44%
Newly developed methods promoting transparency (e.g. development of European Qualifications Framework)	15%
Transfer of innovation from the Leonardo da Vinci programme	15%
Other	19%

Table A5.30 What are the key outputs of your joint actions project? By coordinators and partners of finished projects (N=80)

Type of output	Percentage
New and innovative partnership	32%
Promotion activities of active citizenship of young people	17%
European network	31%
Training of trainers	24%
Research study(ies) (e.g. case studies, best practice analysis)	33%
Newly developed tools for a European classification and validation of formal and informal learning	14%
Database of learning programmes	5%
Activities for improving the integration of disabled person(s) (e.g. sports for persons with disabilities, access t	5%
Improvement of attractiveness of schools and/or training sites	27%
Networks and/or methods on lifelong guidance	15%
Other	28%

Table A5.31 What are the key outputs of your accompanying measures project? By coordinators and partners of finished projects (N=33)

Type of output	Percentage
Evaluation report	26%
Transnational network of national resource centres	13%
Transnational network with third countries	10%
Improved access to information and outputs of Leonardo programme (e.g. databanks)	19%
Other	45%

Effectiveness, results

Table A5.32 What have been the main benefits of the project to your organization? by measure, coordinators and partners of finished projects in percentages (N=3702)

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Improved quality of work	42	28	26	25	32	37
Learn ways of bringing in extra funding to the organisation	16	12	12	12	12	15
Establish a network with institutions from other European countries	41	53	39	57	43	45
Improved organisational profile	17	17	10	9	16	16
Greater "European outlook"	46	33	39	49	34	42
Better contacts with other European institutions	38	42	32	44	34	39
More involvement in European transnational cooperation	31	40	37	38	31	34
Improved cooperation with enterprises / business community	17	19	9	14	11	17
Improved attractiveness as a working / learning organisation	24	15	18	15	13	20
Access to wider range of activities and products	6	10	4	6	8	7
Access to newly developed teaching approaches and tools	10	31	16	15	19	17
Access to innovative (ICT) training courses	5	16	12	7	9	8

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Increased use of ICT in vocational training	9	17	16	7	8	11
Improvements in teaching, approaches to learning and management	16	23	14	18	15	18
Improvement of foreign language teaching	19	4	31	3	6	14
Better trained teachers/trainers	12	15	16	9	8	13
Better trained (human resource) managers	3	4	3	3	3	3
Better trained young staff	17	7	9	11	13	13
Increased awareness/usage of innovations	8	12	7	9	8	9
Increased exchange/transfer of good practice between organisations	18	24	16	17	18	20
Better knowledge of EU procedures	12	12	8	16	11	12
Other	5	6	7	8	10	6
None	1	1	2	1	2	1
Not applicable	1	1	2	2	3	1
Don't know	1	1	1	0	2	1

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.33 What have been the main benefits of the project to your organization? by EU region, coordinators of finished projects in percentages (N=2220)

	EUR15	NMS	EFTA/EEA	PAC	Overall average
Improved quality of work	37	50	46	58	42
Learn ways of bringing in extra funding to the organisation	12	23	18	25	16
Establish a network with institutions from other European countries	45	38	49	38	43
Improved organisational profile	16	20	15	22	17
Greater "European outlook"	47	38	39	38	44
Better contacts with other European institutions	38	39	39	38	38
More involvement in European transnational cooperation	36	31	27	29	34

	EUR15	NMS	EFTA/EEA	PAC	Overall average
Improved cooperation with enterprises / business community	19	18	24	19	19
Improved attractiveness as a working / learning organisation	23	26	31	17	23
Access to wider range of activities and products	7	6	11	5	6
Access to newly developed teaching approaches and tools	16	15	23	14	15
Access to innovative (ICT) training courses	7	8	6	7	7
Increased use of ICT in vocational training	12	9	10	13	11
Improvements in teaching, approaches to learning and management	19	17	18	18	18
Improvement of foreign language teaching	17	16	13	12	16
Better trained teachers/trainers	12	14	14	19	13
Better trained (human resource) managers	3	4	1	5	4
Better trained young staff	16	11	10	11	14
Increased awareness/usage of innovations	8	10	8	9	9
Increased exchange/transfer of good practice between organisations	19	23	21	20	20
Better knowledge of EU procedures	11	13	7	19	12
Other	5	5	7	4	5
None	0	0	0	1	0
Not applicable	1	1	0	1	1
Don't know	2	1	0	1	1

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.34 What have been the main benefits to the staff (e.g. teachers, human resource managers)? by measure, coordinators and partners of finished projects in percentages (N=3702)

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Improvement of project management skills	44	47	33	36	26	43
Improvement of foreign language skills	38	21	48	17	28	32
Improvement of language teaching skills	9	3	37	4	5	8
Improvement of teaching/training skills	26	32	27	23	20	27
Increased ICT skills / improved digital literacy	7	21	16	12	8	12
Increased knowledge of the study area	19	31	14	24	30	23
Increased knowledge of different work processes	25	18	16	26	27	23
Increased knowledge of innovative changes in practice	17	24	6	22	25	19
Increased exchange/transfer of good practices between staff	17	19	12	18	17	17
Better contacts with colleagues abroad	36	31	32	37	31	35
Better exchange of expertise and experience with colleagues abroad	26	35	24	30	22	28
More participation in networks	10	15	3	22	11	12
Greater 'European outlook' - awareness of other cultures and EU institutions	32	27	25	36	25	30
Examination of education issues from different perspectives	10	15	7	13	16	12
Personal development	31	24	27	26	25	28
More job motivation / improved attractiveness of working in a learning organisation	11	8	10	7	13	10
Improvement of transnational mobility	18	9	6	8	9	14
Improvement of employability	5	4	5	5	6	5

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Transfer of knowledge / experiences to staff who were not directly involved in the project	11	19	13	10	17	13
Increased awareness/usage of innovations in VET	7	13	6	4	6	8
Other	3	3	5	4	5	3
None	1	1	3	1	1	1
Not applicable	4	2	3	5	4	4
Don't know	3	2	1	1	4	2

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.35 What have been the main benefits to the staff (e.g. teachers, human resource managers)? by EU region, coordinators of finished projects in percentages (N=2220)

	EUR15	NMS	EFTA/EEA	PAC	Overall average
Improvement of project management skills	44	47	44	54	46
Improvement of foreign language skills	33	37	34	40	35
Improvement of language teaching skills	9	9	9	8	9
Improvement of teaching/training skills	27	29	30	31	28
Increased ICT skills / improved digital literacy	11	13	9	10	11
Increased knowledge of the study area	18	21	31	31	21
Increased knowledge of different work processes	24	24	31	22	24
Increased knowledge of innovative changes in practice	17	24	23	25	19
Increased exchange/transfer of good practices between staff	18	17	20	18	18
Better contacts with colleagues abroad	33	40	34	29	34
Better exchange of expertise and experience with colleagues abroad	28	25	29	27	27
More participation in networks	12	7	6	6	10

	EUR15	NMS	EFTA/EEA	PAC	Overall average
Greater 'European outlook' - awareness of other cultures and EU institutions	35	22	31	28	32
Examination of education issues from different perspectives	11	9	13	11	11
Personal development	27	32	41	32	29
More job motivation / improved attractiveness of working in a learning organisation	11	12	11	10	11
Improvement of transnational mobility	18	15	9	14	16
Improvement of employability	6	4	6	5	5
Transfer of knowledge / experiences to staff who were not directly involved in the project	13	13	14	16	13
Increased awareness/usage of innovations in VET	9	7	13	9	9
Other	3	2	4	2	2
None	1	0	0	2	1
Not applicable	4	5	3	2	4
Don't know	3	2	0	2	2

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.36 What have been the main benefits to young people? by measure, coordinators and partners of finished projects in percentages (N=3702)

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Improved quality of VET	39	27	26	26	25	34
Wider range of learning tools	15	29	22	24	22	20
Access to new learning methods	27	41	39	30	34	32
Access to new materials	18	35	36	24	27	24
Improved knowledge, skills and competencies	59	43	54	42	48	53
Increased ICT skills / improved digital literacy	8	16	14	11	10	10
Improved foreign language skills	54	11	59	25	28	40
Validation and recognition of skills / competencies	18	15	12	12	16	16

	Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
More contacts in other European countries	27	17	27	29	25	25
Greater 'European outlook' - awareness of other cultures	36	15	20	30	21	29
Improvement of international mobility opportunities	21	10	14	18	13	17
Improvement of adaptability to labour market developments	13	13	5	7	8	12
Improvement of employment prospects	18	19	13	14	15	18
Awareness of job opportunities abroad	18	6	12	8	10	14
Personal development	34	25	22	23	25	30
More involvement in innovation	4	8	2	6	10	5
Other	2	4	3	3	4	3
None	1	2	3	2	2	1
Not applicable	6	14	6	12	9	9
Don't know	2	2	3	3	4	2

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Table A5.37 What have been the main benefits to young people? by EU region, coordinators of finished projects in percentages (N=2220)

	EUR15	NMS	EFTA/EEA	PAC	Overall average
Improved quality of VET	36	41	39	49	38
Wider range of learning tools	18	21	19	24	19
Access to new learning methods	30	28	26	44	31
Access to new materials	21	27	17	28	23
Improved knowledge, skills and competencies	54	59	51	59	56
Increased ICT skills / improved digital literacy	10	10	7	12	10
Improved foreign language skills	46	50	43	36	45
Validation and recognition of skills / competencies	19	12	16	17	17
More contacts in other European countries	23	23	30	24	23

	EUR15	NMS	EFTA/EEA	PAC	Overall average
Greater 'European outlook' - awareness of other cultures	35	24	35	25	32
Improvement of international mobility opportunities	20	18	23	19	20
Improvement of adaptability to labour market developments	13	16	10	13	13
Improvement of employment prospects	21	15	4	11	18
Awareness of job opportunities abroad	18	13	14	7	15
Personal development	32	30	33	33	32
More involvement in innovation	5	4	3	9	5
Other	2	2	1	5	2
None	1	0	0	1	1
Not applicable	8	9	16	5	8
Don't know	2	2	0	1	2

Source: ECORYS, Survey 2007 (figures do not sum to 100% due to multiple responses to each question)

Effectiveness, impacts

Table A5.38 How far do you agree or disagree with the following statements about the impact of your project? by measure, coordinators and partners of finished projects in percentages (N=3702)

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
The project has improved quality of teaching/curricula	Strongly disagree	2	3	1	3	3	2
	Disagree	4	3	5	5	5	4
	Neither agree or disagree	18	15	14	20	15	17
	Agree	44	44	43	41	42	43
	Strongly agree	20	25	20	13	17	21
	Don't know	12	10	17	18	19	12

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
The project has increased the teaching and learning of EU languages	Strongly disagree	5	14	5	13	9	8
	Disagree	9	17	6	11	11	11
	Neither agree or disagree	14	24	10	27	15	18
	Agree	40	23	34	26	33	34
	Strongly agree	26	7	32	9	15	20
	Don't know	7	15	13	15	18	10
The project has improved teaching/teacher training practice, approaches to learning and management	Strongly disagree	3	3	1	3	3	3
	Disagree	5	5	3	7	5	5
	Neither agree or disagree	19	13	15	19	13	17
	Agree	40	45	40	42	37	42
	Strongly agree	19	25	22	13	15	20
	Don't know	14	8	19	17	26	13
This project has led to greater transparency and recognition between member states of curricula, study programmes, qualifications etc.	Strongly disagree	3	5	4	4	1	4
	Disagree	7	8	10	6	5	7
	Neither agree or disagree	21	26	21	18	21	22
	Agree	38	30	28	39	28	35
	Strongly agree	15	17	10	14	18	15
	Don't know	16	13	26	19	26	17

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
The project has improved the skills and competences of young people	Strongly disagree	2	4	3	4	3	2
	Disagree	3	6	3	3	3	4
	Neither agree or disagree	7	18	12	14	17	11
	Agree	29	38	46	46	35	34
	Strongly agree	53	23	27	23	28	41
	Don't know	6	11	9	11	14	8
The project has improved the relevance and effectiveness of VET regarding the labour market needs	Strongly disagree	2	3	1	3	3	2
	Disagree	3	4	9	2	4	3
	Neither agree or disagree	14	19	19	22	15	16
	Agree	41	39	28	34	31	39
	Strongly agree	27	23	23	16	23	25
	Don't know	13	12	21	23	23	14
The project has improved the acknowledgement of the value of learning	Strongly disagree	1	3	1	2	2	2
	Disagree	2	3	6	3	1	2
	Neither agree or disagree	12	17	18	16	11	14
	Agree	43	43	41	44	40	43
	Strongly agree	33	26	22	23	31	30
	Don't know	9	8	12	12	15	9

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
The project has improved the validation and certification of informal skills	Strongly disagree	2	5	2	5	2	3
	Disagree	4	9	11	5	4	6
	Neither agree or disagree	17	24	21	22	19	20
	Agree	40	31	28	33	33	36
	Strongly agree	24	18	18	18	22	22
	Don't know	13	13	20	17	21	14

Source: ECORYS, Survey 2007

Table A5.39 How far do you agree or disagree with the following statements about the impact of your project? by EU region, coordinators of finished projects in percentages (N=2220)

		EUR15	NMS	EFTA/EEA	PAC	Overall average
The project has improved quality of teaching/curricula	Strongly disagree	2	2	1	2	2
	Disagree	3	5	4	5	4
	Neither agree or disagree	16	17	22	11	16
	Agree	45	47	39	44	45
	Strongly agree	22	19	23	32	23
	Don't know	11	10	10	6	10
The project has increased the teaching and learning of EU languages	Strongly disagree	8	6	10	4	7
	Disagree	11	11	10	5	10
	Neither agree or disagree	17	15	22	16	17
	Agree	34	37	35	44	36
	Strongly agree	21	23	14	26	22
	Don't know	9	8	9	5	8

		EUR15	NMS	EFTA/EEA	PAC	Overall average
The project has improved teaching/teacher training practice, approaches to learning and management	Strongly disagree	2	3	1	2	2
	Disagree	5	8	1	4	5
	Neither agree or disagree	18	17	20	13	17
	Agree	42	40	45	37	41
	Strongly agree	20	20	16	37	22
	Don't know	13	12	16	7	12
This project has led to greater transparency and recognition between member states of curricula, study programmes, qualifications etc.	Strongly disagree	4	3	1	2	4
	Disagree	7	11	9	4	7
	Neither agree or disagree	21	24	25	18	21
	Agree	36	34	36	40	36
	Strongly agree	16	11	13	24	16
	Don't know	16	17	16	11	16
The project has improved the skills and competences of young people	Strongly disagree	2	2	4	2	2
	Disagree	2	4	3	3	3
	Neither agree or disagree	9	12	10	9	9
	Agree	32	29	38	34	32
	Strongly agree	48	49	35	45	47
	Don't know	8	4	10	6	7

		EUR15	NMS	EFTA/EEA	PAC	Overall average
The project has improved the relevance and effectiveness of VET regarding the labour market needs	Strongly disagree	2	1	0	3	2
	Disagree	2	5	6	3	3
	Neither agree or disagree	14	12	29	10	14
	Agree	41	43	38	42	41
	Strongly agree	27	29	16	32	28
	Don't know	13	10	12	11	12
The project has improved the acknowledgement of the value of learning	Strongly disagree	2	1	1	2	1
	Disagree	1	4	1	2	2
	Neither agree or disagree	14	11	9	8	13
	Agree	43	45	52	40	43
	Strongly agree	31	31	29	44	33
	Don't know	9	7	7	4	8
The project has improved the validation and certification of informal skills	Strongly disagree	3	1	3	3	2
	Disagree	4	7	1	7	5
	Neither agree or disagree	19	15	16	18	18
	Agree	39	46	42	35	40
	Strongly agree	23	20	26	29	23
	Don't know	12	11	12	8	12

Source: ECORYS, Survey 2007

Table A5.40 How far do you agree or disagree with the following statements about the impact of your project? by measure, coordinators and partners of finished projects in percentages (N=3702)

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
The project has increased and sustained cooperation amongst institutions/organisations	Strongly disagree	1	1	2	1	3	1
	Disagree	1	1	2	1	1	1
	Neither agree or disagree	8	8	10	11	8	8
	Agree	49	46	43	50	45	48
	Strongly agree	36	42	32	31	33	37
	Don't know	4	2	10	6	9	4
The project has increased capacity for mobility of participants	Strongly disagree	1	3	1	2	3	2
	Disagree	1	8	3	6	3	3
	Neither agree or disagree	5	23	13	17	20	12
	Agree	43	37	47	46	40	42
	Strongly agree	46	19	23	18	21	35
	Don't know	4	9	12	12	12	6
The project has improved the employability/adaptability of participants	Strongly disagree	1	3	2	3	5	2
	Disagree	2	5	6	6	3	3
	Neither agree or disagree	10	22	12	21	25	15
	Agree	45	43	42	47	40	44
	Strongly agree	36	17	29	12	16	28
	Don't know	5	10	9	11	13	8

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
This project has improved the employability and adaptability of participants facing disadvantage	Strongly disagree	2	5	2	3	5	3
	Disagree	6	8	8	10	5	7
	Neither agree or disagree	27	32	26	34	29	29
	Agree	27	25	26	22	25	26
	Strongly agree	15	12	11	6	8	13
	Don't know	23	18	27	26	28	23
The project has increased the European "outlook" of individuals and institutions	Strongly disagree	1	1	1	2	1	1
	Disagree	1	3	2	3	2	2
	Neither agree or disagree	7	12	12	10	13	9
	Agree	47	50	43	52	47	48
	Strongly agree	38	28	31	24	25	34
	Don't know	6	6	10	9	12	7
The project has led to the integration of methods/tools/ frameworks into national (regional) policy and practice	Strongly disagree	3	3	3	4	3	3
	Disagree	7	7	9	8	7	7
	Neither agree or disagree	26	21	18	26	22	24
	Agree	35	38	32	31	29	35
	Strongly agree	12	19	12	13	15	14
	Don't know	18	12	26	19	25	17

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
The project has led to a higher contribution of VET to innovation.	Strongly disagree	2	2	1	3	2	2
	Disagree	4	4	7	4	3	4
	Neither agree or disagree	22	22	21	22	25	22
	Agree	39	38	30	38	28	38
	Strongly agree	16	21	17	8	15	17
	Don't know	17	12	25	25	26	17
The project has improved the employability and adaptability of participants facing disadvantage	Strongly disagree	3	5	2	4	3	3
	Disagree	6	8	6	11	8	7
	Neither agree or disagree	26	30	28	29	27	27
	Agree	27	26	27	21	27	26
	Strongly agree	14	11	10	7	7	12
	Don't know	24	20	28	28	28	24
The project has promoted investment in human resources in companies	Strongly disagree	5	5	8	5	3	5
	Disagree	10	11	8	13	10	10
	Neither agree or disagree	27	27	21	27	23	26
	Agree	26	26	30	26	21	26
	Strongly agree	10	12	9	9	9	10
	Don't know	23	18	24	20	34	22

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
The project has improved employer's satisfaction with VET graduates	Strongly disagree	2	5	2	4	3	3
	Disagree	6	9	8	7	8	7
	Neither agree or disagree	21	30	28	29	24	24
	Agree	33	22	28	25	23	29
	Strongly agree	13	8	10	7	7	11
	Don't know	24	26	25	28	35	26
The project has helped to bring about convergence between member states in policy and practice in our field of activity	Strongly disagree	3	3	3	3	3	3
	Disagree	4	6	3	7	2	5
	Neither agree or disagree	23	21	26	25	21	23
	Agree	35	35	30	32	27	34
	Strongly agree	12	15	9	13	21	13
	Don't know	23	19	28	21	26	22

Source: ECORYS, Survey 2007

Table A5.41 How far do you agree or disagree with the following statements about the impact of your project? by EU region, coordinators of finished projects in percentages (N=2220)

		EUR15	NMS	EFTA/EEA	PAC	Overall average
The project has increased and sustained cooperation amongst institutions/organisations	Strongly disagree	1	1	0	1	1
	Disagree	1	2	0	1	1
	Neither agree or disagree	9	7	13	5	8
	Agree	47	49	48	42	47
	Strongly agree	38	38	36	49	39
	Don't know	5	3	3	2	4

		EUR15	NMS	EFTA/EEA	PAC	Overall average
The project has increased capacity for mobility of participants	Strongly disagree	1	1	0	1	1
	Disagree	3	3	3	2	3
	Neither agree or disagree	11	10	14	5	10
	Agree	41	45	52	35	41
	Strongly agree	39	37	26	52	39
	Don't know	6	4	4	5	5
The project has improved the employability/adaptability of participants	Strongly disagree	1	1	1	2	1
	Disagree	2	5	4	2	3
	Neither agree or disagree	12	12	25	12	12
	Agree	45	47	42	42	45
	Strongly agree	33	31	17	37	33
	Don't know	6	5	10	5	6
This project has improved the employability and adaptability of participants facing disadvantage	Strongly disagree	3	3	3	3	3
	Disagree	5	8	9	7	6
	Neither agree or disagree	29	28	42	23	28
	Agree	26	31	17	32	27
	Strongly agree	15	11	7	15	14
	Don't know	22	19	22	20	21

		EUR15	NMS	EFTA/EEA	PAC	Overall average
The project has increased the European "outlook" of individuals and institutions	Strongly disagree	1	1	0	0	1
	Disagree	1	1	1	2	1
	Neither agree or disagree	8	8	13	9	8
	Agree	48	52	54	40	48
	Strongly agree	37	32	20	45	36
	Don't know	6	5	12	4	6
The project has led to the integration of methods/tools/ frameworks into national (regional) policy and practice	Strongly disagree	3	2	3	1	3
	Disagree	7	9	9	5	7
	Neither agree or disagree	24	24	32	22	24
	Agree	34	39	33	40	36
	Strongly agree	13	12	10	24	14
	Don't know	19	14	13	8	16
The project has led to a higher contribution of VET to innovation	Strongly disagree	2	1	1	2	2
	Disagree	4	5	6	5	4
	Neither agree or disagree	22	21	29	14	21
	Agree	39	44	35	42	40
	Strongly agree	16	18	7	27	18
	Don't know	16	12	22	10	15

		EUR15	NMS	EFTA/EEA	PAC	Overall average
The project has improved the employability and adaptability of participants facing disadvantage	Strongly disagree	3	3	6	3	3
	Disagree	5	9	7	6	6
	Neither agree or disagree	28	26	29	23	27
	Agree	25	30	28	32	27
	Strongly agree	14	11	4	17	13
	Don't know	24	21	26	18	23
The project has promoted investment in human resources in companies	Strongly disagree	6	4	4	3	5
	Disagree	9	13	6	10	9
	Neither agree or disagree	28	22	30	25	27
	Agree	24	29	26	31	26
	Strongly agree	10	10	9	16	11
	Don't know	23	21	25	14	22
The project has improved employer's satisfaction with VET graduates	Strongly disagree	3	2	3	3	3
	Disagree	5	10	6	5	6
	Neither agree or disagree	24	23	30	22	24
	Agree	32	32	33	32	32
	Strongly agree	12	13	4	19	13
	Don't know	25	20	23	19	23

		EUR15	NMS	EFTA/EEA	PAC	Overall average
The project has helped to bring about convergence between member states in policy and practice in our field of act	Strongly disagree	3	1	3	2	3
	Disagree	4	5	7	2	4
	Neither agree or disagree	25	24	25	17	24
	Agree	33	38	25	42	35
	Strongly agree	11	14	6	25	13
	Don't know	24	18	35	12	22

Source: ECORYS, Survey 2007

Table A5.42 Have results or learning from the projects/networks funded through Leonardo been adopted in policy making? by measure, coordinators and partners of finished projects in percentages (N=3702)

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
At local level	Not at all	4	6	9	10	10	5
	To a small extent	23	34	26	41	33	28
	To a great extent	68	58	58	45	52	63
	Don't know	5	2	7	4	5	4
At regional level	Not at all	5	1	4	9	8	4
	To a small extent	23	20	18	20	17	21
	To a great extent	42	48	44	36	36	43
	Don't know	30	30	34	35	38	31
At national level	Not at all	9	5	11	12	10	8
	To a small extent	25	27	20	28	25	26
	To a great extent	22	24	22	16	21	22
	Don't know	43	44	46	44	43	44

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
At European level	Not at all	9	5	11	12	10	8
	To a small extent	25	27	20	28	25	26
	To a great extent	22	24	22	16	21	22
	Don't know	43	44	46	44	43	44

Source: ECORYS, Survey 2007

Table A5.43 Have results or learning from the projects/networks funded through Leonardo been adopted in policy making? by EU region, coordinators of finished projects in percentages (N=2220)

		EUR15	NMS	EFTA/EEA	PAC	Overall average
At local level	Not at all	8	8	15	5	8
	To a small extent	30	31	30	26	30
	To a great extent	41	46	45	58	44
	Don't know	21	15	10	11	19
At regional level	Not at all	11	13	21	8	11
	To a small extent	31	40	30	39	33
	To a great extent	27	22	25	36	27
	Don't know	31	26	23	18	28
At national level	Not at all	14	16	25	12	15
	To a small extent	26	34	29	33	28
	To a great extent	18	18	15	31	20
	Don't know	42	32	31	24	38
At European level	Not at all	14	17	25	12	15
	To a small extent	19	24	19	29	21
	To a great extent	20	17	10	26	20
	Don't know	47	42	46	32	44

Source: ECORYS, Survey 2007

Table A5.44 Would you say that within your organization the impact of your project on the curriculum has been? by EU region, coordinators of finished projects in percentages (N=2220)

	EUR15	NMS	EFTA/EEA	PAC	Overall average
Major across all curriculum areas	17	13	9	17	16
Major in some curriculum areas	48	50	56	51	49
Minor in all curriculum areas	7	5	7	4	6
Minor in some curriculum areas	14	17	15	15	15
No impact on curriculum	8	7	6	9	8
Don't know	7	8	7	4	7

Source: ECORYS, Survey 2007

Table A5.45 Would you say that within your organization the impact of your project on management has been? by EU region, coordinators of finished projects in percentages (N=2220)

	EUR15	NMS	EFTA/EEA	PAC	Overall average
Major across all curriculum areas	14	11	6	21	14
Major in some curriculum areas	43	42	40	49	43
Minor in all curriculum areas	8	10	10	5	8
Minor in some curriculum areas	17	22	17	12	17
No impact on curriculum	10	10	10	10	10
Don't know	8	6	17	4	7

Source: ECORYS, Survey 2007

Effectiveness, sustainability

Table A5.46 Will the project activities continue after the end of the Leonardo funding? by EU region, coordinators of finished projects in percentages (N=2220)

	EUR15	NMS	EFTA/EEA	PAC	Overall average
Yes, all activities will continue	22	22	22	26	23
Yes, some of the activities will continue	51	55	61	55	53
No	14	15	10	12	14
Don't know	12	8	7	7	11

Source: ECORYS, Survey 2007

Table A5.47 Will the partnership continue? by EU-region, coordinators of finished projects in percentages (N=2220)

	EUR15	NMS	EFTA/EEA	PAC	Overall average
Yes, all partners will continue to work together	23	31	25	35	26
Yes, most of the partners will continue to work together	28	25	20	19	26
Yes, some partners will continue to work together	27	27	36	24	27
No	9	7	4	13	9
Don't know	13	10	14	8	12

Source: ECORYS, Survey 2007

Table A5.48 To what extent are your output still in use? by measure, coordinators and partners of finished projects in percentages (N=3702)

		Mobility	Pilot projects	Language	Transnational networks	Other	Overall average
Within your organisation	Not at all	4	6	9	10	10	5
	To a small extent	23	34	26	41	33	28
	To a great extent	68	58	58	45	52	63
	Don't know	5	2	7	4	5	4
Within partner organisation(s)	Not at all	5	1	4	9	8	4
	To a small extent	23	20	18	20	17	21
	To a great extent	42	48	44	36	36	43
	Don't know	30	30	34	35	38	31
Within other (non-partner) organisation(s)	Not at all	9	5	11	12	10	8
	To a small extent	25	27	20	28	25	26
	To a great extent	22	24	22	16	21	22
	Don't know	43	44	46	44	43	44

Source: ECORYS, Survey 2007

Table A5.49 To what extent are your output still in use? by measure, coordinators of finished projects in percentages (N=2220)

		EUR15	NMS	EFTA/EEA	PAC	Overall average
Within your organisation	Not at all	3	4	6	4	3
	To a small extent	23	25	17	22	23
	To a great extent	69	69	71	72	69
	Don't know	5	3	6	2	4
Within partner organisation(s)	Not at all	4	3	3	7	4
	To a small extent	22	28	29	27	24
	To a great extent	47	41	48	45	46
	Don't know	26	28	20	21	26
Within other (non-partner) organisation(s)	Not at all	9	7	13	6	9
	To a small extent	26	31	48	32	28
	To a great extent	24	27	19	29	25
	Don't know	41	35	21	33	38

Source: ECORYS, Survey 2007

Annex 6 Project Case Studies

Project case: An Exploration in the field of management through the new technologies

Programme: Leonardo da Vinci II **Project name:** An Exploration in the field of management through the new technologies

Action (sub action): Mobility

Short summary: Students from Spain went on a placement to the UK and the Czech Republic to get on the job training in companies, learn about new technologies and learn to speak better English.

Theme: Mobility

Country: Spain **Dates:** 2005 - 2007

Key words: on the job training, VET, new technologies, languages,

Coordinator organization: C.E. San José Artesano, an educational Centre located in Burgos (Spain).

Partner(s) and cooperation: Besides the coordinator, there were two partners that arranged the placements: Faculty of Economics and Management of the Czech University of Agriculture (the Czech Republic) and a company from the UK.

The partners in the project arranged placements in companies and a place to stay for the Spanish students. Finding placements in a foreign country is very difficult and by working with these partners this was much more easy. There was one problem because the coordinator hired a middleman for the finances and this didn't work out. In the project following this one, the coordinator worked with the same partners but without the middleman and this was very satisfying.

Aims and objectives:

- The aim was to improve skills and competencies concerning new technologies and English language of the students and show them how extensive and user friendly new technologies can be.

Methodology and approach:
Placements of 3 weeks for Spanish students in the fields of mechanics, electronics, administration and Information technology in the UK (63 students) and the Czech Republic (17 students). In Spain, the students got an English language training course to prepare them for the placement. If their level of English still wasn't good enough, they got a week of training in the UK or the Czech Republic and did just 2 weeks of on the job training. The actual placement consisted of on the job training, language training and an introduction to new technologies.

The Czech Republic had to pay the companies to provide placements. Companies that didn't want to participate did that for reasons as: no time (holiday); lack of staff for guidance; language difficulties: no English. One company said that they would take in students that spoke other languages than English, so they themselves could become more international and learn from the students.

Outputs and Results:
- *Mobility* – The output was placements and a result was the improvement of skills. The students learned what it is to work in another country and will bring these international experiences back and learn from it.

Impacts:
Increased proficiency in EU-languages – The students learned to speak better English.

Improving quality in education – This project promotes transformative learning: discover new approaches, be independent, develop new tools, stand out with your work.

Socio-economic impacts – The students learned new technologies which gives them a head start at home and abroad. Some students who got a job offer resulting from the placement. The companies that participated were able to show new technologies, give young people a chance to experience working and learn about professional relationships.

Sustainability:
The partners will continue to work together for Leonardo projects, but outside of Leonardo there will be no cooperation. At least one student has a real source of income because of the project. He does the design of an e-shopping website.

Sources: In-depth interviews with C.E. San José Artesano and the Faculty of Economics and Management of the Czech University of Agriculture. No web page with information available.

Project case: Perfecting vocational skills in the European Labour market in gastronomy an hospitality

Programme: Leonardo da Vinci II **Project name:** Perfecting vocational skills in the European Labour market in gastronomy an hospitality

Action (sub action): Mobility

Short summary: Students of Catering Services School in Poland undertook placements in hotels and restaurants of Denmark, United Kingdom and Greece. The skills acquired during the placement and confirmed by Europass-Mobility Certificate will help the beneficiaries to find jobs both in Poland and abroad.

Theme: Mobility

Country: Poland **Dates:** 2006 - 2008

Key words: Mobility, languages, employment prospects

Coordinator organization: The Secondary Vocational School of Gastronomy and Services, in Chorzów (Poland)

Partner(s) and co-operation: Besides the coordinator there were three partners: Anadrasis Initiative Information (Greece), Euc Syd, centre for vocational training and continuing education (Denmark), Leeds Thomas Danby, vocational college (UK)

There was frequent contact between the partners and project coordinator. Despite the language differences the cooperation was good. However, differences in mentality did have a negative effect on the cooperation.

Aims and objectives:

- To improve the professional skills of young people undergoing initial vocational training
- To give young people the possibility to become more autonomous, acquire work experience and facilitate their integration into the labour market.

Methodology and approach: 147 students of the Catering Services School in Poland, go for a four week-placement in hotels and restaurants of Denmark, United Kingdom and Greece. There they will learn about recipes, cooking techniques, equipment and service standards in the hotel and catering sector. They will learn new marketing techniques, how

to adapt hotel facilities for guests with disabilities and familiarise themselves with jobs as: receptionist, room service, administration and management.

Outputs and Results:
Mobility – The placements gave the students the opportunity to learn to be more independent, create new initiatives and develop professional competences. At the moment of the interviews, 71 of the 147 students had finished their placements. The quality and diversity of work experience varied among the hosting organisations. However, the project coordinator is satisfied, because it's a huge advantage to be able to send students on a foreign placement. In Poland young people are only trainees whereas abroad they are treated as trusted workers. The participating students obtained EUROPASS.

Impacts:
Increased proficiency in EU languages – The language skills of the students improved as well as their willingness to learn a foreign language.

Improving quality in education –The students learned different working methods and improved their intercultural competencies. The project reinforced the recognition of acquiring additional competencies and lifelong learning.

Socio-economic impacts – The prestige in town of the Polish school increased and its position on the educational market improved. The professional and language skills acquired and confirmed by the Europass-Mobility Certificate will help the beneficiaries to find jobs both in Poland and abroad. Because of the project the participants can show employers that they have substantial work-experience and can adapt to new situations. The project changed the attitude of Polish employers and organisations towards trainees. They appear to trust them more and give them more responsibilities.

Impact on inclusion and equal opportunities – Many of the project participants originated from pathological families and it was the first time they had ever been abroad. It would have been impossible for them to go abroad without an external source of funding.

Sustainability: If the network will remain depends strongly on the attitude of the partners and the financial situation.

Sources: In-depth interviews with The Secondary Vocational School of Gastronomy and Services (Poland) and Anadrasis Initiative Information (Greece). No webpage with information available.

Project case: FORPROEU

Programme: Leonardo da Vinci II

Project name: FORPROEU, Formación profesional en Europa

Action (sub action): Mobility

Short summary: Spanish VET students undertook placements in companies working in their field of education in Finland Germany, Italy and Ireland. The skills acquired during the placement were confirmed by the Europass-Mobility Certificate.

Theme: Mobility

Country: Spain

Dates: 2004 - 2006

Key words: Mobility, VET, work experience

Coordinator organization: Centro De Apoyo al Profesorado (CAP) de Majadahonda (Madrid)

Partner(s) and co-operation: Besides the coordinator, there were seven partners: education institutes from Finland Germany, Italy and Ireland. Three of them were: Stadtische Fachoberschule fuer Wirtschaft, Verwaltung und Rechtspflege (Germany), Kotkan Ammatillinen Koulutuskeskus (Finland), Instituto Tecnico Commerciale “Vespucci-Calamadrei”, (Italy).

The partners in the project were responsible for the arrangement of placements with companies. The communication and contact between the partners was good, on a professional level as well as on personal level.

Aims and objectives:

- To improve the professional skills of VET students and facilitate their integration into the labour market by doing a placement with on the job training in companies related to their education.

Methodology and approach: The students that participated in the project weren’t all in the same field of education. To provide them with relevant work experience, the partners had to search for organisations within the different fields of education of the students. This was sometimes difficult. If there would have been more money, it would have been possible to have preparatory visits to the companies where the students went to. Now

there were some problems sometimes, because demands to the companies were not always clear.

Outputs and Results:
Mobility – placements of young people in VET resulting in personal development and more cooperation between institutions. The students were pleased with their placements and the companies they were placed in were pleased with the students, although the English language sometimes was a bit of a problem for the students.

Impacts:
Increased proficiency in EU languages– The students improved their language skills, met different people and got more understanding and respect for other cultures. The teachers involved in the project communicated with teachers from other countries and learned from each other.

Socio-economic impacts – The employment prospects of students that have been abroad are better and there is more mobility.
The Spanish coordinating institute became more attractive for students because of the project. There are more students that want to go to the school and the quality of the school improved because of the international experience.

Sustainability: The participating institutes formed a network that will continue to exist, even without funding.

Sources: In-depth interviews with Centro De Apoyo al Profesorado (CAP) de Majadahonda and Kotkan Ammatillinen Koulutkeskus. No webpage with information available.

Project case: Life Long Innovation

Programme: Leonardo da Vinci II **Project name:** Life Long Innovation

Action (sub action): Mobility

Short summary: In cooperation with NH-hotels, there was an exchange of experience and expertise in the field of hotel, catering and hospitality between female teachers of VET schools in Europe. The NVQ quality system was introduced and the created network is still used for exchange of expertise and providing work placements and jobs for students.

Theme: Mobility

Country: Netherlands **Dates:** 2005-2006

Key words: mobility, (VET)teacher training

Coordinator organization: Europrof, education and training institution in the field of hotel, catering and hospitality.

Partner(s) and co-operation: Besides the coordinator, there were 17 partners: Bildungszentrum Hohewand (Austria), NH-hotels and VET schools in Spain, Italy, Czech republic, Slovakia and UK.

There were good agreements between the partners about dividing the responsibilities in the project. In the case of minor problems, this was resolved quickly over the phone. A main advantage was that the participating teachers didn't need much guidance.

Aims and objectives:

- Exchange of experience and expertise between female teachers of European countries
- Improvement of teacher skills and competences
- Create a network of organisations to provide placements for female students
- Explore the market for NH-Hotels

Methodology and approach: The approach was to have teachers visit each other's schools and visit hotels in their countries and exchange expertise, for instance expertise about NVQ's (National vocational qualifications).

Outputs and Results:
Mobility – The teachers visited hotels and VET schools in the participating countries. NH-hotels will open a hotel in Poland and Slovakia, in combination with a new VET school for hotel, catering and hospitality.

Tools/methods – Implementing the NVQ qualification system in the partner organisations that didn't already use it.

Networks - A network in the field of hotel, catering and hospitality of 15 partners across 6 European countries came to exist and is involved in exchange of expertise and providing work placements for students.

Impacts:
Increased proficiency in EU languages

Improving quality in education – An increase in the quality of teaching in VET schools. Europrof now provides lessons in other languages which attracts more teachers and students. The school is now recognized as NVQ training centre by the UK and more schools of the partner countries will follow in using NVQ's it and become recognized as a training centre.

Socio-economic impacts: Only women were involved in the project, to promote equal opportunities in the work field. The students that will finish their professional studies using NVQ have better employment chances, because they can show an extra certificate. An impact of the project is a more international general approach at the participating VET schools, which will lead to more mobility and employment prospects for teachers and students.

Communities of interest - The project has led to the establishment of a self-sustaining community of interest in the field of hotel, catering and hospitality at a European level.

Sustainability: The network that formed still is involved in expertise exchange, providing work placements for students and possibly jobs too.

Sources: In-depth interviews with Europrof and Bildungszentrum Hohewand. No web page with information available.

Project case: Developing skills and competences in vocational training

Programme: Leonardo da Vinci II **Project name:** Developing skills and competences in vocational training

Action (sub action): Mobility

Short summary: Spanish students undertook placements in small agriculture companies field in France and Ireland. The experience and skills acquired during the placement improved their employment prospects.

Theme: Mobility

Country: Spain **Dates:** 2005

Key words: Mobility, VET

Coordinator organization: Mutrikuko Akuakultura Institutua, an agriculture education institute.

Partner(s) and co-operation: Besides the coordinator, there were six partners: small agriculture companies from Ireland and France. Two of them were: Seahorse (Ireland) and Dunmanus Seafood Ltd (Ireland).

The cooperation and communication went well. The project was set up small and because of that there was no need for a lot of communication. The coordinator visited the partners to invite them to cooperate in the project and further communication was by phone and email.

Aims and objectives:

- The project was set up to prepare students for the agriculture business by giving them the opportunity to gain experience in different areas of their possible future work.
- A second aim was to set up a European network in the field of agriculture.

Methodology and approach: The seven Spanish students were sent on a 3 month placements in Ireland or in France. The companies tried to include the students as an integral part of the company. Seahorse provided a placement consisting of an in-depth

study of the recirculation system and the cultivation of seahorses. Dunmanus organised a placement hatching sea urchins.

Outputs and Results: The main output is the placement. The students had to write a report on their experiences in the placement. The student that did a placement at Seahorse wrote a protocol for updating re-circulation and cultivation. The students learned practical knowledge and skills in agriculture, became more independent and in some cases, got a job offer. All the partners and participants were really satisfied with the results of the project.

Impacts:
Increased proficiency in EU languages – The students improved their language skills by practicing them at the companies. Other students were influenced by them, because they now realise the importance of speaking foreign languages and are more interested in language courses.

Improving quality in education –There was a transfer of technological knowledge and most important: hands on experience as opposed to the theoretical knowledge they learn in school. The Spanish lead partner has included cultivating seahorses in their curriculum and the Spanish teachers of the school learned a lot from the students about the different working methods in Europe.

Socio-economic impacts – The students gained work experience, got a chance to travel and in some of them got a job offer. The knowledge that the students acquired is very useful in Spain, especially in the region of Mutriko, because there has not been much development in the agricultural sector. The research done by the student gave Seahorse an opportunity to grow and hire more people. The information collected by the students during the placement is used by the agricultural institute in Ireland

Networks – The Spanish institute now has enduring contacts with the partner companies and tries to learn from them and apply good practices in Spain.

Sustainability: The partnership with the partners will be continued. They exchange information and experience on the subject of agriculture. Two of the students are still working abroad and two students started a company in Spain based on the example of the company they worked for in Ireland.

Sources: In-depth interviews with Mutrikuko Akuakultura Institutua, Seahorse and Dunmanus Seafood Ltd. No webpage wit information available.

Project case: STAGE

Programme: Leonardo da Vinci II

Project name: STAGE: Successful Touring and Gig Education

Action (sub action): Mobility

Short summary: Students of a vocational college from Finland studying music, undertook placements in the UK. Because of the skills acquired during the placement they are better prepared for the international music market.

Theme: Mobility

Country: Finland

Dates: 2005 - 2007

Key words: Mobility, VET, on-the-job experience

Coordinator organization: Kainuu Vocational College

Partner(s) and co-operation: North west institute of further and higher education (UK)

The cooperation in the project went well. A reason for that was that the partners had worked together on a similar project before. The partner from the UK mentioned that the project was well organised by the Fins and the coordinator was very thoughtful.

Aims and objectives:

- Provide international on-the-job experience
- Develop the mobility of music students; let them play for different audiences and meet foreign students.

Methodology and approach:

There were some difficulties arranging the gigs in the UK, but once the students were in the UK this was no problem anymore. At first the approach was to have students participate in classes, but as it turned out, it worked better when the emphasis was more on practising and performing together. The partner from the UK helped the coordinator with the dissemination by sending an electronic newsletter to all colleges in Northern Ireland and arranged publicity for this project within the federal education sector.

Outputs and Results:
3 of 4 week placements for music students in a college for further education in the UK. The students received courses in media and television and about cultural and historical points of interest. The students now have a lot of experience in performing in the UK and have connections in the UK.

Impacts:
Increased proficiency in EU languages – The Finnish students improved their English language skills in the UK.

Improving quality in education – The on-the-job-learning had an effect on the teaching method in Finland. They now teach now about management strategies in music and about gigs and performing in the UK/ Europe. The English students were impressed by the level of learning and the work ethic of the Finnish students and became more serious about their own learning by seeing how the Finnish handle their education.

Socio-economic impacts – The students of the Finnish institute increased their skills and knowledge in music and are much more eager to go abroad to perform than before. Because of the project, they are better prepared for the international music market and will be able to adjust more easily to living in another country. The students from the UK realise that there is more than just the UK and now are more interested in the opportunity to travel and work in other countries.

Sustainability: The partners will continue to do mobility projects every year.

Sources: In-depth interviews with Kainuu Vocational College and the North west institute of further and higher education. No webpage wit information available.

Project case: e-Work LearNet

Programme: Leonardo da Vinci II **Project name:** e-Work LearNet

Action (sub action): Pilot projects

Short summary: The project was set up to design, develop and experiment with a reference model of standards for continuous teleworking training applicable for teleworkers in many professions and activities and to enable it to be used in the partner countries.
e-Work LearNet is based on two other projects in the Leonardo da Vinci programme: Localnet I and II (1995 and 1998) and Virtual Work (2001-2002).

Theme: European area of Education and training / Innovation and ICT

Country: Spain **Dates:** 2004-2006

Key words: VET, e-learning, Life long learning

Coordinator organization: Iturbrok S.L., a company offering consultancy services, technical assistance and specialist services relating to application of new technology.

Partner(s) and co-operation: Besides the coordinator, there were four partners: Laboradomo (Spain), AFPA: Association Nationale pour la Formation Professionelle des Adultes (France), IDEC: Industrial Development & Education Centre (Greece) and e-teams (Ireland).

The cooperation went well. The partners had already worked together in previous projects and the amount of partners was good. It sometimes took a long time to make a decision and this time was lost for actually working on the project. The partners held meetings and had contact through means like teleconferencing. A problem rose when a partner wanted to receive reimbursement before the coordinator got money from the NA. This partner became less cooperative but still did the obligatory things.

Aims and objectives:

- To define and recognize the competences for teleworking and create a model of standards for continuous training and validation of transversal professional competences for teleworking.
- To improve the teleworking training offer by introducing new technology.
- To achieve recognition and raise awareness for the need to acquire these skills in the profession of teleworking.

Methodology and approach: The approach for developing the referential model involved a comparative study of the existing national competences in the partners countries. A main focus in the development of the training material was e-learning. The reference model was designed with the characteristics required, to enable it to be used in all the partner countries. Cultural and language differences were taken into account.

Outputs and Results:
Tools - A standard of competences necessary for teleworking was developed in the partner languages. For each country a training standard on CD ROM for online training was created, in their language and adapted to the national situation and culture. An online e-learning platform was developed: www.evirtualwork.net. And finally, a reference model of standards for continuous telework training was developed: Skills map, Curriculum Design, Training products, Guide for teletrainers, Quality Charter, Method for assessment and validation. The project partners are using and promoting the produced output.

Impacts:
Improving quality in education – There is an increased knowledge of competences in teleworking and e-learning. There is improved training material available for teleworkers and their managers, so they will be better trained for their job. Because of the output, there are increased possibilities to assess people's competences and train them more specific.

Socio-economic impacts – By improving the quality of teleworking and promoting it, there can be an impact on mobility, because teleworkers can work wherever they want to. Also, raising awareness for e-working as a transversal skill set will contribute to the development of the knowledge economy. Furthermore, this training can help unemployed people back in the workforce and offers the possibility to divide professional and personal time in the way one wants, which broadens the employment perspectives

Impacts on transparency – Because of the comparative study, the countries can see what competences the other countries have and how they differ.

Sustainability: The partners in the network that was established will continue to work together on Leonardo projects to disseminate the results to other countries. The Spanish partners will continue to work together in general as well.

Sources: In-depth interviews with Iturbrok, Laboradomo and e-teams. Webpage: www.eworklearnet.com/es/default.htm

Project case: Teach IT-net

Programme: Leonardo da Vinci II **Project name:** Teach IT-net

Action (sub action): Pilot projects

Short summary: The project promotes the further training of teachers by improving relevant ICT-skills. A comprehensive training was developed, using innovative didactic training methods and tools, each adaptable to national requirements. By participating, teachers and trainers are assisted in meeting the challenges represented by rapidly changing technologies and implementing their use in teaching.

Theme: Innovation and ICT

Country: Poland **Dates:** 2003 - 2006

Key words: Teacher training, e-learning

Coordinator organization: KANA Gliwice, Catholic Youth Education Centre (Finland), a non-governmental, educational organization involved in education of young people deriving from disadvantaged families.

Partner(s) and co-operation: Besides the coordinator there were two partners: CJD Maximiliansau (Christliches Jugendorfwerk Deutschlands) (Germany) and University of Tampere (Finland).

There were 8 or 9 partner meetings, and there was often contact over the phone or by email. There were initial problems due differences in expectations, habits and educational systems. As time passed, this improved and the participants learned a lot from each other, and as it turned out: International cooperation can be a rich source of knowledge.

Aims and objectives:

- To develop a comprehensive training system for teachers and trainers, using innovative didactic training methods and tools, each adaptable to national requirements.
- To improve the level of ICT knowledge amongst teachers and improve the quality of teaching. If teachers are able to creatively employ the latest IT solutions in classrooms, they will be able to effectively prepare their students for lifelong learning.

Methodology and approach: The approach was to describe the scope of IT knowledge and skills in using IT for teaching purposes in a syllabus. To devise three trainings that

directly refer to the standards of IT knowledge set out in the syllabus and launch pilot trainings for teachers in Poland, Germany, Finland and are intended to further verify particular elements of the IT vocational development programme. The vocational development programme relating to the use of IT in the process of teaching will be adjusted to the conditions of distance learning technology. And finally a system of evaluation of educational facilities will be created, which will systematically implement the training modules devised in this project.
All texts will be available in print and all training materials on CD-Rom, in three languages (Polish, German and Finnish). The syllabus, curriculum and evaluation reports will be also published on the project web page. The methodology has been specifically designed to service the needs of Polish teachers, but has high potential for use in other countries.

Outputs and Results:
Tools – The product range to be developed includes:

- A Syllabus which describes the scope of IT knowledge and skills in using IT for teaching purposes
- Three trainings: Computer in the Process of Teaching; Internet in the Process of Teaching; Multimedia in the Process of Teaching. Each training includes: curriculum, course book and a manual for the trainer
- E learning platform, available on the project web page, this is the classroom for the teachers and their classes
- an Evaluation Manual on Quality Criteria for Training and Training Centres

The output is reliable and of high quality. This is confirmed by the corporate partner Microsoft Corporation. They are interested in introducing a certification system for trainers based on the training system.

Impacts:
Improving quality in education – By implementing ICT in the process of teaching through training the teachers and trainers their skills competencies are increased. Because teachers are multipliers of knowledge, not only teachers are reached, but many students as well. This project changed the education system in Poland and it has a huge potential because the material is easily translated and transferable to other countries.

Impact on curriculum – ICT is now an intrinsic part of the curriculum and all students have to participate in ICT related courses. Teachers emphasize that it's important that this project introduced practice to their training, next to theory, and that this works.

Impacts on management - Management is now aware of the positive effects of this kind of European projects and is even looking for new project opportunities. They are also more willing and supportive to work with ICT.

Socio-economic impacts – Through increased skills and competencies teachers, trainers and students are better employable, knowledge of ICT is getting more important.
The partner organisations in the project obtained more knowledge and experience in training teachers and are now a more serious partner for training in the market.

Communities of interest – The project has led to a community of interest in training in ICT skills and competencies. The partners are still working together and keep each other informed on a regular base. A consortium with national teacher training centres was formed to try to spread the training nationally and will continue lobbying activities.

Equal opportunities – The training is free of charge and aimed at the middle and lower socio-economic level, to give them a change to get knowledge in ICT.

Policy Impacts – The coordinator would have liked more involvement of Polish Education policy makers for the implementation on a national scale. They did and will keep on doing a lot of lobbying at the ministry of Education, but the education system in Poland is characterised as not being very flexible and acceptance of change. In the end it may have effect on national policy and maybe European policy.

Sustainability: The project group regards it a great asset of this project that the valorisation was carried out with the support of Microsoft Corporation. Under the framework of the 'Partners in learning' programme, the project's products will reach thousands of teachers.
KANA Gliwice launched a series of ICT vocational development courses intended for teachers of all types of schools. Furthermore they launched a training for Ukrainian representatives of education with the intention to prepare infrastructure and human resources for implementation of results of the project in Ukraine.

Sources: In-depth interviews with KANA Gliwice and CJD Maximiliansau. Webpage: http://teach-it.net/index_en.php.
Publication: (2006). 50 success stories - Leonardo da Vinci Community Programme - Innovative projects contributing to the Copenhagen Process - Linking policy to practice p(51).

Project case: e-learning in the Police Vocational Training System

Programme: Leonardo da Vinci II **Project name:** E-learning in the Police Vocational Training System

Action (sub action): Pilot projects

Short summary: The project promotes the use of e-learning in education. By improving knowledge, skills and competencies in e-learning with help of the project partners, the Polish were able to implement e-learning in the police vocational training system.

Theme: Innovation and ICT

Country: Poland **Dates:** 2005 - 2006

Key words: e-learning, VET

Coordinator organization: Voivodship Police Headquarters in Bydgoszczy (Poland)

Partner(s) and cooperation: Besides the coordinator, there were eight partners from Poland, Germany, the Netherlands, Spain, France, Turkey, Italy, UK(initially). Two of them were: Landespolizeischule Hamburg (Germany), Politieacademie (the Netherlands).

The partners had regular contact by phone and email and the cooperation went very well. There was one problem with partner from the UK, they didn't have enough time to prepare for the visit, so the cooperation with them was cancelled.

Aims and objectives:

- To improve knowledge, skills and competencies in e-learning
- The implementation of e-learning in the police vocational training system in Poland.

Methodology and approach:
The Polish delegation, consisting of police officers, civil servants and people specialized in ICT or HRM went to the partner countries for one week to visit police academies and gather information about e-learning methods used at the police academies and in the partner countries in general. The Dutch partner provided a 1,5 day program, consisting of: -explanation of the education system at the academy: e-learning, ICT-tools, the electronic learning environment (medium portal) competence based learning and dual learning,

meaning: working an learning at the same time.
-test drive in the driving simulator and explanation about how it is used in education

Outputs and Results:

- *Tools* – An ICT training course was developed and implemented in the Polish Police vocational training system.

Impacts:

Improving quality in education – All Polish Police units were involved in the project and the participants now are very well equipped to share their knowledge of e-learning with their police unit, and implement it in the education system.

Impacts on management – The Polish chief commander was involved in the project and was very enthusiastic. The German partner mentioned that the project had an impact, because they learned about differences in management between the countries.

Socio-economic impacts – Better trained people and improvement of skills and knowledge lead to better employability.

Policy – In Poland, e-learning was integrated into regional education and training policy. Maybe in the future this will expand to a national level. The German partner thinks there is some influence on national education policy, although this is hard to say because in Germany the police departments are decentralised.

Sustainability:

The partners will keep in contact and have the intention to work together in the future. The Polish coordinator will give a presentation at an upcoming e-learning conference in Germany. In Poland, information about the project was spread to every policeman with the focus that implementation of e-learning is crucial.

Sources: In-depth interviews with Voivodship Police Headquarters in Bydgoszczy (Poland), Landespolizeischule Hamburg (Germany) and Politieacademie (the Netherlands). No web page with information available.

Project case: Friskie EU

Programme: Leonardo da Vinci II **Project name:** Friskie EU

Action (sub action): Pilot projects

Short summary: A social skills training programme was developed, targeted for young people who are at risk of not completing their vocational education. By training their social skills they will be better prepared for independency and working life.

Theme: Innovation and ICT

Country: Finland **Dates:** 2003 - 2006

Key words: web based learning, Inclusion

Coordinator organization: Turku University of Applied Sciences (Finland)

Partner(s) and co-operation: Besides the coordinator, there were seven: The University of Oviedo (Spain), Os Vidaregaande Skule, technical college (Norway), RBK: Royal Borough of Kingston (UK), University West/Högskolan Väst (Sweden), Drenthe College (Netherlands), Turku Vocational Institute (Finland).

There was a high degree of cooperation, although working with seven countries was somewhat difficult because every country has different rules and regulations. The partners had a regular series of meetings in each of the countries. In between meetings the contact was maintained through conference calls and email. Because teachers have a busy job, it was sometimes hard to push them to work for the project.

Aims and objectives:

- To develop a social skills training programme for initial vocational education, targeted for young people whose everyday skills must be practiced and are at risk of not completing their vocational education. They have poor abilities to attend the mainstream training, need more transparency and flexibility of the educational system.
- The objective is to train the young people in social skills that are necessary for independent living and in working life.

Methodology and approach: Research was done to assess the current state of social skills training in the partner countries. The partners carried outrun supervised group activities and individual guidance to facilitate social skills learning in non-traditional

learning environments e.g. in alternative studies, work places, at employment offices, in drama workshops etc. The developed activities and good practices were discussed in the three international Seminars and gathered into the Friskie programme, which consists of three elements: workbook, portfolio and handbook.

Outputs and Results:
Tools – A workbook was developed and functions as a material by which teachers/social educators can talk with the young people about their everyday life and future dreams and prospects. There is material for group activities to help the young people to share their personal interpretation and experience. A portfolio has been developed to assess which social skills area should be given special attention. It can be used as self-assessment and as a tool for reflection. The Handbook illustrates the main principles that underpin the Friskie framework. Two publications were produced by Turku: 'Education to work report' and 'Professional guidance book: towards active citizenship''.

Impacts:
Improving quality in education – The web-based learning is an improvement and is used to try to involve young people in education. The handbook is an example of the introduction of new training methods for teachers. A reciprocal approach of learning is promoted, the students must be activated, and be active participants.

Socio-economic impacts – By improving their social skills through the new learning method the young people will improve their employability.

Impacts on management – The project has shown management the value of European partnerships and the value of working with an electronic workbook for young people.

Impact on Inclusion – The target group of this project was young people who lack social skills and were at risk for dropping out of school.

Sustainability:
All the partners are trying out the developed materials and they are used in 130 vocational schools. There are group work programs for the target group in Finland and the UK and for social work students in Sweden. There is an application for a project to implement the method that was used in this project for a target group of young unemployed people.

Sources: In-depth interviews with Turku University of Applied Sciences (Finland) and RBK: Royal Borough of Kingston (UK). Webpage: http://www.friskie-eu.fi/

Project case: Moving Towards Learner-Centred Learning

Programme: Leonardo da Vinci II **Project name:** Moving Towards Learner-Centred Learning: providing business students with multiple skills through case method

Action (sub action): Pilot projects

Short summary: The project was set up to integrate the use of case study method into problem based teaching and learning in the field of business, management, logistics, human resource, marketing and finance. The project produced a case method guide and twelve case studies.

Theme: Innovation and ICT / European area of education and training

Country: Finland **Dates:** 2004 - 2007

Key words: VET, use of case method in education

Coordinator organization: Lahti University of Applied Sciences

Partner(s) and co-operation: Besides the coordinator, the five partners were: Niels Brock Kopenhagen Business College (Denmark), Hochschule Reutingen (Germany), Hogeschool Inholland (the Netherlands), Faculty of Economics University of Ljubljana (Slovenia), Pole Universitaire Leonard De Vinci (France).

The partners had regular meetings and were equally committed to the project. Everyone had access to an online platform that was used for monitoring by the coordinator and for exchange of information. The coordinator regularly wrote partner letters with information and motivation for everyone. The partners were all members of the European Association for International Education and already knew each other, which had a positive effect on the cooperation and commitment. A downside was that because of the informal approach, the partners found it harder to be critical towards each other.

Aims and objectives:

- To Increase the use of case studies in education and provide business students with multiple skills through the case method.
- To improve students' working skills in an international setting.

Methodology and approach:
Each partner produced two case studies, based on real-life business case studies from SME's for students to work through. Emphasis was placed on partners learning from each other's experiences in using the case study method as a teaching tool. Teachers received training in use of the case study method. The project partners developed a guide on using the case study method for student learning. The guide is available in digital and printed form in the languages of the partner countries and on an English-language CD-Rom.

Outputs and Results:
The output was one case method guide and twelve case studies, specific for SME's. Teachers were trained to use case method in education. The partners wanted to have students to work on case studies with other students from different partner countries via the internet and compare and discuss the results, but there was no time for this. In retrospect, the partners agree that more should have been done with the cultural differences between the countries and there should have been a discussion on the different opinions on approaches of learning that differ per country.

Impacts:
Improving quality in education – The teachers that participated now teach more interactively and use case method as a tool for this. The case studies are specifically about SME's, which was needed in countries like Denmark to make the connection between theory and practise. Instead of giving lectures, there is more student centred teaching and the students learn new skills, such as decision making and group work skills.

Socio-economic impacts – Bridging the gap between theory and practise will prepare the students better for employment and increase their employability.

Networks – All partners were interested in working together in the future and are thinking of students exchanges as well.

Sustainability: The partners use the case studies in education and teacher training institutes in other countries started using the case method as well.

Sources: In-depth interviews with Lahti University of Applied Sciences, Niels Brock Kopenhagen Business College and Hogeschool Inholland. No webpage with information available.

Project case: Pro Europass

Programme: Leonardo da Vinci II

Project name: Pro Europass - Apprentices across the Border

Action (sub action): Pilot projects

Short summary: ….

Theme: Mobility / European area of education and training

Country: Finland

Dates: 2001 - 2004

Key words:

Coordinator organization: Amiedu, a vocational training centre for adults

Partner(s) and co-operation: Besides the coordinator there were 15 partners. The nine partners from Finland were: City of Helsinki Education Department, Apprenticeship Training Centre; ABB Building Systems; Helsinki Energy; Finnish Association of Electrical and Telecommunication Employers; Federation of Finnish Metal, Engineering and Electronics Industry; Finnish federation of Enterprises; Sähköliito the Finnish Electrical Workers' Union; Tampere University of Technology Management.
The other six partners were: University of Applied Science of the Vienna Chamber of Commerce (Austria), The International Service Office of Oppland (Denmark), ABB Training Center Rhein-Neckar (Germany), ELBUS (Norway), Cirius (Denmark), Institut fur Bildungsforschung der Wirtschaft (Germany).

There were a lot of differences in education and policies between the countries. This made it hard to turn policy into practice. The partner from Norway joined the project after it already started which was quite difficult, but the coordinator went to Norway to inform him about the ins and outs. The group worked together very well and some partners had worked together before. This had a positive effect on the commitment, but at the same time made it harder to be critical towards each other. For that, it was positive that there were outsiders among the partners who could reflect and give a different perspective.

Aims and objectives:

- develop practical tools for application of the Europass Training document for apprentices

- Promote mobility of the young adults entering the European labour market in the field of metal, electro technical, electrical and telecommunications industries
- establish an international network

Methodology and approach:
Pro Europass project has produced a set of guide books, based on experiences gathered through the framework of this project including test exchanges and through other apprentice exchange projects. The starting point in the guide books has been the use of different common European mobility tools to control the quality and to ease the co-operation (Europass, Certificate Supplement and European CV). The partners focused on what is good in each country and valuable to share, instead of focusing on creating just one standard, because each country has it's own education and training traditions and it's hard to change everything.

Outputs and Results:
-Placements for Finnish trainers, on-the-job-trainers, teachers and 22 apprentices in Austria, Germany, Norway.
-Website
-Set of guide books in German, Norwegian, Finnish, printed and digital, for organizing work placements abroad for apprentices.

The partners agree that the website and materials could have been more attractive, but that the content is of high quality. They made 100 printed versions and delivered those at the final conference of the project.

Impacts:
Increased proficiency in EU languages – Students take a preparation course on the culture and language of the country they go to. And in the country itself they get a course as well. During the placements they learned English, German and/or Finnish. An example is that 2 German students could read Finnish newspapers after 3 months, and they wanted to learn more.

Improving quality in education – The quality of vocational training was improved by the guide book. The project improved the skills and knowledge of teachers and students. Germany and Austria are now using the internet environment more and more in education. The young people are better prepared for placements and the process of finding placements abroad was made easier and more transparent.

Socio-economic impacts – The project promoted mobility of the young adults entering the European labour market. Many of the participants weren't used to travel and their eyes have opened because of this.

Sustainability: The guide books and forms for applicants are used in all the participating countries by institutions and companies who send students abroad and students themselves. Also, the website is still visited regularly. Because a second follow-up project was turned down, the handbooks can’t be updated

Sources: In-depth interviews with Amiedu, ELBUS and ABB Training Center Rhein-Neckar. Webpage http://www.amiedu.net/europass

Project case: European instructors

Programme: Leonardo da Vinci II **Project name:** European instructors - development of an online course for the promotion of instructors' intercultural skills

Action (sub action): Pilot projects

Short summary: A Web based training was developed for intercultural communication between companies and foreign employees. The project brings together partners from (Germany, Bulgaria, Czech Republic, Greece, the Neterhlands, France, Finland) and deals with practical aspects of intercultural dialogue in a professional context.

Theme: Innovation and ICT

Country: Germany **Dates:** 2001 - 2004

Key words: Web based training, intercultural communication

Coordinator organization: Volkswagen Coaching GMBH

Partner(s) and co-operation: Besides the coordinator, there were 15 partners: Moura Borovts INC (Bulgaria); Euroinform LTD (Bulgaria); Confederation of independent trade unions in Bulgaria KNSB (Bulgaria); TRW Automotive (Czech Republic); Universität Hildesheim Forschungsstelle für interkulturelle kommunikation (Germany); IG METALL (Germany); European Profiles (Greece); Employment and Economic Development Centre for North Karelia (Finland); Vocational Education Centre of North Karelia department of intercultural activities (Finland); AKOL (Finland); Cafoc Auvergne (France); Force Internationale (France); VNONCW Noord (Netherlands); MKB Noord (Netherlands); Noorderpoort college (Netherlands).

There were communication problems because the coordinator spoke little English and this was the first time that he managed a European project. The coordinator mentioned the complexity of the subject and that the partners had to wait some time before they could see the training module.

Aims and objectives:

- Develop an interactive web based training for intercultural communication between companies and foreign employees to prepare trainers and other experts to manage intercultural issues

- To communicate intercultural skills and to approximate the divergent learning and working methods in various EU countries
- Try to establish a virtual European company network for 'intercultural e-learning for instructors during the project's lifetime

Methodology and approach:
In each participant country,10 to 20 individuals were selected to work as instructors in the partner companies (retail trade, tourism, motor vehicle trade) over a period of 24 months. A European core curriculum consisting of in 9 to 12 coordinated modules was designed. The modules were developed in the partner languages and available on the Internet (www.culturetrainer.com).

Outputs and Results:
The output is a Web Based Training (WBT) to sensitise trainers and experts for working abroad and with multicultural groups, accessible with a link and a password. Participants receive a certificate as proof of their participation. The training modules are available in 8 languages (German, French, English, Dutch, Greek, Czech, Bulgarian and Finnish). The subjects dealt with concern all aspects related to intercultural management in an organisation, such as the different cultural views of acceptable distance between people, interpersonal relations and the communication style to use in meetings and speeches. Other modules are also available, dealing wit topics such as eating habits in different cultures, teaching styles according to the cultures of participants, or stereotypes and clichés.

A partner mentioned that he thinks the project would have benefited from a discussion about the concept of learning and the different approaches of the partners on that subject and how to implement that into the project.

Impacts:
Improving quality in education – Trainers and instructors are better trained as well as apprentices and students who use the course to be better prepared for their apprenticeships. The quality of and access to continuing vocational training was improved, as well as the possibility for lifelong acquisition of skills and competencies.

Socio-economic impacts – The course can stimulate young people to go abroad. There is increased cooperation among companies and more possibilities for placements for students.

Networks – The network that was established will be used in the future for exchange of interesting ideas for new projects. For instance: Noorderpoort college joined a partnership with the French, Finnish and Greek partner of this project to apply for future projects of the European Commission.

Sustainability: The project partners are using the training and it was presented in universities and on conferences and people were very interested. Since the project, two updates of the course have been made.

Sources: In-depth interviews with Volkswagen Coaching GMBH and Noorderpoort college (Netherlands). Webpage: www.culturetrainer.com.
Publication (2006): Intercultural Dialogue, Best practices at Community level, p(40,41).

Project case: English for dockworkers

Programme: Leonardo da Vinci II **Project name:** English for dockworkers

Action (sub action): Language competencies

Short summary: In the project, a programme of self-learning training materials was developed to support workers in the harbour industry in developing their English language skills. The level of technology is developing in this sector and with it the need for comprehension of technical English.

Theme: Languages / Learning for the needs of the labour market

Country: Spain **Dates:** 2002 - 2005

Key words: Language training materials, adult learning

Coordinator organization: Estibarna, Sociedad de Estiba y Desestiba del Puerto de Barcelona (Company for dockworkers in Barcelona).

Partner(s) and co-operation: Besides the coordinator, there were five partners: Sea-gull (Spain), OEPB: Organizacion de Estibadores Portuarios de Barcelona (Spain), Autoritá Portuaria di Genova (Italy), Svenska Hamnarbetarforbundet (Sweden), Initiative Factory Liverpool Dockers (UK).

The respondents were fairly satisfied with the cooperation. The amount of time and effort devoted to the project wasn't equally divided among the partners. The smaller ports like Genoa, Stockholm and Liverpool didn't have as much to offer as the bigger port of Barcelona. Barcelona already was more up to date in training their workers.

Aims and objectives:

- Development of a self-learning language training program for dockworkers, containing didactic materials covering all the terminology related to their work
- Improve communication between dockworkers in the European ports.

Methodology and approach: The materials were developed for three professional groups of dockworkers: Handler Chief, Tally Man (Goods Controller) and Foreman. New technologies were used in the project, keeping the restrictions of these particular professional groups in mind i.e. inability to attend classes at normal times, lack of or weak linguistic levels (groups are divided into both basic and intermediate levels). A virtual

network, already in place allowed the workers in the field to fully access the developed English language course.

Outputs and Results:

- *Tools* – a language programme for a self-learning approach was developed in the form of CD-ROMs with training material. The training material consisted of: basic grammar concepts, greetings and social English expressions, general English vocabulary for dealing with oral communication situations in the port and offices, indexing and main parts of ship, roles of ship staff and foreman duties, tools, accessories and stowage policies, stowage and goods handling.

Impacts:

Increased proficiency in EU languages – The English language competences improved.

Improving quality in education – the training material is more than just an English vocabulary for the workers. The content of the materials is educational in itself because work processes are described: who does what and how is it supposed to be done.

Socio-economic impacts – Dockworkers that speak a sufficient level of English can work more easily in different docs all over the world. However, mobility is not a natural phenomenon in the port of Barcelona. The port has good working conditions, training, salary and it is questionable if Spanish workers want to give that up for a port abroad where that is not the case. The project definitely had an impact on the employability within the ports as knowledge of English is necessary for promotion to the function of foreman. Furthermore improvement in communication amongst dockworkers will lead to less misunderstandings and mistakes because of communication problems.

Impacts on management – The management of the Port of Barcelona recognises that the English language is very important for the functioning of the port and makes use of the training programme.

Sustainability: The port of Barcelona is using the programme and Estibarna sent it to interested ports in countries such as Brazil, Morocco and Greece. The coordinator provides the materials by request. Estibarna still has contact with Sea-gull but not with the other partners.

Sources: In-depth interviews with Estibarna and Sea-gull. No web page with information available.

Annex 7 Online survey tool

ECORYS
Research and Consulting

Welcome to the Leonardo da Vinci II web survey being conducted by ECORYS Research and C behalf of DG Education and Culture of the European Commission.

ECORYS has been commissioned by the European Commission (DG Education and Culture) to the Ex-post evaluation of the Leonardo da Vinci II Programme.

File: Letter of authorization from European Commission

As part of this evaluation, we are undertaking an online survey of participants in all measures programme **(2000-2006)**. Your participation in the survey is crucial for the success of the ev to shape the future implementation of the Lifelong Learning programmes as well as other Con activities in this area.

The survey will take around 25 minutes to complete. If you have been involved in more than Leonardo da Vinci II project, please complete the questionnaire for the most significant projec part in.

If your project is still ongoing, please complete all questions referring only to your activities, p achievements to date.

Any queries about the surveys or the evaluation can be addressed in English, French, German Polish and Spanish to: Leonardo@ecorys.com

Our confidentiality policy is simple: ECORYS will not share your contact details with any other organisation. All replies to the survey will remain confidential and will be used only at aggrega

Thank you very much for taking part.

Overview of the questions.

Start Survey

This is a preview survey and no results will be recorded.

This survey is also available in: Deutsch, Español, Français, Italiano, Polski

Powere

Ex-post evaluation of the Leonardo da Vinci II Programme

Voorbeeld - Dit is een voorbeeldenquête, er worden geen resultaten geregistreerd.

Page 1

Section 1: About you?

1. Can you please fill in your project number? (Not obligatory)

* 2. Can you please fill in the project title?

* 3. Can you please fill in the name of your organisation?

* 4. Was (is) your organisation the promoter of the project?

- Yes
- No

* 5. Was (is) your organisation the lead partner of the project?

- Yes
- No

If *Yes* then branch to Page 3
If *No* then branch to Page 2

Page 2

* 6. Can you please fill in the name of the lead partner for the project?

Page 3

* 7. Which Leonardo measure was your project funded under?
Please choose one option.

- Mobility
- Pilot projects, including thematic actions
- Language competences
- Transnational networks
- Reference material
- Joint actions
- Accompanying measures

If *Mobility* then branch to Page 5
If *Pilot projects, including thematic actions* then branch to Page 5
If *Language competences* then branch to Page 5
If *Transnational networks* then branch to Page 5
If *Reference material* then branch to Page 5
If *Accompanying measures* then branch to Page 5

Page 4

* 8. Under which other programme have you carried out this project?
Please tick all that apply.

- SOCRATES
- YOUTH
- European Social Fund
- Other

Page 5

* 9. Before this project/network, did your organisation have any previous experience with European projects?

Please tick all that apply.

- Previous Leonardo I (1995-1999) project(s)
- Previous Leonardo II (2000-2006) project(s)
- Previous Socrates project(s) (Erasmus, Comenius, Gruntvig, Minerva, Lingua)
- Previous eLearning project(s)
- Previous Youth project(s)
- Previous European Social Fund project(s)
- Involvement in other European project(s)
- No, none

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Section 2: About your project

* 10. In what year did your project start?
Please choose one option.

2000
2001
2002
2003
2004
2005
2006

* 11. What is the total duration of the project (in months)

Additional options (question 11)
- Validation: integer

* 12. What is the status of the project at the moment?

- Ongoing
- Finished

13. What was (is) the number of partners in the project (including your organisation)?

Additional options (question 13)
- Validation: integer

Page 7

* 14. In which country were the various partners (including yourself) of the project based in? *Please tick all that apply.*

Lead partner

- Austria
- Belgium
- Bulgaria
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Italy
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- the Netherlands
- Norway
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden
- Turkey
- United Kingdom
- Other
- Don't know
- Not Applicable

* 15. Project partner(s)

- Austria
- Belgium
- Bulgaria
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Italy
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- the Netherlands
- Norway
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden
- Turkey
- United Kingdom
- Other
- Don't know
- Not Applicable

* 16. Silent partner(s)

- Austria
- Belgium
- Bulgaria
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Italy
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- the Netherlands
- Norway
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden
- Turkey
- United Kingdom
- Other
- Don't know
- Not Applicable

Page 8

* 17. What type of organisations are the partners (including yourself) in the project?
Please tick all that apply.

Lead partner

- Education – VET (= Vocational education and training)
- Education - University
- Education - Provider of adult education or continuing education
- Institute of certification and validation of education
- Language institute
- Research institute
- Library
- Public sector (e.g. health care, cultural organisation)
- European federation
- Student association
- Association of trainers
- Sector association of employers and employees
- Chamber of commerce
- Employers' organisation
- Employment agency
- Trade union
- Small and Medium sized Enterprises (less than 250 people employed)
- Large enterprises (more than 250 people employed)
- Public authority
- (Multi) media organisation
- Other
- Don't know
- Not Applicable

* 18. Project partner(s)

- Education – VET
- Education - University
- Education - Provider of adult education or continuing education
- Institute of certification and validation of education
- Language institute
- Research institute
- Library
- Public sector (e.g. health care, cultural organisation)
- European federation
- Student association
- Association of trainers
- Sector association of employers and employees
- Chamber of commerce
- Employers' organisation
- Employment agency
- Trade union
- Small and Medium sized Enterprises (less than 250 people employed)
- Large enterprises (more than 250 people employed)
- Public authority
- (Multi) media organisation
- Other

- Don't know
- Not Applicable

*VET = Vocational education and training

Page 9

* 19. Had you previously worked together with your European partners on projects?
Please choose one option.

- Yes, with all of them
- Yes, with most of them
- Yes, with some of them
- No, with none of them
- Don't know

* 20. How did you first get in contact with your partners?
Please tick all that apply.

- Through involvement in a previous project
- Existing network
- Contact seminar
- Preparatory visit
- Partners database
- Pro-active recruitment based on reputation and/or status
- Other
- Don't know

* 21. How satisfied are you about the cooperation between the project partners?
Please choose one option.

- Very satisfied
- Fairly satisfied
- Fairly dissatisfied
- Very dissatisfied
- Don't know

Page 10

* 22. How much funding have you received in total from the Leonardo Programme for the project?
Please choose one option

Less than €1,000
€1,000 and less than €5,000
€5,000 and less than €10,000
€10,000 and less than €25,000
€25,000 and less than €50,000
€50,000 and less than €100,000
€100,000 and less than €150,000
€150,000 and less than €200,000
€200,000 and less than €250,000
€250,000 and less than €300,000

* 23. Have the available resources been sufficient for a successful project organisation?
Please choose one option.

- Amply sufficient
- Sufficient
- Barely sufficient
- Insufficient
- Don't know
- Not Applicable

* 24. Would your project have taken place without funding from Leonardo?
Please choose one option.

- Yes
- Yes but without transnational partners
- Yes but over a longer timescale
- Yes but with a more limited impact without Leonardo 'branding' and support
- No
- Other
- Don't know

Page 11

* 25. Who are your project's target groups?
Please tick all that apply.

- Vocational trainers
- Young people in VET
- Young workers and recent graduates
- Women
- Disabled persons
- Other economically or socially disadvantaged groups
- People working in specific industrial sectors
- People living in rural areas
- Policy / decision makers at regional level
- Policy / decision makers at European level
- Careers guidance counsellors
- Large enterprises (more than 250 people employed)
- Don't know
- Language training specialists in business or vocational training
- Students (higher education)
- Unemployed young people
- People lacking specific skills (such as digital literacy, numeracy or basic skills)
- Migrants/ethnic or other minorities
- Persons from specific countries
- All learners / lifelong learning
- Policy / decision makers at national level
- Policy / decision makers at local level
- Human resource managers
- Small and Medium sized Enterprises (less than 250 people employed)
- Other

*VET = Vocational education and training

Page 12

* 26. To which sector(s) do your project activities apply?
Please tick all that apply.

- Agriculture, hunting and forestry
- Fishing
- Mining and quarrying
- Manufacturing
- Electricity, gas and water supply
- Construction
- Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods
- Hotels and restaurants
- Transport, storage and communication
- Financial intermediation
- Real estate, renting and business activities
- Public administration and defence; compulsory social security
- Education
- Health and social work
- Other community, social and personal service activities
- Activities of households
- Extra-territorial organizations and bodies
- No specific sector
- Other

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Section 3: Project activity

* 27. What are the key outputs of your mobility project?
Please tick all that apply.

- Placements of young people undergoing initial vocational training
- Placements of students (higher education)
- Placements of young workers and recent graduates
- Exchanges between organisations/enterprises and vocational training organisations/ universities
- Exchanges for trainers and mentors in the area of language competences
- Study visits for those responsible for vocational training on the themes proposed by the Commission provided by the cedefop
- VET graduates involved in innovation
- Other
- Don't know

Else branch to Page 20

*VET = Vocational education and training

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Section 3: Project activity

* 28. What are the key outputs of your pilot project?
Please tick all that apply.

- ICT training courses
- Other training courses
- VET graduates involved in innovation
- Vocational guidance products/services
- Vocational guidance of young people
- People trained
- People undergoing vocational training getting access to new tools, services and vocational training products which use ICT
- Networks created
- Newly developed training approaches
- Newly developed methods promoting transparency in VET (formal and informal)
- Newly developed European arrangements for vocational guidance, counselling and vocational training in business-related services
- Other
- Don't know

Else branch to Page 20

*VET = Vocational education and training

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Section 3: Project activity

* 29. What are the key outputs of your language project?
Please tick all that apply.

- New training approaches in the field of language and cultural competences
- Language courses
- People trained in language competences
- Trainers trained
- Promotion activities of less widely used and taught languages
- Other
- Don't know

Else branch to Page 20

Page 16

Section 3: Project activity

* 30. What are the key outputs of your transnational network project?
Please tick all that apply.

- Information on European expertise in our field

- Information on innovatory approaches
- Information on new methods for the analysis and/or anticipation of skills requirements
- Dissemination of the network outputs and/or project results
- Other
- Don't know

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Section 3: Project activity

* 31. What are the key outputs of your reference material project?
Please tick all that apply.

- Production of comparable data on vocational training and lifelong learning
- Production of quantitative / qualitative information on vocational training and lifelong learning
- Identification of best practices in the field of vocational training and lifelong learning
- Newly developed methods promoting transparency (e.g. development of European Qualifications Framework)
- Transfer of innovation from the Leonardo da Vinci programme
- Other
- Don't know

Else branch to Page 20

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Section 3: Project activity

* 32. What are the key outputs of your joint action project?
Please tick all that apply.

- New and innovative partnership
- European network
- Training of trainers
- Research study(ies) (e.g. case studies, best practice analysis)
- Newly developed tools for a European classification and validation of formal and informal learning
- Database of learning programmes
- Activities for improving the integration of disabled person(s) (e.g. sports for persons with disabilities, access to art for people who are visually impaired)
- Improvement of attractiveness of schools and/or training sites
- Networks and/or methods on lifelong guidance
- Promotion activities of active citizenship of young people
- Other
- Don't know

Else branch to Page 20

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Section 3: Project activity

* 33. What are the key outputs of your accompanying measures project?
Please tick all that apply.

- Evaluation report
- Transnational network of national resource centres
- Transnational network with third countries
- Improved access to information and outputs of Leonardo programme (e.g. databanks)
- Other
- Don't know

Else branch to Page 20

Page 20

* 34. To what extent are your project outputs still in use?

		1 Not at all	2 To a small extent	3 To a great extent	4 Don't know	Not Applicable
A	Within your organisation					
B	Within partner organisation(s)					
C	Within other (non-partner) organisation(s)					

If A. *Not at all* then branch to Page 21
If B. *Not at all* then branch to Page 21
If C. *Not at all* then branch to Page 21
Else branch to Page 22

Page 21

* 35. If not, could you give the reasons?
Please tick all that apply.

- Not relevant to potential users
- Outputs are not transferable
- Insufficient demand/need for outputs
- Lack of funding
- Administrative difficulties
- Outputs were not fully completed
- Partnership no longer exists
- Other
- Don't know

Page 22

* 36. How did your project specifically address the implementation of equal opportunities?
Please tick all that apply.

- Yes, by promoting equal opportunities between men and women
- Yes, by addressing the needs of disabled people

- Yes, by helping to combat racism and xenophobia
- Yes, by helping to offset the effects of socio-economic disadvantage
- Yes, other
- No, not specifically
- No, other

Page 23

* 37. What have been the main benefits of the project to your organisation?
Please tick up to five options which most apply to your project.

- Improved quality of work
- Learn ways of bringing in extra funding to the organisation
- Establish a network with institutions from other European countries
- Improved organisational profile
- Greater "European outlook"
- Better contacts with other European institutions
- More involvement in European transnational cooperation
- Improved cooperation with enterprises / business community
- Improved attractiveness as a working / learning organisation
- Access to wider range of activities and products
- Access to newly developed teaching approaches and tools
- Access to innovative (ICT) training courses
- Increased use of ICT in vocational training
- Improvements in teaching, approaches to learning and management
- Improvement of foreign language teaching
- Better trained teachers/trainers
- Better trained (human resource) managers
- Better trained young staff
- Increased awareness/usage of innovations
- Increased exchange/transfer of good practice between organisations
- Better knowledge of EU procedures
- Other
- None
- Not applicable
- Don’t know

Additional options (question 37)
- Max. selections allowed: 5

Page 24

* 38. What have been the main benefits to the staff (e.g. teachers, human resource managers)?
Please tick up to five options which most apply to your project.

- Improvement of project management skills
- Improvement of foreign language skills

- Improvement of language teaching skills
- Improvement of teaching/training skills
- Increased ICT skills / improved digital literacy
- Increased knowledge of the study area
- Increased knowledge of different work processes
- Increased knowledge of innovative changes in practice
- Increased exchange/transfer of good practices between staff
- Better contacts with colleagues abroad
- Better exchange of expertise and experience with colleagues abroad
- More participation in networks
- Greater 'European outlook' - awareness of other cultures and EU institutions
- Examination of education issues from different perspectives
- Personal development
- More job motivation / improved attractiveness of working in a learning organisation
- Improvement of transnational mobility
- Improvement of employability
- Transfer of knowledge / experiences to staff who were not directly involved in the project
- Increased awareness/usage of innovations in VET
- Other
- None
- Not applicable
- Don't know

Additional options (question 38)
- Max. selections allowed: 5

*VET = Vocational education and training

Page 25

* 39. What have been the direct benefits to young people?
Please tick up to five options which most apply to your project.

- Improved quality of VET
- Wider range of learning tools
- Access to new learning methods
- Access to new materials
- Improved knowledge, skills and competencies
- Increased ICT skills / improved digital literacy
- Improved foreign language skills
- Validation and recognition of skills / competencies
- More contacts in other European countries
- Greater 'European outlook' - awareness of other cultures
- Improvement of international mobility opportunities
- Improvement of adaptability to labour market developments

- Improvement of employment prospects
- Awareness of job opportunities abroad
- Personal development
- More involvement in innovation
- Other
- None
- Not applicable
- Don't know

Additional options (question 39)
- Max. selections allowed: 5

*VET = Vocational education and training

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* 40. What are the key dissemination activities of your project?
Please tick all that apply.

- Website(s)
- Research report(s) / article(s)
- Distribution of innovative training programme(s)
- Newsletter(s)
- Publicity/marketing brochure(s)
- Conference(s)
- Exhibition(s) / Fair(s)
- Performance(s) (e.g. theatre or music) and competition(s)
- TV programme(s)
- Radio programme(s)
- Video(s)
- Other
- None

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* 41. Who were your project's target audiences?
Please tick all that apply.

- Vocational trainers
- Young people in VET
- Young workers and recent graduates
- Women
- Disabled persons
- Other economically or socially disadvantaged groups
- People working in specific industrial sectors
- People living in rural areas
- Language training specialists in business or vocational training
- Students (higher education)
- Unemployed young people
- People lacking specific skills (such as digital literacy, numeracy or basic skills)
- Migrants/ethnic or other minorities
- Persons from specific countries
- All learners / lifelong learning
- Policy / decision makers at national level

- Policy / decision makers at regional level
- Policy / decision makers at local level
- Policy / decision makers at European level
- Human resource managers
- Careers guidance counsellors
- Small and Medium sized Enterprises (less than 250 people employed)
- Large enterprises (more than 250 people employed)
- Other
- Don't know

*VET = Vocational education and training

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* 42. To what extent have your dissemination activities reached your target groups?
Please choose one option.

- Our dissemination activities have reached all our target groups
- Our dissemination activities have reached most of our target groups
- Our dissemination activities have reached some of our target groups
- Our dissemination activities have reached none of our target groups
- I don't know

* 43. Will the project activities continue after the end of the Leonardo funding?
Please choose one option.

- Yes , all activities will continue
- Yes, some of the activities will continue
- No
- Don't know

* 44. Will the partnership continue?
Please choose one option.

- Yes, all partners will continue to work together
- Yes, most of the partners will continue to work together
- Yes, some partners will continue to work together
- No
- Don't know

* 45. Which of the following monitoring activities have you carried out?
Please tick all that apply.

- Formulation of a monitoring strategy
- Appointment of a monitoring officer, responsible for project/network monitoring?
- Formulation of an evaluation strategy
- Appointment of an evaluation officer, responsible for project/network monitoring?
- Formulation of a strategy to disseminate project outputs/results/learning
- Appointment of a dissemination officer, responsible for project/network dissemination?
- Don't know
- Not Applicable

* 46. How did you evaluate your activity?
Please tick all that apply.

- Informal discussion within the partnership
- Self-evaluation methods
- Peer group evaluation
- External evaluation by a professional evaluator
- No evaluation activity undertaken
- Other
- Don't know

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Section 4: Opinion of impact of your project

* 47. How would you rate the outcomes of your project in relation to its objectives?
Please rate your project between 1 (not successful) to 5 (highly successful)

1	2	3	4	5

* 48. Which of the Leonardo Programme objectives did your project contribute to?
Please choose up to three options which most apply.

- Improve the skills and competencies of people, especially young people, in initial vocational training at all levels
- Facilitate the integration and reintegration of young people into the labour market
- Improve the quality of continuing vocational training
- Improve the access to continuing vocational training
- Improve the lifelong acquisition of skills and competencies
- Promote and reinforce the contribution of vocational training to the process of innovation (e.g. business development, products, working processes)
- Improve competitiveness of enterprises
- Improve entrepreneurship in vocational educational training
- None
- Don't know

Additional options (question 48)
- Max. selections allowed: 3

* 49. Would you say that within your organisation the impact of your project on the curriculum has been?
Please choose one option.

- Major across all curriculum areas
- Major in some curriculum areas
- Minor in all curriculum areas
- Minor in some curriculum areas
- No impact on curriculum
- Not applicable

- Don’t know

* 50. Would you say that within your organisation the impact of your project on management has been?
Please choose one option.

- Major across all areas of management
- Major in some areas of management
- Minor in all areas of management
- Minor in some areas of management
- No impact on management
- Not applicable
- Don’t know

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* 51. How far do you agree or disagree with the following statements about the impact of your project?
Please choose one option for each statement.
(If your project is still ongoing, please complete all questions referring only to your activities, progress and achievements to date.)

Education

	1 Strongly disagree	2 Disagree	3 Neither agree or disagree	4 Agree	5 Stronly agree	6 Don't know
The project has improved quality of teaching/curricula.						
The project has increased the teaching and learning of EU languages.						
The project has improved teaching/teacher training practice, approaches to learning and management.						
This project has led to greater transparency and recognition between member states of curricula, study programmes, qualifications etc.						
The project has improved the skills and competences of young people.						
The project has improved the relevance and effectiveness of VET regarding the labour market needs.						
The project has improved the acknowledgement of the value of learning.						
The project has improved the validation and certification of informal skills.						

*VET = Vocational education and training

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* 52. How far do you agree or disagree with the following statements about the impact of your project?
Please choose one option for each statement.

Other

	1 Strongly disagree	2 Disagree	3 Neither agree or disagree	4 Agree	5 Stronly agree	6 Don't know
The project has increased and sustained cooperation amongst institutions/organisations.						
The project has increased capacity for mobility of participants.						
The project has improved the employability/adaptability of participants.						
This project has improved the employability and adaptability of participants facing disadvantage.						
The project has increased the European "outlook" of individuals and institutions.						
The project has led to the integration of methods/tools/ frameworks into national (regional) policy and practice.						
The project has led to a higher contribution of VET to innovation.						
The project has improved the employability and adaptability of participants facing disadvantage.						
The project has promoted investment in human resources in companies.						
The project has improved employer's satisfaction with VET graduates.						
The project has helped to bring about convergence between member states in policy and practice in our field of activity.						

*VET = Vocational education and training

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Section 5: Opinion of impact of European collaboration in general and measure in particular

* 53. How would you rate the effect/added value of collaboration at the European level on teaching and learning practice in your...?

	1 Very low	2 Low	3 Moderate	4 High	5 Very high	6 Don't know	Not Applicable
Department/section							
Organisation							
Country							

* 54. How would you rate the added value of the Leonardo programme on the management in your department/section & in your organisation?

	1 Very low	2 Low	3 Moderate	4 High	5 Very high	6 Don't know	Not Applicable
Department/section							
Organisation							

* 55. Have results or learning from the projects/networks funded through Leonardo been adopted in policy making?

	1 Not at all	2 To a small extent	3 To a great extent	4 Don't know	Not Applicable
At local level					
At regional level					
At national level					
At European level					

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Section 6: Opinion of management at EU and national levels

* 56. How would you rate the following aspects of the application process?

	1 Very poor	2 Poor	3 Adequate	4 Good	5 Very good	6 Don't know	Not Applicable
Clearness of the call							
Quality and usability of the application form							
The Programme Guidelines for Applicants							
Support/guidance of the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)							
Feedback provided on your application.							
The application process overall							

* 57. How would you rate the following aspects of the project management by the Technical Assistance Office (TAO)/Executive Agency (EACEA)/National Agency (NA)

	1 Very poor	2 Poor	3 Adequate	4 Good	5 Very good	6 Don't know	Not Applicable
Support/guidance							
Timely payments							
Communication about the project/Leonardo programme							
Expertise of the staff							

* 58. How would you rate the following aspects of the support you received from the Technical Assistance Office (TAO) / Executive Agency (EACEA) / National Agency (NA)?

	1 Very poor	2 Poor	3 Adequate	4 Good	5 Very good	6 Don't know	Not Applicable
In submitting the proposal							
In project monitoring							
In project management							
In project evaluation							
In project dissemination							

* 59. How would you rate the monitoring and evaluation activities of the Technical Assistance Office (TAO) / Executive Agency (EACEA) / National Agency (NA) to your project?
Please choose one option.

- Very poor
- Poor
- Adequate
- Good
- Very good
- Don't know
- Not Applicable

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Section 7: Case study

60. We are intending to undertake telephone interviews and a small number of case studies. Would you be interested in participating in this part of the study?

- Yes
- No

If *No* then branch to thank-you page (end of survey)

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* 61. Can you please supply your contact details?

Name

Email address

Your daytime telephone number (please include the international and area codes)

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Annex 8 Topic guides for interviews

Ex-post evaluation of the Leonardo da Vinci II Programme:
Topic guide for discussion with Commission staff to validate the intervention logic

Version 1 January 2006

CONTACT DETAILS: Interviewer to complete in advance

Name of interviewee:
Organisation:
Telephone number:
e-mail address:
Name of interviewer:
Date:

Introductions:

- Introduction, ECORYS
- Provide background to the interview (how this fits into our methodology)
- Explain timings
- Permission to tape record (if relevant)
- Any questions?
- Interviewer to introduce interviewee to the objectives of the evaluation and explain where the interviews with Commission staff fit in relation to the overall methodology for the project.
- Interviewer to introduce the interviewee to the draft intervention logic prepared by ECORYS for the evaluation.

1.0 Draft intervention logic

SECTION 1: GENERAL FEEDBACK

1 Please can we look at each box of the intervention logic in turn. Are there any aspects of this intervention logic which you feel need altering in any way? Looking at global/specific/operational objectives, inputs/outputs, results and impacts.

Interviewer to collect information about any reactions (including any suggestions for modifications/additions/corrections) from interviewee.

.....

.....

.....

2. What were the results / impacts that the programme's actions were expected to achieve and what is the relative importance of each of them? How realistic are they?

.....

.....

3. Please explain how the programme's actions were expected to achieve these results and impacts?

.....

.....

4. Do you think the programme has had or will have any unintended results and impacts?

.....

.....

5. What sorts of indicators do you feel should be used to measure impacts? This will inform our inception stage.

.....

.....

SECTION 2: DETAILED QUESTIONS

Note to interviewer: do not repeat questions if topic already covered during the general feedback.

1. What was the policy agenda at the time and what effects (if any) did this have on the planning and design of the programme?

.....

.....

2. What needs did the programme seek to address when it was established?

.....

.....

3. Were these the only needs identified in relation to VET during the design of the programme or were there other needs that were not addressed in the programme? –Note for interviewer: if others identified record these and gather information about selection criteria employed to screen the different needs.

.....

.....

4. How has the policy agenda changed over the time of the programme and what effects (if any) has this had on the planning and design of the programme? E.g. links to Education and Training 2010 action plan.

.....

.....

5. How does the programme link with other VET programmes and initiatives?

.....

.....

6. In the context of VET, what is meant by 'a European education area'? What is the programme aiming to achieve in relation to this? (Probe: is it learning about the EU, co-operation and mobility, language learning etc)

.....

.....

7. In the context of VET what is meant by 'quality' and how has the programme defined what are 'quality' products and services to be supported/developed and disseminated?

.....

.....

8. In the context of VET what is meant by innovation and how has the programme defined what constitutes innovative methods and tools to be supported/developed and disseminated?

.....

.....

9. One possible result is that participating VET organisations and institutions are more likely to be involved in European transnational co-operation. On what topics are institutions co-operating? Does the topic matter? Does it need to be European related? Were projects given guidance about this?

.....

.....

10. Another possible result is greater transparency and validation of VET. How is this defined and operationalised for the purposes of the programme?

.....

.....

11. How were the target groups for the programme and the different actions/activities for each target group identified?

.....

.....

12. Do you think that the selection of target groups and activities for each target group was optimal to achieve the objectives of the programme?

.....

.....

13. Were there any guidelines/standards available for dissemination of projects' and funded organisations' results, any minimum standards imposed on the projects in this respect or any publicity requirements?

.....

.....

14. Please could you explain how you see the programme fitting with and contributing to the Lisbon agenda?

.....

.....

15. Please could you explain how you see the programme fitting with and contributing to other European education and training policies and strategies? Which strategies do you see as the most relevant to this programme?

.....

.....

16. Do you have any additional comments?

.....

.....

Thank and close.

Evaluation of Socrates II, Leonardo da Vinci II and eLearning

Topic Guide for Project Co-ordinators and Partners

Introduction

Good morning / good evening,

My name is … from ECORYS, a research and consultancy company based in the Netherlands. As you might know ECORYS has been commissioned by the European Commission (DG Education and Culture) to undertake the Ex-post evaluation of the Leonardo da Vinci II programme.

As part of this evaluation, ECORYS has launched an online survey. We would like to thank you again for your participation in this survey. In this survey you have shown interest in participating in an interview. Based on this we sent you an e-mail at the 22nd of June, announcing the start of the interviews.

These interviews will deal with the efficiency, effectiveness and impacts of the Leonardo da VInci II project you participated in. The interview will take around 40 minutes. Would it be convenient for you to do this interview right now?

If not: Can I make an appointment to call later this week?

If not willing to participate: note details.

Before we start can I would like to check the name of the project we will discuss in this interview. The name of the project is....

1 BACKGROUND

Description of interviewee's involvement with the programme.

1. Name interviewee:

1b. Coordinator or partner?

2. Telephone nr:
3. E-mail address:
4. Role respondent in project:

2 PROJECT INFORMATION
[Only ask this section if information is not already available from online survey]

5. Name of project

6. Project number

Projects funded by the Leonardo da Vinci II programme fall under one of 7 measures: mobility, pilot projects, language Competences, transnational Networks, reference Material and accompanying measures. The 7th measure is 'joint actions'. When a project is funded under this measure, the funding comes from Leonardo da Vinci II and another European programme (SOCRATES, European Social Fund, Youth).

7. Which measure was the project funded under?

8. Briefly describe the project:
    a. Aims and objectives
    b. Deliverables (also known as work packages)
    c. Intended outcomes and impacts

Deliverables: In your proposal you defined the actual products and services that meet the objectives of your projects. These products and services are the deliverables.
Outcomes are the direct results of the project.
Impact: Impact is the longer term or ultimate result attributable to the project, in contrast with output and outcome, which reflect more immediate results from the project.

9. Check start and end dates? (year)
10. Was your organisation the lead partner for the project?
11. How many partners?
    a. What types of organisations were partners?
    b. Which countries?
12. How satisfied were you about the cooperation and working together between the project partners? Please explain.

13. Before this project/network, did your have any previous experience of European projects? Please explain.

3 EFFICIENCY

The application and selection process

14. What worked and didn't work in the administration of the application and selection processes? *Probe on - Promotion of calls, accessibility of calls, quality of all information /materials?*

15. What worked and didn't work in the selection and contracting process for successful applicants?

Probe on - any delays, clarity, transparency, feedback provided, difference between NA and Commission (TAO, Executive Agency (EACEA))?

Implementation

16. What was required by the NA and/or the Commission (TAO, Executive Agency (EACEA)) from your project in terms of:
    a. management?
    b. monitoring and evaluation?
    c. dissemination (exploitation)?
    d. Did the NA/Commission monitor whether the requirements were met?

17.
    a. What ongoing support was provided to your project?
    b. How effective was this?

18.
    a. What was done to encourage networking, dissemination and exchange between projects?
    b. How effective were these actions?

Project performance

19. How has your project performed in terms of:
    a. starting and finishing on time?
    b. completing on budget?
    c. meeting your objectives?
    d. producing the expected outputs (deliverables)?
    e. value for money (cost versus outputs/results achieved)?

4 EFFECTIVENESS

We would like to discuss your projects outputs and results in more detail. *[Interviewer note: examples of outputs and results are given in the table on following page].*

Outputs are goods and services produced by the LdVII projects (e.g. placements, training material, website..) Results are the initial impacts of the project.

Examples of possible outputs and their possible results

OUTPUTS	RESULTS (short term effects)
• Placements (please specify: young people undergoing VET, students, young workers..)	• Greater "European outlook"- awareness of other cultures and EU institutions • Increased cooperation between institutions/people • Personal development • Etc.
• ICT training courses	• Increased use of ICT in vocational training • Better trained people (please specify: teachers/trainers, managers..). • Improvement of ICT skills • Etc.
• People trained (please specify: young people trained in languages, trainers trained etc.)	• Better trained people (please specify: teachers/trainers, managers..) • Improvement of skills (please specify: foreign language skills, teaching skills..) • Increased knowledge (please specify: of the study area, of work processes, of European procedures..) • Etc.
• Networks, partnerships	• Increased cooperation between institutions/people • Increased exchange/transfer of good practice between organisations • Increased knowledge (please specify: of the study area, of work processes, of European procedures..) • Etc.
• Newly developed training approaches and methods (please specify: language methods, ICT..)	• Access to wider range of activities and products • Improvements in teaching, approaches to learning and management • Increased knowledge (please specify: of the study area, of work processes, of European procedures..) • Etc.

20. What types of outputs have been produced in your project?
    See also key outputs from survey if respondent gets stuck.

21.
    a. What is the quality of the outputs in your opinion?
    b. How could the output have been (further) improved?
22. What results were achieved from the outputs?

23. What other activities (that you did not perform) would have been appropriate to achieve the project objectives.

Exploitation and dissemination

[*Note to interviewer: Clarify the definition that we are using of dissemination and exploitation is understood by the interviewee.*]

Exploitation and dissemination
This is often taken to mean the initial promotion of the project. In this case we mean the dissemination of project outputs, results and learning during and after the life of the project. Exploitation is where outputs, results and learning from one project are picked up and used elsewhere, perhaps being adapted in the process.

24. What was your dissemination strategy?
25.
    a. To which specific target groups were your project outputs disseminated (policy-makers, teachers, students etc.)?
    b. How were they designed to be appropriate/targeted to specific target groups?
26. What evidence is there that outputs have been taken up, used or exploited by target groups?

Probe: ask for examples

5 IMPACTS

In the questionnaire you have filled in that your project had several impacts [See Expected impacts survey, nrs correspond with table below]. We would like to explore these impacts further. Can you provide any evidence/examples of how the outputs/results have been translated into these impacts? *Interviewer: only for relevant impacts!*

Impact: Impact is the longer term or ultimate result attributable to the project, in contrast with output and outcome, which reflect more immediate results from the project.

Expected Impacts ***Interviewer note: Write in any impacts noted by interviewee and evidence of how the impact has been felt/seen.***	
Increased proficiency in EU languages	
27. Increased teaching and learning of EU languages?	
*28. More people speaking foreign languages, especially less widely used ones? **(only if Question 27 was relevant)***	

Positive effects in teaching and learning	
29. Positive effects on the curriculum?	
30. Positive effects on teacher training?	
31. Positive effects on management?	
32. Improvements in the attractiveness of the teaching profession in VET? ***(Ask always!)***	
Socio-economic impacts	
33. Increased mobility?	
34. Improved employment prospects?	
35. Inclusion and equal opportunities	
36. Increased active citizenship?	
Policy impacts	
37. Integration of methods, tools and frameworks into national and regional education and training policy?	
38. Convergence of policy and practice between Member States?	
39. Greater transparency and recognition of qualifications (including recognition of non-formal learning and work experience)?	
Creation of a European education area	
40. Development of self-sustaining networks/ communities of interest in lifelong learning at EU level? ***(Ask always!)***	
41. Creation of cooperation activity and sustainable partnerships? ***(Ask always!)***	
42. Increased 'European outlook' for professionals and students?	

43. What are the most significant impacts of your project?

44. In the survey you have stated that your project contributed to the following Leonardo da Vinci II objectives [use survey, contributed to LdV objectives]
    Can you provide any evidence (examples) of the project's contributions to these LdV II objectives?

45.
    a. Has the project had any impact on policy areas at European or national level?
    b. In what ways?

Probe: for example education policy, ICT policy, social inclusion policy etc

6 OTHER COMMENTS

46. Are there any good practice/lessons learned for the future?

47. Any further comments?

Could you please provide us with contact details of three partners? *Interviewer: if respondent not the coordinator please ask for details of coordinator first!*

48. First contact coordinator?

49. Details first partner
    a. Name of first partner organisation:
    b. Name of contact person
    c. Telephone number contact person
    d. E-mail address contact person

50. Details second partner
    a. Name of first partner organisation:
    b. Name of contact person
    c. Telephone number contact person
    d. E-mail address contact person

51. Details third partner
    a. Name of first partner organisation:
    b. Name of contact person
    c. Telephone number contact person
    d. E-mail address contact person

Thank you for your help.

Thank and close.

This topic guide is for use with four audiences:

A: EU STAFF AND Executive Agency

B: Stakeholders

C: National Agencies at Leonardo top-level (one person)

D: Case study interviews with NA's on specific actions/sub-actions/programmes/activities (more than one person)

Introduction/overview

This document gives a general indication of the topics to be explored during the interview with each of the four audiences listed above. The topic guide should be tailored to suit the audience being interviewed, and full instructions are given throughout. For some questions probes are provided *in italics* to encourage the interviewee to respond. Please take written notes during the interview. Responses will be written up into a grid designed to match the questions being asked. Responses will be analysed in conjunction with documents collected and other sources of evidence (survey). The purpose of these interviews is to establish how the programmes have been managed and the impacts achieved, identify success factors, problems overcome, continuing weaknesses, specific examples of best practice and recommendations for the future.

Explain ECORYS evaluation and introduce yourself.

Any questions before we begin?

7 BACKGROUND (5 mins)

1. Description of interviewee's involvement with the programme.
(Ask for: name, contact details, organisation (NA or ministry), function

8 RELEVANCE (5-10 mins)

2. What are the key <u>needs</u> in vocational education and training in:

a. Europe in general?

b. Your country?

(Think also about the effectiveness of VET regarding the labour market needs)

Leonardo da Vinci II Objectives:
Objective 1: To improve the skills and competences of people, especially young people, in initial vocational training at all levels, to facilitate their integration and reintegration into the labour market;
Objective 2: To improve the quality of, and access to, continuing vocational training and the lifelong acquisition of skills and competences;
Objective 3: To promote and reinforce the contribution of vocational training to the process of innovation, improve competitiveness and entrepreneurship, and meet new employment possibilities.

3. How relevant are the objectives of the Leonardo da Vinci II programme to these needs:
a. In Europe in general?
b. In your country?

4.
a. How well do the types of activities/projects carried out reflect the objectives of the Leonardo da Vinci II programme?
b. To what extent do the projects carried out reflect the objectives of the programme? [To a great extent / to a small extent / not at all]

5.
a. How have EU-level objectives etc. been tailored to your national context? (e.g. in the application and selection procedure or criteria)
b. To what extent have the EU-level objectives been tailored to your national context? [To a great extent / to a small extent / not at all]

6.
a. What influence have national priorities had on project selection and how has this been manifested?
b. To what extent have national priorities influenced the project selection? [To a great extent / to a small extent / not at all]

7.
a. What degree of flexibility has there been to develop or revise the objectives during the implementation phase, in the light of experience gained?
b. To what extent was it possible to develop or revise the objectives during the implementation phase? [To a great extent / to a small extent / not at all]

8.

a. To what extent does the Leonardo da Vinci II programme complement national and European education and training systems and policies?
b. Rating: To a great extent / to a small extent / not at all]

9 EFFICIENCY (5-10 mins) ASK SECTION 3 ONLY TO THOSE AWARE OF THE ADMINISTRATION/ IMPLEMENTATION OF THE PROGRAMMES.

Design of calls and application and selection process

9. What were the strengths (9a) and weaknesses (9b) in the administration of the application and selection processes?
   Probe on – Design of the call, promotion of calls, accessibility of calls, quality of information /materials supporting the call process?

10. What were the strengths (10a) and weaknesses (10b) of the selection and contracting process for successful applicants?
    Probe on - any delays, clarity, transparency, feedback provided?

Implementation

11. What was required from the projects in terms of:

a. management, and monitoring?
b. evaluation and dissemination?
c. How effective were these?

12. What ongoing support was provided to the projects?

13.

a. What was done to encourage networking, dissemination and exchange between applicants?
b. How effective were these?

Project performance

14. How have projects performed in terms of:

a. starting and finishing on time?
b. completing on budget?
c. meeting their objectives?
d. producing the expected outputs?
e. value for money (cost versus outputs/results achieved)?

NA, EA and Commission performance

15.

a. How have NAs, EA and COM performed in terms of managing budgets, meeting their objectives, supporting projects and dissemination?
b. Clarify the rating on each of these aspects following the qualitative discussion - overall to what extent etc…. very/poor/adequate/good/very good]

10 EFFECTIVENESS (15 mins)

For the evaluation we have produced a typology of expected outputs and results that might be seen from the projects (OVERLEAF). We would like to discuss project outputs and results with you in more detail using this typology as a guide. *[Interviewer note: use the below typology as a set of prompts/probes to help the interviewee explore the types of outputs that projects in their country / in the programme may have had].*

Outputs are goods and services produced by the LdVII projects (e.g. placements, training material, website..)

Outputs (use as probes)	Results (use as probes)
Transnational mobility (placements and virtual mobility) for students, teachers and trainers	- Greater European outlook - Increased knowledge, skills and competencies - Professional development of teachers
Networks, platforms and partnerships	- Greater European outlook - Increased co-operation between institutions - Increased capacity to share best practice - Innovative changes in practice and improvements in the quality of teaching and learning - Improved information, guidance and support services for learners and providers
Methods, courses, programmes, tools and frameworks	- Wider access to methods, courses, programmes, tools etc. - Innovative changes in practice and improvements in the quality of teaching and learning - Improved equipment and educational software - Improved information, guidance and support services for learners and providers - More attention for entrepreneurship in education

Outputs

16. What types of outputs have been produced in your country/across the programme?
    Probe using the headings from outputs column above

- *MOBILITY*
- *NETWORKS*
- *METHODS*

17. Are the outputs produced appropriate to the programme objectives?
18. Are they of high quality?
19. What did the outputs lead to? (i.e. What results were achieved from the outputs? Use list above as a prompt)

Exploitation and dissemination

[*Note to interviewer: Clarify the definition that we are using of dissemination and exploitation is understood by the interviewee*.] Now I would like to speak to you about dissemination and exploitation.

Dissemination and exploitation: This is often taken to mean the initial promotion of the project. In this case we mean the dissemination of project outputs, results and learning during and after the life of the project. Exploitation is where outputs, results and learning from one project are picked up and used elsewhere, perhaps being adapted in the process.

20.

a. Have outputs been disseminated to specific target groups (policy-makers, teachers, students etc.)?
b. Was this effective?
   Probe: dissemination activities both by projects and by Commission, EA, NAs

21.

a. What evidence is there that outputs have been taken up, used or exploited by target groups?
b. What has the result of this exploitation been?

11 IMPACTS (15 mins)

Definition of impact (UNDP) "The overall and long-term effect of an intervention. Results from a programme or project that are assessed with reference to the development objectives or long-term goals of that programme or project; changes in a situation, whether planned or unplanned, positive or negative, that a programme or project helps to bring about. Impact is the longer term or ultimate result attributable to a development intervention, in contrast with

output and outcome, which reflect more immediate results from the intervention. The concept of impact is close to development effectiveness"

22. Can you provide any evidence of how the outputs discussed above have been translated into impacts in terms of the following? *[Interviewer note: use the below typology as a set of prompts/probes to help the interviewee explore the types of impacts that projects in their country / in the programme may have had].*

Expected Impacts ***Interviewer note: Write in any impacts noted by interviewee and evidence of how the impact has been felt/seen.***	
Impacts	**Write in below**
Increased proficiency in EU languages	
a. Increased teaching and learning of EU languages?	
b. More people speaking foreign languages, especially less widely used ones?	
Positive effects in teaching and learning	
c. Positive effects on the curriculum?	
d. Positive effects on teacher training?	
e. Positive effects on management?	
f. Improvements in the attractiveness of the teaching profession in VET?	
Socio-economic impacts	
g. Increased mobility?	
h. Improved employment prospects?	
i. Inclusion and equal opportunities?	
j. Increased active citizenship?	
Policy impacts	
k. Integration of methods, tools and frameworks into national and regional education and training policy?	
l. Convergence of policy and practice between Member States?	
m. Greater transparency and recognition of qualifications (including recognition of non-formal learning and work experience)?	
Creation of a European education area	
n. Development of self-sustaining networks/ communities of interest in lifelong learning at EU level?	
o. Creation of cooperation activity and sustainable partnerships?	
p. Increased 'European outlook' for professionals and students?	

23. What were the most <u>significant</u> impacts in your country?
    Probe:

a. *What were the reasons for this?*
b. *Which programmes/actions/project activities contributed most and in what ways?*

The overall objectives of EU policy on education and training (as formulated in Education and Training 2010): - to improve the quality and effectiveness of EU education and training systems; - to ensure that they are accessible to all; - to open up education and training to the wider world.

24. How important are the relative contributions of the different programmes/actions/project activities to the overall objectives of EU policy in education and training?
    Probe: Ask for evidence/examples

		24a To improve the quality and effectiveness of EU education and training systems	24b To ensure that they are accessible to all	24c To open up education and training to the wider world
Different education programmes: SOCRATES, LEONARDO, E-Learning				
LEONARDO:	Mobility			
	Pilot			
	Language competences			
	Transnational networks			
	Reference material			
	Joint actions			
	Accompanying measures			

25.

a. *Has the programmes/actions/project activities had any impact on other policy areas at European or national level?*
b. *In what ways?*
   Probe: for example ICT policy, social inclusion policy etc

12 OTHER COMMENTS (2-3 mins)

26. Are there any good practice/lessons learned for the future?
27. Any further comments?

13 FURTHER ANALYSIS, CASE STUDIES ETC. (2-3 mins)

28. Please suggest any projects, partnerships or individuals (in your country) that you consider may be able to provide examples of best practice and are worthy of in-depth analysis.

29. Please suggest any stakeholders, social partners or experts who might provide us with valuable inputs to our evaluation.

[Interviewer note: Please make a note of any projects or stakeholders that are recommended.]

Thank you for your help.

Thank and close.

Annex 9 Results of final reports by individual participants in mobility in 2006 – extract from Rap4Leo

Table A9.1 Results for Placements (Persons in Initial Vocational Training and Young Workers)

Statement	I don't agree at all	I don't agree	More or less OK	I agree	I completely agree	N
Language preparation received enabled me to cope with everyday situations	4%	5%	19%	39%	32%	33072
Language preparation received helped me to work in my occupational area	5%	8%	22%	36%	29%	33071
I received the necessary information to get integrated into my new environment	2%	5%	17%	38%	38%	33071
OVERALL SATISFACTION REGARDING PREPARATION	2%	4%	17%	39%	37%	33070
I was given proper help to find a suitable host organisation	4%	4%	15%	30%	48%	33072
The organisation where I trained/worked met my training needs	3%	5%	14%	34%	45%	33072
I knew clearly what I was expected to do and learn during my placement abroad	3%	6%	16%	35%	40%	33072
The placement duration was long enough for me to fulfil my training objectives	3%	8%	18%	34%	37%	33072
Proposed activities were directly related to my training / training objectives in my home country	4%	7%	18%	33%	38%	33071
I was provided with proper equipment	2%	4%	13%	31%	51%	33072
I knew who the person assigned to help me carry out my programme and check my results was	2%	3%	10%	26%	58%	33072
My sending school/organisation was helpful during my placement	3%	4%	14%	29%	50%	33071
OVERALL SATISFACTION REGARDING MY WORK PLACEMENT	1%	3%	9%	32%	56%	33072
OVERALL STAISFACTION REGARDING RECOGNITION OF MY WORK PLACEMENT	2%	3%	15%	35%	45%	32935
Your personal comments						
I discovered new techniques, new methods	3%	4%	14%	37%	42%	32936
I have new professional skills	3%	4%	14%	38%	42%	32936
I can express myself better in another language	1%	3%	13%	38%	45%	32935
I feel more confident	1%	2%	11%	39%	48%	32935

Statement	I don't agree at all	I don't agree	More or less OK	I agree	I completely agree	N
I now have a better understanding of other people	1%	2%	13%	40%	44%	32934
I'm more interested in my training than before	3%	4%	20%	35%	39%	32933
I now consider working in another country	4%	6%	17%	29%	45%	32935
My placement abroad will help with my future studies *(only for persons still in training)*	5%	3%	18%	33%	42%	32932
My placement abroad will help me find a job	3%	3%	19%	35%	40%	32934
OVERALL SATISFACTION REGARDING OUTCOMES	1%	1%	7%	37%	54%	32934
I am satisfied with the information and support I received concerning my personal safety	2%	4%	15%	36%	44%	32889
I am satisfied with the arrangements for transportation	3%	4%	14%	33%	47%	32889
I am satisfied with the arrangements for insurance	1%	2%	13%	32%	51%	32889
I am satisfied with the information I received concerning my social protection	3%	5%	19%	34%	39%	32889
I am satisfied with the assistance I received concerning the practicalities of training/working abroad	2%	4%	16%	36%	42%	32889
I was offered opportunities to be integrated into local life	2%	5%	15%	36%	42%	32889
I am satisfied with the grant provided by the Leonardo programme for accommodation and subsistence	4%	7%	18%	31%	40%	32889
I completed and understood the contract with my host/sending/intermediary organisation regarding my work placement	3%	2%	13%	30%	52%	32889
OVERALL SATISFACTION REGARDING SUPPORT FROM SENDING ORGANISATION FOR PRACTICAL ARRANGEMENTS	1%	3%	14%	36%	45%	32889
OVERALL SATISFACTION REGARDING SUPPORT FROM HOST ORGANISATIONS FOR PRACTICAL ARRANGEMENTS	2%	4%	14%	36%	44%	32889
OVERALL SATISFACTION	3%	5%	17%	33%	42%	32889

Statement	I don't agree at all	I don't agree	More or less OK	I agree	I completely agree	N
REGARDING FINANCIAL SUPPORT PROVIDED BY THE LEONARDO DA VINCI PROGRAMME						
	Yes	**No**				
I received certification from my host organisation	74%	26%				
I received certification from the organisation that arranged my placement	47%	53%				
I received a certificate from my sending organisation	48%	52%				
My placement was an integral part of the qualification that I am/was studying	80%	20%				
I was awarded a Europass-Training document	49%	52%				
The host entreprise paid me a gratuity	21%	79%				

Source: European Commission, Rap4Leo 2006

Table A9.2 Results for Exchanges (Teachers and Trainers)

Statement	I don't agree at all	I don't agree	More or less OK	I agree	I completely agree	N
OVERALL SATISFACTION REGARDING PREPARATION	0%	1%	7%	33%	58%	8851
I was given proper help to find a suitable host organisation	1%	1%	8%	24%	65%	8851
Objectives and work programme of my exchange were clearly defined	0%	1%	5%	24%	69%	8850
Duration was adequate to fulfil the above	1%	3%	10%	29%	58%	8851
Follow-up and support by my sending organisation was satisfactory	0%	1%	6%	25%	68%	8851
OVERALL SATISFACTION REGARDING MY EXCHANGE	0%	1%	3%	24%	72%	8851
OVERALL SATISFACTION REGARDING RECOGNITION OF MY EXCHANGE	2%	1%	13%	31%	54%	8845
I got to know another system of VET and/or Life long learning and/or guidance	1%	2%	10%	32%	55%	8845
I discovered new contents, new techniques, new methods, new technologies in my field of training	1%	3%	13%	34%	49%	8845
I gathered useful teaching material and relevant documents	2%	4%	17%	34%	44%	8844
I developed my general linguistic competences	3%	6%	22%	34%	35%	8845
I developed linguistic competences in my professional field	4%	8%	23%	33%	31%	8845
I developed useful contacts for future partnerships	1%	3%	12%	32%	52%	8845
I intend to further develop networking activities	1%	3%	14%	31%	51%	8845
I now have a better understanding of training and practise in VET	2%	2%	14%	34%	48%	8845
I now have a better understanding of requirements of industry and labour market	3%	4%	19%	34%	40%	8845
I am satisfied with the grant provided by the Leonardo programme for accommodation and subsistence	2%	5%	14%	29%	51%	8840
I am satisfied with the arrangements for	1%	2%	7%	26%	64%	8840

Statement	I don't agree at all	I don't agree	More or less OK	I agree	I completely agree	N
transportation						
I am satisfied with the arrangements for insurance	1%	1%	9%	22%	67%	8840
I am satisfied with the information I received concerning my social protection / personal safety	2%	2%	13%	27%	56%	8840
I am satisfied with the assistance I received concerning the practicalities of living/working abroad	1%	1%	11%	27%	59%	8840
I completed and understood a contract with my host/sending/intermediary organisation regarding my exchange	0%	1%	5%	24%	70%	8840
OVERALL SATISFACTION REGARDING SUPPORT FROM SENDING ORGANISATION FOR PRACTICAL ARRANGEMENTS	0%	1%	5%	24%	70%	8840
OVERALL SATISFACTION REGARDING SUPPORT FROM HOST ORGANISATIONS FOR PRACTICAL ARRANGEMENTS	0%	1%	6%	25%	67%	8840
OVERALL SATISFACTION REGARDING FINANCIAL SUPPORT PROVIDED BY THE LEONARDO DA VINCI PROGRAMME	1%	3%	13%	31%	52%	8840
	Yes	**No**				
I completed and understood a contract with my host/sending/intermediary organisation regarding my exchange	88%	12%				

Source: European Commission, Rap4Leo 2006