

Evaluation of the Leonardo da Vinci and SOCRATES programmes in Norway

Final report

Agnete Vabø



© NIFU STEP Studier av innovasjon, forskning og utdanning
Wergelandsveien 7, 0167 Oslo

Rapport 26/2007
ISBN 82-7218-541-5
ISSN 1504-1824

For en presentasjon av NIFU STEPs øvrige publikasjoner, se www.nifustep.no



Studier av innovasjon, forskning og utdanning
Studies in Innovation, Research and Education
Wergelandsveien 7, 0167 Oslo
Tlf. +47 22 59 51 00 • www.nifustep.no

Preface

The current report on the national implementation of the second phase of the Leonardo and SOCRATES programmes has been prepared by Institute for Studies in Innovation, Research and Education (NIFU STEP). The evaluation is funded by the Ministry of Education and Research, according to the guidelines prepared by the European Commission. The evaluation has been undertaken by dr. polit Agnete Vabø, Senior Researcher at NIFU STEP. Project assistant Nicoline Horn-Hanssen (NIFU STEP) has also contributed to the evaluation. Ingebjørg Birkeland, Egil Eiene, Karsten Gjefle, Hilde Hvistendahl, Marit Lødemel, Kari-Lise Reinertsen and Stian Hofsløtt Thowsen at the National Agency of the Lifelong Learning Programme, The Centre for International Cooperation in Higher Education (SIU), have provided relevant material. Head of Unit for EU Programs, Vidar Pedersen has contributed with useful comments to the report. Gratitude is also expressed to all beneficiaries and other stakeholders who were willing to participate in the interviews.

Oslo, June 2007

Petter Aasen
Director

Bjørn Stensaker
Head of Research

Contents

1	Context and methodology	5
1.1	Community context	5
1.1.1	National context	5
1.1.2	Main objectives of the report	8
1.1.3	Description of the methodology adopted to draft the report.....	8
2	Activities implemented	9
2.1	Nature of funded activities	9
2.1.1	Grundtvig	9
2.1.2	Erasmus.....	10
2.1.3	Comenius	12
2.1.4	Leonardo	13
2.2	Main motivations which induced players to take part in the Programmes.	14
2.2.1	Comenius	14
2.2.2	Erasmus.....	15
2.2.3	Grundtvig	15
2.2.4	Leonardo da Vinci.....	15
2.3	Consistency and synergy	16
2.4	Catalyst for other financing	16
2.5	Factors influencing the quality of mobility	16
2.5.1	Leonardo da Vinci.....	16
2.5.2	Socrates	19
2.6	Dissemination and exploitation activity	20
2.7	Recommendations	22
3	Impact of the programmes and actions	24
3.1	Impact on the beneficiaries.....	24
3.2	Impact on the national systems/ policies	27
3.3	Impact on the European dimension	27
3.4	Impact on transversal issues	28
4	Programme management.....	29
4.1	Analyses of management procedures	29
4.2	Centralised measures	29
4.3	Interrelations.....	30
4.4	Analyses of financial management.....	30
4.5	Recommendations	31
5	General conclusion	32
	Annex 1: Socrates programme	35
	Annex 2: Leonardo da Vinci programme	51

1 Context and methodology

The current report on the national implementation of the second phase of the Leonardo and Socrates programmes has been prepared by NIFU STEP. The evaluation has been funded by the Ministry of Education and Research, in accordance with the guidelines prepared by the European Commission.

The report is organised according to the structure of the Commission's guide for the national reports. It contains four main chapters: 1) Context and methodology, 2) Activities implemented, 3) Impact of the programmes and actions 4) Programme management. Chapter 5 contains the general conclusions and does not include the more detailed recommendations in the previous chapters.

1.1 Community context

As stated in the Decisions of the programmes, these reports concern the implementation and impact of the second phase (2000-2006) of the Leonardo da Vinci and SOCRATES programmes. The report in 2003 focussed on relevance (i.e. the relationship between, on the one hand, specific needs identified at local, national and European levels and, on the other hand, the objectives of the actions of the programme and the funded activities), and efficiency (i.e. the relationship between input and output).

The 2007 reports should, however, also include a thorough evaluation of the results of the programme in terms of effectiveness and impact, centred on the achievement of the programmes objectives and the impact of the programme on the specific needs identified at local, regional, national and European levels.

The reports will concern decentralised actions, for which the most significant management share depends on the National Agencies, but also centralised actions.

1.1.1 National context

During the past decade, the education system in Norway has undergone major changes. The reforms have covered all levels of education. During the 1990s, two extensive reforms (Reform94 and Reform97) were implemented from the level of lower primary through upper primary and lower secondary to upper secondary level (grades 1–13). The reforms led to a wide range of changes, including lowering the age for school entry (from 7 to 6 years); compulsory schooling was extended by one year from nine to ten years; a new national curriculum was introduced – one for the Norwegian and one for the Sami school. Since January 1, 1999, all municipalities in Norway have been legally obliged to provide day-care facilities before and after school hours for children attending the first four grades. Since autumn 1994, everyone between the ages of 16 and 19 has a statutory right to three

years' upper secondary education leading either to higher education or to vocational qualifications or partial qualifications. It has also been made easier for those who have opted for vocational training to acquire the necessary additional qualifications for entrance to higher education. The county authorities are obliged by law to provide a follow-up service for young people between 16 and 19 who are currently neither attending a course of education nor have employment. The national curriculum initiated more flexible learning methods throughout all levels by prescribing the use of project work in schools.

These reforms have been evaluated, first the new arrangements in upper secondary education (R94). The evaluation of Reform 97 (compulsory education) which commenced in 1997 was completed in the spring of 2003. The evaluation was organized as a research-based programme directed by the Research Council of Norway. The objectives of the programme were to map changes and developments that can provide basis for further planning, adjustment and implementation of the reform. The conclusions of the 26 projects were summed up in a final report. None of the projects studied issues concerning internationalisation.

In addition to the reforms that have been implemented in compulsory and upper secondary schools during the last decade in Norway, a Commission for Quality in Primary and Secondary Education concluded its work in a green paper on 5 June 2003. The committee's main issues were to evaluate the content, quality and organization of primary and secondary education. The committee's work has led to a new reform in primary and secondary education, known as the Knowledge Promotion. It introduces certain changes in substance, structure and organization from the first grade in the 10-year compulsory school to the last grade in upper secondary education and training. The reform came into effect in the autumn of 2006 for pupils in grades 1-9 in 10-year compulsory school and for pupils in their first year of upper secondary education and training (i.e. the 11th grade).¹

The Competence Reform was implemented in addition to the reforms in compulsory and upper secondary school. This reform aims to meet the need for new or changed competence in society, in the workplace, and of the individual. From 1 January 2001, employees who desire and require a study period abroad have an individual right to leave of absence. The Competence Reform embraces all adults and is based on interaction between several actors. The Norwegian Parliament has determined that adults shall have a statutory right to primary, lower secondary and upper secondary education. The right to upper secondary education was put into force as from the autumn of 2000, while the right to primary and lower secondary education was implemented in August 2002. During the period of reform implementation, an OECD review team visited Norway to undertake an assessment of Norwegian efforts to make lifelong learning a reality. The review team concluded that Norway has positioned itself to become the leading nation in the provision

¹ See also <http://www.regjeringen.no/en/dep/kd/Selected-topics/andre/Knowledge-Promotion.html?id=1411>

of lifelong learning opportunities for its citizens and residents. Further, it made a wide range of recommendations to improve the reform. One general recommendation that the team seems to re-iterate throughout the report is the need for continued collection and processing of information and assessment of the reforms seen as integrated parts of the Norwegian educational system.

Higher education in Norway consists of courses at universities and university colleges. Entrance to such institutions is normally gained on the basis of upper secondary education. With the exception of some private university colleges, all are state-run, but have considerable academic and administrative autonomy. Also this part of the Norwegian educational system is experiencing change due to the recent Quality Reform of higher education (2003). The Quality Reform is a comprehensive reform. Its main goals may be briefly summarised as new degree structure and grading system, better tutorials, more frequent exams and new forms of student guidance, evaluation and assessment, establishments of a national quality assurance agency, and a new, more result-based funding formula for the institutions. Furthermore, the reform focuses strongly on internationalisation in higher education, and one of the objectives is that students desiring a study period at a university in another country as a part of their Norwegian degree course shall have this possibility. An increase in the numbers of foreign students coming to Norway for a period of study is also an objective of the reform. There is a clear statement that increased participation in international programs (such as Leonardo da Vinci and Socrates) is one among other important tools for achieving these objectives. To support the expanded opportunities for placement and exchanges, the Diploma Supplement was introduced by law for all state higher education institutions in 2002, and for the private ones in 2005. A new grading scale and course credit system which are equivalent to those of the European Credit Transfer and Accumulation System (ECTS) are also implemented as a part of the reform. The new degree system, which follows the 3 (bachelor) + 2 (master) + 3 (phd) model of the Bologna Process and is more compatible with international degree systems, will also contribute to the increased internationalisation of Norwegian higher education.

A number of common basic principles form the basis of the major reforms which have been implemented at all levels, from basic education and upper secondary school, to higher education and adult education over the last decade:

- Providing better access to education and training for people of all ages
- Creating a more integrated, flexible and better co-ordinated education system
- Establishing a broad competence basis through initial education and training
- Improving the quality of education and training
- Making better use of total resources
- Offering equality in the provision of education by promoting national standards
- Promoting integration between levels and facilitating transitions from one level of education to the next
- Facilitating a system of lifelong learning.

1.1.2 Main objectives of the report

The major objective of the report is to contribute to the implementation of the upcoming Lifelong Learning Programme by providing statistical data, factual observations and qualitative information for the European Commission's final evaluation of the programme. As well as providing useful assessments and recommendations to the EC, the report should contain useful information to national education authorities.

1.1.3 Description of the methodology adopted to draft the report

The present report is based on three data sources: quantitative data on applications and approved projects and grants in the various parts of the programme; different types of written material; interviews with administrators as well as target groups at national and local levels.

The Norwegian Centre for International Cooperation in Education (SIU) (in Bergen) was National Agency for the Socrates programme in Norway. The Leonardo da Vinci National Agency located in the capital Oslo was hosted by the National Institute of Technology (TI), until the end of the programme period in 2006. As from January 2007, SIU is national agency for the Lifelong Learning Programme, i.e. for all the sectoral programmes and parts of the Transversal one.

The quantitative material is provided by the National Agency. Furthermore, different types of factual and narrative reports on the programmes, information folders, annual reports, reports from projects and beneficiaries as well as web pages have been of significant importance in providing information on the implementation of the programme. In total 30 people were interviewed whereas 8 representing the National Agency, 3 the Ministry and 19 beneficiaries and other stakeholders.

2 Activities implemented

2.1 Nature of funded activities

In general, the objectives and the priorities of the programme appear to be covered by the activities implemented.

2.2 Socrates

2.2.1 Grundtvig

2001 was the first year of implementation of the decentralised Grundtvig action of the Socrates programme. Despite a rather limited number of participants the first year, the restricted amount of funds available and the novelty of the action, Grundtvig was a success in terms of relevance of applications as well as in the general interest shown. Special emphasis was put on Grundtvig 2 (partnerships) and a broad range of institutions are now represented, including museums, NGOs, institutions for higher education, research institutes, and secondary schools with responsibility for adult education.

The National Agency has invested considerable effort into defining the sector of adult education, a process which has also resulted in participation from new groups like museums and libraries. Most activities relate to the partnership projects.

The activities in the programme reflect national priorities such as valuing education, language testing of minority language speakers, introduction programmes for the emphasis of immigrants language practice in working life. It was stated that the activities of Grundtvig have contributed to making adult education and non-formal learning more visible as a significant arena for learning, in Norway and in Europe in general.

Norway is most likely the country participating in Grundtvig with the largest number of prison schools. Beneficiaries have pointed out as positive that this programme covers and takes care of various marginalised groups in society.

As goes for other parts of the programme, unfortunately Grundtvig tends to be an arena for the most “resourceful” among its target groups. “Professional EU project operators” like colleges and universities. Demanding application procedures function as barriers for groups like the secondary schools with responsibility for adult education. Certain groups like the disabled, which, despite their strong nationally based interest organisations are excluded too easily for want of international contacts and networks. Furthermore NGOs should be approached to a greater extent in the future.

It has been argued by stakeholders in the field that applicants should start with action two (projects, networks) and, in the next round, continue with action one, since starting up with action one could be too complicated.

In general, the need for further simplification of application procedures was seen as extremely important for attaining the goals of the programme on including marginalised groups.

Contact seminars were also considered very useful for supporting applicants in the development of applications.

It was argued that more flexible criteria for participation of various nationalities (for instance by accepting networks in northern Europe) should be developed in order to attract new user groups.

Normally a few more than 10 percent of the applicants get a positive reply to their application for support for large projects or networks. Norwegian institutions participate in 12 of altogether 70-80 networks that annually receive support from the EU Commission. Among other networks, Norway coordinates two larger ones (run by VOX), one on reading and writing difficulties and one with home schooling as a topic. Norway is represented in five of altogether twelve networks. In Grundtvig, the participation in networks is rather modest since the need for other funding sources is rather substantial. At the national level, funding and financial incentives should therefore be further developed as supplements to community grants.

2.2.2 Erasmus

In line with the Bologna declaration of 1999, the Bachelor/Master study structure (3+2 years) was implemented mainly at all levels of the Norwegian higher education institutions in the autumn 2003. It was clearly the intention that the Bachelor and Master programmes should lead to an increase in student mobility. In the government white paper no. 27/2000-2001, the Erasmus programme was put forward as the most relevant alternative for this. All students now have the right to spend a semester abroad during the study period. An increasing amount of formal agreements on staff and student mobility have been made with higher education institutions abroad, and a range of study programmes now use English in the syllabus and as a teaching language. From having decreased in previous programme period, between 1996 and 2002, the number of outgoing students participating is now increasing. For instance in 2001-02, the figure was 1100. In 2005-06 it had raised to 1413. Participants now include a higher proportion of students and teachers from the college sector (Table 1.). The same goes for teacher exchange since 2003, an effect also of new member states entering the Programmes (Table 3.).

Nevertheless, the level of activity has been subject to considerable institutional variation. The university colleges in Agder, Bodø, Buskerud, Finnmark, Gjøvik, Harstad, Hedmark,

Narvik, Nesna, Nord-Trøndelag, Sogn og Fjordane, Vestfold and Volda are all poorly represented in the Erasmus programme. Concerning the university sector, the most significant increase was at the University of Oslo (the capital of Norway). However, traditionally the participation rate has relatively been much lower in Oslo than at the smaller universities, in Bergen for instance. Furthermore, institutions like The Norwegian University of Life Sciences (Ås) as well as the Norwegian School of Sport Sciences (NIH) still have a low rate of participation. Distinguishing between fields of science, from 2000 to 2007 a substantial increase in participation has developed in business studies, social science and medical science. Participation in Erasmus is nevertheless rather modest in the sciences.

The scattered pattern of Erasmus participation in Norway today calls for future targeted efforts, paying attention to certain institutions and certain educational field, basically the sciences.

There are many different reasons why students may comparatively be showing little interest in the Erasmus programme. In general it can be explained by the competition from educational institutions worldwide as well as competing instruments like the State Educational Loan Fund. Many of the agreements do not have a professional basis and the follow-up from the academic staff is too passive. By some of the informants the academic staff was criticized for being unwilling and/or unable to let students benefit from their professionally based international networks and contacts at European level. Within higher education the professional networks are considered too weak. As another (external) respondent pointed out, and as it was also pointed out in an evaluation of Norway's participation in Thematic networks hosted by the Socrates/Erasmus programmes (National Agency 2002), the partially loose connection between student exchange activities and established professional networks are maintained by the professional staff hesitating to participate, because such activities require great effort and thereby is not professionally and strategically expedient in a scientific career. The national Agency possibility to develop professional networks is also limited by the extensive scepticism in academia towards participating in networks initiated bureaucratically on the basis of political aims.

Some believe that the new trends in higher education following the Higher Education Quality reform, such as the focus on efficient throughput of students, the reduction of duration of study at undergraduate level from four to three years, and the, in many cases, modularization and structuring of syllabus that has taken place, in practice function as limitations to the realization of a national internationalization policy emphasising increased participation in Erasmus student and staff mobility within Europe. Even though Erasmus is well organised to fit into the undergraduate course of study, some coordinators have the impression that students going abroad with Erasmus may experience delay. Despite this, they report that the sojourn abroad was worth it anyway, due to unique cultural and social experiences.

To sum up, Erasmus has had a significant impact on internationalization and European collaboration in Norwegian higher education. Directly, in terms of many, (app. 16 000), outgoing students since the start up in 1992. Indirectly, since participation in Erasmus was decisive for the establishment of international offices at the various campuses as well as stimulus for the Bologna process.

2.2.3 Comenius

Since there is a general lack of opportunities of economic support to international activities of this kind for teachers in compulsory school and kindergarten, the Comenius programme has become very popular and well received. In recent years an increasing amount of kindergartens have also benefited from participating.

In the past ten years, from 1995 to 2006, 78 percent of all applicants have received financial support. The past ten years, approximately 125 000 Norwegian teachers and pupils have participated in one or several Comenius projects. Norwegian schools have collaborated with 9 500 schools in all participant countries. New schools are prioritised when applications are processed.

It has been considered reasonable to apply for language projects directed to the languages taught in Norwegian schools, but an increasing number of applicants wish to collaborate with schools in countries we are more distant from in terms of language, such as Italian and Dutch.

In general, Comenius has reached its target groups in a satisfactory manner. This is evident from the total number of participants, the number of applicants to each category and the users' satisfaction with the action.

Since 2000 there has been a decrease in individual mobility grants for teachers. According to the informants, problems financing replacements for the teacher, scepticism on the part of the school leadership, and lack of plans for in service training for teachers were typical reasons for this.

Regarding the geographical distribution of involvement in the project participation there were, however, differences between some of the 19 counties, where Rogaland County in the south west of Norway enjoys a high level of activity and Troms County in the north a rather minor level. Within each county there were also considerable variations between local municipalities.

2.3 Leonardo

As illustrated by the focus in the national policy context as well as the implemented activities, the Leonardo da Vinci programme facilitates the implementation of the increased national focus on international placement in education and training.

The main objectives and priorities of the programme are covered by the activities implemented. The main focus of the programme is on the initial vocational training. As a recommendation from the national programme committee this has been important to increase the status of vocational education through a conscious focus on internationalising this target group. There are thrice as many applicants as there is funding for. In the 2006 round of application, 88 mobility projects were granted more than NOK 13 million. The problem, however, is unused returned scholarships, something that might be explained by the age of the students (younger), culture of instructors, et cetera. Nevertheless it might help if Leonardo could aspire to seek a more flexible approach regarding beneficiaries' preference in host country.

Whilst it was proved difficult to stimulate language instructors to participate in the programme, in recent years there has been an increased interest of this action. Players were dissatisfied with the fact that this action has been taken out of the LLP. As in many other European countries, there is a great need for a better and wider understanding of European languages (for instance Polish) as the world of work is rapidly becoming more globalised and dependent upon importing labour from other countries. Since Erasmus is the main priority of the universities and university colleges when it comes to student exchange in Europe, an understanding of the possibilities of internships of students in higher education presented by Leonardo was more limited. Against this backdrop, representatives from the National Agency were pleased that this action has been moved to Erasmus.

Regarding mobility measures (procedure A) the target groups are not reached to a satisfactory extent when it comes to instructors in small and medium-sized enterprises, secondary schools in general and certain segments within. For example, whilst pupils within Health and Food-Processing Trades, Mechanics and Chemical Processing are well represented pupils in sport, music, dance and drama are under represented. Concerning persons undergoing vocational training, the majority of beneficiaries in this target group are still found in the most central parts of the country. Among the category "young workers and graduates" a fair amount were issued by promoters in the three northernmost counties of Norway (which in aggregate comprise about 10 percent of the total population) Teknologisk Institutt 2006).

The scattered pattern of Leonardo mobility participation calls for future targeted efforts, paying attention to certain institutions and certain vocational/training fields as well as the need for making the Leonardo programme more attractive for SMEs. In order to attract new user groups (outside higher education) it was suggested that the Ministry should

consider changing the name of the National Agency from The Centre for International Cooperation in Higher Education (SIU), to The Centre for International Cooperation in Education and Training (SIU).

Regarding procedure B (pilot, language, network) Norway has in recent years had good quality evaluations, so that the success rate of applications has relatively speaking been greater than for many other countries. There is evidence to show that the target groups of the programme are being reached as regards types of promoters and types of vocational areas/economic sector as well as regions in Norway. The 35 units participating from 2000 to 2006 sort into the following categories:

- 13 university colleges and universities
- 6 SMEs
- 5 local municipalities
- 4 adult education organisations
- 3 interest organisations/parties in work life
- 1 county

13 counties have been represented among those who have had applications pass for development project, with two centres of gravity, Sør-Trøndelag and Oslo. Organisations or businesses from several counties did not pass the critical phase of the application process, including Vestfold, Hordaland, Møre og Romsdal. The programme is nevertheless fairly well spread at the national level. (Teknologisk Institutt 2006).

2.4 Main motivations which induced players to take part in the Programmes.

2.4.1 Comenius

Participants report that the action has provided an opportunity for personal development as a pupil and teacher through sojourn abroad. The comparative dimension is particularly attractive since the participants are confronted with different traditions and new ideas for pedagogical arrangements. Teachers in kindergartens also report that they were motivated by the good feedback from parents.

According to the National Agency Eiene (2007) the following motivations induced players to take part in Comenius.

- Opportunities to acquire new skills and strengthening the knowledge level
- Knowledge seen in a greater context
- Variation and new challenges
- Surprises and spin-off effects
- The pupils' exam results
- The reputation of the school
- Increased self-confidence in the pupils
- Language instruction in authentic surroundings and situations

- Travel opportunities

In recent years, school leadership has become more conscious of the advantages of participating in international programmes like Comenius. Such motivations are typical of those schools assigned status as schools of best practice, typically eager to expand their activities. Approximately one third of the schools are motivating teachers to involve themselves in the programme by providing sufficient resources in terms of time, as is the case for instance by the Sami Upper Secondary School in Karasjok.

Kindergartens report that they have been encouraged to participate in the programme by a local institution or they have been tipped by other Comenius participants.

2.4.2 Erasmus

Erasmus students typically report that the main motives for participating in the action were to improve language skills, to gain cultural experience, to maintain and cultivate relations with academic communities and schools in other countries, to enrich the academic quality of study programmes as well as to draw upon the specialized competencies of groups abroad. It seems like students are gradually becoming more motivated by the wish to improve future career prospects through having international experiences.

2.4.3 Grundtvig

Participants in Grundtvig report as in the other programmes that through the contacts they make through travelling, they gain benefit in their professional field as well as in language and culture. National Agency also emphasises that adult education as enlightenment of the people is an old tradition in the Nordic countries, something which may be seen in the importance given to the folk high schools, study circles, adult education organisations and NGOs

2.4.4 Leonardo da Vinci

A range of different motives for participating in the Leonardo-programme were reported, varying according to the particular characteristics of the beneficiaries. Among those using Leonardo as an instrument for the promotion of innovation and entrepreneurship it was said that the programme was a means for developing better methods for solving practical problems and developing new products. Particularly for export-oriented companies, the programme was important for the formulation of strategic business plans, to keep up to date with EU regulations and for the achievement of collaboration between regions in different countries. The programme was considered of great importance for establishing national and transnational networks, also for future cooperation. The achievement of international integration of education, culture and economic life seemed to be a motivation of general importance. In addition there is the opportunity of the programme for the co-operation in placement and exchange of trainees, the possibility for developing personal language skills and the understanding of other cultures and systems.

As well as personal and professional training and development through comparing and sharing experiences, it was stated that the programme represented an opportunity for funding international collaboration in training and developing skills and competence in general, and the realisation of ideas in particular. It contributed to gaining an insight into equivalent vocational training methods abroad. It was also believed that taking part in the programme contributed to enhancing the status of vocational training as well as the self-esteem of the beneficiaries. It contributed to improve recruitment to vocational training and enterprises and to counteract a lack of certain vocational training courses in Norway.

2.5 Consistency and synergy

In general there is increasing consistency and synergy between the Programmes and other Community education/training initiatives as well as with regard to relevant political processes at European level, such as the Bologna and the Lisbon process.

2.6 Catalyst for other financing

To a certain extent, the award of community funds has served as catalyst for obtaining other financing in Norway. Projects receiving EU grants are often considered synonymous with high quality standards, something that explains why Leonardo projects (procedure B) often receives additional funding from various regional sources. In the year of 2000 the Ministry also funded two Leonardo projects, amongst other in order to stimulate potential applicants in the years to come. In order to reduce the rejection rate in Comenius, the National Agency has received additional funding from the Norwegian Directorate of Education and Training.

The National Agency has also received economic support from the Ministry of Education and Research – to develop intensive summer courses in Norwegian for incoming Erasmus students. Furthermore, the Ministry of Foreign Affairs have supported exchange with non-member states.

2.7 Factors influencing the quality of mobility

2.7.1 Leonardo da Vinci

The target group for the Leonardo programme is large and diverse, and ranges from pupils and teachers in vocational programmes in upper secondary school to industrial and craft businesses, trade associations and private and public organisations involved in education and competence enhancement. To establish contacts, the National Agency depends on a local contact network based on trade associations, training offices, the vocational training office in the county and the Norwegian Directorate of Education and Training. It has

envisioned a wide information strategy including various types of written material, regional information meetings, a dedicated website, as well as information and consulting by telephone and e-mail.

A number of brochures have been made on the various parts of the programme, directed at different target groups. The brochures are richly illustrated and characterised by a professional and attractive layout. The text briefly describes what the programme is about, who is in the target group of the programme, and where to turn for further information. The purpose seems to be making the programme known to new users and to raise a first interest in the programme. The newspaper "Europaveien" ["The European Highway"] is published once a year and in addition to material on Leonardo and Socrates it also contains information on the EU programme "Youth in Action". The information of the various parts of the programmes is to a large extent combined with interviews with participants in former projects. The emphasis is on presenting the wide range of programmes through specific examples. The newspaper may also be read as a collection of success stories.

For those who would like more specific information on the possibilities and how to proceed to apply for funding, a guiding leaflet in Norwegian has been made on mobility and projects respectively. A newsletter published twice a year contains practical information on contact persons, application deadlines, application processing criteria, as well as information on granted projects. There are also evaluation reports summarising different experiences with the first phase of the Leonardo programme. The reports are in English and the target group is first and foremost those who work with the programme at different levels rather than potential users.

A dedicated website has also been developed for the Leonardo programme. In addition to most of the written material available, the website also contains practical information, electronic versions of the application forms and guidelines for application and project reporting. It also contains a number of relevant links i.a. to databases for searching for project partners.

The National Agency is putting considerable efforts into disseminating information on the possibilities in the Leonardo programme and in assisting potential applicants to write good applications. This is also confirmed by most users who have been interviewed in connection with this evaluation. The experiences seem to be particularly positive with respect to pilot projects. The respondents also praised the National Agency for the assistance they had provided in finding partners. Still, many complained of the programme's bureaucratic character with demanding routines for reporting results and financial management, although it was also pointed out that this had been considerably improved in Phase 2 of the programme. As the respondents also stated, the National Agency cannot be blamed for this type of problem. Here the National Agency functions rather like a buffer between Norwegian users and the EU system, in that they guide and

follow up the groups in the reporting work to ensure the least amount of problems with respect to approval from the EU. Another example of this is that they have had the EU financial and administrative handbook for applicants for mobility scholarships translated into Norwegian.

Nevertheless, informants emphasised a number of negative aspects of the programme with respect to the heavy administrative load, complicated applications, competing/alternative programmes and so forth, and that not many projects reach the pre-proposal stage. For instance, one promoter argued that in addition to heavy administrative work which demanded considerable time and resources, he considered the programme too bureaucratic. Given such obstacles, one may question whether the programme truly *has* reached its target groups. All respondents are much pleased with the information and support they receive from the National Agency, but it also turns out that it was somewhat of a coincidence how they first heard of the programme.

In the spring of 2005, 1470 questionnaires were distributed to pupils, apprentices, young workers and students who had been outplaced through the Leonardo da Vinci programme and/or were Europass receivers in the period 2000-2004 (The Mobility Survey 2005. Oslo: The National Institute of Technology, Norway).

87.5 percent stated that they had received enough information.

60 percent confirmed that they had language preparation that enabled them to manage in everyday life. 55 percent stated that the language preparations helped them in the work at their place of practice. But this also means that about half either had not been offered language preparation or that the benefit from these preparations was insufficient. There were also reports of communication problems with employers and the population in general. In LLP it is therefore important to direct the focus on the need for language preparations prior to placement.

Both in the end reports and in the questionnaires there are reports of unsatisfactory residential standards in the host country, such as there being no possibility to cook in the housing offered.

The respondents were asked to state their best and worst experiences. The most common challenges were:

- That the place of work did not live up to the expectations
- Poor follow-up from the Norwegian side
- Language problems
- Loneliness and homesickness
- Poor sanitary and residential conditions

Nevertheless, there were many who did not report any bad experiences at all.

But as many as 84 percent stated that they got help to settle into their new environment, from their host family, superior, contact persons or colleagues.

There was more diversity in the replies with respect to social activities. It is worth noting that more than a third was not offered a social extracurricular programme, although it may be discussed how important that is to the quality of the stay.

At large, the respondents are satisfied with the professional follow-up from both sides, be it inclusion in the place of work, the work programme, professional benefit, documentation of the practice period or professional follow-up from home.

29 percent of the respondents received a larger or smaller financial remuneration from the place of work.

To assure the quality of the practical, social and professional frame around the placement, the sending and receiving organisations are very central. Therefore it is important that these also collaborate well. A carefully planned work programme, adapted to each person's professional background and skills, is crucial. In other programmes, preparatory visits play a central part as quality assurance of partnerships. It should be discussed whether the Leonardo programme should not also prioritise preparatory visits as a part of agreeing on the framework of the collaboration.

2.7.2 Socrates

As it also ensues from the National Agency information strategy, the office puts down considerable work into disseminating information on the possibilities in the Socrates programme. An important part of this work is to guide current and potential participants in their work to develop applications and ensure a good local operation of the programmes. The two annual conferences for the Erasmus coordinators, the contact seminar and the contact with the National Education Office in connection with Comenius and Grundtvig are examples of formalised measures that also have a guiding and follow-up function. Through institutional visits the National Agency assists the international offices of the higher education institutions in developing their internationalisation strategy. Most important, according to the National Agency representatives, is guidance and follow-up work provided by telephone and e-mail. As it is pointed out in the halfway evaluation of Socrates Norway, many respondents maintained that the internationalisation work at the institutional level is partially characterised by considerable deficiencies with respect to continuity and labour resources. Still, all the users and coordinators with whom we have been in contact in connection with this evaluation praise the National Agency for the way in which they handle this work. In addition to profiling the programme nationally and locally (at each institution) by means of excellent information materials, the office is also "user-friendly" in its contact with the local coordinators of the programme.

The National Agency has functioned as an important link between the EU system (with its complicated procedures, rules and language) and the practical implementation of the programme to take place in Norwegian institutions and followed up the users in the daily coordination of the programme. In the interviews it was stated e.g. that National Agency has had a low threshold with respect to which questions the local coordinators have been able to ask.

The National Agency has developed considerable national networks to develop and support the entities in the Socrates programme. According to themselves, the contact with the programme coordinators at universities and university/state colleges is particularly important. The National Agency also participates in a network together with the national offices in other participating countries, and with directors for similar offices in the other Nordic countries. Especially within the Comenius programme, the National Agency has been active in building international networks to contact relevant collaboration partners in other countries. Comenius Norway has also hosted annual contact seminars.

2.8 Dissemination and exploitation activity

In line with instructions from the Commission, since 2004 all projects should have dissemination plan. Since 2007 there are further instructions to have (annual) national seminars, one for each programme.

As will be elaborated below, the National Agency put much effort into complying with these expectations. However, the demands from the commission in this respect also seem to result in information overload: There is a mismatch between information and feedback provided by beneficiaries and the resources /staff/office space ICT/AD personnel et cetera needed to actually disseminate and exploit these results. Databases containing reports from beneficiaries, like IRIS, seem to be unutilised (although they also provided relevant information to potential applicants). For instance, within Comenius there are many small projects and many small reports. The National Agency has therefore developed thematically oriented publications, based on a relevant selection of the reports, for instance on the effects of language.

Beneficiaries in general put much effort into dissemination of results. For instance by producing DVDs containing interviews with participants, web sites, printed reports. In the mobility actions of Erasmus and Leonardo, students report through databases (IRIS and RAP4LEO). The National Agencies produced several publications communicating the experiences of the beneficiaries and as well as a single report on spin of effects. This material serves both as an appetizer for potential applicants and as dissemination of results. An evaluation of the use of thematic networks in Socrates/Erasmus in Norwegian higher

education was carried out by National Agency in collaboration with the University of Bergen in 1999/2000 (published in 2002). The IRIS database, developed by the National Agency, presents the students' experiences from the Erasmus programme. Not the least, the results from the activities are presented through brochures and other information materials such as "Erasmusavisen" ["Erasmus newspaper"] and "Europaveien" ["The European Highway"]. Furthermore, an evaluation of Norway's participation in the Erasmus programme was conducted by NIFU ordered by the Ministry in 1999/2000.

The National Agency has on their own initiative presented their studies on the effects of the Comenius programme, e.g. "Experiences and impacts. An evaluation of Comenius projects in primary, lower and secondary schools" (Eikeland, 2000) and "Languages in international school work" (Eikeland, 2001). The last report "The aftereffects of international school work: Profiles, strategies and experiences in Norway" (Eikeland, 2003), deals with the participant schools' experiences with and lessons learned from participating in activities directed by the Comenius programme. Which international profiles they have developed, in which way participation in such projects has affected teaching and learning, whether the schools utilise time and resources differently as a consequence of the participation, and how the internationalisation work is received in the school's local community.

The requirements for dissemination must nevertheless be realistic, and there are no simple answers to how such results should be measured and presented. The results may include qualities that are not necessarily easily measured; personal growth, improved language and cultural skills, but also more visible products such as instruction materials (books, CD-ROMs, translated syllabus), new collaboration agreements, networks and conferences. It may be difficult to separate the effects of the programmes from other contributions the activities have been a part of. Further there may be great personal gain, but where effects are harder to trace because the yield is not direct or consciously connected to institutional strategies. Leonardo, for instance, is a start-up programme, a type of self-help programme to get international collaboration started, but which is not meant to contribute more permanent funding arrangements. Thus, effects of programme initiated activities may stretch beyond the actual programme period. One respondent mentioned Norwegian-German collaboration on development and use of sensors and so-called BUSS technology which is now being tested in the oil industry, as example of this.

Participants, and especially in Leonardo B (pilot projects), perceive dissemination as resource intensive, especially if there is no commercial interest in utilising the results. Most participants were still content with their own dissemination work.

2.9 Recommendations

- Even though there have been improvements, application and report procedures are still regarded as very demanding. The relevance of the programme is dependent on further improvements. Too comprehensive procedures reduce the attractiveness of Community grants. In general there is a need for further simplification of application procedures, particularly among SMEs and NGOs.
- Despite that all universities and colleges are represented within Erasmus, it is important to pay enough attention to the need for including new user groups. The scattered pattern of Erasmus participation in Norway today calls for future targeted efforts, paying attention to certain institutions and certain educational field, basically the sciences.
- The scattered pattern of Leonardo mobility participation calls for future targeted efforts, paying attention to secondary schools and certain vocational/training fields (such as sport, music, dance and drama) as well as the need for making the Leonardo programme more attractive for SMEs.
- Given the need for attracting new user groups (outside higher education) the Ministry of Education and Research could also consider changing the name of the National Agency from The Centre for International Cooperation in Higher Education (SIU), to The Centre for International Cooperation in Education and training (SIU).
- Given the increasing mobility and internationalisation in the world of work, the EU commission could consider to re-establish the action language instructors within Leonardo.
- Within Leonardo half of the participants in placements either had not been offered language preparation or not benefit from such. There were also reports of communication problems with employers and the population in general. In LLP it is therefore important to direct the focus on the need for language preparations prior to placement.
- There is a need to integrate a perspective in future planning instruments to safeguard against the possible exclusion of immigrants /ethnic groups, particularly with respect to allocation of mobility grant in Leonardo.
- In other programmes, preparatory visits play a central part as quality assurance of partnerships. It should be discussed whether the Leonardo programme should not also prioritise preparatory visits as a part of agreeing on the framework of the collaboration.

- National funding and financial incentives should to a greater extent be developed as a supplement to Community grants, and the nexus of different types of funding should be strengthened.
- The balance between the different restrictions and potential applicants' desires for increased flexibility should be considered (for instance in the final evaluation) - for instance regarding the desired host countries (Leonardo mobility) or geographical composition of members in thematic networks.

3 Impact of the programmes and actions

3.1 Impact on the beneficiaries

Norwegian students report that the cultural experience and new impulses are the most important outcomes. Other benefits, such as academic quality of the programmes and special skills, are less emphasised, however.

Reports from participants in Comenius both at the level of schools and kindergartens indicate that teachers and pupils/children improved their knowledge of other countries to a very satisfactory extent and developed their attitudes towards other cultures in a positive manner. Kindergartens noticed that participation in Comenius projects not only enhanced the geographical knowledge of the children and the multicultural aspect of bilingual children, but also knowledge and ideas were exchanged and put into practice in a range of different activities such as music (songs, fairytales) and cooking (recipes). Teachers in kindergartens particularly benefited from the enhancement of competence in language (English) and ICT. Furthermore, Comenius has contributed to the use of new technologies and to the improvement of learning through teamwork; it contributed to improve the ability in a foreign language, and not only the English language; it stimulated interdisciplinary cooperation, the knowledge of one's cultural heritage, motivation for learning, the quality of the instruction, the independence of the pupils, and execution of new teaching methods. In Innvik, the primary school had a trial period of teaching German as a third language to 5th graders. In Volda a new teaching method was tested in English (as a second language) classes. (One Comenius project at nursery level contributed to stimulating the outdoor activities and areas). There were also examples of development of collaboration and contact between the school and the business sector. In many cases, participation in Comenius projects has contributed to families becoming more involved in school activities. Some schools experienced having gained more prestige and a better reputation as a result of integrating this type of international profile into the activities of the school.

- Cooperation is fun and rewarding
- Personal friendship between teachers and between pupils
- Pupils' and teachers' motivation for learning
- Good collegial atmosphere
- New knowledge and insight
- Change in attitude
- Affects teaching and learning
- Understanding of greater contexts
- Greater independence and self-confidence
- Involved parents
- Attention from local politicians and the media
- Attention from businesses

- The school becomes a part of an international fellowship, gains a better learning environment, new room for action and new ideas
- Teachers broaden their view on teaching and the teacher's role.
- Pedagogical ideas
- Valuable collegial network.

(Eiene 2007).

In many different ways the activities of Grundtvig has shown significant impact in Norway; by expanding the definition of the sector of adult education to comprise also libraries and museums. It has also contributed to stimulate pedagogical methods and learning environments. By the use of ICT and various use of physical gatherings. From a teaching perspective, such as group based learning ("grupper i læring"). To gain a European perspective on one's activities, contacts develop within the subject field, language, culture, etc.

Among important outcomes reported from the Leonardo da Vinci programme are that beneficiaries have improved their professional and linguistic competence, and developed personal qualities. Integration into the labour market and the importance of certificates and diplomas are also emphasised. Furthermore, "social impacts" like making new friends and contacts abroad, and gaining new experience from other cultures and the working environments in other countries were recognised as important benefits from participation in mobility programmes. Participants increased their motivation to pursue a career in the industry in question, and networks were developed by establishing contact with other relevant parties in the industry.

86 percent of the respondents of the 2005 survey (The Mobility Survey 2005. Oslo: The National Institute of Technology, Norway.) fully or partially agreed that they had improved their skills in the host country language. The same applied for the communication skills of the participants (94 percent).

Increased self-confidence, ability to cooperate, responsibility and independence are other fields where many reported seeing a remarkably positive development.

87 percent state that the stay has affected their attitudes.

68 percent find it has affected their way of being.

The practice abroad has to a great extent made the respondents more confident in their career choices.

As many as 99 percent believe that practice abroad will represent an advantage in their future career.

Whereas only 34 percent considered applying for a job abroad prior to the practice, this figure had risen to 60 percent after the placements.

With respect to projects, Leonardo participants report that as many as 10 out of 12 organisation have put the results into use. 8 of 12 other Norwegian organisations have or will soon be putting the same results to use (Deltakelsen i "Leonardo da Vinci" – programmet 2000 – 2005, (2006) Oslo: Teknologisk Institutt).

Projects had created an opportunity for participants to create a basis for future trade and cooperation. This provided valuable information and prospects for business. One example of this is vocational training courses in fisheries and aquaculture where modules such as "Introduction to Salmon farming" or "Overview of the fish market in Portugal" are offered. (See <http://www.edutour.no/>). Software developed at Vestfold University College was sold to a software company.

Partner organisations reported benefits of contacts and knowledge obtained from exchange projects, acquisition of technical know-how, development of networks and co-operation between training centres and the labour market. For instance, these made it possible to offer training in areas or crafts which are hardly to be found in Norway – historic crafts or the standardisation of products (e.g. cider production).

Teaching benefits arise through the use of ICT in vocational training in general and by developing and testing ICT-based methods in new vocational areas (for pedagogical purposes as well as efficient ways for communicating with partners in other countries). Language training for teachers comes in addition to this.

In 2005 Europass Mobility was launched in Norway. Concerning recognition of courses and qualifications, all placements within initial vocational training were recognised as an integral part of their training course. Within the period 2000-2003 round 18 percent of these beneficiaries received a Europass, and the number increased significantly, to 60 percent in 2004 (Mobilitetsundersøkelsen 2005. Leonardo da Vinci NA Norge. Oslo: Teknologisk Institutt). Some received special certificates from their host institution; others have benefited from local/regional recognition due to much publicity. The results are similar for the target group of young workers and recent graduates. Students are not reported to have benefited from the same recognition procedures or certificates, although 15 percent of them received a Europass. The instructors in general do not receive any formal recognition or certification of their exchange visit. Nevertheless, most of them emphasize the fact that their participation is recognised informally by their employer and their colleagues.

Administrative competence is gained with respect to how to organise and manage international collaboration in general and within Leonardo da Vinci in particular. The

programme is a useful, crucial tool in raising the consciousness regarding cooperation in an international context.

3.2 Impact on the national systems/ policies

There are many examples of impact of the programme activity on the national systems and policies. This impact may be seen in the development of new teaching, training methods and tools, as well as in the improvement of language teaching, learning and quality in education and vocational training. Apart from some publications produced by the NA, such as a report highlighting the spin-off effects of Comenius, a comprehensive analysis of the impact of the programme activities in Norway has never been made. It is also difficult to trace the effects of the programme activities from effects from other activities.

Nevertheless, the programme activities interrelate with other relevant processes of change. In some cases, the programme actually functions as a catalyst for improvement in teaching and training, whereas in other cases, the international programme activities seem to be rather loosely connected to what is going on at various relevant levels in the national systems.

3.3 Impact on the European dimension

Programme officers have argued that all activities in Leonardo and Socrates involve a European dimension since they offer experiences from other European countries, cultures, languages and systems. The activities serve as a European supplement to national activities such as the use of ICT and language training. Such benefits were highly appreciated also by the final beneficiaries. Most final beneficiaries, however, were not very conscious of the European dimension as such. It seems more natural to think of the programme as international activities. This might be due to Norway's non-EU member status. In recent years, in particular since the implementation of the goals of the Bologna process, the European debate on education has become more and more equal to the national debate. Simultaneously, the importance of the European labour market and the need for importing labour force from other European countries have increased. Against this backdrop, one may understand why central actors believed that in recent years beneficiaries should have become more aware of the European dimension. At a national level, the participation in these European programmes has affected steering tools (the use of indicators for instance), the political focus and content of political documents, such as learning outcome.

In Norway, both directly and indirectly, the Socrates programme has contributed to the development of quality education with a view to encourage lifelong learning. Directly by contributing to a wider spectrum of activities at many different levels and contributing to increasing the consciousness of the nature of lifelong learning. Socrates matches national priorities and contribute to increased quality by developing European collaboration,

partnerships, intercultural dialog. As documented in a separate report by the National Agency it stimulates new networks that foster a range of new projects and spin offs. We may conclude therefore that the activities funded under both the Leonardo da Vinci and the Socrates programmes were instrumental in introducing a European dimension into the content of education and vocational training.

3.4 Impact on transversal issues

The measures pay some attention to people at a disadvantage: The gender perspective has been well integrated and mainstreamed into the different parts of the programme.

Within Grundtvig, particular emphasis has been paid to immigrants and disabled persons; thus the following groups have particular priority:

- The socially and economically disadvantaged
- Adults who have not completed the basic educational
- The elderly
- The disabled
- Cultural and linguistic minorities
- Adults in remote districts

Of the activities directed at cultural and linguistic minorities "second language learning" has been the most successful. In Leonardo da Vinci however, available data do not reveal whether the beneficiaries belong to an ethnic minority or migrant group. Since persons belonging to ethnic minorities or/and immigrants do not have the same access to apprenticeships, and do not complete vocational training to the same extent as Norwegian pupils (Lødding, 2003), there is a need to integrate a perspective in future planning instruments to safeguard against inequality with respect to the allocation of mobility grants.

In all parts of the programme, attention has been paid to the use of other (non-English) languages. Regarding aspects of the objectives, of the programmes such as the contribution (of e.g. vocational training) to the process of innovation with a view to improving competitiveness and entrepreneurship, these are somewhat less communicated and visible. It was argued that the possibility to benefit from the programmes in questions should not depend on whether one holds a particular citizenship.

4 Programme management

4.1 Analyses of management procedures

The Norwegian Centre for International Cooperation in Education (SIU) (in Bergen) was National Agency for the Socrates programme in Norway. The Leonardo da Vinci National Agency located in the capital Oslo was hosted by the National Institute of Technology (TI), until the end of the programme period in 2006. As from January 2007, SIU is national agency for the Lifelong Learning Programme, i.e. for all the sectoral programmes and parts of the Transversal one.

In order to facilitate co-ordination of policies and operational activities, at national level there are three programme committees for Socrates (Comenius, Erasmus, Grundtvig) and two of Leonardo (mobility and pilot projects), all with representatives comprising stakeholders organisation such as The Norwegian Federation of Trade Unions (LO), Confederation of Norwegian Enterprise (NHO), institutions in education and training and observers from the Ministry of Education and Research. The former National advisory committee for Leonardo da Vinci and Socrates (closed down in 2004) was large, heterogeneous and in practice a forum for exchange of information; it was subsequently replaced by the Forum for European educational policy, which has a wider mandate. According to our informants, as was also the case of the former committees of Leonardo and Socrates, the program committees of the LLP contribute to legitimating the programmes and priorities of the National Agency, through its link with user groups they contribute to spread information about the programmes.

It was nevertheless pointed to the danger of these programme committees becoming “talking shops” since they lack a clear mandate and possibilities for influence (neither from the national Ministry or the commission). In the future, Norway could benefit from considering to take advantage of these committees’ potential as resources groups in marking out the national agenda/priorities. In that respect, one should consider the possible need for better exchange of information (somewhat closer between the European Commission and the national programme committees).

4.2 Centralised measures

In contrast to previous programme periods, the centralised actions are now dealt with by the European Commission in Brussels only. Particularly since the activities of the centralised actions are usually very solid, it is somewhat problematic that the National Agency is then less able to gain a complete overview of what is going on in the programme.

In the Leonardo context there was discontent with a relatively low granting percentage for centralised projects considering that the Norwegian membership contribution under the EEA agreement is substantial in size. The administration costs of the commission were considered as very high. The yield of each project receiving support is nevertheless positive. It is still, considering this background, not unreasonable to expect that the Commission might be more attentive to national wishes, especially where it cannot be contended that there are significant quality weaknesses in the applications.

4.3 Interrelations

Some interrelation exists between Erasmus Mundus and Erasmus since Mundus creates more possibilities for use of the Erasmus programme, whereas eLearning has been used in Socrates activities (by Haugesund and Trøndelag University College for instance).

4.4 Analyses of financial management

In general, the beneficiaries seem to be quite satisfied with the level of the grant. In some parts of the programmes however, the level of grants limits the number of applicants. The Norwegian state scales for travel expenses are higher than in Leonardo da Vinci and Socrates; this may explain why faculty members in higher education as well as instructors prefer other arrangements than Erasmus teacher mobility visits.

Erasmus and Leonardo students have access to the national grant and loan scheme administered through the State Educational loan fund, of which parts of the loan and grant are given as supplement to cover additional travel costs.

In Leonardo procedure B, the interest in pilot projects is much greater than community grants accepted. Some beneficiaries reported that grants were received too late or/and that they had to expend economic resources in advance, something which is not always easy to tackle.

Some, particularly within the sector of SMEs, complained that the grants received could not compensate for the administrative cost of making applications. The main challenge seem to be the possibility to allocate time needed for preparing a proposal, not the level of funding for accepted projects.

From the beneficiaries' point of view, the financial management procedures have been improved due to greater flexibility and more decentralised actions. A positive improvement (also pointed to by policymakers) was that it is no longer necessary to give detailed economic reports to the Commission (all receipts, cost of tickets), but rather report on the content of programme activities (how many journeys – not cost of journeys).

Nevertheless participants, for instance in Comenius argued that it was too time-consuming to apply and set up a budget. Furthermore it was difficult and time-consuming to write reports and do the accounting.

Norwegian audit procedures seem in general to be less detailed than what is required by the Commission. The National Agency has nevertheless improved its procedure according to the requirements. It has never received any notice on financial matters/the account from the Commission. Given all the existing routines of control (such as the use of NORDAUDIT and Riksrevisjonen), suggestions from EU that the National Agency should employ their own accountant seem exaggerated. Nevertheless they experience the Commission to have a flexible attitude, for instance in cases of delay due to sick leave.

The fact that the EU Commission is now operating with fewer indicators and fewer objective codes is considered to be a positive development.

From having suffered from lack of administrative capacity, National Agency is now satisfied with the administrative resources to manage the Lifelong Learning Programme.

4.5 Recommendations

- In the future, Norway could benefit from utilising the potential of the national programme committees to a greater extent. First and foremost they are in need for a clearer mandate. Secondly, the motivation of the committees depends on their degree of influence, but they also need to be provided with the necessary information, particularly from the EU level. An important task for the national programme committees could be to develop a strategy for better integration of the programmes into national educational policy, particularly within the field of initial vocational training.
- Both participants as well as representatives from the National Agency have experienced that these days, centralised activities have become a top-down type of steering not providing the necessary link for contact and information between participants in the centralised actions on one side and the National Agency and Ministry on the other. The national ministry could also consider ways of improving exchange of information between the EU commission and the national contact points.

5 General conclusion

Both the Socrates and the Leonardo da Vinci programmes have had a significant impact on internationalisation of education and vocational training in Norway. Since 2000, the nation has experienced an increase in the number of people participating in European collaboration and exchange through these programmes. Leonardo, Comenius and Grundtvig have been particularly successful since they in a short period of time have reached out to target groups not traditionally much involved in international collaboration. This development of the programmes is parallel to various processes heading towards a greater convergence between national (Norwegian) and European policy goals in education and vocational training. The rapid increase in the number of students participating in student exchange in the first phase of Erasmus illustrated the need for and the attractiveness of this action. Erasmus also made Norwegian higher education institutions more conscious of the positive benefits of participation, and thereby contributed to making international student exchange an integral part of higher education.

The future attractiveness of the programmes nevertheless depends on the Commissions will to further simplify the application and report procedures. Such an improvement is particularly important to further increase the participation of marginalised groups as well as SMEs, and should therefore be considered in the final evaluation. The balance between the different restrictions from the European Commission and potential applicants desires for increased flexibility could also be considered in the final evaluation. The future improvement of the programme also seems to be dependent upon tighter couplings between participants in the centralised actions of the Commission and the respective National Agencies /Ministries. The final evaluation could stress ways of improving contact and mutual exchange of information between the centralised projects and the national agencies, programme committees and other stakeholders.

In the future, Norway could benefit from utilising the potential of the national evaluation committees of LLP to a greater extent. First and foremost they are in need for a clearer mandate. Secondly, the motivation of the committees depends on their degree of influence, but they also need to be provided with the necessary information, particularly from the EU level. An important task for the national programme committees could be to develop a strategy for better integration of the programmes into national educational policy, particularly within the field of initial vocational training.

Both participants as well as representatives from the National Agency have experienced that these days, centralised activities have become a top-down type of steering not providing the necessary link for contact and information between participants in the centralised actions on one side and the National Agency and Ministry on the other. The national ministry could also consider ways of improving exchange of information between the EU commission and the national contact points.

References

Eiene, Egil (2007) Program for livslang læring. Comenius. PP presentasjon. Bergen: SIU

Lødding, Berit (2003) Ut fra videregående. Oslo: NIFU (Rapport 1/2003)

Mobilitetsundersøkelsen 2005. Leonardo da Vinci NA Norge. Oslo: Teknologisk Institutt

Deltakelsen i "Leonardo da Vinci" – programmet 2000 – 2005, (2006) Oslo: Teknologisk Institutt

Annex 1: Socrates programme

List of Tables

Table 1	Number of Norwegian outgoing Erasmus students by host country.
Table 2	Number of foreign visiting Erasmus students by country of origin.
Table 3	Erasmus. Number of Norwegian teachers with foreign stays by host country.
Table 4	Erasmus. Number of foreign teachers with stays in Norway.
Table 5	Erasmus. Number of outgoing students by domain
Table 6	Erasmus. Number of outgoing students by institution
Table 7	Number of Norwegian outgoing and foreign visiting Erasmus students in the period 1992/93 to 2005/06.
Table 8	Comenius school project. All applicants 2000-2006
Table 9	Comenius school project. Approved applicants 2000-2006
Table 10	Use of Comenius-grants from EC – all amounts in Euro.
Table 11	Survey of unspent scholarships for Erasmus and Grundtvig, for the second part of the programme period.
Table 12	Grundtvig. Decentralized actions.
Table 13	Grundtvig. Number of applications for Learning Partnership (Læringspartnerskap) by country.

List of Figures

Figure 1	Comenius school projects 1995-2006. Number of applications and of selected projects by Norwegian county.
Figure 2	Comenius & Lingua projects 1995-2006. The relation between number of projects and number of schools in the respective counties.
Figure 3	COMENIUS - Benefit – Pupils
Figure 4	COMENIUS - Benefit – Teachers
Figure 5	COMENIUS - Benefit – The school
Figure 6	COMENIUS - Benefit – Local community

Table 1 Number of Norwegian outgoing Erasmus students by host country.

	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	Total 1992-06
UK	190	154	148	159	164	199	2853
Germany	137	130	161	190	194	213	2506
France	169	128	190	156	171	200	2174
Spain	176	194	162	231	221	234	2048
The Netherlands	88	112	77	78	106	80	1354
Italy	47	43	60	85	99	81	764
Denmark	49	55	44	53	57	99	683
Belgium	29	29	32	29	27	29	443
Austria	31	23	37	50	48	40	420
Sweden	35	28	33	42	37	62	371
Ireland	18	32	22	17	17	14	358
Portugal	11	20	21	36	26	43	261
Greece	10	13	10	15	14	13	175
Finland	17	9	13	15	13	21	148
Czech Rep.					34	33	67
Hungary					16	17	33
Poland					19	10	29
Estonia					5	5	10
Latvia						8	8
Lithuania					2	5	7
Malta					3	3	6
Slovenia					2	3	5
Slovakia					1	1	2
Total	1007	970	1010	1156	1276	1413	14725

Table 2 Number of foreign visiting Erasmus students by country of origin.

	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	Total 1992-05
Germany	262	299	390	463	529	3180
France	132	171	190	246	273	1609
Spain	118	135	156	200	231	1337
Italy	128	115	135	156	154	1310
The Netherlands	91	120	103	140	123	1290
UK	47	54	51	69	80	838
Austria	62	57	65	82	93	556
Belgium	54	42	45	40	40	555
Denmark	24	30	27	27	30	277
Portugal	20	26	35	38	26	271
Finland	13	14	11	15	13	165
Greece	6	22	21	17	24	164
Sweden	19	8	4	22	13	152
Ireland	4	7	10	8	9	88
Poland					73	73
Czech Rep.					42	42
Hungary					33	33
Lithuania					31	31
Latvia					12	12
Slovakia					9	9
Switzerland						3
Luxembourg			1		2	3
Estonia					1	1
Total	980	1100	1244	1523	1841	11999

Table 3 Erasmus. Number of Norwegian teachers with foreign stays by host country.

	2002- 2003	2003- 2004	2004- 2005	2005- 2006	Total 2002-06
Germany	43	39	42	46	170
UK	27	46	37	35	145
Spain	27	22	26	33	108
The Netherlands	24	11	20	20	75
Denmark	15	15	23	21	74
Sweden	17	19	19	16	71
France	20	9	10	17	56
Finland	7	14	13	17	51
Italy	11	16	11	13	51
Austria	12	18	9	10	49
Belgium	12	13	17	6	48
Portugal	10	14	11	6	41
Poland			17	20	37
Latvia			6	10	16
Lithuania			7	9	16
Ireland	4	4	1	5	14
Hungary			5	8	13
Greece	4	2	3	2	11
Slovakia		2	2	3	7
Estonia			3	2	5
Slovenia				2	2
Total	233	245	295	308	1081

Table 4 Erasmus. Number of foreign teachers with stays in Norway.

	2002- 2003	2003- 2004	2004- 2005	Total 2002-05
Germany	35	37	40	112
UK	31	32	28	91
The Netherlands	19	17	21	57
Austria	16	14	22	52
France	10	19	22	51
Belgium	13	20	13	46
Spain	12	8	14	34
Denmark	7	11	15	33
Sweden	10	10	9	29
Finland	6	10	7	23
Portugal	7	9	6	22
Hungary			21	21
Italy	4	6	8	18
Latvia			14	14
Poland			14	14
Ireland	3	2	5	10
Czech Rep.			10	10
Lithuania		1	7	8
Greece	2	2	3	7
Slovakia			6	6
Estonia			5	5
Total	175	198	290	663

Table 5 Erasmus. Number of outgoing students by domain.

Domain	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Business Studies, Management Science	234	223	239	275	284	313	1568
Social Sciences	153	147	133	137	222	218	1010
Medical Sciences	103	95	101	139	156	211	805
Engineering, Technology	85	82	103	112	57	151	590
Education, Teacher Training	84	74	74	91	67	91	481
Languages and Philological Sciences	102	103	86	84	69	85	529
Art and Design	48	49	49	69	78	84	377
Humanities	52	23	57	39	69	68	308
Law	61	58	66	77	77	62	401
Architecture, Urban and Regional Planning	24	20	26	19	43	31	163
Agricultural Sciences	15	23	11	27	9	29	114
Communication and Information Sciences	11	11	9	10	15	25	81
Natural Sciences	16	12	15	22	41	23	129
Mathematics, Informatics	10	32	30	35	69	10	186
Other areas of study	7	10	5	11	6	9	48
Geography, Geology	2	8	6	5	14	3	38
Total	1007	970	1010	1152	1276	1413	6828

Table 6 *Erasmus. Number of outgoing students by institution.*

Institution	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Oslo School of Architecture and Design	3	4	8	9	5	5	34
Bergen School of Architecture						3	3
Betanien deaconal university college						1	1
The Norwegian School of Theology	4	1	2		2	3	12
Diakonhjemmet University College	1	5	1				7
Queen Maud's College of Early Childhood Education	8	8	3	12	12	9	52
BI Norwegian School of Management	61	80	90	92	87	88	498
Agder University College	30	39	41	51	44	52	257
Akershus University College	1		2	4	8	18	33
Bergen University College	24	26	24	42	19	42	177
Bodø University College	17	16	13	9	6	16	77
Buskerud University College		2	5	4	1	3	15
Finnmark University College	14	9	4	3	8	4	42
Gjøvik University College			3	6	7	2	18
Harstad University College	1		3	2	6	5	17
Hedmark University College	1		3	4	1	5	14
Lillehammer University College	8	10	10	7	18	16	69
Molde University College	6	7	2	8	5	6	34
Narvik University College		1			1	8	10
Nesna University College	8	1	2	2	2		15
Nord-Trøndelag University College					2	3	5
Oslo University College	83	76	54	75	77	70	435
Sogn og Fjordane University College	1	2	1	7	10	8	29
Sør-Trøndelag University College	16	16	20	39	31	29	151
Telemark University College	13	6	6	9	10	10	54
Tromsø University College	4	9	8	8	8	20	57
Vestfold University College		2		4	11	15	32
Volda University College			1	7	7	7	22
Østfold University College	28	10	21	14	14	15	102
Ålesund University College	2	6		6	21	9	44
Stord/Haugesund University College	10	7	10	15	8	15	65
Bergen National Academy of the Arts	7	8	10	12	12	19	68
Oslo National Academy of the Arts	5	7	5	5	8	9	39
Norwegian School of Economics and Business Administration	111	93	106	69	87	110	576
The Norwegian School of Sport Sciences		2	2	4	2	4	14
The Norwegian School of Information Technology						1	1
The Norwegian Academy of Music	9	9	14	14	21	22	89
The Norwegian School of Veterinary Science	4	3	2	4	5	5	23
The Norwegian Teacher Academy		1	1	1	2	2	7
The Norwegian University of Science and Technology	182	181	187	228	233	250	1261
The Norwegian University of Life Sciences	18	23	10	26	35	27	139
The University of Bergen	143	141	135	148	156	156	879
The University of Oslo	153	129	156	149	226	242	1055
The University of Stavanger	2	13	11	20	15	31	92
The University of Tromsø	29	17	34	33	43	46	202
In total	1007	970	1010	1152	1276	1411	6826

Table 7 Number of Norwegian outgoing and foreign visiting Erasmus students in the period 2000/01 to 2005/06.

Erasmus students

Year	In	Out
2000-01	980	1 008
2001-02	1 100	970
2002-03	1 244	1 010
2003-04	1 523	1 156
2004-05	1 841	1 279
2005-06		1 412

Mobility of teachers through Erasmus

Year	In	Out
2000-01	165	171
2001-02	170	229
2002-03	175	233
2003-04	197	245
2004-05	290	295
2005-06		308

Table 8 *Comenius school project. All applicants 2000-2006.*

County	2000	2001	2002	2003	2004	2005	2006	2000-2006
Østfold	14	16	11	14	18	19	16	108
Akershus	18	23	25	16	25	29	27	163
Oslo	15	17	17	21	19	24	22	135
Hedmark	8	8	9	10	10	12	6	63
Oppland	15	14	17	12	22	23	22	125
Buskerud	24	22	18	18	17	14	11	124
Vestfold	13	18	14	14	11	12	9	91
Telemark	16	14	13	13	8	6	6	76
Aust-Agder	10	11	7	10	13	11	8	70
Vest-Agder	7	8	10	9	12	9	9	64
Rogaland	36	41	41	44	42	34	31	269
Hordaland	22	33	34	23	32	38	46	228
Sogn og Fjordane	11	13	12	6	6	7	13	68
Møre og Romsdal	14	21	24	21	27	23	22	152
Sør-Trøndelag	8	12	13	5	8	10	13	69
Nord-Trøndelag	12	10	14	11	9	11	12	79
Nordland	21	17	19	20	26	24	18	145
Troms	10	10	6	13	14	12	11	76
Finnmark	4	9	6	2	6	3	6	36
Total	278	317	310	282	325	321	308	2 141

Table 9 *Comenius school project. Approved applicants 2000-2006.*

County	2000	2001	2002	2003	2004	2005	2006	2000-2006
Østfold	14	12	9	14	12	13	9	83
Akershus	18	17	19	12	20	20	21	127
Oslo	15	13	12	12	10	14	12	88
Hedmark	8	7	7	10	6	8	5	51
Oppland	15	10	12	10	18	17	16	98
Buskerud	24	17	13	14	13	10	8	99
Vestfold	13	13	12	13	7	7	3	68
Telemark	16	11	9	9	3	4	5	57
Aust-Agder	10	7	4	9	11	8	6	55
Vest-Agder	7	5	6	5	6	5	6	40
Rogaland	36	29	32	33	34	18	22	204
Hordaland	22	21	22	13	20	28	33	159
Sogn og Fjordane	11	11	6	4	4	6	11	53
Møre og Romsdal	14	15	18	15	20	15	13	110
Sør-Trøndelag	8	8	10	4	8	7	9	54
Nord-Trøndelag	12	9	12	9	6	3	9	60
Nordland	21	15	14	16	18	15	15	114
Troms	10	8	5	9	11	10	10	63
Finnmark	4	3	4	2	4	1	5	23
Total	278	231	226	213	231	209	218	1 606

Table 10 Use of Comenius-grants from EC – all amounts in Euro.

Tildeling og bruk	2000		2001		2002		2003		2004		2005		2006	
	Tildelt	Brukt	Tildelt	Brukt	Tildelt	Brukt	Tildelt	Brukt	Tildelt	Brukt	Tildelt	Brukt	Tildelt	Brukt
Comenius 1	998 552,00	983 576,64	1 153 147,00	1 095 116,00	1 205 295,00	1 205 293,90	1 250 912,50	1 254 867,51	1 124 796,00	1 124 796,00	1 184 219,00	1 247 538,00	1 300 660,00	1 368 889,00
Comenius 2	<u>275 534,00</u>	<u>256 640,13</u>	<u>254 570,00</u>	<u>197 786,69</u>	<u>254 322,00</u>	<u>222 635,67</u>	<u>258 767,50</u>	<u>223 357,77</u>	<u>258 767,00</u>	<u>233 060,44</u>	<u>268 192,00</u>	<u>198 162,05</u>	<u>296 283,00</u>	<u>147 958,90</u>
Sum tildeling/brukt	1 274 086,00	1 240 216,77	1 407 717,00	1 292 902,69	1 459 617,00	1 427 929,57	1 509 680,00	1 478 225,28	1 383 563,00	1 357 856,44	1 452 411,00	1 445 700,05	1 596 943,00	1 516 847,90
utbetalt fra EC	1 274 086,00		922 401,90		993 731,20		1 509 680,00		1 383 563,00		1 452 411,00		1 117 860,13	
Tilbakeført til EC	33 869,23						31 454,72							
Forventet tilbakeføring til EC									25 706,56					
Restutbetaling mottatt fra EC	-		370 500,79		434 198,37									

Merk.: I tillegg midler fra KD inntil 500' NOK per prosjektår for Com 1 (viser ikke i denne oversikten for årene 2000-2004)

Prosjektåret 2004 er ikke ferdigstilt ennå, men aktivitetene er avsluttet
2005 og 2006 er fortsatt aktive. Summen "Brukt Com 1" inkluderer KD-midler

Table 11 Survey of unspent scholarships for Erasmus and Grundtvig, for the second part of the programme period.

	2003	2004	2005	2002-2004 (2 years)	2004-2006 (2 years)
Erasmus student – grant	1 528 312,00	1 582 041,00	Not finished		
Erasmus teacher – grant	251 688,00	251 688,00			
Erasmus operation - grant	180 896,00	203 467,00			
Sum Erasmus – grant	1 960 896,00	2 037 196,00			
Unspent	104 729,93	95 169,80			
EILC (Erasmus language course)	29 399,00	34 469,00			
Unspent	-	-			
Grundtvig 2+3 grant	228 921,00	322 970,00	262 027,00		
Unspent	17 711,72	69 379,00	13 450,00		
Preparatory visits centralised actions				45 280,00	45 190,00
Unspent				-	8 035,09

Table 12 Grundtvig. Decentralised actions.

Year	Total budget EURO	Learning partnerships	Individual scholarships	Contact seminar / Preparatory visits
2001/02	166.000	13 (24)	17 (21)	28
2002/03	237.758	27 (37)	11 (17)	12
2003/04	228.921	24 (38)	21 (27)	18
2004/05	322.970	21 (26)	28 (47)	36
2005/06	262.027	36 (44)	15 (29)	27 (29)
2006/07	307.776	44 (56)

Table 13 Grundtvig. Number of applications for Learning partnerships by country.

Country	2001	2002	2003	2004	2005
Belgium (vl)				23	48
ES	74	157	231	286	361
IT	73	140	207	214	295
DE	68	125	150	165	246
FR	55	95	146	162	188
UK	51	88	134	147	175
RO	49	67	98	122	148
FI	38	57	85	102	144
SE	34	55	72	90	139
AT	30	52	65	85	124
DK	28	49	63	81	112
CZ	26	47	63	69	109
PL	26	42	53	69	108
EL	24	40	53	67	103
NO	24	40	51	60	102
PT	23	37	51	57	97
BU	21	37	51	56	93
BE	20	34	47	49	78
NL	19	33	42	44	71
HU	18	28	37	41	62
LT	16	27	37	36	59
EE	12	26	36	33	59
SI	12	26	23	30	58
IE	11	19	23	26	58
LV	11	13	22	24	45
SK	6	10	19	21	44
CY	3	8	12	20	36
LU	1	6	10	20	34
MT	1	5	8	8	31
IS	1	1	3	7	10
LIE	0	0	0	6	8
TR	0	0	0	0	2
Total	775	1364	1892	2197	3199

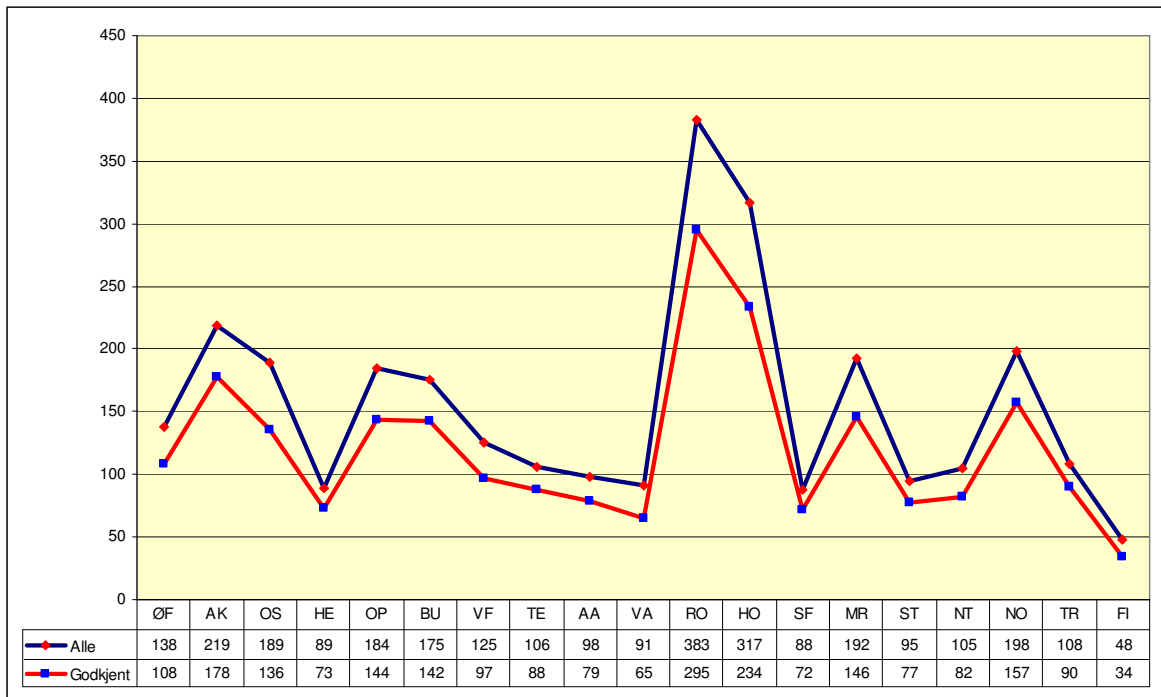


Figure 1 Comenius school projects 1995-2006. Number of applications and of selected projects by Norwegian county.

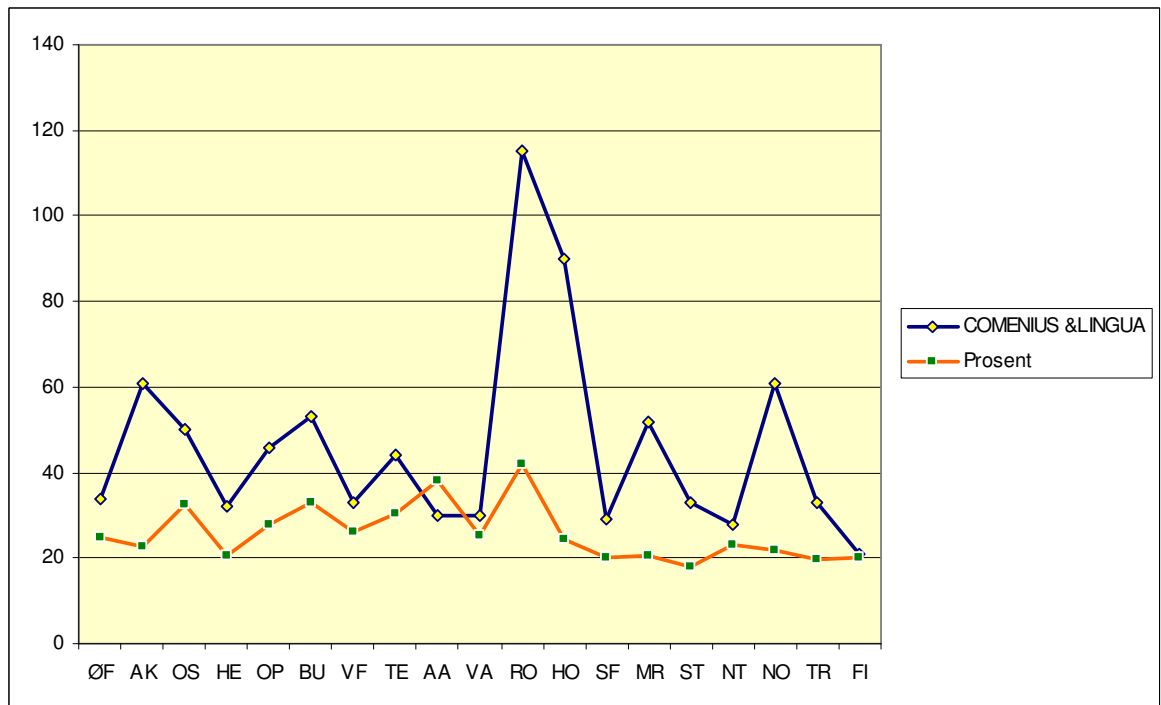


Figure 2 Comenius & Lingua projects 1995-2006. The relation between the number of projects and the number of schools in the respective counties.

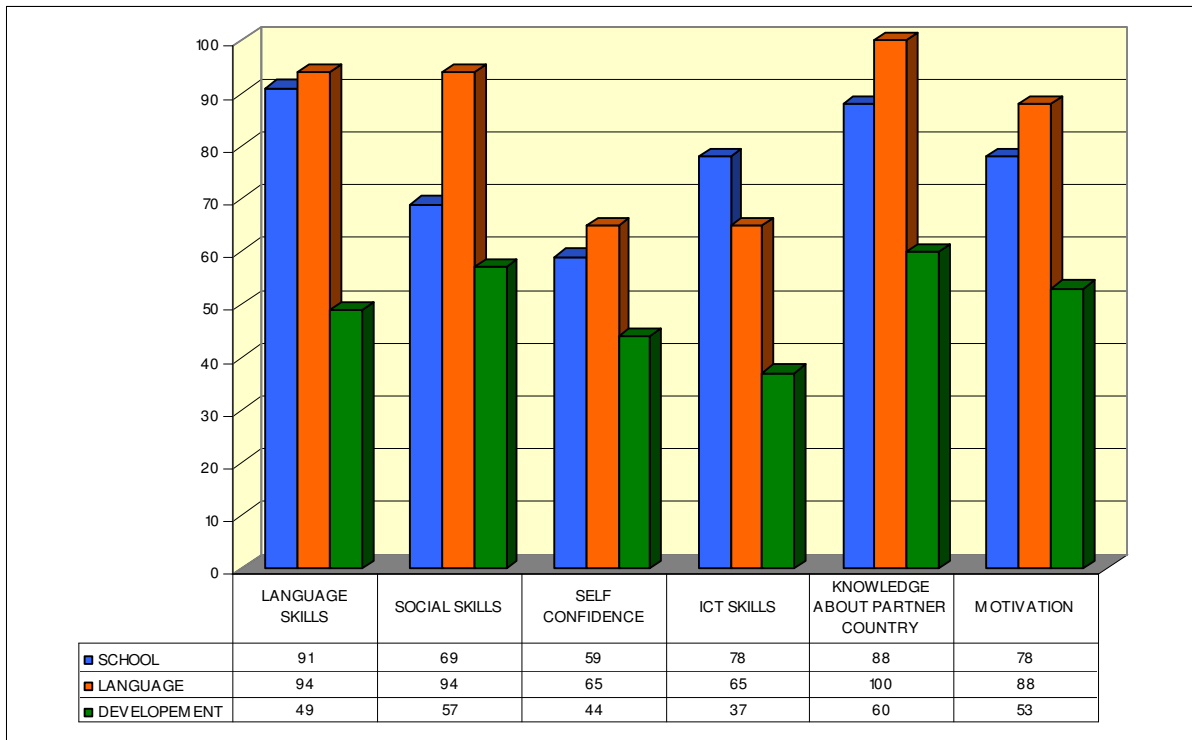


Figure 3 COMENIUS - Benefit – Pupils

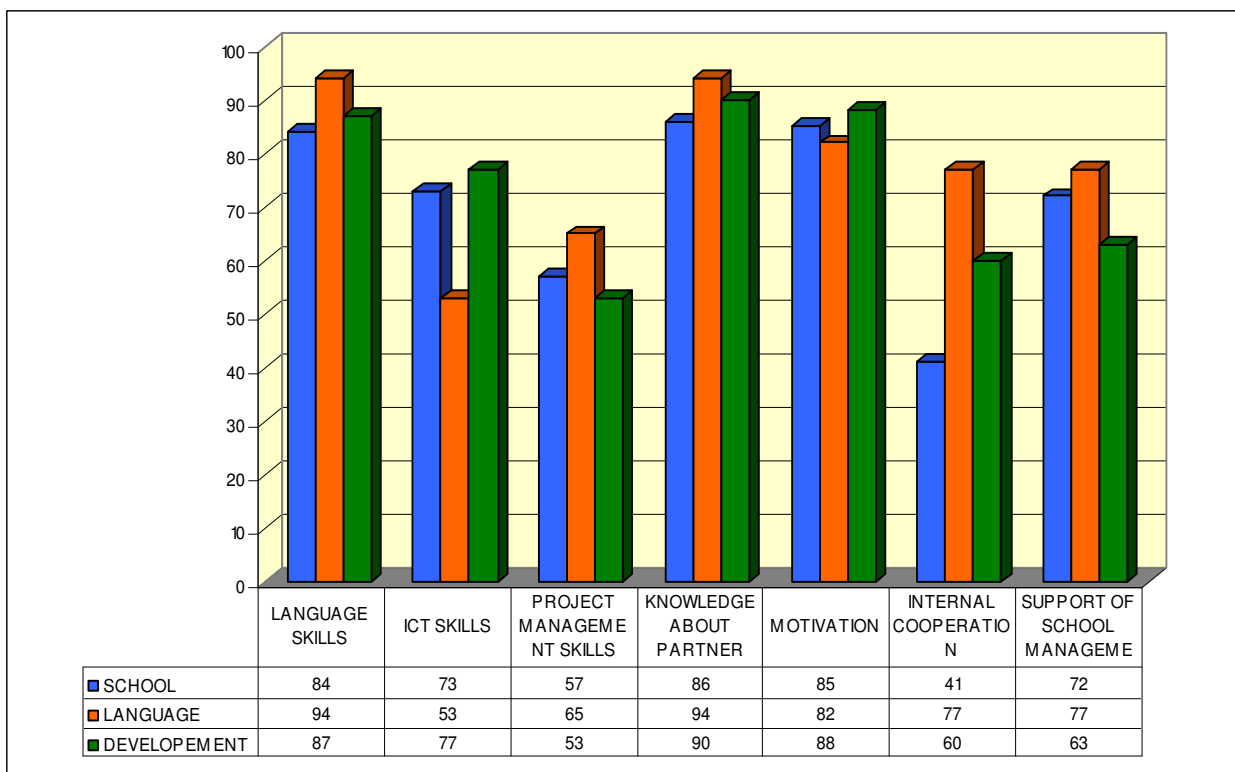


Figure 4 COMENIUS - Benefit – Teachers

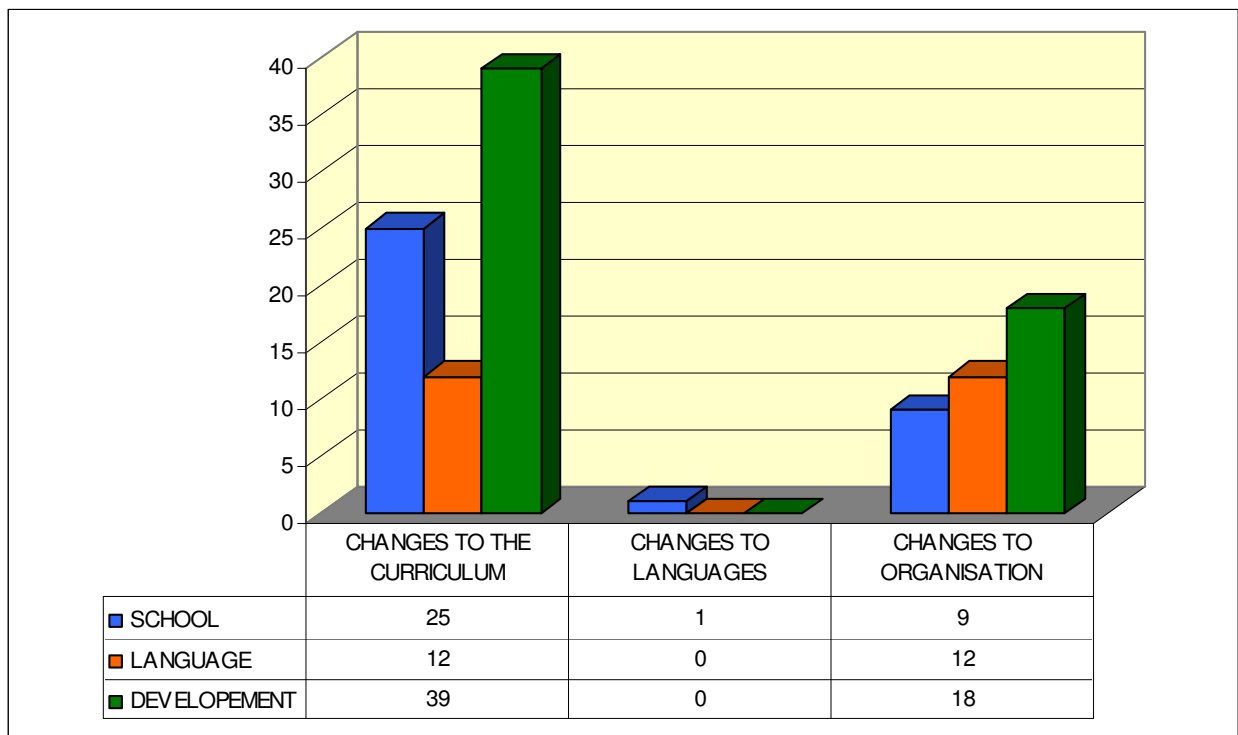


Figure 5 COMENIUS - Benefit – The school

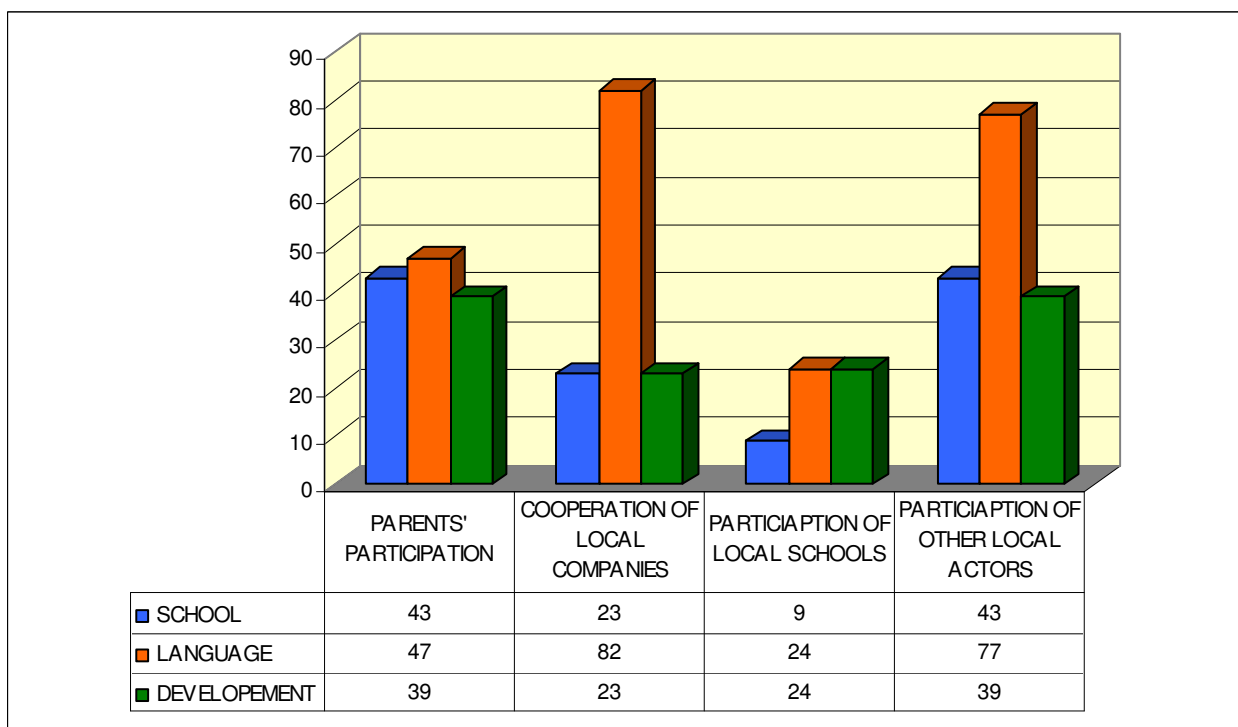


Figure 6 COMENIUS - Benefit – Local community

Annex 2: Leonardo da Vinci programme

List of Tables

Table 1	Decentralised projects (procedure B) by type of project and contract year.
Table 2	Decentralised projects (procedure B) by promoter type and contract year.
Table 3	Pre-proposals decentralised projects (procedure B) by EU region and contract year.
Table 4	Decentralised projects (procedure B) by EU region and contract year.
Table 5	Number of decentralised projects (procedure B) and centralised projects (procedure C) in Norway, Denmark, Portugal, the Netherlands and the whole programme by contract year.
Table 6	Promoters by organisation type and contract year.
Table 7	Promoters by Norwegian EU region and contract year.
Table 8	Beneficiaries* by target group and Norwegian county.
Table 9	Beneficiaries* among men and women by target group.
Table 10	Beneficiaries* by target group and target country.
Table 11	Beneficiaries* by target group and language used.
Table 12	Community grants for decentralised actions by procedure, measure and contract year.
Table 13	Leonardo da Vinci statistics 2004-2006

Table 1 Decentralised projects (procedure B) by type of project and contract year.

	2000	2001	2002	2003	2004	2005
Pilot projects	5	3	4	5	2	5
Transnational networks	0	1	0	0	1	0
Language competence	1	0	0	0	1	0
Total	6	4	4	5	4	5

Table 2 Decentralised projects (procedure B) by promoter type and contract year.

	2000	2001	2002	2003	2004	2005
OF – Training organisation	2	0	1	0	0	1
PME – Small and medium sized enterprise	1	0	1	0	1	0
OST, GRE, GE – Other groups of companies	0	1	0	0	0	0
PP – Public authorities	0	1	0	2	1	1
U – Universities	1	2	1	3	1	3
Other organisations	2	0	1	0	1	0
Total	6	4	4	5	4	5

Table 3 Pre-proposals decentralised projects (procedure B) by EU region and contract year.

	2000	2001	2002	2003	2004	2005
N001 Oslo & Akershus	4	10	5	1	7	11
N002 Hedmark & Oppland	1	0	1	0	2	1
N003 South-Eastern Norway	2	3	2	3	4	3
N004 Agder & Rogaland	4	0	2	1	4	2
N005 Western Norway	2	1	2	4	4	1
N006 Trøndelag	1	1	1	3	5	3
N007 Northern Norway	7	5	1	2	1	2
Total	21	20	14	14	27	23

Table 4 Decentralised projects (procedure B) by EU region and contract year.

	2000	2001	2002	2003	2004	2005
N001 Oslo & Akershus	1	1	2	1	1	0
N002 Hedmark & Oppland	0	0	1	0	0	1
N003 South-Eastern Norway	1	0	0	2	0	0
N004 Agder & Rogaland	3	0	1	0	1	0
N005 Western Norway	0	0	0	0	0	0
N006 Trøndelag	0	1	0	2	2	2
N007 Northern Norway	1	2	0	0	0	2
Total	6	4	4	5	4	5

Table 5 Number of decentralised projects (procedure B) and centralised projects (procedure C) in Norway, Denmark, Portugal, the Netherlands and the whole programme by contract year.

	Norway	Denmark	Portugal	Netherlands	Total
2000					
Pilot, network, language projects (proc. B)	6	7	6	7	152
Centralised projects (proc. C)	0	0	2	1	20
2001					
Pilot, network, language projects (proc. B)	4	7	10	7	236
Centralised projects (proc. C)	0	0	0	0	9
2002					
Pilot, network, language projects (proc. B)	4	6	9	8	257
Centralised projects (proc. C)	0	0	0	0	11
2003					
Pilot, network, language projects (proc. B)	5	5	11	10	259
Centralised projects (proc. C)	0	0	1	1	16
2004					
Pilot, network, language projects (proc. B)	4	8	8	5	328
Centralised projects (proc. C)	0	0	0	0	17
2005					
Pilot, network, language projects (proc. B)	6	6	10	8	267
Centralised projects (proc. C)	0	0	0	1	25
National population 2001	4.5 mill.	5.3 mill.	10.0 mill.	16.0 mill.	35.8 mill.

Table 6 Promoters by organisation type and contract year.

	2000	2001	2002	2003	2004	2005
OF - Training organisation	22	22	..	20	40	44
PME - Small and medium sized Enterprise	3	1	..	2	0	3
OST, GRE, GE - Other groups of companies	11	8	..	5	1	1
PP- Public authorities	6	7	..	10	10	8
U – Universities	3	2	..	6	4	9
Other	3	7	..	2	1	3
Total*	48	47	..	48	56	69

* Fewer promoters than contracts because some promoters have more than one contract.

Table 7 Promoters by Norwegian EU region and contract year.

	2000	2001	2002	2003	2004	2005
N001 Oslo & Akershus	14	9	..	9	13	17
N002 Hedmark & Oppland	5	5	..	2	5	5
N003 South-Eastern Norway	10	7	..	8	13	10
N004 Agder & Rogaland	2	3	..	4	0	2
N005 Western Norway	3	8	..	8	13	19
N006 Trøndelag	5	6	..	7	6	6
N007 Northern Norway	9	9	..	10	6	10
Total*	48	47	..	48	56	69

* Fewer promoters than contracts because some promoters have more than one contract

Table 8 Beneficiaries* by target group and Norwegian county.

	Initial vocational training	Students	Young workers	Instructors	Language instructors
Akershus	63	4	11	9	5
Aust-Agder	28				
Buskerud	47	3	4	5	
Finnmark	7		4	8	4
Hedmark	57		7	11	
Hordaland	166	18	37	20	12
Møre og Romsdal	54	2	3	6	2
Nordland	72		28	43	5
Nord-Trøndelag	65		3	18	2
Oppland	20		41	9	
Oslo	60	21	14	22	61
Rogaland	5			20	
Sogn og Fjordane	76			15	
Sør-Trøndelag	74	46	9	31	12
Telemark	74			3	
Troms	1	22			
Vest-Agder	20	10			
Vestfold	102			20	3
Østfold	32	20		3	
Not provided	33	23	9	20	10
Total	1056	169	170	263	116

* Total number of placements until 31.12.2005.

Table 9 Beneficiaries among men and women by target group.*

	Initial vocational training	Students	Young workers	Instructors	Language instructors
Women	476	118	86	139	78
Men	580	51	84	124	38

* Total number of placements until 31.12.2005.

Table 10 Beneficiaries by target group and target country.*

	Initial vocational training	Students	Young workers	Instructors	Language instructors
Austria	40	1	6	13	4
Belgium	9	2	9	5	
Denmark	80	2	10	15	2
Estonia	12	1	2		
Finland	42		8	17	
France	78	10	18	16	15
Germany	160	33	20	29	6
Greece	63			11	
Hungary	14			7	1
Iceland	4	3		4	
Ireland	30	2	18	41	
Italy	47	7	28	15	15
Latvia	7	4		5	
Liechtenstein	1				
Lithuania	23	3		13	
Malta	15		5		
The Netherlands	32	7	6	11	
Poland		2		1	
Portugal	16		8	4	
Romania		9	1	6	1
Slovenia			1		
Slovakia	80	1		2	
Spain	172	23	17	12	33
Sweden	10	4		4	
The Czech Republic	6	6	4	7	
Turkey			1		
United Kingdom	115	49	8	25	39
Total	1056	169	170	263	116

* Total number of placements until 31.12.2005.

Table 11 Beneficiaries by target group and language used.*

	Initial vocational training	Students	Young workers	Instructors	Language instructors
Bulgarian	1		1	1	
Czech		2			
Danish	49	7	5	19	
Dutch	5	4	5		
English	818	100	167	220	86
Estonian	9	1			
Finnish		2	1	1	
French	89	7	25	1	12
German	128	20	16	13	3
Greek	54			5	
Hungarian					2
Icelandic	4	1		1	
Italian	14	3	50	1	6
Latvian	3	4			
Lithuanian					
Norwegian	52	9	3	23	
Other			2		
Polish		3			
Portuguese			8		
Romanian		12	1	1	
Slovak	7		1		
Spanish	48	12	42	8	54
Swedish	7		2	17	
Turkish			2		
Total	1288	187	331	311	163

* Total number of placements until 31.12.2005.

Table 12 Community grants for decentralised actions by procedure, measure and contract year.

	2000	2001	2002
Procedure A			
Initial vocational training	272,463	328,700	533,950
Students	181,642	172,200	165,500
Young workers	363,284	327,500	198,700
Instructors	81,739	87,900	60,350
Language instructors	9,082	28,535	40,400
Total procedure A	908,210	944,835	998,900
Procedure B			
Pilot projects	1322,311	1238,997	1586,584
Transnational networks	0	406,492	0
Language competence	197,145	0	0
Total procedure B	1519,456	1645,489	1586,584

Table 13 Leonardo da Vinci statistics 2004- 2006

1 - TG/Number and % of M/Number and % of F/ Total number of beneficiaries + Total of all TG

	Male	Female	Total	% Male	% Female
People undergoing initial vocational training (IVT)	449	563	1012	44,37 %	55,63 %
STU	28	63	91	30,77 %	69,23 %
WOR	76	112	188	40,43 %	59,57 %
INS	131	141	272	48,16 %	51,84 %
LAN	61	96	157	38,85 %	61,15 %
Total	745	975	1720	43,31 %	56,69 %

4 - TG/Number and % of M/Number and % of F/ Total number of participants + Total of all TG

	Male	Female	Total	% Male	% Female
People undergoing initial vocational training (IVT)	504	630	1134	44,44 %	55,56 %
STU	28	63	91	30,77 %	69,23 %
WOR	77	120	197	39,09 %	60,91 %
INS	131	141	272	48,16 %	51,84 %
LAN	61	96	157	38,85 %	61,15 %
Total	801	1050	1851	43,27 %	56,73 %

5 - TG/Number of special needs beneficiaries/% of total + Total of all TG

	Person with special needs?
INS	0
People undergoing initial vocational training (IVT)	2
LAN	0
STU	0
WOR	2
% Total	0,23 %

7 - TG/Number and % per country of destination + Total of all TG

Country	People undergoing initial vocational training (IVT)	STU	WOR	INS	LAN	Participants	%
AUSTRIA	16	0	1	5	0	22	1,19 %
BELGIUM	0	3	10	4	0	17	0,92 %
DENMARK	27	5	8	8	0	48	2,59 %
ESTONIA	31	0	6	0	0	37	2,00 %
FINLAND	7	6	0	18	0	31	1,67 %
FRANCE	177	9	22	14	17	239	12,91 %
GERMANY	141	14	10	16	8	189	10,21 %
GREECE	119	2	0	6	0	127	6,86 %
HUNGARY	25	0	0	10	2	37	2,00 %
ICELAND	2	1	0	4	0	7	0,38 %
IRELAND	14	1	25	15	4	59	3,19 %
ITALY	75	3	43	34	31	186	10,05 %
LATVIA	21	2	0	8	0	31	1,67 %
LIECHTENSTEIN	3	0	0	0	0	3	0,16 %
LITHUANIA	71	1	0	15	6	93	5,02 %
MALTA	39	0	3	0	0	42	2,27 %
THE NETHERLANDS	7	7	3	18	0	35	1,89 %
POLAND	5	5	0	0	1	11	0,59 %
PORTUGAL	15	0	4	0	2	21	1,13 %
ROMANIA	0	6	0	8	0	14	0,76 %
SLOVENIA	2	0	0	1	0	3	0,16 %
SLOWAKIA	94	1	0	5	5	105	5,67 %
SPAIN	140	2	45	21	49	257	13,88 %
SWEDEN	8	1	3	21	0	33	1,78 %
THE CZECH REPUBLIC	18	3	0	3	0	24	1,30 %
TURKEY	0	0	3	4	0	7	0,38 %
UNITED KINGDOM	77	19	11	34	32	173	9,35 %
Total	1134	91	197	272	157	1851	100,00 %

15 - TG/Number and % per age group (placements only)

Age	Total	%
Younger than 16	15	0,87 %
16 - 18	560	32,56 %
19 - 21	482	28,02 %
22 - 25	147	8,55 %
26 - 30	67	3,90 %
31 - 35	55	3,20 %
36 years and older	394	22,91 %
Total	1720	100,00 %

17 - TG/Number and % per placement/exchange duration

People undergoing initial vocational training (IVT)

Duration	3 weeks	3 to 5 weeks	6 to 9 weeks	10 to 13 weeks	14 to 25 weeks	> 25 weeks	Total
People undergoing initial vocational training (IVT)	194	676	80	38	22	2	1012
%	19,17 %	66,80 %	7,91 %	3,75 %	2,17 %	0,20 %	100,00 %

STU

Duration	13 weeks	14 to 20 weeks	21 to 30 weeks	31 to 40 weeks	> 40 weeks	Total
STU	49	28	11	3	0	91
%	53,85 %	30,77 %	12,09 %	3,30 %	0,00 %	100,00 %

WOR

Duration	9 weeks	10 to 14 weeks	15 to 20 weeks	21 to 30 weeks	31 to 40 weeks	> 40 weeks	Total
WOR	32	126	30	5	4	0	197
%	16,24 %	63,96 %	15,23 %	2,54 %	2,03 %	0,00 %	100,00 %

INS

Duration	1 week	2 weeks	3 weeks	4 weeks	5 weeks	6 weeks	> 6 weeks	Total
INS	138	65	22	3	2	1	1	232
%	59,48 %	28,02 %	9,48 %	1,29 %	0,86 %	0,43 %	0,43 %	100,00 %

LAN

Duration	1 week	2 weeks	3 weeks	4 weeks	5 weeks	6 weeks	> 6 weeks	Total
LAN	52	51	15	25	8	3	3	157
%	33,12 %	32,48 %	9,55 %	15,92 %	5,10 %	1,91 %	1,91 %	100,00 %