



2007 National Report on the Implementation of the Socrates and Leonardo Programmes: ESTONIA

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Abbreviations used:

EC – European Commission

HEI – Higher education institution

INS – People in charge of human resources, planners, managers, vocational guidance specialists

IVT – Young people in initial vocational training

LAN – Instructors and tutors in the field of language skills

MER – The Ministry of Education and Research

NA – The National Agency

STU – Students in higher education

VET – Vocational Education and Training

WOR – Young workers, recent graduates

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Introduction

The European education programmes Leonardo da Vinci and Socrates were initiated in 1995 in order to contribute to the development of quality education and encourage lifelong learning in Europe. Although the Member States of the European Union are responsible for the content of education and the organization of education and training systems, the European Commission set up these two programmes to facilitate additionally the European “journey” towards the knowledge society. Education as a key element in this process needed support from the Union. Furthermore, the appreciable results of the first phase¹ injected a lot of courage to continue with the programmes and include individuals irrespective of their age.

The second phase of the programmes started on January 1, 2000 and ended on December 31, 2006. The decisions to implement the second phase of the programmes were made by the European Union in 1999 and 2000.

The second phase of “Leonardo da Vinci” (*hereafter Leonardo*), the action programme for the implementation of a Community vocational training policy, was established with the Council of the European Union decision No. 1999/382/EC. The programme, aiming to promote Europe of knowledge by developing a European area of cooperation in the field of education and vocational training, declared the following objectives:

- to **improve the skills and competences** of people, especially young people, in initial vocational training at all levels;
- to improve the **quality** of, and **access** to, continuing vocational training and life-long acquisition of skills and competences;
- to promote and reinforce the contribution of vocational training to the process of **innovation**.

The second phase of “Socrates”, the action programme in the field of education, was established with the European Parliament and the Council of the European Union decision No. 253/2000/EC. The programme, wishing to contribute to the Europe of knowledge through the development of the European dimension in education and training by promoting lifelong learning, set the following aims:

- to strengthen the **European dimension** of education at all levels;
- to improve the **knowledge of European languages**;
- to promote **cooperation and mobility** throughout education;
- to encourage **innovation** in education;
- to promote **equal opportunities** in all sectors of education.

Although vocational education and training (VET) is part of the education system, Leonardo, the programme addressing this particular field, was established separately from Socrates, which was dealing with other sectors of education. Today, the Lifelong Learning Programme

¹ For instance, the first phase of Socrates facilitated the study of almost 500 000 students in other European universities; 10 000 schools took part in the European partnerships; and thousands of projects were initiated. European Commission. Directorate-General for Education and Culture. *Gateway to Education. Socrates: European Community Action Programme in the Field of Education (2000-2006)* <http://ec.europa.eu/education/programmes/socrates/generalen.pdf> (June 22, 2007).

addresses all of the education sectors, including VET, comprehensively reflecting the unity of the education sector.

The objective of the report derives from the respective Community guidelines² and the report intends to assess the impact of Estonian projects and individual training grants financed from the European Union education programmes Leonardo da Vinci and Socrates (2000-2006) and make recommendations for the upcoming Lifelong Learning Programme (2007-2013). Still, it has to be kept in mind, regarding the complexity and large scope of the programmes, especially Socrates, that this effort can be rather limited by nature. Socrates with its variety of different measures and education sectors and Leonardo do deserve far more thorough analysis than this here can do.

At first, the paper provides a short overview of the programmes, then proceeds with the introduction of the national context, methodology used and participation in the programmes. It also provides an overview of participants' motivations, national needs met with the help of programmes and dissemination activities carried out in the programmes. After that, the analysis of programmes' impacts on different levels is provided. This is followed by the overview of programme management. Finally, the recommendations and suggestions are brought out.

² European Commission. Directorate-General for Education and Culture. 2006. *Guide to Drawing up the 2007 National Reports on the Implementation of the SOCRATES and Leonardo Programmes.*

1. Programmes

Rationales

The programmes were established to contribute to the Europe of knowledge by developing a European area of cooperation and providing a European dimension in education. The second phase of the programmes was initiated based on several rationales laid down in the decisions:

- Lifelong education and vocational training need to be supported to contribute to Member State's employment policies in order to enhance employability, adaptability and entrepreneurship and to promote equal opportunities;
- Lifelong learning of all persons should be facilitated because of technological change and reduction in the number of persons in active employment;
- Transnational cooperation needs to be supported to provide added value to the actions taken by the Member States;
- The learning society entails encouraging the acquisition of new knowledge and to this end providing motivation to learn at every opportunity;
- Regarding the advantages of mobility (e.g fostering understanding of other cultures, respecting diversity, cooperation, transfer of skills and knowledge³, etc) it is important that this should be addressed on the European level;
- The need to promote active citizenship and to step up the fight against exclusion in all forms.

Measures

LEONARDO

The second phase of Leonardo makes provision for five types of measures:

- **Mobility** – support transnational mobility for people in training, more especially young people undergoing training or endeavouring to enter the labour market, young employed workers or job seekers, recent graduates, students registered in higher education establishments (referred to as “**placements**”). Mobility is also extended to trainers or human resources managers and training scheme managers, at language specialists and at social partners (referred to as “**exchanges**”).
- **Pilot projects**, including “thematic actions” – support the design, development, testing, evaluation and dissemination of innovative practices in terms of methods, content or products in the field of vocational training and guidance.
- **Language competencies** – promote language and cultural competencies in a vocational training context including projects on less widely used and taught languages. These projects should be concerned with designing, testing and validating and disseminating teaching materials, as well as with innovative methods tailored to the specific needs of different occupational and economic sectors.

³ Commission of the European Communities. 1996. *Education – Training – Research. The Obstacles to Transnational Mobility. Green Paper.*

http://old.certh.gr/libfiles/PDF/MOBIL-67-education_mobility_obstacles_gp_COM_96_462.pdf (June 15, 2007).

- **Transnational networks** of European expertise and dissemination – undertake assembling, distilling and building on the European expertise and innovatory approaches; improving the analysis and anticipation of occupational skills requirements; disseminating the networks outputs and project results throughout the Union in the appropriate circles.
- **Reference material** – support is provided for the creation and updating of Community reference material, more specifically for surveys and analysis, the creation and updating of comparable data, the observation and dissemination of good practice, and the exhaustive exchange of information.

The Leonardo projects had the maximum duration of two years. Mobility projects did not require any co-financing from the applicants. Pilot projects and language competencies required co-financing of 25%, transnational networks 50% and reference material 50% or more. Projects had to include at least three participating countries, in case of mobility and language competencies two participating countries.

Leonardo intended to support first and foremost projects that could introduce community added-value, included a multi-player partnership (particular attention given to partnerships strengthening cooperation between training organizations and enterprises or those that involve social partners and local authorities), support equal opportunities and have a valorisation plan. Leonardo proposals are selected by three types of procedures, known as A, B, and C depending on a measure.

In case of procedure A, applicable for mobility, evaluation and selection of proposals is the responsibility of the national agency. According to procedure B, applicable for pilot projects, language competencies, and transnational networks, the national agency organizes the selection and evaluation of pre-proposals as well as full proposals but the final decision on the selected projects is left to the European Commission. In case of procedure C, applicable for reference material, thematic actions, the evaluation and selection takes place only on the Commission level.

SOCRATES

Socrates comprises of eight actions:

- **Comenius: school education** – focuses on education from pre-school to secondary school (including technical and vocational education) and concerns all members of this community – teachers, education staff and pupils – while also endeavouring to actively involve organizations outside school, e.g parents, NGOs, local authorities, the business sector, etc.

Comenius supports three types of partnerships:

- School projects: enable schools to work on a theme of common interest, facilitating cooperation across European countries (at least three countries) as well as across classes and subject areas.
- Language projects: involve two schools from European countries and focus on the learning of foreign languages. Involves exchange of pupils between partner schools.

- School development projects: involve schools as institutions (at least from three European countries) in order to share their experiences and to compare teaching methods, organization, management or themes of common interest, e.g. preventing violence at school.

Comenius also supports initial and in-service teacher training, providing individual grants for target groups and facilitating multilateral cooperation in the form of projects preparing programmes, courses, strategies or teaching material for the training of staff involved in education.

Comenius network is a measure to provide support after the completion of Comenius project. When projects have been completed but partners are eager to continue and expand the work they did together, networks provide a channel to carry out this aim. Networks must be structured around a specific topic. The aim of networks is to give the projects a lasting impact.

- **Erasmus: higher education** – brings together universities through a contract (“institutional contract”) where each university presents its full range of Erasmus activities. Erasmus benefits two categories of people:
 - Students: Erasmus gives students an opportunity to study a period of 3-12 months at a university or higher education institution (HEI) in another participating country. This European grant is intended to help to cover the cost of travelling and the difference in cost of living.
 - Teaching staff: Teaching staff can participate first of all through teaching staff exchanges. The European Commission provides support for teaching staff giving courses, generally short courses, as part of the official curriculum of a partner university in another European country. Then they can participate in joint preparation of courses. At least three institutions (from different countries) pool their resources to develop a programme of study, a module, a curriculum or a master’s programme. Then there are intensive programmes and curriculum development projects. Community funding may be allocated to universities organizing intensive courses (e.g. as part of summer university programmes), provided they have a European dimension. Finally, thematic networks formed around a subject area or a specific topic as a platform for analysis and discussion. The participants can be university departments or faculties, research centres or professional associations.
- **Grundtvig: adult education and other educational pathways** – Grundtvig targets all adults, while at the same time taking care to encourage those who experience special difficulties in meeting their educational needs, either because they live in disadvantaged or isolated areas, because they are hampered by difficult social circumstances or have an inadequate knowledge base. There is a compelling case for giving a second chance to adults (irrespective of age) who have been excluded from the school system by helping them to acquire a basic level of knowledge, by restoring their confidence, and by acknowledging certain skills or competencies obtained outside the school context.

Grundtvig supports four types of activities:

- Cooperation projects relate to adult education institutions and organizations which wish to undertake a tangible project or a joint product (e.g training course) through European cooperation.
- Learning partnerships are intended for smaller adult education organizations and provide for smaller scale cooperation. The emphasis is generally on the preliminary contact between partners in different countries which can subsequently lead to more ambitious things. Learning partnerships seek, for instance, to organize conferences, exhibitions or visits, in order to exchange experiences, practices and methods.
- Mobility for training activities involves assistance for trainers who decide to undertake a course in another country for a period of 1-4 weeks. This mobility concerns all categories of staff involved in adult education.
- Grundtvig networks provide the players involved in adult education with a lasting basis for discussion and permit very broad dissemination of innovatory practices and ideas in this context. There are two types of such networks: thematic networks which are forums for debating key issues, and project networks which provide an opportunity for the institutions taking part in a partnership to pursue their work together while passing on the results of their work to a wider range of bodies.
- **Lingua:** learning European languages – operates horizontally by focusing on certain key issues in order to encourage proficiency in languages, whether these are taught at school or outside the school context. Support is available from the European Commission for two categories of projects.
 - The promotion of language learning. Encouraging people to learn another language entails getting them interested in doing so, familiarizing them with the different opportunities that exist, and providing access to the places and channels of learning. Projects under this measure should address awareness raising, motivation or access to language resources.
 - The development of tools and materials. The aim of this type of Lingua projects is to ensure the presence on the market of an appropriate range of language learning tools. The transnational projects must clearly be positioned in areas which are ill-catered for by this market. They must also support innovation. Projects submitted under Lingua must be based on a partnership of establishments/bodies from at least three participating countries; they must demonstrate an added European value and, importantly, they must not have any profit motive. Lingua also emphasizes encouraging the learning of the less widely used and taught European Union languages.
- **Minerva:** ICT in education – focuses on open and distance learning (ODL), multimedia and the use of the ICT in education. Support is provided for four major types of activities which are horizontal in Socrates:
 - Projects to better understand and support innovation. These are research actions, targeted studies and comparative analyses in order to improve understanding of the impact of ICT and ODL models on the organization of teaching and on the learning process.
 - Projects to design new teaching methods and resources for the development of innovatory environments in learning.

- Activities intended to communicate and to provide access to the results of projects in order to increase their dissemination and generalize best practice.
- Projects intended to network and encourage the exchange of ideas and experience connected with ODL and the use of ICT in education. Cooperation is encouraged between designers, users and those in positions of responsibility in education and training.

Minerva-supported activities are intended to reach a critical mass and have a larger scale than the other actions. In addition, the Minerva action attaches particular importance to transnational projects based on partnerships which include a wide range of players: schools and universities, the multimedia business sector and the ICT sector, publishers, ministries, associations and experts from outside the school context.

- **Observation and innovation** of education systems and policies – The European Commission will accordingly support a range of initiatives and operations:
 - comparative, quantitative and qualitative analysis of the various countries;
 - comparison of education systems and policies (particularly through the Eurydice network);
 - study visits to allow decision-makers in education to deal with problems more effectively (**Arion**);
 - use of the Naric network of national centres for the academic recognition of qualifications;
 - pilot projects, e.g. on the evaluation of quality in education, or on the citizenship dimension;
 - the organisation of initiatives dealing with certain particularly innovative topics, e.g. education;
 - and employment, teaching quality indicators, or more forward-looking debates concerning tomorrow's education.
- **Joint actions** linking Socrates with other European programmes.
- **Accompanying measures** provide Community support for activities that contribute to the overall objectives of the Socrates programme.

SOCRATES applies to all types and levels of education. It is aimed particularly at: pupils, students or other learners; staff directly involved in education; all types of educational institutions specified by each participating country; the persons and bodies responsible for education systems and policies at local, regional and national level. Other public or private bodies may also take part in appropriate actions of the programme, in particular: local and regional bodies and organizations; associations working in the field of education, including students' associations, pupils' and teachers' associations, and parents' associations social partners research centres with expertise in analyzing education companies and consortia, professional bodies, trade organizations and chambers of commerce and industry.

All applications for support will be assessed against their relevance for attaining the objectives of a specific action and any specific award criteria and priorities for each action. In the case of decentralised actions managed by the national agencies, assessment can take into account any additional country-specific selection criteria or priorities.

In the "decentralised actions" (the Erasmus mobility, Comenius and Grundtvig partnerships and the individual training grants of Comenius, Grundtvig, Arion), application, selection and contractual procedures are run by the national authorities of the participating countries assisted by National Agencies. As a general rule, each educational institution involved has a direct relationship with the National Agency of the country where it is located. Activities involving individual mobility (for teachers, pupils, students etc.) are handled by the National Agency either directly with the persons concerned or indirectly via the educational institution at which these persons are working /studying. In the "centralised actions" (European cooperation projects and networks), application, selection and contractual procedures are run by the European Commission. As a general rule, in every project one of the partner institutions acts as coordinator and is responsible for the project towards the Commission.

Expected results

The European Commission has not defined any expected results for the programmes. The decision on Socrates only mentions expected participation rates for Comenius schools and Erasmus students (these being output indicators rather than impact indicators). Otherwise no reference is made to programmes' outputs or impacts. The impact assessment guidelines provided by the Commission⁴ refer to some aspect to be addressed in the assessment exercise which suggest some expected results of the programme.

Based on the guidelines and the suggestions from the national Leonardo and Socrates agencies, the expected results could be brought out rather generally but still as follows:

Participation in Leonardo da Vinci and Socrates programmes should have positive effect on

1) individual level on:

- professional competencies
- linguistic competencies
- personal competencies and aspects (e.g communication skills, open-mindedness, cultural empathy, learning motivation, confidence level and self-efficacy, interest towards cooperation)
- employability or integration to labour market

2) institutional level on:

- image of organization
- new or advanced contacts, cooperation, networks
- technical know-how
- development (e.g improvement in quality, internationalization, new practices or approaches, methods)
- entrance application rates
- institutional competitiveness

3) national level on:

- innovation in education and training initiatives and systems
- new teaching and training methods and tools

⁴ European Commission. Directorate-General for Education and Culture. 2006. *Guide to Drawing up the 2007 National Reports on the Implementation of the SOCRATES and Leonardo Programmes.*

- improvement of language teaching or learning
- improvement of quality in education and vocational training
- improvement of education-employment and training-employment links
- facilitating access to education and training for target groups
- addressing issues of social exclusion
- cooperation between education and training organizations and companies, in particular SMEs
- promoting equal opportunity
- improvement in mobility of participants
- national policies

4) European level

- introducing a European dimension into the content of education and vocational training
- quality education with a view to encouraging life-long learning
- enhancing European cooperation

Even though these aspects of expected results could be brought out, there are no clear suggestions regarding any assessment criteria. What is more, is that these aspects (and the nature of the programmes in general) are very qualitative and immeasurable by nature. Consequently, what this impact assessment can do, is at best observe whether any change in these aspects could be observed or not.

Particular reference to expected results of specific activities is made when discussing impacts.

2. Context and Methodology

National context

The national context surrounding the beginning of the second phase of Leonardo and Socrates in Estonia was not defined by one particular request issued by a political authority, national parliament or any other body. At the end of the 1990ies the Academic Council of the President had initiated a public discussion over strategic directions of Estonian education, pointing to the critical issues of efficiency, adequacy, quality and social equity in Estonian education. The priorities of Estonian education were claimed to be vocational education, basic education and preparation of teaching staff. This led to the preparation of Estonian education strategy during 1999-2000, realizing in 2001 in a document called “Learning-Estonia”⁵. This was supposed to be a comprehensive and socially agreed education strategy addressing the main issues of the field and providing a 10-year vision for Estonian education. The strategy was never approved, though.

Despite the fact that the national context was not anyhow defined in a formal document providing an agreed framework for the implementation of Leonardo and Socrates, the “Learning-Estonia” did outline the main challenges of Estonian education at the time. This allows providing insight into the national context of the time the programmes were implemented.

The primary goals of the Estonian education system included principles like

- adapting the content of education to the needs of individuals, organizations and the society;
- guaranteeing quality of education by opening up the education system and facilitating competition;
- increasing efficiency;
- guaranteeing social equity by providing access to quality education to all learners;
- increasing independence and responsibility of institutions providing education;
- providing the conditions for innovation in education.

“Learning-Estonia” also brought the ideas of lifelong learning, the key role of teachers, the adequacy of vocational education, the natural role of ICT in learning, the importance of tolerance and openness towards other cultures to the fore in the Estonian education system. In addition, the explanatory memorandum of the strategy claimed that Estonian education needs to open up to the world and participate in international projects and programmes in order to be able to secure the quality in education and support the competitiveness of Estonia⁶.

Estonia has also had several national development plans during 2000-2006. The National Development Plan 2000-2002 pointed out the low quality and inadequacy of the vocational education system, in addition to its bad image in society. It also brought out the lack of career

⁵ 2001. *Educational Strategy : Learning-Estonia*.

www.haridusfoorum.ee/uploads/File/opieesti.doc (June 19, 2007).

⁶ 2001. *The Explanatory Memorandum to Education Strategy: Learning Estonia*.

www.haridusfoorum.ee/uploads/File/seletuskiri.pdf (June 19, 2007).

guidance, the need to redesign the supply of in-service training and retraining. This development plan pointed to several critical aspects in education: particular attention should be paid to vocational education and training; the opportunities for re-training and in-service training should be widened and quality improved; access to education should be granted to all groups of society; the important role of placement in enterprises in vocational education; the quality and flexibility in higher education. In addition, it was emphasized that participation in international education programmes like Socrates and Leonardo da Vinci is considered important.

The National Development Plan 2004-2006 placed in the centre the principles of quality in education, equal opportunities in acquiring education, and providing opportunities and conditions for lifelong learning.

To provide some quantitative aspects to the national context a few indicators about Estonian education are brought out below in Table 2.1 together with some reference to participation in the programmes.

Table 2.1. Estonian education system and the programmes

	Estonian education system	Supported by Leonardo (Leo) and Socrates (Soc)	%
School education			
Teachers	15 827*	262 (Soc Comenius in-service training grants)	1.7
Schools	613*	144 (schools in Soc Comenius school partnerships)	23.5
Vocational education			
Students	28 651**	863 (Leo mobility participants in initial vocational training)	3.0
Teachers	2 262**	678 (participants in Leo people charge of human resources) 142 (participants in Leo language instructors)	36.3
Institutions	48**	12 (Leo pilot projects)	25.0
Higher education			
Students	68 767**	2 662 (Soc Erasmus mobility)	3.9
Teaching staff	4 237***	1 090 (Soc Erasmus mobility)	25.7
Institutions	35**	24 (institutions)	68.6

		participating in Soc Erasmus)	
Adult education			
Institutions***	288**** (licensed by MER)	47 (institutions in Soc Grundtvig learning partnerships)	17.4

*- 2005/06 data⁷; **- 2006/07 data^{8,9}; ***-2004/05¹⁰; ****-2005¹¹.

Leonardo and Socrates (decentralized measures¹²) have contributed to the development of Estonian education altogether 15.85 million Euros (See Tables 2.2 and 2.3 below). The contribution of Leonardo has been 6.58 million Euros and that of Socrates 9.27 million Euros. Annex 1 provides an overview of financial data together with available information regarding absorption rates for Socrates. These indicate that the resources have been used well¹³. The Table 2.2 below provides an overview of Leonardo annual budgets for mobility and pilot projects. Data show that mobility in vocational education and training has been supported in total with 3.6 million Euros and projects with 3 million Euros in seven years.

Table 2.2. Overview of Leonardo budgets 2000-2006

	2000	2001	2002	2003	2004	2005	2006	Total
Mobility	329 599	325 675	345 691	372 800	668 855	740 000	825 000	3 607 620
Projects	367 581	428 080	404 900		436 291	512 644	823 227	2 972 723
Total	697 180	753 755	750 591	372 800	1 105 146	1 252 644	1 648 227	6 580 343

The major targets in Socrates have been Erasmus student mobility receiving in total 3.77 million Euros and Comenius school partnerships receiving in total 2.71 million Euros. Table 2.3 below details the Socrates budgets across the II phase of Socrates programme.

Table 2.3. Overview of Socrates budgets of decentralized measures 2000-2006

	2000	2001	2002	2003	2004	2005	2006	Total
Erasmus								
Student mobility	214 830	239 848	247 595	250 943	793 983	919 237	1 103 114	3 769 550
Teacher mobility	29 830	30 000	31 000	27 422	170 158	176 926	186 338	651 674

⁷ Ministry of Education and Research. *Development Plan for System of General Education 2007-2013*.

⁸ Ministry of Education and Research. Department of Analysis. 2007. *Main Indicators of Vocational Education in 2006/07*. <http://www.hm.ee/index.php?popup=download&id=5947> (June 10, 2007).

⁹ Tina, Annika, and Eve Tõnisson. Ministry of Education and Research. 2007. *Statistical Overview of Students in Higher Education Study Programmes*. <http://www.hm.ee/index.php?popup=download&id=5810> (26.06.2007).

¹⁰ Statistics Estonia, retrieved by the Ministry of Education and Research.

¹¹ Foundation for Lifelong Learning Development INNOVE, and Estonian National Observatory. 2006. *In-Service Training for Adults*. http://www.innove.ee/refernet/files/Teema%205_viimane.pdf (June 30, 2007).

¹² Data on centralized projects has not been aggregated by the Socrates National Agency.

¹³ According to the Leonardo National Agency budgets for Leonardo have been fully absorbed and when it has been possible additional funding has been applied for. Still, detailed data has not been provided.

Support for mobility management				83 202	66 034	70 985	84 756	304 977
Language courses (EILC) grants for outgoing students		6 500	6 000	6 000	12 143	12 000	13 000	55 643
Organizing language courses (EILC) in Estonia		13 619	11 210	11 738	12 563	14 400	15 110	78 640
Comenius								
School partnerships	98 405	143 339	171 250	113 572	674 558	795 039	716 411	2 712 574
Mobility grants for project preparation	14 509	13 000	14 918	15 860	100 000	41 845	32 589	232 721
In-service training grants for school education staff	28 640	23 578	24 707	22 277	127 703	115 792	130 639	473 336
Mobility grants for future language teachers	8 490	11 315	10 000	7 000	35 000	53 912	65 354,5	191 072
Mobility grants for initial teacher training				5 000	10 000	10 000		25 000
Grundtvig								
Partnerships		31 647	43 293	36 229	66 509	106 891	183 863	468 432
Mobility grants for project preparation		455	1 600	2 697	20 703	6 813	10 815	43 083
Training grants for adult education staff		1 954	4 989	4 500	34 278	15 000	21 631	82 352
Arion								
Study visit grants for education decision-makers	4 970	4 187	4 165	4 799	30 816	31 164	31 572	111 673
PVCA								
Mobility grants for preparation of Socrates centralized projects	4 010	2 233	4 442		37 218		18 735	66 638
Total	403 684	521 675	575 169	591 239	2 191 666	2 370 004	2 613 927	9 267 364

Estonia, on the other hand, has provided co-funding only for Socrates Erasmus student mobility. Beginning in 2002, Erasmus student mobility has been supported on annual basis

from the state budget (See Annex 1). The total national contribution to Erasmus has been 945 000 Euros (making up a little above 10% of the total Socrates decentralized budget).

Methodology

Based on the idea that the opinions of participants, institutions and bodies involved in the programme are the central part of this evaluation, the analysis is mainly qualitative by nature.

The impact assessment set out to address the following issues:

- Are the programmes relevant?
- What can be said about their effectiveness and impact?
- Are the programmes efficient?

The evaluation covered the whole programme period (2000-2006) of both Leonardo and Socrates programmes. The available timeframe for the analysis and resources allowed gathering the following data about the programmes:

1. 51 in-depth interviews among representatives of participating organizations, political decision-makers and national programme managers (See the list of interviewees from Annex 2);
2. 2 separate web-surveys among beneficiaries of individual training grants and receivers of individual training grants (See the details from Annex 3). The survey resulted in a limited number of responses. The Erasmus teaching staff web-survey, sent to 177 beneficiaries, provided 28 full answers and that of the receivers of individual training grants, sent to 118 beneficiaries, gave 22 full answers;
3. 2 focus groups among participants in Erasmus student mobility (See the details of the focus groups from Annex 4). The focus group in Tallinn had 3 participants (three additional responses from Erasmus students, who could not make it to the focus group interview, were collected in written form) and in Tartu 6 participants;
4. The analysis of Rap4Leo 2005 mobility reports, covering 45 different projects which consisted of 383 individual reports;
5. Analysis of secondary data, including 44 Socrates individual reports, reports of 13 Socrates participants in partnerships, and 5 Leonardo pilot project reports.

Interviews targeted projects and partnerships that have finished their projects to be able to assess possible impact, the exception being one Leonardo pilot project ECOLL as suggested by the Estonian NA. Participants in web surveys and focus groups were selected from the year 2005 (study period 2005/06), based on the rationalization that this guaranteed access to persons, the possibility to assess impact after some (but not too extended) period of time, and still provide adequate information from programme participants (which from 7 years back could not be very true). In addition, it would bring an aspect of randomization to the analysis. The analysis regarding Rap4Leo mobility reports followed the same principle.

The progress of the programmes was, in general, assessed based on the individual opinions of beneficiaries and representatives of partner organizations. As the objectives of the programmes are qualitative by nature, no adequate measurable indicators are available to measure the impact. In cases, it is possible to come up with a few measurable indicators for

impacts (e.g the share of beneficiaries who evaluate their skills to have improved vs those who do not notice an improvement).

In case of Socrates the Commission together with the European Parliament has only stated a few quantifiable indicators (these being actually output indicators rather than impact indicators):

- Attaining a participation rate of around 10 % of schools under the Comenius action;
- Attaining a participation rate of around 1 % of students in the mobility activities under the Erasmus action.

Secondary data for the analysis was provided by SocLink database, Rap4Leo database, reports of projects and individual beneficiaries, reports by NAs, results from monitoring.

When gathering primary data the sampling of interviewees was based on the following criteria:

- Type of organization
- Size of organization
- Location of organization
- Role in project

The aim of the interviews was to collect as many different opinions and reactions from an array of organizations as possible.

The following analysis is based on these sources. The analysis emphasises decentralized actions as these measures are located in a particular national setting and include the majority of programmes' participants. Realizing that these sources cannot by far provide us with comprehensive information about the programmes' impact and that knowledge gained during this analysis can highlight only some major aspects of the programmes, it is still possible to ascertain whether the programmes have had an effect in Estonia or not. The analysis effort underscores well the need for further analysis; especially in regard of Socrates various measures in order to provide a more detailed insight.

The analysis took the framework of "Education and Training 2010"¹⁴ (See chart in Annex 5) as the basis of analysis. This framework captures well the critical aspects Leonardo and Socrates programmes intended to address. Both programmes address several critical aspects of education and training systems that need improvement to be able to make Europe a knowledge-based society. These factors also help to fight the challenges Europe now faces – changes in working life, effects of migration, changes in society and demography, social exclusion, enlargement. Facing these challenges and aspiring towards a knowledge-based society presumes **high-quality** and **effective, open** and also **highly accessible education and training systems**.

¹⁴ The Council of the European Union. 2001. *Report from the Education Council to the European Council: The Concrete Future Objectives of Education and Training Systems*.
http://ec.europa.eu/education/policies/2010/doc/rep_fut_obj_en.pdf (May 12, 2007).

The chart in Annex 5 provides an overview of the most critical factors contributing to high-quality and effective, open and highly accessible education and training systems among which are, for instance, teacher education, ICT skills, European cooperation, language learning, mobility, etc. Leonardo and Socrates have been set up to contribute to these critical aspects in many ways.

The mobility measures, for example, in Leonardo and Socrates provide opportunities for exchanges for an array of individuals and organizations. Pupils, students, teaching staff, trainers, etc are able to access European knowledge and get in touch with their counterparts across the EU. European cooperation is facilitated through various projects and networks the programmes help to initiate. Improving the learning of languages is a cross-cutting aspect of all measures in addition to particular activities to advance this aspect. The programmes contribute to improving education and training of teachers and trainers through providing access to training courses and study trips. The programmes also help to advance access to education and knowledge by paying special attention to individuals at a disadvantage and supporting active citizenship.

Furthermore, our current world, characterized by change, complexity and interdependence requires competences to cope with rapid technological change, diverse and compartmentalised societies and challenges of globalization¹⁵. OECD has outlined a framework of key competencies that apply to all levels of education and that are needed by everyone as these competencies help to meet the very challenges of our time and contribute to success of individuals and societies¹⁶. The ideas supported by Leonardo and Socrates programmes are expected to be in line with these key competencies brought out by OECD (See Annex 6 for the list of these competencies). Regardless of a specific action, the programmes' measures should contribute to the development of these individual competencies. Mobility measures especially should be contributing to the development of key competencies.

Acting autonomously is one key competency in our time, requiring individuals to manage their lives in a meaningful and responsible ways by exercising control over their lives. This involves acting within the big picture, forming and conducting life plans and personal projects, and defending and asserting rights, limits and needs. Individuals in foreign settings are constantly required to redefine their ideas, values and knowledge. Participation in mobility also demands personal project management skills as resources need to be managed, goals fulfilled and etc. Assertion of rights, interests, limits and needs is also a valuable asset as Estonian participants are expected to follow local rules at the same time trying to achieve personal goals.

The participants are also expected to perceive improvement in ability to use tools (language, symbols, texts; knowledge and information; technology) more interactively. The majority of interviewees and questioned beneficiaries are assumed to notice improvement in language skills as the foreign language environment directly requires active participation. The mobility

¹⁵ OECD. 2005. *Executive Summary. The Definition and Selection of Key Competencies*.
<http://www.oecd.org/dataoecd/47/61/35070367.pdf> (May 31, 2007).

¹⁶ Ibid.

activities presume interaction and taking part in spoken and written communication should undoubtedly develop these particular skills.

Mobility measures are also expected to develop participants' ability to use knowledge and information interactively as during study visits, students exchanges, trainings individuals are required to operate in an environment where simultaneously lot of information is at hand and at the same time particular information is needed. Therefore the ability to organize knowledge and information, evaluate the quality of information, locate appropriate information sources, and determine what is known is very central during foreign visits. The same applies to technology as individuals are required to communicate also through ICT.

The mobility activities definitely contribute to the ability to interact in heterogeneous groups as Estonian participants in foreign environments are required to be able to relate well to others in the sense of respecting different values, beliefs, cultures, and histories in order to create a cooperative and friendly environment. Therefore individuals participating are assumed to have grown in the aspects of empathy and effective management of emotions. In addition to relating well to others, their ability to cooperate has hopefully improved as foreign visits often require presenting ideas and listening to others, understanding the dynamics of debates, ability to negotiate, and capacity to make decisions with different opinions present. Conflicts tend to occur to more or less extent when different worldviews or cultures meet. Although we do not expect many conflicts to occur, there can be situations of diverging attitudes. And these situations, even though small by nature, contribute to participants' ability to manage and resolve conflicts – a key competency in our time.

*

To conclude the methodology overview, it is important to underline the issue of data keeping and managing by the national agencies. Although, it is understandable that changes in reporting and data keeping rules from the Commission side complicate consistency in this task and that human resources are limited to carry out this specific function, this impact assessment effort would have been much more substantial when not so much energy had not been dedicated on resolving data issues.

3. Activities Implemented

Objectives covered

This section provides an overview of the programmes' objectives covered by implemented Leonardo and Socrates activities in Estonia. This is done by looking at the intensity of activities in various measures.

Regarding the priorities of the programmes, outlined in annual European call for proposals by the European Commission, and the extent to which they have been covered, it is complicated to provide a clear answer. In general, the national agencies (NAs) do not separately keep track of the implemented activities and the consistency with the priorities to be able to provide a precise overview. At the same time it is clear that when priorities are set, project proposals have to be in line with the priorities and the selection committees also have to keep the priorities in mind. In addition, the priorities generally tend to be rather broad by nature, making track-keeping rather complicated. In view of the representatives of the NAs the priorities have been followed but the fulfilment of those is impossible to quantify.

LEONARDO

Table 3.1. Leonardo development projects financed

	2000	2001	2002	2003	2004	2005	2006	Total
Number of projects approved	1	2	2	0	2	2	3	12
Pre-proposals/full proposals	14/6	5/2	6/2	8/3	4/3	8/3	6/3	51/22

As seen from above, the total number of development projects, where the Estonian organizations have been promoters, for Leonardo phase II has been 12. The norm has been 2 projects per year. The year 2003 was exceptional with no Estonian development projects approved because the European Commission changed the rules in the middle of the application period and the Estonian projects suffered from this unexpected change. In general, in view of the Head of the Estonian Leonardo NA¹⁷ 2 projects per year could be considered satisfactory regarding the scope of development projects and the capacity of Estonian education institutions. Three development projects per year would be according to the Leonardo NA very good. The Ministry of Education and Research (MER)¹⁸ is convinced that there is room for improvement regarding development projects. The level of activity from the schools has not been as high as expected. Although the number of proposals demonstrates that there have been quite a number of applications regarding the scale of the projects. At the same time it must be kept in mind that the variety of possibilities for developing VET has increased during the years and schools have been addressing other urgent needs (e.g inadequacy of infrastructure) through other measures (e.g ESF funds). Nevertheless, there is room for improvement in the aspect of development projects, especially in language projects (there have been only 1 language project), transnational networks, and reference material projects

¹⁷ Interview with Mrs Ramia Allev, the Head of the Estonian Leonardo National Agency.

¹⁸ Interview with Mr Andres Pung, the Head of the Department of Vocational Education, the Ministry of Education and Research.

(where there have been no projects). Finally, Estonian organizations have also been participating in Leonardo as project partners, which is not included in this.

Table 3.2. Number of mobility projects financed

	2000	2001	2002	2003	2004	2005	2006	Total
People in charge of human resources, planners, managers, vocational guidance specialists (INS)	12	10	17	6	17	16	27	105
Young people in initial vocational training (IVT)	8	7	10	7	13	17	15	77
Young workers, recent graduates (WOR)	7	6	3	5	10	5	7	43
Students in higher education (STU)	5	5	4	4	5	5	6	34
Instructors and tutors in the field of language skills (LAN)	2	1	2	2	3	2	1	13
Total:	34	29	36	24	48	45	56	272
Number of applications	42	48	59	45	81	79	75	429

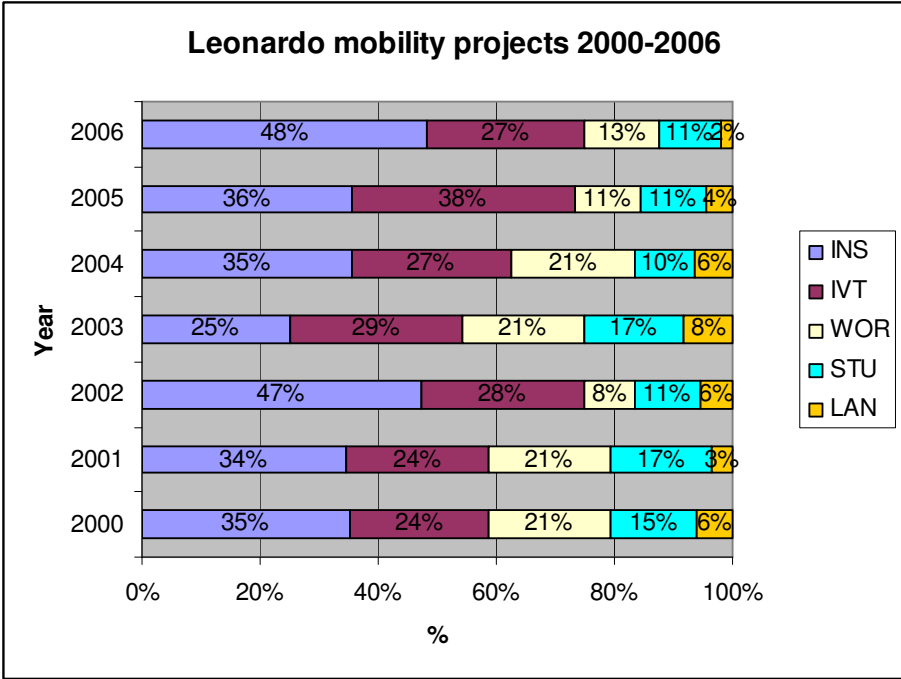
Table 3.3. Number of participants in mobility projects

	2000	2001	2002	2003	2004	2005	2006	Total
IVT	75	68	91	80	162	179	208	863
INS	78	104	85	41	94	123	153	678
WOR	30	28	31	24	52	45	56	266
STU	29	29	23	29	49	48	53	260
LAN	27	10	22	28	28	22	5	142
Total	239	239	252	202	385	417	475	2209

The overview of activities in mobility projects reflects that projects have been implemented both in transnational placements and exchanges. There has also been rather serious competition on the mobility, reflecting the relevance of the measure. The share of exchange projects (INS+LAN) was somewhat lower compared to placement (IVT+STU+WOR) projects during the first years of phase II but in 2006 the shares have levelled, both having equal number of projects (28). The overview (See Table 3.2 above) also demonstrates that the greatest activity takes place among people in charge of human resources, planners, managers, vocational guidance specialists (INS), where the number of projects reached 27 in 2006, and among young people in initial vocational training (IVT), where the number of projects reached 15 last year. As the Graph 3.1 below depicts, INS and IVT projects have made up more than 50% of all projects across years, reaching the share of 75% in 2002 and 2006. The share of LAN, WOR and STU projects has been remarkably lower. The explanation for low activity among young workers and recent graduates (WOR) and students in higher education (STU) is most likely the unsuitable minimum duration requirement of the mobility (minimum for students is 3 months and for young workers 2 months). Students in higher education

institutions and young workers have probably problems with leaving for months; especially employers are not keen on letting their employees go abroad for such an extensive period¹⁹. It is likely that many employers have not really discovered the possibilities and advantages of Leonardo. It could also refer to the issue that the long-term thinking of employers is not very wide-spread yet, as one expert argued²⁰. According to the Leonardo NA the employers are well-informed about the opportunities the programme offers and therefore low level of awareness should not be an issue here.

Graph 3.1. Distribution of Leonardo mobility projects

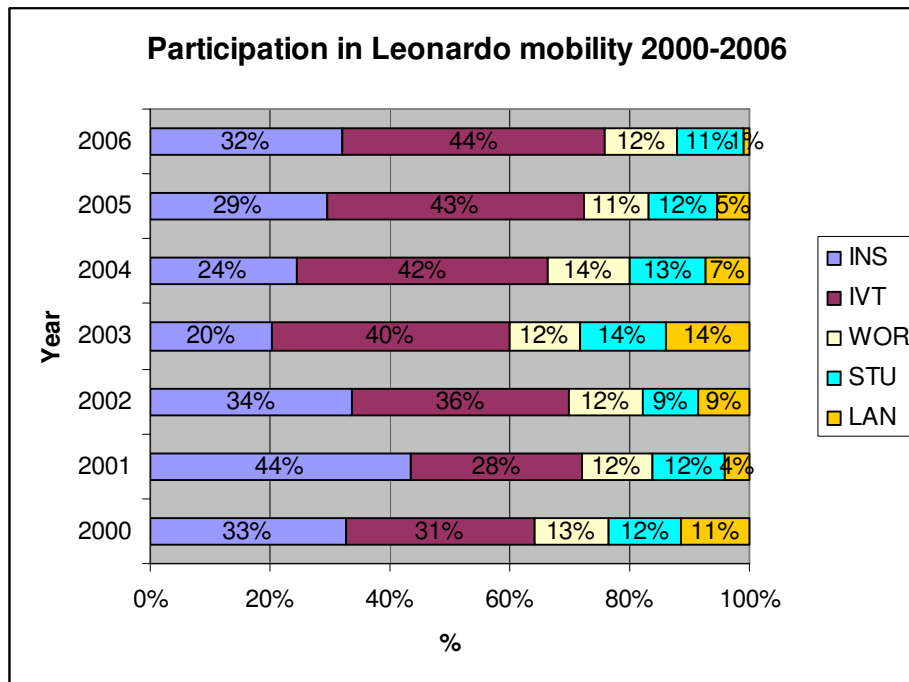


While the number of projects has been greatest among people in charge of human resources, planners, managers, vocational guidance specialists (INS), the largest number of participants has occurred among persons undergoing initial vocational training (IVT) (See Graph 3.2 below). In 2006, IVT participants made up 44% of all Leonardo mobility participants. The share for INS participants in 2006 was 32%, students (STU) and young workers (WOR) make up a little above 10%, and language instructors (LAN) only 1%. LAN participation has actually been greater in previous years, fluctuating a lot across the years.

¹⁹ Interview with Mrs Ramia Allev, the Head of the Estonian Leonardo National Agency.

²⁰ Interview with Mr Andres Pung, the Head of the Department of Vocational Education, the Ministry of Education and Research.

Graph 3.2. Distribution of Leonardo mobility participants



Comparing the implemented projects against Leonardo objectives, it is complicated to ascertain the extent to which these objectives have been covered. The Decision of Leonardo lays out three specific objectives for the programme:

1. to **improve the skills** and **competences** of people, especially young people, in initial vocational training at all levels;
2. to improve the **quality** of, and **access** to, continuing vocational training and life-long acquisition of skills and competences;
3. to promote and reinforce the contribution of vocational training to the process of **innovation**.

But as the decision does neither quantify these objectives nor concretize the link between specific measures and rather vague programme objectives, it is extremely difficult to characterise the extent of objective coverage. The vagueness of programme's objectives has also been pointed at by Ernst & Young's external interim evaluation of the programme²¹. Nevertheless, assuming that mobility projects do contribute, first of all, to the improvement of skills and competencies of people, and to the quality of and access to vocational training; and that development projects do contribute mainly to the process of innovation (according to Leonardo guidelines pilot projects address innovative practices in terms of methods, content and products, e.g new database), in addition to contributing to skills, competencies and quality, it can be concluded that all the Leonardo objectives are covered with activities in Estonia.

²¹ Ernst & Young, 2003. *External Interim Evaluation of the Leonardo da Vinci II programme: Summary and Conclusions*.

http://ec.europa.eu/dgs/education_culture/evalreports/training/2003/leonii_interim/leoniiintsum_en.pdf (May 15, 2007).

SOCRATES

Table 3.4. Number of beneficiaries/projects supported through decentralized actions

	2000	2001	2002	2003	2004	2005	2006	Total
Erasmus								
Student mobility	255	274	304	305	444	511	569*	2 662
Teacher mobility	78	77	77	84	243	243	288*	1090
Number of universities supported for mobility management				14	17	21	24	
Language courses (EILC) grants for outgoing students financed by the NA directly***		12	18	15	25	31	34	135
Organization of EILC language courses in Estonia (number of groups)		1	2	2	2	4	5	16
Comenius								
School partnerships	33	43	44	34	68	110	125	457**
Mobility grants for project preparation	6	18	17	20	65	21	25	172
In-service training grants for school education staff	20	16	18	15	73	59	69	270
Mobility grants for future language teachers (Comenius Language Assistants)	5	3	2	1	6	13	12	42
Mobility grants for initial teacher training				6	8	7		21
Grundtvig								
Learning partnerships		5	7	7	9	21	33	82**
Mobility grants for project preparation		1	1	2	21	9	7	41
Training grants for adult education staff		2	7	3	25	18	14	69
Arion								
Study visit grants for educational decision-makers	5	4	4	4	25	26	27	95
PVCA								
Mobility grants for preparation of Socrates centralized projects	3	3	7		34		9	56

* - preliminary data

** - Note: The total number of projects does not equal the number of projects implemented as some projects extend over several years but are financed annually. For Grundtvig partnerships the NA has counted the actual total number of projects which is 50.

***- Note: As the NA prioritises language preparation of outgoing Erasmus students, these are the sums the NA has financed directly from the student mobility budget. In addition to these numbers, universities have financed 195 more students in total during the whole period of Socrates II.

An overview of Estonian participation in Socrates decentralized actions is provided above in Table 3.4. In case of Comenius school partnerships it can be seen that the number of supported projects has grown significantly over the programme period. Only in 2003 was the number of supported Comenius projects smaller than it was in the previous year. In 2003, the number of applications received was significantly lower than in 2002 and the budget was smaller as well. Although there was an increase in school development applications, the number of applications in school projects was clearly lower. Compared to the year 2000, the number of projects supported in 2006 has almost quadrupled. As Annex 7 suggests, the majority of school partnerships have been school projects constituting 80% of all supported Comenius school partnerships (368 out of 457 approved applications). The majority of the rest have been school development projects (with the share of 19% - 80 out of 457 approved applications). Language projects have been rather unpopular among Estonian schools; the total number of applications across the years has been less than 30. The number of supported projects – only 9 altogether across the years – is even lower.

The reasons behind low number of language projects are manifold²². First, language projects are by nature more risky as they include only 2 schools. When one partner does not receive approval in its home country the project cannot be implemented. This is also an aspect why language projects are less often initiated by schools. Furthermore, language projects include mobility and exchange of a group of pupils (duration of mobility 2 weeks), which is generally an additional obligation to overloaded language teachers. The management of mobility and receiving the pupils of a partner school is somewhat feared by schools as it needs thorough preparation. School development projects have not been so popular probably, the Socrates National Agency claims, because of the fact that schools are not really making a difference between school projects (assumes the inclusion of pupils) and school development projects (emphasis on institutional cooperation). In addition, schools have been prioritising mobility of pupils. It is also possible that schools have not come to realize that problems that schools face could be solved in cooperation with other schools rather than alone.²³

The overview of Comenius projects also suggests that Estonian schools tend to be more interested in European cooperation (including the process itself) than building cooperation around a particular issue (e.g school violence) or promoting particularly language learning. Taking into account the fact that Estonian schools have not had many opportunities (including financial) for transnational cooperation, it is natural that schools want to add an international dimension to school work and diversify teaching and learning with contacts from other nationalities. As schools have rather scarce or often no experience in international cooperation, it is easy to see why the majority of schools prefer school projects because school projects do not necessarily require a definite project results. Assuming that schools get their first international experience in school projects they become more confident in initiating school development projects and language projects that require more concentration on a particular result.

The number of Grundtvig projects supported in 2006 is six times of what it was in 2001, reaching 33. The overview of received and approved applications (See Annex 7) suggests that

²² According to the Socrates National Agency programme manager.

²³ Ibid.

the activity has become more attractive year by year and that there are a number of projects to select from.

Erasmus mobility has also demonstrated a steady growth. Compared to the year 2000 the number of students participating in Erasmus mobility has more than doubled whereas teaching staff mobility has more than tripled. A remarkable increase in teacher mobility occurred in 2004 after Estonia's accession to the European Union. Altogether, Erasmus has supported the mobility of more than 3700 students and teachers from Estonian higher education institutions. More than 2 600 students and 800 teachers have had a chance to study or teach abroad.

In the aspect of individual training grants, Comenius, Grundtvig and Arion have all seen a growth in the number of supported grants. The number of teachers awarded in-service training grants has grown from 20 in 2000 to 69 in 2006 (being the highest – 73 – in 2004 when the budget was greater). Mobility grants for future language teachers has increased from 5 in 2000 to 12 in 2006 whereas Comenius initial teacher training mobility has occurred only in a few years (2003-2005). According to the Socrates NA, modest activity in initial teacher training is related to complexity of this activity as participation is directly related to an institution's participation in a centralized Comenius cooperation project which consequently results in very complicated programme management scheme, consisting of mixed EC and NA management. In addition, confusion surrounding teacher education curriculum in Estonia has been complicating participation, as Socrates reports suggest. The number of Grundtvig training grants has risen from 2 in 2001 to 14 in 2006 (being the highest – 27 – 2004). Arion study visits have also grown from 5 in 2000 to 26 in 2006 (participation in Arion has been limited by the fixed number of grants per country). Altogether Comenius has provided individual training grants to more than 300 persons (out of which more than 80% have been in-service training grants), Grundtvig to 75 and Arion 95 individuals. The overview from received and approved applications (See Annex 7) suggests that there have been enough quality applications to choose from but the budgets (e.g the budget for Comenius in-service training grants in 2006 was 130 000 Euros) have been limiting the number of participants.

The overview of Estonian participation in centralized measures (See Table 3.5 below) outlines that the number of participating organisations from Estonia has been the greatest in Erasmus 1 (intensive programmes and curriculum development projects) where 97 Estonian institutions have been partners in projects and 17 have been coordinators in projects across the years. Participation in Grundtvig 1 (cooperation projects) and Comenius 2.1 (cooperation projects for training of school education staff) has also been rather active, 50 and 32 Estonian institutions respectively. Minerva being the smallest centralised action with the smallest budget share also stands out with 25 participating institutions, so Estonia has been very successful in Minerva.

The table clearly reflects that Estonian organizations are yet to mature in European cooperation. During the second phase of the programme, when many participated in a European-wide project for the first time, Estonian organizations are playing the role of project partners rather than coordinators. After getting experienced as partners, organizations are more ready to assume the role of a coordinator. Participating in and coordinating networks is an activity requiring substantial experience and capacity and is therefore more a matter of future for Estonian organizations.

Table 3.5. Participation of Estonian organizations in Socrates centralized projects

		2000	2001	2002	2003	2004	2005	2006	Total
Comenius 2: cooperation projects for training of school education staff)	P*	11	5	2	2	3	4	5	32
Comenius 3 (Networks)	P		1			2	5		8
Erasmus 1 (Intensive programmes and Curriculum Development)	P					28	50	19*	97
	Co				1	4 (3+1)	7 (6+1)	5 (4+1)	17
Grundtvig 1 (Cooperation projects)	P	6	4	8	5	9	6	4	42
	Co					3		1	4
Grundtvig 4 (Networks)	P		1	2	3		1	1	8
Lingua 1 (Promotion)	P		1			3	3	1	8
Lingua 2 (Tools)	P	1	4		6		3	1	15
	Co				1	2			3
Minerva (ICT)	P	1		2	5	4	6	1	19
	Co		1	1	1	1	2		6
Total		19	17	16	23	59	87	38	259

P – Partner organization; Co – Coordinating organization

* – preliminary data

Setting the implemented activities in the context of Socrates objectives, it is again rather difficult to comment the coverage of objectives. Socrates has outlined the following objectives:

- to strengthen the **European dimension** of education at all levels;
- to improve the **knowledge of European languages**;
- to promote **cooperation and mobility** throughout education;
- to encourage **innovation** in education;
- to promote **equal opportunities** in all sectors of education.

Similar to the decision on Leonardo, the objectives set out in the decision are not very specific and not related to particular activities to provide an overview of objective coverage. The critique outlined in case of Leonardo (regarding vagueness of objectives) is also relevant here. Still, assuming that partnerships contribute primarily to strengthening of the European dimension and cooperation, exchanges and training grants contribute to promoting cooperation and mobility, Lingua and mobility measures support improving knowledge of the European languages and Minerva encourages innovation, then it can be concluded that the programme objectives have been covered. Estonia has participated in all these activities.

In conclusion, the overview of Leonardo and Socrates participation demonstrates that with the years come greater experience, knowledge and courage in participating, which, in turn, reflects in greater number of more complicated projects. Still, there is room for improvement, especially in areas where activities have been less visible.

Meeting needs: relevance

The programmes of Leonardo and Socrates have been set up to help Europe and its countries meet their particular needs at different levels.

Taking into account the European objectives set out in Education and Training 2010, objectives outlined in “Learning Estonia” and other various Estonian strategic documents together with the interviewees opinions regarding needs, it can be concluded that the programmes have helped to meet some very important needs.

Teacher education and training of trainers has been a national as well as European priority and has needed close attention because teachers’ skills and knowledge need to constantly respond to the changes and expectations in society. Taking into account the background of teachers (67% of school teachers are older than 40 years old²⁴, 54.4% of vocational education teachers are older than 40²⁵), the financial resources of Estonian schools (very limited budget for teacher training²⁶), the average income of teachers²⁷, and the results from the interviews (where many have pointed out that they have not participated in a training course abroad), it is not surprising that participation in international training courses has been rather limited. As a result, the opportunities provided by the programmes for in-service training, exchanges, and study visits have indeed met a particularly important need in Estonian education. The support provided by the programmes has been vital in providing real access to international know-how and experience. In addition to particular knowledge, the programmes have contributed to the broadening of horizons of teaching staff and education decision-makers.

²⁴ Praxis Center for Policy Analysis & Regio Ltd. 2005. *Managing the Network of Schools: Final Report*. <http://www.hm.ee/index.php?popup=download&id=3881> (May 20, 2007).

²⁵ Ministry of Education and Research. Department of Analysis. 2007. *Main Indicators of Vocational Education in 2006/07*. <http://www.hm.ee/index.php?popup=download&id=5947> (June 10, 2007).

²⁶ Interviews suggest that schools are not able to support teacher training abroad as one course abroad equals the cost of a local training course for a group of teachers. One school, for example, brought out that their budget for in-service training of teaching staff is less than 6 000 EUR per year.

²⁷ In 2004, the average income of teachers was approximately 495 EUR. Ministry of Education and Research. Department of General Education. 2005. *Overview of School Education 2001-2005*. <http://www.hm.ee/index.php?popup=download&id=4445> (June 15, 2007.)

The programmes have also been instrumental in strengthening European cooperation in Estonian education. Although bigger higher education institutions (HEIs) and to some extent other organizations had previous international cooperation experience with European partners, transnational cooperation had not been very wide-spread among Estonian education institutions. Socrates and Leonardo have provided the valuable means for international cooperation and helped to meet the need for closer contacts, which in turn has helped to gain access to European professional knowledge, know-how, successful practices, information, etc. Cooperation has resulted in several useful projects which in turn have helped to meet particular needs of organizations. Contacts with various European counterparts have also helped to introduce the European dimension into Estonian organizations.

In addition to teacher training and updating their professional knowledge, Comenius has been vital in helping to meet the need for real cooperation. Although some Estonian schools have contacts with friendship schools abroad and some even might have regular contacts in the form of visits, it is not common to manage clear-cut projects across several countries. Schools are financially not in a position to be able to participate in projects that include mobility of participants and hosting foreign guests, especially in rural regions. Therefore the opportunity to experience real cooperation is clearly necessary to link Estonian schools with the rest of Europe. Another aspect relates to the need to retrain teachers and raise the level of competence. As Comenius projects are greatly educating by nature, Estonian schools can meet their need for teacher training. Interviews with participants suggest that Comenius projects have helped schools to acquire equipment and teaching materials, exchange knowledge and experience, learn more about Europe and its cultures, and pay attention to new learning methods and teaching of values.

In the specific context of Estonia, the Leonardo activities were especially valuable in the aspect of mobility as neither students in initial vocational training nor vocational education staff have significant opportunities for cross border mobility. Leonardo has been an immensely important channel for linking the participants of Estonian VET with their European counterparts.

Supervision during placement is a critical aspect in vocational education and training. Supervision has been a problem in Estonian vocational education and training as schools have generally no possibilities for supporting placement supervisors financially. Leonardo, providing opportunities for transnational placement, has helped to meet the need for high quality and well-supervised placements.

Erasmus has been important in facilitating larger scale student and teacher mobility, opening up Estonian higher education system to greater extent and supporting internationalization. Erasmus student mobility has been also valuable for making possible mobility with considerably fewer complications. The Ministry of Education and Research also believes²⁸ that Erasmus has been a valuable tool for providing larger scale access to European study opportunities and helping to raise European citizens. Still, interviews suggest that Erasmus has not been able to make mobility a reality for those who otherwise might not have this opportunity. An important reason for that is the fact, that there are practically no additional

²⁸ Interview of Ms Heli Aru, Advisor, the Ministry of Education and Research.

programmes or schemes in Estonia for student mobility to support the Erasmus grant. The rule tends to be that most students need to co-finance their studies and this was also underlined by the students in focus groups. Several admitted that the grant covered only part of their expenses; in some cases it did not cover even accommodation. Still, in a few cases the students were able to cover all their costs.

HEIs in Estonia vary to a great extent in their size. This determines their ability to support their members' international mobility activities. While larger university could take advantage of various funding resources and network of contacts (including bilateral contracts with foreign universities) and send their students and teachers abroad, this capacity is rather limited in smaller institutions. Therefore, Erasmus helps to meet the demand for international mobility especially importantly in smaller organizations. Although larger universities admit that without Erasmus their international mobility activities would have been significantly limited. The fact that 2/3 of the University of Tartu students participating in transnational mobility do that through Erasmus illustrates well this claim. This underscores well the fact that Erasmus is an important source of meeting the demand for international exchanges.

In addition, interviewed institutions appreciate Erasmus for offering opportunities for improving language competencies of students and teachers and through that contributing to learning and teaching in foreign languages; for extending cooperation opportunities; for helping to potentially relieve the coming demographic crises; for advancing the quality of education and organizational development.

Participation in individual training measures addresses very directly the need for international training as most participants have no previous training experience outside Estonia and institutions have barely any resources to support these types of courses.

Grundtvig participants in partnerships recognize the instrumentality of the grant in meeting their particular needs. To outline particular needs met through Grundtvig, the examples are: training courses addressing disadvantaged individuals' personal qualities to encourage learning motivation; opportunities to connect to counterparts in other European countries to compare local practices; to access European knowledge and develop local field accordingly.

Participants in Socrates centralized projects (Comenius 2.1, Erasmus IP, Grundtvig 1, Lingua 1, Lingua 2, Minerva) relate their participation to particular identified needs. Many agree that participation has been motivated by the need to access European know-how, good practice and information in order to build local capacities, for instance, in e-learning, training of adult trainers, diversify university education, multi-cultural education at pre-schools, etc. Exchange of experience and transnational cooperation has been vital for updating learning and teaching methods and through that contributing to quality of education.

In view of the policy-makers interviewed the programmes have been instrumental in supporting the realization of particular ideas, broadening the horizons of teaching staff and other participants, opening up of education institutions (especially schools), and increasing intercultural understanding of students (especially in higher education and vocational education).

This section and the previous one have outlined that the programmes have been relevant in Estonia. Active participation in various actions demonstrates that Estonian organizations and individuals have had a lot to gain from the programmes. The analysis of needs reflects that several important national needs have been addressed through the programmes.

Local/national priorities

In Estonia, no national priorities were set for the selection of applications for decentralized measures. There have been programme priorities for Erasmus mobility activities set by the Erasmus Steering Committee. For example, at the beginning of the second phase of the programme Erasmus mobility, especially regarding teaching staff, concentrated disproportionately on Finland and therefore the Erasmus Steering Committee decided to limit HEIs for sending too many individuals to Finland, favouring institutions sending out students and staff to less popular countries. Or another example of Erasmus priorities – the Steering Committee has also signalled that HEIs should make efforts to balance mobility across different subject areas.

Individual beneficiaries reached

This section provides an overview of participants in individual mobility actions.

LEONARDO

Annex 8 provides a detailed overview of participants in Leonardo mobility activities. Overall, females tend to outnumber male participants. The overall proportion of female and male students in Estonian initial vocational education is 45% and 55%²⁹ respectively. According to the programme data, female vocational education students have been slightly more active participants than male students. Male students in higher education establishments have participated more than their female counterparts. The gender proportions among young workers and recent graduates have been in favour of females similarly to people in charge of human resources and language instructors. The large share of females among people in charge of human resources and language instructors is not surprising as education tends to be a rather female-dominated field in Estonia.

Data available suggests that young people in initial vocational training tends to be 18-21 years of age during their placements. Students that have participated have generally been 18-25 years old and young workers and recent graduates 25 and older. Data on the age of human resource managers and language instructors is not available.

Participants in Leonardo exchanges are most often people in charge of human resources (whose share in the total number of participants has been 34%). The second largest occupational group in Leonardo exchanges has been managers, followed by language instructors. The share of vocational guidance specialists has been low, only 7%.

²⁹ Ministry of Education and Research. Department of Analysis. 2007. *Main Indicators of Vocational Education in 2006/07*. <http://www.hm.ee/index.php?popup=download&id=5947> (June 10, 2007).

SOCRATES

The tables in Annex 8 provide a detailed overview of Socrates individual participants (individual training grants and mobility measures), regarding their gender, age and role. The following will give a brief overview of participants in particular activities.

The data demonstrate that participants in **Comenius** in-service training for school education staff tend to be mainly female (making up more than 90% of all participants) as only a few male participants have been awarded a grant every year. Although male teachers constitute 15% of all Estonian teachers³⁰ their share in in-service training has been considerably smaller (below 10%).

A look at the age of participants (at the time of participation) demonstrates that beneficiaries have been between 21-50 years old, the largest share being between 41-50 years. This complies at large with the overall age distribution of Estonian teachers, among whom 30% are between 40-49 years³¹. The share of younger teachers is otherwise smaller than Comenius participation shows. A rather large share of young teachers among Comenius participants reflects the fact that younger teachers tend to have better foreign language competencies and assumingly more courage to take part in international training courses.

The largest share of school education staff participating in Comenius in-service training come, as expected, from general secondary schools (66%). This is the most common school type in Estonia and this is also the very target group of this measure. Quite a number of primary school education staff has also participated compared to participants from other types of institutions.

The regional distribution of beneficiaries demonstrates that the majority come from North Estonia which is followed by South Estonia. The two biggest towns are located in these areas and therefore it is not surprising that participation rates are the highest there. The region least represented is North Eastern Estonia, the mainly Russian speaking part of Estonia, whose ability to apply for grants in Estonian could still be rather limited. Despite the fact that the language skills of teachers have been facilitated by providing language courses and that in general language skills seem to be improving. A factor constraining the participation of Russian schools in Estonia is the EC rule that production of information materials in Russian cannot be financed by Community funding as Russian is not the official language of the European Union, as the Socrates National Agency claims³².

Grundtvig participants in training courses are also dominated by females. In total, there has been one male participant for every six female participant. Again, this reflects the fact that teaching is largely a female profession in Estonia.

³⁰ Statistics Estonia. Data for 2005-2006.

<http://pub.stat.ee/px-web.2001/Database/Sotsiaalelu/Sotsiaalelu.asp> (June 20, 2007).

³¹ Ibid.

³² Interview with Mr Rait Toompere, the Head of the Socrates National Agency.

Grundtvig beneficiaries have been mainly 31-40 years old at the time of participation. Overall, it can be seen that younger staff dominate among participants, the share of those older than 50 is a little less than 15%.

Institutions providing adult and/or continuing education have in total sent out the largest number of staff (twenty participants), as expected as they are the very target group of this measure followed by vocational/technical secondary schools and higher education institutions. Other institutions are represented with fewer participants.

Adult education staff taking part in Grundtvig training courses come mainly from North Estonia (almost 60% of participants) and South Estonia (25%), again reflecting the demographic and socioeconomic situation in Estonia. The least represented region is Central Estonia, although participation from North Eastern and West Estonia has also been rather scarce.

Arion, similar to Comenius and Grundtvig, has been dominated by female participants, suggesting that decision-makers in education are also more often female rather than male. In total, 65% of Arion beneficiaries have been females. Although principals or heads have been the most frequent participants in Arion, they have also been females rather than males. And the second largest group – other occupation – is also dominated by females, underscoring the feminine nature of education in Estonia. The third and fourth occupation represented among Arion beneficiaries are department heads and education managers.

Arion participants tend to be 31-50 years old at the time of participation. Still the share of those over 50 is somewhat bigger than in previous measures, suggesting that decision-makers' language competencies might be better than that of teachers.

Institutions Arion participants represent tend to be mainly general secondary schools, national and local public authorities, and primary schools. The regions represented are again those inhabiting the largest centres, the least represented is North East Estonia.

Erasmus students have also been female rather than male. In total, the share of females has been 75%, although the share of females in higher education has been slightly above 60%³³. This reflects the lower willingness of male students to go and study abroad for a period of time. It could also be that male students are more likely to work during their studies (in general, a survey from 2006 shows that 59% of Estonian students in higher education work during their studies³⁴).

Estonian Erasmus students are generally 20-24 years old during their exchanges (81.8%), reflecting the fact that most student exchanges take place during the early stages of study. The share of students over 30 during their mobility has been very small.

³³ Statistics Estonia. <http://pub.stat.ee/px-web.2001/Database/Sotsiaalelu/Sotsiaalelu.asp> (June 20, 2007).

³⁴ Research Center Klaster & Federation of Estonian Student Unions. 2006. *The Socioeconomic Situation of Students: Overview of a Survey*. http://www.eyl.ee/public/files/uuringu_tulemused.pdf (June 20, 2007).

Data regarding Erasmus students' regional background is not available, but Estonian higher education institutions are geographically mainly concentrated in the capital Tallinn and the second largest town Tartu. The overview of HEIs Erasmus students represent demonstrates that in total one third of students come from the University of Tartu, followed by Tallinn University of Technology (12%), Tallinn University (12%), Estonian Academy of Arts (8%), and Estonian Business School (7%). When compared against the distribution of students across Estonian HEIs³⁵, it can be seen that Tallinn University of Technology (share of students 19%) is rather strongly underrepresented among Erasmus students while Estonian Academy of Arts (share of students 1.8%) and Estonian Business School (share of students 3%) are overrepresented among Erasmus students. The shares of University of Tartu and Tallinn University are in accord with the shares of students.

The overview of subjects areas Erasmus students represent demonstrates that transnational mobility is very popular among business (16% of total Erasmus students), art (15%), language and philosophical sciences (14%), and social sciences (10%) students. The least represented areas are mathematics and ICT (2% of total Erasmus students), natural sciences (2%), and agriculture (2%). Again, according to the data from MER³⁶, these shares are not reflecting the real distribution of students across subject areas. For instance, the share of students studying in technology has been around 12-13% and around 10% in natural sciences during the last years. It can be seen that students from the so-called "soft" areas are largely overrepresented in Erasmus.

The overview of Erasmus teachers shows that the distribution of participants across genders has been rather balanced. In one year, there have been more females, the other year more males. Overall, the total share of females has been 54%.

In regard of age, Erasmus teachers tend to be around 31-60 years old. The share of those older than that has been rather scarce.

The institution Erasmus teaching staff most often come from is the University of Tartu (25%), the largest HEI in Estonia. Although the second largest university of Estonia is Tallinn University of Technology, the share of teaching staff participating from this HEI is only 7% of total Erasmus teaching staff participants. In contrast, participation rates are greater than expected (based on institution size) for smaller HEIs like the Academy of Music and Theatre (10%), Academy of Arts (9%), and Tallinn Health College (5%).

The subject areas of Erasmus teaching staff represent tend to resemble those of students. Similarly to Erasmus students, the active areas participating in mobility are art and design (in total 24% of total Erasmus teachers), languages and philosophy (16%), social sciences (11%). Medical sciences (11%) are also popular – this is different from student subject areas. The least active areas where participation has been very modest are agricultural sciences (0.7%),

³⁵ Statistics Estonia. <http://pub.stat.ee/px-web.2001/Database/Sotsiaalelu/Sotsiaalelu.asp> (June 20, 2007).

³⁶ Tina, Annika, and Eve Tõnisson. Ministry of Education and Research. 2007. *Statistical Overview of Students in Higher Education Study Programmes*. <http://www.hm.ee/index.php?popup=download&id=5810> (26.06.2007).

architecture (1%), and natural sciences (1%). Again, many of those are similar to those of students.

Organizations reached

The overview in Annex 9 reveals which organizations have Leonardo and Socrates actually been able to reach.

LEONARDO

Overall, as Leonardo targets first of all vocational education and training institutions, it is natural that education has been the most often represented sector of activity. In total, according to the data available, 42% of institutions have been representing education institutions. Education is followed by manufacturing with the share of 21% in total number of sending organizations.

The typology of sending organizations shows that, as expected, based on the nature of the Leonardo programme, the majority of organizations are training and education organizations, followed by universities.

SOCRATES

Annex 9 provides a detailed overview of organizations reached through partnerships. The following will outline the main points. It also outlines the typology of successful and unsuccessful organisations by role in the project (partner vs coordinator).

Overall, Estonian schools taking part in Comenius partnerships tend to be partner organizations. In 93% of the cases, the schools have been partners.

Schools participating in **Comenius** school development projects have been all, except 2 cases, partners. Only in 2006, two schools assumed the role of a coordinator. The fact that Estonian schools tend to be rather partners than coordinators holds also in case of school projects and language projects. Only in 26 projects out of 309 have Estonian schools acted as coordinators. In language projects, there have been 3 projects out of 9 where the leading role has been taken by Estonian schools. Data show that coordination has become more popular in the last year. The overview of unsuccessful partnerships outlines that the proportions between partners and coordinators have been largely same as in case of successful partnerships. There have altogether been 4 Comenius school development projects with Estonian schools as coordinators turned down. 3 projects in school projects where Estonian organizations have been wanting to assume the role of a coordinator were denied. In language projects the number of projects where Estonian organizations have wanted to coordinate the projects has been somewhat greater – 6 altogether.

Data show that usually the schools awarded Comenius partnership grant are general secondary schools (51%) and primary schools (28%). This applies for all Comenius partnership types. Other organizations are less frequently represented. It could be brought out that Comenius grant has been awarded for schools with learners with special learning needs twice in school development projects, and 22 times in school projects.

Estonian organizations taking part in Grundtvig partnerships tend to be partners rather than coordinators. Only in 2005 and 2006 were 6 and 7 projects respectively supported where the Estonian organizations acted as coordinators. The overview of unsuccessful partnerships reflects that most organizations turned down have wanted to be partner organizations rather than coordinators.

Grundtvig partnerships initiated by vocational schools/ adult or continuing education providers have been most often approved (15%). Other organizations most commonly supported are cultural organizations, and non-profit adult/continuing education providers.

Motivations to participate

The motivations inducing players to take part in the programmes are at large defined by the programme objectives themselves. If, for example, the objective of Arion is to allow the exchange of information, experience and best practice and to gain closer insight into the specific European education systems or themes, then it is natural that participants state these very aspects as their main motivations.

Hence the Estonian players outlined the following motivations for participating during their interviews and in their reports.

LEONARDO

The prerequisite of Leonardo development projects is the existence of a clear and particular need that is addressed through the international project. Therefore, quite naturally, the participants in Leonardo development projects initiated their projects to meet their specific needs:

- Two Leonardo projects address the need for a new **curriculum** and the respective contemporary **teaching and learning materials**. In case of one project, the need across Europe became apparent as classical tourism has become exhaustive for the environment. Europe needs to start educating a new generation of responsible tourists whose actions are environmentally friendly. This requires preparing and educating people with specific knowledge in ecotourism (e.g guides). For the Estonian project partner the need also stemmed from the school's need for further specialization and new knowledge.
- One Leonardo project was initiated due to the external pressure for Tallinn University of Technology (TUT) Kuressaare College. The electronics companies in the region (on the Island of Saaremaa) turned to the college because of their extensive need for **medium-level electronics specialists**. The activities of Saaremaa electronics companies are particularly constrained by local circumstances (limited labour market) therefore they must be especially active to make the local education serve their needs.
- One project became a project as the result of low coordinating activities between Estonian higher education institutions. As Estonian higher education institutions are very autonomous by nature, the level of coordination in the field of language teaching and certification is very low. This in turn creates a situation where the grades and certificates of students from different institutions are not comparable as the content and certification criteria are not public. In addition, the higher education institutions have to certify the language skills of foreign students, to plan their language learning.

All this created the **need for clarity, transparency and unification** in the field of language training/language courses (content and exam criteria).

- One project stemmed from the need for improved **access to training and retraining of people in rural areas** and from the need for **a comprehensive solution regarding training materials and a training course** in order to support the development of the region. Project aimed to increase employability, access to training, improve competencies and increase competitiveness in the tourism and handicraft sector.
- One project addressed the problem of **bottlenecks in education and training system vis-à-vis the existing private sector labour force needs**. The partners took part in the programme to contribute to the development of education and training systems according to the needs of the economy. The partners came together to develop a combined environment for information processing to be used in the fields of job seeking/offering, teaching/training and qualification standards in the particular sector.

The organizations participating in placement projects did so because international placement provides access to internship not largely available in Estonia together with high-quality supervision; offers an opportunity to motivate young employees and provides good examples for future work; the field itself requires passing an internship and places for that are not readily available here, in addition to the fact that in some areas internship is impossible in Estonia; students initiated the projects; there had been no opportunities for transnational placements; foreign partners suggested participating.

Exchange projects were initiated because of the need to get an idea of how vocational education functions in other countries; to improve the knowledge and employability of teachers; provide a work experience for people with special needs together with developing their independence and self-efficacy; and improve the quality of education and training in an organization.

SOCRATES

Estonian **Comenius schools** saw the programme as an opportunity to advance international contacts and cooperation; subject pupils and teachers to an experience of intercultural cooperation together with developing knowledge in a particular subject; increase the level of interdisciplinarity in school through greater cooperation between teachers; learn and practice foreign language; experience foreign countries; motivate pupils and teachers; develop ICT skills; test new ideas at school.

Erasmus participants in teacher mobility have brought out in the web survey that through their exchanges they expected to acquire new skills and knowledge, enrich the content of courses and extend the choice of courses in their institution; intensify relation with their partner organization; share their own knowledge, skills and experience; get new information about successful practices and approaches in another country; get to know another culture and ways of thinking, raise interest towards Estonian culture and the system of higher education; develop professional career and further career chances.

Erasmus students revealed in the focus groups that the motivations for participation were: to acquire foreign language competencies; Erasmus was the only way of financing his/her studies abroad; need for change of environment due to high levels of routine; not having been abroad

for several years; wish to extend studies as 3 years in baccalaureate studies seemed too short; fulfil my dreams; raise motivation; to return to a loved country; get to know another culture; initiation by school; develop professional skills, e.g in art or translation; friends suggested.

On **the institutional level**, participation in **Erasmus** scheme is a part of the internationalization strategies of institutions of higher education. Erasmus is an opportunity for providing more students with international study experience, more teachers with international teaching experience and extending the range of partner organizations. For teachers Erasmus is a source of intensified cooperation. For institutions of higher education it can be said that participation in Erasmus has become a natural activity for HEI-s.

Grundtvig participants in partnerships decided to apply for the grant because they recognized that this is an opportunity to acquire professional knowledge and access European experience; come together to share experience, ideas and encourage new thinking; and test new ideas (e.g inclusion of disadvantaged individuals into training through culture).

Participants in **individual training grants** admitted in the web survey that their participation was motivated by the following: acquire new knowledge and skills; get information about successful practices and approaches in other countries; get to know another culture and way of thinking; develop language competencies. But it was also a chance to disseminate their own professional knowledge and experience, to raise interest towards Estonian culture and education and develop the European dimension in education/training.

Interviewees claimed that they took part in the individual mobility to acquire new experience, contacts, know-how from other European countries (e.g formal and non-formal training opportunities, combining ICT and language learning, educating learners with special needs, educating non-native learners, contemporary language teaching methods, learning strategies, mentoring in teacher training), be familiar with European trends, see practical solutions at work in their particular fields (e.g quality assurance), compare their own activities to European colleagues and get feedback to their questions. Many have brought out that their home institutions often hold training courses for the whole school staff, which might not always meet individual training needs. Therefore many teachers/trainers have applied for a Comenius/Grundtvig/Arion training grant to meet their personal training needs. Some brought out that participation in a training course is an opportunity to get new contacts, find ways for international communication and raise intercultural awareness of learners of their institution. An experience of being in a specific language context is especially important for language teachers. Of course, getting to know other cultures and getting out of school routine has been among other motivations.

Participants in Socrates centralized projects (Comenius 2.1, Erasmus IP, Grundtvig 1, Lingua 1, Lingua 2, Minerva) have pointed out the following motivations: create a profitable interactive language course in internet; assist prospective language learners with useful information and support; provide know-how to pre-school teachers about new immigrants' education; improve training of adult trainers; bring new professional knowledge to learners and teachers; support e-learning; develop ICT in higher education, co-fund a local initiative.

Consistency and synergy with other initiatives

A large part of Estonian organizations participating in the programmes are rather small by nature, especially on European scale, and generally not very experienced in transnational cooperation. As a result, simultaneous participation in more than one project is not very likely in most organizations. Only larger organizations like universities or vocational training centres are able to manage parallel projects to Leonardo and Socrates. They usually participate additionally in initiatives like ESF, Phare, Tempus, the Nordic Council scholarships. Still, these mentioned initiatives are generally not used to co-finance Leonardo and Socrates projects.

Furthermore, consistency and synergy with other initiatives could also be observed at programme management level. In Estonia, the implementation of several education and research programmes (Socrates, Youth, Erasmus Mundus, Tempus, the EU Framework Programmes and several national academic mobility schemes) takes place in one organization, namely Archimedes Foundation, facilitating synergy and cooperation (e.g in the form of joint information sharing events) across different measures. Contacts between the Socrates and Leonardo NA-s have also been very tight in Estonia and now the cooperation is even closer as since 2007 the Leonardo NA has moved to Archimedes Foundation to facilitate the management of the new integrated Lifelong Learning Programme.

Other financing

The contribution of Community funding through Socrates and Leonardo could be regarded extremely significant when the award of Community funding is able to attract funding from other sources to magnify the effect of initial funding. In Estonia the community funds have not served as a catalyst for obtaining other sources of financing because the availability of other sources of funding is rather limited.

The interviews with beneficiaries suggest that Community funds are the primary source of supporting the particular development needs of participating organizations. Still, interviews demonstrate that sometimes beneficiaries are able to raise additional support for their projects. Even though, support might be in non-monetary form. The interviews carried out during the impact assessment have outlined the following aspects regarding additional financing.

One Leonardo pilot project was supported by the British Council and ELTEX during the project preparation and initiation phase, receiving support for organizing meetings with project partners.

Participants in Leonardo placement projects have received occasional support from placement organizations for covering the additional costs of accommodation, language courses, local transportation, meals, local sightseeing and cultural events. A few have also received compensation for work from host organizations during placement.

In Comenius, there have been cases where local governments have provided support for school projects. In 2002 and 2003, for instance, two local governments supported projects with approximately 5 000 EUR and 3 500 EUR respectively. Otherwise it is more common

that Comenius projects are supported by local governments, organizations and parents through non-financial means, e.g providing free rooms for holding events, local transportation, etc.

Participants in Erasmus student exchanges are sometimes additionally supported by host institutions. Participants from International University of Audentes have been awarded scholarships by German partner institutions (300 Euros). The Estonian Academy of Music and Theatre has been receiving additional support from the Cultural Endowment of Estonia (Eesti Kultuurkapital) for student scholarships. The analysis does also show that students additionally finance their studies from their personal resources. Participants in teacher mobility are occasionally supported by their home institution; some are able to additionally finance their exchanges through R&D grants or Cultural Endowment of Estonia.

In Grundtvig one partnership was supported by MER though the Council of Gambling Tax to carry out cultural training courses; Tartu County Employment Office financed implementation of training plans; Foundation Look@World (Vaata Maaailma) supported an ICT basic course; Tartu City Museum carried out a drama course; Tartu City Library introduced the library services. Other Grundtvig partnerships were not financially supported; One project was helped by Tallinn Central Library introducing library services to adult learners.

Participants in individual training grants are also sometimes supported by their home organizations helping to cover daily allowances or some other costs related to training or visit.

The analyzed Socrates centralized projects suggest that additional funding tends to be rather unusual in these large projects. Organizations tend to match European funding with their own resources, additional funding is complicated to find. A good example of diversifying funding is the Erasmus IP project “Crossing Borders” of the Estonian Academy of Music and Theatre, which was additionally supported by embassies located in Estonia, Cultural Endowment of Estonia, and MER. As concerts are part of the project, it is possible to find support from cultural funds.

Mobility across countries

LEONARDO

Annex 10 shows the variety of countries chosen as destination countries by Leonardo beneficiaries. The range of countries represented is rather wide; altogether 24 different European countries are represented. The most popular destinations have been Germany and Finland where almost 60% of all participants have carried out their exchanges or placements. Other countries are considerably less represented, according to the data available. The popularity of Germany and Finland is not surprising as Germany is well-known in Europe for its highly-developed vocational education and training system. Finland, probably set as an example in almost every aspect in Estonia, is culturally and geographically very close to Estonia and is also highly recognized for its success in the education sector.

SOCRATES

The overview of destinations of mobility (See Annex 10) in Socrates demonstrates that a great variety of countries are represented among destinations. This reflects well the scope of European dimension added through mobility activities.

Comenius participants in **in-service training** passed their courses in 21 different countries, the most popular destination being the United Kingdom. The latter hosted almost 70% of courses Estonian participants chose to participate in.

Grundtvig mobility grants took beneficiaries to 21 countries. Again, the United Kingdom (share 17%) has been the destination receiving the greatest number of participants. The United Kingdom is followed by Germany and Italy.

The most popular **Arion** study visit destinations have been the United Kingdom (21%), Italy (19%) and Spain 12%). Altogether, Arion study visits have brought Estonian education decision-makers to 21 different countries.

The top **Erasmus** host countries of Erasmus students are Finland, which during the very first years received one third of all Estonian Erasmus students. During the last years the share of Finland has decreased to 15%. Finland is followed by Germany (15%), France (11%), Italy (8%), and Sweden (8%). Altogether, Erasmus students have studied in 26 different countries.

Finland has been the most popular destination of mobility among teaching staff, too. At the beginning of the second phase, Finland received half of the Estonian Erasmus teaching staff. By 2005, the share of Finland had diminished to 36%. Finland is followed by Germany, whose share has been quite stable across the years (around 13%), and the United Kingdom. All in all, Erasmus teachers have been sent to 25 countries.

In Erasmus mobility the variety of destination countries was smaller until 2004, because the cooperation of Estonian universities in Erasmus mobility was not possible with candidate countries and EEA/EFTA countries, so since 2004 as Estonia became a full member of the EU, several new destination countries were available, like in student mobility Norway, Poland and Bulgaria and in teaching staff mobility neighbouring countries Latvia and Lithuania also became popular.

This overview suggests that although mobility in different measures still tends to be concentrated in a few specific countries, the spectre of countries represented is still rather wide.

Dissemination and exploitation

The Leonardo National Agency as well as the Socrates National Agency have both been taking advantage of different kinds of communication channels, taking into account the possibilities and resources of different target groups. The primary source of information through which dissemination takes place is certainly the web-site of the programme. Active use of Internet by Estonians has increased the significance of web-based information. In addition to web-based information sharing and dissemination, every year big information seminars with sometimes approximately 120-180 participants have been held in various regions of Estonia and in bigger towns of Tallinn and Tartu, usually offering a lecture by an interesting guest speaker (e.g. a mobility theoretic, former beneficiaries from Estonia or other countries).

In autumn 2005 the Socrates NA set grounds for a new tradition – Socrates EXPRO – exposition of project results of all Socrates actions over the years Socrates has been implemented in Estonia: exposition and presentations of best practises and project results, infodesk, workshops, award ceremonies to acknowledge best projects and winners of contests organised for pupils. This event proved to be so successful and well anticipated by people, that it was also organised in 2006; this time in cooperation with the Leonardo Estonian NA and was called Education Cooperation EXPRO to promote the results of educational programmes altogether to find a broader response among Estonian society and to raise awareness about the end of II phase of the programmes and of the new joint European Lifelong Learning Programme.

In addition to several traditional information sources like leaflets, booklets, newsletters, newspapers (e.g Teachers Weekly), electronic mailing lists have been set up and used for information and dissemination. Some target groups without access to Internet have been reached via regular mail; target groups in North Eastern Estonia, the Russian speaking region, have been for example contacted through documents translated into Russian by the Socrates and Leonardo National Agencies. Furthermore, the national agencies have also published stories of former beneficiaries to inspire future applicants.

The following will outline the overview of dissemination and exploitation activities of programmes' beneficiaries.

LEONARDO

Leonardo development projects have taken advantage of different sources of dissemination and exploitation. It is common that dissemination is carried out through project web-sites, various events, e.g Leonardo conferences, EXPRO exhibitions organised jointly with Socrates NA, international conferences, meetings, publications, e.g articles in ELTEX list, marketing report, professional journals, organization newspapers, local newspapers; personal contacts with partner organizations, local government and central government officials. One project also received TV broadcast time in the national channel.

Leonardo also has a results and products database³⁷ set up on the Commission level. Although it does not provide complete information on Estonian projects and their results, it does introduce at least some of the projects and their results. Still, efforts should be made to keep the database updated and follow-up data regarding the project success would be especially valuable.

Organizations participating in Leonardo mobility activities tend to use rather similar ways of dissemination. It is common that experiences from mobility are shared with other organization members. Some projects were also able to attract larger scale attention. Namely, members of one project participated in a regular TV show for deaf people in a German TV channel and were interviewed by a Russian TV channel. One project received media attention in Finland,

³⁷ European Commission. Directorate-Generale for Education and Culture. Leonardo da Vinci, Community Vocational Training Action Programme. Second Phase : 2000-2006. Results and Products Database. http://ec.europa.eu/education/programmes/leonardo/new/leonardo2/products/recherche_prod_en2000_all.cfm (20.06.2007).

where articles regarding the mobility project were published. Some have also contacted the Estonian Association of Employers and professional associations to disseminate project experience. Dissemination and communication with employers can be considered a good practice regarding the urgent need for qualified labour force in Estonia. This source of dissemination should be taken as an example by other organizers of placement projects.

SOCRATES

Dissemination in case of **Comenius** and **Grundtvig** partnerships has been carried out in a similar way as the programmes are not that different in regard of their structure and management principles. The main dissemination channels have been various publications, partner organizations, networks and various events, the most popular of them being EXPRO. Comenius partnerships provided its participants with such overwhelming experience that it had to be shared with wide audiences. In addition to quite traditional dissemination forms like school information stands, seminars, web-pages, school newspapers, information and experiences were shared through newspapers at local, county and state level. Some partnerships had a chance to communicate their ideas through radio and TV. Teachers have been sharing their reflections during teachers' conferences and meetings. Two partnerships introduced their projects at the Comenius Week in Brussels. The project of Ülenurme Gymnasium, addressing the ideas of Pierre de Coubertin in a cooperatively published book, will be shared with the Estonian Olympic Academy. The same project also published a sports dictionary in six languages which has attracted the attention of universities teaching sport in Tartu and Tallinn.

Erasmus teachers tend to disseminate their experience from exchange first of all among colleagues and their head of departments, shows the web survey. This is mostly being done in oral form.

In addition to formal reports, which Erasmus students have to fill in, dissemination and feedback has been organized in various forms. In one institution students are required to write an essay about their Erasmus exchange displayed publicly on the institutional web-site. Essays and photos of exchange are also publicized in an institutional newspaper. Some institutions hold once or twice a year Erasmus information days where students' experiences are shared. It is also common that students with Erasmus experience advise and tutor future Erasmus participants. In one institution personal interviews are held between the Erasmus coordinator and the beneficiary.

Beneficiaries of **individual training grants**, as the web survey shows, often share their experience among colleagues in their organizations, mostly in oral form during seminars or meetings but also through memos in case of larger organizations. Many hold presentations to members of their organization, write articles to local newspapers or discuss their experience among professional associations. Sometimes beneficiaries have held a training course in their organization, indicating the extent of new knowledge received from the training course. Passing on received knowledge through a course carried out inside an organization should be used often, especially in case of topics dealing with issues related to all members of organization (e.g mentoring or learners with special needs).

Many Arion participants share their experience in seminars and conferences bringing together education decision-makers and experts all over the country. Those Arion participants who act also as trainers or are educators at higher education institutions do disseminate acquired knowledge in their lectures or training sessions. And lastly, it is quite common to share experience in a *Teachers Weekly*³⁸.

Dissemination activities taken up by participants in **centralized measures** are similar to those characterized above. Web-sites, publications (like newspaper articles, yearbooks), meetings, conferences, professional networks, communities or organizations are commonly cited dissemination sources. One organization mentioned also advertisements. Centralized measures address rather extensive projects with a significant European meaning. Still, the programme does not place too much value on the actual dissemination of results, especially products, providing funding for particular dissemination activities. Several participants admitted that dissemination has been carried out with their own resources and that this should actually be financially supported. The insignificant role of dissemination of products in the programme is well illustrated by the inadequate ISOC (Socrates projects database)³⁹ web page, which does not provide any information on the products introduced through the analyzed projects, not to mention their results.

³⁸ For instance, the article by Jaak Viller. 2007. "Five Days in the Basque Education Life." In *Teachers Weekly* May 11. <http://www.opleht.ee/Arhiiv/2007/11.05.07/elu/5.shtml> (30.05.2007).

³⁹ ISOC – Socrates Projects Database, <http://www.isoc.siu.no/isocii.nsf> (14.06. 2007).

4. Impact of Programmes and Actions

This section will outline an overview of impacts of Leonardo and Socrates. The European Commission guidelines emphasize the essential role of calling on opinions of programme participants, thus underlining the qualitative nature of the reports. Impacts are observed on individual, institutional, national and European level. Prior to that, overview regarding beneficiaries' opinions about the additionality of the programmes is brought out to illustrate whether the programmes have been facilitating activities which would not have been otherwise carried out.

The interviewees were asked whether they would have participated in their particular project or similar one without the support of Socrates/Leonardo. The participants in Leonardo development projects recognized the importance of the programme funding: two admitted that without Leonardo they would not have been able to participate in their projects; one project would have probably had a significantly smaller scope (probably with the support of Socrates programme). Two projects would probably have been carried out on a smaller scale and without an international dimension and know-how. Leonardo mobility participants also claim that the program has been instrumental in meeting their needs. The organizations would not have been able to carry out their mobility projects like they have without Leonardo support. Those who could have been able to carry out similar mobility projects would never have come close to that kind of scope.

Erasmus students' opinions (collected through focus group interviews) regarding the additionality of the programme, show that it is not another programme among many others similar to that. Many think that their exchanges would not have been possible without Erasmus grant, others had the opinion that they would have probably found an alternative way of financing their studies abroad but this would have been more complicated (e.g required language tests⁴⁰). In addition, the students did not seem very much aware of other alternative financing mechanisms. Erasmus teachers' opinions from the web survey also support the claim that the additionality of the programme is considerable. A number of Erasmus teachers would probably not have participated in the exchange without the support of the programme.

The analysis of additionality proves that schools would not be able to participate without the support from Socrates. Although some schools have participated earlier in a few projects and many schools do have friendship school abroad, international cooperation tends to be otherwise rather passive. If it exists, it could be in the form of exchanging information between teachers and sending e-mails but the scope at school level tends to be rather limited. The obvious reason being the lack of resources to support more active cooperation. Mobility of a number of teachers and pupils to give cooperation a substantial content is quite unlikely, especially in rural regions. Therefore the opportunity to experience real cooperation is clearly necessary to link Estonian schools with the rest of Europe. Another aspect relates to the need to retrain teachers and raise the level of competence. As Comenius projects are greatly educating by nature, Estonian schools can meet their need for teacher retraining. Interviews

⁴⁰ Actually, the status of Erasmus student gives several privileges, the most important being the exemption of the Erasmus student from paying the tuition fee.

with participants suggest that Comenius projects have helped them to acquire equipment and teaching materials, exchange knowledge and experience, learn more about Europe and its cultures, pay attention to new learning methods and teaching of values.

In Grundtvig, two projects would probably not have realized without Socrates grant, one project would have had considerably smaller scale. In case of centralized projects the analysis of additionality reflects the importance of European funding by these initiatives. Even though some participants were aware of possible alternative funding mechanisms for realizing their ideas and meeting their needs, they were confident that the scope of projects would have been clearly more limited and the projects would have realized later.

The overview of opinions suggests that the extent of additionality has been high and without the support provided by the programmes many results would not have been realized. Projects that would have realized without support from the programmes would have missed the critical European added-value.

Mobility activities

The benefits of transnational mobility were outlined earlier. As said, mobility is valuable for contributing to the advancement of key competences of individuals. Through transnational mobility individuals are expected to learn to use tools interactively, to interact better in heterogeneous groups and at the same time act autonomously. The following will bring out what participants in Leonardo and Socrates mobility have gained through their exchanges or placement and whether improvement in key competencies can be observed.

LEONARDO

The aim of Leonardo mobility is to **strengthen the European dimension** of initial and continuing vocational training, to encourage people to **gain experience** in activities involving theory and practice, particularly work-linked training, to **develop language skills** and **transnational contacts** and facilitate **exchanges of good practice** for trainers and human resource managers. In addition, mobility is expected to **consolidate transnational cooperation**. The analysis points out whether change in these has been observed or not.

The overview of Leonardo impacts on its individual mobility beneficiaries is based on the interviews with representatives of participating organizations and the analysis of participants' Rap4Leo reports (See the overview from Annex 11 which provides detailed results). The 2005 sample subjected to analysis was rather representative of the Leonardo mobility participants as the proportions of specific analyzed reports corresponded well to the general distribution of beneficiaries. INS (trainers and human resource managers) and IVT (people in initial vocational training) participants have been making up around 70% of all participants in Leonardo mobility activities and the share of these particular reports analyzed did correspond to this share. The following will mainly be based on the evaluations of these two groups. The data regarding the other three groups is provided in Annex 11.

An evaluation of an exchange or placement project is usually shaped by different factors. It can be expected that various aspects more or less directly related to an exchange or placement (e.g placement organization, preparation, supervision, travel arrangements, etc) do affect the assessment given to the mobility experience. Keeping this in mind and providing some

context to the participants' personal evaluations, a short overview of the so-called context factors is outlined below.

Preparation for an exchange or placement is clearly vital from the point of view of a participant as it directly determines the preparedness for taking advantage of the visit. Well-prepared participants are more likely to adapt quickly with local life and conditions, at the same time experiencing lower levels stress due to new circumstances. Preparation is especially important for groups of participants (IVT, STU, WOR) taking part in placement activities as this involves taking part in actual work activities. This, in turn, requires higher levels of knowledge and information from the participants.

The content of **preparation** usually involves language classes, when necessary, and all kind of practical information about local life, culture, traditions, work ethic, etc to get integrated into local life. The participants in placement activities tend to evaluate their preparation highly. There are only a few participants who are not satisfied with the preparation. 70% of IVT participants are overall satisfied or completely satisfied with the preparation (compared to those 4.2% who are not satisfied at all or not satisfied). The source of greatest dissatisfaction seems to be language preparation in occupational field (18% of IVT participants reflect dissatisfaction in this aspect). Still, interviews reveal that some participating organizations have regarded this aspect important. For instance, one organization has provided its members with an informal professional dictionary. On the other hand, the participants seem to have been rather well prepared with necessary information concerning local life as the share of dissatisfied is only 8.4% while the share of those pleased with this is 69%.

INS participants also tend to be pleased with their preparation, demonstrating high satisfaction levels: more than 90% of individuals are satisfied or completely satisfied with their preparation for the exchange.

Besides preparation, the **content of placement** does greatly affect the effectiveness of the process. The reviewed reports demonstrate high levels of satisfaction with the content of placements. Overall 62.9% of IVT participants are completely satisfied with their placement. Adding to this persons satisfied (24.6%), demonstrates the share of 87.5% with positive satisfaction levels. In contrast to this, only 3% of IVT participants express dissatisfaction. Satisfaction with content of placement suggests that participating organizations have done good prior work with the choice of placement organizations.

When looking at different aspects of placement content, it can be seen that satisfaction is high across factors, except more mixed views regarding the duration of the placements. Participants tend to be pleased with the choice of the placement organization, the suitability of the placement for the training needs, the clarity of assignments, the consistency of training and placement assignments, the availability of proper equipment, the availability of a supervisor, and the support from the sending organization. Somewhat mixed attitudes were expressed concerning the duration of the placement: 64% of IVT participants demonstrated satisfaction, whereas 11.4% were dissatisfied and 24% regarded the duration more or less satisfactory. This implies that different types of placements require varying time periods to complete and maybe that more flexibility is required in this aspect. The comments from the reports suggest that some regarded the placement period too long while others too short. The comments suggest

that those wishing the placement period to be longer tend to outnumber those preferring shorter periods.

In case of INS the satisfaction levels are even more impressive. The overall satisfaction with the exchange is slightly more than 90%⁴¹, in contrast to only a few evaluations containing negative satisfaction levels. Satisfaction with different aspects of exchange – suitability of organization, clarity of objectives and work programme, adequacy of exchange duration – is also at a comparable level, varying between 80-90%. Again somewhat more variability exists regarding duration of the visit.

Satisfaction with **practical arrangements**, especially the adequacy of financial support, when abroad, does also pave the way for successful placements. The analysis demonstrates again high levels of satisfaction: 82.7% of IVT participants are completely satisfied or satisfied with the provided Leonardo grant. Three quarters of participants also seem to be pleased with the grant for accommodation, travel arrangements, assistance abroad and with the activities of both sending and hosting organizations. Attitudes are more varying in the aspect of opportunities concerning integration into local life.

Similarly to IVT participants, INS beneficiaries demonstrate high levels of satisfaction with Leonardo grant. More than 85% of participants are satisfied or completely satisfied with the grant. In addition, very high recognition is expressed in regard of the activities of both sending and host organizations (satisfaction over 91%). Somewhat lower satisfaction can be observed in the aspects of accommodation and subsistence grant and travel arrangements (83-84% satisfied or completely satisfied). The most mixed are opinions regarding available assistance abroad. The number of people expressing dissatisfaction is again marginal.

The analysis has brought out that satisfaction levels are very high among participants. Still, there have been a few cases where participants have returned with feelings of disappointment and low levels of satisfaction. For instance, during the analysis a case caught an eye, where a student's placement did not contain any of the expected activities. She was treated as free labour and was subjected to all kinds of duties regardless of her professional preparation. But these kinds of cases have been rather scarce. As a result, the overall high satisfaction with the placement together with positive preparation lays a good foundation for effective placement experience. In this regard, the expected impact of the placements should be quite significant.

The analysis supports well these assumptions as the overall level of **satisfaction with placement outcomes** is extremely high. There are almost no negative opinions regarding the overall satisfaction with outcomes. The share of IVT participants who are completely satisfied or satisfied with the outcomes is 89.5% (the average evaluation being 4.5 out of 5). The different aspects of impact measured in reports also reveal encouraging impacts.

⁴¹ The evaluations “completely satisfied/agree” and “satisfied/agree” are combined to reflect a positive evaluation. The same applies for evaluations “not satisfied at all/do not agree at all” and “not satisfied/do not agree” which reflect negative evaluations.

In the area of **professional competencies**, the IVT participants reveal that they have acquired new techniques and methods as well as new professional skills. The share of those noticing improvement in these aspects is 80% among IVT participants (the mean evaluation being 4.2 out of 5). The share of those noticing some improvement is around 15% while the share of those who admit acquiring few new skills or techniques is around 5%.

The results from interviews also demonstrate professional improvement. Placements have been able to provide new knowledge, offered a possibility to validate the acquired skills and raised further or new interest in professional field. For some, placements have led to job offers abroad, confirming the level of improvement of individual skills.

In case of INS, participants seem to place great professional value on exchange experience. Slightly more than 80% agree or agree completely that they got to know another system of VET/lifelong learning/guidance. More than 70% discovered new aspects, techniques, methodologies, etc and gathered useful teaching materials and relevant documents. Besides that participants admit that as the result of the exchange they understand better the demands of employers and the labour market (69.6%) and the role of training and practice in VET (76.8%). All this contributes to professional competencies and the quality of teaching and learning in VET institutions. The low share of persons pessimistic about professional outcomes underlines the fact that exchanges are a great source of potential professional improvement. The share of those placing somewhat modest professional value on exchanges (16-28%) might suggest that some INS participants are already well-educated in these aspects; access to professional knowledge is good in Estonia or that the duration of exchange was not long enough to acquire anything totally new.

Interviews also suggest that exchanges have had an effect on professional knowledge. Participants have received new ideas concerning teaching methods and materials, how teaching and learning could be made more effective. In addition, exchanges have initiated changes into curricula, practice models or training.

INS participants were also asked whether they did develop **useful contacts** for future international partnerships and whether these contacts are expected to be developed further. A quite large share of participants mentioned that they did develop useful international contacts (70.4% agreed or agreed completely with the statement) and a great majority intends to develop these contacts further (68.8%). Only a few claimed that no useful contacts were developed.

Interviews also support the fact that exchanges have proved to be useful for further contacts and transnational cooperation. It is common that exchanges have led to new and more numerous projects and initiations.

A great number of participants also have noticed improvement in foreign **language competencies**. More than 70% of IVT participants agree that they can express themselves better in another language after the placement while less than 5% could see any improvement in this aspect. As INS participants tend to spend considerably shorter periods abroad, it could be expected that they might not notice such a great effect on language skills. Hence 67% of INS participants agree that they did develop general linguistic competences and 56.8% agreed

that they developed linguistic competences in their professional field. Again, the number of those admitting not to have acquired linguistic competences is low. Due to that there is a quite large share of persons who more or less agree that they have acquired language competences.

Interviews bring out that in case of INS mobility, the opportunity to practice foreign language is much appreciated by participants. This does suggest that improvement in language skills could be observed, although the length of exchanges is not very extensive. Organizations sending out IVT participants recognize the positive change in language skills.

The mastery of foreign language is a factor contributing to the improvement of **personal competencies**, which, as data show, has been positively affected. Work and life in a foreign setting does provide participants with invaluable experience boosting their self-confidence, understanding of others and outlook on future life. Participants' evaluations confirm this clearly: 88% of IVT participants notice increase in confidence levels, 74% believe they understand better other people, 80% consider working in another country a future possibility.

Placements have also a positive effect on learning motivation as a considerable number of participants admit feeling more interesting in their training as the result of their placement. More than 72% of IVT participants notice higher learning motivation while only 3% do not notice such change.

Interviews do confirm these findings, suggesting that IVT participants return with vastly improved social skills, increased levels of openness and self-efficacy. One organization has pointed out that they have witnessed a total change in personality of participants. For instance, a problematic person returned as a well-socialized and matured individual.

Besides learning motivation, individuals see a connection between the placement and future activities. Placement experience is evaluated to be useful both for future studies and for finding a job. The former is noticed by 78% of IVT participants while the latter is claimed by more than 83%. The fact that the participants notice a positive relation between placement in a foreign country and increased career chances suggests that Leonardo placement do have a favourable effect on participants' career chances. As the impact assessment did not provide concrete data on the relation between Leonardo placements and exact career paths of participants, it is difficult to claim a direct effect but interviews suggest that the chances of those having been participated are higher than of those without this particular experience. There are cases where placement has led to a permanent job at the host organization.

Certification is an aspect directly related to future career opportunities. The ability to prove your qualification with a formal document is an advantage on the labour market as well as in future studies. The data from the reports demonstrates that different certifications have been provided, although there is room for improvement in this aspect. 64,5% of IVT participants did receive a certificate from a host organization, while 35% received one from an organization arranging placement, 14,4% received one from sending organization and 71,9% got the Europass Mobility certificate (the total of these percentages is more than 100% as some participants received more than one certificate).

These impacts at beneficiary level suggest also some **advantages for partner organizations** in mobility activities. It can be expected that increased learning motivation of students and higher levels of knowledge and skills have positive effect on learning and teaching processes of sending organizations. It is likely that students who have come back from placements with positive experience share this with their peers and teachers, suggesting changes into learning and teaching processes as well as future placement projects. Interviews have brought out that for a private company sending out participants for placements have brought along better image among international partners and recognition.

The reports from exchange projects of instructors and teachers do provide us with evidence that exchanges are a source of developing valuable contacts for future partnerships and that these new contacts are likely to initiate new lines of cooperation. Institutions participating in mobility projects do observe that participation helps to consolidate transnational cooperation. For instance, exchange of teachers has led to regular exchange of students between participating organizations paving the way for even more lasting partnerships.

It can be expected that the larger the number of students, teachers or instructors with foreign placement or exchange experiences the higher the possibility that mobility activities can bring about positive change in VET institutions.

On the institutional level some interviewees have noted that participation in transnational mobility has increased the image of organizations. VET institutions providing opportunities for transnational placements are potentially in a position to attract more and better applicants. The fact that European partners want to send their students to Estonia to carry out their placement does also contribute to the image of participating institutions.

To conclude the section on Leonardo mobility impacts, it can be seen that mobility has accrued various benefits for its beneficiaries. Participants have noticed improvement in professional, language and personal competencies. Practical validation of skills during placements has contributed to employability of individuals and increases the prospects of finding a better job. The strengthening of the European dimension of initial and vocational training can be observed as participants could place their knowledge, skills and experience into a European context. The contact with other European cultures, including work ethic, provided an additional dimension to the world view of participants. Participants have also gained valuable work-linked experience in activities involving theory and practice. Trainers and human resource managers have been able to exchange contacts and good-practices and consolidate cooperation. In conclusion, it can be said that Leonardo mobility has achieved the set objectives to a significant extent. Analysis also demonstrates that mobility is a valuable contributor to developing key competencies.

SOCRATES

The analysis of Socrates impacts is based on the results of a web survey, focus groups with Erasmus students, beneficiaries' reports and interviews as outlined earlier. The following will outline what Erasmus beneficiaries and participants in individual training grants claim to have benefitted from the mobility.

Erasmus

The objectives of **Erasmus student mobility** are:

- to enable students to benefit **linguistically, culturally and educationally** from the experience of other European countries and of their academic fields of study;
- to **promote cooperation** between institutions;
- to contribute to the **enrichment of the host school environment**;
- to contribute to the **enrichment of society** in general by developing a pool of well-qualified, open-minded and internationally experienced young people as future professionals;
- to contribute, where possible, to the costs of mobility and to help **facilitate a period of study abroad for students who otherwise might not be able to do so**;

To give a little background to the Erasmus exchanges, a few words are brought out here to characterize the overall satisfaction with exchanges. The focus group interviews suggest that students have experienced some challenges regarding organization of their mobility. Respondents have brought out that students could experience extensive bureaucratic procedures, different attitudes towards life and responsibilities, lack of information, locals' restricted knowledge about Estonia, problems with finding a suitable accommodation, financial difficulties, and less common requirements from teachers. Overall, the reflections were very positive and in case of interviewed students, nobody brought out that organization issues were a significant problem.

As claimed earlier, preparation prior to mobility does play a role in the success of mobility activities. Preparation is at the same time probably more important for younger students than older ones as older students tend to have more experience in life, including more contacts with representatives of other cultures, travel experience, and etc. Therefore it could be said that preparation is more vital for Leonardo participants (whose participants are mainly people in initial vocational training) than Erasmus students. Still, any preparation is helpful for integrating smoothly into local life contributing to lower levels of stress. Without preparation it is possible that situations, where a student expected to take classes in English in Italy discovered that this possibility barely exists, occur. Erasmus students had very mixed experiences with preparation. Many had contacts with a former Erasmus participant sharing his/her experience; some had language classes; one had a preparatory lecture. The participants generally admitted that there was no special preparation on the part of their home institution. At the same time several received useful information from the host school, some participants had an especially professional and supportive foreign students' office. The participants generally tended to hold an opinion that whenever they needed help, they could always ask for it in their host institution, not expecting any special preparation from their home institutions⁴².

Higher education institutions interviewed claimed that Estonian students are able to participate in information days; they are offered contacts of former Erasmus participants; and also help and advice from their Erasmus coordinator.

⁴² According to the Socrates NA the institutional Erasmus-coordinators at each home university are actually of great help to Erasmus students as they pay out grants, give academic consultation, help preparing learning agreements, guide in technical matters etc so their role in helping could not be underestimated.

As Erasmus is not a cultural program leaving professional aspects to the background, it is important to know to what extent did the learning experience of students differ from that in Estonia. Or in other words, to know to what extent new professional knowledge was acquired abroad, it is vital to know how much learning and studying took place at all. Many of Erasmus students admitted that their workload was smaller than in Estonia, even when they took part in a full study programme. At the same time some said that there was no remarkable difference in study process, one revealing that workload was double of that in Estonia. Therefore it is clear that experience regarding studying does depend greatly on an individual case. One participant claimed that the experience was totally different from what takes place in Estonia, as the goal of Erasmus was to look for inspiration for art studies. Many at the same time admitted that they did not intend to emphasise academic aspects during Erasmus exchange in the first place.

When **learning process** differed for some and not for others, then life beyond school was considerably different for most of the students. Travelling certainly being the number one difference compared to life in Estonia. One participant appreciated the favourable location of his destination (Austria), taking the chance of getting to know a number of European countries within a short period of time. Parties also tend to take place more often during Erasmus exchange. Many felt that life had the feel of real independence during Erasmus period. In general it could be told from the students' experience that time was made use of extensively to acquire new experience, especially in the social aspects.

As contacts with Erasmus students suggest, professional improvement may not always be particularly in the centre of Erasmus exchange. Still, this does not apply for everyone. Therefore it is natural that professional or academic improvement does not stand high among the list of received benefits. **Individual competencies and personal development** instead stand high in the students' list. These individual benefits include: improved communication skills; grown tolerance and understanding, independence, self-confidence, courage; ability to manage in stress situations and the knowing that one can manage; ability to express oneself better; ability to take initiative; ability to manage one's finances efficiently; enrichment through the culture, the language, the people; social network and friends. Many stated that through this experience they started to appreciate Estonia (e.g from the aspects of education, nature, low levels of bureaucracy) considerably more than before, revealing the growth in the sense of identity.

Improving **language competencies** of Europeans is one of the key elements of Socrates. Erasmus, offering a possibility to live and learn in a foreign language environment for an extended period of time, does lay a good basis for language learning. The Erasmus students' interviews suggest that exchanges do contribute to improved language competencies. Students not able to communicate in the language of their destination before exchange acquired language skills for everyday communication with one semester. Another semester was needed to acquire higher level skills. Students with previous language preparation mastered the language at a high level, getting rid of accent, improving language intuition, acquiring professional vocabulary.

In the **professional aspects**, the students did experience different ways of teaching (e.g home exams, oral exams, discussions, mass lectures, group work, and practical work). The Erasmus

students generally conceded that they did develop academically. Music students are, first of all, those concentrated on professional development because in their case exchange means going to practice under a particular teacher which also means a serious commitment. Students of other fields are not that constrained by this kind of individual approach and they can feel themselves more anonymous in school matters. Anyway, even if the students did not take subjects in their specific field and did not improve knowledge in that field, they did broaden their knowledge in related fields or in fields not represented at their home school. Many students claimed that they did not plan to take compulsory subjects during Erasmus exchange, rather wanted to complement their Estonian studies instead (e.g. lectures about national culture, singing lessons).

When asked whether the students conceive the exchange to have a value for their **employment opportunities**, they tend to see a positive relationship. Students with Erasmus experience tend to be regarded by employers as more active, goal-oriented, independent, and adaptable. International companies are thought to be especially interested in individuals with an international experience. Some, who do not see a very direct relationship between Erasmus and better employment opportunities, still concede that when language skills are important for a particular job, then Erasmus students do have an advantage. In regard of pay, no direct relationship is believed to exist by the students.

In regard of credit transfer, Erasmus students had varying experiences. One, for instance, claimed that due to differences in study programmes, she could not transfer any credits. Some said that their credits were transferred as electives but it was not a problem as they intended to take subjects not offered in Estonia. One at least said that credits were also transferred as compulsory subjects. In general, the students held the opinion that Erasmus study was intended to complement their Estonian studies not particularly substitute that. Therefore, they did not expect to receive compulsory credits.

Besides benefits outlined above Erasmus might carry a certain disadvantage challenging the goal of the programme. Namely, interviews with Erasmus participants suggest that the existence of numerous Erasmus students at one institution could create a situation where Erasmus students form a closed group having meagre contacts with local students and culture. This diverts the goal of Erasmus programme which intention is to contribute to intercultural relations between foreigners and locals. Some students were very conscious about this challenge and knowingly tried to establish contacts with locals to integrate fully into the local community. Others found the Erasmus international company even more interesting, offering contacts with several nationalities.

The interviewed Estonian institutions of higher education all agreed that Erasmus exchanges do contribute extensively to the development of individuals and organizations. According to the representatives of institutions the impact on students is extensive. Personal development is generally brought to the fore as students returning from Erasmus exchange are considerably more socially mature, open-minded, self-confident, active, and brave. Individual growth with broadened view on the world and network of contacts characterizes a European citizen with work and study opportunities available across Europe. In addition to personal growth, professional development and language competencies are also affected. Exchanges offer students to take courses not offered at their home institutions extending or deepening their

views in their particular fields. Advancement in professional knowledge depends largely on the motivation of an individual student and the particular institution a student comes from. For instance, in the Estonian Academy of Music and Theatre exchanges take place only when there is a matching student coming to Estonia. Therefore exchanges are personally arranged and students are sent to particular supervisors in host institutions. This places the professional content of the exchange in the centre of mobility.

Representatives of institutions are convinced that experience from Erasmus exchange does contribute to improved career opportunities of students. Erasmus provides students with courage and confidence to test themselves in the European labour market. This is true especially in case of particular fields, e.g. in music, where the labour market covers the whole Europe.

This analysis suggests that Erasmus student exchanges contributed in many ways to the goals set by the programme. Students have benefitted linguistically, culturally, academically and educationally (in wider sense of the word) from the mobility. With their participation in host school study processes they have enriched the environment in the host school. Mobility has contributed to the enrichment of Estonian society, as the result of exchanges we have greater number of young people who are open-minded and internationally experienced. The fact that participation in Erasmus still requires individual financial contribution from students to support their mobility, it can be seriously doubted whether the programme has facilitated a period of study abroad for students who otherwise might not be able to do so. Although interviews suggest that mobility without additional personal contribution is possible, the answers showed that personal financing is required. An important reason for that is the fact, that there are practically no additional programmes or schemes in Estonia for student mobility to support the Erasmus grant. This analysis did not address the issue of cooperation between institutions of higher education; therefore it is complicated to comment this here. Still, as the exchange of students presumes contacts between institutions, it can be expected that successful mobility advances institutional cooperation.

The goal of Erasmus was also the inclusion of 1% of students in transnational mobility. In 2006/07 Erasmus supported the mobility of 569 Estonian students – that is 0,9% of all students in Estonian higher education institutions in that year⁴³. Consequently, this goal is not fully met in Estonia, though the result here is rather close to the set target.

The objectives of **Erasmus teaching staff** mobility are:

- to provide teaching staff with **opportunities for professional and personal development**;
- to encourage universities to **broaden and enrich the range and content of courses** they offer;
- to **allow students who are not able to participate in a mobility scheme, to benefit from the knowledge and expertise of academic staff from universities** in other European countries;

⁴³ In 2006/06 Estonian HEIs had altogether 68 767 students according to Tina, Annika, and Eve Tõnisson. Ministry of Education and Research. 2007. *Statistical Overview of Students in Higher Education Study Programmes*. <http://www.hm.ee/index.php?popup=download&id=5810> (26.06.2007).

- to **consolidate links between institutions in different countries;**
- to **promote exchange of expertise and experience on pedagogical methods.**

Erasmus teachers' experience (See Annex 12 for results from the web survey) tells that generally the exchanges are successful as they tend to meet the participants' expectations and the objectives set to the exchange. In addition, the teachers participating did not experience any significant difficulties that could have challenged the possible impact of the exchange. The aspect worrying the teachers most was the inadequacy of the grant while there were no considerable difficulties related to interrupting commitments at home institution or finding replacement staff. Neither language nor social/family matters nor problems with host institution disturbed the exchanges. Interviews with representatives of institutions of higher education suggest that in some cases heavy work load of teachers could bring changes to plans. But in general exchanges take place according to plans, laying the foundation for successful and effective exchanges.

The beneficiaries of Erasmus teacher mobility recognize the exchange to be effective in many aspects. Although the answers do not underline the fact that many teachers relate the exchange with significant impacts, it is clear that some kind of an impact has been present in several aspects. The teachers relate the exchange with the improvement of **professional knowledge and skills**. At the same time they also seem to be acquiring to some extent new teaching methods not used in their home institutions. From the professional point of view the exchanges seem to have contributed to **useful research contacts and increased knowledge of the European dimension of teaching**. Erasmus mobility, according to the web survey, does not demonstrate a direct impact on participants' career chances.

Teacher mobility also seems to improve the participants' **language competencies**. There are very few of those not seeing an impact on language skills. In the aspect of **individual competencies** the answers demonstrate that Erasmus exchanges are positively related to improved knowledge of other cultures and ways of thinking, skills to cooperate with people from other cultures, increased work motivation and self-confidence, and higher levels of ability to adapt in various circumstances.

The Erasmus teacher mobility seems to be contributing very positively to the intercultural understanding. Not only do the teachers recognize the improvement in knowledge of other cultures among themselves but also among students in home and host institutions and among members of home departments/institutions.

In host institutions the teachers think they have contributed also to the knowledge of subjects not regularly taught there. Some feel that they could raise awareness about new teaching methods too.

Regarding impact on home institution or home department, the teachers admit that the quality of teaching and learning has improved to some extent. In addition, the answers underscore that exchanges have a potential to provide applicable knowledge, offer useful ideas to make teaching more efficient and introduce **innovation** in home institution. The Erasmus teachers have pointed to examples of innovation like:

- new teaching methods, e.g new formats for seminars, new methods of analysis in group work, case study-based learning, more individual approach to students, experiment teaching, new techniques, introducing the journal of placement, implementing summer school;
- new or improved curricula or courses, including greater integration of courses;
- using teachers in partner organizations as consultants and supervisors.

In addition, Erasmus exchanges are clearly a source for **intensified cooperation** between sending and host institutions. This intensified cooperation reflects in the following activities:

- initiation of joint projects;
- joint research activities, including joint articles;
- development of joint curricula;
- increased mobility among students and teachers,
- holding joint seminars and conferences;
- developing joint teaching and learning materials;
- joint supervision of students;
- new possibilities for student placements;
- mutual training courses.

Erasmus teachers were also asked what has been the most valuable aspect of their exchange. The answers are provided in detail in Annex 13).

The overview suggests that Erasmus teaching staff exchanges are in accord with the set goals. Participants have noticed development both in personal and professional aspects. Erasmus exchanges have been facilitating contacts and strengthened cooperation between institutions. Teachers' mobility has been a fruitful form for exchange of experience, knowledge, skills and methods. Students in other countries have had an experience of teaching in an Estonian way and the content of teaching and learning has been enriched in both sending and host institutions. It can be seen that exchanges of teaching staff have brought along many benefits intended by the programme.

The higher education institutions are convinced that the benefits on the part of teachers are clearly evident. The opportunity to get in close contact with colleagues abroad helps to improve the content of courses, advance knowledge about teaching and learning methods, get professional feedback, advance contacts and cooperation, and increase professional recognition. Teacher exchanges do contribute to higher levels of language competency as well as provide courage to develop courses in foreign language in their home institutions. Exchanges have positive effect on work motivation, offering a chance to escape everyday routine. Successful teaching efforts in foreign institutions have positive effect on career chances leading to new offers and opportunities. Teachers with Erasmus exchanges tend to be more highly valued by students as well.

On the institutional level Erasmus does increase the **international image** of the Estonian higher education institutions, attracting more international students and teachers. Mobility of teachers tends to give way to intensified cooperation, e.g commonly developed course modules, joint curricula, new partnership projects. In many cases individual level cooperation has led to department-level cooperation securing partnership ties. Participation in Erasmus is

seen as the sign of quality and reliability among international higher education institutions. Some institutions are convinced that cooperation in Erasmus has changed learning and teaching processes more active compared to the traditional passive teaching methods.

Erasmus can also contribute to innovation in an institution. Tallinn College of Engineering, for example, is taking steps to develop a technology transfer division by their institution. The Estonian Academy of Music and Theatre has introduced improvisers as an innovation.

Individual training grants (Arion, Grundtvig and Comenius)

The aim of Arion study visits is to facilitate **exchange of information and experience** between education decision-makers of different European countries. The aim of Grundtvig and Comenius training grants is to **improve the knowledge and skills** of participants. The following will outline whether these measures have been able to achieve that. See Annex 14 for details of the web-survey. Accounts from training courses and study visits were also obtained from individual reports.

As said earlier, a precondition for a successful training course or study visit is that the choice of course/visit was right and that everything went well during the visit. The web survey of participants in individual training grants suggests that choices have been successful. Participants agree that training has met their expectations. Data, interviews and reports show that generally participants are satisfied with their courses and organization of mobility. Training courses have most of the time met the set description and objectives, fulfilling individual expectations. Analysis shows that among very successful visits there have been cases where the expectations have not been fully met (e.g a training course supposed to provide ICT skills did not have enough computer places; or course met for adult trainers included also pre-school teachers and therefore provided information was not always too relevant). In cases it is possible that unmet expectations have resulted due to brief acquaintance with the course description or due to not very detailed course overviews. Regardless of that, data shows that knowledge, skills and information have been relevant to participants' work illustrating the fact that choices have generally been made wisely.

Some participants have pointed out that there was a preparation period prior to the training course. Many of Comenius participants prepared a quite thorough overview of Estonian education system, their own school, problems in language teaching or a particular case study regarding the topic of the course (e.g mentoring, dealing with pupils with special needs).

Grundtvig participants also made efforts to be well-prepared to present their current work, Estonian education system and discuss course related issues. A few participants, for instance, had to go through a preparation package over the internet prior to the course. In one case, a participant conducted a questionnaire among colleagues to acquire information about what aspects should be emphasised during the course.

It was quite natural that participants received prior information about the course and conditions. Additionally, many teachers gathered information about the host country, its history and sightseeing spots. Preparing a practical analysis for the course and compiling information about Estonian education issues in case colleagues of other nationalities are interested contributed most likely to the effectiveness of the training courses.

Data show that many courses contained practical elements to promote learning and knowledge improvement. Comenius teachers have brought out that courses often combined lectures with group work, workshops, brainstorming, cooperative learning methods, didactic games, etc.

These aspects allow expecting that training courses and study visits have had quite a significant impact on the participants. To provide some context to the analysis below, it must be said that participating in training courses outside Estonia in an international environment is not common at all among Estonian teachers, adult trainers and decision-makers. Reasons behind that are manifold: teachers in Estonia are not very young, their initial training dates back to the Soviet period, their foreign language skills are quite limited (or teachers tend to underestimate their skills) and resources and opportunities for training abroad have been rather scarce. All of these factors combined result in low intensity in international training. Consequently, those applying are mostly language teachers who have noticed the need for additional knowledge and skills to be able to carry out teaching according to contemporary methods. Or have found a particular topic to study (e.g learners with special needs, mentoring).

As the result of the training courses participants personally do observe improvement and changes in several aspects. Analysis shows that participants notice improvement in **professional knowledge and skills** as well as know-how about **effective approaches and European practices in their professional field**. Several Comenius teachers have brought out that courses were carried out by highly professional and experienced lecturers, who had a lot of practical and theoretical knowledge to pass on to the participants. Participants agree to have received knowledge directly applicable in their institutions and ideas about making teaching more effective in their schools. For example, teachers have brought out that courses provided knowledge about peculiarities of spoken language (which cannot be found in any course book); new language structures; ideas how to work with learners with varying abilities; new teaching methods like drama, jazz chant, role plays, problem-based teaching; practical methods in mentoring; new teaching equipment (e.g interactive blackboards, computer exercises). Some got valuable knowledge about making student placements more effective or working with learners with special needs. Some found ideas how to design school environment (e.g how building are designed).

Training courses gave skills in speaking, writing and listening in foreign language besides providing a real idea of foreign culture and local life. Many teachers/trainers have stressed the importance of having a real contact with the language and culture they are teaching. To quote a teacher: “There are things you cannot really explain otherwise you have really seen it with your own eyes. For example, the famous English piers or the region called Stonehenge.” Overall, experience of other cultures has been very enriching according to the opinions of teachers. Training courses have offered plenty of opportunities to get to know locals (especially in family accommodation), local famous spots, mingle with an international community of colleagues, etc. Many participants have referred that joint dinners and tours were as fruitful as courses for exchanging ideas and thoughts.

Exchange of ideas and feedback has provided many with increased self-confidence and knowledge that their own work is on the right track. Participants often reach the conclusion that problems are the same regardless of a country.

Many teachers/trainers were supplied with **valuable literature and materials regarding teaching**, e.g articles, course books, assignments, exercises to be used later in their work. Some came back with knowledge useful on wider scale (e.g in case of a Grundtvig participant providing input into the national development plan of prison education).

In addition, sometimes participants were so impressed by lecturers that they were taken as professional examples for their energy, enthusiasm, praising and teaching skills.

As participants in other activities have emphasized, schools and teachers view the opportunity to participate in a training course as a chance to distance themselves from ordinary school life for a period of time, get out of the routine, experience environment different from their own, take in new ideas and come back as a changed person with new motivation (including the motivation to learn foreign language), ability to adapt, energy, enthusiasm and thoughts. Returned teachers are more interested in their subjects and willing to share their thoughts with colleagues. In several cases participating teachers have encouraged others to participate and helped to overcome their fear of insufficient language competencies.

Many participants have pointed to the aspect of introducing Estonia, and its education system, increasing the awareness of international colleagues about Estonia.

Schools relate training of teachers with increased recognition among pupils and parents. Besides the fact that better educated teachers are more appreciated, teachers who have travel experience are taken more seriously by pupils. Interestingly, economic success of Estonia has been expressed in the trend that pupils, mainly those in bigger towns, travel rather often these days compared to teachers. Therefore some schools have found themselves in a situation where pupils have seen the world more than their teachers, leaving teachers in a position where they are not equal partners with pupils. Training abroad is one way of overcoming this difference.

In addition to bringing teachers and pupils closer, classes are potentially becoming more interesting as teachers can illustrate their courses with example from their own experience. Although schools tend to admit that individual training of teachers has not been able to raise the level of innovation at school, they are confident that positive changes have been introduced at individual teacher level.

Training courses bring more **contacts** to home institutions, sometimes the initiation of further cooperation (e.g Comenius or Grundtvig partnership) has been started during the course. Education institutions often relate participation in training courses to improved image of the organization. For instance, Tartu Vocational Training Centre has been included in an international project providing expert help to Georgia. Furthermore, increased participation of employees of the institution in international training has contributed to the fact that internationalization has been brought to the fore in general among institutions' activities (e.g internationalization as part of the development strategy).

The analyzed cases demonstrate that the experiences of Estonian participants from Arion study visits are also very positive and no major problems were experienced. A few have pointed to language problems (e.g the language of the visit was not English and therefore

participants felt that some information was lost due to translation, also considered interpretation too time consuming; some group members had scarce language competence and due to that others could not participate to maximum extent) and a couple of minor problems with prior information (e.g study visit description promised more substantial content than actually provided).

Besides broadening systematically the participants' overall knowledge about **education systems** at work in other European countries, the Arion study visits have proved that they can have immediate effects on policy design and implementation. A good example here is the Ministry of Education and Research and their redesigning of schools' external evaluation system. In this case, an Arion study visit provided valuable support, feedback, and new knowledge helping the policy-makers with their particular policy action. In addition, the visit gave useful practical information in the form of methods and evaluation forms which were directly applicable in the local Estonian setting. This represents a case of a good learning effect.

Even if some of the Arion participants claimed that they have not gained so directly from their study visits, they definitely have picked up new ideas and practical hints about their very own professional fields. For instance, the participants value highly new knowledge about integration of pupils with disabilities into ordinary schools; a model of an integrated vocational school; new foreign language methods; training of old-aged people; e-learning; a support agency for pupils with constant attendance and absence problems; a mobile study trailer; multicultural education and involvement of communities; principles of policy-making, etc.

Estonian Arion participants do see this action as a way of self-improvement – **professionally and personally**. Besides .they appreciate the study visits for the opportunity to get feedback for their own work and encountered problems. Participants also realize that this is an opportunity to gain better insight into their own strengths and weaknesses. Overall, this is a chance to give your work an European context.

Arion is a great platform for getting new **contacts** and initiating new **cooperation**. Even though new contacts might not always give rise to new cooperation projects and institutionalized partnerships, the value of contacts should not be underestimated. Personal contacts in other European countries are useful for gathering quick and precise information about aspects of other education systems or for an exchange of ideas and best practices. The analyzed Arion participants characterized their contacts and further plans concerning cooperation diversely. Some pointed out that ideas for further cooperation came up. Others hoped that cooperation will continue while some even created a form of communication (a common platform for communication and exchange of files). For some the visit gave the idea of organizing a study visit in Estonia themselves. This is actually a very common way in Arion programme, as almost all the Arion visits are organized by former Arion participants.

A good example of use of contacts is again the Estonian Ministry of Education and Research where contacts gained during the Arion study visit gave way to Comenius 3 network SYNEVA.NET, which is soon being transformed into a Nordic Council project.

In conclusion, taking a look at the most valuable experience of participants in individual training (See Annex 15), it can be seen that **the most frequently mentioned aspects of improvement are language skills, knowledge of other countries and the way education is carried out, contacts and professional development.**

To conclude the discussion on individual training grants it can be seen that the activities have fully achieved the set goals. The opportunities provided by Arion, Comenius and Grundtvig are much appreciated by Estonian participants.

And finally, the discussion on Socrates mobility demonstrates that the beneficiaries relate their mobility experience with several advantages and benefits. The nature of mobility activities and the experience of beneficiaries suggest that key competencies of individuals have been improved.

Partnerships

Partnerships take place only in Socrates. The following section will shed light on the participants' experience from Comenius and Grundtvig partnerships.

Comenius

Comenius partnerships aim at **enhancing the European dimension of education** by promoting transnational cooperation between schools. Comenius Language Projects seek to **increase young people's motivation, capacity and confidence to communicate in other European languages.** Comenius School Projects give school managers and teachers the opportunity to **exchange experience and information, to develop together methods and approaches** which meet their needs, and Comenius School Development Projects enable the schools to **test and put into practice the most effective organizational and pedagogical approaches** in the participating schools.

Analysis of the selected Comenius partnership reports and conducted interviews highlight that Estonian schools tend to participate in projects with serious commitment and care. This has often resulted in greater project results than previously expected⁴⁴. The synergy arising from cooperation creates new ideas and products. Although the main emphasis of Comenius lies on the process of cooperation bringing closer different nations and cultures through a common topic, Estonian experience does demonstrate that partnerships can result in real outcomes having meaning beyond the project.

Estonian partnerships have generally worked well according to the plans. Sometimes minor changes have been made caused by technical or time limitations⁴⁵, e.g different levels of development in ICT, incompatible holiday periods. It has also happened that changes in budgets have brought slight changes into the plans. In cases, cultural differences and differences in languages skills have caused changes into projects plans but not to a significant extent. Accommodating cultural differences, including varying attitudes towards time schedules, has been part of the learning experience intended by the programme.

⁴⁴ This has also been noticed by Comenius monitoring team of the Socrates National Agency in their 2005 report.

⁴⁵ Ibid.

The extent to which projects have been integrated into curriculum affects directly the potential impact of the project. In case of serious integration the project is a valuable opportunity for helping pupils apply school knowledge to a particular case and acquire new knowledge at the same time. The analyzed projects have addressed topics like trees, communication, environment, tourism, ideas of Pierre de Coubertin, the Baltic Agenda21, and newspaper development in their projects through various subjects. Several of the analyzed projects are good examples of integration of project topics into curricula. For instance, in the project of Rapla Vesiroosi Gymnasium, the pupils of Estonia, Belgium and Spain worked on establishing an educational nature reserve at their schools. During the process related topics were addressed in different subjects. In biology pupils researched the flora and fauna of local nature reserve, compiled relevant information for the track in the reserve, in handicraft made the necessary information signs.

The project of Kiili School dealing with different forms of communication integrated English, ICT, anatomy and biology for illustrating the subject matter. English classes helped to produce project products, ICT classes provided the skills for power point presentations, anatomy taught about body language and took pupils to see a deaf school in Tallinn, and finally biology gave knowledge about communication among animals. During the second year models of theatre were made in art and handicraft classes.

The project of Haanja-Ruusmäe School was also an example of good integration. Dealing with more simple issues related to trees from various subjects during the initial year, the final year already addressed environment-related aspects, including an analysis of families' consumption patterns and comparison of these patterns across different countries.

In some cases it seems that integration has been somewhat artificial as the emphasis of the project has shifted from a particular topic to everything related to partner countries and their culture. Therefore it might not always be clear how recipes of national cuisine are related to nature topics, etc. At the same time it can be understood that an opportunity to cooperate internationally with other schools should be used to maximum extent in order to educate pupils about other cultures.

Having found out that projects have generally succeeded in realizing their goals and the integration of subjects into curricula has been achieved, the expected impact should be clearly there.

Participation in Comenius projects has been an enriching experience for various school members. There have been impacts common to both teachers and pupils, in addition to specific benefits in both target groups.

There are several benefits common to teachers and pupils. As project communication is always conducted in a foreign language, in most cases in English, there is clearly an effect on **language competencies**. As Comenius projects are centred on a particular topic, there is always a need to be prepared to master the particular vocabulary. The compilation of dictionaries in several languages of partners has served this aim. This has been especially challenging for teachers who, due to their age, are hesitant about their language skills. The

role of including foreign language teachers has been helpful and probably very educating for both pupils and teachers. Furthermore, encounters with peers of other nationalities has given Estonian teachers and pupils valuable language practice and provided them with enormous encouragement to develop their language competencies further. There have been cases where teachers have taken up extra language courses to improve their skills.

But English is not the only language where skills have improved. Merivälja School, participating in a Comenius language project, took up Turkish lessons.

Comenius projects have helped to improve other **communication skills**. Participants are often required to present their ideas, opinions and work through ICT means (PowerPoint shows, web pages, chat rooms) requiring specific skills in these aspects. Furthermore, presentations demand that participants express themselves clearly so that partners could understand what was being said.

Contacts with other cultures have also been enriching for both learners and teachers. Close communication has created **intercultural understanding and tolerance**. An opportunity to travel and look around beyond Estonia is very much appreciated by school members, especially in smaller towns and rural regions as the standard of living there does not provide travelling opportunities for many. Encountering different cultures and ways of living brings also Estonian people closer to Europe and **increases feeling of belonging to Europe**. These aspects should not be underestimated in Estonia.

Projects have also been educating for pupils as well as teachers. Pupils have acquired **new knowledge in specific project-related subjects**. Often learning has occurred through less conventional ways. There have been lessons outside; visits to nature reserves to study how nature trails have been set up; an educational nature reserve has been built together with parents; visits to timber companies; lessons from handicraft masters; meetings with local public servants dealing with youth issues. Pupils of Tallinn School No 21 have met with experts from various organizations (e.g Ministry of Social Affairs, Jõelähtme landfill) to acquire information and data regarding their research questions. Pupils of Pärnu Raeküla Gymnasium studied guiding to be well-prepared for hosting Austrian pupils and teachers.

After all, participation has provided a chance to really get to know local region and reconsider it from the aspect of how it could be presented to other people.

Comenius language projects offer also a chance to participate more extensively in the school life of partner organization. As a result, participants in these projects got an experience of lessons in Turkey and Austria as well as how life in other European families looks like.

Teachers have had to rethink and redesign their classes according to project topics, educating themselves and pupils from new angles. Relating the ideas of Olympics with art, history, literature and etc has been both interesting and educating for both sides. In addition, projects have made teachers think how to relate topics in course books more with practical matters.

Teachers notice the pupils to be **more interested in European topics**. Countries related to projects are popular pupil research subjects. Teachers also point to pupils' significant personal

growth. Participation in international projects, especially in cases where pupils are required to present themselves before an international auditorium, have made them more independent, confident, motivated, and active in later school life (e.g activities in school's pupil body). Pupils have got an experience to organize visits and host guests of different nationalities.

Teachers have pointed out that cooperation has brought **new ideas**, including **new methods** (e.g importance of active learning), into schools. The source of valuable professional knowledge is a Comenius school development project. Albu School participating in a project like this addressed the issues of improving school climate and relations between pupil, teachers and parents. During the project common problems were identified and partners provided various solutions to the problems. This allowed testing new ideas (e.g selecting one teacher as a trustee in school, selecting a "protecting angel") in partner schools and provided help tackling problems.

Võru Järve School is an example how participation in a partnership can contribute to a significant shift in the quality of education. Learning materials for pupils with special needs do not really exist in Estonia. Consequently, schools are in a situation where they have to develop learning materials themselves. While Estonia does not have much experience and expertise in this aspect, knowledge from colleagues across Europe is most valuable. For Võru Järve School participation in Comenius helped to develop and implement learning materials for pupils with special needs. In addition, Estonian teachers learned about the role of teaching aids, which are not common in Estonia. Estonian teachers had a lot to learn from their colleagues' long-term experience in educating and building up a supportive network for pupils with special needs.

In addition to acquiring and exchanging professional knowledge and experience, several teachers have underlined the importance of getting **valuable feedback** for their work. Many have claimed that meeting with colleagues across Europe has brought an understanding and confidence that work done in Estonia is not actually that different from that of other countries. Problems and solutions are often similar. In many aspects Estonian teachers have come to realize that the quality of work is higher than that in other countries. Estonia tends to be admired in the aspect of e-learning, Austria and Poland took over the idea of development discussions between teachers and pupils from Estonia. Especially motivating for teachers is the understanding that Estonian pupils are often better prepared in many aspect compared to co-pupils of other countries.

Impact on school levels has been particularly evident in case of smaller schools where the project is visible to all school members. There have been cases where all teachers have been included in project meetings, e.g Võru Järve School. This experience is an opportunity to bring remarkable change into school life as all members share the new outlook brought around by the project. Shared views and experience are a valuable contribution to organizational culture and objective. Even though participation of all staff is not always possible, projects can bring about positive change into schools. Participation does introduce a change into ordinary school life, making a group of individuals work together in the name of a common goal. Schools notice improvement in teamwork and cooperation between teachers of different subjects, making teaching more interdisciplinary. Projects have brought to the fore new ways of teaching like active learning and learning outside (Rapla, Haanja-Ruusmäe). Cooperation

has not only intensified between teachers but also teachers and pupils and between pupils of various ages as projects bring together different school members.

Schools having participated see themselves more open to new information and changes. The more schools communicate with each other the more opportunities for cooperation are found. At the same time openness is observed in the aspect of presenting schools more actively and visibly.

Schools also notice positive **improvement in the image of the school**. As the result of successive projects local governments tend to value the work done at schools more highly. According to one interview, parents choosing a school for their children tend to prefer schools active in international projects (including offering possibilities for pupils to travel abroad). Furthermore, international image of Estonian schools has also grown. According to one interviewee, the project was a wonderful opportunity to show their European colleagues that Eastern Europe is a worthy member of Europe and helped to overcome existing stereotypes related to Eastern Europe.

As Estonian schools, especially in more rural areas, are not well equipped, the projects have been appreciated for providing in some cases **equipment and materials** necessary for schools to implement their projects: cameras, handicraft materials, books, maps, etc. Rapla Vesiroosi Gymnasium started to use new teaching methods worked out in cooperation with its project partners: they started using open-air method in a nature track and created a kind of open-air auditorium for carrying out learning and teaching. The track and auditorium would be used in PE, biology, art and other classes. In addition to pupils, local inhabitants have been provided with a new opportunity for spending free time.

Projects have additionally offered a chance to include other people and groups into project activities. In several cases parents have been active by projects, helping to organize receptions. Local organizations, e.g music and dance club, nature park, have provided help in hosting European friends or teaching certain skills. Local governments have also been supportive. The Pierre de Coubertin project cooperated with the International Pierre de Coubertin Committee receiving expert help in compiling the handbook.

There is also a case where the school project attracted so much attention among local government members that the project manager was included into the process of drafting the local development plan.

The analysis of Comenius partnerships demonstrates that the observed impacts do comply with the aims of partnerships. Especially evident are the achieved impacts in case of school projects which have been most numerous. In addition, the aim of Comenius partnerships has been the inclusion of 10% of schools into project activities. Data show that 144 different Estonian schools have participated in Comenius projects – that is 23% of Estonian organizations providing general education (in January 2005 Estonia had 613 schools⁴⁶). In this regard, the programme goals have been achieved also.

⁴⁶ Ministry of Education and Research. *Development Plan for System of General Educationa 2007-2013*.

Grundtvig

Grundtvig learning partnerships aim to **broaden the participation of smaller adult education organizations** that want to include European cooperation in their education activities.

Successful Grundtvig partnerships provide valuable professional development opportunity, bring new ideas, help to develop new skills, increase understanding of other cultures and countries, improve ICT skills and increase confidence in using another language. All three analyzed Grundtvig partnerships in Estonia have successfully been able to achieve these aspects. This is most effectively done through face-to-face meeting in different partner countries. Meetings of this kind are “both inspirational and motivational”⁴⁷ contributing to effective joint working. In addition, meetings in different countries provide an opportunity to **see successful practices at work** in reality. E.g the Estonian participants of the Adult Learner’s Week project were able to observe an innovative project in the Netherlands where disadvantaged families are awarded land and some equipment to start developing vineyards. Cases like this encourage innovate thinking among participants.

The participating staff has emphasized that in the professional aspect partnerships have been a valuable experience, **advancing professional knowledge** (e.g new teaching methods and terminology in gender mainstreaming; dealing with learning problems among minorities and immigrants), awareness of good practices in other countries (e.g incorporation of cultural organizations into learning partnerships), organizational skills (e.g coordinating across different types of organizations), and capacity for professional intercultural dialogue. Partnerships are seen as a source of significant professional motivation. The availability of partners’ knowledge based, for instance in gender mainstreaming, encourages the advancement of the field in Estonia to a significant extent. The capacity to absorb all the information and knowledge provided depends largely on the local participants.

The Adult Learner’s Week and the gender mainstreaming projects illustrate well the level of professional knowledge received from the partnerships. Both of these projects have equipped its Estonian partners with a knowledge-base worth sharing across larger target groups. Both organizations have held training courses for passing along the received knowledge. One has been training regional coordinators of Adult Learner’s Week and the other civil servants from local and national levels as well as civil servants and trainers abroad (e.g Armenia, Azerbaijan). Knowledge and experience gained from the Adult Learner’s Week project were helpful in planning future Adult Learner’s Weeks in Estonia.

Partnerships are a valuable source of **getting feedback** and **larger context** to local ideas and problems. Often participants realize that problems are similar across countries. Despite that, partnerships also help to realize how often solutions are dependent on specific local contexts. Most likely the Adult Learner’s Week project is not the only partnership that realized along the way that a single product (e.g European Handbook addressing issues of adult learners) handling common problems is not possible due to significant differences in local conditions shaping the issue.

⁴⁷ Final Activity Report of CLEAR project.

Grundtvig participants have also noticed change in **personal competencies**. It is not rare that participants mention higher levels of tolerance, understanding, and friendship ties.

The analyzed projects targeted very different types of learners. One partnership addressed unemployed youth without secondary education providing them with a learning experience through culture and art. The Adult Learner's Week project directed its attention to regional coordinators of Adult Learner's Week who in turn had to make use of the knowledge to address problems of local communities. Gender mainstreaming project on the other hand concentrated on public servants, researchers and trainers.

The **benefits** identified have been various depending **on the target group**. In case of one the participants were, first of all, provided with knowledge potentially helping them to successfully enter the labour market. The learners were advised on career guidance, informed about possibilities in vocational education and the nature of volunteer work. Most importantly, the learners participated in a flower-arranging course giving participants practical skills. The course had a clear effect on increasing participants' employability. Furthermore, the project offered a chance to participate in cultural events, advance ICT skills, and communicate with individuals with common problems. The young people experienced a positive learning experience encouraging taking up further training. The project gave the learners emotional support, increased self-confidence for solving their problems and attracted further interest towards learning (learning motivation). As the result of the project many found a job and some continued acquiring education. Today, lack of contact with participants does not allow evaluating the longer term effect of the project on these participants. However, these participants were a good example for underscoring the importance of providing a positive learning experience for unemployed individuals with low learning motivation before subjecting them to a specific training course.

The learners of the Adult Learner's Week projects received during seminars amounts of new information concerning Adult Learner's Week in other countries including best practices and lessons. Access to knowledge stemming from other countries increased the learners' self-confidence; they felt to be part of a larger European effort. Educating learners has in turn contributed to more professional organization of Adult Learner's Week in Estonia. In addition, through the seminars the regional Adult Learner's Week coordinators are better able to conceive their role as promoters of lifelong learning in their region.

The gender mainstreaming project made also an effort to educate its learners on the subject of the project, bringing new knowledge and best practice close to its target groups. This project targeted larger auditoriums with the aim of creating a common understanding among learners about gender mainstreaming issues and the related terminology. Participants in seminars have themselves pointed to several important aspects like:

- expertise from other countries is instrumental for Estonia to develop its own competence and expertise;
- new knowledge valuable for conducting gender-related research, including gender equality monitoring and other international commitments;
- new teaching methods to train other target groups.

The project report says its “biggest beneficiaries among learners were representatives of the Inter-ministerial Committee on Gender Equality as well as representatives of local authorities that are, among others, held responsible for promoting gender equality in Estonia”⁴⁸. The project has also provided a supportive knowledge-base for the Bureau of Gender Equality by the Ministry of Social Affairs.

For the Women’s Training Centre the project has been a source of extensive professional knowledge. As the result of the project a handbook on teaching and learning about gender mainstreaming was published in Estonian. Training courses of the centre have been developed further, study modules and methods have been modified, more emphasis has been paid to the issues like how to approach gender mainstreaming, and role plays. Not only has the project changed the ways gender mainstreaming issues are taught by the centre but also other trainers. The project has increased the image of the centre, attracting new partnership and training offers. A new partnership was, for instance, initiated together with Strategy21, Germany, to introduce a new method of impact analysis in the aspect of gender. The project also contributed to the development of the Phare project addressing the administrative capacity of the Estonian public sector to implement gender mainstreaming. And the project hugely extended the network of contacts as usual.

The Adult Learner’s Week project had a significant effect on the activities of the participating organization as well. It was an opportunity for international communication with colleagues in other countries, providing valuable cooperation experience for future projects. Professional participation increased the prominence of the organization.

Participation in the project addressing unemployed youth has, first of all, brought useful contacts with other European organizations, provided an opportunity to learn from good practice in other countries, and strengthened international perspectives of the organization. For Geomedia, it was also a source of new ideas and activities in new fields.

This overview has brought out that, based on these cases, Grundtvig has been facilitating cooperation and provided beneficiaries with several valuable benefits. Therefore the programme goals could be considered to be fulfilled.

Transnational projects and networks

LEONARDO

Leonardo pilot projects are intended to **stimulate the process of innovation** and to **enhance the quality of training and vocational guidance**. They must develop tangible products, using new ICT where appropriate.

In general, the projects analyzed have been implemented according to the plans. Even though there had been slight changes in the plans, the objectives of projects have been achieved. The projects have resulted in various products like a database model, a learning model with learning materials, a curriculum together with learning materials, a handbook and testing specifications.

⁴⁸ The final report of the gender mainstreaming project.

Leonardo pilot projects have brought about many important benefits on individual and organizational levels. Participants have pointed out that they have gained **professionally valuable knowledge** through the projects. Many have pointed to the professional expertise of foreign partners which has been very enriching by implementing the projects. Transnational cooperation on a project has also provided knowledge on successful practices in other countries and introduced useful ideas. One participant pointed out that learning from European colleagues' mistakes has been helpful for planning local activities.

Improvement in language skills has been noticed too. Professional terminology has been updated and it can be assumed that participants are now more confident in communicating in foreign language.

The experience of coordinating a transnational project is an asset in view of Estonian participants. This particular experience contributes to the participants' **capacity to manage international projects** in the future. The participants have pointed out that the capacity to coordinate professional issues in a multi-cultural environment and make people not knowing each other work in the name of a shared result has been developed. This experience, especially when positive, increases the level of confidence among participants and encourages further transnational cooperation.

Many have said that participation in a transnational project provides **valuable feedback** to work done here. International context of a project enables to receive various opinions on matters discussed and provides different perspectives.

Participants have also pointed out that **personal development** including better knowledge of other cultures, broadened outlook on life, increased courage and confidence, higher work motivation, has been the result of participation in a transnational project.

On the organizational level transnational partnerships have provided **new contacts** and initiated **further cooperation**. For instance, participants have received cooperation offers from colleagues from Europe. The expertise gained through the project has been noticed outside Estonia. Participants in another project have initiated a new Leonardo project and TUT Kuressaare College has entered into an Erasmus agreement with Kemi-Tornio Polytechnics, Finland for an exchange of students and teachers. TUT Kuressaare College continues cooperation with Incap Estonia Ltd to implement the new curriculum. Some of the members of the company have agreed to take part in teaching the subjects in new curriculum. One project has resulted in intensified Leonardo mobility activities. One project carried on with a follow-up project. One also initiated further cooperation with some old and some new partners.

In addition, participation in ecotourism project has provided its Estonian partners (from Võrumaa Vocational Education Centre) with such valuable knowledge in ecotourism that their expertise has been used in the development of Võru county tourism development plan.

Several Leonardo pilot projects have produced **new teaching materials** to contribute to the quality of education and innovation. Some have also introduced new teaching and learning **methods** to modernize the study processes. For instance, one project introduced the method

called “learning by doing”. It is a method, which concentrates on semester-long project-oriented activities. The other introduced a mentor supported learning group model to facilitate cooperation networks in isolated rural regions. Products produced in one project are also used now, 4 years later, underlining the value of the project result.

Leonardo pilot projects, carried out in cooperation with organizations from the business sector, have also contributed to the **development of the particular sectors**. For instance, INNOMET, developing an information database to bring together providers of education and entrepreneurs, facilitated development in metal engineering, machinery and apparatus sector as the result of the project VETs are better informed what kind of labour force is needed in the sector and are therefore able to tailor their teaching accordingly. CURENGCOL, the project initiated by the business sector in the first place, also advanced the development in the particular sector as a curriculum and teaching materials were introduced based on the particular needs in the sector. In this case, some of the members of the sector were also included in actual teaching processes, which underscores the sectoral development effect especially well.

Many have pointed to greater **visibility** and **better image** of their organization. In case of one project, for instance, the partner did not only notice the improvement of organizational image outside their organization but also inside their organization. The project clearly helped to attract attention to the activities of this organization, which otherwise may be thought to be dealing with quite insignificant issues. The fact that Estonian participants in the ecotourism project from Võrumaa Vocational Training Centre have been included in the preparation of Võru county tourism development plans, speaks itself about the increased image of the organization.

Improved knowledge of different cultures at staff level increases institutional preparedness for institutional cooperation. For example, one project offered the Estonian partners a possibility to get to know Italian culture, which is again useful when hosting Italian partners.

Transnational project have also provided a possibility to introduce Estonia, its culture and tradition thought Europe.

The above has brought out several positive effects on both personal and organizational levels. During implementing these large scale projects Estonian organizations have also had to face some challenges and learned some valuable lessons. Interviews have brought out that different background of project partners tends to cause varying understanding of work assignments. Therefore a considerable amount of time must be spent on clarifying work assignments and creating common understanding between partners. An example being the ecotourism project where the level of professional competence in curriculum development varied a lot between partners. For some partners (e.g Poland and Italy) curriculum development was a totally new experience while some (e.g Finland) owned enormous experience in the field.

Sometimes different cultural backgrounds might also cause delays into the work plans, causing pressure on the project in later stages.

Many organizations concede that participation in transnational projects has been an additional activity in their occupation. Project activities have been carried out simultaneously with other everyday work assignments, causing significantly increased workload and consequently higher levels of stress. The contribution of personal time to the project activities has been noticed by many. Sometime it has not been easy to rearrange school work due to project activities (project meeting abroad).

Some have experienced low dedication and concentration from project partners, causing greater workloads on other partners.

Some have also claimed that different financial procedures (including formats of documents) across countries have complicated project management. In addition, the principle of equality in compensation has confused project budgeting, requiring some partners to calculate their work load in minutes and seconds.

The projects have provided benefits beyond direct project partners. As the result of QALSPELL project, students of Tallinn University of Technology (TUT) are provided with language certificates recognized by many European countries. Students of TUT who want to study in other European countries are not required to pass separate language tests (e.g TOEFL). Their certificate provided by TUT is an acceptable assurance for language competence. In the opinion of TUT Language Centre, the success of TUT student in other countries provides evidence that the test developed during QALSPELL project does reflect students' language skills adequately.

The projects analyzed suggest that the observed impacts have been in accordance with the set goals. The projects have been able to contribute to innovation as the projects have introduced new teaching and learning materials, new curriculum, and new methods. These in turn have facilitated quality of training. Guidance was not addressed in the analyzed projects.

SOCRATES centralized projects

Based on the projects analyzed during the impact assessment it can be said that projects have been successful in attaining the set objectives and results. Despite occasional delays in receiving grants (which seems to be happening more in these projects than others) and consequent postponing of project activities the expected results seem to have achieved.

Naturally, it does happen that initial hopes set for the project are not fulfilled completely as the project planning process does not allow foreseeing every detail of the project. Therefore it is normal to hear an opinion that despite the achievement of set goals some hopes were not totally fulfilled. This is especially understandable in case of internationally inexperienced project coordinators, among whom most of the Estonian participants tend to belong.

Although participation was sometimes challenging, requiring travelling on weekends and causing logistic problems, it has been a precious experience for all interviewees. The beneficiaries agree that participation has yielded many benefits person- and organization-wise.

Participation in Socrates centralized projects has been **enriching for providing a multicultural cooperation experience** for organizations and its members. Projects like these give an idea of the ways different nationalities work, what their attitudes and traditions are.

Common project goals require skill and patience to accommodate various national peculiarities and make to seek for ways of overcoming differences. Capability to coordinate activities across cultures and often different types of organizations brought together through the projects is an asset in future projects. Consequently, project management and coordination skills of participants have clearly improved.

Projects have also brought **important know-how and useful information**. Bringing together specialists and expertise across Europe has provided access to different kind of knowledge to be able to achieve project results. European help and exchange of experience has resulted in innovative products like interactive language courses, consortia-based e-learning in higher education, curriculum of adult trainers, web-based learning folders etc. The projects have also brought ideas about teaching minority language pre-school children and carrying out improvisation courses.

Some participants notice improvement in language skills, although in many cases, it seems, fluent language skills are already a strong prerequisite of participation and due to this reason improvement of language skills are not very often mentioned. Furthermore, participants notice increase in enthusiasm and teamwork. Some say that participation has improved the ability to integrate project work and organization's everyday activities.

Successful participation tends to positively affect participants' confidence levels. Having a European perspective in a particular field makes participants realize that they own significant professional know-how and this provides courage to participate in future projects.

On organizational level, it is common that the level of professionalism and image attained through participation gives way to **further cooperation**. The successful implementation of the Minerva project e-University in Estonia has attracted many new cooperation offers and participation invitations. The same applies for the Grundtvig European cooperation project AGADE, Minerva Learning Folders project LeFo, the Lingua projects "Estonian Language and Mind" and "Euro Languages Net Plus" and the Comenius centralised project Minority-Language Children. Some notice that as the results of participation recognition abroad is greater than in Estonia.

In some cases project can have impact way beyond initial expectations. The Erasmus IP project of the Estonian Academy of Music and Art, intended for providing new knowledge for participants, did result in new theoretical learning materials and preparation of joint masters' curricula, exemplifying the possible synergetic effect of transnational cooperation. Joint curricula is definitely something that has a clear effect on the way teaching and learning is carried out in one institution in addition to significantly contributing to the internationalization of this particular institution.

E-University and LeFo (and in the future potentially "Estonian Language and Mind") have also contributed greatly to the **changed nature of teaching and learning**. For instance, in 2003 the Estonian e-University included 350 courses and 8 500 learners whereas in 2006 the numbers were 1 000 and 18 000 respectively⁴⁹. According to the e-University, one third of

⁴⁹ *The e-University Newsletter*. <http://portaal.e-uni.ee/uudiskiri/stat> (28.06.2007).

Estonian learners in HEIs are connected to e-learning courses⁵⁰. Or based on LeFo statistics⁵¹, in June 2005 LeFo web-site received more than 200 000 requests increasing to 2,4 million requests in Feb 2006. These two innovative initiatives have been able to include a large number of learners in Estonia and made e-learning part of the learning process, which requires new skills and knowledge from both learners and teachers, consequently changing the nature of learning and teaching in Estonian schools and HEIs. E-learning has diversified learning remarkably and also provides larger access to teaching and learning carried out in Estonian HEIs.

AGADE final beneficiaries – adult learners – will get access to better teaching because adult trainers will be better prepared in future thanks to a curriculum based on internationally agreed criteria, greater flexibility of adult trainers to take into account adult learners needs, and greater flexibility in training methods (blended-learning).

Projects have also resulted in new and updated learning and teaching materials contributing to increased quality of education.

One participant, being a business organization, clearly admitted that the end product of the programme is expected support their business activities and would help to become a market leader among interactive language course providers.

For most of the beneficiaries of the Socrates centralized projects participation meant an intensification of international cooperation together with enlarged network of valuable contacts.

Impact on national systems/policies

During 2000-2006 Leonardo has supported Estonian vocational education and training system with 6,6 million Euros and Socrates has contributed to Estonian education through decentralized actions 8,7 million Euros. As these sums are not comparable to the scope of Estonian education sector, it is rather difficult to ascertain what has been the effect of these resources on the national level. To provide some insight into this issue, the opinions of policy-makers in the major fields and programme managers were called on. Before outlining the opinions of policy-makers and programme managers, a few points are worth noting.

The importance of the programmes in national education policy is well exemplified by the fact how the programmes are perceived and supported on the national level. In addition, the role policy-makers have played by the programme implementation tells much about the potential impact on the national level. Although attitudes towards the programmes are positive in different education fields, the fact that only Erasmus has received actual additional national support reflects the policy-makers view on the importance of the programmes. Supporting Erasmus and through that the internationalization of higher education in Estonia underscores well that until now internationalization of other education fields (school education, vocational education, adult education) has not been considered that important. At the same time national

⁵⁰ Ibid.

⁵¹ LeFo project web-site <http://www.lefo.net/documents/main/analog/index.html#gensum> (28.06.2007).

support for internationalization in other education fields could be critical for the effectiveness of Erasmus. For instance, facilitating nationally internationalization and transnational cooperation in school education would lay a more solid foundation for internationalization in higher levels of education. The experience of transnational cooperation and frequent contacts with peers across Europe in lower school levels would most likely contribute to more open-minded and internationally experienced pool of students in higher education. Fierce competition in Comenius school projects demonstrates that a large amount of schools are now left aside although they are eager to participate in transnational projects. This also underlines the need for national support in this area. It could also be that wider support for schools would contribute to more balanced participation across subjects in Erasmus.

Another issue reflecting the status of the programmes on national level is that related to setting national goals and priorities for programmes and its activities. National programme goals have been so far set only for Erasmus. The selection of Leonardo, Comenius and Grundtvig projects has not been driven by any national priorities. Still, the question is: should not the selection be guided by particular national objectives to better support the achievement of overall national goals? For instance, the national goal of Estonia (like in all Europe) is to become a knowledge-based society, which is driven by research and innovation. Among the prerequisites of achieving this goal is the availability of sufficient number of researcher and top specialists⁵². Estonia needs critically greater numbers of PhD graduates in engineering and natural sciences to be able to facilitate the advancement of strategic key technologies. At the same time participation in Erasmus student mobility does not reflect the importance of these particular key areas. Although the Estonian Erasmus Steering Committee has prioritised these subject areas a remarkable change in outgoing mobility in these fields has not happen from the side of universities. Should not the selection of Comenius projects already take into account these national objectives and prioritise projects in natural and exact sciences to facilitate the development of these areas? Preferring particular type of projects would signal school that they should start thinking more strategically. Furthermore, Comenius school projects have a lot of potential to increase the attractiveness of natural and exact sciences (which has been a problem for Estonia). And finally, greater experience in transnational cooperation at school level in natural and exact sciences has a potential to contribute to greater Erasmus student mobility in these fields. At the moment, the fact that Math, Physics and Chemistry have been among the least popular subjects Comenius projects have addressed⁵³ does probably affect the nature of mobility in Erasmus (which is popular, as seen, among business, social science and art students), which in turn has probably implications for the low number of PhD graduates in these fields.

Actually, more visible role of the national policy-makers by the programmes (providing direction and priorities) is even more important than providing additional funding because setting priorities refers to the value placed on the programmes and assures that the programmes serve more concrete objectives than they have done so far. Quite a number of

⁵² Estonian Research and Development and Innovation Strategy 2007-2013 "Knowledge-Based Estonia". <http://www.hm.ee/index.php?0&popup=download&id=5961> (June 25, 2007).

⁵³ Data from SocLink database show that the number of Comenius projects dealing with foreign language has been 232 in total, whereas those dealing with Physics, for example, has been only 60.

organizations in Estonia have gotten their first experiences and therefore it is time to move on with more substantial projects serving somewhat longer term objectives. Priorities could also be directed to facilitating cooperation between Estonian schools, especially between Russian and Estonian schools serving the aim of integration. Greater acknowledgement of the programmes' possibilities would help taking greater advantage of the programmes in the national context.

Based on the fact that vocational education (through Leonardo), higher education (through Erasmus) and school education (through Comenius) have received the most support through the programmes, it is expected that areas have been influenced the most. Leonardo has facilitated the mobility of almost 2 400 individuals, mostly students in initial vocational education and people in charge of human resources. On the national level, Leonardo has been able to introduce a European dimension into several VET institutions and supported their internationalization. As the result of the programme the number of socially matured employees with a European work experience and language skills has increased. Leonardo has contributed to the employability and tolerance of individuals. European partnerships have increased the level of cooperation among organizations, including enterprises. Still the effect is complicated to substantiate and therefore more indirect by nature.

The majority of Erasmus budget has been dedicated to student mobility facilitating transnational exchanges of more than 2 600 Estonian students. In 2006/07 Erasmus supported the mobility of 569 Estonian students – that is 0.9% of all students in Estonian higher education institutions⁵⁴. The number of Estonian HEIs participating in Erasmus has been 24 out of 35 revealing that a considerable share of institutions is involved in the programme. This shows that Erasmus has been contributing to internationalizing and opening up Estonian higher education institutions. Increased mobility of students has contributed to the enrichment of higher education and society. As the result of transnational mobility Estonia has more open-minded, tolerant and internationally experienced young people. But again, the impact is more indirect than direct.

Comenius, the next in importance in Socrates, has provided access to European cooperation to 144 different schools in Estonia during the second phase. Comenius has made internationalization a reality in the quarter of Estonian schools, connecting Estonian pupils and teachers with their European counterparts. Transnational cooperation in schools has certainly intensified. The quality of education is supposedly increased as teacher in participating schools are more aware of the European practices in other schools. Innovation has expectedly occurred in cases where the project results have been integrated into the curriculum, for instance when the built nature trail has become part of the learning and teaching process in several subjects. Still, there is clearly room for better integration between project results and the curriculum⁵⁵.

⁵⁴ In 2006/06 Estonian HEIs had altogether 68 767 students, according to Tina, Annika, and Eve Tõnisson. Ministry of Education and Research. 2007. *Statistical Overview of Students in Higher Education Study Programmes*. <http://www.hm.ee/index.php?popup=download&id=5810> (26.06.2007).

⁵⁵ Interview with Mrs Lilia Oberg, the Chief Expert of Department of General Education, the Ministry of Education and Research.

According to the policy-makers and programme managers⁵⁶ the impact of the programmes on the national system is mostly indirect. For instance, in regard of quality of education it is complicated to ascertain a direct effect; there is no data to confirm the effect. Still, improved knowledge and skills of teaching staff and closer ties with international partners have potentially contributed to more professional teaching and learning in Estonian education institutions and through that to quality. Furthermore, learners with international study experience are likely to be more demanding regarding their teaching processes, potentially also contributing to improved quality in education.

The same applies for other aspects like language learning and teaching, innovation, new teaching and learning methods, etc. Small positive changes at individual and school level contribute to some limited extent to the overall advancement in these aspects at national level. Still, the changes tend to be rather insubstantial on national level.

The e-University project carried out in Minerva, is one having national importance. The e-University, bringing together the major higher education institutions of Estonia, has contributed to the spread of e-learning to a considerable extent and though that changed the way teaching and learning processes are carried out.

In the aspect of access to lifelong learning, Grundtvig is recognized for having introduced learning through less traditional organizations like theatres, museums, libraries, etc. For instance, Estonian Health Museum has initiated a project on nutritional education, offering, among other activities, lectures on healthy eating habits.

Cooperation among Estonian organizations has also started to emerge as the result of the programmes. For instance, according to the Leonardo National Agency, during previous years Estonian VET organizations have come together to carry out mobility project jointly instead of competing with each other for implementing similar projects. They have come to realize that pooling resources in the name of the same goal is more effective.

Interviews with policy-makers and programme managers suggest also that the programmes have not had any direct effect on policy-making. The effect is rather indirect instead. For instance, Archimedes Foundation, as the organization implementing European education and research programmes in Estonia, has been included in policy-making processes of MER and has been able through that to represent its experience from the programmes. Or sometimes it can occur that individuals with personal programme experience happen to be included in policy-making and can through that affect the way policy is designed.

Impact on European level

The analyses has outlined that the programmes have been instrumental in introducing a European dimension into the content of education and vocational training. Several interviewees have admitted that transnational cooperation with European partners was

⁵⁶ Here and afterwards based on the interviews with Mrs Liilia Oberg, Ms Heli Aru, Ms Inge Kiviselg, Mr Andres Pung, Mrs Ramia Allev, and Mr Rait Toompere.

important in bringing Europe closer to Estonia, making Europe a reality. Perception of various European cultures, ways of thinking and approaches has also increased. Cooperation gave a perspective for local activities and provided a larger context. In addition, valuable feedback has been received as well as useful ideas, contacts and ties. Many have pointed out that transnational cooperation has helped to increase knowledge about Estonia, its culture and system of education. In many cases the final beneficiaries were aware that they were taking part in an activity with a European dimension. Leonardo and Socrates have contributed to quality of teaching and learning through more professional participants.

Impact on transversal issues

Several Leonardo and Socrates projects have dealt with transversal issues. The overview earlier demonstrated how many schools with learners with special needs were involved in the programmes. The following will outline cases this impact assessment has brought out.

Generally, it is common in Estonia that learners with special needs attend special education institutions, rather than learning together with ordinary learners.

In Leonardo, projects were related directly or more indirectly to transversal issues. For instance, one project address unemployed individuals in isolated regions; another provided learning opportunities for students in a disadvantaged region (an island). Other projects contributed more indirectly to facilitating entrepreneurship.

In Comenius, Võru Järve School, itself an institution teaching learners with special needs, addressed the issue of improving learning and teaching of mentally disadvantaged pupils. The project intended to attract attention to equal right to education of these pupils. Other projects in Comenius have contributed to the understanding of different cultures paying attention to tolerance and diminishing stereotype thinking among Estonian pupils and teachers. Projects have supported active citizenship and entrepreneurship as pupils and teachers were required to learn to cooperate and also act individually. In addition, partnerships have provided an opportunity to travel abroad for many pupils and teachers who otherwise do not have an opportunity to do so (especially for pupils and teachers in rural regions).

In Grundtvig people at a disadvantage were clearly targeted in at least two projects analyzed. CLEAR's activities were directly addressed towards unemployed youth without secondary education to encourage learning motivation through cultural activities, counselling, and practical training courses. The project results have provided positive feedback from participants suggesting that this type of activities have potential to help people advance in their work life. Although the Adult Learner's Week project addressed regional coordinators of Adult Learner's Week, disadvantaged adults in rural areas would be the final beneficiaries as the project attempted to improve the quality of services offered to adult learners. In addition, the gender mainstreaming project dealt directly with gender equality and mainstreaming issues, raising the quality of knowledge and level of awareness among policy-makers, researchers, etc. All of the projects also contributed to active citizenship and entrepreneurship.

Socrates centralized projects have also paid attention to transversal issues. The projects addressing minority-language children in pre-school dealt directly with the question of how to combine the learning of majority language with greater inclusion of mother tongue and home

culture into school life. Projects centred on e-learning are also transversal by nature. Learning and providing access over the internet (e-University, Estonian Language and Mind, Learning Folders) extend the opportunities of people with physical handicap, allowing participation without actually leaving their homes.

5. Programme Management

Management procedures

LEONARDO

The Leonardo National Agency consisted of 4-5 employees during the second phase of the programme (2000-2006): the Head of the Bureau, three coordinators (one for placement projects, one for exchange projects, and one for development projects) and the information officer.

The **decentralized measures** in Leonardo include placement projects and exchange projects. Managing these measures, the Estonian Leonardo NA is responsible for the following tasks:

1. Drawing-up annually the operational management plan;
2. Organizing the call for proposals for Procedure A mobility measure, including planning the call, preparing application documents, and announcing the call;
3. Advising applicants through the web-site, various events and seminars, different handbooks and other printed materials, and individual consultations;
4. Receiving applications;
5. Putting together the pool of external experts, recruited through a public competition, for the evaluation of applications;
6. Getting evaluations for submitted applications by one external expert and one Leonardo NA coordinator;
7. Organizing the evaluation of applications in the steering committee;
8. Publishing the results of evaluation;
9. Managing the projects, including contracting with beneficiaries, making payments to beneficiaries, gathering reports, accepting reports, recovering funds not used according to the contract;
10. Monitoring of the projects through information sharing, *in situ* visits, and ex post checks;
11. Recording, reporting, managing, archiving programme's data;
12. Contacting with the Commission.

The organising of evaluation and selection of applications is one of the central tasks of the national Leonardo agency. This is the reason why this process is characterized in more detail below. The evaluation and selection procedures are separated from each other. The evaluation is carried out by experts and NA coordinators. The experts come from the pool of experts established by the NA. Procedure A and procedure B have a common pool of experts selected through a public call. Each mobility application is evaluated by one external expert and one NA coordinator (who has not been advising that particular application). The evaluation is carried out based on the set quality criteria and following the Guide for Evaluators. The evaluations are expressed in evaluation points supplemented with proper reasoning. After gathering all evaluations, applications are ordered according to their consolidated evaluation points. The evaluators also categorize applications: applications to be supported (and to what extent); applications to be put on a reserve list; applications not be supported. After

that the selection committee formed by the MER decides the applications to be financed, based on the opinions of the evaluators.

Procedure B projects of Leonardo covering pilot projects, language competencies and transnational networks are by nature indirectly centralized. Procedure C projects covering reference material, thematic actions, joint actions and projects of European organizations are the centralized actions.

The operation and management functions of the Leonardo National Agency are largely the same as described above by decentralized measures. The differences occur in the evaluation procedure and in the role of the selection committee. The pre-proposals and full proposals are evaluated by two external evaluators. The role of the selection committee is first to decide, based on the evaluations given to pre-proposals, whether an application deserves the chance of submitting a full proposal. In case of full proposals, the selection committee decides whether an application is proposed for funding to the European Commission or not.

By procedure C projects the role of the national agency is restricted to information sharing and advising. The NA receives also copies of Estonian pre-proposals and full-proposals.

The Leonardo National Agency also acts as an organizer and manager of CEDEFOP Study Visits in Estonia. The local NA sends out Estonian study visit participants as well as receives study visit groups to Estonia. The Leonardo NA has no interrelations with other international programmes. On the national level, it has had close contacts with the Socrates NA in order to exchange information and cooperate in aspects like joint publications and events.

The beneficiaries of Leonardo measures are all extremely pleased with the operation of the Leonardo NA. The results from the interviews demonstrate that the coordinators of the national NA have been most helpful with providing necessary data, answering questions, suggesting solutions, etc. The beneficiaries appreciate highly quick response by NA officials, their friendly and supportive attitude, and correctness in management. This kind of positive feedback underscores well the fact that the level of Estonian participation in the programme has not been suffering due to lack of information or timely advice.

The overview of the operating budget of the Leonardo National Agency is provided in Annex 1, which detailed the financial data. The operating budget of the agency forms by equal contributions by the Commission (50%) and the Ministry of Education and Research (50%). The operating budget of the programme has been annually around 8-12% of the total EC grant awarded to Leonardo programme in Estonia. The exception was the 2003, when operating costs rose to 25% of the EC grant awarded, because in that year no Estonian pilot projects were approved by the Commission as the result of changes in evaluation criteria. Taking into account the small number of management staff, the number of applications, projects and scope of budgets managed, it can be concluded that the Leonardo National Agency has been operating efficiently, indicating no sign of inefficiency.

SOCRATES

The Socrates National Agency, reflecting the larger scope of the Socrates programme, is set up on the programme basis. There are five separate management units for Comenius and

Lingua, Erasmus, Grundtvig, Arion, and Minerva. The programme managers are subordinated to the Head of the National Agency. Altogether the number of employees in the agency is currently 12.

The role of the Socrates National Agency by the **decentralized measures** consists of the following:

1. Managing the call for proposals;
2. Advising applicants through the web-site, various events and seminars, different handbooks and other printed materials, and individual consultations;
3. Receiving applications;
4. Carrying out the first assessments and pre-selection;
5. Organizing the evaluation of applications in the respective selection committee of the sub-programme;
6. Publishing the decisions of the selection committee;
7. In case of partnerships carrying out interagency consultations, and two consultation rounds with partner NAs;
8. Preparing final letters of approval and rejection to applicants;
9. Managing the projects, including contracting with beneficiaries, making payments to beneficiaries, gathering reports, accepting reports, recovering funds not used according to the contract;
13. Holding financial training for the project managers of partnerships;
14. Monitoring of the projects through information sharing, *in situ* visits, and ex post checks;
15. Recording, reporting, managing, archiving programme's data.

The NA has the administrative and technical responsibility for implementing the selection process established by the national authorities under the decentralised actions of the programme and taking into account all the documents on managing the Socrates programme.

Quality assessment of applications is carried out by national selection committees established. The selection committees consist of respective experts of the field. There is a representative from the Ministry of Education and Research in each committee. The members of the committees are chosen internally by the institutions, which are proposed by the Socrates NA and approved by the Ministry of Education and Research.

Consultations with the committees take place in form of regular meetings and via closed e-mail systems, which exist separately for each selection committee.

Regarding the **Socrates centralised actions**, the NA follows the procedures and uses the tools provided by the Commission. The NA is responsible for disseminating the information about the actions, training activities and expertise. The NA guarantees the expert evaluation of the projects (in case a copy is sent to NA) submitted to the European Commission. The NA is responsible for identifying the eligibility of the participating institutions.

For assessment of pre-proposals and full proposals of centralised actions the NA is using independent experts from the list approved and confirmed by the Ministry of Education and Research.

The Socrates NA has interrelations with several other programmes. The Socrates National Agency is part of larger foundation – Archimedes Foundation – managing various research and education programmes in Estonia. Archimedes Foundation coordinates and manages European education programmes like Erasmus Mundus, Youth, Tempus, Language Label. Managing national scholarship programmes, e.g Kristjan Jaak, scholarships for young researchers, graduate studies abroad, is also among the responsibilities of the Archimedes Foundation. Consequently, the Socrates NA is well-informed about the developments in other European and national actions and can exchange information on a regular basis. In regard of other national structures managing programmes in Estonia, the national NA has contacts in addition to the Leonardo National NA, with organizations like Open Estonian Foundation, Enterprise Estonia, Innove Foundation, etc.

Socrates beneficiaries, much like in case of Leonardo, are extremely pleased with the activities of the national agency. The agency has been a friendly communicator, provided quick answers and useful advice. The interviews suggest that Socrates participants appreciate highly the support from the national agency.

Annex 1 (financial data) provides an overview of the operating budget of the Socrates National Agency. The overview suggests that the annual operating cost of the agency has been around 6.5-12% (the average 8.9%) of the total EC grant awarded to the national agency for decentralized measures. The operating budget has been comparable, regarding the share of the EC grant awarded, to that of the Leonardo national agency. Taking into account the number of administration personnel, the number of applications, projects and budget managed, it can be concluded that no indication of inefficiency can be observed and that the programme has been managed efficiently.

When the operating costs (as a % of the budget) of the NAs are compared to the technical assistance costs (as a % of the budget) of implementing the EU Structural Funds in Estonia⁵⁷, where the average cost has been 9%, it can be concluded that the Leonardo and Socrates operating costs have been in line with the Estonian usual practice.

*

In case of both programmes, the procedures for managing the programmes are clearly outlined by the European Commission. This means that the national agencies do not have significant freedom in managing the programmes.

Financial management

LEONARDO

Over the years 2000-2006, Leonardo has supported Estonian vocational education with more than 6.5 million Euros, benefitting more than 2000 individuals through close to 300 mobility projects and supporting the implementation of 12 pilot projects. According to the Leonardo

⁵⁷ PricewaterhouseCoopers, 2006 „Evaluation of the implementation of the „Estonian National Development Plan for the Implementation of the EU Structural Funds – Single Programming Document 2004-2006“.

National Agency⁵⁸, Estonia has absorbed all the awarded EC budgets and in cases applied for additional funding, when possible.

According to the Leonardo national agency, the appreciation on the level of funding could be considered satisfactory. Still, the number of applications suggests that the needs are clearly greater than the budget has so far permitted.

In regard of beneficiaries⁵⁹, it has clearly emerged that the ISCO tables for pilot projects (the rates grants are based on) have been seriously discriminating Estonian participants. The level of income, the factor rates are based on, has been significantly higher in Estonia than calculated by the EC. The interviews have also brought out that Estonian participants do sometimes feel themselves in this aspect unequally treated compared to their European colleagues. Except the issues related to discriminating pay rates, the participants had no significant complaints regarding management procedures. One participant did point out that reporting in case of a pilot project is sometimes too complicated because several aspects of a project are not always measurable. Some participants in mobility projects have pointed out that administrative costs have not been sufficient to meet their needs. One mobility participant considered project related bureaucracy too overwhelming. Still, it appears that participating organizations have no huge problems with management procedures. First encounters with the European management procedures might scare the participants at first but it seems that after a while they get used to these and do not regard them too excessive.

Based on the participants' opinions gathered through the interviews the programme in general can be considered efficient. The management procedures do not seem to be constraining the programme.

Based on the last point and the fact that absorption rates have been good⁶⁰ the efficiency seems to have achieved.

The Leonardo programme has not received any additional funding on the part of Estonia.

SOCRATES

Socrates has, across the phase II years 2000-2006, contributed 9.3 million Euros through the decentralized measures to the development of Estonian education. This support has enabled more than 2600 students and 1000 teachers to participate in Erasmus international exchanges, more than 300 school teachers (including future teachers) had the opportunity to get international training in their professional field; 69 adult education specialists had a chance to up-date their knowledge and skills through training courses and almost 100 education decision-makers have participated in study visits all over Europe. In addition to individual mobility, a number of partnerships were facilitated very year.

⁵⁸ Interview with Mrs Ramia Allev, the Head of the Leonardo National Agency.

⁵⁹ Ibid.

⁶⁰ Ibid. Still, data on absorption rates for Leonardo have not been provided.

The Community contribution of 9.3 million Euros has been well appreciated by the beneficiaries as in total 94% of the funds have been absorbed. Annex 1 (financial data) provides an overview of absorption levels across the years and various activities. The overview suggests that the overall absorption of the Socrates budgets for decentralized measures has been successful and therefore the efficiency could be considered to be good. The year 2004, when Estonia joined the EU and became a full member of the programme, the total budget increased almost 4 times, stands out in some cases with somewhat lower absorption rates. Comenius partnerships, for instance, could absorb only 60% of the annual budget of that year as, according to the NA, resources in the previous year did not allow preparing for these significantly extended participation possibilities. Otherwise the various Socrates activities have been successful in absorbing their budgets.

Erasmus stands out with its high absorption rates (overall absorption 99.8%). Its two most important measures – student and teacher mobility – have been used fully. The low absorption (50.3%) in 2001 in organizing language courses occurred due to adjournment, reorganization of the activities and late-hour cancellations.

Grundtvig has also been successful in absorbing its finances (overall absorption 94.4%). Occasionally, there has occurred lower absorption capacity in training grants and in project preparation. Arion similarly to other activities has demonstrated that funds have been well used (overall absorption 98.5%).

Comenius, compared to Erasmus, Grundtvig and Arion, has demonstrated somewhat lower absorption capacity (overall 86.0%) which has been mainly caused by low intensity in initial teacher training and to some extent in project preparation.

Regarding the appreciation on the level of funding, the National Agency⁶¹ holds the opinion that the funds have been insufficient to satisfy the demand for quality applications. To provide an example, according to Comenius and Grundtvig selection notes, in 2005 the number of Comenius partnerships rejected due to lack of quality was 9 (out of 142).

When speaking of the beneficiaries' appreciation regarding the grant amounts obtained then the most problematic have been Erasmus grants. Especially during the initial years, the grants awarded were extremely limited and the students had to finance their mobility from their personal finances. The grants are still often not adequate as students from disadvantaged families are not able to participate, as interviews suggest. In other measures, the insufficiency of grants has not been that serious.

Additional funding of the programmes has been rather meagre in Estonia reflecting this way the national (un)importance of the programmes and their activities. The only programme receiving additional financial support from the state budget has been Erasmus, where the mobility measure has been supported (including student mobility, organisation of EILC courses and since 2006 mobility management) (See Annex 1). The share of the Estonian support in total Erasmus budget has been around 33% in 2002-2003 and around 15% in 2004-

⁶¹ Interview with Mr Rait Toompere, the Head of the Socrates National Agency.

2006. Other measures have not been financially supported. But, as said earlier, Erasmus has been the most in need of additional funding to be able to realize the idea of student mobility.

Management procedures have been mostly problem in centralized projects which are not managed locally. In case of centralized projects, some participants have pointed out that financial management procedures have been too time consuming and therefore caused delays in receiving the funds. This naturally frustrates the participants and brings along changes into project plans. Participants in decentralized projects seem to be generally satisfied with the management procedures and there have been no major complaints. A few points could still be pointed out. Financial management procedures of Erasmus mobility have been sometimes a little complicated for smaller institutions. Smaller institutions were sometimes in trouble covering mobility expenses from their own budgets when funds were delayed from the European Commission at the beginning of the II phase of the programme. Grundtvig participants are convinced that the administrative procedures could be simpler taking into account the relatively small amount of the grant. One project emphasised that deadlines for project approval, confirmation on level of funding and submission of end of year reports differed across partners and that made coordination difficult. One project had problems with late arrival of the grant caused by the delay of the funding from the European Commission to the NA resulting in insecurity in regard of planning meetings and expenses.

6. Conclusion and Recommendations

This impact assessment has demonstrated that the programmes have brought along several important benefits. Participation in the programmes, as this analysis has shown, has provided significant benefits on individual and organizational levels and sometimes on sectoral level (Leonardo). The impact on national level is complicated to state and is mostly indirect but still in some aspects has been remarkable (e.g. e-University). Dedication on the part of the beneficiaries and the national agencies has resulted in efficient and effective programmes. The analysis has demonstrated that the beneficiaries have placed great value on the experience gained from participating. The programmes have been significant in helping to meet a number of needs, in addition to being relevant and having high additionality.

Still, the analysis does also suggest that the programmes (now one single programme) have potential to be more effective. Erasmus has been one exception where national attention and support has been there. In case of other activities, the programmes have been functioning on their own without interference or clear guidance from the national level. The implementation of the programmes in school education, vocational education and adult education has not been clearly guided by specific national objectives. This is one aspect where the effectiveness of the programmes could be increased. Tailoring the programmes according to specific national needs so that the selection of beneficiaries is guided by specific priorities would contribute to higher effectiveness. As said earlier, if the importance of specific subjects (natural sciences) is not made clear earlier at school level it is hard to expect change in these areas later in higher education and research. The policy-makers should give more serious consideration to how the programmes could be made better use of in the national context.

The analysis has brought out that Estonian participants often complain about their unequal treatment compared to their European colleagues. For instance, the ISCO tables in Leonardo have been harassing Estonian participants. In order to avoid that Estonian participants lose interest and motivation to take part in the projects because of unequal treatment, it is important that this factor of unfairness should be corrected. It is important to acknowledge that in order to be equal partners in projects and achieve the expected results the partners should feel that they participate on equal grounds.

One point of concern, especially regarding the aspirations of Estonia in moving towards the knowledge-based society, has been the underrepresentation of technical and natural science areas in Erasmus. The issue of relating school education and projects to these areas was addressed earlier. But the low participation of the Tallinn University of Technology, one key player supposed to contribute to the knowledge-based society, in Erasmus mobility, especially among teaching staff, is definitely a matter that needs further attention. The national agency with the help of education policy-makers should make more serious efforts to raise the awareness about benefits of transnational mobility among the institution staff, students and management to contribute to intensified activities in this aspect. The university itself should clearly recognize the importance of this issue and realize that higher transnational activity among teaching staff is one prerequisite for student mobility. The positive experience from other HEIs support that clearly.

The insufficiency of grants has been brought out by many interviewees. Still, the most critical has this been in Erasmus, where one of the programme goals has not been achieved due to limited resources. In Erasmus, one of the goals was to facilitate the mobility of students who otherwise might not be able to participate in international study. To be able to achieve this aim, the grant levels should be higher, taking into account the cost of living in host countries. The idea of the programme is to choose a place of study based on what is taught in a particular institution and the concurrent setting, not purely the cost of living. Therefore, greater flexibility and resources are required in order to achieve this goal of Erasmus.

The number of participants in Comenius initial teacher training has been very modest⁶². In Estonia a reason behind that has been the confusion surrounding the curricula of teacher training, as suggested by the Comenius national reports. Furthermore, participation has been hindered by the complexity of the scheme itself. As teacher training is one key area in education and is an important priority it is vital that teachers' preparation and participation in the programme contributing to quality of teaching is not hindered by these types of factors.

One aspect that the analysis of Leonardo reports brought out was the issue of language preparation in professional area where about one fifth was not satisfied with the preparation. Language preparation is especially important in case of placements which require actual participation in work activities and last for an extended period of time. To this end, it is important, first of all, to assure the overall quality of language teaching taking place at VET institutions. Low participation of language instructors in Leonardo exchanges could be one reason behind the dissatisfaction of placement participants. Therefore, it is important to pay more attention to raising awareness about exchanges and their importance among language instructors at VET institutions and secondly revise preparatory language courses from the aspect of professional vocabulary. The case where Leonardo placement participants were equipped with a small professional vocabulary prior to placement is an example of good practice here.

The analysis of Leonardo reports has also pointed out that not all beneficiaries have been receiving certifications proving their participation. Formal certification, important for job seeking, should be emphasized by the national agency among VET institutions so that they would see to that all participants would receive a correct certificate. In addition, it is important to raise awareness among individual participants so that they could demand for a correct certificate after participation.

Regarding Leonardo mobility and low participation among students and young workers, stemming from a rigid time requirement, greater flexibility should be introduced into participation requirements.

According to the data, the share of vocational guidance specialists has been very low among participants in Leonardo exchanges. Vocational guidance has also been declared to be one critical aspect in developing VET in Estonia; therefore it is important that this target group would receive more attention in information campaigns and dissemination activities.

⁶² According to the NA it has been rather modest all over Europe as for example in 2004 there were only 10 initial teacher training projects approved by the European Commission.

Low number of Comenius school development projects and language projects were also highlighted in the analyses. These areas require also continuous attention. And consideration should be given to aspects that would contribute to more numerous participation, e.g allowing greater flexibility regarding the number of pupils and length of mobility in the language projects.

This impact assessment has also drawn attention to other imbalances in target groups, for instance, that among participants in Comenius in-service training where females dominate greatly over males. Consequently, the national agencies should give more consideration to targeting their dissemination activities towards specific needs of different target groups.

This last point relates to the overall data keeping and capacity to analyze participation in the programmes and activities. This impact assessment has brought out that the national agencies have problems with data keeping and providing reliable data. The capacity of providing adequate data, which can be subjected to analysis, should be considerably strengthened by the national agencies, especially in case of Leonardo. As Leonardo and Socrates are from now on part of the same programme and participation rates have increased considerably, serious consideration should be given to the idea of establishing a comprehensive and user-friendly database providing opportunities for adequate overviews, extensive data analysis, monitoring, etc. The database should provide adequate data that could be used for more complex analysis, providing considerably more thorough insight into the programmes and their impacts. Without clear overview of the programmes and their functioning it is complicated to suggest changes into them. The national agencies should recognize more the importance of having adequate data and information about the programmes. In addition, data keeping should be more stressed on the EC level to be able to better monitor and compare the functioning of the programmes.

Relating to the previous point, this analysis and interviews have outlined that here is a clear need for significantly improving the dissemination of project results and impacts on national as well as European level. This is especially the case in centralized projects with a significant potential impact. Today, available information on achieved results and created products is very limited. There is a need for an adequate and accurate knowledge-base containing data on implemented projects. This would guarantee that similar projects are not initiated in different European countries. In addition, this would potentially allow others to benefit from produced products. This could not be done when information is not available and when the programme does not provide special finances for projects to disseminate their project results.

The experience of Estonian organizations in centralized projects has brought out that frequent delays and insufficient information sharing on the part of the EC has negatively affected project implementation. Although, it is understandable that processing of centralized projects is more time-consuming, it is important to pay attention that this would not hamper project implementation.

The sections above have pointed to the most critical issues regarding the programmes. Still, the interviews have suggested many recommendations of which the most important are brought out below:

- Leonardo should allow investments to some extent in order to magnify the effects of the projects. For instance, in case of a project addressing the development of a new

curriculum, the possibility to acquire supporting machinery, facilities or other learning tools would greatly enhance the impact of the project and would contribute to the real implementation of the project results.

- Erasmus students have pointed out that Estonian HEIs should be better informed regarding the conditions in host country, including the actual availability of language courses and the cost of living.
- Some Erasmus students have also pointed out that the diploma supplements of HEIs could contain a note on the participation in Erasmus mobility to reflect the value placed on this activity.
- Erasmus institutions have reflected a concern that success of mobility is evaluated only based on the number of participants in mobility. As it is known that longer periods of mobility are more effective, quality of mobility should be also emphasized.
- In case of Erasmus teacher mobility it has come out that sometimes preparation for exchanges could be very time-consuming and costly. Therefore, consideration should be given to supporting preparation. Well-prepared teachers are more responsible and motivated contributing, for instance, to attracting foreign students to Estonian universities.
- Participants in Socrates centralized projects have pointed out that dissemination and marketing should be more financially supported in projects to achieve wider popularity and knowledge of products.
- It has also emerged during the interviews that participants need greater clarity regarding intellectual property rights related to products produced.

Annexes

Annex 1: Financial data

LEONARDO

		2000	2001	2002	2003	2004	2005*	2006*	Total
Mobility	EC Budget	329 599	325 675	345 691	372 800	668 855	740 000	825 000	3 607 620
Projects	EC Budget	367 581	428 080	404 900	0	436 291	512 644	823 227	2 972 723
Total	EC Budget	697 180	753 755	750 591	372 800	1 105 146	1 252 644	1 648 227	6 580 343

Operating cost	53 355	92 748	91 063	94 390	94 390	127 334	127 334	680 614
% of EC budget	7.7%	12.3%	12.1%	25.3%	8.5%	10.2%	7.7%	10.3%

SOCRATES

		2000	2001	2002	2003	2004	2005	2006*	Total
Activities									
<i>Erasmus</i>									
Student mobility	EC Budget	214 830	239 848	247 595	250 943	793 983	919 237	1 103 114	3 769 550
	Grants paid out	214 320	240 115	247 595	252 249	796 731	928 911	1 103 114	3 783 036
	Absorption %	99.8%	100.1%	100.0%	100.5%	100.3%	101.1%	100.0%	100.4%
Teacher mobility	EC Budget	29 830	30 000	31 000	27 422	170 158	176 926	186 338	651 674
	Grants paid out	29 830	29 991	30 630	26 797	168 733	167 269	186 338	639 588
	Absorption %	100.0%	100.0%	98.8%	97.7%	99.2%	94.5%	100.0%	98.1%
Support for mobility management	EC Budget				83 202	66 034	70 985	84 756	304 977
	Grants paid out				82 081	66 034	70 926	84 756	303 797
	Absorption %				98.7%	100.0%	99.9%	100.0%	99.6%

Language courses (EILC) grants for outgoing students	EC Budget		6 500	6 000	6 000	12 143	12 000	13 000	55 643
	Grants paid out		5 800	6 000	6 000	9 203	11 983	12 079	51 066
	Absorption %		89.2%	100.0%	100.0%	75.8%	99.9%	92.9%	93.4%
Organizing language courses (EILC) in Estonia	EC Budget		13 619	11 210	11 738	12 563	14 400	15 110	78 640
	Grants paid out		6 851	11 210	11 738	12 563	14 400	15 110	71 872
	Absorption %		50.3%	100.0%	100.0%	100.0%	100.0%	100.0%	91.4%
Erasmus TOTAL	EC Budget	244 660	289 967	295 805	379 305	1 054 881	1 193 548	1 402 318	4 860 484
	Grants paid out	244 150	282 757	295 435	378 865	1 053 264	1 193 489	1 401 397	4 849 359
	Absorption %	99.8%	97.5%	99.9%	99.9%	99.8%	100.0%	99.9%	99.8%
<i>Comenius</i>									
School partnerships	EC Budget	98 405	143 339	171 250	113 572	674 558	795 039	716 411	2 712 574
	Grants paid out	83 243	135 820	159 119	112 161	399 141	673 059	716 411	2 278 954
	Absorption %	84.6%	94.8%	92.9%	98.8%	59.2%	84.7%	100.0%	84.0%
Mobility grants for project preparation	EC Budget	14 509	13 000	14 918	15 860	100 000	41 845	32 589	232 721
	Grants paid out	6 271	12 650	13 967	17 068	77 267	34 672	23 003	184 898
	Absorption %	43.2%	97.3%	93.6%	107.6%	77.3%	82.7%	70.6%	79.5%
In-service training grants for school education staff	EC Budget	28 640	23 578	24 707	22 277	127 703	115 792	130 639	473 336
	Grants paid out	33 012	22 847	24 834	20 811	128 331	98 742	126 286	454 863
	Absorption %	115.3%	96.9%	100.5%	93.4%	100.5%	85.3%	96.7%	96.1%
Mobility grants for future language teachers	EC Budget	8 490	11 315	10 000	7 000	35 000	53 912	65 355	191 072
	Grants paid out	8 329	11 077	9 185	6 406	18 941	72 173	65 385	191 496
	Absorption %	98.1%	97.9%	91.9%	91.5%	54.1%	133.9%	100.1%	100.2%
Mobility grants for initial teacher training	EC Budget				5 000	10 000	10 000		25 000
	Grants paid out				3 881	5 657	5 740		15 278
	Absorption %				77.6%	56.6%	57.4%		61.1%

Comenius TOTAL	EC Budget	150 044	191 232	220 875	163 709	947 261	1 016 588	944 994	3 634 703
	Grants paid out	130 855	182 394	207 105	160 327	629 337	884 386	931 085	3 125 489
	Absorption %	87.2%	95.4%	93.8%	97.9%	66.4%	87.0%	98.5%	86.0%
<i>Grundtvig</i>									
Partnerships	EC Budget		31 647	43 293	36 229	66 509	106 891	183 863	468 432
	Grants paid out		31 392	40 609	33 629	62 218	91 485	183 863	443 196
	Absorption %		99.2%	93.8%	92.8%	93.6%	85.6%	100.0%	94.6%
Mobility grants for project preparation	EC Budget		455	1 600	2 697	20 703	6 813	10 815	43 083
	Grants paid out		453	947	1 929	19 625	10 532	5 455	38 941
	Absorption %		99.6%	59.2%	71.5%	94.8%	154.6%	50.4%	90.4%
Training grants for adult education staff	EC Budget		1 954	4 989	4 500	34 278	15 000	21 631	82 352
	Grants paid out		1 954	5 641	3 532	33 020	18 310	15 801	78 258
	Absorption %		100.0%	113.1%	78.5%	96.3%	122.0%	73.1%	95.0%
Grundtvig TOTAL	EC Budget		34056	49882	43426	121490	128704	216309	593867
	Grants paid out		33799	47197	39090	114863	120327	205119	560395
	Absorption %		99.2%	94.6%	90.0%	94.5%	93.5%	94.8%	94.4%
<i>Arion</i>									
Study visit grants for education decision-makers	EC Budget	4 970	4 187	4 165	4 799	30 816	31 164	31 572	111 673
	Grants paid out	4 794	4 187	4 165	4 799	29 809	30 633	31 572	109 959
	Absorption %	96.5%	100.0%	100.0%	100.0%	96.7%	98.3%	100.0%	98.5%
<i>PVCA</i>									
Mobility grants for preparation of Socrates centralized projects	EC Budget	4 010	2 233	4 442		37 218		18 735	66 638
	Grants paid out	2 444	1 960	4 438		30 479		7 799	47 120
	Absorption %	60.9%	87.8%	99.9%		81.9%		41.6%	70.7%

TOTAL EUR	EC Budget	403 684	521 675	575 169	591 239	2 191 666	2 370 004	2 613 927	9 267 364
	Grants paid out	382 243	505 098	558 341	583 080	1 857 754	2 228 834	2 576 972	8 692 322
	Absorption %	94.7%	96.8%	97.1%	98.6%	84.8%	94.0%	98.8%	93.8%

Total NA operating cost	39 250	39 250	39 250	38 213	149 076	277 132	306 212	888 383
% of EC budget	9.7%	7.5%	6.8%	6.5%	6.8%	11.7%	11.7%	9.6%

*- preliminary data

Funding of Erasmus

	2000	2001	2002	2003	2004	2005	2006	Total
Total budget of Erasmus*	244 159	270 117	438 021	520 927	1 223 280	1 358 892	1 615 856	5 671 252
EC grant awarded (without EILC)	244 159	270 117	278 236	361 142	1 031 537	1 167 150	1 374 261	4 726 602
Support from Estonia			159 785	159 785	191 742	191 742	241 595	944 650

Annex 2: Overview of interviews carried out during the Leonardo and Socrates impact assessment

Activity	Project	Organization	Interviewee	Date of Interview 2007
Leonardo da Vinci				
Language project	QALSPELL	Tallinn University of Technology Language Center	Hele Saar	May 9
Pilot Project	CURENGCOL	Kuressaare College of Tallinn, University of Technology	Maret Pank	May 25
	ECOLL	Võru County Vocational Training Center	Heiki Ojala	May 10
	INNOMET	Tallinna Enterprise Borad, Federation of Estonian Engineering Industry	Kirke Maar	May 17
	ROUTES - Access to Training via Mentor Supported Rural Learning Groups	Kuressaare Vocational School	Jane Mägi, Sirje Ellermaa*	May 24
Placements		Tallinn University of Technology	Riin Kobin	May 8
		Kuressaare Vocational School	Kai Rannastu	May 28
		Puhastusekspert Ltd	Helge Alt	May 15
		Tartu Association of Intellectuals	Luigi Päre	May 4
Exchanges		Narva Vocational Training Centre	Dmitri Lohmatov and 4 participants in placements	May 11
		Astangu Vocational Rehabilitation Centre	Tiina Sergo	May 21
		Kehtna Economy and Technology School	Erni Ajaots*	June 11
		SALO Baltic International OÜ	Kati Loo	May 15

* - written answers

Activity	Project	Organization	Interviewee	Date of Interview	
Socrates					
Centralized Measures	Comenius 2.1.	Effective teaching and learning for minority – language children in pre-school	NGO “Hea Algus” (Good Start)	Ivar Männamaa	May 4
	Erasmus IP	Crossing borders in interpretation of classical music and jazz (2005) Crossing interpretation borders again: improvisation and contemporary music (2006) Crossing borders once more: synthesis of different approaches in interpretation (2007)	Estonian Academy of Music and Theatre	Marje Lohuaru, Svea Ideon-Marks	May 24
	Grundtvig 1	AGADE: A Good Adult Educator in Europe – Curriculum Development Project	Estonian Non-formal Adult Education Association (ENAEA)	Tiina Jääger	May 8
	Lingua 1	ELN – Euro Languages Net; ELN PLUS – Euro Languages Net Plus	International House Tallinn	Katrin Langa	May 10
	Lingua 2	EKM – Eesti Keel ja Meel (Interactive computer course of colloquial Estonian language)	“Pangloss” Publication Ltd	Artem Davidjans	May 10
	Minerva	LeFo - Learning Folders: Open Source online Educational Publishing and Support for Primary Schools 2002-2004; Effective Use of Interactive Whiteboards for Math and Language learning in regular (secondary) schools 2005-2007;	“Miksike” Ltd	Mihkel Pilv	May 9
		THE UNIVE PROJECT – Creating Networ-Based E-University Model for the Small in the Context of E-Learning in Europe	Estonian Information Technology Foundation (EITF/EITSA)	Ene Tammeoru, Jüri Lõssenko	May 17

Activity	Project		Organization	Interviewee	Date of Interview	
Socrates						
Socrates individual training measures	Comenius 2.2 c		Miina Härma Gymnasium	Ene Tannberg	May 16	
			Merivälja Basic School	Kaja Laanmäe	May 17	
			Käina Gymnasium	Aimi Säremat	May 23	
	Grundtvig 3	Vocational Education and Training Centre of Tartu		Mariann Saaliste	May 16	
				Rummu Special Vocational School	Ülle Hinnov	May 22
	Arion	Estonian Ministry of Education and Research		Tallinn City Education Department	Andres Pajula	May 22
				Pärnu Adult Gymnasium	Karin Kurvits	May 10
Pärnu Raeküla Gymnasium				Agita Keerd	May 31	
Socrates partnerships	Comenius 1 (Language project)	Environment and Economy of Intensive Tourist Regions	Pärnu Raeküla Gymnasium	Agita Keerd	May 31	
		My Home in the Eyes of My Friend	Merivälja Basic School	Kaja Laanmäe	May 17	
	Comenius 1 (School development project)	Coubertin Academy		Ülenurme Gymnasium	Olev Saluveer	May 18
		Tools to Improve Working and Living at School		Albu Basic School	Ervin Jürisoo	May 24
	Comenius 1 (School project)	Communication		Kiili Gymnasium	Mari Hinnov	May 25
		Oma loodusõppe rada / An Educational Nature Reserve at School		Rapla Vesiroosi Gymnasium	Silja Pihelgas*	May 26
		Puu / Tree		Haanja-Ruusmäe Basic School	Urmas Veeroja	May 23
		Development, Production and Marketing of a European Newspaper		Narva Kreenholm School	Andrei Rozinov*	May 22
		A Baltic Agenda 21 in View of Young People / Balti Agenda 21 noorte inimeste pilgu läbi		Tallinn School No.21	Juta Hirv	May 24
		Window on My World		Võru Järve School	Reet Kangro	May 10
	Grundtvig 2	Revival of Grundtvig – Adult Learners Week TROG-ALW		Association of Estonian Adult Educators ANDRAS	Sirje Plaks	May 15
		CLEAR - Cultural Learning Engaging All Regionally		Geomedia Private School	Krista Noorkõiv	May 21
		Political Education and Learning for		Women’s Training Centre	Riina Kütt	May 16

		the Implementation of Gender Mainstreaming			
Activity	Project	Organization	Interviewee	Date of Interview	
Socrates					
Erasmus mobility		University of Tartu	Birute Klaas, Jaanika Haljasmäe	May 21	
		Tallinn College of Engineering	Viktoria Toomik, Arvi Altmäe	May 21	
		International University Audentes	Eve Müür, Peeter Müürsepp	May 17	
		Estonian Academy of Music and Theatre	Marje Lohuaru, Svea Ideon-Marks	May 24	
Policy makers and administrators					
	Tertiary education	Estonian Ministry of Education and Research	Heli Aru	May 22	
	Secondary education	Estonian Ministry of Education and Research	Liilia Oberg	May 17	
	Adult education	Estonian Ministry of Education and Research	Inge Kiviselg	May 23	
	Vocational education	Estonian Ministry of Education and Research	Andres Pung	May 29	
	Leonardo	Archimedes Foundation	Ramia Alles	May 25	
	Socrates	Archimedes Foundation	Rait Toompere	May 25	

* - written answers

Annex 3: Sample interview questionnaire and web survey

Sample questionnaire for organizations participating in Socrates partnerships (Comenius 1 and Grundtvig 2)

Type: A semi-structured in-depth interview with a representative of a participating organization.

Organization

1. Why did you decide to participate in Comenius/Grundtvig? What benefits did you expect from the project?
2. Who initiated the idea of participation?
3. Did your organization take simultaneously part in other education/training programmes or projects? If yes, which ones?
4. Does your organization have prior experience in participating in international cooperation projects?

Project

5. What was the main result of your project?
6. Were you able to obtain co-financing for your project? If yes, what were the sources and which activities were supported?
7. Were organizations outside the education and training sector involved in the project?
8. How was the dissemination of project results carried out? In what form and to whom were the results disseminated?

Impacts

9. Had it been possible for your organization to participate in a similar project without the support from the programme?
10. If yes, had the program had similar scope and time frame?
11. What would have then possibly been the sources of funding?
12. Has your project been implemented as planned? Was there something that did not get implemented? Why?
13. Did the project achieve the set goals? If the goals were not fully achieved, what were the reasons behind it?
14. Was the project integrated into the curriculum?
15. Were learners able to participate in mobility?
16. How did your project contribute to the development of the European dimension?
17. How did your project contribute to the development of an intercultural dialogue?
18. How would you describe the impact of the project on your organization?
19. How would you describe the impact of the project on the educational/training staff of your organization?
20. How would you describe the impact of the project on learners of your organization?
21. What has been the added value of the project?
22. Is your project in some aspects somehow innovative? If yes, then how?
23. Did your project involve something that is remarkable on the regional, state or European level?
24. How has participation in the project affected everyday activities in your organization?

25. Has participation in the project brought about any negative side effects? If yes, then what kind?
26. How has participation in the project impacted further international participation?
27. What do you think, in which aspect of the following – quality of education/training and the European dimension, language learning, intercultural knowledge, access to lifelong learning – did you project contribute the most?
28. How did your project pay attention to transversal issues?

Programme

29. Could you please identify the main needs of school education/adult education in your organization?
30. To what extent have you been able to meet these demands through Comenius/Grundtvig programme?
31. How do you evaluate the financial and administrative procedures of the programme?
32. How did you hear about the programme?
33. How would you evaluate the availability of information about the programme?
34. How would you evaluate the role of Socrates Estonian Bureau by the programme?
35. Would recommend other schools/organizations participating in the programme?
36. What would be your recommendations and proposals regarding the programme?

Erasmus teaching staff web-survey questionnaire

Respondent

1. Your gender
 - a. Female
 - b. Male
2. Your year of birth:
3. Sending university/college:
4. Please write, in which country did your exchange take place:
5. Please indicate, in which language did you teach the course:
6. On which level did you teach courses? (*please mark all suitable answers*)
 - a. Bachelor
 - b. Master
 - c. Doctorate
7. On whose initiative primarily did you decide to take part in the Erasmus teacher mobility programme?
 - a. My own
 - b. Colleagues
 - c. The department manager
 - d. Head of university/college
 - e. Local or state education officials

- f. Partner-university/college
- g. Other (*please write*):

8. What were the main reasons, which motivated you to take part in the Erasmus teacher mobility programme? (*Please use the given scale to evaluate each aspect below*)

	1 – mainly for that reason	2 – for that reason also	3 – rather not for that reason	4 – not at all for that reason
a. Acquire new knowledge and skills				
b. Enrich content of courses and enlargement of course choice in my institution				
c. Intensify relations with another country and institution				
d. Share my own knowledge, skills and experience				
e. Get new information about successful practices and approaches in another country				
f. Get to know another culture and way of thinking; broaden my horizon				
g. Develop the European dimension in higher education				
h. Develop language competencies				
i. Raise interest towards Estonian culture and system of higher education				
j. Develop professional career and career chances				
k. Develop personal competencies				
l. Other (<i>please write</i>)				

Impact

9. To what extent was (were) the course(s) you taught integrated into the curriculum of the host institution? (*If you taught only one course and it met the criteria stated, please mark “in all cases” as your answer, if it didn’t meet the criterion, please mark “non of the cases” as your answer*)

	In all cases	Some cases	Non of the cases
--	--------------	------------	------------------

a.Course(s) was(/were) part of the usual curriculum			
b.The course(s) was(/were) compulsory for the students of the host-university/college			
c.The students of the host university/college received credit for the course(s)			

10. Would it still have been possible for you to take part in similar teacher mobility, if you had not received the Erasmus grant?
- a. Yes, probably
 - b. Probably not

If b > continue with question 14.

11. If yes, would it have been possible for you to take part in teacher mobility with similar scope?
- a. Yes, probably
 - b. No, probably with smaller scope

12. If yes, would it have been possible for you to take part in teacher mobility during the same time-period?
- a. Yes, probably
 - b. No, probably later

13. If yes, what types of financial sources would you have probably had used?
- a. Personal funds
 - b. Some resources of the sending institution
 - c. Some resources from the host institution
 - d. Other funds (*please specify*):.....

14. Did the mobility experience meet your overall expectations?
- a. Yes, totally
 - b. Yes, partly
 - c. No, hardly
 - d. No, not at all

15. Did the mobility experience achieve its goals for you?
- a. Yes, fully
 - b. Yes, most of them
 - c. No, hardly reached the goal
 - d. No, not at all

16. Please evaluate following aspects, whether the mobility experience has improved your...

	1 – significantly	2 – to some extent	3 – not much	4 – not at all
a.... professional knowledge and skills				
b.... knowledge of methods of teaching not used in my institution				
c.... knowledge of another culture and				

way of thinking				
d.... knowledge of the European dimension of teaching				
e.... language competencies				
f.... skills to cooperate with people from other cultures				
g.... work motivation and self-confidence				
h.... ability to adapt				
i.... useful contacts for research				
j.... career chances				

17. Please evaluate following aspects, whether the mobility experience has indirectly improved sending-university's students...

	1 – significantly	2 – to some extent	3 – not much	4 – not at all
a. knowledge of teaching methods not used in their institution				
b. knowledge about the subjects taught in the host institution				
c. knowledge and notion of another culture and mentality				

18. Please evaluate the following aspects, whether the mobility experience has indirectly improved host institution's students'...

	1 – significantly	2 – to some extent	3 – not much	4 – not at all
a. knowledge of teaching methods not used in their institution				
b. knowledge and notion of another culture and mentality				

19. Please evaluate following aspects, whether the mobility experience has advanced in your institution or department...

	1 – significantly	2 – to some extent	3 – not much	4 – not at all
a. overall quality of teaching and studying				
b. knowledge and notion of another culture and				

mentality				
c. usage of professional literature in a foreign language among teaching staff and researchers				
d. usage of professional literature in a foreign language among students				

20. Please evaluate following aspects, whether the skills and knowledge obtained from the mobility experience...

	1 – significantly	2 – to some extent	3 – not much	4 – not at all
a. have been professionally directly applicable				
b. have helped make studies more effective				
c. have helped to implement innovations in my organization				

21. If some innovations have been put into use as a result of the mobility experience, please write what these have been:

.....

22. Has the overall co-operation with the host institution intensified as a result of the mobility?

- a. Yes
- b. No

23. What is the content of this intensified cooperation?

.....

24. Has anyone that you know of taken part of the Erasmus mobility programme as the results of your recommendation?

- a. Yes
- b. No

25. Please write, what was the main value of the mobility experience for you?

.....

26. Do you think that due to the knowledge, skills and experience acquired during the Erasmus teacher mobility programme increased your value on the labor market?

- a. Yes, significantly
- b. Yes, slightly
- c. No, rather not
- d. No, certainly not

27. Among whom did you disseminate your Erasmus mobility experience and new knowledge? (please mark all suitable answers)

- a. Colleagues
- b. The department manager of the sending institution
- c. The head of institution
- d. Local and/or state education managers
- e. Someone other (please write):
- f. No feedback was given

28. The dissemination form was mainly...?

- a. Written
- b. Oral
- c. Other (please write):.....

The arrangements of the mobility, needs

29. Were the finances granted by the programme sufficient to cover all expenses related to the mobility?

- a. Yes
- b. No

If a. -> Please continue with question 31.

30. From what types of financial sources and in what proportion did you cover additional expenditures?

	% of all expenses
a. Endowment from the sending university/college (in addition to regular salary)	
b. Endowment from the host university/college	
c. Personal resources	
d. Other resources	

31. Please evaluate the following aspects, to what extent did you experience difficulties during the mobility.

	1 – was a great problem	2 – was a problem	3 – was not a significant problem	4 – was not a problem at all
a. Inadequacy of Erasmus grant				
b. Difficulties related to interrupt teaching and research commitments in home school				
c. Difficulties related to interrupt administrative commitments in home school				
d. Difficulties with finding a				

replacement staff				
e. Difficulties related to administrative matters				
f. Social/family difficulties				
g. Heavy workload for the preparation of a teaching period abroad				
h. Linguistic difficulties				
i. Administrative problems with host institution prior to visit				
j. Academic problems with host institution prior to visit				
k. Inadequacy of Erasmus grant				

32. Was there a preparatory period prior to your mobility?

- a. Yes
- b. No

33. What did the preparation consist of?

- a. I took language courses
- b. I got information necessary to integrate into the new environment
- c. Other (*please write*):.....

34. Please evaluate the organization of Erasmus teacher mobility grants regarding the following aspects:

	yes	no
a. The information regarding the mobility was easily obtainable		
b. Sending university (for example it's Erasmus coordinator) was counseling the application procedure		
c. The procedure of applying for mobility-grants was easy		
d. The procedure of applying for mobility-grants was fast		
e. Mobility-grant reached the beneficiary on time		

a. Would you recommend your colleagues or partners to take part in Erasmus mobility?

- a. Yes, certainly
- b. Yes, generally
- c. No, rather not

b. What would be your recommendations and suggestions regarding the mobility for the future?

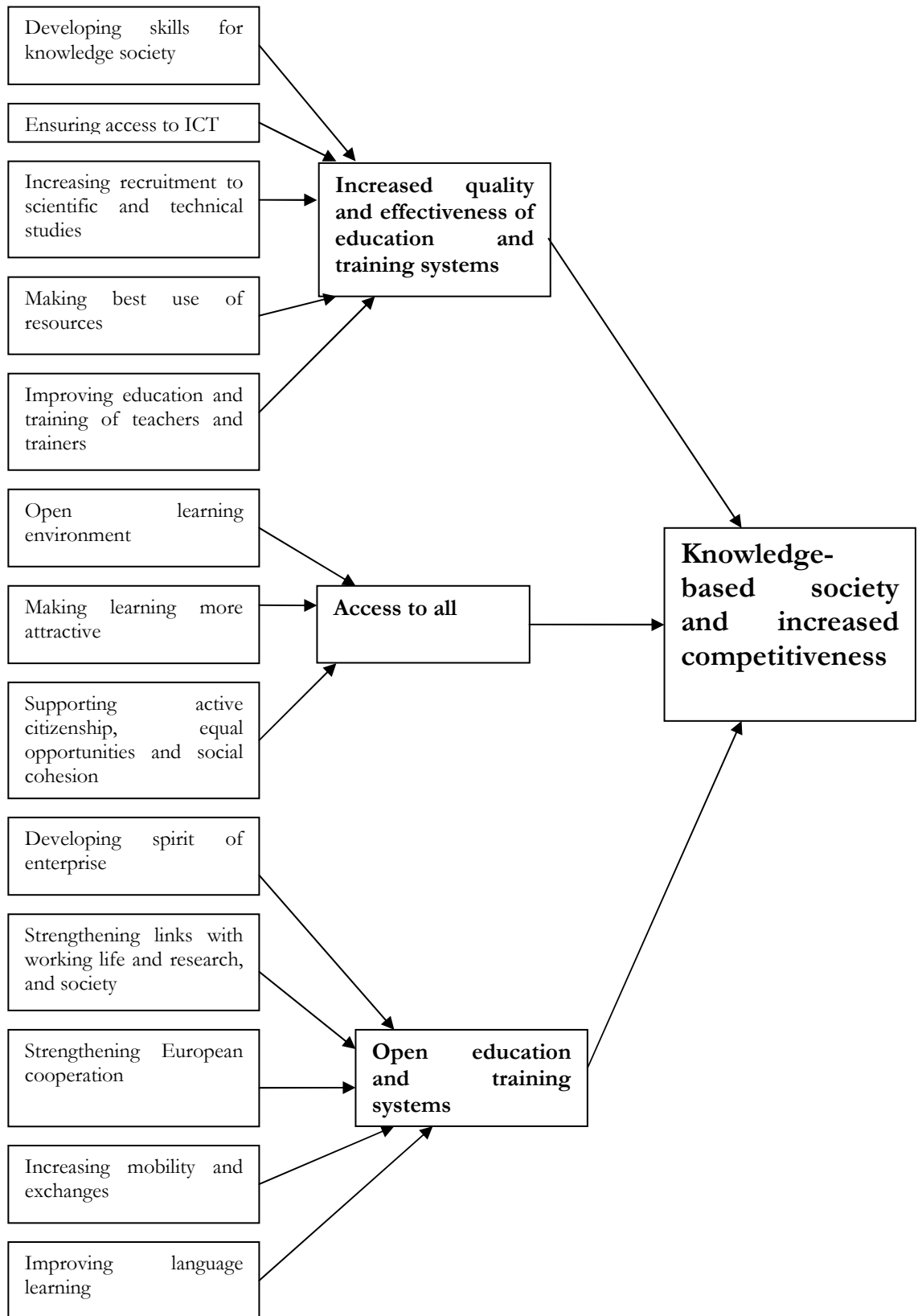
.....

Annex 4: Erasmus focus group questionnaire

1. Please describe shortly your most memorable experience from the Erasmus student mobility programme.
2. Why did you decide to take part in the Erasmus student mobility programme?
3. What kind of preparation did your college/university offer you before the mobility and how would You evaluate that preparation?
4. Time abroad: how did your study and living period abroad differ from your life here at home?
 - a. Did you study full-time? Was your study-load abroad greater or smaller than at home?
 - b. How much of your time did you spend on social activities? Is it more or less than the time spent on social activities at home?
 - c. To what extent could you engage in activities that you did not engage in before, in Estonia?
5. What was the main benefit of the Erasmus mobility for you?
6. How would you evaluate the effectiveness of the mobility regarding your studies and specialty/ subject field?
 - a. Were the subjects taken abroad connected to your major?
 - b. Were the subjects taken abroad such that are not taught in Estonia?
 - c. Were the tutorial formats / methods experienced abroad different from those exercised in Estonia?
 - d. Was the quality of teaching and learning abroad different from that in Estonia?
 - e. Did the subjects taken abroad during the mobility programme count for credit for your studies in Estonia? Were the subjects transferred as compulsory, optional, or elective?
7. How would you evaluate the impact of the student mobility on your language proficiencies?
 - a. Were you able to put your language skills (as they were) into use?
 - b. Did you acquire a new language?
 - c. How beneficial is the renewed language proficiency for you?
8. How would you evaluate the aspect of personal skills and abilities – which skills/abilities were advanced or influenced most during the mobility experience?
9. What do you think, how has the participation in the Erasmus student mobility programme influenced your competitiveness on the labour market?
 - a. Could a person with Erasmus student mobility experience have a certain advantage in the eyes of employers?
 - b. Could the Erasmus student mobility experience have an impact on your job tasks?
 - c. Could the Erasmus student mobility experience have an impact on your income?
10. Would it still have been possible for you to take part in similar student mobility if you had not gotten the Erasmus grant?
 - a. If yes, how would you have financed your mobility?
 - b. If yes, would it have been possible for you to take part in the mobility during the same time-period, for the same length (not later, not shorter) and with the same study-load?

11. One of the goals of Erasmus programme is to provide an opportunity to study abroad for those students who otherwise would not be able to participate in such an activity. How would you evaluate the extent to which Erasmus student mobility programme has attained that goal? (think of your fellow students also)
12. During the mobility experience were there some things you were discontent with?
Did you have problems with
 - a. administrative issues?
 - b. housing?
 - c. credit transfer?
 - d. finances?
 - e. Understanding and adjusting to the system of host-college/university?
13. What would be your recommendations and suggestions about Erasmus program for the future?

Annex 5: Programme Framework



Annex 6: OECD key competencies⁶³

Competency Category 1: Using Tools Interactively

- A. Use language, symbols and texts interactively
- B. Use knowledge and information interactively
- C. Use technology interactively

Competency Category 2: Interacting in Heterogeneous Groups

- A. Relate well to others
- B. Co-operate, work in teams
- C. Manage and resolve conflicts

Competency Category 3: Acting Autonomously

- A. Act within the big picture
- B. Form and conduct life plans and personal projects
- C. Defend and assert rights, interests, limits and needs

⁶³ OECD. 2005. *The Definition and Selection of Key Competencies: Executive Summary*.
<http://www.oecd.org/dataoecd/47/61/35070367.pdf> (May 31, 2007).

Annex 7: Overview of applications received and approved

(1) Comenius partnerships: overview of received and approved applications

	2000		2001		2002		2003		2004		2005		2006		Total	
	R*	A	R	A	R	A	R	A	R	A	R	A	R	A	R	A
School projects	43	33	67	41	72	40	52	28	62	52	99	81	125	93	520	368
School development projects			5	1	5	3	10	6	18	15	34	25	41	30	113	80
Language projects			4	1	5	1			1	1	9	4	7	2	26	9
Total	43	33	76	43	82	44	62	34	81	68	142	110	173	125	659	457

*R – Received; A – Approved.

(2) Grundtvig partnerships: overview of received and approved applications

	2001		2002		2003		2004		2005		2006		Total	
	R*	A	R	A	R	A	R	A	R	A	R	A	R	A
Partnerships	12	5	13	7	22	7	24	9	45	21	50	33	167	82

*R – Received; A – Approved.

(3) Individual training grants: overview of received and approved applications

	2000		2001		2002		2003		2004		2005		2006		Total	
	R*	A	R	A	R	A	R	A	R	A	R	A	R	A	R	A
Comenius in-service training	43	20	17	16	28	18	31	15	91	74	94	60	109	76	413	279
Grundtvig mobility			2	2	9	7	13	3	38	25	29	18	32	14	123	69
Arion	5	5	21	4	14	4	46	4	30	25	34	26	40	27	190	95
Total	48	25	40	22	51	29	90	22	159	124	157	104	152	117	726	443

*R – Received; A – Approved.

Annex 8: Overview of individual beneficiaries

LEONARDO

	2000		2001		2002		2003		2004		2005		2006		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Young people in initial vocational training (IVT)	57	18	37	31	41	50	34	48	106	56	70	108	116	96	476 52%	431 48%
Students (STU)	10	19	16	13	10	13	9	15	8	41	19	26	10	21	82 36%	148 64%
Young workers and recent graduates (WOR)	9	21	12	16	18	13	15	8	32	20	25	9	13	20	125 54%	107 46
People in charge of human resources, planners, managers, vocational guidance specialists (INS)	37	41	65	39	53	32	26	15	73	21	18	4	14	9	289 64%	161 36%
Instructors and tutors in the field of language skills	20	7	10		21	1	26	2	27	1	78	37	38	21	220 76%	69 24%

(LAN)																	
Total	133	106	140	99	143	109	110	88	246	139	210	184	191	167	1192	898	

F – female, M – male

Mobility beneficiaries by age (N)

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
Young people in initial vocational training (IVT)									
<18		9	9	7	10	19	14	68	8
18-21	53	45	65	59	77	125	100	524	66
22-25	14	12	10	14	30	18	5	103	13
>25	8	2	7	2	45	19	19	102	13
Total	75	68	91	82	162	181	138	797	100
Students (STU)								0	0
<18									
18-21	14	4	14	15	NA*	20	9	76	42
22-25	15	15	6	9	NA	22	19	86	48
>25	0	10	3	0	NA	3	2	18	10
Total	29	29	23	24	49	45	30	180	100
Young workers and recent graduates (WOR)									
<18	0	0	0	0	0	2	0	2	1
18-21	10	5	12	5	7	10	13	50	32

22-25	10	9	9	11	26	7	7	44	28
>25	18	14	10	7	19	15	12	62	39
Total	38	28	31	23	52	34	32	158	100

*NA – not available

Mobility beneficiaries (LAN and INS) by occupation (N)*

	2000	2001	2002	2003	2004	Total	
						N	%
Managers	47	0	54	20	4	125	24
Instructors and tutors in the field of language skills	27	10	22	27	28	114	22
People in charge of human resources	20	47	11	12	84	174	34
Planners	11	36	12	5	5	69	10
Vocational guidance specialists	0	17	8	10	1	36	7
Total	105	110	107	74	122	518	100

SOCRATES

Comenius in-service training grants for school education staff by gender

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
Female	20	16	16	13	68	57	66	256	94
Male	20		2	2	6	3	3	16	6
Total		16	18	15	74	60	69	272	100

Comenius in-service training grants for school education staff by age

	N	%
21-30	51	20.2
31-40	72	28.6
41-50	84	33.3
51-60	38	15.1
60-70	4	1.6
Missing	3	0.0
Total	252	100.0

Comenius in-service training grants for school education staff by institution type

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
General secondary school (EDU 3.1);	12	9	11	15	55	36	42	180	66
Primary school (EDU.2);	7	3	2		6	17	16	51	19
General and vocat./tech. secondary school (EDU 3);		1				1	3	5	2
Vocational secondary school (EDU 3.2.1);	1		2		1		1	5	2
Higher education inst. (EDU.4);			1		3			4	1
Nursery school						1	3	4	1

(EDU.1); Primary school (EDU.2);									
Vocational/tech. secondary school (EDU 3.2);		2				1		3	1
Public authority national (PUB.3);			1			1		2	
Adult/cont. education provider (EDU.5);						1	1	2	
Nursery school (EDU.1);					2			2	
OTHER - Cultural organisation;					1		1	2	
Other type of organisation (OTH);			1					1	
General secondary school (EDU 3.1); Private company - services (SER);					1			1	
Primary school (EDU.2); General secondary school (EDU 3.1);					1			1	
Vocational/tech. secondary school (EDU 3.2); Higher education inst. (EDU.4);					1			1	
Nursery school (EDU.1); General secondary school (EDU 3.1);					1			1	
Public authority regional (PUB.2);					1			1	
Higher education inst. (EDU.4); Public authority national (PUB.3);							1	1	
Primary school (EDU.2); Establishment for learners with spec. learning needs(EDU 6);							1	1	
Establishment for learners with spec. learning needs(EDU					1			1	

6);									
Primary school (EDU.2); General secondary school (EDU 3.1); Establishment for learners with spec. learning needs(EDU 6);								1	1
Total	20	16	18	15	74	60	69	272	100

In-service training grants for school education staff by region

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
North Estonia	2	9	6	3	26	21	25	92	34
South Estonia	12	5	3	6	22	11	10	69	25
West Estonia			5	2	16	15	14	52	19
Central Estonia	2	1		2	4	9	15	33	12
North East Estonia	4	1	4	2	6	4	5	26	10
Total	20	16	18	15	74	60	69	272	100

Grundtvig training grants for adult education staff by gender

	2001	2002	2003	2004	2005	2006	Total	
							N	%
Female	2	6	3	21	15	12	59	86
Male		1		4	3	2	10	14
Total	2	7	3	25	18	14	69	100

Grundtvig training grants for adult education staff by age

	N	%
21-30	18	26.1
31-40	23	33.3
41-50	18	26.1
51-60	9	13.0
61-70	1	1.4
Total	69	100.0

Grundtvig training grants for adult education staff by institution type

	2001	2002	2003	2004	2005	2006	Total	
							N	%
Adult/cont. education provider (EDU.5); Private company - services (SER);	1		1	6	2		10	14
Adult/cont. education provider (EDU.5);		1		7		2	10	14
Vocational/tech. secondary school (EDU 3.2);		1		2	2	2	7	10
Higher education inst.	1	1			3	2	7	10

(EDU.4);								
Establishment for learners with spec. learning needs(EDU 6);				2	4		6	9
Non-profit association - national (ASS.3);				1	2	1	4	6
Tech/vocat. edu. in conjunction with work(EDU 3.3); Public authority national (PUB.3); OTHER - Prison;		1		1	1		3	4
OTHER - Cultural organisation;				2		1	3	4
Adult/cont. education provider (EDU.5); Non-profit association - region/national (ASS.1);		2				1	3	4
Non-profit association - local (ASS.5);			2		1		3	4
Higher education inst. (EDU.4); Adult/cont. education provider (EDU.5);				1	1	1	3	4
Adult/cont. education provider (EDU.5); Non-profit association - local (ASS.5);				1		1	2	3
General secondary school (EDU 3.1);					1		1	1
Private company - services (SER);		1					1	1
Adult/cont. education provider (EDU.5); Other type of organisation (OTH);				1			1	1
OTHER - Prison;				1			1	1
General secondary school (EDU 3.1); Public authority local (PUB.1); Establishment for learners with spec. learning needs(EDU 6);					1		1	1
Adult/cont. education provider (EDU.5); Non-profit association - regional (ASS.4);						1	1	1
Other type of organisation (OTH); Non-profit association - national (ASS.3);						1	1	1
Vocational secondary school (EDU 3.2.1);						1	1	1
Total	2	7	3	25	18	14	69	100

Grundtvig training grants for adult education staff by institution region

	2001	2002	2003	2004	2005	2006	Total	
							N	%
North Estonia		4	2	17	11	7	41	59
South Estonia	2	1	1	4	4	5	17	25
West Estonia				1	3		4	6
North East Estonia		2		2		1	5	7
Central Estonia				1		1	2	3
Total	2	7	3	25	18	14	69	100

Arion study visit grants for educational decision-makers by gender

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
Female	3	2	2	3	17	20	15	62	65
Male	2	2	2	1	8	6	12	33	35
Total	5	4	4	4	25	26	27	95	100

Arion study visit grants for educational decision-makers by age

	N	%
21-30	12	12.6
31-40	35	36.8
41-50	30	31.6
51-60	18	18.9
Total	95	100

Arion study visit grants for educational decision-makers by occupation

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
Principal/Head	2	3	1		8	9	10	33	35
Other			1	2	6	8	4	21	22
Dep. head	1		1		4	4	4	14	15
Education manager	2		1	1	2		6	12	13
Advisor/Counsellor					4	3	2	9	9
Upper secondary teacher				1		1		2	2
Inspector						1	1	2	2
Principal/Head Adult Education inst.		1						1	1
Adult Education teacher/trainer					1			1	1
Total	5	4	4	4	25	26	27	95	100

Arion study visit grants for educational decision-makers by institution type

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
General secondary school (EDU 3.1);	3			2	8	7	7	27	28
Public authority national	1		1	1	4	4	6	17	18

(PUB.3);										
Primary school (EDU.2);		3	1		3	2	3	12	13	
Public authority local (PUB.1);	1		1		1	4	4	11	12	
Adult/cont. education provider (EDU.5);				1	4	1		6	6	
Public authority regional (PUB.2);					1	4		5	5	
Nursery school (EDU.1);		1					2	3	3	
Higher education inst. (EDU.4);			1		1		1	3	3	
Vocational secondary school (EDU 3.2.1);						1	1	2	2	
Non-profit association - national (ASS.3);						1	1	2	2	
Nursery school (EDU.1); Primary school (EDU.2);		1						1	1	
Non-profit association - local (ASS.5);					1			1	1	
Vocational/tech. secondary school (EDU 3.2);					1			1	1	
OTHER - Cultural organisation;					1			1	1	
Other type of organisation (OTH);						1		1	1	
Non-profit association - regional (ASS.4);						1		1	1	
General and vocat./tech. secondary school (EDU 3);							1	1	1	
Private company - services (SER);							1	1	1	
Total	5	4	4	4	25	26	27	95	100	

Arion study visit grants for educational decision-makers by region

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
South Estonia	1	2	3	2	8	7	10	33	35
North Estonia	3		1	1	8	9	9	31	33
West Estonia	1				4	4	3	12	13
Central Estonia		2		1	2	3	3	11	11
North East Estonia					3	3	2	8	8
Total	5	4	4	4	25	26	27	95	100

Erasmus student mobility beneficiaries by gender

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	Total
Female	187	196	237	237	336	384	1577
	73%	72%	78%	78%	76%	75%	75%
Male	68	78	67	68	108	127	516

	27%	28%	22%	22%	24%	25%	25%
Total	255	274	304	305	444	511	2093

Erasmus student mobility beneficiaries by age

	N	%
< 20	44	2.1
20-24	1713	81.8
25-29	263	12.6
30-34	41	2.0
35-39	21	1.0
40-44	8	0.4
44 >	1	0.0
Missing	2	0.0
Total	2093	100.0

Higher education institution's participation in Erasmus students mobility

	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	Total	
							N	%
University of Tartu	70	83	106	111	149	177	696	33
Tallinn University of Technology	30	32	39	36	48	71	256	12
Tallinn University	39	41	26	33	57	57	253	12
Estonian Academy of Arts	16	20	19	26	42	41	164	8
Estonian Business School	27	22	29	22	22	25	147	7
Estonian Academy of Music and Theatre	16	14	24	21	29	31	135	6
International University Concordia Audentes	21	18	19	16	16	18	108	5
Estonian University of Life Sciences	14	14	13	14	18	19	92	4
Tallinn College of Engineering	7	10	12	11	17	18	75	3
Estonian Institute of Humanities	4	4	5	5	9	10	37	2
Tallinn Health College	0	3	6	4	7	6	26	1
University Nord	3	5	3	3	5	6	25	1
University of Tartu Viljandi Culture Academy	3	4	3	3	4	3	20	
Tartu Art College		3			8	7	18	1
Tartu Health College					5	8	13	0.6
Estonian Maritime Academy					5	3	8	0.3
Estonian IT College					3	4	7	0.3
Eurouniversity						4	4	0.1
Internal Defence Academy						2	2	0.0
Tallinn Commercial College						1	1	0.0
Total	250	273	304	305	444	511	2087	100

Subject areas of Erasmus students

Subject Area	No. of Study Periods per Subject Area						Total	
	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	N	%
	Business Studies and Management Sciences	47	45	66	47	61	78	344
Art and Design	29	44	40	47	75	85	320	15
Languages and Philological Sciences	42	38	35	51	64	62	292	14
Social Sciences	26	18	20	32	47	68	211	10
Law	19	28	24	28	33	21	153	7
Engineering, Technology	21	16	16	22	27	30	132	6
Architecture, Urban and Regional Planning	9	15	15	12	21	28	100	5
Medical Sciences	7	10	21	12	22	25	97	5
Communication and Information Sciences	9	12	19	12	16	25	93	4
Geography, Geology	4	11	11	9	14	23	72	3
Education, Teacher Training	9	12	10	2	12	13	58	3
Humanities	7	5	6	9	15	14	56	3
Agricultural Sciences	11	6	8	6	8	5	44	2
Natural Sciences	9	3	9	4	10	8	43	2
Other Areas of Study	4	8	2	8	9	10	41	2
Mathematics, Informatics	2	3		4	10	16	35	2
Total	255	274	302	305	444	511	2091	100

Erasmus teacher mobility beneficiaries by gender

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	Total	
							N	%
Female	38	45	40	36	138	135	432	54
Male	40	32	37	48	104	108	369	46
Total	78	77	77	84	242	243	801	100

Erasmus teacher mobility beneficiaries by age

	N	%
< 30	41	5.1
31-40	178	22.2
41-50	216	27.0
51-60	209	26.1
61-70	70	8.7

71-80	3	0.4
Missing	84	10.5
Total	801	100.0

Higher education institution's participation in Erasmus teaching staff mobility

	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	Total	
							N	%
University of Tartu	22	16	22	25	61	55	201	25
Tallinn University	17	19	10	15	44	40	145	18
Estonian Academy of Music and Theatre	7	6	7	10	28	26	84	10
Estonian Academy of Arts	7	8	7	7	18	24	71	9
Tallinn University of Technology	8	7	8	8	15	16	62	7
Tallinn Health College		4	6	5	12	16	43	5
Tallinn College of Engineering	4	4	4	4	11	10	37	5
Estonian Business School	5	3	4	3	11	4	30	4
Estonian Institute of Humanities	1	2	2	3	8	5	21	3
Estonian University of Life Sciences	2	2	3	1	8	2	18	2
Viljandi Culture Academy	2	2	2	2	5	3	16	2
Tartu Art College		1			8	6	15	2
Tartu Health College					2	13	15	2
International University Concordia Audentes		1	1		5	7	14	2
University Nord	1	1	1	1	2	1	7	1
Estonian IT College					2	4	6	1
Estonian Maritime Academy					2	3	5	1
Eurouniversity						4	4	0.5
Public Service Academy	1					2	3	0.3
Tallinn Commercial College						2	2	0.2
Institute of Law		1					1	0.1
Tartu College of Teacher Education	1						1	0.1
Total	78	77	77	84	242	243	801	100

No. of Teacher Visit per Subject Area								
Subject Area	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	Total	
							N	%
Art and Design	17	18	16	16	59	64	190	24
Languages and Philological Sciences	19	8	14	11	35	39	126	16
Social Sciences	4	9	13	14	32	20	92	11
Medical Sciences	1	8	9	8	25	39	90	11
Business Studies and Management	7	6	4	8	18	19	62	8

Sciences									
Communication and Information Sciences	4	5	2	3	11	12	37	5	
Engineering, Technology	4	5	6	5	6	10	36	4	
Education, Teacher Training	5	5	2	3	13	7	35	4	
Mathematics, Informatics	4	0	1	4	8	11	28	3	
Humanities	2	3	3	6	5	6	25	3	
Other Areas of Study	2	1	1	3	10	6	23	3	
Geography, Geology	3	2	1	2	5	2	15	2	
Law	2	3	1		5	3	14	2	
Architecture, Urban and Regional Planning	1	1	2	1	6	1	12	1	
Natural Sciences	1	2	1		3	3	10	1	
Agricultural Sciences	2	1	1		1	1	6	0.7	
Total	78	77	77	84	242	243	801	100	

Annex 9: Overview of organizations reached

LEONARDO

Sending organizations by sectors of activity

		2000		2001		2002		2003		2004		2005		2006		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A	Agriculture, hunting and forestry	15	8			25	10	35	18	23	6					98	7
D	Manufacturing	59	30	44	18	58	23	57	29	81	21					287	21
E	Electricity, gas and water supply	4	2	6	3	4	2	0	0	2	1					16	1
F	Construction	15	8	2	1	5	2	2	1	11	3			1	2	36	3
G	Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	4	2							5	1					9	1
H	Hotels and restaurants			41	17	32	13	13	7	14	4					100	7
I	Transport, storage and communication	1	1	5	2	3	1	1	1					1	2	11	1
J	Financial intermediation					2	1			1						3	0
K	Real estate, renting and business activities	6	3	9	4	9	4	3	2	2	1			1	2	31	2
L	Public administration and defence; compulsory social security															14	1
M	Education	56	29	109	46	84	33	51	26	170	44	33	92	63	95	566	42
N	Health and social work	10	5	7	3	8	3	5	3	29	8					59	4
O	Other community, social and personal service activities	25	13	11	5	22	9	31	16	34	9	3	8			125	9

Q	Extra-territorial organizations and bodies			4	2											4	0
	Total	195	100	239	100	252	100	198	100	385	100	36	100	66	100	1357	100

Sending organizations by type

		2000	2001	2002	2003	2004	2005	2006	Total		
										N	%
OF	Training and educational organization	119	143	181	124	267	27	41	902	65	
U	University	45	33	42	29	58	4	7	218	16	
PP	Public authorities	18	15	3	4	11			51	4	
OPR	Professional organizations/federations/groupings	24	8	12		4			48	3	
PME	Small and medium sized enterprise (less than 500 workers)	10	10		5	18	2		45	3	
OQ	Organizations concerned with certifications and recognition of qualifications		10	4	15	8	1		38	3	
GE	Large enterprise (more than 500 workers)	1	3	7		8		1	20	1	
CC	Chamber of commerce, industry, agriculture				9				9	1	
AUEF	University enterprise training partnership	6					1		7	0	
GRE	Group or association of companies		2						2	0	
REC	Research centres or institutes						1		1	0	
O	Other organizations	16	15	3	12	11			57	4	
	Total	239	239	252	198	385	36	49	1398	100	

SOCRATES

All Comenius partnerships by role

	2001	2002	2003	2004	2005	2006	Total	
							N	%
Partner	40	38	31	66	106	112	393	93
Coordinator	3	6	3	2	4	13	31	7
Total	43	44	34	68	110	125	424	100

Successful Comenius school development projects by role

	2001	2002	2003	2004	2005	2006	Total
Partner	1	3	6	15	25	28	78
Coordinator						2	2
Total	1	3	6	15	25	30	80

Successful Comenius school projects by role

	2001	2002	2003	2004	2005	2006	Total
Partner	39	35	25	50	78	82	309
Coordinator	2	5	3	2	3	11	26
Total	41	40	28	52	81	93	335

Successful Comenius language projects by role

	2001	2002	2003	2004	2005	2006	Total
Partner				1	3	2	6
Coordinator	1	1			1		3
Total	1	1		1	4	2	9

Unsuccessful Comenius school development projects by role

	2001	2002	2003	2004	2005	2006	Total
Partner	4	2	4	2	7	10	29
Coordinator					1	2	4
Total	4	2	4	3	9	11	33

Unsuccessful Comenius school projects by role

	2001	2002	2003	2004	2005	2006	Total
Partner	24	32	23	9	18	32	138
Coordinator	1		1	1			3
Total	25	32	24	10	18	32	141

Unsuccessful Comenius language projects by role

	2001	2002	2003	2004	2005	2006	Total
Partner	3	2			3	3	11
Coordinator		2			2	2	6
Total	3	4			5	5	17

Successful Comenius school development projects by organization type

	2001	2002	2003	2004	2005	2006	Total	
							N	%
General secondary school (EDU 3.1);		2	4	7	14	14	41	51
Primary school (EDU.2);	1			5	6	10	22	28
Nursery school (EDU.1);				2	3	3	8	10
Establishment for learners with spec. learning needs(EDU 6);			1	1	1	2	5	6
Vocational/tech. secondary school (EDU 3.2);					1	1	2	2
Primary school (EDU.2); General secondary school (EDU 3.1); Establishment for learners with spec. learning needs(EDU 6);		1	1				2	2
Total	1	3	6	15	25	30	80	100

Successful Comenius school projects by organization type

	2001	2002	2003	2004	2005	2006	Total	
							N	%
General secondary school (EDU 3.1);	25	20	13	30	45	45	178	53
Primary school (EDU.2);	8	10	6	9	18	25	76	23
Establishment for learners with spec. learning needs(EDU 6);		2	4	4	6	6	22	6
Vocational secondary school (EDU 3.2.1);	3			4	6	3	16	5
Nursery school (EDU.1);				1	5	8	14	4
Nursery school (EDU.1); Primary school (EDU.2);	3	4	3	1		1	12	3
Other type of organisation (OTH);	1	2	1	1	1	1	7	2
Primary school (EDU.2); Establishment for learners with spec. learning needs(EDU 6);		1	1	1			3	1
Adult/cont. education provider (EDU.5);	1	1					2	
OTHER - Cultural organisation;						2	2	
General and vocat./tech. secondary school (EDU 3);				1			1	
General and vocat./tech. secondary school (EDU 3);						1	1	

Other type of organisation (OTH);								
Nursery school (EDU.1); General secondary school (EDU 3.1);						1	1	
Total	41	40	28	52	81	93	335	100

Successful Comenius language projects by organization type

	2001	2002	2003	2004	2005	2006	Total
General secondary school (EDU 3.1);		1	1	3		5	10
Primary school (EDU.2);	1			1	1	3	6
Vocational/tech. secondary school (EDU 3.2);					1	1	2
Total	1	1	1	4	2	9	18

Grundtvig learning partnerships by role

	2001	2002	2003	2004	2005	2006	Total
Partner	5	7	7	9	15	26	69
Coordinator					6	7	13
Total	5	7	7	9	21	33	82

Unsuccessful Grundtvig learning partnerships by role

	2001	2002	2003	2004	2005	2006	Total
Partner	7	6	14	15	22	16	80
Coordinator			1		2	1	4
Total	7	6	15	15	24	17	84

Successful partnerships by organization type

	2001	2002	2003	2004	2005	2006	Total	
							N	%
Vocational school; Adult/cont. education provider (EDU.5);			1	2	5	4	12	15
OTHER - Cultural organisation (museum, theatre, library)			1	3	2	4	10	12
Non-profit association - national (ASS.3); Adult/cont. education provider (EDU.5)	2	1	1	2	3	1	10	12
Non-profit association - local (ASS.5); Adult/cont. education provider (EDU.5)	1	1			1	7	10	12
Adult/cont. education provider (EDU.5);		2	2		2	3	9	11
Folk high school	1	1	1		2	2	7	9
Research centre				2	2	1	5	6
OTHER - Prison;					2	2	4	5
Non-profit association - regional (ASS.4); Adult/cont. education provider (EDU.5)	1	1				1	3	4
Higher education inst. (EDU.4);						3	3	4

Adult/cont. education provider (EDU.5);								
Adult gymnasium		1	1				2	2
Establishment for learners with spec. learning needs(EDU 6);						2	2	2
Nature protection provider ; Adult/cont. education provider (EDU.5);					1	1	2	2
Public authority local (PUB. 1)						2	2	2
General secondary school (EDU 3.1)); Adult/cont. education provider (EDU.5);					1		1	1
Total	5	7	7	9	21	33	82	100

Annex 10: Overview of mobility destinations

Leonardo mobility beneficiaries by country of destination (N)

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
Germany	68	69	84	84	88	141	135	669	32
Finland	88	61	70	39	153	110	55	576	27
Netherlands	20	5	5	22	40	26	32	150	7
Sweden	19	23	14	20	14	24	12	126	6
United kingdom	9	15	13	6	20	16	26	105	5
Spain	16	8	12	6	5	17	15	79	4
Italy	4	16	7	7	13	17	10	74	4
France	13	7	19	0	5	16	8	68	3
Norway		13	12	4	11	20	7	67	3
Austria	2	6	4	5	16		10	43	2
Denmark		6	4	3	2	2	17	34	2
Portugal	5	3			5	3	6	22	1
Greece	2	1	3	1	2		3	12	1
Ireland	1	3			5	2	11	22	1
Lithuania	6				1	20		27	1
Belgium		1	3		2	1	1	8	
Poland	2				3			5	
Czech republic	2			1				3	
Luxembourg		2						2	
Hungary			2			1		3	
Slovenia	2					2		4	
Iceland						3		3	

Latvia						2	6	8	
Bulgaria							4	4	
Total	259	239	252	198	385	423	358	2114	100

Comenius mobility: in-service training grants for school education staff by country of destination

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
United Kingdom	16	12	10	14	48	38	41	189	69
Cyprus		1			2	4	1	8	3
Italy	2		2		2		2	8	3
Ireland		1	1		1	2	2	7	3
Austria		1		1	1	2	2	7	3
Germany	1				2	3	1	7	3
Malta					3	1	3	7	3
Portugal					2	3	1	6	2
France			1		3		2	6	2
Iceland						3	1	4	1
Greece					3	1		4	1
Finland			3					3	1
Belgium		1	1		1			3	1
Spain					2	1		3	1
Sweden					2			2	
Netherlands					1		1	2	
Czech Republic						2		2	
Latvia					1			1	
Hungary							1	1	
Slovenia								1	
Norway	1							1	
Total	20	16	18	15	74	60	69	272	100

Grundtvig mobility: training grants for adult education staff by country of destination

	2001	2002	2003	2004	2005	2006	Total	
							N	%
United Kingdom	1	2		5	3	1	12	17
Germany		1	1	2	3	1	8	12
Italy				4	2	2	8	12
Finland	1			1	3	1	6	9
Austria			1	3	1		5	7
Hungary			1			2	3	4
Malta				3			3	4
Bulgaria				3			3	4
Ireland		1			1	1	3	4
Latvia		2					2	3
Denmark					1	1	2	3
Norway					1	1	2	3
Belgium					1	1	2	3
Cyprus					2		2	3
Portugal						2	2	3

Lithuania		1					1	1
Poland				1			1	1
Iceland				1			1	1
Slovenia				1			1	1
Sweden				1			1	1
Netherlands						1	1	1
Total	2	7	3	25	18	14	69	100

Arion mobility: study visit grants for education decision-makers by country of destination

	2000	2001	2002	2003	2004	2005	2006	Total	
								N	%
United Kingdom	2	1		2	7	5	3	20	21
Italy					6	8	4	18	19
Spain			1		4	3	3	11	12
Netherlands		1			3		3	7	7
Ireland				1		2	2	5	5
Austria	1				1	2	1	5	5
Germany		1			2	1		4	4
Greece			1		1	2		4	4
Belgium					1		2	3	3
Portugal							2	2	2
Finland	1	1						2	2
France				1			1	2	2
Turkey						1	1	2	2
Malta							2	2	2
Slovenia							2	2	2
Romania						1		1	1
Denmark						1		1	1
Slovak Republic			1					1	1
Hungary			1					1	1
Sweden							1	1	1
Luxemburg	1							1	1
Total	5	4	4	4	25	26	27	95	100

Erasmus: Student mobility beneficiaries by host country

	2000	2001	2002	2003	2004	2005	Total
Finland	86	89	66	47	85	75	448
	34%	32%	22%	15%	19%	15%	21%
Germany	41	41	38	59	67	67	313
	16%	15%	12%	19%	15%	13%	15%
France	23	31	31	42	40	57	224
	9%	11%	10%	13%	9%	11%	11%
Italy	14	12	25	26	36	50	163
	5%	4%	8%	8%	8%	10%	8%
Sweden	26	23	24	26	33	25	157
	10%	8%	7%	8%	7%	5%	8%

Spain	6	8	16	30	43	38	141
Denmark	19	13	25	19	24	35	135
Netherlands	8	15	16	10	26	34	109
Austria	10	15	14	16	20	22	97
United Kingdom	10	11	19	8	20	28	96
Belgium	6	5	12	10	11	7	51
Greece	2	5	10	6	6	13	42
Portugal	3	3	6	4	10	10	36
Ireland	1	3	2	2	2	3	13
Norway					1	10	11
Poland					2	8	10
Bulgaria						8	8
Czech Republic					2	4	6
Lithuania					1	5	6
Latvia					6		6
Hungary					2	3	5
Slovakia					3	2	5
Turkey					2	3	5
Slovenia					2	2	4
Iceland						1	1
Malta						1	1
Total	255	274	304	305	444	511	2093

Erasmus: Teacher mobility beneficiaries by host country

	2000	2001	2002	2003	2004	2005	Total
Finland	39	26	29	35	96	88	313
	50%	34%	38%	42%	40%	36%	39%
Germany	10	11	10	16	30	30	107
	13%	14%	13%	19%	12%	12%	13%
United Kingdom	2	8	6	4	17	12	49
France	6	4	4	2	6	12	34
Italy	4	3	6	8	13	9	43
Denmark	2	2	5	4	7	10	30
Belgium	3	6	1	4	10	4	28
Spain	2	6	5	3	6	6	28
Austria	3	4	3	4	8	5	27
Sweden	4	3	4	1	6	4	22
Greece		3	1		7	4	15
Netherlands	3	1	1		4	6	15
Portugal			2		5	5	12
Lithuania					7	4	11
Latvia					4	7	11
Norway					5	5	10
Turkey						9	9
Hungary					5	3	8
Czech Republic					1	5	6
Bulgaria					1	4	5

Ireland					3	2	5
Malta						4	4
Slovenia						4	4
Poland				2		1	3
Iceland					1		1
Total	78	77	77	83	242	243	800

Annex 11: Overview of analysis of 2005 Rap4Leo reports

Comparison of distribution of LdV mobility participants and reviewed reports

	LdV mobility participants	Reviewed reports, 2005
INS	30.5%	32.6%
IVT	39.1%	43.6%
WOR	12.1%	6.0%
STU	11.9%	12.0%
LAN	6.5%	5.7%
Total	100.0%	100.0%

Sending Organizations: IVT

	N	%
Räpina Horticultural School	27	16.2
Kehtna Economy and Technology School	20	12.0
Tallinn Construction School	18	10.8
Kuressaare Vocational School	17	10.2
Tallinn Health College	16	9.6
Astangu Vocational Rehabilitation Center	12	7.2
Ida-Viru Vocational Training Center	10	6.0
Narva Vocational Training Center	10	6.0
Pärnu Vocational Training Center	8	4.8
Haapsalu Vocational Training Center	7	4.2
Tartu Art School	7	4.2
Rakvere Vocational Secondary School	6	3.6
Pärnu German Technology School	5	3.0
Tallinn Industrial Education Centre	4	2.4
Total	167	100.0

Sending Organizations: INS

	N	%
Kuressaare Vocational School	25	20.0
SALO Baltic International Ltd	25	20.0
Astangu Vocational Rehabilitation Center	13	10.4
Junior Achievement Development Foundation	10	8.0
Narva Vocational Training Center	10	8.0
Estonian School of Hotel and Tourism Management	8	6.4
Ida-Viru Vocational Training Center	8	6.4
Tartu Vocational Training Center	8	6.4
Pärnu Vocational Training Center	4	3.2
Rakvere Vocational Secondary School	4	3.2
Puhastusekspert Ltd	4	3.2
Türi Technical and Agricultural School	4	3.2
Tallinna Pedagogical College	2	1.6
Total	125	100.0

Sending Organizations: LAN

	N	%
Tartu German Cultural Institute	15	68.2
National Examinations and Qualifications Centre	7	31.8
Total	22	100.0

Sending Organizations: WOR

	N	%
TH Union Projects	8	34.8
SALO Baltic International Ltd	7	30.4
Puhastusekspert Ltd	5	21.7
Astangu Vocational Rehabilitation Center	2	8.7
Tallinn University of Technology	1	4.3
Total	23	100.0

Sending Organizations: STU

	N	%
Tallinn University of Technology	23	50.0
Võru County Vocational Training Centre	10	21.7
Estonian Academy of Arts	9	19.6
Estonian School of Hotel and Tourism Management	4	8.7
Total	46	100.0

Countries: IVT

	N	%
Finland	53	31.7
Germany	46	27.5
France	15	9.0
Spain	14	8.4
Sweden	10	6.0
Norway	8	4.8
Lithuania	6	3.6
Italy	5	3.0
Netherlands	4	2.4
Portugal	2	1.2
Slovenia	2	1.2
Missing	2	1.2
Total	167	100.0

Countries: INS

	N	%
Finland	43	34.4
Germany	26	20.8
The Netherlands	15	12.0
Lithuania	14	11.2
Sweden	6	4.8

Norway	4	3.2
Scotland	4	3.2
United Kingdom	3	2.4
Latvia	2	1.6
Iceland	2	1.6
Italy	2	1.6
Ireland	2	1.6
Denmark	2	1.6
Total	125	100.0

Countries: LAN

	N	%
Germany:	15	68.2
Italy	7	31.8
Total	22	100.0

Countries: WOR

	N	%
Germany	15	65.2
Norway	4	17.4
Finland	3	13.0
Sweden	1	4.3
Total	23	100.0

Countries: STU

	N	%
Germany	12	26.1
United Kingdom	9	19.6
The Netherlands	7	15.2
Finland	4	8.7
Sweden	4	8.7
Italy	3	6.5
Norway	2	4.3
Belgium	1	2.2
France	1	2.2
Hungary	1	2.2
Iceland	1	2.2
Portugal	1	2.2
Total	46	100.0

Preparation: IVT

	Mean	1*	2	3	4	5
	N=167					
Language preparation enabled to cope with everyday situations	3.7	2 (1.2%)	16 (9.6%)	48 (28.7%)	66 (39.5%)	35 (21.0%)
Language preparation helped in occupational area	3.6	4 (2.4%)	26 (15.6%)	42 (25.1%)	60 (35.9%)	35 (21.0%)

Received the necessary information to get integrated into my new environment	3.9		14 (8.4%)	37 (22.2%)	65 (38.9%)	51 (30.5%)
Overall satisfaction regarding preparation	4.0	2 (1.2%)	5 (3.0%)	42 (25.1%)	56 (33.5%)	62 (37.1%)

Here and hereafter: 1 – not satisfied at all/do not agree at all
 2 – not satisfied/do not agree
 3 – more or less satisfied/agree
 4 – satisfied/agree
 5 – completely satisfied/agree

Preparation: INS

	Mean N=125	3	4	5
Overall satisfaction regarding preparation	4.3	12 (9.6%)	67 (53.6%)	46 (36.8%)

Preparation: LAN

	Mean N=22	3	4	5
Overall satisfaction regarding preparation	4.4	3 (13.6%)	7 (31.8%)	12 (54.5%)

Preparation: WOR

	Mean N=23	1	2	3	4	5
Language preparation enabled to cope with everyday situations	4.0	1		3	13	6
Language preparation helped in occupational area	3.6	1	1	8	9	4
Received the necessary information to get integrated into my new environment	4.3	1		3	6	13
Overall satisfaction regarding preparation	4.2	1		2	10	10

Preparation: STU

	Mean N=46	1	2	3	4	5
Language preparation enabled to cope with everyday situations	3.4	2	3	21	13	7
Language preparation helped in occupational area	3.3	4	3	20	13	6
Received the necessary information to get integrated into my new environment	3.8	3	2	11	16	14
Overall satisfaction regarding preparation	4.1		2	9	19	16

Content of Placement: IVT

	Mean N=167	1	2	3	4	5
Suitability of placement organization	4.4		3 (1.8%)	22 (13.2%)	50 (29.9%)	92 (55.1%)

Placement met my training needs	4.2		9 (5.4%)	25 (15.0%)	49 (29.3%)	84 (50.3%)
Clarity of placement assignments and expectations	4.1	1 (0.6%)	12 (7.2%)	33 (19.8%)	52 (31.1%)	69 (41.3%)
Suitability of placement duration	3.9	5 (3.0%)	14 (8.4%)	40 (24.0%)	48 (28.7%)	60 (35.9%)
Placement assignments and activities complied with training	4.1	2 (1.2%)	9 (5.4%)	28 (16.8%)	53 (31.7%)	75 (44.9%)
Availability of proper equipment	4.5		8 (4.8%)	16 (9.6%)	28 (16.8%)	115 (68.9%)
Availability of supervisor	4.3		2 (1.2%)	2 (1.2%)	31 (22.2%)	95 (56.9%)
Support from sending organization during placement	4.3	1 (0.6%)	6 (3.6%)	29 (17.4%)	42 (25.1%)	89 (53.3%)
Overall satisfaction with placement	4.5		5 (3.0%)	16 (9.6%)	41 (24.6%)	105 (62.9%)

Content of Exchange: INS

	Mean N=125	1	2	3	4	5
Suitability of exchange organization	4.4	1 (0.8%)	1 (0.8%)	13 (10.4%)	39 (31.2%)	71 (56.8%)
Objectives and work programme of exchange were clear	4.5		1 (0.8%)	11 (8.8%)	42 (33.6%)	71 (56.8%)
Duration of exchange was adequate	4.3		3 (2.4%)	22 (17.6%)	37 (29.6%)	63 (50.4%)
Overall satisfaction with exchange	4.5		1 (0.8%)	11 (8.8%)	44 (35.2%)	69 (55.2%)

Content of Exchange: LAN

	Mean N=22	2	3	4	5
Suitability of exchange organization	4.3		2	11	9
Objectives and work programme of exchange were clear	4.5		2	8	12
Duration of exchange was adequate	4.5	1	1	7	13
Overall satisfaction with exchange	4.5		3	6	13

Content of Placement: WOR

	Mean N=23	1	2	3	4	5
Suitability of placement organization	4.5		1	2	5	15
Placement met my training needs	4.1		1	5	8	9
Clarity of placement assignments and expectations	4.3		1	3	8	11
Suitability of placement duration	3.8	2	1	6	5	9
Placement assignments and activities complied with training	3.9	1	1	5	8	8
Availability of proper equipment	4.3		1	3	6	13

Availability of supervisor	4.4		1	2	7	13
Support from sending organization during placement	4.4	1		1	7	14
Overall satisfaction with placement	4.1	1	1	2	10	9

Content of Placement: STU

	Mean N=46	1	2	3	4	5
Suitability of placement organization	4.3		2	6	14	24
Placement met my training needs	4.0		4	9	15	18
Clarity of placement assignments and expectations	3.8	2	2	7	25	10
Suitability of placement duration	3.9	1	5	9	15	16
Placement assignments and activities complied with training	3.9		4	11	18	13
Availability of proper equipment	4.6			5	7	34
Availability of supervisor	4.4	1	1	6	10	28
Support from sending organization during placement	4.3			9	15	22
Overall satisfaction with placement	4.2	1	3	7	11	24

Satisfaction with Practical Arrangements of Placement: IVT

	Mean N=167	1	2	3	4	5
Satisfaction with grant for accommodation and subsistence	4.4		3 (1.8%)	28 (16.8%)	39 (23.4%)	97 (58.1%)
Satisfaction with travel arrangements	4.2	6 (3.6%)	6 (3.6%)	26 (15.6%)	41 (24.6%)	88 (52.7%)
Satisfaction with assistance abroad	4.4	2 (1.2%)	3 (1.8%)	29 (17.4%)	32 (19.2%)	101 (60.5%)
Opportunities for integration into local life were available	4.0	1 (0.6%)	8 (4.8%)	45 (26.9%)	49 (29.3%)	64 (38.3%)
Overall satisfaction with the activities of the sending organization	4.3		2 (1.2%)	31 (18.6%)	46 (27.5%)	88 (52.7%)
Overall satisfaction with the activities of the host organization	4.2	2 (1.2%)	3 (1.8%)	38 (22.8%)	35 (21.0%)	89 (53.3%)
Overall satisfaction with LdV grant	4.4		2 (1.2%)	27 (16.2%)	39 (23.4%)	99 (59.3%)

Satisfaction with Practical Arrangements of Exchange: INS

	Mean N=125	1	2	3	4	5
Satisfied with grant for accommodation and subsistence	4.35		3 (2.4%)	17 (13.6%)	38 (30.4%)	67 (53.6%)
Satisfaction with travel arrangements	4.38		6 (4.8%)	15 (12.0%)	30 (24.0%)	74 (59.2%)
Satisfaction with assistance abroad	4.31	1 (0.8%)	1 (0.8%)	26 (20.8%)	27 (21.6%)	70 (56.0%)

Overall satisfaction with the activities of the sending organization	4.50			11 (8.8%)	41 (32.8%)	73 (58.4%)
Overall satisfaction with the activities of the host organization	4.54		2 (1.6%)	9 (7.2%)	33 (26.4%)	81 (64.8%)
Overall satisfaction with LdV grant	4.42			18 (14.4%)	37 (29.6%)	70 (56.0%)

Satisfaction with Practical Arrangements of Exchange: LAN

	Mean N=22	1	2	3	4	5
Satisfied with grant for accommodation and subsistence	4.3		1	3	6	12
Satisfaction with travel arrangements	4.1		2	5	4	11
Satisfaction with assistance abroad	4.3			7	2	13
Overall satisfaction with the activities of the sending organization	4.5			2	8	12
Overall satisfaction with the activities of the host organization	4.4			3	7	12
Overall satisfaction with LdV grant	4.5			3	6	13

Satisfaction with Practical Arrangements of Placement: WOR

	Mean N=23	1	2	3	4	5
Satisfaction with grant for accommodation and subsistence	3.9	1	1	4	10	7
Satisfaction with travel arrangements	4.4		2	1	6	14
Satisfaction with assistance abroad	4.4	1		2	6	14
Opportunities for integration into local life were available	3.8	2	1	5	6	9
Overall satisfaction with the activities of the sending organization	4.3	1	1	2	5	14
Overall satisfaction with the activities of the host organization	4.1	1		4	8	10
Overall satisfaction with LdV grant	4.0	1		3	12	7

Satisfaction with Practical Arrangements of Placement: STU

	Mean N=46	1	2	3	4	5
Satisfaction with grant for accommodation and subsistence	4.1	1	1	11	14	19
Satisfaction with travel arrangements	4.3		2	9	8	27
Satisfaction with assistance abroad	4.4	1		6	10	29
Opportunities for integration into local life were available	4.0	1	1	14	10	20
Overall satisfaction with the activities of the sending organization	4.4		1	5	16	24
Overall satisfaction with the activities of the host organization	4.2		2	7	15	22
Overall satisfaction with LdV grant	4.3			10	13	23

Recognition of Placement: IVT

	Yes	No
--	-----	----

Internship was integral part of my training/study	154 (92.2%)	13 (7.8%)
Certificate from host organization	107 (64.1%)	60 (35.9%)
Certificate from organization arranging placement	59 (35.3%)	108 (64.7%)
Certificate from sending organization	24 (14.4%)	143 (85.6%)
Europass-Training document	120 (71.9%)	47 (28.1%)

Recognition of Placement: WOR

	Yes	No
Internship was integral part of my training/study	14	9
Certificate from host organization	13	10
Certificate from organization arranging placement	10	13
Certificate from sending organization	18	5
Europass-Training document	12	11

Recognition of Placement: STU

	Yes	No
Internship was integral part of my training/study	35	11
Certificate from host organization	20	26
Certificate from organization arranging placement	8	38
Certificate from sending organization	2	44
Europass-Training document	14	32

Outcomes of Placement: IVT

	Mean N=167	1	2	3	4	5
I acquired new techniques and methods	4.3	3 (1.8%)	7 (4.2%)	24 (14.4%)	40 (24.0%)	93 (55.7%)
I acquired new professional skills	4.2	3 (1.8%)	4 (2.4%)	27 (16.2%)	57 (34.1%)	76 (45.5%)
I can express myself better in another language	4.2	1 (0.6%)	7 (4.2%)	29 (17.4%)	52 (31.1%)	78 (46.7%)
I feel more confident	4.4		4 (2.4%)	15 (9.0%)	66 (39.5%)	82 (49.1%)
I have better understanding of other people	4.1	3 (1.8%)	7 (4.2%)	33 (19.8%)	59 (35.3%)	65 (38.9%)
I am more interested in my training than before	4.0	5 (3.0%)	6 (3.6%)	35 (21.0%)	57 (34.1%)	64 (38.3%)
I now consider working in another country in the future	4.3	3 (1.8%)	3 (1.8%)	27 (16.2%)	50 (29.9%)	84 (50.3%)

My placement is useful for my future studies	4.3	1 (0.6%)	5 (3.0%)	30 (18.0%)	45 (26.9%)	86 (51.5%)
Placement abroad will help my find job	4.4		2 (1.2%)	26 (15.6%)	45 (26.9%)	94 (56.3%)
Overall satisfaction with placement outcomes	4.5	1 (0.6%)	1 (0.6%)	15 (9.0%)	39 (23.4%)	111 (66.5%)

Outcomes of Exchange: INS

	Mean N=125	1	2	3	4	5
I got to know another system of VET /life long learning/ guidance	4.2	2 (1.6%)	1 (0.8%)	21 (16.8%)	50 (40.0%)	51 (40.8%)
I discovered new aspects, techniques, methodologies, etc.	4.1	1 (0.8%)	1 (0.8%)	31 (24.8%)	45 (36.0%)	47 (37.6%)
I gathered useful teaching material and relevant documents	4.1	2 (1.6%)	2 (1.6%)	25 (20.0%)	54 (43.2%)	42 (33.6%)
I developed general linguistic competencies	4.0	4 (3.2%)	2 (1.6%)	35 (28.0%)	38 (30.4%)	46 (36.8%)
I developed general linguistic competencies in my professional field	3.8	3 (2.4%)	3 (2.4%)	48 (38.4%)	28 (22.4%)	43 (34.4%)
I developed useful contacts for further international partnerships	4.0		9 (7.2%)	28 (22.4%)	41 (32.8%)	47 (37.6%)
I intend to develop my new contacts further	4.0		6 (4.8%)	33 (26.4%)	40 (32.0%)	46 (36.8%)
I now have a better understanding of training and practice in VET	4.2	1 (0.8%)	2 (1.6%)	26 (20.8%)	42 (33.6%)	54 (43.2%)
I now understand better the demands of employers and the labor market	4.0	2 (1.6%)	1 (0.8%)	35 (28.0%)	40 (32.0%)	47 (37.6%)

Outcomes of Exchange: LAN

	Mean N=22	1	2	3	4	5
I got to know another system of VET /lifelong learning/ guidance	4.1			4	11	7
I discovered new aspects, techniques, methodologies, etc.	3.6			11	8	3
I gathered useful teaching material and relevant documents	3.8	1		7	9	5
I developed general linguistic competencies	4.4			3	8	11
I developed general linguistic competencies in my professional field	3.9		1	7	7	7
I developed useful contacts for further international partnerships	3.6	1	1	8	8	4

I intend to develop my new contacts further	3.8	1	1	6	7	7
I now have a better understanding of training and practice in VET	4.4			3	7	12
I now understand better the demands of employers and the labor market	4.1			5	9	8

Outcomes of Placement: WOR

	Mean N=23	1	2	3	4	5
I acquired new techniques and methods	4.1		3	2	8	10
I acquired new professional skills	4.0	1	2	3	7	10
I can express myself better in another language	4.4			1	11	11
I feel more confident	4.3	1		3	5	14
I have better understanding of other people	4.1	1		4	9	9
I am more interested in my training than before	4.1	1		4	9	9
I now consider working in another country in the future	4.1		1	7	3	12
My placement is useful for my future studies	3.7	1		10	5	7
Placement abroad will help my find job	4.1			8	5	10
Overall satisfaction with placement outcomes	4.4			3	7	13

Outcomes of Placement: STU

	Mean N=46	1	2	3	4	5
I acquired new techniques and methods	4.3		1	6	15	24
I acquired new professional skills	4.2	1		8	16	21
I can express myself better in another language	4.6			3	12	31
I feel more confident	4.6			3	13	30
I have better understanding of other people	4.0	2		10	16	18
I am more interested in my training than before	4.0	2	2	7	18	17
I now consider working in another country in the future	4.2	1	4	6	11	24
My placement is useful for my future studies	4.5			5	12	29
Placement abroad will help my find job	4.4	1		6	11	28
Overall satisfaction with placement outcomes	4.4			6	14	26

Annex 12: Overview of web survey of Erasmus teaching staff

Motivation to participate

	N	1*	2	3	4
Acquire new knowledge and skills	18	6	7	2	3
Enrich content of courses and enlargement of course choice in my institution	18	4	8	3	3
Intensify relations with another country and institution	19	11	6	2	
Share my own knowledge, skills and experience	19	11	7	1	
Get new information about successful practices and approaches in another country	19	6	11		2
Get to know another culture and way of thinking; broaden my horizon	19	7	8	2	2
Develop the European dimension in higher education	18	3	4	8	3
Develop language competencies	18	5	2	9	2
Raise interest towards Estonian culture and system of higher education	19	4	8	6	1
Develop professional career and career chances	18	5	7	3	3
Develop personal competencies	18	6	3	6	3

* 1 – mainly this reason

2 – also this reason

3 – rather not this reason

4 – not this reason at all

Integration of courses

	N	1*	2	3
Courses were part of curriculum	19	13	5	1
Courses were compulsory	18	5	9	4
Courses gave credits	18	3	6	9

*1 – in all cases

2 – in some cases

3 – in none of the cases

Additionality: Could you have been able to participate without Erasmus grant?

	N
Probably yes	6
Probably no	13
Total	19

Exchange met expectations

	N
Yes, it met my expectations completely	21
Yes, it met my expectations partly	7

Total	28
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Exchange met objectives

	N
Yes, it met all the objectives	20
Yes, it met most of the objectives	8
Total	28

Impact of Exchange: the exchange improved/increased my...

	N	1*	2	3	4
... professional knowledge and skills	28	10	12	4	2
... knowledge of methods of teaching not used in my institution	28	1	13	10	4
... knowledge of another culture and way of thinking	28	10	9	7	2
... knowledge of the European dimension of teaching	28	6	12	7	3
... language competencies	28	6	11	10	1
... skills to cooperate with people from other cultures	28	7	10	8	3
... work motivation and self-confidence	28	8	12	5	3
... ability to adapt	27	5	11	8	3
... useful contacts for research	28	9	12	3	4
... career chances	27	4	6	13	4

- *1 – to a significant extent
- 2 – to some extent
- 3 – to a very low extent
- 4 – not at all

Impact on host school’s students

	N	1*	2	3	4
Knowledge of teaching methods not used in host school improved	27	3	13	8	3
Knowledge of subjects not regularly taught in host schools improved	26	5	16	2	3
Knowledge and idea of another country’s culture and way of thinking improved	27	13	9	5	

- *1 – to a significant extent
- 2 – to some extent
- 3 – to a very low extent
- 4 – not at all

Impact on home schools’ students

	N	1*	2	3	4
Knowledge of teaching methods not used in home school improved	27	3	8	12	4
Knowledge and idea of another country’s culture and way of thinking improved	27	4	14	6	3

- *1 – to a significant extent
- 2 – to some extent
- 3 – to a very low extent
- 4 – not at all

Impact on my institution or department of institution

	N	1*	2	3	4
Quality of teaching and learning improved	27	2	13	10	2
Knowledge of other culture and way of thinking improved	27	5	12	9	1
Use of professional literature in foreign language improved among lecturers and researchers	27	7	6	9	5
Use of professional literature in foreign language improved among students	27	4	8	8	7

*1 – to a significant extent

2 – to some extent

3 – to a very low extent

4 – not at all

Impact

	N	1*	2	3	4
Received knowledge has directly been applicable in my institution	27	8	14	5	
Received knowledge and skills have enabled to make teaching more efficient	27	11	12	3	1
Received knowledge and skills have enabled to introduce innovation in my institution	27	4	12	7	4

*1 – to a significant extent

2 – to some extent

3 – to a very low extent

4 – not at all

Dissemination and feedback

	N
Colleagues	26
Head of Department	14
Head of Institution	3

Difficulties experienced

	N	1*	2	3	4
Inadequacy of Erasmus grant	28	1	9	11	7
Difficulties related to interrupt teaching and research commitments in home school	28	1		16	11
Difficulties related to interrupt administrative commitments in home school	28	1	2	9	16
Difficulties with finding a replacement staff	28		2	8	18
Difficulties related to administrative matters	28		3	12	13
Social/family difficulties	27		3	14	10
Heavy workload for the preparation of a teaching period abroad	28	2	3	14	9
Linguistic difficulties	28	1	3	9	15
Administrative problems with host institution prior to visit	28		2	8	18
Academic problems with host institution prior to visit	28	1		6	21

- *1 – was a great problem
- 2 – was a problem
- 3 – not really a problem
- 4 – was not problem at all

Organization of Erasmus

	N	Yes	No
Information about grant was easily available	35	30	5
Home institution advised with application	35	30	5
Grant application procedure was simple	35	34	1
Grant application procedure was quick	34	31	3
Grant arrived timely	35	32	3

Annex 13: Best value from Erasmus teacher mobility

Teachers who participated in the Erasmus teacher mobility in 2005 formed a sample for web survey regarding their experience. Among other things they were asked: „*What was the main value of the mobility experience for you?*”. The answers to this open-end question were drawn together and categorized into four main groups as follows:

1. Professional development

- Information on new teaching methods; experience of different methods, getting to know more research and pedagogical methodologies (7⁶⁴)
- Experience of organising studies in a foreign university; teaching experience in a totally different cultural environment; personal trial in front of foreign students and in a foreign culture; experience of teaching a grand and multicultural group of students, important professional trial, good practice in a foreign environment; confidence of being able to teach in different countries and to fulfil expectations (9)
- Increased professional self-assertion (6)
- Increased confidence about teaching subject in a foreign language (6)
- Amplified understanding of one's speciality, diversifying specialized knowledge; development of specialized experiences; widened view on one's own special field due to the comparison with other universities and foreign teachers' experiences; assertion about the importance of one's specialized field in Europe (6)
- Feedback for teaching methods assertion about the successful functioning of one's own teaching methods abroad as well; feedback for teaching material from foreign students, feedback on teaching methods' effectiveness and contemporariness testing usual course material in a foreign country and university; feedback for ones methods from foreign students and professors (5)
- Gathering and exchange of knowledge and experiences; important pedagogical experience (5)
- New ideas on how to teach a foreign language; new ideas regarding how to work more efficiently (3)
- Feedback for ones ideas; a reflection on European dimension of one's own work (2)
- Assertion of a foreign interest in personal research project; assertion of good quality of ones' work (2)
- International recognition, creating personal international reputation (2)
- Important was also creating personal contacts with colleagues (2)
- Information on new specialized literature; newest research trends on specialized field (2)
- Contacts with colleagues on specialized field (2)
- Diversifying everyday work, the possibility to work in a library (exempt from obligations) (2)
- Opportunity to see the training of co-specialists in another cultural context; to see different focuses in theoretical and practical training and training methods

⁶⁴ In the case of several very similar kind of answers, they have been joined and some directly translated answers are shown. The frequency of that kind of answers is shown with a number in the parenthesis.

- Understanding of the need to be flexible in teaching, foreign students need different approaches
- The experience of video-course
- In contact with foreigners one becomes to value own creation
- Opportunity to implement and disseminate ones professional knowledge and skills
- Purchasing newest specialized literature
- Experience of teaching an intensive course and how to test students knowledges afterwards
- The experience helps to better lead the faculty in Estonia/ do the everyday work
- Getting to know foreign education systems
- Professional evolvement

2. **Personal development**

- Getting to know a different culture; experience of foreign mentalities; increase of cultural competencies (9)
- Broadening the mind (4)
- Improvement of linguistic competencies (4)
- Collaboration experience in a foreign cultural setting with differing traditions; developing skills of cooperation with people with different cultural backgrounds (4)
- Getting to know a foreign country through the home assignments of students; opportunity to get to know foreign students and their skills (2)
- Acknowledgement, how differently people from different cultural backgrounds understand Estonian culture and life
- Seeing again old friends from an earlier mobility experience

3. **European dimension**

- New contacts (12)
- Future collaboration and partnership agreements; new project ideas; reinforcing and developing partnership; identifying similar developmental problems and worries is a great value for future collaboration; initiating joint curriculums, joint research work (12)
- Comparison: we are accustomed to think everyone in Europe is ahead of Estonia, but as it turned out, that in some aspects we have better conditions; important to acknowledge that Estonian education is not underdeveloped, important to acknowledge that Estonian education is not underdeveloped but comparable with other European countries (3)
- Introducing sending university abroad (3)
- Important contacts with students (2) - hopefully exited many of them to take part in Erasmus mobility programme
- Better understanding of students and teachers from another country
- Transmitting knowledge (practical and theoretical) about the changes that have taken place in Estonia (an in other post-soviet countries), how they appear in different spheres of action.
- Recognizing the similarity of teaching methods
- Comprehension, that students are more or less alike everywhere

- We were able to help out a foreign university
- Reaching an overall understanding about foreign education institutions
- Positioning Estonian education in the European context

4. **The development of Estonian education system**

- Collaborative research projects and publications (4)
- Developing competence-based curriculums (3)
- Having another teacher for a few weeks excites new interest in students regarding the subject, new found motivation (2)
- Comparison of quality control methods (2)
- Developing methods of exporting Estonian education
- Information exchange
- Extending the opportunities of studies in the specialized field
- The use of applied research
- Useful knowledge for future student- and teacher mobility experiences
- Cooperation in guiding students research
- Getting to know foreign higher education systems

Annex 14: Overview of web survey of receivers of individual training grants

Motivation to participate

	N	1*	2	3	4
Acquire new knowledge and skills	22	20	2		
Disseminate my own professional knowledge, skills and experience	21	4	11	6	
Get new information about successful practices and approaches in my professional field	22	14	5	2	1
Get to know another culture and way of thinking; broaden my horizon	22	13	8	1	
Develop the European dimension in education/training	22	6	11	4	1
Develop language competencies	22	10	8	3	1
Raise interest towards Estonian culture and system of education	22	4	10	8	

* 1 – mainly this reason

2 – also this reason

3 – rather not this reason

4 – not this reason at all

Additionality: Would you have been able to participate without the grant?

	N
Probably yes	2
Probably no	20
Total	22

Training/study visit met expectations

	N
Yes	14
Rather yes	8
Total	22

Training/study visit met the set description and objectives

	N
Yes	14
Rather yes	8
Total	22

Relevance of gained knowledge, skills and information to work

	N
Very important	13
Important	7
Not very important	2
Total	22

Did the training contain practical activities to facilitate knowledge gaining?

	N
Yes, enough	14
Yes, but could have had more	6
No, but could have had	2
Total	22

Impact of Exchange: the exchange improved/increased my...

	N	1*	2	3	4
... professional knowledge and skills	22	13	8	1	
... knowledge about different European practices and effective approaches in my professional field	22	12	8	2	
... knowledge of other cultures and ways of thinking	22	10	10	2	
... knowledge of the European dimension of education/training	22	7	12	3	
... language competencies	22	12	6	2	2
... ability to adapt	22	6	12	4	
... work motivation and self-confidence	22	13	5	4	
... skills to cooperate with people from other cultures	22	15	7		

- *1 – to a significant extent
- 2 – to some extent
- 3 – to a very low extent
- 4 – not at all

Impact

	N	1*	2	3	4
Received knowledge has directly been applicable in my institution	22	12	4	5	1
Received knowledge and skills have enabled to make teaching/training more efficient	22	14	2	6	
Received knowledge and skills have enabled to introduce innovation in my institution	22	4	4	7	7

- *1 – to a significant extent
- 2 – to some extent
- 3 – to a very low extent
- 4 – not at all

Dissemination and feedback

	N
Colleagues	20
Head of Institution	11
Education policy-makers on regional or national level	4

Annex 15: Best value from individual training grants

Arion, Comenius 2.2. and Grundtvig 3 beneficiaries of individual training grants in 2005 formed another sample for the web-poll. Among other things they were asked: „*What was the main value of the training for you?*”. The answers to this open-ended question were drawn together and categorized into four main groups as follows:

1. Professional development

- new specialized knowledge (14⁶⁵)
- new practical methodology, extended variety of methods, New methodological knowledge (9)
- positive feedback for the approach to teaching used so far; affirmation to teaching methods used so far (3)
- new pedagogical ideas; new ideas about how to make classes more interesting (3)
- exchanging knowledge on various problems and solutions with fellow specialists
- comprehension on the importance of one’s professional specialty
- information exchange with teachers from other countries
- new skills (2)
- the growth of professional self-esteem, self-confidence (2)
- enriching practical experience (2)
- opportunity to exchange experiences; to learn from others’ experiences and good practices (2)
- changed view and approach to teaching
- experience with nursery and kindergarten children
- group work with foreign colleagues
- new specialized material
- a lot of confidence regarding implementing innovation
- comprehension of the need to further develop the diversity of methodological knowledge
- a chance to see how to teach in a multicultural environment

2. Personal development

- linguistic practice, updating language skills (11)
- getting to know another, foreign culture; getting to know local history, heritage (7)
- Improvement of linguistic competencies (6)
- linguistic practice in its original cultural environment (5)
- broadening the mind (4)
- personal friendly relationships within the international group, still keeping in touch growth of self-esteem, self-confidence (4)
- via internet; creating friendships (2)
- experiencing and living another culture; opportunity to live in another cultural setting (2)
- contacts between people from different countries (2)

⁶⁵ In the case of several very similar kind of answers, they have been joined and some directly translated answers are shown. The frequency of that kind of answers is shown with a number in the parenthesis.

- socialization experience
- the importance of different cultural mentalities got affirmed
- affirmation to my own mentality and thoughts
- opportunity to distance from everyday routine and see things from another perspective
- improvement of adjustability skills

3. European dimension

- new contacts; create new direct contacts for future collaborative projects; contacts that make communication and planning joint projects easier; direct contact with teachers from other countries (11)
- sincere interest towards Estonian education system and practises
- comprehension, that lifelong studies is a priority for every EU country
- Getting to know other education systems; getting to know British education system; better knowledge on different education systems in the EU; getting direct information about other education systems (4)
- comprehension that the world is actually quite small
- comprehension that problems in education are much the same; information regarding linguistic problems in other countries, comprehension that problems in adult education that Estonia has, are shared (2)
- positive feedback for our own school system
- review of foreign education policies
- getting to know the experiences of other countries
- exchanging experience-based knowledge
- comparing education systems to find best practices
- learning from the experiences and practices of other countries
- New cooperation projects
- discussions with other teachers regarding education in general

4. The development of Estonian education system

- comparative information on different education systems created to involve students with various skill levels
- getting to know educational and training systems of developed countries makes it possible to use those experiences when developing Estonian education system
- getting to know foreign practices of training new teachers
- information on the situation of new-immigrants of Great Britain and on the training programs organized for them
- better comprehension on the concept of mentors and the practices of other countries
- getting an overview about experiences of Great Britain, distributing and propagating that information in Estonia