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## SVAR PÅ UDVALGSSPØRGSMÅL

### EU-programmet "ERASMUS FOR ALLE"

Til underretning for Folketingets Europaudvalg vedlægges Børne- og Undervisningsministeriets besvarelse af spørgsmål nr. 1 ad KOM (2011) 0788 af 3. maj 2012 vedrørende EU-programmet "ERASMUS FOR ALLE".

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Svar på spørgsmål 1 (Alm. del):

I brev af 3. maj 2012 har udvalget efter ønske fra Pia Adelsteen (DF) stillet mig følgende spørgsmål:

**21 MAJ 2012**

Spørgsmål 1:

”KOM (2011) 0788

Forslag til Europa-Parlamentets og Rådets forordning om oprettelse af "ERASMUS FOR ALLE" EU-programmet for almen uddannelse, erhvervsuddannelse, ungdom og idræt.

**Spørgsmål 1**

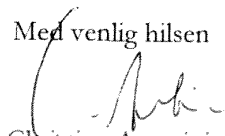
Ministeren bedes – som lovet på Europaudvalgets møde den 3. maj 2012 – oversende information om resultatet af den evaluering af Erasmus-programmet, som ligger til grund for den aktuelle revision af Erasmus-programmet.”

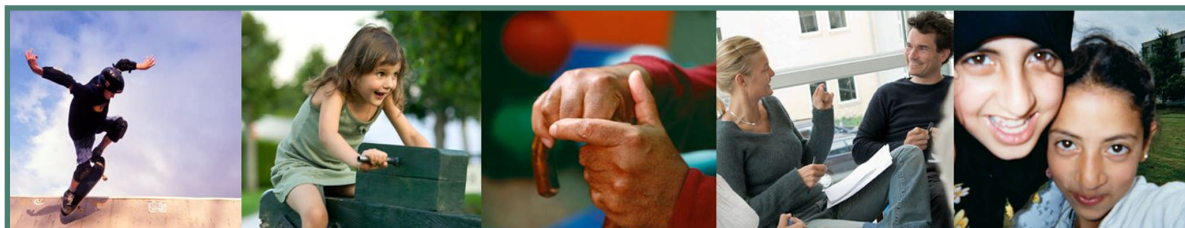
Svar:

Erasmus-programmet er en del af EU's Handlingsprogram for Livslang Læring (Rådets og Europaparlamentets Afgørelse af 15. november 2006 - nr. 1720/2006/EF). Den aktuelle revision er baseret på den midtvejs-evaluering, som Europa-Kommissionen foranledigede gennemført i 2010 i form af nationale rapporter om gennemførelse af programmet i de enkelte medlemslande ud fra Kommissionens vejledende retningslinjer.

I Danmark blev midtvejs-evalueringen gennemført af firmaet Niras A/S. Jeg fremsender derfor firmaets rapport fra maj 2010 med bilag og et dansk resumé til udvalgets orientering.

Med venlig hilsen

  
Christine Antorini



National report on the  
Lifelong Learning Programme (LLP)  
implementation 2007-2009  
in Denmark

INTERIM EVALUATION

May 2010

**NIRAS**

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## Executive summary

This report sums up the conclusions of the interim evaluation of the Lifelong Learning Programme from 2007 to 2009. The evaluation was requested by the National Authority for the Programme, the Danish Ministry of Science, Technology and Innovation, which by the European Commission was commissioned to complete an interim evaluation according to the guidelines offered by the Commission. The evaluation has been conducted by NIRAS A/S from February to May 2010.

The evaluation shows that a vast majority of project managers judge the activities for which support can be applied through the LLP to **be relevant in respect of the requirements of their organisation/association**. Almost eight out of ten project managers assess the LLP Programme to be **complementary with Danish national activities and policies in the area**. Most of the target groups (70 %) have had aspects of mobility, such as study, traineeship or exchange visit included in the activities. Most project managers and project participants assessed these mobility activities to have the appropriate length, and the vast majority of the project managers are also satisfied with the contents and outcome of the mobility activities. The results further show that the LLP Programme creates considerable added value – both at target group level and organisational level.

At target group level project managers as well as project participants assess that the LLP activities to a **great extent improve the professional and personal qualifications of project participants**. Especially ‘intercultural competence’ is emphasised at participant level as well as personal maturity/development, communication, language, cooperation and networking skills. Furthermore, the vast majority of both project managers and project participants assess that the target group will benefit from the experience in their future education and/or profession.

At organisational level the evaluation shows that the Programme to a high extent has **added a European dimension to the institution/organisation**. For instance, eight out of ten project managers believe that the Programme has contributed to the establishment of new partnerships with other institutions/organisations. This is the general picture across sectoral programmes; however, especially project managers within Erasmus and Leonardo have this conviction. Partnerships contribute to an exchange of experiences with other institutions or organisations across borders, e.g. in relation to work methods, development of education modules, courses across borders etc. What should also be stressed is that almost nine out of ten project managers **believe their international cooperation relations to endure after project termination**. Thus, the results indicate that the Programme has a positive international outcome by increasing cooperation with other institutions and adding international dimensions and perspectives to the organisations/institutions. Equally important, the study shows that in general it is possible for project managers to adapt LLP project activities to other activities of the institution/organisation.

The overall relevance of the LLP is closely connected to the long-term effects of the programme. The survey indeed shows that project managers in general judge the LLP to provide also long-term positive effects on the institutions/organisation. For instance, most project managers believe that project participation will encourage increased participation in other international activities/projects under the EU educational programmes as well as increased participation in other international activities/projects in general. Long-term effects in terms of increased participation in national activities and projects seem to be slightly less common. The study outlines a number of important factors in order to claim maximum benefit from the Programme. Particularly, project managers address the need of experience, that is, experience to fill in the forms of application as well as experience in managing international projects and partnerships. Further, the importance of having continuance in the staff handling the projects is underlined as well as the importance of staff driven by determination and inclination.

The survey shows that the creation of a single LLP Programme, with sectoral programmes targeting the different sectors of the educational world has not had any noticeable impact on the target group. Most project managers seem not to have noticed the merger and/or have not felt a difference at all. However, the dialogue meeting and the qualitative interviews indicate that beneficiaries across the sectoral programmes would like more interaction and more possibilities to bridge the sectoral programmes. Seen from the perspective of the NA staff the integration of sectoral programmes into one

LLP has been positive. It has led to more cooperation and the opportunity to relocate funds to better achieve the goals. Furthermore, some judge the integration to have a positive effect on the activity level within the sectoral programmes (especially Erasmus). However, some representatives from the Danish Agency for International Education (IU) underscore that adequate funds have not followed the increased activity level (especially within Grundtvig). The evaluators point to the fact that the integration could be taken further in the organisation of the IU and in the way the sectoral programmes are implemented.

The IU provides information about the Programme, sectoral programmes and specific actions of the decentralised parts of the Programme, gives advice to potential applicants, administers the grants and controls and financially manages the granted projects. The information effort in general and the support and guidance provided by the IU to project managers is highly praised. Especially the very helpful, flexible and solution-oriented personal approach is pinned out to be very valuable. The information by the IU through websites and written and electronic material is also seen as helpful, in so far as it is used.

The administration and reporting procedures are some of the issues always brought up in connection with EU programmes, and despite quite a high level of satisfaction among project managers with the application process as well as with administrative procedures in general, there seems to be a clear potential for improvement in some areas. Mainly the time span between the deadline for the application and the time of approval is stressed as problematic. This specific dissatisfaction is mostly pronounced for Comenius project managers. The results also indicate that there is still a huge potential for improvements in terms of facilitating less bureaucratic and more flexible administrative procedures as far as the EU regulations permit.

Even though participants with special needs are not dominant in the projects, IU representatives and project managers (based on the qualitative interviews) seem to be very aware of the horizontal policies, that is, the LLP's overriding purpose to increase cultural and linguistic diversity, counteract racism, etc. there are also evidence that the international activities are starting to become a more integrated part of the institutional strategy across the educational sectors.

The strengthened focus in the LLP Programme on dissemination and exploitation seem to have had an impact on project managers. The qualitative interviews show examples of how project results are disseminated through evaluation forms, letters and presentations by students etc. and the IU has also done a more focused effort for dissemination of project results, through the production of a book on creativity and innovation together with the Youth in Action Programme. The evaluation suggests that more is done, if the necessary resources are available, to use the IU web more in presentation of project results and products, examples of dissemination activities and FAQs about dissemination – and about the programme in general. Finally, the evaluation points to the fact that **dissemination of the Programme and the results of the projects could be accentuated in more cross-sectorial** events such as the dialogue meeting arranged in connection with the evaluation.

The recommendations and suggestions for the LLP 2010-2013 and for the future programmes point to the following aspects: Firstly, there are potential synergies in the establishment of the LLP Programme that have not yet been realised, at the same time as there seems to be a need or a wish for more flexibility among the users of the programme. Secondly, the administrative burden is addressed, although this is mainly an issue with no national solution. There should, however, be a constant awareness of this to ensure the relevance of the administration and control to the participants. At the same time the IU should uphold the good level of guidance and service to the applicants and projects. Thirdly, the evaluators point to the need for a strengthened focus on special needs and inclusion. Finally, the suggestions and recommendations address teacher mobility as a key area, both in stimulating student mobility and as a means to bringing internationalisation to the non-mobile.

# 1. Context and methodology

## 1.1 Introduction

This report sums up the conclusions of the interim evaluation of the Lifelong Learning Programme from 2007 to 2009. It was requested by the National Authority for the Programme, the Danish Ministry of Science, Technology and Innovation, which by the European Commission was commissioned to complete an interim evaluation according to the guidelines offered by the Commission.

NIRAS has conducted the interim evaluation during the period February to May 2010.

The European Commission has provided a set of guidelines for the report, and in order to make the results comparable across Europe these guidelines have been followed closely. The mandate from the Danish Ministry of Science, Technology and Innovation is a report of no more than 30 pages, which means that not all questions have been elaborated on to the same extent. In the Annex Report the reader will find evidence for the many conclusions in this report.

The Danish National Agency for LLP has been very helpful in providing information on the programme, and the participants, and the staff working with the LLP Programme have also participated in interviews and given their view on the implementation of the programme.

The evaluators would like to express our gratitude towards all participants who at very short notice made themselves available for the evaluation. Without their support it would have been impossible to solve the task.

The report is structured as follows:

**Chapter 1** outlines context and methodology of the evaluation.

**Chapter 2** presents the key aspects in relation to the evaluation criteria; relevance, effectiveness and efficiency

**Chapter 3** holds the conclusions and suggestions for future development of the LLP Programme, and future programmes.

The **Annex Report** contains:

- An overview of the survey data in terms of frequencies and significant cross tabulations.
- An account of the activities implemented within the LLP in terms of a) the number of applications and approved projects, b) the granted funds, c) the nature of coordinating organisations and project participants, and finally d) the nature of granted projects. It should be noticed that the available data is limited for the various sectoral programmes.

## 1.2 Context and objectives of the report

The purpose of this interim evaluation is to see whether the objectives of the European educational Lifelong Learning Programme are on course to being achieved. The Lifelong Learning Programme seeks to give the participants the possibilities to experience Europe and learn

on all levels of education regardless of age, gender, role or race. The LLP focuses on formal (contrary to the Youth in Action Programme) as well as informal education for students as well as teachers in several institutions as for example primary schools, secondary schools, vocational education, universities etc.

The aim of this interim evaluation is to identify 'best practice' and 'lessons learned' in this context. The evaluation is drawn up based on three evaluation criteria outlined by the EU guidelines; relevance, effectiveness and efficiency.

The relevance section investigates how the effort impacts on the main target groups and organisations and whether the LLP's objectives are seen to be relevant for the participants in the programme.

In the efficiency section the cooperation between authorities is discussed, as well as the management supporting tools and the level of financial support.

The section on effectiveness explores the effect of the integration of prior programmes into one LLP, the implementation of the programme, experiences with reaching the target groups, measures to disseminate LLP results, and finally, LLP visibility within the educational community.

Finally, recommendations for the rest of the programme period are drawn up, as well as ideas and suggestions for future programmes.

### 1.3 Methodology

The evaluation is based on several different data sources. This way it has been possible to triangulate data so that the relevance, effectiveness and efficiency of the Programme can be evaluated on the best possible basis.

The report is based on data from:

- Desk research on existing material provided by the Agency for International Education (IU), e.g. data on applications and grants, data on projects and financial data etc. These data have been categorised, organised and divided into sectoral programmes in order to answer the questions of the evaluation
- A quantitative survey among LLP project managers and project participants (from the Comenius Training, Grundtvig Training and Comenius Assistantship programmes)
- Qualitative telephone interviews with seven LLP project managers and five managers of organisations involved in LLP<sup>1</sup>
- Two focus group interviews with project participants, one focus group interview with project managers, and one focus group interview with programme responsible at the IU
- Input from the dialogue meeting where almost 100 beneficiaries from all over Denmark met and discussed the LLP Programme in sector groups and across the programme

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<sup>1</sup> A principal or manager of the organisation or institution that supply the participants and/or the project manager of the activity.

Regarding the quantitative survey, the data was collected between March 11 and April 5 2010. To avoid the same respondents being asked to answer more than one questionnaire (e.g. if the respondent was project manager in a large institution with many different projects), one project per project manager was randomly selected before sending the questionnaire. The project managers were then asked to answer the questionnaire in the context of the specific randomly selected project.

As a result, regarding the project managers in LLP the questionnaire was sent to 745 different projects. Of these, 361 have filled out the questionnaire resulting in a response rate of 48.5.

With respect to the participants (Comenius Training, Grundtvig Training and Comenius Assistantship) the questionnaire was sent to 557 and with 289 filling out the questionnaire the response rate is 51.9.

In total, 650 respondents have filled out the questionnaire. Of these 361 are project managers (55 %) and 289 participants (45 %) from either Comenius Training, Grundtvig Training or Comenius Assistantship. Throughout the report a distinction will be made between project managers and participants.

The Comenius Programme constitutes the majority in the sample with more than 60 % of the respondents.

As illustrated below, approximately 15 % of the respondents are Leonardo project managers and around 10 % are administrators of Erasmus activities. The project managers of the Grundtvig Programmes constitute 9 % of the sample and the LLP Study Visits constitute approximately 5 %.

**Table 1: Survey respondents' distribution on programme and sectoral programme. Percent of responses**

	Percent
<b>Comenius</b>	<b>61.5%</b>
Regio	0.2%
Multilateral Partnerships	14.8%
Host Schools	5.4%
Training	38.3%
Assistantships	2.9%
<b>Leonardo</b>	<b>14.8%</b>
Partnerships	4.3%
Transfer of Innovation	1.7%
Mobility	8.8%
<b>Erasmus</b>	<b>9.8%</b>
Intensive Programmes	0.9%
EILC	0.8%
Mobility	8.2%
<b>Grundtvig</b>	<b>9%</b>
Visits and exchanges	1.5%
Learning Partnerships	4%
Training	3.2%
Workshops	0.6%
<b>LLP Study Visits Programme</b>	<b>4.9%</b>
<b>Total</b>	<b>100%</b>

Note: n = 650 project managers and project participants.

For all frequencies NIRAS have analysed whether significant differences between sectoral programmes exist. Throughout the report the most interesting significant differences are explained and commented. All frequencies and significant cross tabulations are found in the Annex Report.

## 2. Relevance, effectiveness and efficiency

This chapter highlights the key findings related to the three evaluation criteria; relevance, effectiveness and efficiency.

However, prior to this a very brief outline of the activities implemented in relation to the LLP Programme is presented. A more thorough presentation of the activities implemented is to be found in the Annex Report, section 3.

In total, 1,440 project applications were granted during the period 2007-2009. These were followed by financial grants of 9.5 million EURO in 2007, 10.5 million EURO in 2008 and 11.3 million EURO in 2009.

There is a considerable variation among sectoral programme and actions in terms of the percentage of applicants who are granted financial funding and the total amount of granted funding for each sectoral programme. For instance, within some Comenius actions around 70 % of the applicants receive funding each year, while within Leonardo mobility projects only almost 100 % of applications were granted in 2008. The number of grants varies over the years, just as in some years, no projects have received funding within specific actions.

Especially for Leonardo mobility, Erasmus and Comenius it is possible to provide a further analysis based on background data from the IU. The analysis of Leonardo shows that there is a fair regional distribution of the participants. (Based on the survey data this is also the case for the other sectoral programmes, cf. Table 5 in section 2.2.5 )

The majority of the participants in the programme come from vocational training schools, centres or organisations. However, a lot of different organisations are represented, from large enterprises to non-profit associations. For the Comenius programme it is primarily schools that get funding from the Comenius programme, whereas no non-profit associations or NFOs or NGOs have received funding in the three years.

Furthermore, when it comes to gender distribution, the numbers for Leonardo mobility are the only ones available. The analysis shows there is a fairly equal distribution of men and women in the Leonardo mobility programme with a few variations within some of the sectoral programmes.

### 2.1 Relevance

The below sections describes the relevance of the LLP, more specifically its contribution to national policy priorities, added value for participants, added value for organisations, and, finally, project managers' assessment of long-term effects.

#### 2.1.1 Contribution to national policy priorities

Almost eight out of ten project managers assess that the LLP Programme either to a great extent (49 %) or to some extent (29 %) is complementary to Danish national activities and policies in the area. Only 3 % believe that the Programme is only to a low extent complementary to national policies (table 16 in the Annex Report).

In addition, 50 % believe that the activities to a great extent give the target group some educational and development opportunities that they did not otherwise have, and 36 % believe this to be the case to some extent. This again indicates that the Programme is complementary to national programmes.

In general, IU representatives believe the Commission's goals match the goals in Denmark. As they see it, the EU and the national level prioritise the same themes within the educational field.

Also project managers and managers of organisations involved in LLP consider the LLP sectoral programmes to interact well with the Danish government's priorities. For instance, project managers within Comenius and Leonardo highlight the fact that LLP supports the current Danish priority to have 95 % of the cohort complete a youth education. A project manager working with Leonardo projects says:

*“It is these kinds of cultural experiences that motivate wavering students.”*

A project manager working with Grundtvig projects does not disagree, but emphasises that the overall LLP (Grundtvig) educational purpose is and should be broader than the current highly labour-market-oriented educational focus in Denmark.

### **2.1.2 Added value for target groups**

A vast majority of project managers assess that the target group either to a great extent (60 %) or to some extent (36 %) have benefited professionally from the activities (table 16 in the Annex Report). Likewise, also project participants<sup>2</sup> indicate in the survey that they either to a great extent (66 %) or to some extent (28 %) have benefited professionally from the activities (table 22 in the Annex Report).

More specifically, Table 2 below provides an overview of different aspects in which the project managers' have assessed the participants' benefits from participating in the activities. The results show that especially 'intercultural competence' is emphasised as the aspect in which the target group to a great extent have improved their qualifications.

Also personal maturity/development, communication, language, cooperation and networking are to a great extent seen as qualifications improved by the LLP activities. Only conflict handling is assessed to be improved only to a low extent.

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<sup>2</sup> The survey included only project participants from Comenius/Grundtvig Training and Comenius Assistantship

**Table 2: To which extent do you find that the young people have improved their qualifications within the following areas through the Programme?**

	To a great extent	To some extent	To a low extent	Not at all	Do not know / N/A	Total
Language	50 %	37 %	7 %	0 %	6 %	100 %
Communication	51 %	40 %	4 %	0 %	6 %	100 %
Intercultural competence	68 %	26 %	2 %	0 %	4 %	100 %
Conflict handling	9 %	32 %	26 %	6 %	27 %	100 %
Cooperation	46 %	43 %	5 %	0 %	6 %	100 %
Network formation	43 %	37 %	11 %	0 %	9 %	100 %
Personal maturity/development	54 %	31 %	6 %	0 %	9 %	100 %

Project participants themselves also stress intercultural competences to be the qualification mostly improved, followed by language and communication skills (table 23 in the Annex Report).

Furthermore, 92 % of the project managers assess that the target group either to a great extent (52 %) or to some extent (40 %) will benefit from the experience in their future education and/or profession.

The picture is similar across the various sectoral programmes; however project managers within Erasmus, Study Visits and Leonardo are most convinced that the participants will benefit from their experiences in their future career.

The survey among project participants shows that the target group itself is even more convinced that they will benefit from the experience in their future education and/or profession (Table 24 in the Annex Report).

Finally, 62 % of project managers and 49 % of project participants assess that the activities to a great extent have added a European dimension to the target group's development and education (Tables 18 and 24 in the Annex Report).

The quantitative survey thus shows that both project managers and project participants assess that the LLP activities to a great extent improve the target group's professional and personal qualifications. This indicates a high relevance of the programme.

Most of the target group (70 %) has had aspects of mobility, such as study, traineeship or exchange visit included in the activities. These mobility activities are by project managers and project participants assessed to have the appropriate length; 90 % of project managers and 86 % of project participants are of that opinion. Only 7 % of project managers and 10 % of project participants deem the Mobility activity to be too short.

The vast majority of the project managers are also satisfied with the content and outcome of the mobility activities. All in all, 95 % of project managers are satisfied with the target group's LLP activities – either to a great extent (77 %) or to some extent (18 %).

Further analysis shows high satisfaction across all sectoral programmes. However, project managers within Grundtvig and Comenius are even more satisfied with the activities than project managers within the other sectoral programmes. 16 % of project managers within Study Visits are either not at all satisfied (5 %) or only to a low extent satisfied (11 %).

The assessment of the Europass Mobility certification is rather varied. 44 % of project managers find that the certification is applicable as documentation for a traineeship or educational visit abroad either to a great extent (23 %) or to some extent (21 %). 16 % only to a limited extent (9 %) or not at all (7%) find the certification applicable. A fairly large share of project managers, however, have no specific knowledge/opinion on this aspect (they answer 'Do not know / NA' to the question) (Table 20 in the Annex Report).

Also, 50 % of project participants have no knowledge/opinion of the Europass Mobility certificate (Table 24 in the Annex Report).

### 2.1.3 Added value for organisations

One important aspect to encounter when assessing the relevance of the Programme is to which extent project managers believe the activities to be relevant to their own organisation or institution. Here, the study shows that a vast majority of project managers (95 %) judge the activities for which support can be applied through the LLP to be relevant in respect of the requirements of their organisation/association. This either to a great extent (74 %) or to some extent (21 %) (Table 14 in the Annex Report).

Furthermore, 92 % of project managers assess that their experience from the project either to a great extent (56 %) or to some extent (36 %) has a *positive impact* on their own institution/organisation. Only 7 % judge their LLP experience not at all to have a positive impact (2 %) or only to a low extent (5 %) to have a positive impact. (Table 27 in the Annex Report)

Regarding the specific impact of the LLP on organisations, the survey illustrates that the programme in particular has a motivational and promotional effect on the development and implementation of new ideas and projects. Furthermore, the programme has a positive impact on the professional environment and the study environment, and finally, it improves the profile and image of the institution/organisation at a national level (Table 31 in the Annex Report).

Another aspect of the organisational impact of the LLP relates to international cooperation between partners. The survey shows that most project managers experience that project participation indeed contributes to an exchange of experience with other institutions or organisations across borders.

Exchange of experience with *work methods* (e.g. educational materials, educational theory and practice, etc.) is seen as the aspect which to the greatest extent has been influenced by participation in the programme. However, also a significant number of project managers have experienced that their project activities have resulted in *development of education modules or courses across borders* in the institution or organisation (Table 28 in the Annex Report).

A majority also assess that the programme to a great extent (47 %) or to some extent (42 %) has added a European dimension to the institution/organisation (Table 31 in the Annex Report).

Furthermore, eight out of ten project managers believe that the programme either to a great extent (44 %) or to some extent (36 %) has contributed to the establishment of new partnerships with other institutions/organisations. This is the general picture across sectoral programmes; however, *especially* project managers within Erasmus and Leonardo have this conviction.

Almost as many, 76 %, assess that the programme either to a great extent (33 %) or to some

extent (43 %) has improved the profile and image of the institution/organisation at an international level (Table 31 in the Annex Report). Again, project managers within Erasmus and Leonardo judge the ‘image effect’ to be even greater than project managers within the other sectoral programmes.

Thus, the results indicate that the Programme has a positive international outcome by increasing cooperation with other institutions and adding international dimensions and perspectives to the organisations/institutions.

Furthermore, the study shows that in general it is possible for project managers to adapt LLP project activities to other activities of the institution/organisation (Table 29 in the Annex Report).

### 2.1.4 Long-term effects

The overall relevance of the LLP is closely connected to the long-term effects of the programme. The survey indeed shows that project managers in general judge the LLP to provide long-term positive effects on the institutions/organisations.

Table 3 below illustrates first of all, that 92 % of project managers believe that their project participation either to a great extent (53 %) or to some extent (39 %) will encourage increased participation in other international activities/projects *under the EU educational programmes*. And almost as many believe that it will encourage increased participation in other international activities/projects *in general*. Long-term effects in terms of increased participation in *national* activities and projects seem to be slightly less common.

Further, 88 % of project managers believe that their LLP experience either to a great extent (59 %) or to some extent (30 %) will create *permanent cooperation relations* with persons in other countries which would otherwise not exist.

**Table 3: To which extent do you believe that the participation of the institution/organisation in the project in which you have participated ...**

	To a large extent	To some extent	To a low extent	Not at all	Do not know/ N/A	Total
... will have a long-term positive effect on the institution/organisation? (n = 274)	24%	47%	14%	4%	10%	100%
... will create permanent cooperation relations with persons in other countries which would otherwise not exist? (n = 273)	23%	40%	21%	8%	10%	100%
... to a higher degree than before will mean that Europe and the European cooperation will be incorporated in the work of the institution/organisation? (n = 272)	21%	49%	14%	4%	11%	100%
... will encourage increased participation in national activities/projects? (n = 273)	23%	41%	17%	4%	15%	100%
... will encourage increased participation in other international activities/projects in general? (n = 272)	36%	46%	8%	2%	8%	100%
... will encourage increased participation in other international activities/projects under the EU educational programmes? (n = 272)	43%	43%	7%	2%	5%	100%

All in all, the quantitative survey among project managers and project participants indicates significant added values of the LLP Programme. However, in order to gain the most from project activities also in the future it is relevant to discern the key lessons learned among project managers.

When asked about which factors were most important with a view to claiming the greatest benefit from the programme, the project managers address the need of experience. Particularly, they address the need of experience to fill in the application forms (knowledge of the specific terminology etc.) but also experience in managing international projects and partnerships.

Further, the importance of having continuance in the staff handling the projects is underlined as well as the importance of staff driven by determination and inclination.

Some organisations make great efforts to improve their foundation for managing international projects. Below an example;

*"We have pointed out a number of 'globalisation agents' at each college. We train them in guidance and at being inspirational. Some places that works really well."* (Manager of organisation involved in LLP, Leonardo)

Summing up, the long-term effects seem especially pronounced in relation to the potential participation in further EU projects and in relation to the creation of permanent cooperation relations. Particularly, the benefits and long-term effects tend to appear in organisations that are experienced in terms of applications and characterized by staff continuance.

## **2.2 Effectiveness**

The below sections describe the effectiveness of the LLP, more specifically the effect of the integration of prior programmes into one LLP, the implementation of the programme (including assessment of administrative procedures), experiences with reaching the target groups, measures to disseminate LLP results and finally LLP visibility within the educational community.

### **2.2.1 Integration of previous programmes into one LLP**

The IU staff agrees that it is a good thing that sectoral programmes have been integrated within the LLP. It means more cooperation and the opportunity to relocate funds across the different sectoral programmes in order to ensure better budget absorption.

Furthermore, some judge the integration to have a positive effect on the activity level within the sectoral programmes (especially Erasmus). However, some IU representatives underscore that adequate funds have not followed the increased activity level (especially within Grundtvig).

Most project managers (based on the qualitative interviews) say that they have not noticed the merger and/or that they have not felt a difference at all. That is evident for the specific project managers within Erasmus, Comenius, Leonardo and Grundtvig. Only a few project managers have noticed a change. One of them says:

*“The application processes and administrative work in general are faster now...At least for Grundtvig.”* (Project manager, Grundtvig)

The dialogue meeting gave the impression that beneficiaries across sectoral programmes would like to see more interaction and have more possibilities to bridge the sectoral programmes in the future.

### 2.2.2 Information and consultation procedures

Most project managers have their knowledge about the programme from the IU – the Danish Agency for International Education (64 %). Many also have their knowledge from previous experience with applications (49 %) or from more informal sources of information such as colleagues (33 %) and friends/network (16 %). The least relevant source of information is the EU Commission (9 %) and the media, including specialist journals (3 %).

Thus, the IU is the most important source of information about the Programme and a vast majority of project managers (94 %) have indeed used their website, [www.iu.dk](http://www.iu.dk). Most of the users are furthermore satisfied with the usability of the website – 95 % are either very satisfied (31 %) or satisfied (64 %) with the website. Only 3 % are dissatisfied.

The IU website is, however, not the only source of information that the IU provides. Besides personal support, the IU offers project managers a number of services, e.g. information meetings, information material/brochures, electronic newsletters, and the [www.udiverden.dk](http://www.udiverden.dk) and [www.skoleniverden.dk](http://www.skoleniverden.dk) homepages.

The survey shows that not all of the services are used by project managers. For instance, more than half of the project managers are not familiar with the two websites. Instead most project managers have their knowledge of the programme from written material (brochures etc.) or from participation in meetings and/or because they receive an electronic newsletter from the Agency.

Of the various information services that the IU provides, the information meetings are assessed most positively followed by the written material (electronic newsletter and brochures). Those who use the two websites also announce a fair amount of satisfaction (Table 6 in the Annex Report).

In general, the evaluation shows that project managers are very satisfied with the personal support and guidance provided by the IU. It concerns the application process as well as the completion of the activities.

*“They have been excellent and helpful all through the project. Five out of five stars.”* (Manager of organisation involved in LLP about the IU service level)

### 2.2.3 Application and reporting procedures

Two thirds of the project managers used an electronic application form and one third used a paper-based application form (Table 8 in the Annex Report).

71 % of the project managers received support from the IU in connection with the application process and the implementation of the activities. Of those receiving support there is a great amount of satisfaction with the support given, as mentioned above.

All together there is a fairly high level of satisfaction with the application process. 27 % are very satisfied and 66 % are satisfied. 7 % are dissatisfied with the process. This might be due

to the support and guidance available in relation to the application process. Almost three out of four are very satisfied with the IU support in this respect.

The same pattern is apparent regarding the support in connection with the *implementation* of the activities; 62 % are very satisfied, 23 % are satisfied and only 1 % are dissatisfied<sup>3</sup> (Table 10 in the Annex Report).

Table 4 provides an overview of the level of satisfaction among the project managers regarding the various administrative procedures. Compared to the general level of satisfaction with the application process the table gives a more varied picture. For example, a relatively high percentage –22 % – are dissatisfied with the time span between the deadline for the application and the time of approval. Further analysis documents that this specific dissatisfaction is most pronounced for Comenius project managers. Among these 39 % are either dissatisfied (31 %) or very dissatisfied (8 %) with the time span between the deadline for the application and the time of approval. This could be due to the fact that pre-schools, primary and secondary schools (the Comenius target groups) traditionally plan for the coming school year rather early and therefore also have a more urgent need to know if their application is approved or if other activities should be planned instead.

Also, the application form in itself is somewhat criticised as 13 % announce their dissatisfaction with it. The level of satisfaction with these two aspects is, however, still substantial, ranging from 72 % satisfied ('very satisfied' and 'satisfied' combined) to 84 % satisfied.

**Table 4: How satisfied have you been with the administrative procedure in connection with the following?**

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Do not know / N/A	Total
The application form (n = 330)	20%	64%	13%	2%	1%	100%
The time span between the deadline for applications and approval (n = 330)	13%	59%	22%	3%	2%	100%
Final reporting of exchange/project activities (n = 329)	13%	60%	7%	2%	18%	100%
Requirements of the financial reporting (n = 329)	22%	57%	8%	2%	10%	100%
Requirements of the reporting as regards contents (n = 329)	17%	63%	9%	2%	9%	100%
Payment of the grant (n = 328)	32%	56%	4%	1%	7%	100%

The survey shows a high level of satisfaction with administrative procedures in connection with financial issues. 88 % are either very satisfied (32 %) or satisfied (56%) with the administrative procedure in connection with the payment of the grant. 79 % are either very satisfied (22 %) or satisfied (57 %) with the requirements of the financial reporting.

In general, project managers with prior experience with EU educational programmes explain that they experience the administrative procedures to have become easier, more flexible and less bureaucratic during the last years.

Further, an important indicator of the assessment of the level of administrative burdens is the degree to which the project managers think that the resources invested in the administrative procedures have been worth while, which seems to be the case. 79 % of project managers

<sup>3</sup> 14 % answer 'Do not know / not applicable' to the question.

assess this to be the case either to a large extent (23 %) or to some extent (56 %). However, one out of five project managers believe that the administrative workload only to a low extent (16 %) or 'not at all' (4 %) is reasonable when looking at the level of the grant given (Table 44 in the Annex Report).

On the basis of the above results it therefore seems safe to conclude that the administrative procedures are relatively well constructed in that there is an overall satisfaction with the procedures. However, the results also indicate that there is still a huge potential for improvements in terms of facilitating less bureaucratic and more flexible administrative procedures.

In the survey, project managers were asked to indicate up to three factors which have impeded the completion of project activities. The most dominant factors in this respect are lack of resources (35 %), the administrative requirements (31 %), lack of support and/or interest from colleagues (28 %), lack of interest from the target group (15 %) and lack of support from the faculty or the management (11 %) (Table 46 in the Annex Report).

Thus, even though the relevance and added value of the programme is assessed to be positive, the above factors seem to make the implementation more difficult. Only few (10 %) list the lack of guidance and even fewer list the lack of interesting possibilities as obstacles to the implementation of project activities.

#### **2.2.4 Recruitment of participants**

Central to the effectiveness of the Lifelong Learning Programmes is the ability to recruit participants. The survey shows that 38 % of project managers either to a great extent (4 %) or to some extent (34 %) faced problems in the recruiting process (Table 41 in the Annex Report).

Further analysis highlights significant differences between sectoral programmes in relation to recruitment difficulties. Project managers within Erasmus experience the highest degree of recruitment difficulties (17 % to a high extent and 52 % to some extent), followed by project managers within Grundtvig (no one to a high extent but 52 % to some extent), and Leonardo (3 % to a high extent and 40 % to some extent). Within the Comenius sectoral programme one third of project managers experience problems either to a high extent (3 %) or to some extent (33 %) with the recruitment of participants.

On the contrary, only few project managers within LLP Study Visit experience recruitment difficulties (14% to some extent) (Table 41a in the Annex Report).

The qualitative studies highlight an important aspect of the recruitment difficulties in relation to teachers in specific. Thus, many explain that it requires some extra planning to cover the lost schedules of teachers going abroad. Furthermore, some stress that it can be hard motivating the teachers and getting them to sacrifice their weekends voluntarily.

The survey does not specifically address the difficulties of recruiting young people, but the interviews point to the fact that many students are very 'established' at a young age. They have partners, flats, jobs outside school, and this makes it hard for them to choose to go abroad for three weeks, or a semester.

In the case of Leonardo, there seems to be another obstacle, and that is the employers of the young people, who do not always see the benefit of an international experience. For instance, when it comes to the trades, the standards and methods differ, and employees have not always realised that internationalisation is affecting them too, according to some of the interviewed project managers etc.

*“The difficult part is to get the employees, for instance an electrician, to realize that it is relevant [read: to go abroad]. They seem to think that learning languages is not important.”*  
 (Manager at organisation involved in LLP, Leonardo)

### 2.2.5 Participant profiles

A total of 61 % of LLP participants are pupils, students or course participants, and they can be all ages. 27 % are teachers who participate in training or competence development. They are all usually providers of knowledge but through the programme they get the opportunity to learn more (Table 39 in the Annex Report).

Table 5 indicates a fair level of geographical representativeness among the participants in the Lifelong Learning Programme. Compared to the proportions of the population living in the different regions of Denmark the participants’ distribution seems very representative. Approximately a quarter of the participants live in Southern Denmark. Northern Jutland, which is the most sparsely populated area, has the fewest participants with 12 %. Copenhagen – the capital of Denmark –surprisingly has only 19 % of the participants.

**Table 5: From which region do the participants primarily come?**

	Percent of participants	Percent in population
Copenhagen	19%	30%
Zealand	15%	15%
Southern Denmark	27%	22%
Central Jutland	23%	23%
Northern Jutland	12%	11%
Do not know / the project has not included Danish participants	0%	--

Note: n=311

The table shows that the effectiveness of reaching the target groups geographically is accomplished to a high degree. There are participants of all regions of Denmark in the Lifelong Learning Programme and the participation is fairly representative compared with the distribution of the population in the regions in general.

Table 6 reports that only few participants have special needs. Very few (3 % and 5 %) have physical or mental disabilities. The most common special needs are needs related to school education such as reading difficulties, language difficulties and learning disabilities. 10-15 % of the participants have these special needs.

The table thus shows that the programme to a lesser extent reaches the target group with special needs.

**Table 6: Which special needs have there been?**

	Percent
Reading difficulties	15%
Language difficulties	13%
Learning disabilities	10%
Mental disability	5%
Physical disability	3%
Other special needs	4%
Do not know / the project has not included participants with special needs	0%

Note: n = 311

Even though participants with special needs are not dominant in the projects, IU representatives and project managers (based on the qualitative interviews) seem to be very aware of the horizontal policies, that is, the LLP's overriding purpose to increase cultural and linguistic diversity, counteract racism etc.

Project managers have incorporated the goals in their projects and all agree that it has been implemented very successfully. For example, some highlight their efforts to help those students who have few financial means, others emphasise that the target groups of their projects specifically include children with special needs, people with other ethnic backgrounds than Danish, etc. Finally, some also mention that only organisations specifically oriented towards the horizontal policies are considered partners in these EU projects.

Summing up, when it comes to participant profiles the evaluation shows that there is a fair level of geographical representativeness, whereas the representation of persons with special needs seems more limited. However, the analysis also shows that the horizontal policies in relation to cultural and linguistic diversity etc. are supported via the nature of the specific projects.

### 2.2.6 Dissemination of LLP results

Based on the qualitative interviews it seems that the dissemination and exploitation of LLP activities is a point of division for project managers. Some (project managers within Leonardo, Grundtvig and Comenius) explain that they have evaluation forms, write letters during travelling, produce brochures when returning, write articles on the school website and require all participants to give a verbal presentation of their experiences to other students or pupils.

*“Students, who have been on trips, are there to tell the new students about their experiences. We have only heard positive stories.”* (Manager of organisation involved in LLP, talking about Leonardo and Comenius)

Others tell a different story. For instance, project managers within Erasmus seem to work less goal-oriented with the dissemination of LLP results and student experiences. Thus, they tend to agree that they could benefit from more activities within this area and explain that they are working on that.

The National Agency in Denmark also contributes to the focus on dissemination and exploitation. The IU staff explains how the dissemination and exploitation has a much stronger focus in the applications for the LLP Programme than in previous programmes and how it is a recurrent theme when project managers are brought together for training or information purposes.

The IU has used both their website and written material to disseminate results and has produced a number of publications to that end. An interesting example is the book on creativity and innovation, produced in collaboration with the Youth in Action Programme, presenting ten projects focusing on creativity and innovation. The book is the output from a Conference held in relation to the European Year of Creativity and Innovation in 2009. Each year a thematic conference has been held and publications have been drawn up subsequently.

This has proved a very good way of getting the message about the LLP – and the YiA , as well as results from projects – out to a larger audience, and it could be followed up by other initiatives that bridge the programme.

The dissemination channels used today are relevant, but more could be done, if the necessary resources were available. For instance, the qualitative interviews suggest ways to use the web more actively, with more reports from projects, frequently asked questions regarding dissemination and exploitation and good advice from project managers to other project managers on these issues. And, finally, the dissemination of the programme and the results of the projects could be accentuated in more cross-sectorial events such as the dialogue meeting arranged in connection with the evaluation.

### **2.2.7 Visibility of the LLP in the education and training community**

Based on the qualitative interview, the awareness of LLP seems to be quite high among potential target groups. Generally, the IU staff and most project managers agree that most educational institutions know about the LLP Programmes; however maybe with the exception of very new target groups.

The fact that the name – LLP – is new, and the ‘old’ names Leonardo, Comenius etc. still exist, create an interesting schism. On the one hand LLP is perhaps not very well established as a brand, while the sectoral programmes are. From both the IU and the beneficiaries this calls for a suggestion to not change the names of the sectoral programmes again, because it takes time to incorporate a new name in the mind of the target group.

Several project managers point to the fact that there seems to be a potential in addressing the student level more directly with LLP marketing, to attempt to create a further pull factor.

## **2.3 Efficiency**

This section describes the efficiency of the LLP, more specifically the cooperation between authorities, the management supporting tools and the level of financial support.

### **2.3.1 Cooperation between authorities**

The Danish Agency for International Education implements the LLP Programme under the authority of the Ministry of Science, Technology and Innovation. Acting as NA the IU provides information about the programme, sectoral programmes and specific actions of the

decentralised parts of the programme, gives advice to potential applicants, administers the grants and controls and financially manages the granted projects.

This structure seems logical and clear and works well to enable a successful implementation of the LLP Programme in Denmark. Regarding the division of the programme into decentralised and centralised actions it seems to be working well enough, especially for those who are well informed and know the difference. The decision taken by the European Commission and the Executive Agency that NA's are not entitled to provide counselling on centralised activities is however creating some frustrations within the NA. They feel that they let the applicants down when they have to turn them away to the Executive Agency for advice on the centralised activities, because they know that this does not function as well as it could for Danish applicants.

*“The division in central and de-central doesn't work well for us. We cannot advise users properly on that area.”* (NA staff, focus group)

The workload and the control have increased seen from the IU perspective, both nationally and centrally. But there is a general understanding that control is necessary. The Ministry of Science, Technology and Innovation is responsible for the monitoring and control procedure. This ministry however cooperates with the Ministry of Education who is responsible for a number of the educational areas included by the LLP. The IU staff expresses their general satisfaction with the way in which the cooperation and the coordination between the two ministries work.

From the interview with the staff of the Agency the impression is, furthermore, that the cooperation with the Commission has been good throughout the period, and that the communication and coordination structures set up for the programme work well.

However, a major criticism regards the reporting requirements, especially the financial reporting, from the NA to the Commission, which seemingly continues to grow. The IU staff address the shift from earlier having to report more 'contents' to now having to report more financial aspects. They also stress the point that they now have to report on a lot more parameters and that their narrative descriptions have increased in extent. The fact that all the data collected by the NA does not seem to be used in any visible way adds to the dissatisfaction.

Seen in the light of the fact that the LLP is now one programme the staff also seem to experience a large variety in the way that the reporting requirements are handled centrally, which does not help the streamlining of the processes of sectoral programmes in Denmark.

The IU staff expresses that the workload has grown in the first years of the LLP compared to the former programme but tentatively explains this as the adjustment to new forms, new actions etc. both internally and for the participants.

The system of divided responsibilities has been implemented. It is seen as a natural consequence of the enhanced control by the Commission, and the system is upheld, although it has some practical consequences and strains on the staff for a relatively small NA like the Danish, when the same person cannot advise on and control the same project.

### 2.3.2 Management supporting tools

There is a number of different management supporting tools, e.g. LLP Link, EST, ADAM and Circa (replacing NETY), developed in order to facilitate an efficient management and implementation of the programme.

Among the people responsible for the implementation of the LLP at the IU there seems to be modest satisfaction with the new administrative tool LLP Link. The main gain seems to be that the EC can pull data from it directly, but as a national supporting tool it is not considered to be very user friendly.

The IU representatives explain that they have to do less typing with the introduction of LLP Link. However, they experience that the technological requirements to operate the systems have increased. This calls for more training, but also better technical support, both nationally and on a European level.

IU representatives furthermore stress the point that even though the new administrative system might be easier to operate, it is not seen as a relief for users (project managers). They still have to mail in application forms in paper as well as fill out the electronic form, which confuses them. There seems to be still room for improvement in the development of systems to handle applications and reporting using modern technologies.

The system Circa, is considered to be helpful. An IU representative explains: *"You get the idea of it all. Once we got the hang of the system, it's really smart."*

### 2.3.3 The level of financial support

Among project managers there is a high degree of satisfaction with the level of financial support. 37 % assess that the level of financial support has been adequate to a great extent in respect of meeting the original objectives of the activities, and 54 % assess this to be the case to some extent. Only 8 % believe that the amount of financial support has been adequate to a low extent and 2 % assess that the grant is 'not at all' adequate.

The qualitative interviews with project managers support this information. The project managers generally find that the students/participants receive reasonable financial support – in particular as regards travel expenses. However, they believe that in some cases more money could be allocated for administrative support to the coordinating partner, and for instance to the hosting partner in order to make it possible for hosts to be paid for their extra time.

Furthermore, the survey illustrates that only few projects are not totally dependent on the level of support from the EU. Table 7 documents that, according to project managers, almost two in three projects could not have been executed without EU funding, and only 9 % of the project managers find it likely that their projects would be carried out without financial support from the EU.

**Table 7: To which extent do you find it likely that the activities completed in the project would have been completed, had there been no grant schemes under EU educational programmes?**

	Percent
To a great extent	3%
To some extent	6%
To a low extent	28%
Not at all	64%
Total	100%

Note: n = 305

On average, 14 % of project managers have received financial support for the activities from elsewhere than the EU (table 12 in the Annex Report). Behind this number, though, lie significant differences between sectoral programmes, as 34 % of Erasmus project managers have received other kinds of support against only 8-12 % of other project managers (Table 12a in the Annex Report).

However, most of the project managers who have received support also from elsewhere judge that the assurance of financial support from the EU has been an advantage in this respect (Table 13 in the Annex Report). Thus, the award of Community funds serves to some extent as a catalyst for obtaining other financing.

## 3. Conclusions and suggestions for future developments

### 3.1 Conclusions

This chapter sums up the main conclusions of the interim evaluation.

Based on the survey and the interviews and the analysis of the statistical data available, the LLP Programme implementation 2007-2009 is assessed to be relevant as well as quite effective and efficient.

The LLP Programme is considered to be complementary to Danish national activities and policies, and the evaluation points towards significant added value for target groups as well as organisations. At target group level the LLP activities to a great extent improve the professional and personal qualifications of project participants. At organisational level the evaluation shows that the programme to a high extent has added a European dimension to the institution/organisation in terms of enduring international partnerships in many cases.

The study outlines a number of important factors (lessons learned) in order to claim maximum benefit from the programme. Particularly, project managers address the importance of experience, that is, experience to fill out the forms of application as well as experience in managing international projects and partnerships. Further, the importance of having continuance in the staff handling the projects is underlined as well as the importance of staff driven by determination and good will.

This interim evaluation shows some important changes from the previous programmes: Firstly, the recommendation to ensure more organisational rooting of projects seems to have been met in the new projects under LLP. Based on the interviews there is evidence of LLP projects being more a part of a strategic focus, an internationalisation strategy, than previously. Secondly it seems as if dissemination has grown into an integrated part of the project 'make-up', and project managers are very focused on how to disseminate – and the importance of disseminating – and this is also a clear improvement from the previous programme.

Efforts among project participants to disseminate programme experiences seem to be quite diverse. In general, there seems to be a potential connected to a more coordinated approach among projects. At national level there also seems to be a potential for further active use of the web, with more examples of projects, frequently asked questions and good advice from project managers to other project managers. And, finally, the dissemination of the programme and the results of the projects could be accentuated in more cross-sectorial events such as the dialogue meeting arranged in connection with the evaluation.

Despite quite a high level of satisfaction among project managers with administrative procedures in general there seems to be a clear potential for improvement in some respects. Mainly the time span between the deadline for the application and the time of approval is stressed as problematic. The results also indicate that there is still a huge potential for improvements in terms of facilitating less bureaucratic and more flexible administrative procedures.

The focus on financial aspects in the reporting tends to shift the focus from the contents and the real value of the projects to more quantitative aspects, and this counteracts the emphasis on dissemination of results, exploitation and transfer of knowledge, innovation and experiences, that runs parallel in the LLP Programme.

Also in relation to the recruitment process there seems to be room for improvement. Almost four out of ten project managers to some extent face problems in the recruiting process. Especially regarding teacher mobility there tends to be some barriers that have not yet been overcome

The survey illustrates that only few projects are not totally dependent on the level of support from the EU. According to project managers, almost two in three projects could not have been executed without EU funding. Finally, the award of Community funds serves to some extent as a catalyst for obtaining other financing.

## 3.2 Suggestions for LLP 2010-2013

Based on the current evaluation results the evaluators suggest the following points for LLP 2010-2013, and for future programmes.

### 3.2.1 Flexibility and synergies

The integration of the previous educational programmes into one LLP Programme launched in 2007 was a political statement from the EU Commission rather than a wish from the educational sectors across Europe. Traditionally the sectors have lived their separate lives, been under separate laws and regulations, and their interfaces have been limited. The LLP Programme was designed to create more interfaces – more interaction and more synergy between them, in order to, as it is stated in the decision of the Commission in 2006<sup>4</sup> “contribute through lifelong learning to the development of the European Union as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion”.

The integration of the sectoral programmes into one LLP is judged positively by IU staff, because, as mentioned above, it enables them to cooperate more and gives the opportunity to relocate funds across the different actions and sectoral programmes. There is no doubt that the LLP Programme has meant some changes in their way of working. However, the survey shows that interestingly enough, most project managers seem not to have noticed the integration and/or have not felt any difference. And what is more important, the interviews and the dialogue meeting show that they see a much larger potential in cooperation across programmes than what is happening today. Therefore, the evaluators conclude that the full potential in terms of maximum synergies has not yet been realised. In spite of improved communication and coordination across sectoral programmes, these still tend to live quite separate lives. This is not least apparent from the very dissimilar and often incomplete statistics provided by each sectoral programme (as presented in the Annex Report).

*“If the boundaries were fluent it would be an advantage (for the operation). There is a joint office, but it is different people administrating. It’s not actually merged.”* (Project manager, dialogue meeting)

The evaluators recommend that a further effort be made to **ensure and realise the synergies of the LLP Programme** – internally in the NA, but equally important towards the benefici-

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<sup>4</sup> COM DECISION No 1720/2006/EC

aries who should be supported and inspired to find ways of combining activities also across to the Youth in Action Programme or centralised measures, where applicable. In order to visualise the synergies to the participants the IU could provide thematic seminars across sectoral programmes, or in other ways bring people together to share experiences. The dialogue meeting in connection with this interim evaluation was a good example of how fruitful discussions could take place across sectors.

The evaluators further stress that there is a need for a general overarching LLP focus on the beneficiaries and the overall project idea more than what box to tick in the application. More concretely, the wall between sectoral programmes and actions must be torn down in order to meet the overall objective of the LLP. This runs as a strong undercurrent in the qualitative interviews and in the dialogue meeting. Other restraints such as length of stays, participants with other nationalities, participants on public support etc. are also seen as irritants – and should, if possible be eradicated to enable the free flow of participants in lifelong learning.

### 3.2.2 Administrative cohesion

The bureaucracy surrounding the LLP Programme is evaluated in the report. The main conclusion to that is that the project managers are not very unhappy with the application process. It should be noted however, that this is a study among those who had their projects granted, and that there is a rather high satisfaction – three out of four are very satisfied with the support. Though, when investigating the qualitative responses and the comments added to the questionnaire, a different picture emerges.

The bureaucratic requirements are seen as a great – but apparently not insurmountable – barrier to the LLP Programme, and many requests are made to remedy this: ensuring that application forms are not changed repeatedly and that reporting requirements are available at the time of the launch of the programme, more wide-spread use of new technologies, less repeating of factual information etc.

Another aspect concerning the administrative burden of LLP is the fact that the applications and reporting forms are filled with EU words. The survey and interviews suggest that for some project managers – especially those who do not have a long experience in the area to draw from – the EU terminology is in danger of becoming empty and disconnected from the reality of their project. Consequently the evaluators stress that it is important to work with this constantly to secure the relevance – and the understanding of relevance across the whole programme.

Many of these things have to be solved at an EU level, but there are also aspects that could be addressed nationally.

The evaluators recommend that further effort be made at EU level to **decrease the administrative burden** on projects. The control is necessary, and this is not a question of abolishing all control measures, but a constant focus has to be on the questions asked and the requirements put up to be eligible for LLP funding. It should be clearer what all the information is used for at a European level.

At national level the evaluators would like to stress that it is important that the IU staff continues the good work and are given the resources to keep this up. As is shown in the evaluation the support of the IU staff is seen as indispensable to both new and experienced applicants, and this cannot be underestimated. The evaluators recommend that the possibility of obtaining guidance for potential applicants is made even more visible, so that it does not exclude anyone. Furthermore, the evaluators recommend that the IU could work even more with the website in order to give more good examples of project ideas, applications, dissemination activities, types of cooperation, partners, FAQ etc.

### 3.2.3 Systemic impact

The link to the national priorities for the LLP Programme is evident: internationalisation, formal education, development of competencies, lifelong learning. There are also examples of how these aspects, especially the internationalisation, have gained a foothold in the institutions involved in the LLP, and there is definitely an improvement on this aspect as compared to the previous programmes, but there is still room for improvement.

On the basis of the evaluation the evaluators therefore recommend that the LLP further stresses the requirements for project design and project implementation to give the programme better chances of **realising a systemic impact** on the educational system in Denmark. There should be more focus on involving for instance municipalities, regions, and the Ministry of Education in projects to develop the education of the future. It is also recommended that more systematic use be made of the experiences of mobility, and closer connection should be established between mobility activities and development projects to promote the institutional innovation through the involvement of teacher groups, mid-level management etc.

### 3.2.4 Information and dissemination

The IU does a very fine job in **informing about the LLP Programme** in Denmark as shown above. This is an indispensable activity and one that has to be maintained constantly. The use of websites is well established, and the survey shows a high level of satisfaction with these aspects. The evaluators recommend that the information activity for LLP is maintained, and the website developed as mentioned above.

The evaluators furthermore recommend that more effort be put into information to reach those who are not yet involved in the programme. More information to pupils and students focusing on ways to overcome the barriers to mobility could be one way of helping the organisations break down these barriers, as well as more broadly based campaigns on internationalisation, or a road show with young people who tell about their international experience in schools, or teachers telling about their experience when and where teachers are gathered. Another way of reaching new actors or new target groups is a more structured development of areas where there are ‘black holes’ – be that geographically, in terms of organisation types, etc.

Dissemination of project results and experiences is also very important and in the LLP Programme the focus on DEOR (dissemination and exploitation of results) has been growing with the strengthened emphasis centrally. The focus on dissemination means that participating organisations/institutions/schools at all levels should allocate means and time to disseminate results internally and externally to spread the experiences obtained throughout the organisation. The interviews especially show that this is happening to a certain degree, and the projects experiment with different ways of living up to their dissemination obligations.

The evaluators recommend that the focus on dissemination is kept in the reporting procedures and in the control visits. However, it is important that the focus on dissemination is not just quantitative, i.e. number of dissemination events, but also with has focus on contents and methodology. This could be gathered and made available to other projects as a good practise guide to dissemination. Regarding dissemination the evaluators furthermore recommend that the Agency should continue the support to dissemination initiatives in the projects separately, but even more importantly create more joint dissemination channels, like the book on creativity and innovation produced with YIA or other such initiatives

Further among project managers there is strong wish to exchange experience with other project managers, and in that respect the evaluators suggest that the IU consider establishing

networks among project managers in order to provide the possibility to share knowledge and experience with like-minded people at national level during project implementation, and not just virtual networks, but more possibilities of meeting, perhaps even regionally.

*“I’ve missed having contact with project leaders in other municipalities. I’ve missed cooperation or talks with other project leaders. Some knowledge sharing on a Danish level.”*

(Project manager, interviews)

### 3.2.5 Inclusion

The evaluators recommend that there be strengthened **focus on special needs and inclusion** in the LLP Programme. It should be considered if central demands in relation to inclusion factors in projects should be enhanced. Further, it should be considered if the IU could provide financial assistance to people with only few means and/or personal resources, e.g. single mothers, disabled persons, etc.

In this respect the evaluators stress that it is important that the inclusion concept is seen as broadly as possible, to also include projects or activities in other languages than English, and to include people outside Europe in projects or activities and make sure that people with disabilities, blind people or hearing impaired persons can participate in all training activities. It is also recommended that the Commission thinks inclusivity when planning the new programmes and their administrative procedures.

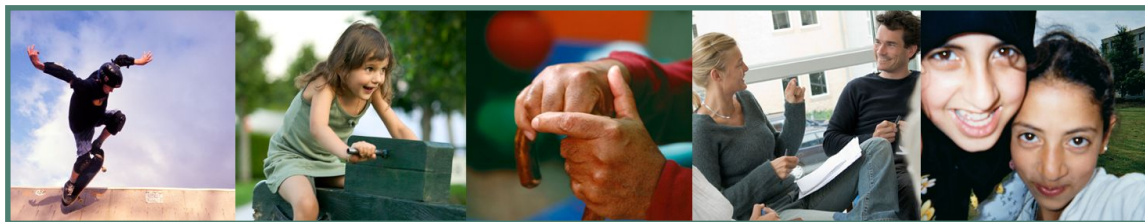
### 3.2.6 Quality and qualifications

Focus on quality and qualification is one area that has been underlying the LLP Programme as such, but on the basis of the interviews and the dialogue meeting the evaluators recommend that it be given even more focus in the coming years. These issues are, furthermore, sector-independent and could be used to gain more integration and synergy between sectors.

Teacher mobility – both outgoing and incoming – is another area that according to the evaluators could be given even more focus as it can be a push factor for increased student mobility. However, by giving the teachers an international experience they can bring this back in the classroom and thereby add to the impact on all the pupils/students they teach and create a major added value. In the light of the fact that the survey reports on some difficulties in recruiting teachers, it should be investigated whether certificates and/or financial incentives could be applied in order to motivate teachers, and the IU could be the motor behind finding these good examples in Denmark.

*“It is important to have an exchange of teachers: To have teachers from abroad coming to the school. It would be nice with more of that.”* (Manager of organisation with LLP projects, Leonardo)

The involvement of companies in projects is also an area where the evaluators see that more synergy and more relevance could be built up. A large part of the companies are becoming more and more internationally oriented and they have seen the need for employees with an international dimension in the education. This could be used to influence those groups of young people who are still not very convinced. This pull factor could be a way of ensuring that mobility be spread more evenly and not just considered a concept relevant for students in higher education institutions.



# National Report on the Lifelong Learning Programme (LLP) Implementation 2007-2009

Denmark

ANNEX REPORT

May 2010

**NIRAS**

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# 1. Introduction

This Annex report presents the underlying data for the Interim Evaluation of the LLP Programme in Denmark 2007-2009.

**Chapter 2** provides an overview of the survey data in terms of frequencies and significant cross tabulations.

**Chapter 3** describes the activities implemented in terms of a) the number of applications and approved projects, b) the granted funds, c) the nature of coordinating organisations and project participants, and finally d) the nature of granted projects. It should be noticed that the available data is limited for the various sub-programmes.

The context and methodology of the evaluation is outlined in the main evaluation report.

## 2. Survey data – frequencies and significant cross tabulations

This chapter presents all frequencies from the survey among project managers (N=361, 48% of the population).

However, section 2.4.1 and 2.5.1 contains the frequencies from the survey among project participants from Comenius Training, Grundtvig Training and Comenius Assistantship (N= 289, 51.% of the population)

For all frequencies NIRAS have analysed whether significant differences between sub-programmes exist. Only significant cross tabulations are illustrated in this Annex report.

## 2.1 Background information

**Table 1: Programme and sub-programme. Percentage of answers**

	Percent
<b>Comenius</b>	<b>61.5%</b>
Regio	0.2%
Multilateral Partnerships	14.8%
Host Schools	5.4%
Training	38.3%
Assistantships	2.9%
<b>Leonardo</b>	<b>14.8%</b>
Partnerships	4.3%
Transfer of Innovation	1.7%
Mobility	8.8%
<b>Erasmus</b>	<b>9.8%</b>
Intensive Programmes	0.9%
EILC	0.8%
Mobility	8.2%
<b>Grundtvig</b>	<b>9%</b>
Visits and exchanges	1.5%
Learning Partnerships	4%
Training	3.2%
Workshops	0.6%
<b>LLP Study Visits Programme</b>	<b>4.9%</b>
<b>Total</b>	<b>100%</b>

Note: n = 650

**Table 2: Which part of the educational sector do you represent?**

	Percent
Primary school	28%
Higher commercial examination (HHX) / higher technical examination (HTX)	4%
Upper secondary school (STX)	8%
Vocational educations	24%
Short further education	5%
Medium-long further education	10%
Long further education	6%
Vocational further training	2%
Other	14%
Total	100%

Note: n = 344

## 2.2 Knowledge and information about the Lifelong Learning Programme

**Table 3: From where do you have your knowledge of the Programme?**

	Percent
IU, the Danish Agency for International Education (formerly CIRIUS)	64%
EU Commission	9%
Experience from previous applications	49%
Colleagues	33%
Specialist journals	3%
Other media	3%
Friends/networks	16%
Others	4%

Note: n = 337

**Table 4: Have you visited [www.iu.dk](http://www.iu.dk), the homepage of the Danish Agency for International Education (IU) (formerly [www.ciriusonline.dk](http://www.ciriusonline.dk)) in connection with the educational programme?**

	Percent
Yes	94%
No	6%
Total	100%

Note: n = 334

**Table 4a: Cross tabulation on sub-programme: Have you visited [www.iu.dk](http://www.iu.dk), the homepage of the Danish Agency for International Education (IU) (formerly [www.ciriusonline.dk](http://www.ciriusonline.dk)) in connection with the educational programme?**

	Have you visited <a href="http://www.iu.dk">www.iu.dk</a> , the homepage of the Danish Agency for International Education (IU) (formerly <a href="http://www.ciriusonline.dk">www.ciriusonline.dk</a> ) in connection with the educational programme?		
	Yes	No	Total
Comenius	112	8	120
	93.3%	6.7%	100.0%
Erasmus	53	0	53
	100.0%	0.0%	100.0%
Grundtvig	30	5	35
	85.7%	14.3%	100.0%
LLP Study Visits	22	3	25
	88.0%	12.0%	100.0%
Leonardo	92	2	94
	97.9%	2.1%	100.0%
Total	309	18	327
	94.5%	5.5%	100.0%

**Table 5: To which extent are you satisfied with the applicability of IU's (formerly CIRIUS) homepage?**

	Percent
Very satisfied	31%
Satisfied	64%
Dissatisfied	3%
Very dissatisfied	0%
Do not know	2%
Total	100%

Note: n = 313

**Table 6: How satisfied have you been with the following elements of the IU's (formerly CIRIUS) information service?**

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Do not know / N/A	Total
Information meetings (n = 332)	45%	33%	1%	0%	20%	100%
Written information material/brochures (n = 331)	29%	53%	3%	0%	14%	100%
Electronic newsletters (n = 332)	31%	43%	5%	0%	20%	100%
The www.udiverden.dk homepage (n = 331)	12%	31%	2%	0%	55%	100%
The www.skoleniverden.dk homepage (n = 329)	10%	24%	1%	0%	65%	100%

**Table 6a: Cross tabulation on sub-programme: Satisfaction with IU Information meetings**

	How satisfied have you been with the information meetings of the IU's (formerly CIRIUS) information service?			
	Very satisfied	Satisfied	Dissatisfied	Total
Comenius	47	31	3	81
	58.0%	38.3%	3.7%	100.0%
Erasmus	18	29	0	47
	38.3%	61.7%	.0%	100.0%
Grundtvig	16	14	0	30
	53.3%	46.7%	.0%	100,0%
LLP Study Visits	10	5	0	15
	66.7%	33.3%	.0%	100.0%
Leonardo	59	27	0	86
	68.6%	31.4%	.0%	100.0%
Total	150	106	3	259
	57.9%	40.9%	1.2%	100.0%

**Table 6b: Cross tabulation on sub-programme: Satisfaction with IU written information material/brochures**

	How satisfied have you been with the written information materials of the IU's (formerly CIRIUS) information service?				
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
Comenius	31	54	9	1	95
	32.6%	56.8%	9.5%	1.1%	100.0%
Erasmus	13	26	0	0	39
	33.3%	66.7%	.0%	.0%	100.0%
Grundtvig	12	18	2	0	32
	37.5%	56.2%	6.2%	.0%	100.0%
LLP Study Visits	4	18	0	0	22
	18.2%	81.8%	.0%	.0%	100.0%
Leonardo	38	50	0	0	88
	43.2%	56.8%	.0%	.0%	100.0%
Total	98	166	11	1	276
	35.5%	60.1%	4.0%	.4%	100.0%

## 2.3 Application procedure

**Table 7: How satisfied have you been with the administrative procedure in connection with the following?**

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Do not know / N/A	Total
The application form (n = 330)	20%	64%	13%	2%	1%	100%
The time span between the deadline for applications and approval (n = 330)	13%	59%	22%	3%	2%	100%
Final reporting of exchange/project activities (n = 329)	13%	60%	7%	2%	18%	100%
Requirements of the financial reporting (n = 329)	22%	57%	8%	2%	10%	100%
Requirements of the reporting as regards contents (n = 329)	17%	63%	9%	2%	9%	100%
Payment of the grant (n = 328)	32%	56%	4%	1%	7%	100%

**Table 7a: Cross tabulation on sub-programme: Satisfaction with the time span between the deadline for applications and approval**

	How satisfied have you been with the administrative procedure in connection with the the time span between the deadline for applications and approval				
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
Comenius	8	64	36	9	117
	6.8%	54.7%	30.8%	7.7%	100.0%
Erasmus	6	35	10	0	51
	11.8%	68.6%	19.6%	.0%	100.0%
Grundtvig	7	23	4	0	34
	20.6%	67.6%	11.8%	.0%	100.0%
LLP Study Visits	4	19	1	1	25
	16.0%	76.0%	4.0%	4.0%	100.0%
Leonardo	20	51	20	0	91
	22.0%	56.0%	22.0%	.0%	100.0%
Total	45	192	71	10	318
	14.2%	60.4%	22.3%	3.1%	100.0%

**Table 7b: Cross tabulation on sub-programme: Satisfaction with requirements of the financial reporting**

	How satisfied have you been with the administrative procedure in connection with the requirements of the financial reporting				
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
Comenius	37	59	8	1	105
	35.2%	56.2%	7.6%	1.0%	100.0%
Erasmus	3	37	5	2	47
	6.4%	78.7%	10.6%	4.3%	100.0%
Grundtvig	12	19	2	1	34
	35.3%	55.9%	5.9%	2.9%	100.0%
LLP Study Visits	5	18	1	0	24
	20.8%	75.0%	4.2%	.0%	100.0%
Leonardo	19	54	11	0	84
	22.6%	64.3%	13.1%	.0%	100.0%
Total	76	187	27	4	294
	25.9%	63.6%	9.2%	1.4%	100.0%

**Table 7c: Cross tabulation on sub-programme: Satisfaction with Payment of the grant**

	How satisfied have you been with the administrative procedure in connection with the payment of the grant?				
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Total
Comenius	41	62	3	2	108
	38.0%	57.4%	2.8%	1.9%	100.0%
Erasmus	7	40	2	0	49
	14.3%	81.6%	4.1%	.0%	100.0%
Grundtvig	14	17	3	1	35
	40.0%	48.6%	8.6%	2.9%	100.0%
LLP Study Visits	6	13	2	0	21
	28.6%	61.9%	9.5%	.0%	100.0%
Leonardo	42	45	3	1	91
	46.2%	49.5%	3.3%	1.1%	100.0%
Total	110	177	13	4	304
	36.2%	58.2%	4.3%	1.3%	100.0%

**Table 8: Was the application form ....**

	Percent
... electronic	67%
... paper-based	33%
Total	100%

Note: n = 329

**Table 8a: Cross tabulation on sub-programme: Was the application form electronic or paper-based**

	Was the application form ...		
	... electronic	... paper-based	Total
Comenius	69	52	121
	57.0%	43.0%	100.0%
Erasmus	43	10	53
	81.1%	18.9%	100.0%
Grundtvig	28	7	35
	80.0%	20.0%	100.0%
LLP Study Visits	20	5	25
	80.0%	20.0%	100.0%
Leonardo	65	29	94
	69.1%	30.9%	100.0%
Total	225	103	328
	68.6%	31.4%	100.0%

**Table 9: Did you receive personal support from the IU (formerly CIRIUS) in connection with the application process and the implementation of the activities?**

	Percent
Yes	71%
No	29%
Total	100%

Note: n = 330

**Table 9a: Cross tabulation on sub-programme: Personal support from IU**

	Did you receive personal support from the IU (formerly CIRIUS) in connection with the application process and the implementation of the activities?		
	Yes	No	Total
Comenius	75	46	121
	62.0%	38.0%	100.0%
Erasmus	39	14	53
	73.6%	26.4%	100.0%
Grundtvig	25	10	35
	71.4%	28.6%	100.0%
LLP Study Visits	14	11	25
	56.0%	44.0%	100.0%
Leonardo	83	11	94
	88.3%	11.7%	100.0%
Total	236	92	328
	72.0%	28.0%	100.0%

**Table 10: How satisfied have you been with the personal support from the IU (formerly CIRIUS) in connection with ...**

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Do not know / N/A	Total
... the application process? (n = 234)	73%	22%	2%	0%	3%	100%
... the completion of the activities? (n = 232)	62%	23%	1%	0%	14%	100%

**Table 11: All in all, how satisfied are you with the application process?**

	Percent
Very satisfied	27%
Satisfied	66%
Dissatisfied	7%
Very dissatisfied	0%
Total	100%

Note: n = 330

**Table 12: Did you receive financial support for the activities from elsewhere than the EU?**

	Percent
Yes	14%
No	86%
Total	100%

Note: n = 330

**Table 12a: Cross tabulation on sub-programme: Financial support for the activities from elsewhere than the EU**

	Did you receive financial support for the activities from elsewhere than the EU?		
	Yes	No	Total
Comenius	12	109	121
	9.9%	90.1%	100.0%
Erasmus	18	35	53
	34.0%	66.0%	100.0%
Grundtvig	4	31	35
	11.4%	88.6%	100.0%
LLP Study Visits	2	23	25
	8.0%	92.0%	100.0%
Leonardo	11	83	94
	11.7%	88.3%	100.0%
Total	47	281	328
	14.3%	85.7%	100.0%

**Table 13: To which extent has the assurance of financial support from the EU been an advantage in connection with applications for further support from elsewhere?**

	Percent
To a great extent	12%
To some extent	4%
To a low extent	2%
Not at all	6%
Do not know / N/A	76%
Total	100%

Note: n = 327

**Table 14: To which extent are the activities for which support can be applied through the EU educational programme relevant in respect of the requirements of your organisation/association?**

	Percent
To a great extent	74%
To some extent	21%
To a low extent	2%
Not at all	0%
Do not know / N/A	2%
Total	100%

Note: n = 329

**Table 15: To which extent do you find that the project activities for which support can be applied through the EU educational programme complement what is offered in the area in Denmark?**

	Percent
To a great extent	49%
To some extent	29%
To a low extent	3%
Not at all	0%
Do not know / N/A	19%
Total	100%

Note: n = 329

## 2.4 Participants' outcome

**Table 16: To which extent do you find that the target group has benefitted professionally from the activities?**

	Percent
To a great extent	60%
To some extent	36%
To a low extent	1%
Not at all	0%
Do not know / N/A	2%
Total	100%

Note: n = 327

**Table 17: To which extent do you find that the young people have improved their qualifications within the following areas through the Programme?**

	To a great extent	To some extent	To a low extent	Not at all	Do not know / N/A	Total
Language	50%	37%	7%	0%	6%	100%
Communication	51%	40%	4%	0%	6%	100%
Intercultural competence	68%	26%	2%	0%	4%	100%
Conflict handling	9%	32%	26%	6%	27%	100%
Cooperation	46%	43%	5%	0%	6%	100%
Network formation	43%	37%	11%	0%	9%	100%
Personal maturity/development	54%	31%	6%	0%	9%	100%

Note: n = 327

**Table 17a: Cross tabulation on sub-programme: Improved language qualifications**

	To which extent do you find that the young people have improved their language qualifications within through the Programme?				
	To a great extent	To some extent	To a low extent	Not at all	Total
Comenius	61	53	3	1	118
	51.7%	44.9%	2.5%	.8%	100.0%
Erasmus	31	18	0	0	49
	63.3%	36.7%	.0%	.0%	100.0%
Grundtvig	9	16	4	0	29
	31.0%	55.2%	13.8%	.0%	100.0%
LLP Study Visits	9	7	5	0	21
	42.9%	33.3%	23.8%	.0%	100.0%
Leonardo	52	29	10	0	91
	57.1%	31.9%	11.0%	.0%	100.0%
Total	162	123	22	1	308
	52.6%	39.9%	7.1%	.3%	100.0%

**Table 17b: Cross tabulation on sub-programme: Improved networking formation**

	To which extent do you find that the young people have improved their networking formation qualifications within the following areas through the Programme?			
	To a great extent	To some extent	To a low extent	Total
Comenius	40	49	20	109
	36.7%	45.0%	18.3%	100.0%
Erasmus	28	16	3	47
	59.6%	34.0%	6.4%	100.0%
Grundtvig	17	13	1	31
	54.8%	41.9%	3.2%	100.0%
LLP Study Visits	17	6	0	23
	73.9%	26.1%	.0%	100.0%
Leonardo	38	38	10	86
	44.2%	44.2%	11.6%	100.0%
Total	140	122	34	296
	47.3%	41.2%	11.5%	100.0%

**Table 17c: Cross tabulation on sub-programme: Improved personal maturity/development**

To which extent do you find that the young people have improved their qualifications within personal maturity/development the following areas through the Programme?				
	To a great extent	To some extent	To a low extent	Total
Comenius	50	55	9	114
	43.9%	48.2%	7.9%	100.0%
Erasmus	38	11	0	49
	77.6%	22.4%	.0%	100.0%
Grundtvig	17	10	3	30
	56.7%	33.3%	10.0%	100.0%
LLP Study Visits	6	12	0	18
	33.3%	66.7%	.0%	100.0%
Leonardo	63	18	5	86
	73.3%	20.9%	5.8%	100.0%
Total	174	106	17	297
	58.6%	35.7%	5.7%	100.0%

**Table 18: To which extent do you believe that ...**

	To a great extent	To some extent	To a low extent	Not at all	Do not know / N/A	Total
... the target group will benefit from the experience in their future education and/or profession? (n = 327)	52%	40%	3%	0%	5%	100%
... the activities have added a European dimension to the target group's development and education? (n = 327)	62%	31%	2%	0%	4%	100%
... the activities have given the target group some educational and development opportunities that they did not otherwise have? (n = 327)	50%	36%	6%	1%	6%	100%

**Table 18a: Cross tabulation on sub-programme: The target group’s benefit from the experience in their future education and/or profession**

	To which extent do you believe that the target group will benefit from the experience in their future education and/or profession?			
	To a great extent	To some extent	To a low extent	Total
Comenius	53	58	6	117
	45.3%	49.6%	5.1%	100.0%
Erasmus	34	14	0	48
	70.8%	29.2%	.0%	100.0%
Grundtvig	16	14	2	32
	50.0%	43.8%	6.2%	100.0%
LLP Study Visits	14	8	1	23
	60.9%	34.8%	4.3%	100.0%
Leonardo	55	37	0	92
	59.8%	40.2%	.0%	100.0%
Total	172	131	9	312
	55.1%	42.0%	2.9%	100.0%

**Table 18b: Cross tabulation on sub-programme: Whether activities have added a European dimension to the target group's development and education**

	To which extent do you believe that the activities have added a European dimension to the target group's development and education?			
	To a great extent	To some extent	To a low extent	Total
Comenius	78	41	0	119
	65.5%	34.5%	.0%	100.0%
Erasmus	32	11	4	47
	68.1%	23.4%	8.5%	100.0%
Grundtvig	21	10	3	34
	61.8%	29.4%	8.8%	100.0%
LLP Study Visits	17	6	0	23
	73.9%	26.1%	.0%	100.0%
Leonardo	52	40	0	92
	56.5%	43.5%	.0%	100.0%
Total	200	108	7	315
	63.5%	34.3%	2.2%	100.0%

**Table 19: Has the target group participated in a study, traineeship or exchange visit in connection with the educational programme?**

	Percent
Yes	70%
No	30%
Total	100%

Note: n = 326

**Table 19a: Cross tabulation on sub-programme: Has the target group participated in a study, traineeship or exchange visit in connection with the educational programme?**

	Has the target group participated in a study, traineeship or exchange visit in connection with the educational programme		
	Yes	No	Total
Comenius	71	50	121
	58.7%	41.3%	100.0%
Erasmus	46	6	52
	88.5%	11.5%	100.0%
Grundtvig	20	15	35
	57.1%	42.9%	100.0%
LLP Study Visits	19	6	25
	76.0%	24.0%	100.0%
Leonardo	70	23	93
	75.3%	24.7%	100.0%
Total	226	100	326
	69.3%	30.7%	100.0%

**Table 20: To which extent ...**

	Not at all	To a low extent	To some extent	To a great extent	Do not know/ N/A	Total
... are you all in all satisfied with the target group's study, traineeship and/or exchange visit? (n = 230)	2%	1%	18%	77%	2%	100%
... are you satisfied with the professional content of the target group's study, traineeship and/or exchange visit? (n = 230)	2%	3%	39%	55%	2%	100%
... do you find that the Europass Mobility certificate is applicable as documentation for traineeship or educational visits abroad? (n = 229)	7%	9%	21%	23%	39%	100%

**Table 20a: Cross tabulation on sub-programme: To which extent are you all in all satisfied with the target group's study, traineeship and/or exchange visit?**

	To which extent are you all in all satisfied with the target group's study, traineeship and/or exchange visit?				
	Not at all	To a low extent	To some extent	To a great extent	Total
Comenius	0	1	10	61	72
	0.0%	1.4%	13.9%	84.7%	100.0%
Erasmus	1	0	12	32	45
	2.2%	0.0%	26.7%	71.1%	100.0%
Grundtvig	1	0	2	17	20
	5.0%	0.0%	10.0%	85.0%	100.0%
LLP Study Visits	1	2	3	13	19
	5.3%	10.5%	15.8%	68.4%	100.0%
Leonardo	2	0	18	49	69
	2.9%	0.0%	26.1%	71.0%	100.0%
Total	5	3	45	172	225
	2.2%	1.3%	20.0%	76.4%	100.0%

**Table 21: How do you assess the duration of the target group’s study, traineeship and/or exchange visit?**

	Percent
Far too long	0%
Too long	1%
Appropriate length	90%
Too short	7%
Far too short	1%
Do not know/N/A	1%
Total	100%

Note: n = 226

### 2.4.1 Participants’ outcome (Comenius/Grundtvig Training and Comenius Assistantship)

**Table 22: To which extent do you find that you have benefitted professionally from the activities?**

	Percent
To a large extent	66%
To some extent	28%
To a low extent	5%
Not at all	0%
Do not know/N/A	0%
Total	100%

Note: n = 280

**Table 23: To which extent do you find that you have improved your qualifications within the following areas through your participation in the activities under the educational programme?**

	To a large extent	To some extent	To a low extent	Not at all	Do not know/ N/A	Total
Language (n = 281)	45%	40%	9%	1%	5%	100%
Communication (n = 280)	39%	48%	8%	1%	4%	100%
Intercultural competence (n = 277)	55%	40%	3%	1%	1%	100%
Conflict handling (n = 277)	4%	16%	26%	17%	38%	100%
Cooperation (n = 279)	26%	49%	12%	4%	8%	100%
Network formation (n = 279)	35%	42%	14%	4%	5%	100%
Personal maturity/development (n = 279)	35%	44%	10%	2%	8%	100%

**Table 24: To which extent do you believe that ...**

	To a large extent	To some extent	To a low extent	Not at all	Do not know/ N/A	Total
... you will benefit from the experience in your further education and/or profession?	64%	33%	3%	0%	0%	100%
... the activities have added a European dimension to your development and education?	49%	45%	6%	0%	0%	100%
... the activities have given you some educational and development opportunities that you did not otherwise have?	47%	39%	9%	3%	3%	100%

Note: n = 280

**Table 25: To which extent ...**

	To a large extent	To some extent	To a low extent	Not at all	Do not know/ N/A	Total
... are you all in all satisfied with your study, traineeship and/or exchange visit? (n = 281)	76%	21%	2%	0%	0%	100%
... are you satisfied with the professional content of your study, traineeship and/or exchange visit? (n = 279)	62%	29%	6%	2%	0%	100%
... do you find that the Europass Mobility certificate is applicable as documentation for traineeship or educational visits abroad? (n = 280)	17%	25%	6%	1%	50%	100%

**Table 26: How do you assess the duration of the target group's study, traineeship and/or exchange visit?**

	Percent
Far too long	0%
Too long	2%
Appropriate length	86%
Too short	10%
Far too short	0%
Do not know/N/A	1%
Total	100%

Note: n = 280

## 2.5 Institutions'/ organisations' outcome from participating in the project

**Table 27: To which extent do you believe that the experience from the project has had a positive impact on your institution/organisation?**

	Percent
To a great extent	56%
To some extent	36%
To a low extent	5%
Not at all	2%
Do not know/N/A	2%
Total	100%

Note: n = 325

**Table 28: To which extent has your project activities in connection with the educational programme resulted in the following in your institution/organisation**

	To a great extent	To some extent	To a low extent	Not at all	Do not know/N/A	Total
Exchange of experience with work methods (including educational materials, educational theory and practice, etc.)? (n = 323)	35%	47%	11%	2%	5%	100%
Exchange of experience with quality, perspective and focus in the teaching/education? (n = 323)	29%	50%	14%	2%	5%	100%
Development of education modules/courses across borders? (n = 322)	23%	41%	18%	7%	11%	100%

**Table 29: To which extent was it possible to adapt the project activities under the educational programme to the other national activities of the institution/organisation in respect of the following areas?**

	To a great extent	To some extent	To a low extent	Not at all	Do not know/N/A	Total
Organisationally? (n = 323)	33%	50%	7%	2%	9%	100%
As regards contents? (n = 322)	40%	47%	5%	2%	7%	100%
As regards time? (n = 322)	28%	53%	9%	2%	8%	100%
Financially? (n = 323)	22%	52%	11%	2%	12%	100%

**Table 30: To which extent has the project had a positive impact on the general development of the institution/organisation?**

	Percent
To a great extent	37%
To some extent	48%
To a low extent	8%
Not at all	3%
Do not know/N/A	4%
Total	100%

(n = 324)

**Table 31: To which extent has the project ...**

	To a great extent	To some extent	To a low extent	Not at all	Do not know/ N/A	Total
... had a positive effect on the professional environment? (n = 310)	28%	54%	13%	2%	5%	100%
... had a positive effect on the study environment? (n = 310)	21%	50%	12%	3%	15%	100%
... added a European dimension to the institution/organisation? (n = 310)	47%	42%	8%	1%	3%	100%
... improved the profile and image of the institution/organisation at a national level? (n = 310)	30%	45%	13%	3%	9%	100%
... improved the profile and image of the institution/organisation at an international level? (n = 310)	33%	43%	13%	3%	9%	100%
... had a motivational and promotional effect on the development and implementation of new ideas and projects? (n = 309)	35%	49%	9%	3%	4%	100%
... contributed to the establishment of new partnerships with other institutions/organisations? (n = 309)	44%	36%	9%	4%	7%	100%

**Table 31a: Cross tabulation on sub-programme: To which extent has the project improved the profile and image of the institution/organisation at an international level?**

	To which extent has the project improved the profile and image of the institution/organisation at an international level?				
	To a great extent	To some extent	To a low extent	Not at all	Total
Comenius	36	59	14	2	111
	32.4%	53.2%	12.6%	1.8%	100.0%
Erasmus	18	22	5	0	45
	40.0%	48.9%	11.1%	.0%	100.0%
Grundtvig	12	11	8	2	33
	36.4%	33.3%	24.2%	6.1%	100.0%
Leonardo	33	38	14	4	89
	37.1%	42.7%	15.7%	4.5%	100.0%
LLP Study Visits	1	14	1	2	18
	5.6%	77.8%	5.6%	11.1%	100.0%
Total	100	144	42	10	296
	33.8%	48.6%	14.2%	3.4%	100.0%

**Table 31b: Cross tabulation on sub-programme: To which extent has the project contributed to the establishment of new partnerships with other institutions/organisations?**

	To which extent has the project contributed to the establishment of new partnerships with other institutions/organisations?				
	To a great extent	To some extent	To a low extent	Not at all	Total
Comenius	49	48	7	7	111
	44.1%	43.2%	6.3%	6.3%	100.0%
Erasmus	29	13	6	0	48
	60.4%	27.1%	12.5%	.0%	100.0%
Grundtvig	13	18	2	1	34
	38.2%	52.9%	5.9%	2.9%	100.0%
Leonardo	47	24	13	3	87
	54.0%	27.6%	14.9%	3.4%	100.0%
LLP Study Visits	5	13	2	2	22
	22.7%	59.1%	9.1%	9.1%	100.0%
Total	143	116	30	13	302
	47.4%	38.4%	9.9%	4.3%	100.0%

**Table 32: To which extent do you believe that the participation of the institution/organisation in the project ...**

	To a great extent	To some extent	To a low extent	Not at all	Do not know/ N/A	Total
... will have a long-term positive effect on the institution/organisation? (n = 309)	43%	45%	5%	2%	5%	100%
... will create permanent cooperation relations with persons in other countries which would otherwise not exist? (n = 310)	59%	30%	7%	2%	3%	100%
... to a higher degree than before will mean that Europe and the European cooperation will be incorporated in the work of the institution/organisation? (n = 310)	43%	43%	8%	2%	4%	100%
... will encourage increased participation in national activities/projects? (n = 309)	29%	48%	12%	4%	7%	100%
... will encourage increased participation in other international activities/projects in general? (n = 310)	53%	37%	5%	1%	4%	100%
... will encourage increased participation in other international activities/projects under the EU educational programmes? (n = 310)	53%	39%	4%	2%	3%	100%

## 2.5.1 Organisations'/institutions' outcome (Comenius/Grundtvig Training and Comenius Assistantship)

**Table 33: To which extent do you believe that the experience from the project has had a positive impact on your institution/organisation?**

	Percent
To a large extent	27%
To some extent	62%
To a low extent	8%
Not at all	1%
Do not know/N/A	2%
Total	100%

Note: n = 279

**Table 34: To which extent has your participation in the activities in connection with the educational programme resulted in the following in your institution/organisation?**

	To a large extent	To some extent	To a low extent	Not at all	Do not know/N/A	Total
Exchange of experience with work methods (including educational materials, educational theory and practice, etc.)? (n = 279)	27%	56%	10%	4%	3%	100%
Exchange of experience with quality, perspective and focus in the teaching/education? (n = 277)	14%	54%	18%	4%	9%	100%
Development of education modules/courses across borders? (n = 278)	14%	31%	30%	17%	9%	100%

**Table 35: To which extent was it possible to adapt the project activities in which you have participated to the other activities of the institution/organisation with respect to the following areas?**

	To a large extent	To some extent	To a low extent	Not at all	Do not know/ N/A	Total
Organisationally? (n = 279)	32%	36%	10%	5%	17%	100%
As regards contents? (n = 277)	44%	40%	5%	3%	8%	100%
As regards time? (n = 277)	29%	38%	12%	6%	16%	100%
Financially? (n = 277)	28%	31%	10%	6%	25%	100%

**Table 36: To which extent has the project in which you have participated had a positive impact on the general development of the institution/organisation?**

	Percent
To a large extent	16%
To some extent	52%
To a low extent	18%
Not at all	2%
Do not know/N/A	12%
Total	100%

Note: n = 279

**Table 37: To which extent has the project in which you have participated ...**

	To a large extent	To some extent	To a low extent	Not at all	Do not know/ N/A	Total
... had a positive effect on the professional environment? (n = 274)	23%	55%	9%	4%	7%	100%
... had a positive effect on the study environment? (n = 271)	14%	41%	14%	5%	26%	100%
... added a European dimension to the institution/organisation? (n = 273)	20%	47%	21%	3%	9%	100%
... improved the profile and image of the institution/organisation at a national level? (n = 274)	10%	27%	26%	12%	26%	100%
... improved the profile and image of the institution/organisation at an international level? (n = 274)	8%	30%	27%	13%	22%	100%
... had a motivational and promotional effect on the development and implementation of new ideas and projects? (n = 274)	33%	49%	8%	4%	6%	100%
... contributed to the establishment of new partnerships with other institutions/organisations? (n = 274)	20%	28%	23%	14%	15%	100%

**Table 38: To which extent do you believe that the participation of the institution/organisation in the project in which you have participated ...**

	To a large extent	To some extent	To a low extent	Not at all	Do not know/ N/A	Total
... will have a long-term positive effect on the institution/organisation? (n = 274)	24%	47%	14%	4%	10%	100%
... will create permanent cooperation relations with persons in other countries which would otherwise not exist? (n = 273)	23%	40%	21%	8%	10%	100%
... to a higher degree than before will mean that Europe and the European cooperation will be incorporated in the work of the institution/organisation? (n = 272)	21%	49%	14%	4%	11%	100%
... will encourage increased participation in national activities/projects? (n = 273)	23%	41%	17%	4%	15%	100%
... will encourage increased participation in other international activities/projects in general? (n = 272)	36%	46%	8%	2%	8%	100%
... will encourage increased participation in other international activities/projects under the EU educational programmes? (n = 272)	43%	43%	7%	2%	5%	100%

## 2.6 Participant profile

**Table 39: Which category belonged to the primary target group of the project?**

	Percent
Pupils/students/course participants	61%
Teachers	27%
Other	12%
Total	100%

Note: n = 342

**Table 39a. Cross tabulation on sub-programme: Which category belonged to the primary target group of the project?**

	Which category belonged to the primary target group of the project?			
	Pupils/students/course participants	Teachers	Other	Total
Comenius	88	32	0	120
	73.3%	26.7%	.0%	100.0%
Erasmus	48	5	0	53
	90.6%	9.4%	.0%	100.0%
Grundtvig	13	10	12	35
	37.1%	28.6%	34.3%	100.0%
Leonardo	49	26	19	94
	52.1%	27.7%	20.2%	100.0%
LLP Study Visits	3	17	5	25
	12.0%	68.0%	20.0%	100.0%
Total	201	90	36	327
	61.5%	27.5%	11.0%	100.0%

**Table 40: From which region do the participants primarily come?**

	Percent
Copenhagen	19%
Zealand	15%
Southern Denmark	27%
Central Jutland	23%
Northern Jutland	12%
Do not know / the project has not included Danish participants	0%

Note: n = 311

**Table 41: To which extent did you face problems in recruiting participants for the project?**

	Percent
To a great extent	4%
To some extent	34%
To a low extent	22%
Not at all	30%
Do not know/N/A	10%
Total	100%

Note: n = 305

**Table 41a. Cross tabulation on sub-programme:**

**To which extent did you face problems in recruiting participants for the project?**

	To which extent did you face problems in recruiting participants for the project?				
	To a great extent	To some extent	To a low extent	Not at all	Total
Comenius 35,6	3	38	26	48	115
	2.6%	33.0%	22.6%	41.7%	100.0%
Erasmus 58,4	8	20	12	8	48
	16.7%	41.7%	25.0%	16.7%	100.0%
Grundtvig 44,8	0	13	6	10	29
	.0%	44.8%	20.7%	34.5%	100.0%
Leonardo 43,6	3	35	25	24	87
	3.4%	40.2%	28.7%	27.6%	100.0%
LLP Study Visits 14,3	0	2	4	8	14
	.0%	14.3%	28.6%	57.1%	100.0%
Total	14	108	73	98	293
	4.8%	36.9%	24.9%	33.4%	100.0%

**Table 42: Which special needs have there been?**

	Percent
Physical disability	3%
Mental disability	5%
Reading difficulties	15%
Language difficulties	13%
Learning disabilities	10%
Other special needs	4%
Do not know / the project has not included participants with special needs	0%

Note: n = 311

## 2.7 Assessment: administrative procedures

**Table 43: To which extent do you find it likely that the activities completed in the project would have been completed, had there been no grant schemes under EU educational programmes?**

	Percent
To a great extent	3%
To some extent	6%
To a low extent	28%
Not at all	64%
Total	100%

Note: n = 305

**Table 44: To which extent has the size of the EU grant been adequate in respect of meeting the original objective of the activities?**

	Percent
To a great extent	37%
To some extent	54%
To a low extent	8%
Not at all	2%
Total	100%

Note: n = 302

**Table 45: To which extent is there is a reasonable relation between the administrative tasks and ...**

	To a great extent	To some extent	To a low extent	Not at all	Total
... the education's/organisation's benefit from the activities? (n = 304)	28%	61%	8%	3%	100%
... the EU grant? (n = 300)	23%	56%	16%	4%	100%

**Table 46: Please indicate up to three factors which have in particular impeded the completion of the project activities**

	Percent
Lack of guidance in the possibilities	10%
Lack of resources (financing, time, etc.)	35%
Lack of professionally interesting possibilities	5%
Lack of support from the faculty or the management	11%
Lack of interest from the target group	15%
Lack of support and/or interests from colleagues	28%
The administrative requirements	31%
Other matters	11%

Note: n = 309

**Table 47: Please indicate three factors which have in particular been an incentive to project participation**

	Percent
Strengthening the knowledge of the participants of other cultures	82%
Strengthening the linguistic skills of the participants	51%
Creating an attractive educational environment	41%
Improving the qualifications of the teachers	33%
Promoting the European dimension of the education	57%
Other	6%

## 3. Activities implemented

This chapter illustrates the number of applications and approved projects, the granted funds, the nature of coordinating organisations and project participants, and, finally, the nature of granted projects. It should be noticed that the available data is limited for the various sub-programmes on different subjects or themes.

### 3.1 Number of applications and granted projects 2007-2009

In total, 1,440 project applications were granted during the period 2007-2009.

The table below illustrates the number of applications as well as the percentage of granted applications for some of the sub-programmes and for the specific actions when applicable. For three programmes (Grundtvig, Erasmus and LLP Study Visits) the number of total applications is not available. The number of granted projects in these programmes is found below.

**Table 48: Number of applications and percentage of granted applications 2007-2009**

	2007	2008	2009
<b>Comenius</b>			
Regio	-	-	7
Applications granted (%)			(71.4)
Training	220	221	276
Applications granted (%)	(78.)	(80)	(62.7)
Multilateral partnerships	188	139	112
Applications granted (%)	(67.6)	(70.5)	(58)
Bilateral Partnerships	12	12	14
Applications granted (%)	(8.3)	(0)	(42.9)
Assistant	30	18	14
Applications granted (%)	(73.,)	(50)	(78.6)
Host schools	55	36	36
Applications granted (%)	(58.2)	(100)	(22)**
<b>Grundtvig*</b>			
<b>Leonardo</b>			
Mobility	57	44	52
Applications granted (%)	(57.9)	(11.4)	(2)
Partnerships	-	24	30
Applications granted (%)		(58.3)	(56.7)
Transfer of Innovation	14	11	16
Applications granted (%)	(71.4)	(72.8)	(37.5)
<b>ERASMUS*</b>			
<b>LLP – study visits</b>	17	26	38
	(100)	(100)	(100)

Source: Data from IU.

\* No available data on numbers of applications. Only granted applications are listed. See Table 49.

\*\* preliminary number.

Table 48 shows considerable variation among sub-programmes and actions in terms of the percentage of applicants who are granted financial funding. For instance, within some Comenius actions around 70 % of

the applicants receive funding each year, whereas within Leonardo Mobility projects only around 11% of applications were granted in 2008.

Table 49 **Error! Reference source not found.** shows the number of granted project all three years. The table indicates that in some years no projects have received funding within specific actions. The table shows that the number of grants varies over the years, but there is no clear tendency towards either a decline or an increase in the number of granted applications in the sub-programmes.

**Table 49: Number of granted projects 2007-2009**

	2007	2008	2009	Total
<b>Comenius</b>				
Regio	-	-	6	6
In-service training grant	173	177	177	527
Initial teacher training grants	1	3	n.a.	4
Multilateral partnerships	127	79	65	271
Bilateral partnerships	2	7	6	15
Assistantships	22	9	11	42
Preparatory visits	57	63	59	179
<b>Grundtvig</b>				
Partnerships	35	24	18	77
Assistantships	-	-	0	0
Preparatory visits	22	18	27	67
Visit and exchanges	-	-	28	28
In service staff training	20	25	29	74
Senior volunteering projects	-	-	2	2
Workshops	-	-	4	4
<b>Leonardo</b>				
Mobility for professionals I VET	11	11	9	31
Placements for people in labour market	2	0	2	4
Placement init. vocat. training	32	30	33	95
Partnerships	-	14	15	29
Transfer of Innovation	10	8	6	24
Preparatory visits	22	42	36	100
<b>ERASMUS</b>				
Mobility*	70	57	59	186
Intensive programmes	4	6	6	16
EILC	4	6	5	15
Preparatory visits	9	4	21	34
<b>LLP – study visits</b>	36	55	33	124
<b>Total</b>	<b>659</b>	<b>638</b>	<b>657</b>	<b>1954</b>

Source: Data from IU.

\* The decline in numbers of granted projects from 2007 to 2009 is primarily caused by merger of large educational institutions in Denmark. This has to some degree influenced the Leonardo Da Vinci programme as well.

### 3.2 Granted funds

The table below illustrates the distribution of grants between the sub-programmes.

**Table 50: Granted funding (net) distributed on sector programmes and actions (December 2009)**

	2007	2008	2009
	- EUR -		
<b>Comenius</b>			
Training	272,417.00	392,440.00	362,037.81
Training school education staff	10,636.00	19,500.00	0.00
Assistants	105,534.70	40,198.03	54,393.82
Multilateral partnerships	975,000.00	1,005,500.00	1,228,000.00
Bilateral partnerships	26,000.00	112,000.00	122,500.00
Preparatory visits	52,308.81	77,470.74	89,672.00
Regio	n.a.	n.a.	214,916.00
	1,441,896.51	1,647,108.77	2,071,519.63
<b>Erasmus</b>			
Student mobility	4,019,320.00	4,281,455.00	4,683,279.00
Intensive programmes	209,960.00	331,389.00	394,197.00
Intensive language programmes	87,221.00	85,000.00	87,000.06
Preparatory visits	7,493.00	4,095.00	12,357.00
	4,323,994.00	4,701,939.00	5,176,833.06
<b>Grundtvig</b>			
Training	27,650.00	34,920.00	38,768.00
Learning partnerships	418,500.00	341,000.00	240,500.00
Preparatory Visits	20,597.00	19,563.00	19,358.00
Visit and exchanges	n.a.	n.a.	16,746.00
Workshop	n.a.	n.a.	102,750.00
Senior Voluntary Projects	n.a.	n.a.	28,600.00
	466,747.00	395,483.00	446,722.00
<b>Leonardo da Vinci</b>			
Student mobility	1,294,267.00	1,552,737.00	1,603,490.00
Mobility – People in labour market	15,300.00	0.00	13,000.00
Teacher mobility	106,900.00	235,100.00	140,857.00
Partnerships	n.a.	226,000.00	273,000.00
Transfer of innovation	1,764,505.00	1,601,820.00	1,475,269.75
Preparatory visits	25,625.00	47,802.00	54,917.00
	3,206,597.00	3,663,459.00	3,560,533.75
<b>Study visits</b>	47,536.00	60,864.45	45,534.48
<b>Total</b>	<b>9,486,770.51</b>	<b>10,468,854.22</b>	<b>11,301,142.92</b>

Source: IU, n.a. not possible to apply to this action this year.

### 3.3 Coordinating organisations

This section shows information about the coordinating organisations, their geographical position and their type. Primarily data from Leonardo Mobility is available, and therefore it is difficult to draw a covering picture of the situation in other programmes.

The following table shows the participants of Leonardo Mobility distributed on regions in Denmark. For a large part of the participants no region is listed. All regions are represented and no region seems to be underrepresented. For Leonardo Mobility it seems like there is a fairly equal distribution of participants from all over Denmark – it even contains participants from Northern Germany and Southern Sweden.

**Table 51: Participants by regions in Denmark (Leonardo Mobility)**

	Denmark	Capital	Northern Jutland	Southern Denmark	Zealand	Central Jutland	Other*
<b>Leonardo Mobility</b>							
2007	719	7	15	42	50	54	8
2008	505	66	17	100	42	78	4
2009	100	47	75	81	67	23	3

Source: Data from IU.

\* contains Southern Sweden, Schleswig-Holstein and Extra Regio.

Tables 52 and 53 illustrate the categories and type of organisations that were reached in two of the Lifelong Learning sub-programmes. Available data is found on Leonardo Mobility and Comenius.

Table 52 shows the types of coordination organisations in the Leonardo Mobility programme. It shows that a lot of different organisations use the possibility of the EU grants. The majority of the participants in the programme come from vocational training schools, centres or organisations. 1,340 participants come from that type of organisation. However, a lot of different organisations are represented, from large enterprises to non-profit associations. This shows that the Leonardo Mobility programme has managed to reach out to a large part of the target group organisations.

**Table 52: Type of organisation (Leonardo Mobility)**

	2007	2008	2009	Total
<b>Leonardo Mobility</b>				
Social partner (trade union, etc)	6	6	6	18
University or higher education institutions	9	8	0	17
Enterprise large (> 500 employees)	16	0	0	16
Enterprise SME (< 500 employees)	3	8	0	11
Public authority (regional or local)	9	12	10	31
Centre for vocational guidance and counselling	5	12	25	42
Vocational secondary school	75	262	166	503
Vocational training school, centre or organisation	740	459	141	1340
Non-profit association	0	1	1	2
Association of VET institutions, organisations, schools or providers	0	31	23	54
Trainees' associations	0	12	3	15
Company training department	0	0	6	6
<b>Total</b>	<b>863</b>	<b>811</b>	<b>381</b>	<b>2055</b>

Table 53 illustrates the number of granted schools distributed on type of organisation. They are primarily schools that get funding from the Comenius programme. No non-profit associations or NFOs or NGOs have received funding in the three years. The numbers for 2009 are very low, but it is probably due to unfinished calculations.

**Table 53: Granted schools under Comenius distributed on organisation**

Comenius	2007	2008	2009	Total
Pre-primary school	5	0	0	5
Primary school	171	53	0	224
General secondary school	77	69	3	149
Vocational or technical secondary school	31	16	0	74
Establishment for learners with special needs	9	2	0	11
Non-profit association	0	0	0	0
NFO, NGO	0	0	0	0
Public authority, local, regional, national	4	0	0	4
Other	15	3	17	35
<b>Total</b>	<b>312</b>	<b>143</b>	<b>20</b>	<b>502</b>

Source: IU data

The below table illustrates which part of the educational sector the survey respondents represent.

**Table 54: Which part of the educational sector do you represent?**

	Percent
Primary school	28%
Vocational educations	24%
Medium-long further education	10%
Upper secondary school (STX)	8%
Long further education	6%
Short further education	5%
Higher commercial examination (HHX) / higher technical examination (HTX)	4%
Vocational further training	2%
Other	14%
Total	100%

Note: n = 344 project managers

### 3.4 Project participants and mobility beneficiaries

The following section describes the project participants and their background data as far as possible with existing data. Our data makes it possible to present facts mainly on Erasmus and Leonardo Mobility, and only to a limited extent on the rest of the sub-programmes.

Table 55 shows the number of students and teachers in the Erasmus programme for the three years. It shows that quite a large number of students (6,397) have received support and funding within the mobility programme.

**Table 55: Number of Erasmus students/teachers/participants distributed on sub-programmes**

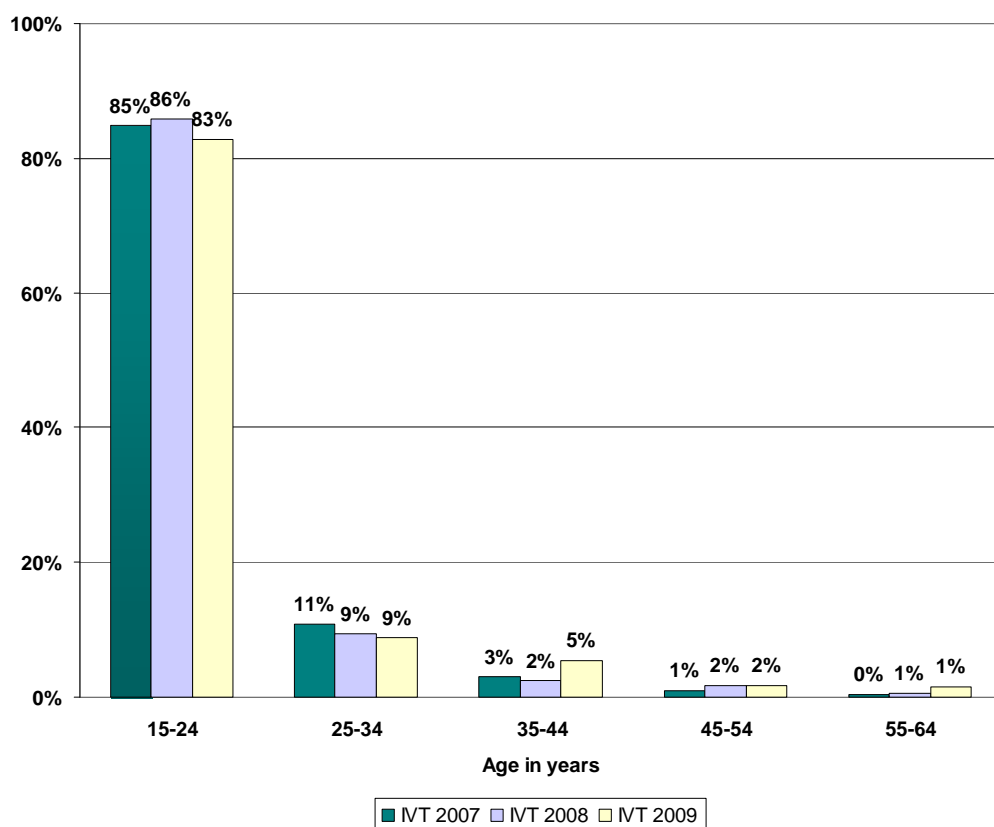
	2007/08	2008/09	2009/10 (estimated numbers)	Total
<b>Mobility</b>				
<i>Students</i>	1996	2126	2275	6397
<i>Teachers/Staff</i>	412	369	420	1201
<b>Intensive Pro-grammes</b>				
<i>Students</i>	137	184	237	558
<i>Teachers</i>	37	64	85	186
<b>EILC</b>				
<i>Participants</i>	168	173	210	551
<i>PV</i>				
<i>Participants</i>	10	6	27	43
<b>Total</b>	<b>2760</b>	<b>2922</b>	<b>3254</b>	<b>8936</b>

Source: Data from IU.

The figures below illustrate the number of participants in different age groups in the Leonardo Mobility programmes (IVT and VETPRO). With only four participants over three years the PL programme is not reported in these figures. The Leonardo Mobility programme aims to give different people equal opportunities to experience Europe and to learn. The two reported programmes have different target groups and it can be seen from the figures that different target groups are reached in the Leonardo Mobility programme.

Figure 1 clearly shows that the IVT programme to a large extent is used by younger people, which indicates that the programme is used by the target group; students and pupils.

**Figure 1: Percentage of participants distributed on age group (Leonardo Mobility – IVT)**

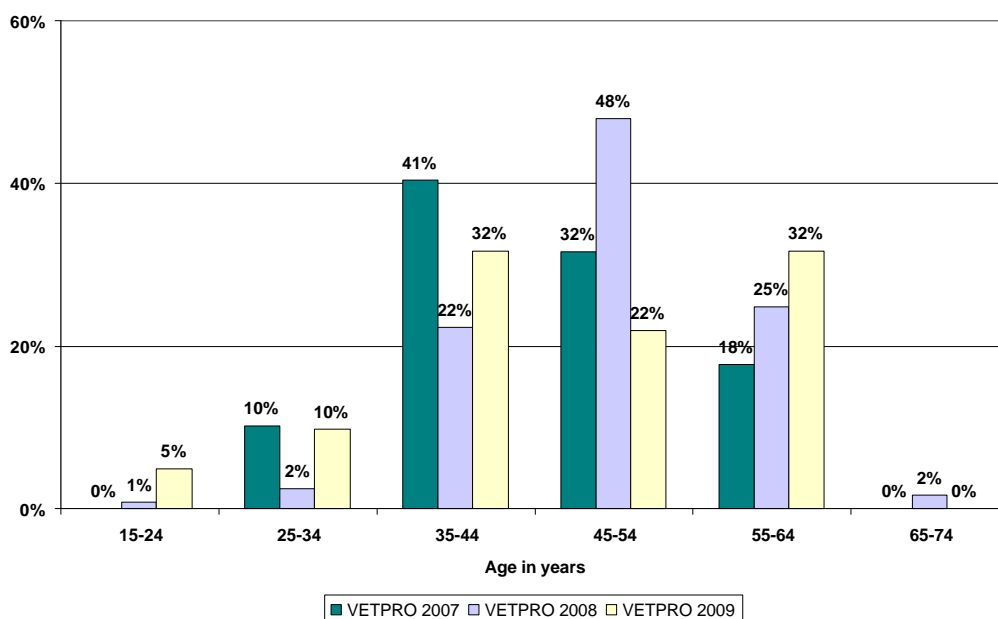


Source: Data from IU. 2009 YR-A-3-Statistics-A- LDV -Mobility- 2007-2009

Up till 86 % of the participants in the IVT programme are between 15 and 24 years old. It is not reported in this figure that the number of participants are declining over the three years, which might be caused by unfinished registration in 2009. It can be difficult to see whether there is a real decline in the number of participants.

For another part of the Leonardo Mobility programme the picture looks different. The VETPRO action has another target group, and as is seen in figure 2, the participants are on average older than the participants in IVT.

**Figure 2: Percentage of participants distributed on age group (Leonardo Mobility – VETPRO)**



Source: Data from IU. 2009 YR-A-3-Statistics-A- LDV -Mobility- 2007-2009

Most of the participants are between 35 and 64 years old but it varies from year to year. In 2007 41% of the participants were between 35 and 44. In 2008 the largest group was between 45 and 54, and in 2009 one third was between 35 and 44 and another third between 55 and 64. It shows that there is a great age range in the programme.

Beneath, the table shows the distribution of participants in Leonardo Mobility by gender. The LLP seeks to make it possible for all men and women to go abroad or to get new knowledge and new inputs from the outside world. Therefore, equal access to these programmes is relevant. Unfortunately, it is only possible to show the numbers for Leonardo Mobility due to the lack of data available.

**Table 56: Number of participants and percentage of female participants (Leonardo Mobility)**

	2007	2008	2009	Total
<b>Leonardo Mobility</b>				
IVT	838	734	373	1,945
Female (%)	(53.3)	(45.9)	(48.2)	(49.6)
VETPRO	79	121	41	241
Female (%)	(36.7)	(65.3)	(63.4)	(55.6)
PL	4	0	1	5
Female (%)	(50)		(100)	(60)
<b>Total</b>	<b>921</b>	<b>855</b>	<b>415</b>	<b>2,191</b>
	<b>(51.9)</b>	<b>(48.7)</b>	<b>(49.9)</b>	<b>(50.3)</b>

Table 56 indicates that there is a fairly equal distribution of men and women in the Leonardo Mobility programme. If we look at the row of totals in the bottom of the table the average for all years is approximately 50 percent. The average for all years shows that 50.3 % of all participants were women. A closer look reveals an overweight of women in the VETPRO programme in 2008 and 2009 while they were underrepresented with only 36.7 % of the participants in 2007. It is difficult to see whether these fluctuations show a tendency or it is just coincidence.

The next table presents one of the results from the survey among LLP project managers. They are asked to define the main target group of their project. 327 project managers have answered the question.

**Table 57: Category of the main target group**

	Category of the main target group of the project			
	Pupils/students/participants	Teachers/trainers	Other	Total
Comenius	88 73.3 %	32 26.7 %	0 0 %	120 100 %
Erasmus	48 90.6 %	5 9.4 %	0 0 %	53 100 %
Grundtvig	13 37.1 %	10 28.6 %	12 34.3 %	35 100 %
Leonardo	49 52.1 %	26 27.7 %	19 20.2 %	94 100 %
LLP Study visit	3 12.0 %	17 68.0 %	5 20.0 %	25 100 %
<b>Total</b>	<b>201</b> <b>61.5 %</b>	<b>90</b> <b>27.5 %</b>	<b>36</b> <b>11.0 %</b>	<b>327</b> <b>100 %</b>

Source: Survey among project managers, n = 327.

For Comenius and Erasmus it is clear that the main target group for the projects are students or pupils who are in focus in especially mobility programmes. A smaller part are teachers and trainers who can also get funding through Comenius and Erasmus.

For Grundtvig 37.1 % of the participants are students or pupils, 28.6 % are teachers or trainers while the last 34.3 % are categorised as 'other'. 'Other' are most likely persons who receive funding for training or in some way or the other are already part of the labour market. The same picture can be drawn for the Leonardo programme. As seen above Leonardo, has different target groups in different ages due to the nature of the sub programmes. LLP study visits has primarily teachers and trainers as participants which is expected as the programme aims to transfer knowledge from institutions across Europe.

For further information on the profile of project participants, please consult section 2.2.5 in the main report.

### 3.5 Nature of funded activities 2007-2009

The quantitative survey shows that a number of different motivations have induced players to take part in the programme. According to project managers the key incentives to project participation are 1) Strengthening the participants' knowledge of other cultures (82 %); 2) Promoting the European dimension of the education (57 %); 3) Strengthening the linguistic skills of the participants (52 %); 4) Creating an attractive educational environment (41 %); and 5) Improving the qualifications of the teachers (33 %) (Table 48 in the Annex).

The LLP has a long list of defined objectives and priorities that the projects and participants are encouraged to work with. The below table shows the number of applications by operational objectives. For most of the programmes only data from 2009 is available which makes it difficult to make comparisons. However, the table still shows which of the objectives are in particular focus.

**Table 58: Percentage of applications by operational objectives**

Programme	Improving quality & mobility of staff & learners*	Improving quality & partnerships between AE organisations*	Assisting vulnerable social groups	Facilitating innovative practices and their transfer	Supporting innovative ICT	Supporting improvements in pedagogical approaches
<b>Grundtvig – Learning partnerships</b>						
2007	n.a	n.a.	n.a	n.a	n.a	n.a
2008	95.6 %	91.3 %	39.1 %	65.2 %	39.1 %	47.8 %
2009	83.3 %	72.2 %	50.0 %	61.1 %	16.6 %	50 %
<b>Grundtvig – Senior voluntary projects</b>						
2009	0	50 %	0	0	0	50 %
	Improving quality & mobility of staff & trainees	Improving quality & partnerships between VET organisations*	Developing innovative practices and their transfer	Improving transparency and recognition of qualifications and competences	Encouraging learning languages	Supporting innovative ICT
<b>Leonardo - Partnerships</b>						
2009	17.6 %	94.1 %	17.6 %	17.6 %	23.5 %	17.6 %
	Improving Quality & mobility of staff & pupils	Improving quality & partnerships between schools	Encouraging Learning Languages	Supporting development of ICT based content	Enhancing quality of European teacher training	Supporting improvements in pedagogical approaches
<b>Comenius – Regio</b>						
2009	80 %	80 %	40 %	60 %	80 %	80 %
<b>Comenius – Multilateral partnerships</b>						
2009	78.5 %	75.4 %	55.4 %	46.1 %	27.7 %	46.1 %

Source: Data from IU. Notice that available data is very limited. The rows do not sum to a 100 percent while one project can be contained in more than one category.

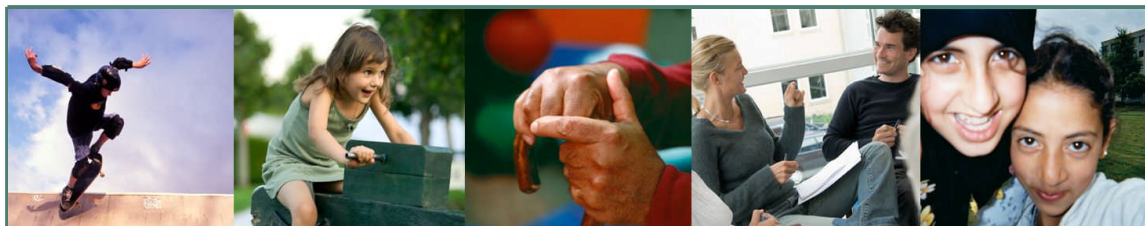
The table shows that for all available years a large number of the applications have a relevant focus on operational objectives. Up to 96 % of the granted projects focus on the LLP objectives. That means that a very large part seek to implement the intentions of the EU programme. Even though the picture is limited by the insufficient amount of data available the picture of the degree to which the operational objectives are reached is clear.

### 3.6 Challenges

This chapter has presented an overview of the implemented activities, the number of applications and the distribution of the grants on programmes and actions. To some extent it is also shown how the LLP reaches its target groups by age and region and it is discussed to which degree the operational objects have been reached.

Unfortunately, it has only to a limited extent been possible to collect and compare data on different programmes. There is a sufficient amount of data available on the Leonardo Mobility programmes, but the data across sectors and actions is not registered in the same way which makes comparisons difficult. The extraction of information on gender, age, number and role of the participants in Comenius, Erasmus, Grundtvig and

LLP Study Visits has proven difficult and it is a challenge to account for the geographical distribution or socio-economic background.



Midtvejsevaluering af implementeringen af  
EU rammeprogrammet Livslang Læring  
(LLP) for perioden 2007 til 2009

DANSK RESUMÉ

Maj 2010

**NIRAS**

## Dansk resumé

Denne rapport præsenterer resultater og konklusioner fra midtvejsevalueringen af programmet Livslang Læring (LLP) fra 2007 til 2009. Evalueringen er foretaget efter anmodning af den Nationale Myndighed for programmet, Ministeriet for Videnskab, Teknologi og Udvikling, der er bemyndiget af EU Kommissionen til at gennemføre en midtvejsevaluering efter Kommissionens retningslinjer. Evalueringen blev udført af NIRAS A/S fra februar til maj 2010.

Evalueringen viser, at et stort flertal blandt projektledere vurderer, at de aktiviteter, der kan søges støtte til gennem LLP, er **relevante i forhold til kravene fra deres organisation/institution**. Knap otte ud af ti projektledere vurderer, at LLP-programmet **supplerer de danske nationale aktiviteter og politikker på området**. For størstedelen af målgruppen (70 %) har aktiviteterne indeholdt aspekter af mobilitet, såsom studieture, praktikforløb eller udvekslingsbesøg. De fleste projektledere og -deltagere vurderer, at disse mobilitetsaktiviteter har haft en passende længde, og langt størstedelen af projektlederne er også tilfredse med indholdet og resultatet af mobilitetsaktiviteterne. Evalueringen viser yderligere, at LLP-programmet skaber betydelig merværdi – både på målgruppe- og organisationsniveau.

På målgruppeniveau vurderer både projektledere og -deltagere, at LLP-aktiviteterne i høj grad **forbedrer de faglige og personlige kvalifikationer hos projektdeltagerne**. Især 'interkulturel kompetence' fremhæves på deltagerniveau sammen med personlig modenhed/udvikling, formidling, sprog, samarbejde og netværksfærdigheder. Desuden vurderer det store flertal af både projektledere og -deltagere, at målgruppen vil nyde godt af erfaringen i deres fremtidige uddannelse og/eller erhverv.

På organisationsniveau viser evalueringen, at programmet i høj grad har tilføjet **en europæisk dimension til institutionen/organisationen**. For eksempel mener otte ud af ti projektledere, at programmet har bidraget til etableringen af nye partnerskaber med andre institutioner/organisationer. Dette er det generelle billede på tværs af sektorprogrammer; dog er det i særlig høj grad projektledere inden for Erasmus og Leonardo, der er af denne overbevisning. Partnerskaber bidrager til udveksling af erfaringer med andre institutioner eller organisationer på tværs af grænser, fx i forhold til arbejdsmetoder, udvikling af uddannelsesmoduler, kurser på tværs af grænser osv. Det bør også fremhæves, at knap ni ud af ti projektledere tror på, at deres **internationale samarbejdsrelationer vil vare ved efter projektets ophør**. Resultaterne indikerer således, at programmet har haft en positiv international virkning i form af øget samarbejde med andre institutioner, og at organisationerne/institutionerne har fået tilført internationale dimensioner og perspektiver. Lige så vigtigt, så viser undersøgelsen, at det generelt er muligt for projektledere at tilpasse LLP-projektaktiviteter til andre aktiviteter i organisationen/institutionen.

Den samlede relevans af LLP er tæt forbundet med programmets langsigtede positive effekter. Undersøgelsen viser, at projektlederne generelt bedømmer LLP til også at levere langsigtede positive resultater til deres organisation/institution. For eksempel mener de fleste projektledere, at projektdeltagelse vil tilskynde til øget deltagelse i andre *internationale* aktiviteter/projekter under EU-uddannelsesprogrammer og generelt. Langsigtede effekter i form af øget deltagelse i *nationale* aktiviteter og projekter synes at være lidt mindre almindelige.

Undersøgelsen beskriver en række vigtige faktorer i forhold til at opnå det fulde udbytte af programmet. Projektledere nævner især behovet for erfaring; dvs. erfaring i at skrive ansøgninger og erfaring i at styre internationale projekter og partnerskaber. Desuden understreges vigtigheden af kontinuitet i projektets medarbejderstab, samt tilstedeværelsen af engagerede projektmedarbejdere og ildsjæle.

Undersøgelsen viser, at etableringen af LLP som samlet program for sektorprogrammerne, ikke har haft nogen mærkbar virkning på målgruppen. De fleste projektledere synes ikke at have bemærket integreringen og/eller har ikke bemærket nogen forskel fra tidligere. Dialogmødet og de kvalitative interview viser imidlertid, at modtagerne af LLP midlerne på tværs af sektorprogrammerne ønsker mere samspil og flere muligheder for at bygge bro mellem sektorprogrammerne. Set fra den Nationale Myndigheds ansattes synsvinkel har integreringen af sektorprogrammer i ét LLP været positiv. Det har ført til mere samarbejde og bedre muligheder for at overflytte midler, og herigennem større mulighed for at opfylde målene. Desuden bedømmer nogle integreringen til at have en positiv effekt på aktivitetsniveauet inden for sektorprogrammerne (især Erasmus). Nogle repræsentanter fra Styrelsen for International Uddannelse (IU) fremhæver imidlertid, at der ikke har været tilstrækkelige midler til det øgede aktivitetsniveau (især inden for Grundtvig). Evaluator vurde-

rer, at der fortsat er et uudnyttet potentiale forbundet med en højere grad af samarbejde og integration mellem sektorprogrammerne.

IU har til opgave at rådgive potentielle ansøgere om LLP-programmet, sektorprogrammerne og de specifikke aktioner, administrere tilskuddene samt være rådgiver og kontrollant i forhold til den økonomiske ledelse af de projekter, der har modtaget tilskud. Oplysningsindsatsen generelt og den støtte og vejledning, der gives af IU til projektlederne, får stor ros. Især den meget hjælpsomme, fleksible og løsningsorienterede personlige tilgang påpeges som meget værdifuld. IU's netbaserede information såvel som det skriftlige og elektroniske materiale anses også for nyttigt, i den grad det benyttes.

Administrations- og afrapporteringsprocedurer er nogle af de problemstillinger, der altid bringes frem i forbindelse med EU-programmer. Også i tilfældet LLP synes der, på trods af et forholdsvis højt tilfredshedsniveau blandt projektledere med ansøgningsprocessen samt de administrative procedurer, fortsat at være et klart potentiale for forbedring på nogle områder. Først og fremmest tidsrummet mellem ansøgningsfrist og godkendelse fremhæves som problematisk. Denne specifikke anke er mest fremtrædende blandt Comenius-projektledere. Resultaterne indikerer også, at der stadig er et stort potentiale for forbedringer, hvad angår fremme af mindre bureaukratiske og mere fleksible administrative procedurer, i den udstrækning EU-bestemmelser tillader det.

Selvom deltagere med særlige behov ikke er dominerende i projektet, så synes både IU og projektledere (på baggrund af de kvalitative interview) at være meget opmærksomme på de horisontale politikker, dvs. LLP's overordnede formål om at øge kulturel og sproglig mangfoldighed, modvirke racisme osv. Der er også tegn på, at de internationale aktiviteter begynder at blive en mere integreret del af den institutionelle strategi på tværs af uddannelsessektorer.

Det styrkede fokus i LLP-programmet på formidling synes at have haft en virkning på projektledere. De kvalitative interview viser eksempler på, hvordan projektresultater formidles gennem evalueringsskemaer, breve og præsentationer fra studerende osv.. Også IU har ydet en mere fokuseret indsats for at formidle projektresultater, blandt andet gennem udarbejdelsen af en bog om kreativitet og innovation sammen med Aktive Unge programmet (YiA). Evalueringen antyder, at der sker mere på formidlingsfronten, hvis de nødvendige ressourcer er tilgængelige med henblik på at benytte IU-webben mere til at præsentere projektresultater og -produkter, eksempler på formidlingsaktiviteter og ofte stillede spørgsmål om formidling – og om programmet generelt. Endelig påpeger evalueringen, at **formidling af programmet og projektets resultater kunne fremhæves i mere tværsektorielle arrangementer**, såsom det dialogmøde, der blev arrangeret i forbindelse med evalueringen.

Anbefalingerne og forslagene til LLP 2010-2013 og til de fremtidige programmer peger på følgende aspekter: For det første er der potentielle synergier i etableringen af LLP-programmet, som endnu ikke er realiseret, samtidig med at der synes at være et behov for og et ønske om mere fleksibilitet blandt programmets brugere. For det andet peger evaluatoren på den administrative byrde, selvom det hovedsagelig er en problemstilling uden national løsning. Der bør imidlertid konstant være opmærksomhed på dette for at sikre effektivitet og relevans i administrationen og styringen over for projekter og andre støttemodtagere. Samtidig bør IU opretholde det høje niveau i vejledningen og servicen til ansøgerne og projekterne. For det tredje påpeger evaluatoren behovet for et styrket fokus på særlige behov og inklusion. Endelig retter forslagene og anbefalingerne sig mod lærermobilitet som et nøgleområde, både når det drejer sig om at stimulere mobilitet blandt studerende og som et middel til at fremme internationalisering blandt de ikke-mobile.