

Life long learning: integrated action programme comprising Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes and the Jean Monnet programme

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This report was written to fulfil the requirements set out in the European Parliament and Council decisions establishing the Community action programmes in the field of education ([Socrates 2000-2006](#)), vocational training ([Leonardo da Vinci 2000-2006](#)) and integration of information and communication technologies (ICT) in education and training systems in Europe ([eLearning 2004-2006](#)).

Together, these programmes received more than **EUR 3 billion of Community funds**.

For the period 2007-2013, the various initiatives under these three programmes have been integrated under a single umbrella, the new Lifelong Learning Programme (LLP). The decision to conduct a joint evaluation and to present this joint report follows the same line as this integration.

Results of the evaluation: the evaluation of the Socrates, Leonardo da Vinci and eLearning programmes shows that they have had a significant impact on education and training in the EU, both quantitative and qualitative. This can be seen at individual, institutional and policy-making levels:

- **at individual level**, a positive impact was observed on both staff and learners who broadened their skills (including language proficiency), deepened their knowledge, developed a strong sense of networking across national boundaries and gained a stronger feeling of being European citizens. The mobility schemes, i.e. learning periods abroad, were the most successful in this respect. Mobility schemes have not only enhanced individuals' skills but also induced progress at institutional level. Erasmus in particular has embedded mobility in university life and led to structural changes and modernisation in higher education in Europe. As a result of various types of partnership and project, improvements in teaching, learning and management and structural changes in curricula or systems were also observed, in particular in the work environment of the participants and at local level. There is less evidence of a broader impact on national education systems and the countries participating failed to make sufficient strategic use of the outcomes of the programmes to adapt their systems;
- **at policy-making level**, the impact of the Erasmus and Leonardo programmes is evident in the development of EU instruments to improve transparency and recognition of qualifications, in particular tools such as the European Credit Transfer System (ECTS), the European Qualifications Framework (EQF) and the European Credits in Vocational Education and Training (ECVET). However, the impact of Comenius and Grundtvig remained more local.

Overall, the programmes clearly contributed to **creating a European education area** and embedded a culture of European cooperation amongst educational institutions.

The Lifelong Learning Programme (LLP) adopted for 2007-13 has learned lessons from its predecessors by building on their strengths on the one hand and trying to remedy the weaknesses detected on the other.

The Commission will continue to improve the common management system (LLP Link) and provide tools to consolidate data collection and impact assessment of the programme. Progress on the quality of

outcomes, e.g. on mobility, and on implementation of the LLP objectives until 2013 will be closely monitored in cooperation with the countries represented on the single Programme Committee. Attention will also focus on better application and mainstreaming of the results of the LLP in order to support **modernisation of education and training systems in Europe.**