

SOCRATES PROGRAMME

GUIDELINES FOR APPLICANTS

The present document contains a description of the financial support available under all parts of the Community action programme in the field of education, "SOCRATES". It should be read in conjunction with the annual SOCRATES Call for proposals, which contains important additional information such as the closing dates for submitting applications and any specific priorities for support in the year concerned. Specific Calls for proposals are also published for certain Actions within the programme.

June 2004 Edition

SOCRATES PROGRAMME
GUIDELINES FOR APPLICANTS

TABLE OF CONTENTS

PART I PRACTICAL INFORMATION ON PHASE II OF THE SOCRATES PROGRAMME

- 1 What is the SOCRATES programme?**
 - 1.1 Background
 - 1.2 Objectives
 - 1.3 Activities
- 2 What are the Actions within SOCRATES?**
- 3 Who can take part in SOCRATES?**
 - 3.1 Participating countries
 - 3.2 Persons and institutions who may participate
- 4 Who implements and manages SOCRATES?**
 - 4.1 European Commission and SOCRATES Committee
 - 4.2 Centralised and decentralised Actions
 - 4.3 National Agencies
- 5 What are the application and selection procedures?**
 - 5.1 Application procedures
 - 5.2 Centralised Actions: COM procedure
 - 5.3 Decentralised Actions: NA procedure
- 6 What are the exclusion, eligibility selection and award criteria?**
 - 6.1 Exclusion criteria
 - 6.2 Eligibility criteria and priorities
 - 6.3 Selection criteria
 - 6.4 Award criteria
- 7 What financial support is available under the programme?**
 - 7.1 Eligibility of expenditure
 - 7.2 Amounts of grant awarded
 - 7.3 Linguistic preparation
 - 7.4 Preparatory visits and preparatory seminars
- 8 What happens after project selection ?**
 - 8.1 Contracts
 - 8.2 Reporting and Evaluation
 - 8.3 Dissemination of results
- 9. How to obtain further information on SOCRATES ?**

PART II DESCRIPTION OF THE ACTIONS WITHIN SOCRATES

- Comenius - School education
- Erasmus - Higher education
- Grundtvig - Adult education and other educational pathways
- Lingua - Teaching and Learning of languages
- Minerva – Open and distance learning / Information and Communication Technologies in education
- Observation and Innovation
- Joint Actions with other Community programmes
- Accompanying Measures

PART III ANNEXES

1 List of SOCRATES National Agencies

2 User Guide: In which Actions can you take part?

3 Implementation of equal opportunities within SOCRATES:

- General context
- Implementation within SOCRATES
- Further information
- Reference texts

4 Other sources of Community support

The present document contains a description of the financial support available under all parts of the Community action programme in the field of education, "SOCRATES". It should be read in conjunction with the annual SOCRATES Call for proposals, which contains important additional information such as the closing dates for submitting applications and any specific priorities for support in the year concerned. Specific Calls for proposals are also published for certain Actions within the programme.

OVERVIEW OF THE SOCRATES PROGRAMME

Comenius School Education

- School partnerships
- Training of school education staff
 - European cooperation projects
 - Individual training grants
- Comenius Networks

Erasmus Higher Education

- European inter-university cooperation
- Mobility of students and teaching staff
- Thematic networks

Grundtvig Adult Education and Other educational pathways

- European cooperation projects and Grundtvig Training Courses
- Learning partnerships
- Individual training grants for adult education staff
- Grundtvig Networks and Thematic Seminars

Lingua Teaching and learning of languages

- Promotion of language learning
- Development of tools and materials

Minerva Open and distance learning / Information and communication technologies in the field of education

Observation and Innovation

- Observation of educational systems, policies and innovation (including the Eurydice and Naric networks, and Arion visits)
- Innovatory initiatives responding to emerging needs

Joint Actions Linking SOCRATES with other Community programmes

Accompanying Measures

PART I
PRACTICAL INFORMATION ON THE SOCRATES PROGRAMME

1 WHAT IS THE SOCRATES PROGRAMME?

1.1 Background

SOCRATES is the European Community action programme in the field of education. The second phase of the programme covers the period 1 January 2000 to 31 December 2006. It draws on the experiences of the first phase (1995-1999), building on the successful aspects of the programme, improving and amalgamating several of the previous Actions and introducing a number of innovations.

SOCRATES is based on Articles 149 and 150 of the Treaty on European Union. Article 149 provides that the Community «shall contribute to the development of quality education» by means of a range of actions, to be carried out in close cooperation with the Member States. The Treaty also contains a commitment to promote lifelong learning for all the Union's citizens.

1.2 Objectives

The specific objectives of SOCRATES, as set out in the Decision which established the programme¹, are as follows:

- to strengthen the European dimension in education at all levels and to facilitate wide transnational access to educational resources in Europe while promoting equal opportunities throughout all fields of education;
- to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, in particular those languages which are less widely used and less widely taught;
- to promote cooperation and mobility in the field of education, in particular by:
 - encouraging exchanges between educational institutions,
 - promoting open and distance learning,
 - encouraging improvements in the recognition of diplomas and study periods,
 - developing the exchange of information,and to help remove the obstacles in this regard;
- to encourage innovation in the development of educational practices and materials and to explore matters of common policy interest in the field of education.

In pursuing these objectives, the programme will also seek to promote equality between women and men and equal opportunities for disabled persons, and will contribute actively to the fight against social exclusion, racism and xenophobia. More information on these points can be found in Annex 3.

¹ Decision 253/2000/EC of the European Parliament and of the Council of 24.1.2000, *Official Journal of the European Communities* n° L28 of 3.2.2000.

1.3 Activities

The SOCRATES programme supports the following types of activities:

- transnational mobility of persons in the field of education in Europe;
- projects based on transnational partnerships, designed to develop innovation and enhance quality in education;
- promotion of language skills and understanding of different cultures;
- use of information and communication technologies (ICT) in education;
- transnational cooperation networks facilitating the exchange of experience and good practice;
- observation and comparative analysis of education systems and policies;
- activities for the exchange of information and the dissemination of good practice and innovation.

The above activities are supported in different ways under the various Actions of the programme (see 2 below).

2 WHAT ARE THE ACTIONS WITHIN SOCRATES?

The SOCRATES programme comprises a range of "Actions" within the field of education:

- **Comenius** seeks to enhance the quality and reinforce the European dimension of **school education** by encouraging transnational cooperation between schools and contributing to improved professional development of staff directly involved in the school education sector, and to promote the learning of languages and intercultural awareness.
- **Erasmus** seeks to enhance the quality and reinforce the European dimension of **higher education**, by encouraging transnational cooperation between higher education institutions, promoting mobility for students and higher education teaching staff, and improving transparency and academic recognition of studies and qualifications throughout the Union.
- **Grundtvig** seeks to enhance the quality, European dimension, availability and accessibility of lifelong learning through non-vocational **adult education** / learning in the broadest sense, to promote improved educational opportunities for those leaving school without basic qualifications, and to encourage innovation through alternative learning pathways. In addition to learning within the formal educational system, this also includes non-formal adult education and learning that takes place on an informal or autonomous basis.
- **Lingua**, for the **teaching and learning of languages**, supports the other SOCRATES actions through measures designed to encourage and support linguistic diversity throughout the Union, to contribute to an improvement in the quality of language teaching and learning and to promote access to lifelong language learning opportunities appropriate to each individual's needs.
- **Minerva** promotes European cooperation in the field of **Open and Distance Learning (ODL) and Information and Communication Technologies (ICT) in education**. It does so by promoting a better understanding among teachers, learners, decision-makers and the public at large of the implications of ODL and ICT for education; by helping to ensure that pedagogical considerations are given proper weight in the development of ICT and multimedia-based educational products and services; and by promoting access to improved methods and educational resources in this field.

- **Observation and innovation in education systems and policies** contributes to improving the quality and transparency of education systems and furthering the process of educational innovation in Europe through the exchange of information and experience, the identification of good practice, the comparative analysis of systems and policies in this field, and the discussion and analysis of matters of common educational policy interest. This Action includes support for the Eurydice and Naric networks, and the Arion study visits.
- **Joint Actions** linking SOCRATES with other Community programmes, such as Leonardo da Vinci for vocational training, and the Youth programme. As of 2004 no further grants will be awarded under the Joint Actions.
- **Accompanying Measures** supporting a range of initiatives that contribute to the overall objectives of the programme, by means of awareness raising and information activities, dissemination and training activities, and activities undertaken by associations or non-governmental bodies.

3 WHO CAN TAKE PART IN SOCRATES?
--

3.1 Participating countries

In principle, SOCRATES is open to:

the Member States of the European Union: **Austria, Belgium, Cyprus, Czech Republic, Denmark, Estonia, Germany, Greece, Finland, France, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, The Netherlands, and the United Kingdom.**

- the EFTA/EEA countries²: **Iceland, Liechtenstein, Norway;**
 - the candidate countries: **Bulgaria, Romania, and, with effect from 2004, Turkey.**

Please note that participation of institutions and persons from the non-EU countries is subject to the conditions as set out in Section 6.1 (eligibility criteria) below.

Under certain Actions of the programme, limited financial support may also be available to enable persons or institutions from countries other than those listed above to participate in certain activities on an ad hoc basis. The necessary information on this will be included in the annual and / or specific Calls for proposals and the relevant Application Forms.

² EFTA: European Free Trade Association; EEA: European Economic Area.

3.2 Persons and institutions who may participate

SOCRATES applies to all types and levels of education. It is aimed particularly at:

- pupils, students or other learners
- staff directly involved in education
- all types of educational institutions specified by each participating country
- the persons and bodies responsible for education systems and policies at local, regional and national level.

Other public or private bodies may also take part in appropriate Actions of the programme, in particular:

- local and regional bodies and organisations
- associations working in the field of education, including students' associations, pupils' and teachers' associations, and parents' associations
- social partners
- research centres with expertise in analysing education
- companies and consortia, professional bodies, trade organisations and chambers of commerce and industry.

Annex 2 contains a more detailed overview of which Actions are open to which categories of persons and institutions.

Full information on the types of schools and teacher training institutions in each participating country which are eligible to take part in Comenius 1 and 2, is available from National Agencies.

4 WHO IMPLEMENTS AND MANAGES SOCRATES?

4.1 European Commission and SOCRATES Committee

Overall responsibility for the implementation of SOCRATES lies with the European Commission. It is assisted in this task by the SOCRATES Committee, consisting of the representatives of the Member States.

The operational management of the programme is carried out by the Commission in close cooperation with national authorities, with the assistance of National Agencies (see section 4.3 below) and a Technical Assistance Office at Community level (see section 9 below). With effect from 2005, the responsibility for many operational aspects of the programme will be assumed by an Executive Agency to be established by the Commission. The Agency will also take over the tasks currently performed by the Technical Assistance Office.

4.2 Centralised and decentralised Actions

In SOCRATES there are **two basic types of Actions**:

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

In section 5 below these two methods and the Actions to which they apply are set out in detail.

4.3 National Agencies

The national authorities of the participating countries have established National Agencies to facilitate the coordinated management of the programme's Actions at national level.

The National Agencies play a very important rôle in the practical implementation of the programme. This is particularly the case in the decentralised Actions, in which the Agencies are responsible for receiving the applications for support, advising the national authorities on the selection of applications (or carrying out this selection on behalf of the national authorities), issuing the successful applicants with contracts, making the payments to grantholders and receiving their reports. In addition, the Agencies may give their views on applications for support under some of the centralised Actions, and they perform a number of other important functions across the programme as a whole. These include the dissemination of information, providing assistance in finding suitable project partners, giving guidance and advice on the submission of applications and other matters, monitoring the progress of projects and providing feedback on the way the programme is functioning.

The addresses of the National Agencies are contained in Annex 1 to these *Guidelines*. The complete and up-to-date list of the Agencies is published in the annual SOCRATES Call for proposals and is also available at the central website for SOCRATES indicated in Section 9 of Part I of these *Guidelines* below.

5.1 Application procedures

The procedure for submitting an application for support under SOCRATES varies according to the particular Action to which the application refers.³ Table 1 below sets out the application procedures for each of the programme's Actions. The closing dates for applications are set out in the annual SOCRATES Call for proposals. Applicants under the decentralised Actions are advised to consult their National Agency concerning the closing dates for their country.

Two basic types of **application and selection procedure** will apply:

- procedure for “centralised” Actions (**COM** procedure: applications go to the **COM**mission, via the Technical Assistance Office (**TAO**));
- procedure for “decentralised” Actions (**NA** procedure: applications go to **National Agencies**).

The application forms for each Action contain additional details and guidance for applicants. These correct application forms **must** be used when submitting an application for support.

³ The procedures set out below refer only to «new» projects, i.e. applications for the support of projects which are not currently being supported by the SOCRATES programme. Coordinators of projects which are already in receipt of SOCRATES support for a project and who wish to apply for a further grant («renewals») will be informed separately of the procedures and closing dates applicable and the forms to be used.

TABLE 1: OVERVIEW OF APPLICATION PROCEDURES

SOCRATES Action	Application procedure
COMENIUS	
School partnerships: - School projects - Language projects - School development projects	NA
European cooperation projects for the training of school education staff	COM
Individual training grants for school education staff: - Initial training - Comenius language assistants - In-service training	NA
Comenius Networks	COM
ERASMUS	
European inter-university cooperation	COM
Mobility of students and teaching staff	NA
Erasmus Thematic Networks	COM
GRUNDTVIG	
European cooperation projects	COM
Learning Partnerships	NA
Individual training grants for adult education staff	NA
Grundtvig Networks	COM
LINGUA	
Promotion of language learning	COM
Development of tools and materials	COM
MINERVA	
Open and distance learning / Information & Communication Technology in the field of education	COM
OBSERVATION AND INNOVATION	
Observation of educational systems, policies and innovation	COM
Arion study visits for educational decision-makers	NA
Arion accompanying measures	COM
Innovatory initiatives responding to emerging needs	COM
JOINT ACTIONS	
Joint Actions	COM
ACCOMPANYING MEASURES	
Accompanying Measures	COM
PREPARATORY VISITS	
Preparatory visits for all Actions	NA

5.2 Centralised Actions: COM procedure

The Actions which are subject to the COM procedure are indicated in Table 1 above.

- The appropriate **application forms** are available:
- *from the European Commission, Directorate-General for Education and Culture, Unit A4 (SOCRATES Programme Information), rue de la Loi / Wetstraat 200, 1049 Brussels, Belgium; from the **Technical Assistance Office (TAO)**, SOCRATES, LEONARDO and YOUTH
Technical Assistance Office, Rue Colonel Bourg 139, B-1140 BRUSSELS
Internet: www.socleoyouth.be*
- *see address in Section 9 of Part I of these Guidelines below);*
- *from the National Agencies (see Annex 1 to these Guidelines below);*
- *in electronic form at the following address: <http://europa.eu.int/comm/education/socrates.html>*

Applications under all centralised Actions must be submitted **to the Technical Assistance Office** at the address indicated in the forms, **by the closing date** indicated for the Action concerned in the annual SOCRATES Call for proposals.

In the course of 2005 the Commission will be supported by an Executive Agency and the Technical Assistance Office will be discontinued.

Procedures for submission of applications vary slightly depending on the Action concerned, as set out in Table 2.

TABLE 2 – APPLICATION AND SELECTION PROCEDURES FOR CENTRALISED ACTIONS

Action	Application procedure	Selection procedure
<ul style="list-style-type: none"> • Comenius: European cooperation projects for the training of school education staff 	<p>The application must be submitted to the European Commission via the TAO by the co-ordinating institution of the project.</p> <p>A copy of the application must be sent:</p> <ul style="list-style-type: none"> - by the co-ordinating institution to the other participating institutions and to the appropriate National Agency in its country; - by each of the other participating institutions to the appropriate National Agency in its country, accompanied by a summary of the proposal in the language of the National Agency concerned. 	One phase
<ul style="list-style-type: none"> • Grundtvig: European cooperation projects and Grundtvig Training Courses • Lingua • Minerva 	<p>The pre-proposal must be submitted to the European Commission by the co-ordinating institution of the project.</p> <p>A copy of the pre-proposal must be sent:</p> <ul style="list-style-type: none"> - by the co-ordinating institution to the other participating institutions and to the appropriate National Agency in its country; - by each of the other participating institutions to the appropriate National Agency in its country. 	Two phases
<ul style="list-style-type: none"> • Erasmus: European inter-university cooperation • Erasmus: Thematic Networks 	<p>Support for all Erasmus activities under the three sub-actions can only be applied for if the institution is a holder of an Erasmus University Charter.</p> <p>Applications must be sent to the European Commission.</p>	One phase (except Thematic Networks: Two phases)
<ul style="list-style-type: none"> • Accompanying Measures • Arion: accompanying measures 	<p>Applications must be submitted to the European Commission</p>	One phase
<ul style="list-style-type: none"> • Observation of educational systems, policies and innovation (Action 6.1) • Innovatory initiatives responding to emerging needs (Action 6.2) • Joint Actions 	<p>Applications must be submitted to the European Commission by the coordinating institution of the project</p>	One phase or Two phases, depending on the specific call for proposals
<ul style="list-style-type: none"> • Comenius Networks • Grundtvig Networks and Thematic Seminars 	<p>The pre-proposal must be submitted to the European Commission by the co-ordinating institution of the project.</p>	Two phases

As indicated in Table 2, selection under these Actions takes place according to a one-phase or a two-phase selection procedure. These are as follows:

➤ **One-phase selection procedure**

The coordinating institution submits a **full proposal** to the Commission via TAO (in some of the Actions, copies are also to be sent to National Agencies, as indicated in Table 2).

The Commission, assisted by independent experts, assesses the proposals. In some of the Actions, National Agencies may provide the Commission with their assessment of the proposals. After receiving the opinion of the SOCRATES Committee, the Commission establishes the list of selected projects, informs the applicants of the results, and issues contracts to the selected projects.

➤ **Two-phase selection procedure**

Phase 1: The co-ordinating institution submits a **pre-proposal** to the Commission via TAO (in some of the Actions, copies are also to be sent to National Agencies, as indicated in Table 2).

The Commission assesses the pre-proposals. In some of the Actions, National Agencies may provide the Commission with their opinion on the pre-proposals. The Commission then establishes the list of pre-selected projects, informs the coordinators of the pre-proposals not selected on the outcome of their application, and invites the co-ordinators of the pre-selected projects to submit a full proposal. The Commission will make every effort to provide the co-ordinators of the pre-selected projects with written guidance. An information meeting may also be arranged to help them draw up the full proposal and advise them on how to set up a project.

Phase 2: The coordinating institution submits a **full proposal** to the Commission via TAO (in some of the Actions, copies are also to be sent to National Agencies, as indicated in Table 2).

The Commission, assisted by independent experts, assesses the proposals. In some of the Actions, National Agencies may provide the Commission with their assessment of the proposals. After receiving the opinion of the SOCRATES Committee, the Commission establishes the list of selected projects, informs the applicants of the results, and issues contracts to the selected projects.

5.3 Decentralised Actions: NA procedure

The Actions which are subject to the NA procedure are indicated in Table 1 above. Applications must be submitted directly to the National Agency responsible for the Action in question in the country where the applicant is working / studying, using the application forms available on request from the National Agency (see Annex 1 to these *Guidelines* below).

Procedures for submission of applications vary slightly according to the Action concerned, as set out in the Table 3.

TABLE 3 – APPLICATION PROCEDURES FOR DECENTRALISED ACTIONS

Action	Procedure
<ul style="list-style-type: none"> • Comenius: School partnerships (School projects; Language projects; School development projects) • Grundtvig: Learning partnerships 	<p>The coordinating institution of the project will submit the overall project application to the National Agency in its country. The partner institutions will submit to their respective NAs a copy of the overall project application, accompanied by a translation of the application into the relevant language, as well as any additional information requested by their respective NAs.</p> <p>Each institution taking part in a project must apply for support to the National Agency in its own country, from which the application forms to be used and details of the procedures are available on request.</p> <p>In the case of Comenius School Partnerships, the application to each of the NAs must also be accompanied by the school's Comenius Plan, the forms for which are available from National Agencies.</p>
<ul style="list-style-type: none"> • Comenius: Individual training grants for school education staff: <ul style="list-style-type: none"> ▪ Initial training ▪ Language assistants ▪ In-service training • Grundtvig: Individual training grants for adult education staff • Arion study visits • Preparatory visits for all Actions 	<p>The application must be submitted to the National Agency in the country where the applicant is currently working or studying. The application forms to be used and details of the procedures are available on request from the appropriate National Agency and in many cases from the applicant's own institution.</p> <p>See also Part II of these <i>Guidelines</i> for additional details on the application procedure for Comenius individual training grants and courses.</p>
<ul style="list-style-type: none"> • Erasmus: Mobility of students and teaching staff and organisation of mobility 	<p>Institutions must apply for funding to the Erasmus National Agency in their home country. Students and teacher apply for Erasmus mobility to their home university or to the Erasmus National Agency in the country of the home institution. Details of the procedures to be followed are available on request from the National Agency.</p>

6 WHAT ARE THE EXCLUSION, ELIGIBILITY, SELECTION AND AWARD CRITERIA?

6.1 Exclusion criteria

Following the entry into force of the new Financial Regulation applicable to all Community spending, applicants are subject to the following exclusion criteria. Therefore, when submitting an application candidates shall declare on their honour that

- they have stable and sufficient sources of funding to maintain their activity throughout the period during which the project is being carried out;
- they are not bankrupt or being wound up, are not having their affairs administered by the courts, have not entered into an arrangement with creditors, have not suspended business activities, are not subject of proceedings concerning those matters, and are not in any analogous situation arising from a similar procedure provided for under national legislation or regulations;
- they have the professional competencies and qualifications required to complete the proposed project;
- they have not been guilty of grave professional misconduct proven by any means which the contracting authority can justify;
- they have not been convicted of an offence concerning their professional conduct by a judgement which has the force of *res judicata*;
- they have not been subject of a judgement which has the force of *res judicata* for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- following a procurement procedure or another grant award procedure financed by the Community budget, they have not been declared to be in serious breach of contract for failure to comply with their contractual obligations;
- they have fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which they are established or with those of the country of the contracting authority or those of the country where the contract is to be performed.

Applicants who are found guilty of false declarations may receive financial penalties in proportion to the value of the grants in question.

6.2 Eligibility criteria

As a first step in the assessment and selection process, the Commission or the National Agency will check the application's compliance with the **eligibility criteria**. Failure to comply with these will result in exclusion of the application (proposal or pre-proposal) from the selection process.

The different Actions of the programme may provide for **specific eligibility criteria**. Please consult the relevant section in Part II of these *Guidelines* carefully. In addition, there are also some **general eligibility criteria** which apply to the programme as a whole:

1. **Applications** must:
 - be submitted in accordance with the **procedures** set out in these *Guidelines* and the **closing dates** indicated in the annual or specific Call for proposals;
 - use the **official application forms** for the relevant Action and selection round within the programme. These must be completed in full.
2. The **projects / activities** for which support is requested, must comply with the **formal requirements** set out for each Action in Part II of these *Guidelines*;
3. The **institutions** which are co-ordinators or partners in projects must:
 - be located within one of the countries mentioned in section 3.1 above;
 - correspond to one of the profiles indicated in section 3.2 above (in the case of Comenius 1 and 2, only the types of institutions specified by national authorities are eligible; a list of these types of institutions is available from National Agencies on request);
4. **Individual persons** applying for support must be either:
 - nationals of the countries mentioned in section 3.1 above;
 - or nationals of other countries, provided that they are either permanent residents or are registered as stateless persons or hold refugee status in the participating country from which they wish to go abroad within the programme;
5. If the application involves **institutions and/or persons from the non-EU Member States listed in section 3.1**, it must fulfil the following criteria:
 - projects must include at least one organisation from an EU Member State;
 - individual mobility in the framework of Comenius 2 Language assistants or Erasmus Student mobility or Erasmus Teacher mobility must include institutions based in an EU Member State.

6.3 Selection criteria

Beneficiaries have to demonstrate their financial capacity according to Art 176 of the Financial Regulation applicable to the general budget of the European Communities (Council Regulation No 1605/2002 of 25 June 2002); the verification of financial capacity shall not apply to natural persons in receipt of scholarships, public bodies or international organisations referred to in article 43 of the Financial Regulation. Financial and operational capacity will be assessed on basis of the documents enumerated hereafter which have to be attached to the Application Form for full proposals.

Application Forms for full-proposals under the correct Action must be completed in full and accompanied by the following documents:

- A copy of the profit and loss accounts and the balance sheet of the applicant organisation for the last financial year for which the accounts have been closed. This requirement is waived for public bodies.
- A copy of the legally registered statutes or articles of association as well as a copy of the official registration certificate of the applicant organisation.
- Declaration on their honour from applicant organisations, completed and signed, certifying that they exist as a legal person and have the financial and operational capacity to complete the proposed actions.
- CVs of the key persons in the partnership, giving details of relevant professional experience.
- The bank details form completed by the applicant and certified by the bank (original signatures as required). This account or sub-account must make it possible to identify funds paid by the Commission. This account must be held in one of the countries participating in the programme.
- For proposals for which the requested grant amount exceeds € 300,000, the application form should be accompanied by an external audit produced by a certified auditor. This report shall

certify the accounts for the last available financial year and give an assessment of the financial viability of the applicant organisation. This requirement is waived for public bodies, secondary and higher education establishments and international organisations (as referred to in art. 43 of the Financial Regulation).

Furthermore, the Commission or the National Agencies may also ask applicant organisations for additional information, at any time.

Specified conditions may apply for **decentralised** activities. Therefore consult the National Agency in your country.

Public bodies

What is a public body?

For the purpose of interpreting financial capacity, a public body should be considered to be any organisation which is either

- guaranteed by the state, or
- legally incapable of bankruptcy, or
- whose income is fixed by law.

The Financial Regulation applicable to the general budget of the European Communities (Council Regulation No 1605/2002 of 25 June 2002) and the Implementation Rules (Commission Regulation No 2342/2002 of 23 December 2002) can be consulted at the following web address: : <http://europa.eu.int/eur-lex>.

6.4 Award Criteria

The European Commission (in the case of so-called centralised Actions) or the National Agency (in the case of so-called decentralised Actions) will award the grants after having taken into consideration a number of quality criteria referring to the content and the organisational and budgetary aspects of the proposals. These award criteria are set out in detail in the relevant sections of part II of these Guidelines and in the Specific guides devoted to the different measures covered by this call. The Commission may award a grant of less than the amount requested by the applicant. Grants will not be awarded for more than the amount requested. Each project may give rise to the award of only one grant to any one beneficiary. The award of grants shall be subject to the principle of transparency and equal treatment. The grant may not have the purpose or effect of producing a profit for the beneficiary. Grants may not be cumulative or awarded retrospectively.

A grant may be awarded for a project which has already begun only where the applicant can demonstrate the need to start the project before the agreement is signed. In such cases, expenditure eligible for financing may not have been incurred prior to the date of submission of the grant application.

Applications which comply with the exclusion, eligibility and selection criteria will be assessed against a number of **award criteria** and in the light of certain **priorities**, as follows:

1. **Part II of these Guidelines** indicates, for each Action of the programme:
 - the **objectives** of the Action. All applications for support will be assessed against their relevance for attaining these objectives;
 - any **specific award criteria and priorities** for each Action. These will be applied to all applications for support under the Action concerned, throughout the period of validity of the present *Guidelines*;
2. The **annual SOCRATES Call for proposals** indicates:
 - any additional **priorities for the year in question**;
 - in the case of decentralised Actions managed by the National Agencies, any additional **country-specific selection criteria or priorities**;
3. The **Action-specific Calls for proposals** for certain Actions contain the selection criteria and priorities relating to activities to be supported pursuant to each Call.
4. The Commission and, where appropriate, the National Agencies, will also take into account, when drawing up the list of projects for support, certain **general considerations of selection policy at Community level**. In the case of SOCRATES, this means in particular:
 - the need to ensure that SOCRATES contributes actively to the implementation of certain Community policies. These include notably the promotion of equality between women and men, the fight against social exclusion (in particular the integration of disabled persons and the combating of racism and xenophobia), and the promotion of social and economic cohesion across the regions of the EU Member States (see Annex 3 for further information). Each of the different Actions within SOCRATES will contribute to this in its specific way. Applicants under all Actions are urged to demonstrate how and to what extent the cooperation activities which they envisage will contribute to furthering these policy objectives, and this will be taken into account in the selection process where appropriate;
 - the desirability that the final list of projects to be supported demonstrates not only high quality but also overall balance in terms of the countries participating in SOCRATES, the range of topics covered by the projects and activities selected, etc.;
 - the desirability to promote participation of institutions and persons not previously in receipt of Community support.
5. Table 4 indicates the general criteria applicable to all "transnational cooperation projects", i.e. the projects under all centralised Actions, as well as to the Networks under Comenius, Erasmus and Grundtvig.

TABLE 4: GENERAL AWARD CRITERIA FOR TRANSNATIONAL COOPERATION PROJECTS

1. Criteria relating to the relevance of the topic proposed and the project's European dimension

- The project's potential contribution to enhancing **quality** and promoting **innovation** in the field concerned; **relevance** of the themes and activities chosen in the light of demonstrated need
- The project's potential short, medium and long term **impact** in several European countries, its capacity to **combine expertise from different European countries**, and its general **added value in European terms** (cf. also "dissemination" under the management-related criteria below)
- Balanced **representation** in terms of countries, regions, types of institutions covered, etc. within the project
- Emphasis placed by the project on the the promotion, in a manner appropriate to the project, of **equality between women and men**, equal opportunities for **disabled persons**, contributing to the **fight against racism and xenophobia**, promoting **social inclusion** and encouraging **sustainable development**.

2. Criteria relating to feasibility, coherence and soundness of management

- Clarity of **objectives** and target groups
- Clarity and consistency of the **general design** of the project and likelihood of attaining the desired goals within the duration of the project
- Quality of the **management arrangements for the project** (commitment and balanced involvement of the partners, precise work plans and budget, clarity of coordination, etc.)
- Quality of the proposals for **monitoring and evaluation** of the project, for quality assurance of its outcomes, and, where possible, for assessing its impact at local / regional / national / European level
- Quality of the arrangements for **disseminating good quality results / multiplier effect** (see section 8.3 below)
- **Experience** of the participating organisations and quality of their human and, where appropriate, technological resources, capacity of the partnership to fulfil the objectives of the project
- Demonstration of the added value for the partner institutions in terms of combining their respective areas of specialisation / **pooling their expertise** / mutual complementarity of activities
- (Where the project makes use of new technologies) the extent to which the proposed technologies are imaginatively and effectively used for producing, applying or disseminating project outcomes, taking into account the target groups of the project

7.1 Eligibility of expenditure

As a general rule, Community financial assistance granted under SOCRATES is intended to offset only partially the estimated costs necessary to carry out the activities concerned. Only costs which are directly related to these activities and which have been incurred during the contract period can be considered for funding.

Table 5 gives an overview of the broad types of eligible expenditure under the Actions of the programme. For certain types of expenditure there are rules concerning the maximum amounts allowed. Applicants must take these into account when drawing up their budget.

More detailed information on eligibility rules and amounts allocated can be found in:

- Part II of this document, which sets out certain rules specific to each Action;
- the relevant call for proposals;
- the Application forms for the different Actions.

7.2 Amounts of grant awarded

In the case of **transnational cooperation projects** (see Table 5) the Commission will carry out an analysis of the budget submitted by the applicant in order to check compliance with the rules and assess whether it is commensurate with the objectives and expected results of the project. The revised budget resulting from this exercise will be the basis for the calculation of the grant to be awarded. The actual amount allocated will be a contribution towards covering the overall cost of the project and will depend on a number of factors, such as the availability of Community resources, the policy adopted for the allocation of financial resources under each Action, etc..

In the case of **mobility activities** the grant awarded will normally consist of: a) an amount to cover the travel costs based on an estimation of the actual costs to be incurred; b) an amount to cover the subsistence costs allocated as a lump sum on the basis of daily, weekly or monthly rates according to the country of destination; c) where applicable, a variable amount to cover other types of costs, such as tuition fees, etc.

The sections on each Action in Part II of this document contain indications of the level of the grant normally awarded under the Action concerned.

Under all Actions, the amounts usually awarded may be increased in the case of:

- participation of persons / institutions disadvantaged for geographical or socio-economical reasons;
- participation of disabled persons, and particularly those in need of special support during project activities or when travelling and staying abroad.

7.3 Linguistic preparation

Many Actions within SOCRATES involve the transnational mobility of individual persons. It is the responsibility of the institutions and individuals concerned to make sure they have the appropriate language competence to enable their period spent abroad to meet its objectives. This is especially important where a person is going abroad to teach or study at an institution or course using a language other than his or her mother tongue.

In order to encourage this, a small part of the grant may be used for this purpose, particularly where the language concerned is one of the less widely used and less taught official EU languages. For further details, please see the sections of these *Guidelines* relating to each Action and contact the appropriate National Agency.

7.4 Preparatory Visits and Contact seminars

Grants are available to enable appropriate members of staff from eligible institutions to undertake preparatory activities in another participating country in order to lay the foundations for a future transnational project or network under the centralised Actions of SOCRATES.⁴ Such grants will be awarded for a period of up to one week; the grant support contributes to the travel and subsistence costs and will vary depending on the duration and destination of the stay. Applications must be submitted to the National Agency in the country of the applicant institution. The National Agency will provide further information on procedures and closing dates for applications on request. Such preparatory activities take two forms:

Preparatory Visits to prospective partner institutions

The aim of Preparatory visits is to allow potential project partners to meet in order notably to:

- further define the aims, objectives and methodology of a project to be proposed for SOCRATES support;
- define partner roles, responsibilities and tasks within the project;
- develop a project work-plan and a budget based on this work-plan;
- develop procedures for project evaluation and dissemination
- complete the joint application form for project funding.

A preparatory visit grant may, if necessary, be used to facilitate visits to prospective partner organisations located in maximum two countries.

Preparatory Visit applications are assessed according to the relevance of the project envisaged for this Action and the extent to which the applicant demonstrates that Preparatory Visit funding will contribute significantly to the development of a good quality project proposal. It is, therefore, essential that applicants supply sufficient detail as to the visit programme and the thematic area and structure of the future project (aims, objectives, target group, relevance to the work of the institutions involved, etc.).

The added value of a face-to-face visit compared with written correspondence, contacts by electronic means and telephone must be demonstrated.

Not more than one preparatory visit per institution per project will be supported. More than one person from the same institution may participate in the same visit on condition that there is a clear and justifiable division of responsibilities and tasks between them and that the advantage over an

⁴ Preparatory visits available under the decentralised Actions and under Erasmus are described in detail in the appropriate sections of Part II of these *Guidelines*.

individual visit is clearly demonstrated. Not more than two persons from the same institution may apply for grant within the same Preparatory visit.

Participation in Contact seminars

For some of the Actions within SOCRATES, a number of officially approved seminars will be organised each year to facilitate the development of projects on priority topics. Details of the seminars are available on request from the National Agency in your country.

The aim of contact-seminars is to allow participants to:

- acquire further information on opportunities for European cooperation in the field addressed by the seminar;
- meet persons from other European countries working in the same field and set up a partnership with them;
- receive concrete information and advice on how to develop a high quality transnational cooperation project (how to assign responsibilities and tasks within the project; how to develop procedures for project evaluation and dissemination etc.);
- obtain practical information on procedures, how to fill in application forms, financial and contractual obligations of grantholders etc.

Applications for grants to participate in contact seminars are assessed by National Agencies in the light of the applicant's and the applicant's institution's existing involvement (or planned future involvement) in the thematic area concerned, and the potential shown for working well in the context of a transnational project.

Not more than one person from the same institution may normally participate in any one seminar.

Preparatory activities concerning newly participating countries

In the case of a country joining the SOCRATES programme for the first time, special arrangements may be made for Preparatory Visits from and to that country during an initial period of its participation. National Agencies will provide details of this on request.

8 WHAT HAPPENS AFTER PROJECT SELECTION ?
--

8.1 Contracts and payments

Applicants who have been successful in the selection process will receive a grant agreement (contract) from the Commission or the appropriate National Agency, depending on the Action concerned. The contract indicates the grant awarded and sets out the financial rules to be applied. Payments are usually made in instalments.

The contractual arrangements for the award of grants will vary according to the Action concerned as specified in Table 5.

In all centralised Actions envisaging "transnational cooperation projects", as indicated in Table 5, projects with a duration of more than one year may receive a contract covering the whole project period. In this case, a first payment will be made at the start of the project. Further payments will be subject to a periodic review and an assessment by the European Commission of the progress made by the project. The final payment will normally be made on the basis of an appraisal of the results of the project and an analysis of the grantholder's final financial report.

8.2 Reporting and evaluation

The interim and final reports of persons and institutions receiving support contribute significantly to the overall evaluation of SOCRATES and are an important means of further improving the programme in the future. Details of the reports to be submitted are provided with the grant contracts.

SOCRATES is subject to both internal and external evaluation, the arrangements for which are made by the Commission in partnership with the Member States. Grant-holders must be prepared to receive authorised evaluators and auditors for this purpose and may also be required to participate in monitoring and evaluation meetings, surveys organised for evaluation purposes, or meetings designed to disseminate information on the projects supported and their outcomes (see section 8.3 below).

8.3 Dissemination of results

In order to achieve the broadest impact possible, all projects should include clearly identified strategies and activities for the dissemination of their experiences and results (curricula, courses, methodologies, pedagogical materials, surveys, analyses, recommendations etc.) beyond the project partnership. Projects should have a convincing plan for such dissemination, including by translation into other languages (in the case of projects in the field of languages: particularly the less widely used and less taught languages of the EU).

TABLE 5 - ELIGIBLE COSTS AND CONTRACTUAL ARRANGEMENTS

Action	Broad types of eligible costs	Contractual arrangements
Transnational cooperation projects		
<ul style="list-style-type: none"> • Comenius: European cooperation projects for the training of school education staff • Comenius Networks • Grundtvig: European cooperation projects • Grundtvig Networks • Lingua • Minerva • Observation of educational systems, policies and innovation (Action 6.1) • Innovatory initiatives responding to emerging needs (Action 6.2) • Joint Actions • Accompanying Measures 	<ul style="list-style-type: none"> - Staff costs - Travel & subsistence costs - Equipment & documentation - Consultancy costs - Overheads 	<p>Contracts will be concluded between the Commission and the co-ordinating institution of the project, which has the responsibility to make funds available to the other partner institutions of the project.</p> <p>Subject to budgetary availability, possibility of multiannual contracts covering the whole project period.</p>
Small scale projects		
<ul style="list-style-type: none"> • Comenius: School partnerships • Grundtvig: Learning partnerships 	<ul style="list-style-type: none"> - Travel & subsistence costs - Equipment & documentation - Consultancy costs (Grundtvig) - General administration 	<p>Contracts will be concluded between each country's National Agency and the co-ordinating institutions and partner institutions located in that country</p>
Centralised Erasmus projects		
<ul style="list-style-type: none"> • Erasmus: European inter-university cooperation (CD and IP projects) • Erasmus: Thematic networks (TN) 	<ul style="list-style-type: none"> - Staff costs - Travel & subsistence costs - Equipment & documentation - Overheads 	<p>Contracts will be concluded between the Commission and the project coordinating university</p>
Mobility activities		
<ul style="list-style-type: none"> • Comenius: Individual training grants for school education staff • Erasmus: Mobility of students and teaching staff • Grundtvig: Individual training grants for adult education staff • Arion study visits • Preparatory visits 	<ul style="list-style-type: none"> - Travel & subsistence costs - Other costs (in some cases) 	<p>Grants are awarded by each country's National Agency to the persons involved, either directly or via their university, depending on the system adopted by the National Agency concerned</p>

9. HOW TO OBTAIN FURTHER INFORMATION ON SOCRATES?

As indicated above, the present *Guidelines for Applicants* should be read in conjunction with the annual SOCRATES Call for proposals, which contains important additional information such as the closing dates for submitting applications and any specific priorities for support in the year concerned.

In order to obtain the text of the latest annual Call for proposals or details of specific Calls for proposals under any of the programme's Actions, to find out which countries are now participating in SOCRATES, or simply to obtain further information on the programme, please consult one of the following:

- the SOCRATES National Agency in your country (see Annex 1 to these *Guidelines*. The complete and up-to-date list of these Agencies is available at the central website for SOCRATES indicated below and is published in the annual SOCRATES Call for proposals);
- the European Commission, Directorate-General for Education and Culture, Unit A4 (SOCRATES Programme Information), rue de la Loi / Wetstraat 200, 1049 Brussels, Belgium;
- the central website for SOCRATES: <http://europa.eu.int/comm/education/socrates.html>
- the Technical Assistance Office for SOCRATES. This is currently located ⁵ at the following address:

SOCRATES, LEONARDO and YOUTH Technical Assistance Office
Rue Colonel Bourg 139 / Kolonel Bourgstraat 139
B-1140 BRUSSELS
Tel: (32-2) 233.01.11
Fax: (32-2) 233.01.50
E-mail: info@socleoyouth.be
Internet: www.socleoyouth.be

In the course of 2005 the Commission will be supported by an Executive Agency. Contact details will be published as soon as available.

General information on the European Union is available at: <http://europa.eu.int>

⁵ The contact details for the technical assistance office may change during the period covered by the programme.

PART II

DESCRIPTION OF THE ACTIONS WITHIN SOCRATES

COMENIUS: SCHOOL EDUCATION

Further information on Comenius, including examples of activities, may be found on our website: <http://europa.eu.int/comm/education/socrates/comenius/index.html>

OVERALL OBJECTIVES AND STRUCTURE

The overall objectives of Comenius⁶ are to enhance the **quality** and reinforce the **European dimension** of school education, in particular by encouraging transnational cooperation between schools and contributing to improved professional development of staff directly involved in the school education sector, and to promote the **learning of languages** and **intercultural awareness**.

Comenius contributes to **enhancing the quality** and **reinforcing the European dimension of school education** by:

- promoting transnational cooperation and exchanges between schools and teacher training establishments;
- encouraging innovations in pedagogical methods and materials;
- promoting the transnational dissemination of good practice and innovation in the management of schools;
- developing and disseminating methods for combating educational exclusion and school failure, promoting the integration of pupils with special educational needs, and promoting equality of opportunity in all its aspects;
- promoting the use of information and communication technology in school education and in the training of staff working in this sector of education.

Comenius contributes to promoting the **learning of languages** in school education in Europe by transnational measures designed to:

- improve the quality of the teaching of European languages as foreign languages;
- improve the pedagogical skills of teachers of languages;
- improve the language skills of teachers of less widely used and less taught languages;
- increase the diversity of foreign languages taught;
- motivate all teachers and learners to increase the number of foreign languages they speak and the standard to which they speak them.

⁶ Born in what is today the Czech Republic, the theologian, philosopher and pedagogue Amos Comenius (1592-1670) was firmly convinced that Education was the only way to achieve full human potential and lead a harmonious life. Comenius was also a cosmopolitan and universalist, who championed the cause of human rights and worked untiringly for peace and unity between nations.

Comenius contributes to **promoting intercultural awareness** in school education in Europe by transnational activities designed to:

- promote enhanced awareness of different cultures;
- develop intercultural education initiatives for the school education sector;
- improve the skills of teachers in the area of intercultural education;
- support the fight against racism and xenophobia;
- improve the education of children of migrant workers, occupational travellers, gypsies and travellers.

Comenius is divided into three Actions:

- Comenius 1: school partnerships
- Comenius 2: training of teachers and other school education staff
- Comenius 3: development of networks.

COMENIUS 1 - SCHOOL PARTNERSHIPS

What do school partnerships seek to achieve?

Comenius 1 contributes to achieving the overall objectives of Comenius by supporting **transnational partnerships between schools**. Each partnership carries out a transnational **cooperation project** in the framework of the "Comenius Plan" of each participating school.

Under Comenius 1, schools may apply for support for three different types of projects:

- ***Comenius School Projects***
- ***Comenius Language Projects***
- ***Comenius School Development Projects.***

In addition, schools can apply to host a ***Comenius Language Assistant***.

For schools wishing to start project cooperation, ***Preparatory Visit*** grants are available.

A school may participate in more than one Comenius project or activity, depending on the size and structure of the school concerned as well as on the type of the projects or activities in which it wishes to be involved.

Whatever type of project they choose, schools are encouraged to monitor and evaluate their transnational project work. This will facilitate setting objectives, assessing achievements, adapting the project to changing needs and opportunities, with increased project quality and benefits as an outcome. The project will help the school to open up to the local community, thereby raising the interest of the community in the school and generating new opportunities for cooperation in the future.

The "Comenius 1 Handbook for schools" gives useful advice on how to set up and carry out Comenius 1 projects. This handbook is available from National Agencies or from our website:

http://europa.eu.int/comm/education/programmes/socrates/comenius/tools_en.html

What is the "Comenius Plan"?

Each school wishing to apply for support under Comenius 1 - either as a coordinator of a project or as a project partner - develops a "Comenius Plan", which sets out the role that European cooperation activities are expected to play in the further development of the school. In addition to

the school management and teaching staff, the preparation of the Comenius Plan will often also involve pupils and parents' representatives, local authorities and other interested parties.

The Plan should contain a brief description of the school and its European activities (experience of cooperation, if any; planned activities and desired outcomes). The schools submit their Comenius Plan as a part of their applications for Comenius 1 projects and for hosting Comenius Language Assistants.

Apart from being an important strategic tool for the school itself, the Comenius Plan also serves as a reference document for use by the National Agencies in assessing each school's application(s) in relation to its actual circumstances.

What types of projects are supported?

The following table sets out the main characteristics of each of the three types of projects supported under Comenius 1:

	Comenius School Project	Comenius Language Project	Comenius School Development Project
Pupil-centred	X	X	
Institution-centred			X
Partnership	Multilateral	bilateral	multilateral
Project duration	maximum 3 consecutive school years	normally 1 school year	maximum 3 consecutive school years

1. Comenius School Projects

Comenius School Projects aim at enhancing the European dimension of education by promoting transnational cooperation between schools. The projects give pupils and teachers from at least three participating countries an opportunity to work together within the regular class activities on one or more topics of mutual interest. This cooperation enables participants to exchange experiences, explore different aspects of European cultural, social and economic diversity, increase their general knowledge, and learn to better understand and appreciate each other's views. Pupils' motivation and capacity to communicate in and therefore learn foreign languages will increase substantially.

Comenius School Projects also help pupils and teachers to acquire and improve skills not only in the topic or subject area on which the project is focussed, but also in terms of teamwork, social relations (pupil-pupil, pupil-teacher), planning and undertaking collaborative activities and using information and communication technologies.

Whole school involvement

Comenius School Projects should:

- be integrated into the regular activities of the school;
- take place within the curriculum of the pupils;
- involve several class groups;
- have as wide an impact on the school as possible.

All pupils attending a school which is involved in a project may participate in project activities. Ideally, pupils should participate actively in all phases of the project, including the planning, organisation and evaluation of the activities. Comenius School Projects provide teachers from a number of subject areas with an opportunity to participate in the development of a multidisciplinary and transnational approach to the topics chosen for a project. In each school, a project should therefore involve a multidisciplinary team of teachers rather than being reserved to one teacher or teachers from one subject. School management and teaching staff should work together as a team in order to increase the effectiveness of the project.

Project themes and outcomes

Broad thematic areas for the development of a Comenius School Project could, for example, include arts, sciences, environmental education, cultural heritage, European citizenship, use of information and communication technology, fight against racism. These topics are, however, given *for illustration only*. Schools are strongly encouraged to choose **any topic of interest** and importance to them, as it will be the motivating force for cooperation and learning within the project.

The primary focus of Comenius School Projects is the cooperation **process** itself - the carrying out of a project with a number of partners from other European countries. However, projects will usually also produce outcomes such as project diaries, booklets, objects, artistic performances, web sites, CD-ROMs and so on.

Schools are encouraged to disseminate their project experience and outputs to the wider school community, to other schools and other interested parties. National Agencies will provide useful advice in this regard, including information on how to access and contribute to project networks (see also Comenius 3 below).

2. Comenius Language Projects

Comenius Language Projects seek to increase young people's motivation, capacity and confidence to communicate in other European languages. A Comenius Language Project is carried out by groups of at least 10 young people aged 12 or older from partner schools in two participating countries. The main element of a Comenius Language Project is not formal language instruction as such, but the learning of languages by means of work on a topic of mutual interest together with young people from another country.

Teachers other than language teachers are also strongly encouraged to co-ordinate and participate in project activities. Project work should be integrated into the regular activities of a school and take place within the curriculum of the pupils concerned. Cross-curricular project activities are strongly encouraged.

Promotion of linguistic diversity

Comenius Language Projects seek to promote linguistic diversity in Europe by encouraging the use of all the official languages of the European Union (plus Irish and Luxembourgish), in particular the less widely used and less taught languages of the European Union. The national languages of the EFTA/EEA countries and of the candidate countries participating in SOCRATES are also eligible.

In Comenius Language Projects at least one of the two partners will normally represent one of the less widely used and less taught languages. Many pupils will thus have an opportunity to get to know a language which is not on their curriculum. Indeed, this is seen as one of the main aspects of the European added value of these projects.

Role of partner languages

Comenius Language Projects place a particular emphasis on the use of the languages of the project partners - the "target languages" in the project. The participants should try to learn at least the basics of each other's languages and to use the partner language as often as possible. If the partner language is new to the participants, other languages may need to be used in parallel.

If instruction in the partner language does not figure in the curriculum of the participating pupils, a 20 to 40 hour basic introduction to the partner language must be part of the preparation for the

project. Language learning can be further facilitated by using new information technologies, distance learning methods, self-learning materials and so on.

A reciprocal exchange

Reciprocal pupil exchange lasting at least 14 days (including travel) is an integral part of Comenius Language Projects. The exchanges are enriched working periods where the two groups of young people work closely together on the project using foreign languages as a means of communication and learning.

The pupils will usually be accommodated in each other's families during their stay abroad. This will further enhance the opportunity to learn the partner language and to get to know the partner culture.

Bilingual end product

Each project should result in a 'product' produced jointly by the two groups of pupils. The product, if based on the written or spoken word, should ideally include all languages used in the project.

3. Comenius School Development Projects

At a time when the roles of the school and school staff are quickly changing and the autonomy of schools in many countries is increasing, direct cooperation between schools on questions related to management and pedagogical approaches can be of particular importance. In this context, Comenius School Development Projects give school managers and teachers the opportunity to exchange experience and information, to develop together methods and approaches which meet their needs, and to test and put into practice the most effective organisational and pedagogical approaches in the participating schools. These projects will often involve cooperation with bodies from the local community of the schools, such as local authorities, social services, associations and business.

Careful planning, monitoring and evaluation

The methods and approaches developed by the schools will be closely monitored and evaluated in order to ensure that effective practices can be disseminated as widely as possible. The participating schools should therefore develop clear objectives and regularly assess the progress made. This should allow them to adapt the project objectives and activities to new or changing needs and ensure that the project gives maximum added value to the schools directly involved and other potential beneficiaries.

Project themes

Broad thematic areas for the development of a project could, for example, include the prevention of conflict and violence, integration of ethnic minority groups into mainstream schooling, flexible and personalised teaching methods and classroom management, development of pupils' skills with a view to enhancing their employability, promotion of equal opportunities. These topics are, however, given *for illustration only*, and schools may focus on any topic of specific interest and importance to them.

How should a project be organised?

1. Partnership profile

In Comenius School Projects and Comenius School Development Projects, a partnership must consist of schools from at least three of the countries participating in SOCRATES. The optimal size of a partnership depends on the nature of the project; no maximum number of schools is set.

In Comenius Language Projects, partnerships consist of two schools (one school from each of two countries participating in SOCRATES). This is to make it easier for each school to teach the language of the partner school.

For all three types of projects, the partnership must always involve at least one school from an EU Member State.

Schools which are looking for partners are advised to make use of existing Internet partner search facilities, such as PartBase (to be found at <http://partbase.programmkontoret.se>). [Other](#) addresses for partner finding are available on our website:

http://europa.eu.int/comm/education/programmes/socrates/comenius/particip_en.html (under How to find project partners)The participating organisations decide together which one of them will take on the role of "project co-ordinator", responsible for co-ordinating the project, both in terms of content and of management. The co-ordinator will agree with the partners on the pedagogical orientation of the project, follow up its implementation across all the participating organisations, and act as the central contact point for the partnership.

2. Eligible institutions

All types of schools (general, vocational, technical) located in the participating countries are eligible. This comprises pre-primary, primary, and secondary schools, including special schools and institutions not normally called schools but which provide education of the type described and below the level of higher education. Exceptionally, in the case of Comenius Language Projects, this also includes non-school institutions providing apprenticeship training. Both public and recognised private schools are covered. Each participating country is responsible for designating the types of eligible schools, and applicants are advised to check with their National Agency whether their potential partners are eligible before submitting an application for support.

In all types of projects, schools are encouraged to draw on the experience, expertise and support of other bodies such as local organisations and authorities, parents' and pupils' organisations, associations, companies, teacher training institutions and so on. Only schools can apply for Comenius 1 funds. However, part of the grant awarded may be used to cover the involvement of persons from not-for-profit-organisations in project activities. Such organisations are known as "associated partners" and must be mentioned in the application. Companies or other profit-making organisations can be involved in projects but may not benefit from financial support under Comenius 1.

3. Project duration

Comenius School Projects and Comenius School Development Projects may be supported for a maximum period of three consecutive school years. **In this case, a renewal application must be submitted annually.**

For Comenius Language Projects, the project duration is normally one school year. In cases where both exchanges cannot be organised during the same school year, the activity period may be extended to two consecutive school years.

4. Eligible activities

The activities for which a school may request financial support are as follows:

- project work carried out by pupils and staff, for example:
 - drafting and publishing of brochures and other documentation on the cooperation activities and the project topic, etc.;
 - exchange of experience and good practice; exchange, development and testing of learning and teaching materials, etc.;
 - making of technical objects, drawings and arts objects;
 - using and producing information and communication technology material (e.g. web sites, e-mail, video-conferencing);

- fieldwork, project research etc.;
- performances (e.g. theatre plays, musicals, etc.);
- linguistic preparation of staff and pupils: adequate linguistic preparation should be provided in order to ensure that persons involved in transnational mobility activities possess the necessary skills in the language(s) of instruction of the host institution;
- cooperation with other projects in related subject areas (including Comenius 3 networks, see below), sharing experience with other schools in the region, etc.;
- self-evaluation activities;
- dissemination of project experience and outcomes;
- transnational mobility of staff and pupils:
Support for transnational mobility is available for staff and pupils from the participating schools and associated (non-profit-making) partners in the project (see section on financial support below).

N.B. In addition to the “regular” project activities, Comenius 1 projects are encouraged to participate in network activities under Comenius 3. Schools may apply for mobility funding for this purpose within their project.

What financial support is available?

The table below provides an overview of the financial support available under Comenius 1:

	COMENIUS SCHOOL PROJECT	COMENIUS LANGUAGE PROJECT	COMENIUS SCHOOL DEVELOPMENT PROJECT	
Maximum duration of support	3 consecutive school years	1 school year ⁷	3 consecutive school years	
Standard amount for project work per year ⁸				
• Coordinating school	<input type="checkbox"/> € 2000	<input type="checkbox"/> €1500 or 2000 ⁹	<input type="checkbox"/> € 2000	
• Partner school	<input type="checkbox"/> €1500	<input type="checkbox"/> € 1500 or 2000 ¹⁰	<input type="checkbox"/> € 1500	
Variable amount for transnational mobility				Duration ¹¹
• Staff mobility	<input type="checkbox"/> Project meeting	<input type="checkbox"/> Project meeting	<input type="checkbox"/> Project meeting	<input type="checkbox"/> Max. 1 week
	<input type="checkbox"/> Teacher exchange		<input type="checkbox"/> Teacher exchange	<input type="checkbox"/> 1 to 4 weeks
	<input type="checkbox"/> Teacher placement		<input type="checkbox"/> Teacher placement	<input type="checkbox"/> 1 to 4 weeks
	<input type="checkbox"/> Head teacher study visit		<input type="checkbox"/> Head teacher study visit	<input type="checkbox"/> Max. 1 week
		<input type="checkbox"/> Person accompanying a class exchange		<input type="checkbox"/> Min. 14 days
• Pupil mobility	<input type="checkbox"/> Project meeting		<input type="checkbox"/> Project meeting	<input type="checkbox"/> Max. 1 week
		<input type="checkbox"/> Class exchange		<input type="checkbox"/> Min. 14 days

Structure of the grant

Grant support to any of the three types of projects will be composed of two parts:

- a standard amount to contribute towards expenditure related to project activities except for international travel;
- a variable amount to contribute to international travel and subsistence costs.

Details on eligible expenditure and the calculation of the variable amount can be found in the application forms.

⁷ In cases where both exchanges cannot be organised during the same school year, the activity period may be extended to two consecutive school years. In such cases, the grant amount will, however, not be increased.

⁸ Standard amount levels indicated in this table are maxima. National Agencies may grant slightly lower levels.

⁹ In order to provide additional funds for language preparation, a standard amount of up to € 2,000 may be granted for schools which do not have the partner school language on the curriculum of the pupils participating in the exchange. In a bilateral project the co-ordinating school will receive the same standard amount as the partner school, as both schools cooperate as equal partners and no real coordination work is involved.

¹⁰ See previous footnote.

¹¹ One week corresponds to 5 full days for actual work abroad.

Types of transnational mobility

- A **project meeting** is a transnational meeting between staff and pupils from different participating schools to discuss project planning, organisation, implementation, monitoring, evaluation etc..
- A **teacher exchange** is a visit during which a teacher carries out mainly teaching activities at a partner school within the project.
- A **teacher placement** can be undertaken either within a business or in the non-governmental or public sector including educational establishments, e.g. social services, NGOs, local authorities, schools, not-for-profit organisations, associations, etc. Teacher placements should relate directly to the project theme.
- The **head teacher study visit** should be directly linked to the project activities. It is meant to reinforce the school management's involvement in and support for the project.
- For a **class exchange** in a Comenius Language Project, support is awarded for up to two **accompanying adults** per group of 10 pupils, and in any case for one woman and one man in the case of a mixed group of girls and boys.
- **Class exchanges** in Comenius Language Projects are open to pupils aged 12 and above; the minimum duration of 14 days includes travel.

Transnational mobility grants for staff

- Grants for staff will contribute to the transnational travel and subsistence costs.
- In Comenius School Projects and Comenius School Development Projects, support for transnational staff mobility will normally be granted to some 4-6 persons per school per year.
- In Comenius Language Projects support may be granted to one person per school to take part in a project meeting before the actual class exchanges are undertaken. For adults accompanying class exchanges, the number of persons is determined by the size of the pupil group.

N.B. Schools involved in Comenius 1 projects can participate in activities organised by **Comenius networks**. Such networks set up under **Comenius 3** will organise activities for projects supported by Comenius 1 and 2. Schools participating in a Comenius 1 project may apply for funds to attend such network activities. More information can be obtained from National Agencies on request.

Transnational mobility grants for pupils

- Grants for pupils will only contribute to the transnational travel costs. Support for subsistence costs will normally not be awarded, as pupils are expected to stay with host families on a reciprocal basis. Only in duly justified cases (e.g. disadvantaged families, pupils with special needs, impossibility to arrange home-to-home exchanges) may a grant contribution to subsistence costs be considered.
- In Comenius School Projects and Comenius School Development Projects, support for transnational pupil mobility will normally be granted to some 2-4 pupils per school per year. Its purpose is to encourage the active participation of pupils in the international project meetings between the participating schools.
- In Comenius Language Projects support for pupils is provided only to help cover the cost of participating in the class exchange, and not to facilitate participation in preparatory project meetings. The level of the grant depends on the number of pupils participating in the class exchange.

Disadvantaged pupils and schools

It is considered particularly important to encourage the active involvement of pupils at risk of social exclusion and pupils with special educational needs in Comenius 1 projects, as this has been proven to raise motivation and consequently also achievement levels. Disadvantaged schools, such as those in socio-economically disadvantaged areas, those with a substantial number of pupils at risk of social exclusion, or those with a high incidence of pupils with special educational needs, may therefore be awarded a higher grant to enable them to participate fully in the project concerned, including the transnational mobility activities. Applications will be assessed on a case-by-case basis in the context of the school's Comenius Plan.

Who selects the projects and what criteria are used?

Comenius 1 is a "decentralised" Action within the SOCRATES programme. This means that the selection of applications, as well as contracts and payments are managed by a National Agency in each participating country. The selection is carried out by the National Agencies in two phases: first they carry out the assessment at national level; then, the National Agencies of all the countries involved in a project consult with each other to take a final decision on the project concerned.

Priorities

In addition to the general selection criteria set out in Part I of these *Guidelines*, priority will be given to projects which:

- promote the active participation of pupils with special educational needs;
- promote intercultural education, and help to combat racism/xenophobia;
- actively promote equal opportunities for girls and boys, as well as for female and male staff members;
- involve schools with little or no previous experience of cooperation in transnational projects and which have not previously received a Community grant;
- involve schools/pupils which/who are disadvantaged for socio-economic, geographical or other reasons, and in particular projects enabling schools/pupils which/who are most in need of Community support to participate in transnational cooperation activities.

When schools apply for support for more than one project, priority will be given to projects which are of different types (Comenius School Project, Comenius Language Project or Comenius School Development Project) and in which the partnerships are different.

In *Comenius Language Projects*, priority will be given in addition to projects which:

- involve the least widely used and least taught languages of the EU;
- constitute an innovative approach to educational exchange for foreign language learning;
- involve institutions providing vocational or technical education.

National Agencies will also be able to provide useful information on projects previously carried out in specific thematic areas.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*. There is one closing date early each calendar year, referring to projects to be commenced in the next school year (please contact your National Agency for details).

All pupil and staff mobility must take place within a project and should therefore be described as part of the project application. This does not, however, apply to Preparatory visits (see below) or to in-service training activities for teachers (see Comenius 2).

Which other activities can a school apply for under Comenius 1?

1. Preparatory visits

A school wishing to set up a Comenius 1 project may apply for a preparatory visit grant to enable appropriate staff members and pupils to undertake a preparatory visit of up to one week. This may take either of the following forms:

- a) a visit to one or more eligible schools in one or more other countries participating in SOCRATES;
- b) participation in a partner-finding contact seminar organised by National Agencies or Comenius networks (see Comenius 3 below). Details of the seminars are available on request from National Agencies and Comenius networks.

Preparatory visits allow potential project partners to meet in order to:

- define the aims, objectives and methodology of a future project;
- define partner roles, responsibilities and tasks within a future project;
- develop a work plan and related budget for a future project;
- develop methods for project monitoring, evaluation and dissemination;
- complete the joint application form for project funding.

The preparatory visit grant will contribute to the travel and subsistence costs of those undertaking a preparatory visit.

In the award of preparatory visit grants, priority will normally be given to schools which have not previously participated in school partnerships under SOCRATES. Usually a grant is awarded to just one person per visit, but in exceptional and duly justified cases two persons from the same institution can be awarded a grant to undertake a visit together (either two staff members or one staff member and one pupil).

A school wishing to obtain a preparatory visit grant must apply to its National Agency. The application forms and details of the closing dates for applications are available from National Agencies. These will also give advice on how to search for a suitable partner school by other means, e.g. using the Internet.

2. Hosting Comenius language assistants

Under Comenius 2 (see below), future language teachers may apply for a grant to spend 3 to 8 months as a "Comenius language assistant" at a host school abroad. Such Assistants may be assigned to any school eligible under Comenius 1.

The Assistantship has two main objectives:

- to give the Assistants, who will be future language teachers, the opportunity to enhance their knowledge of other European languages, countries and education systems, as well as to improve their teaching skills;
- to improve the language skills of the pupils at the host school and increase their motivation to learn languages and their interest in the assistant's country and culture.

The host school must designate a teacher to supervise the Assistant, look after his or her welfare, monitor progress and act as a contact person throughout the Assistantship. Schools should also read the "Good Practice Guide for host schools and Comenius Language Assistants", available from National Agencies and at the Comenius website above.

Assistants receive a grant to help cover mobility costs resulting from the Assistantship. This includes travel and a monthly contribution towards subsistence costs. The host school does not receive any financial support to organise the Assistantship, as it will receive full benefit from the presence and the work of the Assistant.

A school wishing to host a Comenius Language Assistant must submit an application to the National Agency in its country. Details of closing dates and the application form to be used are available from the National Agency.

When selecting the schools to receive an Assistant, National Agencies will give priority to applications which:

- show evidence of clear planning and imagination in making the best use of the Assistant's skills within the whole school and, if possible, the local community;
- involve teaching the less widely used and less taught languages of the EU, including the teaching of such languages to prepare pupils and teachers for mobility in Comenius 1 projects;
- encourage the learning of foreign languages at an early age;
- are aimed at helping learners who are less advantaged or who need special support in learning foreign languages.

It should be noted that schools are also eligible to participate in Comenius 2 and 3, and several other Actions of SOCRATES.

COMENIUS 2: TRAINING OF SCHOOL EDUCATION STAFF

AIM OF THE ACTION

The Action known as Comenius 2 contributes to achieving the overall objectives of Comenius by supporting **transnational projects** and **mobility activities** designed to promote the professional development of **all types of staff** involved in school education. All phases and aspects of professional development - initial training, induction, and in-service training are covered.

To this end, Comenius 2 seeks to:

- encourage training providers in different participating countries to work together;
- broaden the supply of training opportunities in areas of particular interest in a European context;
- improve access to training opportunities in other participating countries.

In this way, Comenius 2 helps ensure that teachers and other school education staff have the skills, knowledge and attitudes necessary to provide education of a high quality. In the European context, this means education which:

- is based upon an awareness of good practice in other European countries;
- promotes knowledge about, and openness towards, other European cultures and points of view, and enables the learner to experience them;
- sets the subjects taught at the school in the broader context of European (as well as national) philosophical, cultural, social and economic heritage;
- meets the needs of all pupils and is therefore inclusive of both genders, of ethnic and other minority groups (including specifically the children of migrant workers, Gypsies and travellers and occupational travellers), of widely varying abilities and lifestyles, and of pupils

with special educational needs;

- tackles creatively the issues confronting learning communities across the Union (such as the struggle against social exclusion, the interculturality of education, the need for practical language skills, the effective use of new technologies and so on).

In broad terms, Comenius 2 deals with three interlinked aspects of education in Europe:

- enhancing the quality of the teaching and learning process and reinforcing the European dimension of school education:

for example: activities designed to improve teaching methods or to share best practice on the improvement of quality in school education; work to introduce a European dimension into particular subject areas; dissemination of good practice and sharing of experience on aspects of the management of schools, guidance or counselling; activities designed to meet the requirements of pupils with special education needs; activities to combat the social exclusion of pupils at risk; work on the effective educational use of information and communication technologies;

- promoting quality in the teaching of EU languages:

activities to promote up-to-date training in language-teaching methodologies for all school staff who teach foreign languages, or who teach other subjects through the medium of a foreign language. Particular emphasis is placed on teaching strategies which respond to the varying needs of learners and which are conducive to producing informed, confident and adaptable speakers of foreign languages;

- promoting intercultural awareness in school education in Europe

for example: activities to promote enhanced awareness of different cultures; activities designed to further intercultural education and in particular the fight against racism and xenophobia; improving the skills of teachers in intercultural education; promoting the integration of the children of migrant workers, Gypsies, travellers and occupational travellers.

Two main types of activity are funded under Comenius 2:

- **European cooperation projects** (Comenius 2.1): grants are provided to help cover the costs incurred by a group of institutions or other bodies who work together on a transnational project;
- **Individual mobility activities** (Comenius 2.2): grants are provided to help cover the costs of a person who travels to another participating country to take part in an eligible training activity.

COMENIUS 2.1: EUROPEAN COOPERATION PROJECTS FOR THE TRAINING OF SCHOOL EDUCATION STAFF

What do the projects seek to achieve?

European cooperation projects for the training of school education staff are undertaken by partnerships of eligible organisations from at least three participating countries, at least one of which must be a Member State of the EU. These partnerships work together to improve the training of teachers and other categories of personnel working in the school education sector and to develop strategies to improve the quality of teaching and learning in the classroom.

Each project is expected to give rise to an identifiable outcome – e.g. a curriculum, course, methodology, teaching strategy, teaching material – which meets the training needs of a defined group of educational staff, taking account of the realities of each participating country.

What activities are eligible for support?

Within each project, a partnership may undertake one or more of the following activities:

- the adaptation, development, testing, implementation and dissemination of **curricula**¹², **courses**¹³ (or parts of courses) or **materials**¹⁴ for the initial or in-service training of teachers or other school education staff;
- the adaptation, development, testing, implementation and dissemination of **teaching methodologies** and **pedagogical strategies** for use in the classroom and including the **development of materials for use by pupils**;
- providing a framework for the **organisation of mobility activities** for student teachers, including the provision of practical training periods and the recognition of these activities by the institutions concerned.

The use of all possible methods, including information and communication technologies, for the production and dissemination of training materials to the widest possible audience is encouraged.

Monitoring and evaluation are an important means of enhancing the quality of work carried out by projects. They should therefore be planned from the very start of each project as a continuous project activity. Great importance is also attached to the dissemination of the good quality results produced by projects. For this reason, all projects must include in their work plans clear and on-going strategies for the evaluation and dissemination of project results. For the purpose of dissemination and in order to enhance the impact of the project results, it could for example be envisaged to organise specific “dissemination” events involving interested educational authorities or policy makers to raise awareness of the project's activities and planned outputs. Furthermore, projects aimed *exclusively* at evaluation and/or dissemination of 'products' / results can also be funded. Priority will be given to projects aiming to evaluate and/or disseminate results from *several* former projects, using innovative approaches, with the aim of spreading these results further to other participating countries and/or target groups. Such evaluation / dissemination projects may not constitute a mere prolongation of the project activities supported in previous years. They will be funded for a period of one year.

In addition to these activities, Comenius 2 projects are encouraged to participate in Comenius Networks. These networks, funded under Comenius 3, will organise various activities, including meetings of Comenius projects (see section on Comenius Networks in these *Guidelines*).

What might some typical projects look like?

Each project may combine the above-mentioned eligible activities in any appropriate way. Projects need not necessarily concentrate on only one stage of training: those intending to deal with the whole continuum covering initial training, induction and in-service training will also be encouraged, especially where they focus on a theme which would derive demonstrable benefit from being dealt with in this way.

To give a clearer impression of the kinds of projects which might be developed, the following are some examples of possible approaches. They are, however, **for illustration only**, and other projects will be considered provided that they meet the necessary requirements.

¹² *Curriculum*: 'a programme of subjects to be studied by persons undergoing initial or in-service teacher training'.

¹³ *Course*: 'a coherent series of lessons, lectures, activities, work experience etc. aimed at enabling a person to become an effective teacher or at improving his or her existing teaching skills'. Grants will not be provided for the running of courses. The mobility of individual staff who take part in a course created under this Action may, however, be partly financed by mobility grants under Comenius 2.2.C below.

¹⁴ *Teacher training material*: 'the structured information, knowledge, advice, exercises, evaluation matter and guidance offered to teacher trainees in order to equip them with a necessary skill or skills. Such material may take the form of books, cassettes, videotapes, brochures, websites etc.'

Projects which create, test and deliver training courses for teachers or other educational staff

By analysing the needs of teachers, pooling expertise and studying best practice in several European countries, a partnership could design a training course and create the necessary teacher training materials (accompanied, where appropriate, by materials for pupils). Alternatively, an existing course, provided hitherto in a purely national context, could be adapted by adding the necessary "European dimension" (introduction of comparative elements, extension of the course team to include experts from other countries etc.).

The resulting course would then be delivered over several years by the partner organisations, both during and after the end of the project supported by Comenius 2. It would be open to school education staff from all participating countries. Partnerships should therefore have the capacity and expertise both to update the courses they produce and to deliver them over several years.

Subject to quality control, the course would be included in the Comenius Catalogue; partnerships should therefore make sure that their proposed course meets the criteria set out in the section 'The Comenius Catalogue' below. The training devised may also include a practical training period in a school, or a placement in a company; links with institutions involved in Comenius 1 are encouraged. Courses may be delivered in purely face-to-face mode, or by distance methods or a combination of both.

The mobility of staff who take part in a course created in this way may be partly financed by the individual mobility grants under Comenius 2.2 (see below).

Projects which develop curricula for the initial training of teachers

It is important that courses for student teachers are based on an understanding of good practice in other European countries, and give due emphasis to the European dimension of teaching in general and of the particular subjects which will be taught by the newly qualified teacher.

To address this need, a number of teacher education institutions could work together to identify common needs among groups of trainees and to adapt their existing curricula or develop new curricula for initial teacher training, taking into account best European practice in this field and the results of recent research.

The identification and development of training content with a European dimension could be a particularly important element.

Projects of this kind should foresee the implementation of the new curriculum (or the common elements of the curriculum) in as many as possible of the partner organisations for a number of years and its dissemination to a wider circle of institutions.

Projects which promote the mobility of student teachers

Initial teacher training is organised in many different ways in the countries participating in SOCRATES. This has sometimes made it difficult for student teachers to benefit fully from mobility, which is potentially one of the best ways of providing practical experience of the European dimension of teaching.

To overcome this problem, a Comenius 2.1 project could find new ways, within partnerships of training organisations, to structure the supervised mobility of student teachers. To this end, they could agree on the objectives and content of the training, and organise the exchanges. This would include the preparation, organisation, follow-up and mutual recognition of the training activities, in liaison with the competent national authorities. Where possible, recognition should be arranged through the Erasmus European Credit Transfer System (see section on Erasmus in these *Guidelines*).

The training activities abroad should offer a significant added value to the students' training. They should focus on practical work and observation (rather than theoretical studies) and might include teaching practice (including group teaching), job shadowing and observation of class practice in a school in the host country.

The funding of the mobility of individual student teachers would be provided within the framework of Comenius 2.2.A (see below).

Projects which develop teaching strategies, methods and materials for specific learner groups

It is vital for schools to provide pupils with special educational needs, pupils at risk of social exclusion and the children of migrant workers, Gypsies, travellers and occupational travellers with high quality education, to ensure the interculturality of education and to contribute to combating racism and xenophobia. These challenges call for effective and innovative approaches from schools and teacher training institutions alike.

Projects in this field could develop, test, validate and disseminate transferable organisational strategies and teaching practices for dealing with such issues.

They might also develop innovative materials for training school education staff and related materials for pupils, and provide training for teachers, teacher educators and other multipliers in how to use them in the classroom. These training activities should be relevant to the needs and possibilities of the target audience and should have a potential multiplier effect.

How should a project be organised?

1. Partnership profile

For projects under Comenius 2, a partnership must include a minimum of one eligible institution involved in the initial and/or in-service training of teachers or other categories of school education staff in each of at least three participating countries, of which one or more must be Member States of the EU. This is to ensure that the work of the partnership is based on the exchange of information and good practices from a range of teacher training institutions from across Europe. Partnerships are encouraged to involve a variety of other organisations, including schools.

Partnerships in the field of intercultural education, those working with pupils at risk of social exclusion, and those relating to the education of children of migrant workers, Gypsies and travellers and occupational travellers may be accepted if only one of the partner organisations is directly involved in training of school education staff. They must, however, involve at least three participating countries, including at least one EU Member State. Such projects should demonstrate the support of local, regional or national authorities and are encouraged to work with other relevant bodies, such as:

- social services, housing authorities, health services or the police;

- schools operating in particularly difficult circumstances, e.g. those with many pupils from ethnic minority backgrounds or located in disadvantaged areas with high rates of unemployment, poverty or juvenile delinquency etc.;
- schools with a high percentage of children of migrant workers, Gypsies and travellers or occupational travellers.

One of the institutions or organisations participating in the project must act as the co-ordinator (“co-ordinating institution”). This means taking the lead in preparing the outline of the project with partners, taking responsibility for submitting the project application, ensuring the smooth administration of the project, accounting for the spending of the Community grant and reporting on the project’s outcomes.

2. Eligible institutions

The following types of organisation are eligible to participate in Comenius 2.1 projects:

- institutions or organisations providing initial and/or in-service training for teachers and other categories of school education staff;
- all types of schools, whether providing general, vocational or technical education. This comprises pre-primary, primary schools and secondary schools, including special schools and institutions not normally called schools but which provide education of the type described and below the level of higher education. Both public and recognised private schools are covered;
- other institutions or organisations active in school education (including research centres, training centres active in the field of education management or guidance and counselling, educational authorities and public or private companies);
- authorities, institutions or organisations which are not in themselves educational, but whose action can contribute to developing high-quality education;
- networks, voluntary associations and other not-for-profit organisations and undertakings active in the field of education.

The competent authorities in each participating country specify the organisations and institutions deemed to meet these criteria (check with National Agency for details).

3. Project duration

Projects under Comenius 2 may be supported for a maximum period of three consecutive years.

Who selects the projects, and what criteria are used?

Comenius 2 is a “centralised action” within SOCRATES. This means that projects are selected centrally by the European Commission, assisted by a panel of independent experts. National Agencies may also make their views known.

In addition to the criteria set out in Part I of these *Guidelines*, projects will be assessed in relation to the extent to which they:

- actively involve schools and representatives of the types of staff targeted in the project or have close links with e.g. local or regional authorities, parents and local communities, non-governmental associations or enterprises;
- appear likely to lead to the acquisition of new skills by the staff of the partner institutions.

Particular attention will be given to projects involving some institutions or organisations with little or no previous experience of involvement in European cooperation and which have not previously received a European Community grant for this purpose. For projects targeting the training of

teachers of a foreign language, attention will be given to the languages targeted and priority will be given to the less widely used and less taught languages of the EU.

What financial support is available?

Projects will be funded for a maximum of three consecutive years. Partnerships should specify and justify the intended duration (1, 2 or 3 years) of the project, in their application for support.

Partnerships are encouraged to continue their activities after the Community funding ceases. For instance, the training products produced by a partnership should continue to be used for a considerable period after the end of the project. The same applies to the courses organised by partnerships for the in-service training of staff.

Based on previous experience from the first phase of SOCRATES, grants are likely to vary widely, depending on the type of project concerned. Community financial support will be provided on a cost-sharing basis. Participating institutions / organisations are therefore expected to commit other resources to the project and to declare such other sources of funding.

For the purpose of monitoring and to promote synergy, at least one meeting of project coordinators will be organised by the Commission each contractual year. Project coordinators are expected to attend.

The types of expenditure for which the grant may be used are set out in Part I of these *Guidelines*.

Are preparatory grants available to help set up projects?

Yes. The details of these grants are contained in Part I of these *Guidelines*.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*.

COMENIUS 2.2: INDIVIDUAL TRAINING GRANTS

Under Comenius 2.2, grants are available to enable individuals who are working as teachers or in other capacities in the field of school education (or who are training to qualify for such positions in the future) to carry out various kinds of mobility activities in other participating countries linked to their initial and in-service training.

The table below briefly describes these types of activities, which are explained in more detail in the sections that follow.

	<i>Persons eligible</i>	<i>Type of training activity</i>	<i>Period to be spent in another country</i>
A	Student teacher (any subject)	Initial teacher training	1 – 10 weeks
B	Future teacher of foreign languages	Comenius Language Assistantships	3 – 8 months
C	Teachers of any subject, and other categories of staff involved in the school education sector	In-service training courses (possibly including placement in commerce or industry or public sector)	1 – 4 weeks

In addition to the grants available under Comenius 2.2, it should be noted that:

- the Erasmus Action within SOCRATES provides funding for the general mobility of students, including student teachers, which normally lasts 3-10 months;
- Teaching and contact visits of various kinds are also available for school teachers under Comenius 1 (school partnerships). These are, however, carried out within specific projects and are for the purpose of teaching and organisation, not for the in-service training of the teachers concerned.

A. INDIVIDUAL GRANTS FOR INITIAL TEACHER TRAINING

The objective of this Action is to encourage student teachers to gain an understanding of the European dimension to teaching and learning, via a period of supervised study and, where possible, practical training in another participating country.

Who may participate?

This Action is open to all persons registered at an institution taking part in a Comenius 2.1 project to promote the mobility of student teachers, provided they are enrolled in a course leading to a qualification to practise as a teacher. The course should usually include practical training in the methodology of teaching.

What training is on offer?

Student teachers receive grants to enable them to undertake a period of 1 - 10 weeks of practical training and study in another country participating in SOCRATES.

This period will be an integral part of their overall training and therefore properly certified and recognised. It will usually involve visiting schools in the host country, spending an extended period observing and/or working as an assistant teacher at one of these schools, and studying under the supervision of a teacher training institution in that country.

Who selects the persons to receive a grant and what criteria are used?

Applicants are selected by their home institution. In addition to the general eligibility criteria for SOCRATES described in Part I of these *Guidelines*, applicants will also be selected on the basis of academic performance and motivation.. Priority will be given to applicants from disadvantaged socio-economic backgrounds. Priority will usually be given to those who have not previously received a Comenius grant.

What financial support is available?

The grant awarded will be so calculated as to provide travel costs to and from the host country at the beginning and end of the period of training, as well as a sum to help cover subsistence costs in the host country. The precise amount will depend on the country in which the training is to be undertaken and the duration of the training period.

How and when to apply for a grant?

Applications for support must be made to National Agencies by the institution at which the candidate is enrolled. National Agencies will provide details of the closing dates for applications.

B. COMENIUS LANGUAGE ASSISTANTSHIPS

The Comenius Language Assistants scheme, the successor of the earlier Lingua Assistants scheme under the first phase of SOCRATES (1995-1999), has the following main objectives:

- to give future language teachers the opportunity to enhance their knowledge of foreign languages, other European countries and other education systems, as well as to improve their teaching skills;
- to improve learners' language skills and increase their motivation to learn languages and their interest in the Assistant's country and culture.

Comenius Language Assistantships have very close links with Comenius 1. Please also read the *Guidelines for Applicants* for that Action.

Who may be selected as a Comenius Language Assistant?

Persons selected as a “Comenius Language Assistant” are:

- future teachers of an official EU language or Irish or Luxembourgish, or one of the official languages of the participating EEA/EFTA countries or of the pre-accession countries as a foreign language. Such persons must hold or have been studying for at least 2 years towards a qualification as a foreign language teacher;
- teachers – including primary and special education teachers – who might be required to teach a foreign language in future;
- teachers who may be required to teach a non-language subject through a foreign language.

Applicants must never have been previously employed as a foreign language teacher.

What does a Comenius Language Assistantship consist of?

- Comenius Language Assistants spend between three and eight months at a host school or adult education establishment (though not at a higher education institution) in a participating country other than their own.

The host institution designates a fully qualified and experienced teacher to act as a **supervisor** for the Assistant. Upon arrival, the Assistant establishes with the supervisor an **agreement** specifying the rights and obligations of the Assistant and host institution and containing a work programme covering the duration of the Assistant’s stay.

The tasks to which a Comenius Language Assistant may contribute include:

- improving pupils’ comprehension and expression in the language/s which the Assistant will teach in his/her future career and in the Assistant’s mother tongue (the host institution must in all cases encourage the Assistant to teach his or her mother tongue);
- providing support for disabled or less advantaged pupils, and pupils experiencing difficulties with foreign language learning;
- providing information on the Assistant’s country of origin;
- producing teaching material;
- introducing or reinforcing the European dimension in the host institution;
- helping to prepare and/or implement a Comenius 1 project between the host school and a school from the Assistant’s home country.

Throughout the course of their duties, Comenius Language Assistants should be fully integrated into school life and should be encouraged to play a role in the local community. Sometimes, a Comenius Language Assistant may be based at more than one school, either to give extra variety to his/her work or to meet the particular needs of neighbouring schools. Assistants may not work in more than three schools during their Assistantship. In this case, one of the schools involved must coordinate the Assistantship and provide the Assistant with a supervisor.

Who selects the Assistants, and what criteria are used?

Applicants are selected by National Agencies. In addition to the general eligibility criteria for SOCRATES described in Part I of these *Guidelines*, applicants will be selected on the basis of academic performance and motivation. Priority will be given to applicants from disadvantaged socio-economic backgrounds.

Priority will be given to future teachers who are willing to undertake Assistantships in host countries where one of the main languages is a less widely used and less taught language of the European Union.

Assistantship grants will not be awarded to persons who have already received a Comenius grant for this purpose in a previous year.

Financial support

The grant awarded is intended to cover the cost of return travel to the host institution and a contribution towards subsistence expenses. It will normally cover the cost of essential items such as lodging, food and local travel.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*.

For further practical information, please see the “Guide to Good Practice” for Comenius Language Assistantships, available from National Agencies or on the Comenius website above.

Schools wishing to host an Assistant should consult the section of these *Guidelines for Applicants* on Comenius 1 above for further information.

C. INDIVIDUAL GRANTS FOR IN-SERVICE TRAINING

The objectives of this Action are to encourage participants to improve their knowledge and skills, to gain a broader understanding of school education in Europe, and to gain an understanding of the European dimension to their work.

Grants are available to enable teachers or other categories of staff working in the school education sector to participate in in-service training activities (« courses ») lasting between one and four weeks in a country other than the country in which they normally work.

The course may in some cases take the form of a placement in commerce or industry, or a public or non-governmental organisation, which may include an educational establishment, where this is considered to be conducive to achieving the objectives mentioned above.

Each course is preceded by a period of preparation and followed by a period of follow-up. These phases of work take place in the participant’s home country.

In some respects arrangements for language teachers differ slightly from those for teachers of other subjects. Details are given at the appropriate places in the text below.

Who may participate?

General in-service training courses

To be eligible for a grant to participate in an in-service training course not aimed at language teachers, applicants must belong to one of the following categories of staff:

- teachers (including those in pre-school and vocational education);
- head teachers, education managers, school inspectors, counsellors or careers advisors;
- staff working with pupils at risk of social exclusion, such as mediators and street educators;
- staff involved in intercultural education or working with children of migrant workers, Gypsies and travellers, and occupational travellers;

- staff working with pupils with special educational needs;
- additional categories of school education staff at the discretion of national authorities.

Language teacher training courses

To be eligible for a grant to participate in an in-service training course for language teachers, applicants must be one of the following:

- a qualified and practising teacher of an official language of the EU (or Irish or Luxembourgish) as a foreign language;
- a trainer of foreign language teachers;
- a teacher re-training as a foreign language teacher;
- a primary or pre-primary teacher whose responsibilities include or will in the future include teaching foreign languages;
- a teacher of other subjects through the medium of a foreign language;
- a language teacher re-entering the profession after a period away from teaching;
- an inspector or advisor in the field of language teaching.

Please note that the cost of foreign language training to facilitate teachers' involvement in Comenius 1 projects, is an eligible expense under Comenius 1, but cannot be funded under the present Action Comenius 2.2.C.

What kind of training is available?

Grants are awarded to enable participation in training courses or other activities which appear suitable for achieving the applicant's stated in-service training objectives and which comply with the necessary quality criteria.

Course organisers are encouraged to accredit attendance at courses. This accreditation may be taken into account for the purposes of the teacher's career progression, salary, etc, at the discretion of the competent authorities in the participant's country.

To be eligible for a grant, participants must be willing, in addition to attending the course, to undergo a period of preparation in their home country, and a period in which they put into practice their newly acquired knowledge and skills and report on their progress after the course. These important elements, which are intrinsically linked to the course, will usually be arranged by the training provider, often by distance learning methods. Training providers will also be encouraged to establish networks of trainees for the purpose of mutual support and study.

An on-line database of training courses developed within the framework of Socrates European cooperation projects exists to help teachers identify those courses that are eligible for funding under this Action and which most meet their training needs. The database can be accessed from the Comenius website at the following address: <http://comcdb.programkontoret.se>. You may also apply for a grant to attend a course or training activity which does not appear in the database. National Agencies will in all cases determine whether the training applied for is appropriate for your needs.

What criteria must the training meet?

- **Content:** Eligible training activities, including those aimed at language teachers, must concentrate on providing participants with practical teaching skills, techniques and

methodologies. However, training activities concerned with school management as well as topics on European integration, gender education and intercultural education, for example, are also eligible. Grants will not normally be awarded to persons wishing to participate in courses designed to improve foreign language competence alone, except for a few courses for teachers of a less widely used and less taught language of the EU, which is not a national language of their country of residence.

- **Location:** The training must be delivered in one of the countries participating in the Socrates programme. Courses in teaching foreign languages should normally but not necessarily take place in a country where the target language is spoken and taught.
- **Duration:** minimum one week (i.e. five full working days excluding time for travel), maximum four weeks.
- **Language:** The training must be provided in one (or more) of the official European Union languages (Luxembourgish and Irish are also eligible when the training concerns these languages).
- **Evaluation:** The training must include an evaluation session at the end of the activities.

Who selects the persons to receive a grant and what criteria are used?

Applicants are selected by National Agencies. In addition to the general eligibility criteria for SOCRATES described in Part I of these *Guidelines*, the Agencies will pay particular attention to the compatibility of the course with the applicants' stated training objectives and applicants' capacity to demonstrate how they / their school will benefit from the training requested. Priority will be given to applicants applying to attend courses included in the on-line database, provided that these are offered in a subject and language suitable to the applicant.

In the area of language teaching, priority will be given to applicants wishing to undertake courses conducive to improving their teaching of less widely used and less taught languages of the EU and to diversifying the range of languages taught at their institution.

It is intended that the resources allocated to this Action reach as many individuals as possible. For this reason, a grant will not be awarded to a person who has already received a SOCRATES grant for in-service teacher training within the past 3 years, under whatever part of the programme.

What financial support is on offer?

The grant awarded will be so calculated as to help cover:

- travel costs to and from the country where the course is organised;
- subsistence costs;
- language preparation costs;
- course fees where appropriate.

in accordance with guidelines for National Agencies agreed at European level.

How and when to apply for a grant?

The procedure to apply for a grant is as follows:

- 1) Identify a suitable training activity, by consulting the on-line database through the Comenius website or any other source of information on in-service training, notably National Agency websites. You should obtain information about the availability of places directly from the course organiser concerned.
- 2) Submit your completed application form by the appropriate closing date to the National Agency in your country.
- 3) As soon as your National Agency approves your application, inform the course organiser who will register you for the course, provided places are still available.

COMENIUS 3 - COMENIUS NETWORKS

What do the networks seek to achieve?

Comenius 3 encourages the networking of Comenius projects on subjects of common interest with the aim of promoting European cooperation and innovation in school education in various thematic areas. Such networks will constitute:

- a platform to assist the persons and institutions involved in Comenius in strengthening their cooperation, and enabling them to maintain and consolidate their European cooperation beyond the period of Community support for their specific projects;
- a forum for joint reflection and cooperation in identifying and promoting innovation and best practice in the thematic area concerned.

To be eligible for support, the partnership proposing to develop a network must include at least one organisation from each of six different countries participating in SOCRATES. Most participants in the networks will be educational establishments which are currently taking part in projects under Comenius 1 or 2, or which have finished such projects, or which are engaged in initiating new projects under one or both of these Actions. Their work will be further enriched by other organisations with particular expertise in the field concerned. Educational specialists and decision-makers participating in the Arion study visits in SOCRATES may also be involved.

The co-ordination of a Comenius network must be undertaken by an institution with a strong organisational base. For this reason, the Commission prefers that this rôle should not normally be exercised by a school, but rather by a public authority, a higher education institution, a teacher training institution, a research centre etc.

What activities are eligible for support?

The activities carried out by Networks, and for which the grant may be used, typically include the following:

- activities to facilitate and enhance European cooperation, such as exchanging information, training of project co-ordinators, promoting new projects, disseminating project results and good practice;
- activities to promote educational innovation and best practice in the thematic area concerned, such as comparative analyses, case studies, formulating recommendations and organising working groups, seminars or conferences;
- activities relating to project co-ordination and management.

As a minimum, each network will be expected to:

- establish a website and other appropriate tools to support information exchange and dissemination;

- produce an annual report on the state of innovation in its area of activity;
- provide the 'players' in Comenius with full information about the network's events and activities;
- organise an annual meeting of Comenius projects working in the thematic area of the network. This meeting can be in the form of an open seminar or conference, combining several objectives of the network;

For the purpose of monitoring and to promote synergy, at least one meeting of network coordinators will be organised by the Commission each contractual year. Project coordinators are expected to attend.

Other parts of SOCRATES, such as Erasmus, Grundtvig, Lingua and Minerva, will also be supporting networks focussing on specific target groups or thematic areas. Beyond the SOCRATES programme, there are also other school networks promoting European cooperation. Comenius networks will be encouraged to establish cooperation and information exchange with such networks where appropriate.

What financial support is available?

Network projects will be funded for a maximum of three consecutive years. Partnerships should specify and justify the intended duration (1, 2 or 3 years) of the project, in their application for support.

Funding for a further period of up to three years will be subject to a new application and work programme, with financing possibly decreasing.

Based on previous experience, grants are likely to vary widely, depending on the type of project concerned and on the size and geographical coverage of the network. Community financial support will be provided on a cost-sharing basis. Participating institutions / organisations are therefore expected to commit other resources to the project and to declare such other sources of funding.

In order to avoid becoming too dependent on Community financing, each network should develop from the beginning a strategy for enabling it to continue once Community support has finished or been greatly reduced.

All persons and institutions participating in Comenius are encouraged to participate in the activities organised by Comenius Networks. The cost of such participation will be eligible for funding from the budget of their projects. In the case of projects for which the Community funding has finished, such participation can be financially supported from within the grant provided for the Network.

The types of expenditure for which the grant may be used are set out in Part I of these *Guidelines*.

Are preparatory grants available to help set up networks and network projects?

Yes. The details of these grants are contained in Part I of these *Guidelines*.

Who selects the Network projects, and what criteria are used?

Comenius 3 is a "centralised Action" within SOCRATES. This means that projects are selected centrally by the European Commission, assisted by a panel of independent experts.

In addition to the criteria set out in Part I of these *Guidelines*, projects will be assessed in relation to the extent to which they:

- have a convincing development strategy specifying how the network is to be established and extended over time. For example, a Network may start with one or more sub-areas of a broad thematic area and extend progressively; it may start with a number of Comenius projects, countries or existing networks related to school education;

- have a sound strategy for sustaining the Network after the financing provided by the Community has finished or been substantially reduced;
- demonstrate an awareness of the state-of-the-art in the thematic area concerned (state of innovation, key players, the kind and number of projects potentially interested in joining the network etc.);
- demonstrate how information and communication technology, in particular the Internet, will be used to establish links between Comenius project partnerships within the Network and in more general terms to help achieve the Network's objectives. Particular attention should be given to making the best use of already existing Web services and Internet-based collaborative working tools.

Comenius Networks are designed to develop cooperation in specific thematic areas of particular importance to school education in a European context. They will therefore target priority thematic areas for Comenius as a whole, such as citizenship, intercultural education, the learning of languages, the educational use of information and communication technologies, environmental education, cultural heritage, science and technology, school improvement, the future role of the teacher.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*.

Candidates are advised to consult the Comenius website (see above) in order to obtain information on the Comenius 3 action and on existing Comenius Networks and projects.

ERASMUS: HIGHER EDUCATION

OVERALL OBJECTIVES AND STRUCTURE

The higher education Action of SOCRATES, entitled Erasmus¹⁵, seeks to enhance the quality and reinforce the European dimension of higher education, by encouraging transnational cooperation between universities¹⁶, boosting European mobility and improving the transparency and full academic recognition of studies and qualifications throughout the Union.

Erasmus provides mobility grants to many thousands of students and teachers, but is also concerned with enhancing the European dimension of studies for those students and teachers who do not directly participate in exchanges. In this context, intensive programmes, the development of new and/or improved curricula through transnational cooperation and the development and consolidation of pan-European thematic networks are strongly emphasised.

Erasmus is open to all types of higher education institutions and addresses all disciplines and levels of studies, including the doctorate.

Erasmus consists of three interrelated sub-actions:

- Erasmus 1: European inter-university cooperation
- Erasmus 2: Mobility of students and university teachers and organisation of mobility
- Erasmus 3: Thematic networks.

However, this formal distinction is not of practical significance for the applicant. Support under the three sub-actions can only be applied for if the institution is a holder of an Erasmus University Charter.

¹⁵ Desiderius Erasmus (1469-1536) dedicated his life to the reconciliation of humanist and Christian thought within a universal concept of wisdom which he saw as the key to promoting mutual understanding between peoples. Equally well versed in theology, education, rhetoric and classical studies – and also a brilliant satirist who found himself in frequent conflict with establishment and fellow reformers alike – Erasmus of Rotterdam studied and taught in France, England, Italy, Switzerland and what is now Belgium – a true precursor of today's "Erasmus" scheme.

¹⁶ The term "university" denotes all types of higher (tertiary) education institutions which offer qualifications or diplomas at that level in the participating countries. The eligibility of institutions is determined by the competent national authorities.

A. GENERAL PROVISIONS CONCERNING ALL ERASMUS ACTIVITIES

1. THE ERASMUS UNIVERSITY CHARTER

The Erasmus University Charter (EUC) provides the general framework for all European cooperation activities a higher education institution wishes to carry out within the Erasmus action. It replaced the Institutional Contract in the academic year 2003/04.

Any higher education institution which wishes to participate in Erasmus activities needs to have an EUC. The Erasmus University Charter sets out the underlying fundamental principles on which all Erasmus activities are to be based.

Eligibility and Selection criteria

Applications for the Erasmus University Charter can be submitted by all types of higher education institutions located in countries which are eligible for participation in the Socrates programme. The institution must be recognised as an institution of higher education eligible for participation in the Socrates Programme by the competent authorities of the country where the higher education institution is located.

The National Agencies will provide more information concerning the eligibility status of the higher education institution which wishes to submit an application for an EUC.

The EUC, once awarded by the Commission, is valid until the end of the Socrates programme. However the Commission may decide to withdraw the Charter from an institution which fails to comply with its provisions.

Institutions which are holders of an EUC are entitled to apply for funding for the following Erasmus activities:

- Erasmus student mobility (SM) and teaching staff mobility (TS), as well as for the organisation of such mobility (OM)
- activities related to the introduction, implementation and/or extension of the European Credit Transfer System (ECTS)
- Curriculum Development projects (CD) Intensive Programmes (IP) and Thematic Networks (TN) under Erasmus if they wish to coordinate the project.

Each of these activities is described in detail under Section B below.

The European Policy Statement:

When applying for an Erasmus University Charter the higher education institution is required to develop and include a European Policy Statement (EPS), in which the university describes the overall European cooperation strategy that underlies all its Socrates cooperation plans.

The EPS includes :

- an analysis of the current situation of the higher education institution's international cooperation in the context of national, international and European development
- a definition of the higher education institution's aims and objectives and priorities with a special focus on promoting activities in the Socrates Programme and information on how the EPS has been developed and how it will be implemented in the institution
- measures which will ensure high quality in student and staff mobility and in Erasmus cooperation projects

The EPS is a means of judging coherence between the activities the institution intends to introduce, and the way in which these relate to the overall strategy of the institution. This concerns notably its Erasmus activities, such as involvement in mobility, curricular development projects and thematic networks.

Responsibilities of institutions which hold an EUC:

Each university's main responsibility is to carry out effectively the activities for which Community support is provided and observe the provisions as laid down in the Erasmus University Charter. This entails:

- to respect and observe the principles of Erasmus mobility;
- to ensure support for Erasmus Transnational Projects in particular by providing the necessary support for staff engaged in approved Transnational Projects
- to inform its Erasmus students and teachers of the terms and requirements for Student and Staff mobility
- to comply with the regulations on mobility set out in the contract between the institution and the National Agency

The EUC holder shall make every effort to ensure high quality in organising Erasmus Student and Staff mobility according to the EUC provisions and it shall respect the transversal Community policies.

2. APPLICATION AND SELECTION PROCEDURES: GENERAL PROVISIONS

The universities submit their application for an Erasmus University Charter (EUC) to the European Commission.

Application and selection procedures for the different Erasmus activities are as follows.

- CD and IP project proposals are subject to a centralised single-phase procedure.
- TN project proposals follow a centralised two-phase procedure.
- OM and EILC activities follow a decentralised procedure managed by the National Agencies
- SM and TS grants are managed in a decentralised way under the responsibility of the National Agencies. The NA usually delegates responsibility for application and selection procedures of the individual applicants to each sending university.
- ECTS activities follow either centralised or decentralised procedures depending on the type of activity (see section 6 below for more details).

3. FINANCIAL SUPPORT: GENERAL PROVISIONS

The *Erasmus University Charter (EUC)* entitles the university to submit applications for any Erasmus activity. It is a kind of entry ticket. Financial support is provided for the selected activities for the duration of the activity concerned.

For *Intensive Programmes (IP)*, *Curricular Development projects (CD)* and *Thematic Networks (TN)*, funding is provided directly by the Commission, on an annual or multiannual basis. The application must include a work plan and budget covering the full duration of the activity (up to a maximum of three years). Contracts for IPs will be annual while contracts for CDs and TNs will be multiannual. The grant for the project is paid to the co-ordinating institution, which should distribute the funds to the partner institutions.

Funding for "mobility activities", i.e. grants for student mobility (SM), teaching staff mobility (TS), as well as support for the organisation of mobility (OM), is provided on an annual basis via the National Agencies in each of the participating countries. When allocating grants to the universities, NAs take the number of students and teaching staff sent under Erasmus in the previous years as a basis for the calculation of the amount. Other factors may also be taken into account.

Arrangements for funding for *ECTS-related activities* and *Erasmus Intensive Language Courses (EILCs)* are detailed in sections 6 and 7 below.

B. DETAILS OF ACTIVITIES ELIGIBLE FOR COMMUNITY SUPPORT

1. JOINT DEVELOPMENT (OR IMPLEMENTATION / DISSEMINATION) OF CURRICULA ("CURRICULUM DEVELOPMENT PROJECTS": CD)

General introduction

Definitions and objectives

Erasmus supports two main types of activities in the area of the joint development and implementation / dissemination of curricula by universities from different participating countries:

- projects for the *joint development of "study programmes"* at intermediate or advanced ("Masters-type") level;
- projects for the *joint development of European "modules"*, including specialised language modules;

In addition, support can be given for the implementation and dissemination of curricular development projects which were developed with support from the ERASMUS programme. A possibility to apply for specific funding for dissemination will be given only until the application round of 2005 for projects completed in the academic year 2004/2005, since curriculum development projects now have to include the dissemination aspect as an integral part of the project.

The purpose of CD grants is to reinforce the quality and European dimension of higher education teaching by combining the expertise and state-of-the-art knowledge of universities from several countries. Particular importance is attached to cooperation with the professional world at regional, national and European level.

CD projects require transnational academic co-ordination by one of the participating institutions. Only the co-ordinating institution of a partnership should submit a proposal for the activity concerned. The co-ordinating institution must have been awarded an ERASMUS University Charter.

A CD project application should take into account the whole development of the curriculum from the early development phase until the subsequent implementation and dissemination. The application can cover a three year period in case of development of a whole study programme and a two year period in the case of the development of a European module.

The implementation and dissemination activities may include: the development of entry tests for students, the preparation of websites for student information, tutoring and guidance, quality assurance mechanisms, accreditation, enlargement of the network of partners, expansion of the CD into sectors like further and adult education, degree award mechanisms, promotion of the CD among possible employers of graduates, organisation of and participation in conferences or workshops to demonstrate the products developed.

Eligibility and Selection criteria applicable to all Curriculum development projects

In addition to the criteria indicated under each of the specific measures below, it should be noted that:

- All CD projects must involve universities from at least three participating countries. In order to enhance the European impact of CD projects, those involving universities from more than three countries may be given priority;
- The Commission attaches particular importance to a reasonable geographical spread of the partnership;
- Particular importance is attached to curriculum development activities which involve enterprises and contribute to enhancing the employability of graduates;
- Notably in the case of European modules, universities' applications will be enhanced by including cooperation with regional agencies and authorities, local enterprises and other types of higher education institutions, such as institutions for professional or vocational training. Applications should demonstrate how the above will contribute to enhancing the quality of education provided and/or to achieving economies of scale;
- Projects making judicious use of new media, such as CD-ROM-based teaching material or interactive Internet-based teaching and learning, and projects leading to cooperation between "conventional" universities and higher education institutions specialising in open and distance learning (including virtual universities), will be particularly welcome. In such cases, applications should demonstrate clearly how the material developed will be integrated into the various types of delivery methods used by the institutions co-operating in the project;

The Commission encourages synergy between curriculum development projects and the results and outcomes of projects implemented by networks. It therefore particularly welcomes proposals for the development of new curricula, which build on the achieved results and recommendations made by Erasmus Thematic Networks and networks developed in other contexts.

Financial support

Funding for curriculum development projects will be provided for a period of up to three years. Since projects for the development of study programmes will usually require more time than those for the development of modules, two to three years should be considered an indicative duration for the "study programme"-type and one to two years an indicative duration for the "module"-type. This period should include also dissemination and implementation activities of the study programme / module. The project application should be submitted for the whole two or three year development period.

The level of support for curriculum development projects depends on the activities planned within the project. Support will be calculated on the basis of the demonstrated need. The grant, which can never be more than 75 % of the eligible project budget, may be spent on staff costs, direct costs (comprising of, for example, travel and subsistence costs as well as equipment expenditure) and overheads.

3.1 Projects for the joint development of "study programmes" at intermediate or advanced ("Masters-type") level

Definition and objectives

This activity involves partner universities from different participating countries working together to modify or adapt existing programmes of study, or to establish new, jointly devised programmes covering all phases of the university curriculum (regardless of how these phases are referred to, i.e. "undergraduate", "graduate"/"Masters-type" and "doctoral"/ "PhD" levels).

The activity seeks to encourage universities to work closely together in order to enhance quality and innovation in programme design and to facilitate full academic recognition of periods of study undertaken abroad. This definition excludes arrangements whereby universities keep an existing degree or diploma unchanged. The partners should include a detailed and convincing plan for the development and the implementation of the programme, taking into account the applicable accreditation procedures in their institutions / countries.

Eligibility and Selection criteria (cf. also the *General introduction to this section above*)

To be eligible for support, proposals must indicate precisely how existing programmes of study will be modified, or - in the case of a new programme of study - summarise the content and structure of the proposed new programme.

Projects concerning programmes at initial and intermediate level, may involve the modification of existing programmes or the combination of existing courses into a new programme. This should have a strong comparative element.

This activity also supports the establishment of new, highly selective degree courses at advanced level ("Masters-type"), which seek to respond to European shortages of highly qualified human resources by pooling transnational expertise in the specialised fields concerned. Applications for this type of programme should include a needs analysis addressing in particular the issue of a shortage of human resources at European level in the specialisation concerned and setting out how the proposed programme would respond to this shortage.

For such projects, the programme proposed for funding must be new, should normally comprise one to two years of course-work, and should include a core to be shared by all the partner institutions involved. The project must envisage the development of a full degree programme, not merely limited course modules or units. All participating institutions should commit themselves to the implementation of the programme and the recognition of the resulting qualification, according to the rules and procedures in their respective countries.

The Commission encourages applications concerning projects that aim at developing or revising 'joint' programmes of study which will be delivered by partner institutions in a genuinely integrated manner. Such study programmes can be characterised by student and staff mobility, joint delivery of parts of the course as well as agreement on admission criteria, learning outcomes (competencies), assessment, quality assurance and recognition. The students would receive multiple or joint degrees, recognised by the participating institutions and countries. Such joint programmes may concern first cycle (bachelor), second cycle (master) or third cycle (doctoral) studies. Special attention will be given to joint programmes at second cycle (master) level.

Support can also be given to projects in which partner institutions cooperate to develop or revise 'stand alone' programmes of study which fit the Bologna format and address educational and societal needs.

Note: where the proposed curriculum development activity concerns exclusively the training of school education staff, applicants are advised to read carefully the *Guidelines for Applicants* for "Comenius 2" within the School Education Action of SOCRATES and to consider whether their project would be better suited to that part of the programme.

3.2 Projects for the joint development of "European modules"

Definition and objectives

In developing European modules, universities should seek to promote the European dimension in the curriculum across a wide range of disciplines in order to provide a significant proportion of students with a European perspective on their specialist subject areas. The modules created should aim to raise students' awareness of European culture, institutions and linguistic diversity, in recognition of the fact that only a limited proportion of the student population is able to participate in exchange programmes.

Modules may focus on one or more of the following:

- the history, society, culture, politics or economics of European countries;
- aspects of European integration such as Community Law, European economics or the organisation and history of the European Union;
- comparative aspects or elements relating to the content of a given discipline area in different participating countries;
- the development of specialised language modules relating to the content of a given discipline, which are integrated into the programme of study of that discipline (the language concerned must be one of the official languages of the European Union).

Eligibility and Selection criteria (cf. also the General introduction to this section above)

Evidence must be provided that the proposed modules constitute an innovation for the universities concerned and will have an impact on a substantial proportion of students within the discipline(s) involved. All participating universities must demonstrate that they will include the module(s) as integrated elements within their respective degree programmes.

Particular attention will be given to modules which cover knowledge from several subjects and/or are open to students from several subjects. The contribution of each institution participating in the development of the module(s) must be clearly defined. As far as discipline-specific language modules are concerned, priority will be given to initiatives relating to the less widely used and less taught languages of the Union.

2. INTENSIVE PROGRAMMES (IP)

Definition and objectives

An Intensive Programme is a short programme of study which brings together students and staff from universities in different participating countries in order to:

- encourage efficient and multinational teaching of specialist topics which might otherwise not be taught at all, or only in a very restricted number of universities;
- enable students and teachers to work together in multinational groups and so benefit from special learning and teaching conditions not available in a single institution, and to gain new perspectives on the topic being studied;
- allow members of the teaching staff to exchange views on teaching content and new curricula approaches and to test teaching methods in an international classroom environment.

Universities organising an IP should ensure that the programme has the full backing of the faculty in the relevant field at the university where it is taking place, and that academic staff and students from the host university are among the participants.

An IP can be a one-off activity or repeated over a number of years. In the case of a multiannual IP (maximum duration is three years), the work plan included in the application should indicate the subsequent years in which the IP will take place. Grants for IPs are annual. Therefore, an application has to be presented annually, with a budget which covers the contracting period applied for.

IPs require transnational academic co-ordination by one of the participating institutions. Only the co-ordinating institution of a partnership should submit a proposal for the IP.

Eligibility and Selection criteria

IPs must last between 10 continuous working days (i.e., separated only by a weekend) and 3 months and must involve students and teaching staff from universities in at least three participating

countries (including the co-ordinating institution). The number of students from countries other than the country in which the Intensive Programme is taking place must not be less than 10. An IP may not consist of research activities or conferences. The following desirable features should be noted:

- In order to enhance the European impact of IPs, those involving universities from more than three countries may be given priority;
- The ratio of staff to students must be such as to guarantee active classroom participation and to promote an element of curricular development in the implementation of the IP; an indicative figure of 1 teacher to 5 students may be helpful for applicants;
- The IP should be integrated in the study programme of the participating students. IPs for which the students receive full academic recognition are particularly encouraged;
- Self-evaluation of IPs, for example through questionnaires to be filled in by participating students and teachers, is encouraged and results of the evaluation should be included in the co-ordinating university's report on the implementation of the IP;
- Particular consideration will be given to IPs in subject areas which do not readily lend themselves to extended periods of study abroad for their students;
- IPs which contribute to the dissemination of knowledge in rapidly evolving and new areas will receive special consideration;
- Special consideration will also be given to IPs which clearly demonstrate elements of joint development of curricula.

Financial support

Community support will be provided for helping to implement Intensive Programmes. Grants have to be applied for annually, but an IP can be funded during two or three successive years, provided that each year the group of participants is different and/or that different (but possibly related) themes are treated. The IP may take place in an institution other than the co-ordinating institution, or even in a different country, but the co-ordinating institution remains responsible for the implementation of the activity, the use of the grant and the reporting to the Commission.

Grants may be used to help cover the organisational costs of an IP (such as production of documents or educational material, management of project secretariat and administration tasks, costs related to meetings for preparing or evaluating the programme and costs related to producing, translating and disseminating information and teaching material) as well as transnational travel and subsistence costs of teaching staff and students directly related to the participation of the IP. The basis for the grant calculation is the applicant's estimation of the eligible project costs. For organisational costs and subsistence costs, ceilings will be applied. These ceilings are explained in detail in the application forms and instructions for applicants.

The grant for an IP is paid to the co-ordinating university, which distributes the funds to the participants. Students and teachers are not entitled to use their mobility grants (see sections 4 and 5 below) to cover the costs of attending an IP, though there is no objection to a mobile student or teacher attending an IP which happens to take place at the host institution during the normal mobility period for the student or teacher concerned.

3. STUDENT MOBILITY

Definition and objectives

The objectives of Erasmus student mobility are:

- to enable students to benefit linguistically, culturally and educationally from the experience of other European countries and of their academic fields of study;
- to promote cooperation between institutions and to enrich the educational environment of the host institution;

- to contribute to the enrichment of society in general by developing a pool of well-qualified, open-minded and internationally experienced young people as future professionals;
- to contribute, where possible, to the costs of mobility and to help facilitate a period of study abroad for students who otherwise might not be able to do so;
- to facilitate credit transfer and academic recognition of study periods abroad.

Eligibility criteria - to be considered an Erasmus student

Students undertaking a programme of Erasmus study at a participating university are regarded as “Erasmus Students” provided the following conditions are fulfilled (regardless of whether or not they actually receive an Erasmus student mobility grant):

- the student complies with the criteria regarding their nationality (see Part I of these *Guidelines for Applicants*);
- the student has completed at least the first year of university studies;
- the student is registered in a formal programme of study at higher education institution, leading to a degree or diploma up to and including doctoral level, recognised by the participating country in which the student is registered;
- Erasmus student mobility is based on inter-university agreements between participating institutions each of which holds an Erasmus University Charter;
- the period of Erasmus study abroad is between three months and a year;
- the period abroad is an integral part of the programme of study at the home university;
- full academic recognition is given for the study period abroad, i.e. the home university is committed to ensuring that the period of study undertaken abroad (including examinations or other forms of assessment) is recognised as replacing a comparable period of study (likewise including examination or other forms of assessment) at the home university. The student must be provided with an agreed, written Learning Agreement regarding the content and requirements of the courses to be followed abroad. At the end of the period of study abroad, the host university must provide the incoming Erasmus student and the student’s home university with a transcript confirming that the agreed programme of study has been completed and listing the results;
- no university fees (for tuition, registration, examinations, access to laboratory and library facilities etc.) are to be paid at the host institution. However, small fees may be charged for costs such as insurance, student unions and the use of miscellaneous material such as photocopiers, laboratory products etc., on an equal basis with local students according to national legislation. The sending institution may continue to charge university fees to its outgoing students;
- the payment of national grants and loans to outgoing students should be maintained;
- the student must have acquired a sufficient knowledge of the language in which the courses to be attended will be taught.

No student is allowed to participate in a second period of Erasmus mobility.

A study abroad period under Erasmus may include a work placement, provided that the work placement is followed or preceded by a minimum period of study abroad of three months and that it is recognised as an integral part of the student’s programme by his/her home university.¹⁷

¹⁷ Additional support for Community-funded work placements which are not necessarily accompanied by periods of study abroad is provided within the framework of the Leonardo da Vinci programme (see Annex 4 to these *Guidelines*).

Financial support

Student mobility under Erasmus is managed by the National Agencies (NA) designated by the participating countries. Within the guidelines agreed at Community level, the procedures for awarding student mobility, and the level of any grants awarded may vary. NAs may choose to allocate grants directly to students but most do so indirectly via the sending university.

Grants awarded are intended as a contribution towards the extra costs involved in study abroad and should not be expected to cover costs which students would normally incur at their home institution. The amount awarded varies significantly from country to country.

In awarding Community grants, the NA and the universities may take account of the economic situation of students.

The status of an "Erasmus Student" does not depend on the student's being awarded an Erasmus mobility grant.

Universities are urged to encourage participation in mobility by students with disabilities. Applications for additional grants for disabled students should be submitted to the National Agency in the sending country.

Erasmus students going to countries where the national language is one of the less widely used and taught languages, may be provided with additional support to attend an intensive four- to eight-week language course in the host country prior to the normal Erasmus study period.

4. TEACHING STAFF MOBILITY

Definition and objectives

The objectives of Erasmus teaching staff mobility are:

- to provide teaching staff with opportunities for professional and personal development;
- to encourage universities to broaden and enrich the range and content of courses they offer;
- to allow students who are not able to participate in a mobility scheme, to benefit from the knowledge and expertise of academic staff from universities in other European countries;
- to consolidate links between institutions in different countries;
- to promote exchange of expertise and experience on pedagogical methods.

Teaching assignments which are for less than the standard minimum duration of one week shall include at least eight teaching hours. Teaching assignments shall not exceed a maximum of one full semester (six months).

Eligibility and selection criteria

Teachers undertaking a period of teaching in a partner university must be fully integrated into the department or faculty of the host institution. This means that :

- the mobility assignments to be carried out are based on inter-institutional agreements between institutions which hold an Erasmus University Charter;
- the partner universities and the individual teachers must have agreed in advance on the programme of lectures to be delivered by the visiting teachers.

In the selection process, priority should be given to mobility assignments which will also:

- ensure that the visiting teacher's contributions will be an integral part of a diploma programme of the host institution;
- will lead to the production of new teaching material;

- will be used to consolidate and extend links between departments and faculties and to prepare for future cooperation projects between the sending and host university.

Financial support

Teaching Staff mobility grants available under Erasmus are managed by the National Agencies (NA) designated by the participating countries. Within the guidelines agreed at Community level, the procedures for awarding grants and the level of the grants themselves may vary. Grants are normally awarded via the sending university.

Community grants are intended as a contribution towards the additional costs involved in teaching abroad. The number of mobility grants awarded to institutions by National Agencies will depend mainly on the number of outgoing teachers in previous years. Universities should note that they are expected to make a contribution towards the mobility costs of their teaching staff from sources other than Erasmus.

5. ORGANISATION OF MOBILITY OF STUDENTS AND TEACHING STAFF (OM)

Definition and objectives

The “organisation of mobility of students and university teaching staff” (OM) involves supporting universities in creating optimal conditions, through quality support measures, for students and teachers to undertake periods of study / teaching at partner universities in other participating countries.

Organisation of Mobility can include the following non-exhaustive list of activities:

- provisions for selection of students and teaching staff to take part in the mobility activities;
- providing adequate linguistic preparation for mobile students and teachers;
- providing information and assistance to students and teachers: e.g. introduction to the host university, academic advice to students, assistance with practical matters such as accommodation, social security, residence permits, travel, provision of tutor/mentor for incoming students.
- academic and organisational arrangements with partner institutions (e.g. for students, the academic recognition of study periods abroad; for teachers, the inclusion of courses taught in the regular programme of the host university; arrangements for student and course assessment, etc.; this may involve visits to partner institutions);
- development and use of European Credit Transfer System (ECTS) and the Diploma Supplement;
- agreements with students on an individual work programme and on the workload required to pass any examinations or other forms of assessment (i.e. learning agreements);
- provision of transcripts to incoming students after completion and assessment of coursework;
- agreements with teachers on the lecture hours to be taught by the visiting teacher, which should form part of courses which are assessed as part of a degree/diploma offered by the host institution;
- arrangements for the monitoring of outgoing students, including visits to partner institutions;
- organisation of feedback from returning students and teachers to prospective outgoing students and teachers (this may include helping local student organisations or selected students in various departments to provide information and counselling services to outgoing or incoming students).

Application and financial support

All universities that have been awarded the Erasmus University Charter (EUC) and have outgoing Erasmus students/teachers can apply to their home Socrates/Erasmus National Agency for OM funding.

Financial support for "OM" is intended to help universities cover the costs of such organisational tasks as listed above, and is separate from and additional to the grants available for the individual students and teaching staff undertaking mobility activities.

The level of initial support awarded will depend on "past performance", i.e. the number of actual mobile students and teachers in the previous year(s). In case of new participating institutions, account will be taken of expected numbers of mobility. Normally, the level of support for OM is adjusted during the contractual year to the actual number of students and teachers sent that same year.

6. THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

Definition and objectives

THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS) IS A SYSTEM FOR ACADEMIC CREDIT ALLOCATION AND TRANSFER, INTRODUCED ON A WIDE SCALE WITHIN HIGHER EDUCATION IN EUROPE. ECTS SEEKS TO FACILITATE ACADEMIC RECOGNITION BY MEANS OF EFFECTIVE AND GENERALLY APPLICABLE MECHANISMS. ECTS MAKES STUDY PROGRAMMES EASY TO READ AND COMPARE FOR ALL STUDENTS. ECTS FACILITATES MOBILITY AND HELPS UNIVERSITIES TO ORGANISE AND REVISE THEIR STUDY PROGRAMMES.

ECTS does not in itself regulate the content, structure or equivalence of academic programmes, since these are issues of quality which must be determined by universities themselves when establishing their programmes and curricula.

The core principles on which ECTS is based require that:

- credit be allocated to course units according to the principle that a normal academic year's study is equal to 60 credits;
- universities present the full range of courses to which students have access in an information package in which the credit value of each course is clearly indicated;
- there be a formal "tripartite learning agreement" signed prior to the commencement of the study period abroad by the home university, the host university and the student, describing the student's programme of study abroad and accompanied by a "transcript of record" listing the student's past academic achievements. Changes to the 'tripartite learning agreement' should be approved by all the three parties;
- for all courses successfully completed abroad, students receive a formal "transcript of record" from the host university showing the titles of these courses and the credit which each represents;
- the sending university recognises the credits received by students from other institutions in such a way that the credit for the courses passed replaces that which would otherwise have been obtained from the home university during a comparable period of study.

A precondition for receiving ECTS support is that the university has been awarded the EUC Charter.

A range of support measures are available under ECTS:

1. Decentralised (application and support via National Agency)

ECTS Introduction Grant

Universities that have never received an ECTS grant before can apply for an ECTS Introduction Grant in order to develop the ECTS system within their university. The grant is awarded annually and universities may receive such a grant for a maximum of three years.

ECTS Lifelong Learning Grant - Pilot Project

Universities that have obtained the ECTS Label (see below) can apply for an ECTS Lifelong Learning Grant. The grant is used to introduce credit accumulation for lifelong learning involving formal, informal and non-formal learning.

The grant will allow the institution to take part in a Pilot Project on ECTS for Lifelong Learning, in which they will share experiences with other ECTS Label holders. The grant is awarded annually and universities may receive such a grant for a maximum period of three years.

Site Visit grants for ECTS/DS Counsellors

Universities can apply to be visited by ECTS/DS Counsellors. The Counsellors help the universities to evaluate their use of ECTS and the Diploma Supplement (DS) and give recommendations. Universities have to be well advanced with implementing ECTS and may not have received a Counsellors visit before.

ECTS as part of the Organisation of Mobility (OM) grant

Universities can use their OM grant for the purposes of developing and implementing ECTS (see section on OM).

2. Centralised (application and support via the European Commission)

ECTS and DS Label

Universities that meet certain criteria (e.g. having implemented ECTS in all degree programmes, being able to demonstrate proper recognition and use of ECTS for incoming and outgoing Erasmus students) may apply for the award of the ECTS Label. The objective of the Label is to raise the profile of the institution as a transparent and reliable partner in Erasmus. A similar label exists for the Diploma Supplement.

Financial support:

Decentralised ECTS activities: For further information contact the Erasmus National Agency in your country.

Centralised ECTS activity (ECTS/DS Label): No financial support is involved in this activity.

The ECTS *User's Guide* (in all EU languages), guidelines on the Web presentation of the ECTS Information Packages, as well as general information on ECTS are available at the following address: <http://europa.eu.int/comm/education/socrates/ects.html>

7. ERASMUS INTENSIVE LANGUAGE COURSES (EILC)¹⁸

The EILCs are specialised courses in the less widely used and less taught European Union languages and the languages of the other countries participating in Erasmus.¹⁹ The EILCs give Erasmus students (and possibly teachers) the opportunity to study the language of the host country for 3-8 weeks, in the host country.

The EILCs may take place sometime between summer year N (before the start of the academic) year until end of February year N+1. Courses vary in length according to country and the student's level of language knowledge, and normally last between 3 weeks and 8 weeks.

National Agencies in the countries where EILCs are held can award funds to institutions to organise EILC courses for incoming Erasmus students (and possibly teachers). Institutions interested in organising an EILC course should contact the National Agency in their home country.

Supplementary mobility grants for the Erasmus students/teachers participating in the EILC courses are awarded and paid by the respective sending countries (either home university or National Agency).

Further information on the EILC courses is available at the following European Commission website: http://europa.eu.int/comm/education/programmes/socrates/erasmus/eilc/index_en.html

8. ERASMUS THEMATIC NETWORKS

Definition and objectives

The main aim of Thematic Networks (TN) is to enhance quality and to define and develop a European dimension within a given academic discipline or study area, or as regards a topic of an interdisciplinary/multidisciplinary nature, or in other matters of common interest (such as university management, quality assurance etc.). This is achieved by means of cooperation between universities, university faculties or departments. Such cooperation should also involve academic associations, learned societies, professional bodies, other partners of socio-economic importance in the public or private sector and, where appropriate, student organisations. Cooperation within Thematic Networks is expected to lead to outcomes which will have a lasting and widespread impact on universities across Europe in the field concerned.

Types of activity

The following is an **indicative** list of the kind of activities on which projects submitted by Thematic Networks tend to focus:

1) Mapping and enhancing education. Describing, analysing, and comparing existing teaching methods .Defining and experimenting with new teaching methods. Identifying existing teaching material and placing this at the disposal of the members of the network with the aid of databases. Producing or updating translating and disseminating new teaching material

2) Activities in the field of quality assurance

3) Facilitating European cooperation. Assessing the state of the art in European cooperation, identifying needs and obstacles and ways to overcome them.

¹⁸ Formerly known as Intensive Language Preparation Courses (ILPC).

¹⁹ In total these include 23 countries: Belgium (Flemish Community), Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden and Turkey.

**Setting up tools (the use of ECTS, new models of co-ordination, European strategies)
Promoting the production of European modules.**

4) *Defining and updating generic and sectoral competences* using the method of the Pilot Project "Tuning Educational Structures in Europe". Now it is up to the TNs to take the Tuning results further. Thematic Networks are now expected to implement the methodology and outcomes of the Tuning project in their discipline.

5) *Promoting synergies between teaching and research* by encouraging universities to integrate research results in their teaching and link Socrates-Erasmus TNs with the Thematic Networks funded by the Research DG.

6) *Reinforcing the link between education and society*, bringing together public-sector, scientific and professional players, contributing to the European innovation capacity.

7) *Creating links with other continents* on activities within the scope of TNs as foreseen in the section on "Complementary Activities" in the Commission programme Erasmus Mundus.

In carrying out their activities, the Networks are also expected to achieve synergies with other SOCRATES activities, notably curricular development projects, both within Erasmus and beyond, and to promote dialogue between universities and society at large.

Selection criteria and priorities

Applications submitted by Thematic Networks should:

- Contain a plan on how to set up an Association as a legal entity with a democratic structure within six months after the start of the contract (or join an existing association)
- Contain a five year business plan on how to generate income from members and other sources, going beyond the three year of programme funding. Members should pay an annual fee of no less than € 500 as from the second year of programme funding.
- Be signed by the Rectors or Heads of the institutions concerned as well as the Deans or Heads of Department

Special attention will be given to:

- projects defining and updating generic and subject-specific competencies using the method of the Pilot Project "Tuning Educational Structures in Europe",
- projects reinforcing the link between education and society, bringing together public sector, scientific and professional players, and contributing to the European innovation capacity;
- projects aiming at study areas which are not addressed so far by projects in this Action (see the Europa website);
- projects that relate to two or more study areas in a cross and multi-disciplinary approach;
- projects aiming at analysing "transversal" themes linked to the changing role of Universities in a knowledge-driven society, such as "Universities and local / regional partnerships"; "University - industry co-operation", "Education - Research Partnerships", "Universities and communication and transfer of knowledge", etc;
- projects for the dissemination of results of Thematic Network projects;
- projects that will present links and synergies with other Socrates activities, especially Curriculum Development and Intensive Programmes, Comenius and Grundtvig networks and / or projects supported by the Leonardo da Vinci Programme.

Attention will also be paid to the extent to which the membership of the proposed network is representative of the range of institutions and regions within the participating countries.

Co-ordination and management

One of the universities participating in the TN must act as the co-ordinator. This entails taking the lead in preparing the outline of the TN projects, submitting the application for Community support, ensuring the smooth administration of the project, accounting for the money spent, and reporting on the project's outcomes. However, different universities or associations may administer different phases of the programme of the network.

Administrative structures will vary according to the nature of each project. However, the whole of the Network should be associated with it wherever possible. The means of achieving this should emerge clearly from the project work programme, as should the methods proposed for ensuring that the project partners will take account of the findings in their respective institutions, for exploiting - where appropriate - the project outcomes and for disseminating results to identified target groups (see below). Networks will be expected to set in place appropriate mechanisms for internal assessment of progress and for quality assurance of results.

Financial support

Projects submitted by Thematic Networks are funded for three years, the applicant university should include in its proposal a work plan and budget covering the full duration of the project. Payments will be made in instalments, subject to the submission of satisfactory interim reports. The level of financial support will depend on the size and scope of the project.

Dissemination and exploitation of results

Thematic Networks should seek to disseminate and exploit project outcomes, in particular beyond the group of institutions directly involved. As indicated above, the work programmes of all projects should therefore include reference to the dissemination methods envisaged.

In addition, Community support can be provided for Thematic Networks which, in one academic year, wish to focus specifically on the dissemination (and exploitation) of final results of proven quality. Only Thematic Networks which have already completed a cycle of three years can apply for an additional year of dissemination of the results.

GRUNDTVIG: ADULT EDUCATION AND OTHER EDUCATIONAL PATHWAYS

Further information on Grundtvig, including examples of activities, may be found on our website: http://europa.eu.int/comm/education/programmes/socrates/grundtvig/home_en.html

A. GENERAL INTRODUCTION

What are the aims of the Grundtvig Action?

"Grundtvig"²⁰ seeks to improve the quality and European dimension of adult education in the broadest sense, and to help make lifelong learning opportunities more widely available to Europe's citizens. Together with Comenius (school education) and Erasmus (higher education), it forms a trio of sectoral Actions within the overall SOCRATES programme designed to promote innovation in and enhance the quality, accessibility and European dimension of lifelong learning throughout the participating countries.

The main operational aims of Grundtvig may be summarised as follows:

- to promote European cooperation in lifelong learning, notably between bodies providing adult education or remedial education;
- to improve the training of persons involved in the teaching of adults, as broadly defined within the Grundtvig Action;
- to promote the development of concrete 'products' and other results which will be of wider potential across several European countries;
- to further the debate on lifelong learning and contribute to the dissemination of good practice.

Who is Grundtvig for, and what types of adult education and learning does it cover?

"Adult education and learning" as addressed by Grundtvig is an extremely inclusive concept. It encompasses all modes of learning, whether this takes place in the "formal" or "non-formal" system of education for adults, or in more "informal" ways (see "Who is eligible to apply for support?" below), such as autonomous learning, learning by being involved in community organisations or simply through the learning process that goes on in everyday life.

An "adult" in the Grundtvig sense refers to:

- persons over 25;
- young people below that age who are no longer undergoing initial education within the formal school or higher education system of the participating countries.

Grundtvig addresses persons whose desire to learn may have widely varying goals, namely:

- to increase their capacity to play a full and active role in society and develop their intercultural awareness;
- to improve their potential employability by acquiring or updating basic and general skills;
- to enhance their capacity to enter or re-enter formal education.

²⁰ Nikolai Frederik Severin Grundtvig (1783-1872), Danish clergyman and writer, is regarded as the founder of the Nordic tradition of 'learning for life'. His "folk high school" concept was based on the idea that a meaningful education must be available to all citizens throughout life and should encompass not only knowledge but also civic responsibility, personal and cultural development.

Grundtvig is thus mutually complementary with the activities oriented more specifically towards vocational training and which are therefore supported under the Leonardo da Vinci programme.

Although Grundtvig targets all adult learners in the broadest sense, special attention will be given to activities relating to:

- persons lacking basic education and qualifications;
- persons living in rural or disadvantaged areas, or who are disadvantaged for socio-economic reasons;
- persons with special educational needs;
- persons belonging to other 'hard to reach' groups who do not generally tend to take part in adult education or lifelong learning initiatives.

Who is eligible to apply for support?

Grundtvig is open to every organisation working in the field of adult learning as broadly defined above. The nature and status of such organisations varies greatly from country to country and across the different sectors of adult learning. The following classification²¹ and examples of learning contexts targeted by the Action are indicative only; they are offered merely in the interest of providing a common understanding among potential end-users of Grundtvig across all the participating countries:

- organisations belonging to the **formal system**: these are generally schools or higher education institutions which deliver special courses for adults seeking to obtain a basic / lower / middle or higher education level diploma (i.e. general upper secondary schools for adult students, municipal adult education schools, evening universities etc.);
- organisations belonging to the so-called **non-formal system**: these can comprise 'players' of varying types and status, such as folk high schools, associations, non-profit or profit-making organisations, initiatives funded by local communities, etc., which offer educational opportunities that are not normally part of an agreed and validated curriculum at official (regional or national) level. In this area, Grundtvig will be operating in relatively uncharted territory which is under constant change and where initiatives will be taken by an ever wider family of non-formal education providers. These range from private sector enterprises running educational schemes as part of their 'corporate responsibility', to hospitals and prisons offering learning facilities and course material which in many cases can offer valuable 'catch up' opportunities to the learners concerned.
- **Informal learning** or "**other educational pathways**": These are also covered by Grundtvig. "Informal learning" takes place in an unplanned way outside the framework of "normal" or "conventional" learning environments. This might include peer education, learning occurring in family life, voluntary associations etc.. "Self-directed learning" or "autonomous learning" may also be included in this category, although it may be carried out both individually or in an organisational setting.

For the sake of brevity and simplicity, the "informal learning" category will be deemed to be covered by reference to the non-formal system in the remaining sections of the present document.

For all four parts of Grundtvig, the following organisations are eligible to participate (any additional categories will be mentioned under each of the sub-Actions in B. below):

- adult education providers belonging to the formal or non-formal system (e.g. primary and secondary schools giving courses for adults, folk high schools, community schools);
- higher education institutions carrying out research and/or adult curriculum development activities or providing educational opportunities for adult learners;

²¹ In practice, the boundaries between the categories indicated are, however, fluid and changing: the formal and non-formal contexts are tending to merge, and the "non-formal" and "informal" contexts are not always distinguishable.

- organisations training adult educational staff;
- national, regional and local authorities;
- European umbrella organisations in the adult education field;
- professional organisations and private sector enterprises whose activities are not limited to vocational training;
- non-formal and informal education providers for adults, such as non-profit foundations and associations, trade unions and employers' organisations, libraries and museums, hospitals, prisons and youth detention centres, sports associations, neighbourhood organisations and other 'players' providing adult learning opportunities or responding to demands for individual learning.

What is the overall structure of Grundtvig?

Grundtvig is divided into four sub-Actions:

- Grundtvig 1: European Cooperation Projects and Grundtvig Training Courses
- Grundtvig 2: Learning Partnerships
- Grundtvig 3: Individual training grants for adult education staff
- Grundtvig 4: Grundtvig Networks and Thematic Seminars.

Grundtvig Training Courses under Grundtvig 1 and Thematic Seminars under Grundtvig 4 are new activities, introduced only in 2004. Grundtvig 2 and 3 were introduced with the start of the second phase of the Socrates programme and implemented from 2001 on. Grundtvig 1 European cooperation projects and to some extent Grundtvig 4 Networks build on the experience of the Adult Education action under the first phase of SOCRATES (1995-9), and provide a more durable basis for continuing and expanding various other pilot activities initiated during that time. These include:

- the "second chance schools" initiative, proposed by the Commission in its 1995 White Paper *Teaching and Learning: towards the Learning society*, the aim of which is to give young people who have left the school system without acquiring basic skills and qualifications a new opportunity for reintegration by means of appropriate educational methods;
- pilot projects, for which the objectives were set out in the same White Paper, which have developed automated (computerised) assessment tests that can be used to measure a person's knowledge and skills in certain fields.

Grundtvig 1 and 4 are managed centrally by the European Commission, Grundtvig 2 and 3 on a decentralised basis via the National Agencies designated by each of the participating countries.

All four strands have an essential rôle to play in achieving the overall objectives of Grundtvig. And they are interrelated. For example, the Grundtvig Training Courses have been specifically designed to develop training courses and course modules which are offered to the recipients of the individual training grants for adult education staff (Grundtvig 3). The results of projects (Grundtvig 1) and Learning Partnerships (Grundtvig 2) as well as the individual experiences resulting from the mobility carried out for training purposes under Grundtvig 3, will all feed into the Grundtvig Networks (Grundtvig 4), where they will be further developed and disseminated. Thematic Seminars under Grundtvig 4 are expected to lay the ground for future Grundtvig 4 Networks.

B. ACTIVITIES SUPPORTED

GRUNDTVIG 1: EUROPEAN COOPERATION PROJECTS AND GRUNDTVIG TRAINING COURSES

What do the projects seek to achieve?

Within Grundtvig 1, two distinct types of project will be supported:

- **European Cooperation Projects:** institutions / organisations from different European countries work together, pooling knowledge and experience, in order to achieve concrete and innovative outcomes with indisputable European value. [CfP 2004] Priority will be given to projects and networks which have a clearly demonstrated potential to **generate innovation** and / or to **disseminate innovation and good practice** between different parts of Europe, whether or not this good practice has been developed by Grundtvig projects as such.
- **Grundtvig Training Courses:** The purpose of this activity is to improve the availability and quality of European training courses available to adult education teachers, managers or other adult education staff.

EUROPEAN COOPERATION PROJECTS

What are the key themes for such projects?

Projects under this rubric seek to enhance the quality and / or European dimension of adult education, notably by:

- **Improving the content and delivery of adult education, e.g.:**
 - the production, testing, comparative appraisal / dissemination of innovative curricula, methodologies and modules for adult learners;
 - innovative initiatives for the initial or further training of adult educators;
 - promoting enhanced mutual awareness between the participating countries;
- **Improving adult education at a system / policy level, e.g.:**
 - comparative analyses of policy initiatives for the adult education field;
 - development of qualitative and statistical indicators, tools and databases of good practice in the field of formal, non-formal or informal adult learning;
 - developing / disseminating innovative funding models for adult education;
- **Improving the accessibility of learning opportunities for adults, e.g.:**
 - developing / disseminating strategies to stimulate demand for learning among adults reluctant to engage in lifelong learning;
 - developing the lifelong learning dimension of educational establishments in the formal sector, such as higher education institutions and secondary schools;
 - practical application and testing of methods for valuing knowledge and competencies acquired through informal and non-formal learning;
 - promoting the development of multi-purpose learning centres and regional networks of learning providers;

- developing innovative guidance and counselling tools and methods;
- promoting interaction between formal and non-formal adult education and workplace-based general learning;
- **Improving the management of adult learning, e.g.:**
 - measures addressing the non-teaching staff of adult education institutions;
 - measures to develop the learning dimension of organisations not primarily concerned with adult education (e.g. cultural organisations);
 - measures addressed to other bodies with an important role to play in this regard such as labour or welfare organisations, trade unions etc.;
 - comparative analysis of management models and approaches.

Proposals in this category will be expected to:

- demonstrate an awareness of the results of previously funded Grundtvig / Socrates (Adult Education) projects in the chosen thematic area (Compendia of previously supported projects can be found at the Grundtvig website);
- describe, against this background, the added value of the proposed new project;
- show that the project will give rise to clearly identifiable outcomes / results which will lend themselves to wider dissemination across Europe.

2. Project duration

Funding will be approved for up to three years. However, the final 6-12 months of each project will normally be devoted to dissemination activities, within the countries represented in the project partnership (and if possible beyond). This should be reflected in the work programme which forms part of the project's application for support.

What activities are eligible for support?

All activities appropriate to the key themes set out above may be utilised by projects.

Projects are encouraged to involve adult learners in their activities, and to take learners' needs and experiences into account. To this end, learners may take part in project meetings and all other appropriate events and activities within the project.

All projects must include plans for the evaluation and dissemination of project results. Furthermore, projects aimed *exclusively* at evaluation and/or dissemination of 'products' / results can also be funded. Priority will be given to projects aiming to evaluate and/or disseminate results from *several* former projects, using innovative approaches, with the aim of spreading these results further to other participating countries and/or target groups. Such evaluation / dissemination projects may not constitute a mere prolongation of the project activities supported in previous years.

Lists of previously supported projects are available at the following websites:

- <http://europa.eu.int/comm/education/socrates/adult/home.html>
- <http://europa.eu.int/comm/education/2chance/home.html>
- <http://europa.eu.int/comm/education/tests/index.html>

How should a project be organised?

1. Partnership profile

For European Cooperation Projects under Grundtvig 1, a partnership must include at least one eligible institution in each of at least three participating countries, at least one of which must be a Member State of the EU. The average partnership currently (2004) consists of 6-7 countries.

One of the institutions or organisations participating in the project must act as the co-ordinator ("co-ordinating institution"). This means taking the lead in preparing the outline of the project with partners, taking responsibility for submitting the project application, ensuring the smooth administration of the project, accounting for the spending of the Community grant and reporting on the project's outcomes.

It is essential that, on the basis of a division of tasks jointly agreed by the partners, all the participating institutions within a project contribute actively, by pooling their expertise in the shaping, implementation and evaluation of the project, as well as by ensuring the dissemination of its results.

2. Eligible institutions

- Participation in European Cooperation Projects is open to any of the types of institution mentioned in the section on "Who is eligible to apply for support?" in the General Introduction to Grundtvig (Part A.) above.

Other bodies may participate, provided that they contribute complementary expertise. They include publishers, media, research institutes etc. Mixed partnerships involving different kinds of organisations are particularly encouraged, where this is appropriate to achieving the aims of the project concerned.

3. Project duration

Financial support may be provided for a period of up to three years. Most projects are expected to have a duration of two years. One-year projects are also possible, where this is appropriate to their aims.

Who selects the projects, and what criteria are used?

Grundtvig 1 is a “centralised action” within SOCRATES. This means that projects are selected centrally by the European Commission, assisted by a panel of independent experts. National Agencies may also make their views known.

In addition to the criteria set out in Part I above, projects will be assessed in relation to the extent to which they:

- involve a well balanced partnership, e.g. between countries which are geographically distant from one another, preferably constituting non-contiguous zones, in order to maximise the innovation potential of projects;
- are characterised by a strong European dimension with regard to content, partnership, results and dissemination.

Particular attention will be given to projects involving some institutions or organisations with little or no previous experience of involvement in European cooperation and which have not previously received a European Community grant for this purpose. For projects targeting the enhancement of competence in foreign languages, attention will be given to the languages targeted and priority will be given to the less widely used and less taught languages of the EU.

What financial support is available?

Projects will be funded for a maximum of three consecutive years, though most will probably be funded for two years. Partnerships should specify and justify the intended duration (1, 2 or 3 years) of the project, in their application for support.

The level of grant awarded may vary considerably from one project to another. Community financial support will be provided on a cost-sharing basis. Participating institutions / organisations are therefore expected to commit other resources to the project and to declare such other sources of funding.

For the purpose of monitoring and to promote synergy, one or maximum two meetings of project coordinators will be organised by the Commission each contractual year. Project coordinators are expected to attend, using their project grant for this purpose.

The types of expenditure for which the grant may be used are set out in Part I of these Guidelines.

Are preparatory grants available to help set up projects?

Yes. The details of these grants are contained in Part I of these *Guidelines*.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*. The application date is set out in the annual Socrates Call for proposals.

GRUNDTVIG TRAINING COURSES FOR ADULT EDUCATION STAFF

What are the key themes for such projects?

Grundtvig Training Courses seek to improve the availability and quality of European training courses available to adult education teachers, managers or other adult education staff. The

courses may address any aspect or theme of adult education, whether formal, non-formal or informal. They may be completely new courses or be based on existing courses, which are now to be given an additional European dimension.

Applications from projects previously funded under Grundtvig (or the predecessor action for Adult Education under Socrates I, 1995-99) which now wish to disseminate their results by means of courses, will also be welcome.

What activities are eligible for support?

A partnership developing a Grundtvig Training Course should undertake a number of different activities, such as:

- developing a training course or adapting, updating and adding a European dimension to an existing course;
- developing / adapting didactic materials and teaching methodologies;
- developing tools and methods for the assessment, validation or certification of knowledge and skills acquired during the training course;
- testing the modules of the training course;
- evaluating and disseminating information about the training course.

Each course will generally comprise at least 20-30 “teaching hours”, plus a day for observation visits to adult education institutions in the region where the course is held. However, both longer and, in exceptional cases, shorter courses may be supported where appropriate.

How should a training course project be organised?

1. Partnership profile

Each Grundtvig Training Course should be developed by a partnership that includes at least one eligible institution in each of at least three participating countries, at least one of which must be a Member State of the EU.

The courses themselves are also to be delivered by teams of trainers coming from at least three countries participating in the Socrates programme.

Partner organisations may be local providers or major organisations working at national, regional or European level.

The salient feature of the courses is their “European dimension”, meaning that they are delivered by teams of trainers from at least three countries participating in Socrates and are open to participants from all ‘Socrates countries’.

2. Project duration

Projects developing a Grundtvig Training Course can have a maximum duration of two years. While the first year will normally be devoted to the cooperative development, updating or European adaptation of the training course, the second year should focus on testing and on organising the training course.

Projects will be expected to continue to offer the course for Grundtvig 3 applicants on at least two occasions following the end of funding for the project under Grundtvig 1, the costs being covered by the fees payable by Grundtvig 3 applicants. Projects demonstrating a potential for sustainability of the courses over a significant period of time, are particularly encouraged.

Who selects the projects, and what criteria are used?

Grundtvig 1 is a “centralised action” within SOCRATES. This means that Grundtvig Training Courses are selected centrally by the European Commission, assisted by a panel of independent experts. National Agencies may also make their views known.

In addition to the criteria set out in Part I above, Courses will be assessed in relation to the extent to which they:

- have the demonstrated potential to make a significant contribution to the training of adult education staff in the field concerned;
- involve a well balanced partnership, e.g. between countries which are geographically distant from one another, preferably constituting non-contiguous zones, in order to maximise the innovation potential of projects;
- are characterised by a strong European dimension with regard to content, partnership, results and dissemination.

Projects demonstrating a potential for sustainability of the courses over a significant period of time, are particularly encouraged.

For projects targeting the enhancement of competence in foreign languages, attention will be given to the languages targeted and priority will be given to the less widely used and less taught languages of the EU.

What financial support is available?

Funding will be provided for a maximum of two years.

The level of grant awarded may vary considerably from one project to another. Community financial support will be provided on a cost-sharing basis. Participating institutions / organisations are therefore expected to commit other resources to the project and to declare such other sources of funding.

For the purpose of monitoring and to promote synergy, one or maximum two meetings of project coordinators will be organised by the Commission each contractual year. Project coordinators are expected to attend, using their project (Training Course) grant for this purpose.

The types of expenditure for which the grant may be used are set out in Part I of these Guidelines.

Are preparatory grants available to help set up projects?

Yes. The details of these grants are contained in Part I of these *Guidelines*.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*. The application date is set out in the annual Socrates Call for proposals.

GRUNDTVIG 2: LEARNING PARTNERSHIPS

What do Learning Partnerships seek to achieve?

The Grundtvig Learning Partnership is a framework for small-scale cooperation activities between organisations working in the field of adult education in the broadest sense. Compared to the Grundtvig cooperation projects, which are more 'product'- or outcome-oriented, the Learning Partnerships focus more on process, and aim to broaden the participation of smaller organisations that want to include European cooperation in their education activities.

In a Grundtvig Learning Partnership trainers and learners from a number of participating countries work together on one or more topics of common interest to the co-operating organisations. This exchange of experiences, practices and methods contributes to an increased awareness of the varied European cultural, social and economic scene, and to a better understanding of areas of common interest.

The participating organisations are encouraged to monitor and evaluate their transnational work and to interconnect it with the initiatives of their local community. They are also encouraged to liaise with organisations and authorities at the national level, to ensure a sound basis for their ideas and activities and open up channels for dissemination. This will maximise the value of the transnational exchange, promote the circulation of good practice, and thus ensure the wider impact of results.

How should a Learning Partnership be organised?

1. Partnership profile

Each Learning Partnership must consist of institutions / organisations from at least three of the countries participating in SOCRATES, of which at least one must be an EU Member State. It is strongly recommended to include at least four countries. Partnerships should be as balanced as possible and avoid having too many institutions from one country, though local groupings of institutions are also encouraged. The optimal size of a partnership depends on the nature of the project; no maximum number of institutions is set.

The participating organisations decide together which one of them will take on the rôle of "project co-ordinator", responsible for co-ordinating the project, both in terms of content and of management. The co-ordinator will agree with the partners on the pedagogical orientation of the project, follow up its implementation across all the participating organisations, and act as the central contact point for the partnership.

2. Eligible institutions

Participation in Learning Partnerships is open to any of the types of institution mentioned in the section on "Who is eligible to apply for support?" in the General Introduction to Grundtvig (Part A.) above.

Other bodies may participate, provided that they contribute complementary expertise. They include publishers, media, research institutes etc. Mixed partnerships involving institutions from both the formal and non-formal sector are particularly encouraged, where appropriate to the project.

3. Project duration

A learning partnership may be supported for a maximum period of three years (renewal application every year).

4. Eligible activities

The activities for which the Learning Partnerships can use their grant embrace notably:

- Partner meetings and seminars;
- Exchanges of staff (and, to a more limited extent, adult learners) involved in project activities;
- Exchanges of experience and good practice, by all appropriate means and in particular using information and communication technology (e.g. websites, e-mail, video-conferencing);
- Making of technical objects, drawings and arts objects related to the project;
- Fieldwork, project research etc.;
- Performances (e.g. theatre plays, musicals, etc.);
- Drafting, publishing and disseminating documentation on the cooperation activities;
- Organisation of exhibitions, production and dissemination of information material;
- Linguistic preparation for persons about to carry out mobility assignments, in order to ensure that persons involved in transnational mobility activities possess the necessary competence in the language(s) of instruction of the partner institution;
- Cooperation with other projects in related subject areas (including Grundtvig Networks, see below), sharing experience with other institutions in the region, etc.;
- Self-evaluation activities;
- Dissemination of project experience and outcomes.

Mobility activities of various kinds therefore play an important part in the Learning Partnerships. However, such mobility must relate to joint activities involving learners and involve as much of the entire institution as possible.

Who selects the projects and what criteria are used?

Grundtvig 2 is a "decentralised" Action within the SOCRATES programme. This means that the selection of applications, as well as contracts and payments are managed by a National Agency in each participating country.

The selection is carried out by the National Agencies in two phases: first they carry out the assessment at national level; then, the National Agencies of all the countries involved in a Learning Partnership consult with each other to take a final decision on the project concerned.

In addition to the criteria set out in Part I of these *Guidelines*, projects will be assessed in relation to the extent to which they:

- demonstrate the presence of a well balanced partnership, e.g. between countries which are geographically distant from one another, preferably constituting non-contiguous zones, in order to maximise the innovation potential of projects;
- contain a real European dimension with regard to content, partnership, results and dissemination.

Particular attention will be given to projects involving some institutions or organisations with little or no previous experience of involvement in European cooperation and which have not previously received a European Community grant for this purpose. For projects targeting the enhancement of competence in foreign languages, attention will be given to the languages targeted and priority will be given to the less widely used and less taught languages of the EU.

National Agencies will also be able to provide useful information on projects previously carried out in specific thematic areas.

What financial support is available?

Learning Partnerships may be funded for a maximum of three years. Shorter projects of one or two years are also possible, depending on the nature of the proposed activity. Each mobility activity undertaken within the project (partner meetings, seminars, exchanges of staff or learners) will not normally last more than 2 weeks, though longer durations of stay are possible depending on the nature of the project.

The grant, which will be awarded annually, will be composed of two parts:

- a standard amount to contribute towards expenditure related to all project activities except for international travel. The annual amount awarded will normally be €5,000 for the co-ordinating institution and €4,000 for each of the other partners (unless a lower sum has been requested), though the situation may vary somewhat from country to country and applicants should therefore check with their National Agency for the latest figures;
- a variable amount to contribute to international travel and subsistence costs.

Details on eligible expenditure and the calculation of the variable amount can be found in the application forms and accompanying documents.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*. There is one deadline early each calendar year, referring to projects to be commenced in the next academic/school year. The application date is set out in the annual Socrates Call for proposals.

Which other activities can an organisation apply for under Grundtvig 2?

Preparatory visits

An organisation wishing to set up a Grundtvig 2 Learning Partnership project may apply for a preparatory visit grant to enable appropriate staff members and adult learners to undertake a preparatory visit of up to one week. This may take either of the following forms:

- a) a visit to one or more prospective partner organisations in one or more other countries participating in SOCRATES;
- b) participation in a partner-finding contact seminar organised by National Agencies or Grundtvig networks (see Grundtvig 4 below). Details of the seminars are available on request from National Agencies and Grundtvig networks;
- c) official “European conferences” on Grundtvig 2 or 3.

While Preparatory visit (PV) grants of type a) above are for transnational visits only, PV grants may be awarded to facilitate attendance at the events indicated in b) and c) above even where the events are being held in the applicants’ own country.

Preparatory visits allow potential project partners to meet in order to:

- define the aims, objectives and methodology of a future project;
- define partner roles, responsibilities and tasks within a future project;
- develop a work plan and related budget for a future project;
- develop methods for project monitoring, evaluation and dissemination;
- complete the joint application form for project funding.

The preparatory visit grant will contribute to the travel and subsistence costs of those undertaking a preparatory visit.

In the award of preparatory visit grants, priority may be given to schools which have not previously participated in Learning Partnerships under Grundtvig. Usually a grant is awarded to just one person per visit, but in duly justified cases two persons from the same institution can be awarded a grant to undertake a visit together.

Applications for preparatory visit grants must be submitted to the National Agency in the country of the organisation whose staff wish to carry out the visit. The application forms and details of the closing dates for applications are available from National Agencies. These will also give advice on how to search for a suitable partner organisation by other means, e.g. using the Internet.

GRUNDTVIG 3: INDIVIDUAL TRAINING GRANTS FOR ADULT EDUCATION STAFF

The objective of Grundtvig 3 is to help improve the quality of lifelong learning by enabling persons working in adult education institutions, in the broadest sense, or engaged in the training of such persons, to undertake training of up to four weeks in a country other than that in which the participant normally works. In this way, participants are encouraged to improve their practical teaching / coaching / counselling skills and to gain a broader understanding of lifelong learning in Europe.

The training may take the form of:

- a structured course for adult education staff;
- more informal training such as a placement or observation period in an adult education organisation or a public or non-governmental organisation involved in adult education;
- active participation in a conference or seminar being held in another European country, where this is considered to be conducive to achieving the objectives mentioned above.

For foreign language teachers, the courses normally take place in a country where the target language is spoken and taught.

Courses are normally preceded by a period of preparation and followed by a period of follow-up. These phases of work take place in the participant's home country.

Who may participate?

The grants are available to staff working on a part-time or full-time basis in any sector of adult education, either formal and non-formal. This includes staff working with any type of organisation indicated as being eligible for Grundtvig support (see Part A of Grundtvig above), notably :

- teachers / trainers working with adults, and the trainers of such teachers / trainers;
- heads and managerial staff of institutions providing adult learning opportunities or remedial education;
- counsellors, tutors, mentors;
- the inspectorate;
- persons such as mediators and street educators working with people at risk of social exclusion;
- persons involved in intercultural education or performing educational tasks relating to migrant workers, Gypsies and travellers, and occupational travellers;
- staff assisting people who have special educational needs;
- additional categories of adult education staff at the discretion of national authorities.

To be eligible for a grant to participate in a training course for language teachers, applicants must be one of the following:

- a qualified and practising foreign language teacher working in adult education;
- a trainer of such foreign language teachers;
- a person teaching another subject in the adult education sector through the medium of a foreign language;
- an inspector or advisor in the field of language teaching.

Please note that the cost of foreign language training the purpose of which is merely to facilitate teachers' involvement in the activities of Grundtvig Learning Partnerships, is an eligible expense under Grundtvig 2, but cannot be funded under Grundtvig 3.

What kind of training is available?

The training for which grants can be awarded may relate to the candidate's professional activities in any aspect of adult education, formal or non-formal. This may have to do with:

- the content and delivery of adult education
- the accessibility of learning opportunities for adults
- the management of adult learning
- the system / policy level of adult education.

What criteria must a course or other training activity meet?

Grants are awarded to enable participation in training courses and other training activities which appear suitable for achieving the in-service training objectives set out in the application and which comply with the necessary quality criteria:

- ***Training courses***

Priority will be given to facilitating attendance at courses developed under the Grundtvig Training Courses or the European Cooperation Projects supported under Grundtvig 1 or the Adult Education Action under the first phase of SOCRATES.²² However, it is also possible for the application to propose participation in a training course not falling within this category.

An on-line database of training courses, some of which have been developed within the framework of European cooperation projects, exists to help people working in adult education to identify some of the courses that are eligible for funding under this Action and which may best meet their training needs. The database is accessible at <http://comcdb.programkontoret.se> and can also be accessed via the Grundtvig website. You may also apply for a grant to attend a course or training activity which does not appear in the database. National Agencies will in all cases determine whether the training applied for is appropriate for your needs.

If the applicant wishes to attend a training course not listed in the catalogue, the application must demonstrate that the course proposed:

- is appropriate to the general objectives of Grundtvig 3;
- has a European dimension, which in this context means that it:
 - caters for participants from different European countries;
 - takes account of differences of culture and educational practice between participants;
 - provides added value compared with attendance of courses organised in the applicant's home country;
- is delivered by trainers with appropriate qualifications and experience;
- has a detailed course profile, including information on didactic material and planned follow-up activities;

²² Information on these courses is available from your National Agency or can be found at the Grundtvig website indicated above.

- involves, if possible, a period of preparation and post-course follow-up, in addition to the course as such;
- offers good value for money.

To be eligible for a grant, participants must be willing, in addition to attending the course, to undergo a period of preparation in their home country, and a period in which they put into practice their newly acquired knowledge and skills and report on their progress after the course. These important elements, which are intrinsically linked to the course, will usually be arranged by the training provider, often by distance learning methods. Training providers will also be encouraged to establish networks of trainees for the purpose of mutual support and study.

- ***Other types of training***

As indicated above, applicants may also receive a Grundtvig 3 grant for the purpose of undergoing an alternative type of training rather than a formal training course. Typically, such informal types of training include:

- a placement or observation period in an adult education organisation or a public or non-governmental organisation involved in adult education;
- active participation in a conference or seminar being held in another European country, where this is considered to be conducive to achieving the objectives mentioned above.

In this case, the applicant must demonstrate to the National Agency responsible for awarding the grant that the training activity envisaged is of the necessary quality and pertinence for furthering the professional development of the applicant, and that there is a demonstrable added European value in the training activity compared with participating in a similar training activity in the country where the applicant is working.

Who carries out the selection of participants, and what criteria are used?

Grundtvig 3 is a "decentralised" Action within the SOCRATES programme. This means that the processing and selection of applications, as well as contracts and payments are managed by a National Agency in each participating country.

In addition to the general eligibility criteria for SOCRATES described in Part I of these *Guidelines*, the Agencies will pay particular attention to the compatibility of the course with the training objectives set out in the application, and applicants' capacity to demonstrate how their adult education institution and the individual persons concerned will benefit from the training requested.

As regards the training courses for language teachers, priority will be given to applicants wishing to undertake courses conducive to improving their teaching of less widely used and less taught languages of the EU and diversifying the range of languages taught at their institution.

It is intended that this Action benefits as many individuals as possible. For this reason, in situations of inadequate budgetary resources relative to the number of good quality applications for support, a grant will not normally be awarded to a person who has already received a SOCRATES grant for in-service training within the past 3 years, under whatever part of the programme.

How and when to apply for a grant ?

The application procedure is set out in Part I of these *Guidelines*.

What financial support is available?

The grant awarded will be so calculated as to help cover:

- travel costs to and from the country where the course is organised;
- subsistence costs;
- preparation costs (including language preparation);
- course fees, where appropriate

in accordance with guidelines for National Agencies agreed at European level.

GRUNDTVIG 4: GRUNDTVIG NETWORKS AND THEMATIC SEMINARS

The aims of Grundtvig Networks and Thematic seminars are to strengthen the link between the various 'actors' involved in adult education in the broadest sense, to improve the quality, European dimension and visibility of activities or issues of common interest in the field of adult education and to help to make lifelong learning opportunities more widely known and available to citizens. Two types of support are available: Grundtvig Networks and Thematic Seminars.

GRUNDTVIG NETWORKS

What do the Networks seek to achieve?

Grundtvig 4 Networks are large-scale networks providing a forum or common platform for discussion and exchange of information on key issues, policy shaping and/or research in the area of adult learning. Each Grundtvig network addresses one particular thematic area, sector or set of key issues, chosen from the broad field of adult learning as a whole. Within its specific area of work, each network should seek to:

- further the debate on important aspects of policy and practice;
- provide an overview of a field (through comparative studies and analyses) within a European context;
- consider the various definitions used in different countries in terms of content and methodology, thereby contributing to the construction of a shared terminology at European level in the key areas of adult learning;
- identify present, emergent and future needs, and in particular to pinpoint aspects where European co-operation could be especially beneficial;
- promote the dissemination of findings and recommendations and their implementation in relevant fields;
- make a major contribution to the dissemination of good practice available at national or European level.

In overall terms, each Grundtvig Network should therefore perform three functions:

- firstly, it should provide a common platform and 'reference point' for discussion and exchange of information on key issues, policy shaping and research in the specific area of adult learning addressed;
- secondly, it should actively assist in the networking of Grundtvig projects on subjects of common interest with the aim of promoting European co-operation and innovation;
- thirdly, it should disseminate results, insights and best practice derived from former Grundtvig projects and other initiatives conducted at European, national or regional level in the chosen thematic area.

Each Network should therefore become a key player in the promotion of European cooperation in its specific sector of adult education, and the European Commission intends to work closely with the Networks in taking this agenda forward. Network co-ordinators are expected to liaise effectively

with the Commission services responsible for Grundtvig throughout the life-span of the Network's activities.

How should a Network be structured?

In accordance with the type of work to be carried out by the Networks, the co-ordinating institutions and core partners are organisations active in policy formulation and / or research in the formal or non-formal sector of adult education.

Each Grundtvig Network should have partners from as many countries participating in Socrates as possible. This broader membership is one of the features that distinguish Networks from the European Co-operation Projects supported under Grundtvig 1. Already at the time of the initial pre-proposal for support, a Network must comprise organisations from at least ten different countries participating in Socrates. However, Networks involving only this minimum of ten partners will be generally less likely to be funded than ones with an even wider partnership.

A network is expected to grow during the funding period and to present a strategy for achieving such growth during and beyond the period of EU funding, as part of the initial application for support. The aim should be to involve a maximum of participating countries in the longer term, and if possible all the countries eligible to participate in Socrates. The funding for a Network is unlikely to be renewed beyond three years of activity if significant progress has not been made towards achieving such broad European coverage.

Co-ordination of a Grundtvig network should be undertaken by an organisation with a solid infrastructure and strong links with the relevant national and regional representative bodies in its country in the subject area concerned. Appropriate European organisations, including associations, working in the field concerned may also be well equipped to take on this task. Similarly, the other non-co-ordinating partners should be suitable organisations for representing their respective countries actively and comprehensively in the Network's development and the implementation of its activities.

Where appropriate in view of the thematic area or sector to be addressed, it may be desirable for a Network to comprise organisations of various different types, rather than the partners all being similar types of institutions.

In cases where a Network is addressing the learning needs of a particular 'target group' in society, representatives of this section of the population should be actively involved in planning and conducting the Network's activities.

A typical Network consists of:

- the coordinating institution, selected by the partners to be responsible for the overall organisation, management and co-ordination of the activities throughout the duration of the project period;
- other core institutions, many of which are likely to have been present from the start of the Network and which are particularly actively involved in carrying out the Network's tasks. This will often, for example, involve chairing the Network's working groups / task forces addressing specific topics;
- a number of other organisations acting as permanent channels for relaying information;
- occasional correspondents that take part in the network's activities.

This structure provides for the possibility of an increase in the number of participants involved in the network during the project period, thus enabling multifaceted input to the Network, broad exchange of innovative initiatives and good practice, and the widest possible dissemination of results.

The Commission will normally only support one network in each area of work. If the situation should arise where several networks focus on the same field, the Commission reserves the right to encourage them to combine their activities and regroup into a single network. Each Network is entitled and indeed encouraged to subdivide into several working groups addressing important sub-themes, while nonetheless ensuring overall coherence of the Network through effective co-ordination arrangements.

What types of activities are supported?

Each Network receives support from the European Commission on the basis of a programme of work - usually though not necessarily of three years' duration - approved by the Commission before awarding the grant. The grant is awarded for the entire period of the work programme up to a maximum period of three years, but is payable in several instalments and may be reduced or terminated in the event of under-performance in the light of the interim reports. It may be renewed for a further period, based on a new work programme proposal.

As a minimum, each network will be expected to:

- establish and maintain a good quality website;
- produce an annual report;
- inform the 'players' in Grundtvig fully about the network's events and activities;
- organise at least one annual meeting of Grundtvig projects in the thematic area of the Network (this meeting can also be in the form of an open seminar or conference);
- produce comparative studies, analyses, reference material, observations and recommendations on issues discussed;
- have a sound strategy for sustaining the Network after the co-financing by the Community has been terminated or substantially reduced;
- set in place appropriate mechanisms for internal assessment of progress and for quality assurance and dissemination of results.

Who selects the Networks, and what criteria are used?

Grundtvig 4 is a "centralised Action" within SOCRATES. This means that networks are selected centrally by the European Commission, assisted by a panel of independent experts.

In addition to the criteria set out in Part I of these *Guidelines*, Networks will be assessed in relation to the extent to which they:

- have partners from as many countries participating in SOCRATES as possible, taking into account the nature of the particular Network;²³
- involve a mixed partnership involving institutions from both the formal and the non-formal sectors (e.g. higher education institutions; other adult education institutions; associations and organisations), wherever this is pertinent to the theme addressed

²³ Please note that participating European associations will count as *one* partner only.

by the Network;

- involve a well balanced partnership, e.g. between countries which are geographically distant from one another, preferably constituting non-contiguous zones, in order to maximise the innovation potential of projects;
- have an effective strategy for wide dissemination of results across Europe;
- have a convincing development strategy specifying how the network is to be established and extended over time. For example, a Network may start with one or more sub-areas of a broad thematic area, and/or with a comparatively limited number of countries, and extend these progressively;
- have a sound strategy for sustaining the Network after the financing provided by the Community has finished or been substantially reduced;
- demonstrate how information and communication technology, in particular the Internet, will be used, for example to establish links with and among Grundtvig project partnerships and in more general terms to help achieve the Network's objectives. Particular attention should be given to making the best use of already existing Web services and Internet-based collaborative working tools.

Applicants are advised to consult the Grundtvig website in order to obtain information on existing Grundtvig Networks and projects (see beginning of the Grundtvig section).

Grundtvig Networks are designed to develop cooperation in specific thematic areas of particular importance to adult education in a European context. They will therefore target priority thematic areas for the Grundtvig Action as a whole (see Grundtvig 1, 2 and 3 above).

What financial support is available to Grundtvig Networks?

Grundtvig Networks will be funded for a maximum of three years. Partnerships should specify and justify the intended duration (1, 2 or 3 years) of the project, in their application for support.

Funding for a further period of up to three years will be subject to a new application and work programme, with financing possibly decreasing.

Grants are likely to vary widely, depending on the type of network concerned and on the size and geographical coverage. Community financial support will be provided on a cost-sharing basis. Participating institutions / organisations are therefore expected to commit other resources to the network and to declare such other sources of funding.

For the purpose of monitoring and to promote synergy, one or maximum two meetings of Network coordinators will be organised by the Commission each contractual year. Network coordinators are expected to attend, using their Network grant for this purpose..

In order to avoid becoming too dependent on Community financing, each Network should develop from the beginning a strategy for enabling it to continue once Community support has finished or decreased.

All persons and institutions who are or have been participating in Grundtvig are encouraged to participate in the activities organised by Grundtvig Networks. In the case of projects and partnerships currently in receipt of Grundtvig funding, the cost of their participation in activities organised by Grundtvig 4 Networks will normally be considered as an eligible expense under the budget of their projects. In the case of projects for which the Community funding has finished, such participation can be financially supported from within the grant provided for the Network.

The types of expenditure for which the Network's grant may be used are set out in Part I of these *Guidelines*.

THEMATIC SEMINARS

In order to foster the development of Grundtvig networks in thematic areas that have not yet been covered, the European Commission supports the organisation of preparatory "Thematic Seminars". The aims of the Grundtvig Thematic seminars will be two-fold : disseminating project results and good practices in the chosen thematic area and laying the foundations for a future Grundtvig network.

How should a Thematic Seminar be structured?

Each Grundtvig Thematic seminar should be developed by a partnership consisting of organisations from at least three countries eligible to participate in Socrates. In many cases, the partnership will be broader in geographical terms. All partnerships must include at least one institution from an EU member state.

The seminars should actively engage representatives of organisations involved in former and current Grundtvig projects in the selected thematic area. It is also encouraged to give room to examples of best practices that have been generated at national or regional level, and in other European programmes.

What types of activities are supported?

Each proposal may relate to one thematic area only. If a partnership wishes to apply for support to organise a Grundtvig Thematic area in more than one thematic field, a separate proposal must be submitted for each of these themes.

The Grundtvig Thematic Seminar are expected to undertake the following activities:

- Analysis of project results in the chosen area (i.e. case studies, testing of tools...);
- Comparing recent developments and needs in the chosen area, in the participating countries;
- Sharing good practices and linking different European projects and successful initiatives implemented at national level;
- Analysing current gaps in field of dissemination/valorisation of European projects and promoting solutions to be implemented by a future network;
- Dissemination of the results of the Thematic Seminar;
- Evaluation of the Thematic Seminar.

Who selects Grundtvig Thematic Seminars, and what criteria are used?

Grundtvig Thematic seminars are selected centrally by the European Commission, assisted by a panel of independent experts.

In addition to the criteria set out in Part I of these *Guidelines*, in selecting the proposals for support, the Commission will take into account the extent to which the proposed Grundtvig Thematic Seminar appears likely to:

- give rise to a proposal for a Grundtvig 4 Network of good quality within a clear timeframe;

- contribute significantly to the valorisation/dissemination of project results and methodologies in the thematic field concerned.

The project description should stress the following elements:

- Justification of the chosen thematic area;
- Rationale of the seminar and objectives (how it will address identified needs and gaps in the chosen area);
- Target groups (direct and indirect beneficiaries);
- Preparatory activities:
 - Needs analysis and other research activities (mapping needs and existing practices in the chosen area);
 - Contacts with the projects and Networks so far supported by Grundtvig in the field concerned, and awareness of their outcomes;
 - Developing appropriate criteria for choosing the projects/pilot initiatives to be invited to the Thematic Seminar and defining what should be considered as a good practice in the field;
 - Initiatives aiming to bring together previous and existing projects;
- Expertise of the partnership (in the thematic area concerned, as well as in the fields of valorisation and dissemination, networking) ;
- Didactic approach and working methods (a participatory approach is recommended);
- Dissemination strategy with respect to the seminar and the tools, knowledge and other results achieved by projects supported by Grundtvig 1 and 2, Adult education (Socrates I) and other sources of funding in the field of adult learning;
- Follow-up activities leading to the creation of a Grundtvig network.

Applicants must demonstrate that they are acquainted with the projects and Networks so far supported by Grundtvig and Socrates I Adult Education in the thematic area chosen for the Thematic Seminar. They are advised to consult the Grundtvig website in order to obtain information on the Grundtvig projects and Networks previously or currently receiving a Grundtvig grant (<http://europa.eu.int/comm/education/socrates/adult/home.html>).

What financial support is available to Grundtvig Thematic Seminars?

One-year grants will be made available to Grundtvig Thematic Seminars.

The grants will support the organisation of seminars, workshops or other events. There is no minimum or maximum duration of the seminars, but it is expected that they will generally last around three days. A proposal may envisage organising more than one seminar in the thematic area chosen. Even in these cases, however, the grant will not surpass the maximum amount indicated in the annual Call for proposals.

Each grant is expected to give rise to a proposal, either from the same partnership or other organisations participating in the Thematic Seminar, to create a full Grundtvig Network in the field concerned.

Each proposal may relate to one thematic area only. If a partnership wishes to apply for support to organise a Grundtvig Thematic Seminar in more than one thematic area, a separate proposal must be submitted for each of these areas.

The grant is designed to help cover the organisation of the seminars, the travel and subsistence costs of the partner organisations' representatives at the seminar, and any fees, travel and subsistence costs of additional experts.

In the case of projects and partnerships currently in receipt of Grundtvig funding, the cost of their participation in Thematic Seminars will normally be considered as an eligible expense under the budget of their projects / partnerships. In the case of projects for which the Community funding has finished, such participation can be financially supported from within the grant provided for the Thematic Seminar.

Are preparatory grants available to help set up networks and Thematic Seminars?

Yes. The details of these grants are contained in Part I of these *Guidelines*.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*.

WHICH OTHER ACTIVITIES CAN EDUCATION PROVIDERS APPLY FOR?

1. Preparatory visits and Preparatory seminars (“Contact seminars”)

An institution wishing to set up a Grundtvig project, Learning Partnership or Network may apply for a grant to enable appropriate staff member(s) to undertake a Preparatory visit to one or more other participating countries, or to take part in a Preparatory (“Contact”) seminar. Please see section 7.4 in Part I of these *Guidelines* for details.

2. Hosting Comenius language assistants

Under the School Education part of SOCRATES, future language teachers may apply for a grant to spend 3 to 8 months as a “Comenius Language Assistant” at a host institution abroad. Adult education institutions are also eligible to receive such assistants.

The Assistantship has two main objectives:

- to give the Assistants, who will be future language teachers, the opportunity to enhance their knowledge of other European languages, countries and education systems, as well as to improve their teaching skills;
- to improve the language skills of the learners at the host institution and increase their motivation to learn languages and their interest in the assistant’s country and culture.

The host institution must designate a teacher to supervise the Assistant, look after his or her welfare, monitor the progress of the Assistantship and act as contact person throughout. A “Guide to Good Practice” for Comenius Language Assistantships is available from National Agencies and at the Comenius website (see Comenius section of these *Guidelines* above).

Assistants receive a grant to help cover mobility costs resulting from the Assistantship. This includes travel and a monthly contribution towards subsistence costs. The host institution does not receive any financial support to organise the Assistantship, as it will receive full benefit from the presence and the work of the Assistant.

An institution wishing to host a Comenius Language Assistant must submit an application to the Comenius National Agency in its country several months before the start of the academic / school year in which the Assistantship is to take place. Details of closing dates and the application form to be used, are available from the National Agency.

When selecting the institutions to receive an Assistant, National Agencies will give priority to applications which:

- show evidence of clear planning and imagination in making the best use of the Assistant’s skills within the whole institution and, if possible, the local community;
- involve teaching the less widely used and less taught languages of the EU, including the teaching of such languages to prepare persons for mobility under Grundtvig 2 projects;
- are aimed at helping learners who are less advantaged or who need special support in learning foreign languages.

LINGUA: LANGUAGE TEACHING AND LEARNING

Further information on Lingua, including examples of activities, may be found on our website: http://europa.eu.int/comm/education/programmes/socrates/lingua/index_en.html

WHAT ARE THE AIMS OF LINGUA?

The promotion of language teaching and learning is an objective of the SOCRATES programme as a whole, and of the Erasmus, Comenius and Grundtvig Actions in particular. Lingua supports these Actions through measures designed to:

- encourage and support linguistic diversity throughout the Union;
- contribute to an improvement in the quality of language teaching and learning;
- promote access to lifelong language learning opportunities appropriate to each individual's needs.

In the context of Lingua, language teaching covers the teaching and learning, as foreign languages²⁴, of all of the official Community languages as well as Irish and Luxembourgish. The national languages of the EFTA/EEA countries and of the candidate countries participating in SOCRATES are also eligible.

Particular attention is paid to the development of skills in the less widely used and less taught official Community languages (the 'LWULT' languages).

WHAT ACTIVITIES ARE SUPPORTED?

Lingua is divided into two parts, each addressing specific sub-objectives:

LINGUA 1: PROMOTION OF LANGUAGE LEARNING

What are the objectives?

The objectives of Lingua 1 are to promote language teaching and learning, to support the linguistic diversity of the Union, and to encourage improvements in the quality of language teaching structures and systems.

Specifically, the Action is intended to:

- raise citizens' awareness of the multilingual character of the Union and of the advantages of lifelong language learning, and to encourage them to take up language learning themselves;
- improve access to language learning resources and increase the support available for those learning languages;
- promote the dissemination of information about innovative techniques and good practices in foreign language teaching in Europe, among its target groups (especially decision-makers and key education professionals).

²⁴ Please note: the teaching of a national language of a given country in its own territory (for instance to members of an immigrant community) is considered to be the teaching of a second language, and not of a foreign language, and therefore it is not eligible for funding in Lingua.

What types of projects are supported?

Project proposals are invited in one or more of the areas of activity set out in Table 1.

All projects must work towards developing a specific product (the formation of a partnership alone does not constitute a project) within the shortest period necessary for the work to be carried out.

The type of activity and the target group vary according to the area of activity. Given the innovative nature of this Action, the types of activity listed here are for guidance only. Projects focussing on other themes will not be excluded. Any activity with the potential to achieve the objectives of the relevant area will, in principle, be considered.

TABLE 1: OVERVIEW OF ACTIVITIES SUPPORTED UNDER LINGUA 1

Area 1	Target groups for activities	Examples of types of activity
<p>Raising awareness of the advantages of language learning,</p> <p>Motivating individuals to learn languages (including the ability to learn how to learn languages), and</p> <p>Providing information on the means and methods available (such as the value of the LWULT languages, multilingual²⁵ comprehension²⁶, partial competence)</p>	<ul style="list-style-type: none"> ▪ General public ▪ Specific groups such as parents or inhabitants of countries/ regions where numbers of persons learning languages are low ▪ Education professionals 	<ul style="list-style-type: none"> ▪ Information campaigns via TV, radio, the press, cinema, roadshows, etc. Competitions or awards for the recognition of language skills ▪ The involvement of existing networks such as town-twinning or adult education organisations, supporters' clubs, etc. ▪ Promotion of languages in places frequented by the general public (airports, supermarkets, department stores, exhibitions, sporting events, etc). <p>Concentrating in particular on the following areas:</p> <ol style="list-style-type: none"> a multilingual comprehension b partial linguistic competence, such as written and oral comprehension c survival-level linguistic competence d acquisition of sufficient knowledge of foreign languages to meet the requirements of particular situations and contexts, provided that these measures are not linked to a specific profession (this would fall more within the scope of the Leonardo da Vinci programme)

²⁵ This means the ability to understand one language through knowledge of another language of the same family.

²⁶ For example: learning to understand a language without being able to write or speak it.

Area 2	Target groups for activities	Examples of types of activity
Facilitating access by individuals to language learning	<ul style="list-style-type: none"> ▪ General public ▪ Sectors with specific access needs 	<ul style="list-style-type: none"> ▪ Pilot projects, including information exchange and the networking of language learning resource centres²⁷, for example in the following areas: <ul style="list-style-type: none"> a informing the general public about the opportunities available in resource centres b sharing of skills, particularly in self-study and distance learning c implementation of new initiatives, such as Language Clubs, to increase public awareness of the resources available d training of resource centre staff e opening existing resource centres (e.g. university language laboratories) to the public or to other target groups, and ensuring that their needs are met f making more language-learning resources available from local authorities, via public libraries, schools, associations, etc. g increasing the number of languages offered; innovative approaches h providing self-study materials for secondary-school pupils

Area 3	Target groups for activities	Examples of types of activity
Exchange and dissemination amongst policy makers and decision-makers of information on innovative approaches and key issues in language teaching: objectives, strategy, methodology, didactics, research	<ul style="list-style-type: none"> ▪ political decision-makers ▪ senior civil servants ▪ inspectors 	<ul style="list-style-type: none"> ▪ Preparing, organising and following up colloquia, seminars, conferences, etc. ▪ Specialist publications ▪ Creating and promoting associations and networks <p>concentrating, for example, on the following areas:</p> <ul style="list-style-type: none"> a teaching of languages at an early age b multilingual comprehension c partial linguistic competence, such as written and oral comprehension, or survival-level linguistic competence d the development of measures encouraging the acquisition of sufficient knowledge of foreign languages to meet the requirements of particular situations and contexts, provided that these measures are not linked to a specific profession (this would fall more within the scope of the Leonardo da Vinci programme)

²⁷ A 'language learning resource centre' is understood to be any place or service which offers information or advice about language learning, provides language learning activities or makes available language learning tools and materials.

LINGUA 2: DEVELOPMENT OF TOOLS AND MATERIALS

What are the objectives?

The objective of Lingua 2 is to help raise the standards in language teaching and learning by ensuring the availability of sufficient high quality language learning instruments, and tools for assessing linguistic skills acquired. Lingua 2 will encourage both the development of new tools and a wider dissemination of existing tools which represent best practice and provide European added value.

The specific operational objectives are:

- to encourage innovation in the development of language learning and teaching tools for all sectors of education;
- to encourage the sharing of best practices;
- to provide a wider variety of language teaching materials to more clearly defined groups, by encouraging the production of language tools which are commercially under-represented or difficult to market on a large scale, notably because of the target group or the nature of the educational approach involved;
- to encourage the acquisition of sufficient knowledge of foreign languages to meet the requirements of particular situations and contexts, provided that these measures are not linked to a specific profession (this would fall more within the scope of the Leonardo da Vinci programme);
- to improve the distribution and availability of products.

What types of projects are supported?

To attain the objectives set out above, Lingua 2 supports projects involving cooperation on a European scale in the development and exchange of innovative curricula, methodologies and educational materials as well as effective tools for assessing language skills acquired.

The projects will be concerned with creating, adapting, refining or exchanging one or more of the following products:

- educational media and materials for foreign language teaching, as well as for raising awareness of languages;
- methods and tools designed to recognise and evaluate language skills;
- curricula.

Note: the products developed under Lingua 2 are essentially aimed at language learners. Those aimed at language teachers are provided for under the School Education part of SOCRATES (Comenius).

How should a project be organised?

1. Partnership profile

For projects under Lingua, a partnership must include at least one eligible institution in each of at least three participating countries, at least one of which must be a Member State of the EU.

Institutions from the countries where the target languages are spoken must be present in the project partnership.

One of the institutions or organisations participating in the project must act as the co-ordinator (“co-ordinating institution”). This means taking the lead in preparing the outline of the project with partners, taking responsibility for submitting the project application, ensuring the smooth administration of the project, accounting for the spending of the Community grant and reporting on the project’s outcomes.

For Lingua 2, the partnership must in addition:

- demonstrate expertise in all of the following fields: language education; in-depth knowledge of the needs of the specific target public; and, where necessary for the topic of the project, recognition of language skills and use of new technologies;
- involve at least one educational establishment;
- establish a coherent strategy for ensuring the widest dissemination of the results of the project.

2. Eligible organisations

The following types of organisation are eligible under Lingua:

- schools, adult education establishments, open and distance learning centres;
- universities, centres providing initial or continuing training for language teachers, language resource centres, centres for research into language education;
- establishments developing curricula, issuing diplomas or devising methods for testing and evaluating knowledge;
- local or regional authorities;
- local, regional, national or European associations active in the field of language teaching or learning;
- cultural and language support associations, including national associations;
- language schools;
- international associations of language teaching establishments;
- radio, television or media companies with an Internet presence;
- publishing houses and software producers or distributors.

Who selects the projects, and what criteria are used?

Lingua is a “centralised Action” within SOCRATES. This means that projects are selected centrally by the European Commission, assisted by a panel of independent experts. National Agencies may also make their views known.

In addition to the criteria set out in Part I of these *Guidelines*, Lingua projects will be assessed in relation to the extent to which they:

- specify their didactic approach clearly and consistently;
- make an effective contribution to linguistic pluralism and to the diversification of language learning (priority will be given to the less widely used and less taught languages of the Union);
- target several eligible languages;
- involve where possible more than one target group, and in any case define the target group(s) precisely;
- encourage lifelong language learning;

- take into account the cultural aspects of the languages being learnt.

Additionally, under *Lingua 2*, particular attention will be paid to projects which:

- have conducted a particularly thorough needs analysis as the justification for the project, demonstrating clearly the non-availability of the product envisaged by the project;
- undertake to try out the *Common European Framework of reference*²⁸ for language learning and teaching, to develop it as a tool for defining objectives (specifically the skills and know-how being targeted) and evaluating the results;
- have a sound and wide-reaching dissemination strategy included in the general framework of the project;
- make appropriate use of new information and communication technologies;
- develop materials for teaching language awareness and foreign languages, notably the less widely used and less taught official Community languages, to primary and pre-primary learners;
- develop and disseminate new, specific methodologies for teaching subjects through languages, notably the less widely used and less taught official Community languages.

Projects concentrating on other themes than those identified as priorities will not, however, be excluded.

What financial support is available?

Projects will be funded for a maximum of three consecutive years. Partnerships should specify and justify the intended duration (1, 2 or 3 years) of the project, in their application for support.

The level of grant awarded may vary considerably from one project to another. Community financial support will be provided on a cost-sharing basis. Participating institutions / organisations are therefore expected to commit other resources to the project and to declare such other sources of funding.

For the purpose of monitoring and promoting synergy, one or two meetings of project coordinators will be organised by the Commission each contractual year. Project coordinators are expected to attend.

The types of expenditure for which the project grant may be used are set out in Part I of these Guidelines.

Are preparatory grants available to help set up projects?

Yes. The details of these grants are contained in Part I of these *Guidelines*.

²⁸ *Modern Languages: Learning, Teaching, Assessment. A Common European Framework of reference*. Council of Europe 1995 (ref.: CC-LAN(95) srev.IVD.). This common European framework was developed by the Council of Europe in consultation with the European Commission. It is available free of charge on request from: the Modern Languages Section, Council of Europe, F-67075 Strasbourg, France, or from the SOCRATES Technical Assistance Office (see section 9 of Part I of these *Guidelines*).

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*.

Persons interested in Lingua may also wish to note certain other possible sources of Community funding for activities in the field of language teaching and learning.

- Within SOCRATES, grants for the promotion of language teaching and learning in school education, higher education and adult education are available within the Comenius, Erasmus and Grundtvig Action respectively.
- Activities focussing on promoting language learning in vocational training come within the scope of the Leonardo da Vinci programme.

MINERVA: PROMOTION OF OPEN AND DISTANCE LEARNING - INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE FIELD OF EDUCATION

Further information on Minerva, including examples of activities, may be found on our website: <http://europa.eu.int/comm/education/socrates/minerva/ind1a.html>

What are the aims of Minerva?

The Minerva Action seeks to promote European cooperation in the field of Open and Distance Learning (ODL) and Information and Communication Technology (ICT) in education. Specifically, the aim is:

- to promote understanding among teachers, learners, decision-makers and the public at large of the implications of ODL and ICT for education, as well as the critical and responsible use of ICT for educational purposes;
- to ensure that pedagogical considerations are given proper weight in the development of ICT and multimedia-based educational products and services;
- to promote access to improved methods and educational resources as well as to results and best practices in this field.

The main function of projects funded under Minerva is thus to support the development of innovative practices or services. They should have a *clear multiplier effect* and result in greater knowledge about ODL and/or the use of ICT in education **as the main subject and priority for the cooperation which they envisage**. Though ICT is an essential feature of Minerva, proposals may also be based on innovative combinations of technical and non-technical means.

Minerva is an important instrument for following up the Council Resolution relating to educational multimedia software, adopted on 6 May 1996²⁹, which emphasised that the use and evaluation of ICT in education must lead to an improved approach to meeting teaching and learning needs and introduce new methods which take full account of the evolution of the role of the teacher, give pupils and students a more active and participatory role, personalise learning, encourage a cross-curricular approach and foster collaboration and multidisciplinary.

What activities are supported?

Minerva supports various different types of projects. Some projects may be aimed at developing educational resources and methods on the basis of innovative experiments; others may involve preparing studies or comparative analysis of particular aspects of ODL and/or the use of new educational technologies at European level; others again may aim at setting up information services. Some projects may pursue several of these objectives at once.

Against this background, each proposal is likely to be concerned with one or more of the following types of activities:

²⁹ Official Journal of the European Communities n° C 195, of 6.7.1996, p.8.

1. *Understanding innovation*

Proposals addressing this orientation must have as their aim an improved understanding of the impact of ICT and/or ODL models on the organisation of learning/teaching and/or on the learning process as such. They may address classroom-based learning, distance learning modes, or the combination of both.

Proposals should contain elements of action-research and/or observation methodologies. Psychological, social, organisational, pedagogical or economic issues could all be subjects for thorough evaluation. Proposals concerned with carrying out comparative analysis or targeted studies at European level may also be submitted.

2. *Designing, developing and testing new methods and educational resources*

Proposals addressing this orientation should aim at providing methods and tools necessary for the development of innovative learning environments.

Minerva does not aim at funding the development of multimedia materials and/or courses. Such activities may, however, be partially funded if they involve innovative cooperation experience or play a demonstrably vital role in attaining the objectives of the proposed work.

The methods, tools and resources developed should be of a generic nature, i.e. they should be easily transferable to other domains. Projects will be expected to demonstrate how such a transfer can be accomplished.

3. *Providing access and supporting dissemination*

Proposals addressing this orientation will be aiming at developing information services and systems on educational methods and resources involving the use of ODL and ICT, at a European level. Such services should take into account the existing information channels at regional, national and international level (see also "How should a project be organised?" below) - and build on them wherever possible.

Specific projects may aim at providing a synthesis of the results of projects which have been selected under SOCRATES and other Community programmes on issues of common interest.

The Commission will provide a general framework for dissemination. All project proposals should therefore foresee providing regular inputs for the on-line dissemination of project results and deliverables and for participation in electronic fora. Key deliverables, or at least an executive summary of these, should also be translated into the languages of all organisations participating in the project partnership.

4. *Activities to support the exchange of ideas and experience relating to ODL and the use of ICT in education*

Proposals under this orientation will be concerned with encouraging the establishment of links at European level between producers, users and managers of education and training systems. Projects or activities may be focussed on specific issues such as the networking of resource centres, teacher training institutions, experts or decision-makers with a view to exchanging ideas and experiences.

In all proposals, clear plans should be given in terms of the cooperation activities and envisaged encounters, building on the strengths of the partners. Such activities might, for example, include the organisation of conferences, workshops, fora, summer universities, etc. designed to help attain the objectives of the project and disseminate its results.

Though face-to-face meetings are an important part of such cooperation, the use of ICT is essential for ensuring wide availability and the sustainability of such activities. It will therefore be regarded as a mandatory component in the activities proposed, and details of the way it is to be used should be contained in the proposals.

Who can participate, and how should a project be organised?

1. Partnership profile

For projects under Minerva, a partnership must include at least one eligible institution in each of at least three participating countries, at least one of which must be a Member State of the EU.

One of the institutions or organisations participating in the project must act as the co-ordinator (“co-ordinating institution”). This means taking the lead in preparing the outline of the project with partners, taking responsibility for submitting the project application, ensuring the smooth administration of the project, accounting for the spending of the Community grant and reporting on the project’s outcomes.

It is essential that, on the basis of a division of tasks jointly agreed by the partners, all the participating institutions within a project contribute actively, by pooling their expertise in the shaping, implementation and evaluation of the project, as well as by ensuring the dissemination of its results.

It is strongly recommended that the work to be carried out within the projects be broken down into individual, interrelated work-packages, each of which should be assigned to one or more identified partner.

Proposers are urged to take the best possible account of the results of relevant projects which have already been funded by SOCRATES or through other national or European funding sources. An overview is accessible at the above-mentioned Minerva website. This site also provides links to other dissemination projects being funded under Minerva.

2. Eligible institutions

Minerva is open to all institutions and organisations working in the area of ICT and ODL, i.e. notably:

- resource centres or other organisations with expertise in the field of “ICT in education” and/or ODL. This may also include guidance or consultancy services, multimedia libraries, research centres, etc.
- all types of educational institutions and providers, in any sector of education
- distance education institutions (including open universities)
- teacher training institutions
- associations of teachers or learners
- research teams working in the field of “ICT in education” and/or ODL
- academic/educational associations or consortia at national or European level
- organisations/institutions involved in educational innovation
- public and private publishers/producers/broadcasters and other actors in the field of ICT and multimedia.

3. Project duration

See under "Financial support" below.

Who selects the projects, and what criteria are used?

Minerva is a "centralised Action" within SOCRATES. This means that projects are selected centrally by the European Commission, assisted by a panel of independent experts. National Agencies may also make their views known.

In addition to the criteria set out in Part I above, the following features will be taken into account as quality indicators:

- the innovative character of the project;
- the clarity of the educational concept underlying the project, and the clear definition of the learning environment which it targets;
- the transferability, sustainability or extension capacity of the processes or products involved;
- the transversal character of the partnership, for example through the participation of different kinds of organisations or the collaboration of actors from different sectors;
- the quality of the experts who are to work on the project;
- the European dimension of the project, demonstrated in terms of the scale and scope of the project and/or the project's capacity to compare and cross-fertilise experiences obtained in various national (including regional) contexts.

In selecting the projects for support, attention will furthermore be given to specific proposals which address the dimension of gender (e.g. difference of approaches of women and men when it comes to the new technologies) and/or which address the needs of learners who are disadvantaged because of personal disability, for socio-economic reasons or because they live in areas with a less well developed educational infrastructure.

What financial support is available?

In general, there will be a preference for projects with a duration of one or two years. In particular cases, financial support may be available for a period of up to three years.

Selected projects with a duration of more than one year may be awarded a multiannual contract. In this case, a first advance payment will be made at the start of the project. Successive payments will be subject to a periodic review and an assessment of the progress made by the project. It is, however, still possible to submit applications for the support of one-year projects.

The level of grant awarded may vary considerably from one project to another. Community financial support will be provided on a cost-sharing basis. Participating institutions / organisations are therefore expected to commit other resources to the project and to declare such other sources of funding.

For the purpose of monitoring and promoting synergy, two meetings of project coordinators will be organised by the Commission each contractual year. Project coordinators are expected to attend.

The types of expenditure for which the grant may be used are set out in Part I of these Guidelines.

Are preparatory grants available to help set up projects?

Yes. The details of these grants are contained in Part I of these *Guidelines*.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*.

OBSERVATION AND INNOVATION

Further information on this Action may be found on our website:
http://europa.eu.int/comm/education/socrates/observation/index_en.html

What is the overall aim of the "Observation and Innovation" Action?

"Observation and Innovation" is the title of Action 6 within the overall SOCRATES programme, hence its working title "Action 6". The Action 6 is a "transversal" action which aims to improving the quality and transparency of education systems and furthering the process of educational innovation in Europe through the exchange of information and experience, the identification of good practice, the comparative analysis of systems and policies in this field, and the discussion and analysis of matters of common educational policy interest.

The Action is therefore primarily oriented towards the needs of those who are called upon to take decisions on educational policy at various levels. Close cooperation between the Commission and the competent authorities in the participating countries is therefore a key feature of the Action. A group of highly qualified experts advises the Commission on the quality of analysis and initiatives carried out.

In order to make the relevant knowledge about education and training accessible to all citizens, a major website is under construction. Known as the "Gateway to Education in Europe", but also including information on vocational training and youth activities, this tool is designed to provide quick and easy access to essential data as well as information on learning opportunities and resources at EU level.

In the overall management of the Action, the Commission pays particular attention to the added value, the European dimension and the dissemination of results to the target groups potentially concerned, notably policy-makers at all levels, inspectors, headteachers, teachers, parents, and even students and pupils. It further seeks to ensure consistency and interactivity with other parts of the SOCRATES programme and with other Community programmes, and to cooperate with other international organisations such as OECD, Unesco and the Council of Europe.

The combination of analytical studies and activities of an operational nature such as transnational projects, conferences and seminars, is a feature of Action 6 as a whole.

What is the overall structure of the Action?

The Observation and Innovation Action ("Action 6") is structured as follows³⁰ :

- Observation of educational systems, policies and innovation (Action 6.1)
 - General observation and analysis activities (studies, analyses, pilot projects, seminars, exchanges of experts, networks of institutions, expert groups etc.)
 - the Arion visits for educational specialists and decision-makers
 - the Eurydice information network on education
 - the Naric network of national centres for academic recognition.
- Innovatory initiatives responding to emerging needs (Action 6.2).

³⁰ The "Eurydice" and "Naric" activities are not open to external applications, as they are implemented through the networks established by the Commission and the participating countries.

OBSERVATION OF EDUCATIONAL SYSTEMS, POLICIES AND INNOVATION (« ACTION 6.1 »)

This Action offers a response to a range of priority themes of the Lisbon objectives adopted each year by the Council through a support for a wide range of measures to facilitate the sharing of information and experience on topics of common interest concerning educational systems, policies and innovations in the participating countries. It contributes to the improvement of the quality and transparency of educational systems by developing:

- methods for quality assessment;
- quality indicators;
- comparative analysis of systems and policies;
- descriptive and statistical data;
- methods for improved and simplified recognition of diplomas, degrees and study periods carried out abroad.

The Action further supports the production of educational innovation through:

- the creation and updating of databases and other sources of information;
- dissemination of national experiences.

The Action 6.1 includes the specific aspect “Innovatory initiatives responding to emerging needs”, namely Action 6.2.

GENERAL OBSERVATION AND ANALYSIS ACTIVITIES

Community support is available for activities such as studies, conferences, study visits, networks, networking of institutes and other qualified bodies, pilot projects and databases. The appropriate tools will be chosen according to the respective themes. **Studies** will allow new data to be collected or may be based on a secondary analysis of already existing data. **Conferences** will primarily be used as a means of disseminating results or of identifying new research topics. **Study visits** will be arranged in close cooperation with Arion (see below). **Networking** of institutes and centres specialising in the analysis of education policies and systems and the networking of other bodies involved in the evaluation of educational quality, will promote synergies and enhance transparency.

This is a “centralised Action” within SOCRATES. This means that projects are selected centrally by the European Commission, assisted by a panel of independent experts.

Calls for proposals will be published by the Commission, indicating the themes to be addressed, the types of project envisaged, the support available, the eligibility and selection criteria and the procedure and closing date for applications.

Further information on the Calls for proposals is available at the addresses indicated in Section 9 of Part I of these *Guidelines*.

ARION: STUDY VISITS FOR EDUCATIONAL DECISION-MAKERS

Further information on this Action may be found on our website:
http://europa.eu.int/comm/education/programmes/socrates/arion/index_en.html

What are the objectives of Arion?

The purpose of Arion visits is to facilitate the exchange of information and experience between “decision-makers” and educational specialists (see “Who can participate?” below) in areas of common interest to participating countries, especially in the fields of pre-primary, primary or general, technical and vocational secondary education (in some cases, depending on the theme of the study visit, also higher education). The visits help participants take account of approaches adopted elsewhere and provide educational policy-makers with better and more up-to-date information concerning education across Europe. “Multiplier activities” are also supported in order to heighten the impact of the visits (see last paragraph under Arion below).

What is an Arion study visit?

Community support is available to enable appropriate candidates to participate in a structured study visit of around one week's duration, taking place in another of the countries participating in SOCRATES. The visits are organised locally by the relevant educational authorities of the host country within an overall programme of visits coordinated at national level by the National Agencies and at European level by the Commission. Each visit typically brings together some 10-12 participants from several different countries. Participants in a visit often contribute to the conception and organisation of visits in subsequent years.

Each year the programme of study visits is directed towards a particular set of topics, which are drawn from the following five general areas:

A – Educational systems and their values

- general study of educational systems and educational assessment, including certification and assessment of pupils' achievements
- preventive measures to combat failure at school and illiteracy
- the quality of education

B – “Players” in the educational process: pupils, teachers and parents

- integration of young disabled persons into the mainstream school system
- equal opportunities for girls and boys in the educational process
- combating racism and xenophobia
- provision of schooling for children of: migrant workers, travellers and Gypsies, occupational travellers
- the teaching profession
- the role of parents and their participation in school life
- school principals, schools and pupils
- adult education
- violence and child protection

- the inspector

C – Education: the curriculum and the tools available

- Information and communication technologies in education.
- the curriculum

D – The school and its environment

- the school
- the introduction of a European dimension into teaching
- health education
- environmental education

E – Other aspects

- language teaching
- educational statistics.

This list of topics within the five thematic orientations is neither exhaustive nor prescriptive. The competent authorities are at liberty to choose certain of the topics or to propose others according to their national priorities. They may also opt to concentrate the visits which they are responsible for organising on one particular aspect of a topic.

In March 2002, the European Council of Barcelona adopted the detailed work programme on the subject of the “Concrete Future Objectives of Education and Training” until 2010. It is the Commission’s opinion that Arion is really appropriate to complement the work in progress on the objectives, especially in relation with the exchange of good practice. Study visit organisers are therefore invited to pay attention to these when organising their programmes, and to invite participants to include a section on these cases of good practice when they present their report.

Given the importance of taking advantage of the participants’ experience and perceptions, and of ensuring that educational decision-makers will have comprehensive and up-to-date information at their disposal, particular attention is given to the drawing up of high-quality reports by persons receiving support from Arion. Each group undertaking an Arion study visit is required to prepare and submit a “group report”, reflecting the opinions of all participants in the visit. These reports are used in the preparation of later visits covering a similar topic, thus facilitating greater exchange of information and analysis during the week’s work. The reports are brought to the attention of all partners involved through the appropriate channels, and more widely disseminated via the Eurydice network and other means. In addition, the National Agencies and Commission organise evaluation meetings on specific themes relating to the visits carried out.

Furthermore, Arion visits can also offer an opportunity to encourage, initiate or underpin activities relating to other Actions within the SOCRATES programme, such as Comenius, Grundtvig, Minerva, Lingua and also Erasmus. Participants in Arion are therefore encouraged to consider the role they might play as an initiator or resource person, given their opportunity to establish a multitude of contacts during their study visit.

The Arion catalogue

The Arion Catalogue

The Arion catalogue is published every year in February, so as to cover the study visits that will be organised during the next academic year. Since Arion is a decentralised action, proposals must be sent to the respective national agencies. The selection made by the National Agencies will be taken up as such in the Catalogue by the Commission.

How to apply for inclusion in the Catalogue

The Commission will launch calls for courses (visits) from course providers who would like their courses to be included in the Arion catalogue, once a year in autumn. This call is addressed to the National Agencies and it is up to them to select suitable organisers of study visits according to the quota set for each country. There are no specific application forms, but applicants should produce all the data necessary for the NAs to produce the information sheets for the catalogue.

Each application will be assessed on the basis of the documentation received. The selected courses, in principle one for each 10 grants received per country, are then forwarded to the Commission to be included in the catalogue.

What criteria must a course meet to be included in the Catalogue?

- A course must be organised on a theme identified as a priority by the European Commission or by an individual Member State;
- It must address to the Arion specific target groups;
- It will have a duration of one week and will be organised in the course of the academic year;
- In principle, it will not address to the same participants during subsequent years;
- The objectives of the courses must be in line with the general objectives of the Arion action.

Where is the Catalogue published?

The Catalogue is published on the Arion homepage and in a paper version available from National Agencies. It will also be sent to the National Agencies for integration in their Soclink database with the first upgrade after completion of the catalogue. Finally it will also be available on the Nety for interested partners.

Does selection for the Catalogue ensure that courses will be full?

No. All selected courses will be included in the Catalogue. Applicants will choose from the Catalogue courses they wish to attend. It is the Commission's policy to make the offer wider than the total available nomination quorum. So it is possible that during the matching process, some study visits will have to be cancelled, for the only reason of lack of interest.

Can courses in the Catalogue also involve participants not funded by Arion?

Yes. It is the Commission's policy also to welcome participants funded by other Socrates actions, such as Comenius, Grundtvig, Minerva, Lingua and Erasmus, provided that for the rest they respond to the general Arion participant profile and conditions. National Agencies may also accept candidates wishing to participate at their own expense..

Who can participate?

The persons eligible for participation in the visits comprise educational staff with functions in management, assessment, training or counselling, and policy making. The following categories of personnel are particularly targeted:

- heads of institutions
- inspectors
- educational advisors
- administrative personnel at local, regional and national level (including ministries and government departments)
- teacher trainers.

Who carries out the selection, and what criteria are used?

The Arion study visits are a "decentralised" Action within the SOCRATES programme. This means that the selection of applications, as well as contracts and payments are managed by a National Agency in each participating country.

In addition to the criteria set out in Part I of these *Guidelines*, the National Agencies will pay particular attention to:

- the relevance of the visit for the candidate's professional activity;
- the candidate's capacity to act as a multiplier, in order to help ensure an impact of the visit beyond the work of the individual participant concerned;
- the candidate's competence in the working language for the visit. Candidates should preferably be able to communicate in at least one other language of the Community than their own.

National Agencies will seek to ensure a broad and appropriate cross-section of major educational providers / sectors (public and private, regional and local etc.) among the applications accepted.

A full description of the selection procedure can be found in the "Operational Handbook of the Arion action", which is available for the National Agencies.

What financial support is available?

The grant awarded will be so calculated as to help cover:

- travel costs to and from the country where the visit is organised;
- subsistence costs;
- preparation costs (including language preparation)

in accordance with guidelines for National Agencies agreed at European level.

It is intended that the resources allocated to this Action reach as many individuals as possible. For this reason, there is a maximum of one grant awarded per person in a three year period.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*. The National Agency will also supply potential candidates with the full catalogue of visits available (the *Arion Catalogue*).

What are the Arion "Multiplier activities"?

The multiplier effect is a key element of Arion. In addition to the study visits described in the preceding paragraphs, it is therefore also possible to submit an application for support of "Multiplier activities", the purpose of which is:

- to derive the maximum benefit from the visits and the experience thereby obtained and/or
- to strengthen Arion's links with other Actions in the SOCRATES programme, especially those relating to school or adult education, and with other Community programmes.

Such multiplier activities may include:

- **Special study visits:** A limited number of special study visits may be funded each year, to be carried out by groups of persons fulfilling the eligibility criteria for Arion Study Visits (see above) and dealing with specific topics which, although of common interest, have not been awarded priority by the participating countries. The same selection criteria and financial arrangements as in the case of the main Arion Study Visits apply, and the persons to carry out the visit are agreed with the National Agencies. Such special study visits constitute only a small proportion of the total number of visits supported.
- **Other multiplier activities:** These can take a variety of forms, such as seminars, publicising ventures and meetings of experts. All applicants must fulfil the eligibility criteria set out in Part I of these *Guidelines*. Priority will be given to proposals with a particularly pronounced multiplier effect and/or which contribute significantly to the evaluation of experience gathered during Arion Study Visits.

Applications for support of Multiplier activities should be made directly to the Commission, in accordance with the procedure set out in Part I of these *Guidelines*.

THE INFORMATION NETWORK ON EDUCATION IN EUROPE (EURYDICE)

The Eurydice information network consists of a European Unit set up by the European Commission and national Units established by the countries participating in the SOCRATES programme. The European Unit of the network is located in Brussels and co-ordinates the network's activities. The National Units are based in the Ministries of Education or in bodies closely associated with them. Eurydice plays a vital rôle in providing both the Commission and the Council Presidencies with a sound knowledge base for political reflection on education issues at Community level. But many of its services are also available to the wider public. Thus Eurydice produces a variety of basic documents and comparative studies on education systems and topics of interest at Community level, develops indicators of relevance to educational policy-makers, and manages a major database on education systems ("Eurybase"). Particular attention is drawn to the series of publications entitled *Key Data in Education* and *Key Topics in education*, which are essential tools for all 'stakeholders' in education in Europe.

More information on the activities and the publications of Eurydice may be obtained by consulting the network's website: <http://www.eurydice.org>

THE NETWORK OF NATIONAL ACADEMIC RECOGNITION INFORMATION CENTRES (NARIC)

The Naric network, coordinated by the Commission, consists of national centres, designated by the participating countries, which are responsible for providing institutions and citizens with information on educational qualifications, with a view to facilitating the recognition of such qualifications in other participating countries for academic and, in many cases, professional purposes. The network works closely with the ENIC network of the Council of Europe and Unesco, as well as with the Eurydice information network on education systems and policies (see above). It manages a major database on the recognition and equivalence of diplomas, encourages training activities on methods for assessing qualifications, and organises various seminars and study visits. The network is particularly concerned with improving the transparency of qualifications and of periods of study at all levels of education. To this end, it encourages the effective introduction of the "supplement to the diploma", developed jointly by the European Commission, the Council of Europe and Unesco during the first phase of SOCRATES. The results of the network's activities are disseminated in particular through publications and by electronic means.

Further information on the Naric network is available from: European Commission, Directorate-General for Education and Culture, Unit A2, rue de la Loi 200 (Belliard 7), B-1049 Brussels, or electronically at the Naric website:

<http://europa.eu.int/comm/education/socrates/agenar.html>

INNOVATORY INITIATIVES RESPONDING TO EMERGING NEEDS (« ACTION 6.2 »)

In addition to the cooperation activities provided for in the other Actions of SOCRATES, the Community may support transnational projects and studies aimed at helping to develop innovations in one or more specific sectors of education. The subjects to be given priority are determined by the Council and reviewed regularly to enable adaptation to the new requirements which emerge during the period covered by this programme.

This is a “centralised Action” within SOCRATES. This means that projects are selected centrally by the European Commission, assisted by a panel of independent experts.

Calls for proposals will be published by the Commission, indicating the themes to be addressed, the types of project envisaged, the support available, the eligibility and selection criteria and the procedure and closing date for applications.

Further information on the implementation arrangements for this Action and in particular on the Calls for proposals is available from the Commission's services at the address indicated in Section 9 of Part I of these *Guidelines*.

JOINT ACTIONS

The Community programmes in the fields of education (SOCRATES), vocational training (Leonardo da Vinci) and Youth are complementary instruments whose common aim is to create, at European level, the conditions in which learners of all ages are able to acquire the experience, knowledge and skills they need to live, work and actively participate in today's society. The "Joint Actions" provided for in all three programmes (in SOCRATES, they constitute Action 7 of the Programme) give concrete form to this complementarity by allowing initiatives to be supported which go beyond the field covered by each single programme.

"Joint Actions" linking SOCRATES with other Community programmes may also be envisaged, in particular with the Community programmes in the field of research and development and new technologies.

Calls for proposals will be published by the Commission, indicating the themes to be addressed, the types of project envisaged, the support available, the eligibility and selection criteria, and the procedure and closing date for applications.

Further information on the implementation arrangements for this Action and in particular on the Calls for proposals is available from the Commission's services at the address indicated in Section 9 of Part I of these *Guidelines*.

ACCOMPANYING MEASURES

What are the objectives of the Accompanying Measures?

The purpose of support under the Accompanying Measures (Action 8 of the SOCRATES Programme) is to support various activities which, though not eligible under the main Actions, will clearly contribute to achieving the programme's objectives. The projects to be supported will be aiming at:

- **raising awareness** of relevant target groups or the general public concerning the SOCRATES programme or the importance of European cooperation in the field of education more generally;
- helping to improve the **implementation** of SOCRATES, in particular through training activities and analysis;
- maximising the impact of European cooperation in the field of education, by **disseminating** and giving a **high profile** to the results and methods of such cooperation;
- fostering **trans-sectoral synergies** between the Actions of the SOCRATES programme, for example around activities bringing together projects supported under Comenius, Erasmus, Grundtvig, Lingua, Minerva, etc. on precise themes;
- implementing activities specifically concerning aspects of transversal policies in which the SOCRATES programme is called on to play a part, including in particular, the promotion of **equality between women and men**, the integration of disabled persons and other people with **special educational needs**, and the promotion of intercultural education and the **fight against racism**;
- carrying out **other activities** focussing on specific themes, target groups or contexts, as justified by the needs of the current educational situation in the participating countries.

How should a project be organised?

Partnership profile

Projects should normally include at least one eligible institution in each of at least three participating countries, at least one of which must be a Member State of the EU, though exceptions may be made in particularly justified cases where the European dimension of the project is clearly demonstrated.

One of the institutions or organisations participating in the project must act as the co-ordinator ("co-ordinating institution"). This means taking the lead in preparing the outline of the project with partners, taking responsibility for submitting the project application, ensuring the smooth administration of the project, accounting for the spending of the Community grant and reporting on the project's outcomes.

Eligible institutions

Any type of organisation mentioned in section 3.2 of Part I of these *Guidelines* as being eligible to participate in SOCRATES as a whole, may participate in or coordinate projects under the Accompanying Measures.

Project duration

See under "Financial support" below.

What types of activities are supported?

The following types of activity are likely to be typical of projects under this part of SOCRATES. However, this list is indicative, and projects envisaging other activities but which nonetheless fulfil the criteria mentioned below will also be considered:

- organisation of conferences and seminars concerning European cooperation in the field of education;
- awareness-raising activities, such as targeted promotional and information campaigns, competitions etc.;
- setting up and consolidating European bodies such as associations, in particular as a means for the dissemination and exchange of information and experiences about innovatory initiatives in education;
- developing, publishing and in particular disseminating products and processes resulting from cooperation (documents, publications, teaching modules, videos, CD-ROMs, innovatory methodologies, organisational measures in institutions, educational strategies etc.). Dissemination via networks of bodies involving 'players' in the field with a potential for relaying such information, will be given particular encouragement;
- teaching materials concerning European educational themes;
- organisation of training activities for persons responsible at their respective institutions for European cooperation in the education field;
- publications relating to European educational cooperation, including the analysis of internationalisation strategies for education, programme implementation and obstacles;
- action-research in the field of education.

The following activities, in particular, may not be covered by the funding awarded:

- activities eligible under another part of SOCRATES;
- research activities.

Who selects the projects, and what criteria are used?

The Accompanying Measures are a “centralised Action” within SOCRATES. This means that projects are selected centrally by the European Commission.

Projects will be assessed against the selection criteria for transnational cooperation projects set out in Part I of these *Guidelines*.

In the field of higher education, involvement of a large number of participating countries will normally be regarded as a positive factor.

What financial support is available?

In view of the wide diversity of activities involved, it is likely that the amount of funds provided will vary considerably from project to project.

In most cases, projects will be supported on an annual basis. Multiannual funding will, however, be possible in particularly justified cases.

How and when to apply for a grant?

The application procedure is set out in Part I of these *Guidelines*.

PART III

ANNEXES

LIST OF SOCRATES NATIONAL AGENCIES

(alphabetical order)

AUSTRIA

SOCRATES Nationalagentur Österreich
 Schreyvogelgasse 2
 A-1010 Wien
 Tel : (43) 1 534.08.17 / 25
 Fax : (43) 1 534.08.20
 E-mail : office@socrates.at
 Internet : <http://www.socrates.at>

BELGIUM**BELGIË (Vlaamse Gemeenschap)**

Ministerie van de Vlaamse Gemeenschap
 Vlaams SOCRATES-Agentschap
 H. Consciencegebouw 5C13
 Koning Albert II – laan 15
 B-1210 Brussel
 Tel : (32) 2 553.95.74
 Fax : (32) 2 553.95.65
 E-mail: natalie.verstraete@ond.vlaanderen.be

BELGIQUE (Communauté française)***Toutes actions SOCRATES sauf Erasmus***

Ministère de la Communauté française
 Cellule SOCRATES
 Boulevard Léopold II, 44
 B-1080 Bruxelles
 Tel : (32) 2 413.40.43
 Fax : (32) 2 413.40.42
 E-mail : socrates@cfwb.be
 Internet : <http://www.cfwb.be/socrates>

Erasmus

Agence francophone belge Erasmus
 Place du Parc 20
 B-7000 Mons
 Tel: (32) 65 37.36.60
 Fax: (32) 65 37.36.62
 E-mail : agence.erasmus@umh.ac.be

BELGIEN (Deutschsprachige Gemeinschaft)

Agentur für Europäische Bildungsprogramme
 Ministerium der Deutschsprachigen Gemeinschaft
 Gospert 1
 B-4700 Eupen
 Tel : (32) 87 59.63.00
 Fax : (32) 87 55.77.16

E-mail : Suzanne.kuechenberg@dgov.be
Internet : <http://www.dglive.be/chapter0>

BULGARIA

Bulgarian SOCRATES National Agency
Human Resource Development Centre (HRDC)
15, Graf Ignatiev St., 4th floor
BG-1000 Sofia
Tel : (359) 29.15.50.10
Fax : (359) 29.15.50.49
E-mail : hrdc@crdc.bg

CYPRUS

Ministry of Education and Culture
SOCRATES Unit
Kimon and Thoukydides Street
CY-1434 Nicosia
Tel : (357) 22 800.669
Fax : (357) 22 428.268
E-mail : minedu@cytanet.com.cy
Internet : <http://www.moec.gov.cy>

ČZECH REPUBLIC

CSVS SOCRATES Office
U Lužického semináře 13
CZ-11801 Praha 1
E-mail : info@socrates.cz
Internet : <http://www.socrates.cz>

Comenius, Erasmus, Grundtvig, Lingua
Tel: (420) 2 5701.1344 / 2 5753.0504
Fax: (420) 2 5753.2407

Minerva
Tel: (420) 2 5701.1312
fax: (420) 2 5701.1323

Arion, Joint Actions, Accompanying Measures
Tel: (420) 2 5753.4373
Fax: (420) 2 5753.4368

DENMARK

CIRIUS
Fiolstraede 44
DK-1171 København K
Tel: (45) 33 95 77 00
E-mail: cirius@ciriusmail.dk
Internet: <http://www.ciriusonline.dk>

ESTONIA

Foundation Archimedes
SOCRATES Estonian National Agency
Koidula 13a

EE-10125 Tallinn
Tel : (372) 696.24.10
Fax : (372) 696.24.26
E-mail : socrates@archimedes.ee
Internet : <http://www.socrates.ee>

GERMANY

Erasmus

Deutscher Akademischer Austauschdienst (DAAD)
Kennedyallee 50
D-53175 Bonn
Tel : (49) 228 882.277
Fax : (49) 228 882.551
E-mail : Erasmus@daad.de
Internet : http://www.daad.de/info-f-d/foerderprogramme/eu_programme/index.html

Comenius, Lingua (Schulbereich), Arion

Pädagogischer Austauschdienst der Kultusministerkonferenz (PAD)
Lennéstr. 6
D-53113 Bonn
Tel : (49) 228 501.298/256
Fax : (49) 228 501.420/259
E-mail : pad.comenius@kmk.org
Internet : <http://www.kmk.org/pad/sokrates2>

Comenius (sprachbezogene Aktivitäten ausser an Schulen und an Lehrerbildungseinrichtungen) ; Grundtvig 3 (Mobilität)

Internationale Weiterbildung und Entwicklung (InWent) gGmbH
Weyerstr. 79-83
D-50676 Köln
Tel : (49) 221 209.8292
Fax : (49) 221 209.8114
E-mail : sokrates@inwent.org
Internet : <http://www.europa.inwent.org>

Grundtvig 1 (Projekte), 2 (Lernpartnerschaften) und 4 (Netzwerke) ; Lingua (ausser an Schulen : siehe PAD oben); Minerva ; alle sonstigen Aktionen

Bildung für Europa
Nationale Agentur beim Bundesinstitut für Berufsbildung
Hermann-Ehlers-Str. 10
D-53113 Bonn
Tel : (49) 228 107.1608
Fax : (49) 228 107.2964
E-mail : Sokrates@bibb.de
Internet : <http://www.na-bibb.de>

GREECE

I.K.Y.
Directorate of Special Programmes and International Scholarships
Unit for European Union Programmes
Lyssicratous 14
GR-10558 Athinai
Tel : (30) 10.37.26.300/ 32.36.690
Fax : (30) 10.33.12.759/ 32.21.863
E-mail : socrates@iky.gr ou erasmus@iky.gr
Internet: <http://www.iky.gr>

FINLAND

Centre for International Mobility (CIMO)
Hakaniemenkatu 2 / Hagnäsgatan 2
(P.O. Box 343)
FIN-00531 Helsinki
Tel : (358) 9 77.47.70.33
Fax : (358) 9 77.47.70.64
E-mail : socrates@cimo.fi
Internet : <http://www.cimo.fi>

FRANCE

Agence Socrates – Leonardo da Vinci France
25, quai des Chartrons
F-33080 Bordeaux Cedex-France
Tel : (33) 5 56.00 94 00
Fax : (33) 5 56.00 94 80
E-mail : contact@socrates-leonardo.fr ou estelle.duprat@socrates-leonardo.fr
Internet : <http://www.socrates-leonardo.fr>

HUNGARY

Tempus Public Foundation/Socrates National Agency of Hungary
Street address : Váci út 37, 7th Floor (Duna Office Center), H- 1134 Budapest
Postal address:
H– 1438 Budapest 70., POB 508
Tel : (36) 1 237.13.00
Fax : (36) 1 239.13.29
E-mail : socrates@tpf.hu
Internet : <http://www.tka.hu>

ICELAND

Office of International Education / Socrates National Agency
Neshagi 16
IS -107 Reykjavik
Tel : (354) 525.43.11
Fax : (354) 525.58.50
E-mail : General: ask@hi.is
Comenius: katei@hi.is
Erasmus 1, Minerva: oeo@hi.is
Erasmus 2: bey@hi.is
Grundtvig, Lingua: rz@hi.is
Internet : <http://www.ask.hi.is>

IRELAND

All SOCRATES Actions except Erasmus, Minerva and Arion

Léargas - The Exchange Bureau
189 Parnell Street
IRL-Dublin 1
Tel : (353) 1 873.14.11
Fax : (353) 1 873.13.16
E-mail : education@leargas.ie
Internet : <http://www.leargas.ie/education>

Erasmus and Minerva

Higher Education Authority - Erasmus
3rd floor

Marine House
Clanwilliam Court
IRL-Dublin 2
Tel : (353) 1 661.27.48
Fax : (353) 1 661.04.92
E-mail : erasmus@hea.ie
minerva@hea.ie
Internet: <http://www.hea.ie>

Arion

Department of Education and Science
Marlborough Street
IRL-Dublin 1
Tel: (353) 1 889.2018
E-mail: mchughf@educ.irlgov.ie

ITALY

Agenzia Nazionale Socrates Italia
INDIRE
Via Nardo di Cione 22
I- 50121 Firenze
Tel : (39) 055 2380.326/328/338/387/388/389
Fax : (39) 055 2380.343/399
E-mail : socrates@indire.it
socrates.finanziario@indire.it
comenius1@indire.it
comenius2@indire.it
comenius3@indire.it
arion@indire.it
erasmus@indire.it
grundtvig@indire.it
minerva@indire.it
lingua@indire.it
Internet : <http://www.indire.it/socrates>

Agenzia Socrates Italia
Sezione Erasmus
Via Montagne Rocciose 60
I- 00144 ROMA
Tel: (39) 06.54210483
Fax: (39) 06.54210479
E-mail: erasmus@indire.it

LATVIA

Academic Programme Agency
Valņu Iela 2
LV-1050 Riga
Tel : (371) 7 223.983
Fax : (371) 7 820.171
E-mail : socrates@apa.lv
Internet : <http://www.apa.lv>

LIECHTENSTEIN

SOKRATES-Agentur Liechtenstein
C/o Schulamt
Europark – Austrasse 79
FL-9490 Vaduz

Tel : (423) 236.67.58
Fax : (423) 236.67.71
E-mail : helmut.konrad@sa.lv.li
Internet : <http://www.socrates.li>

LITHUANIA

ES Socrates programos koordinavimo paramos fondas
(EU Socrates Programme Coordination Support Foundation)
Gelezinio Vilko 12
LT- 2600 Vilnius
Tel : (370) 2 210.592
Fax : (370) 2 249.71.37
E-mail : socrates@socrates.lt
Internet : <http://www.socrates.lt>

LUXEMBOURG

Toutes actions SOCRATES sauf Erasmus et Minerva

Agence Nationale Socrates Luxembourg
Ministère de l'Éducation Nationale, de la Formation Professionnelle et des Sports
34-36, avenue de la Porte neuve
L-2227 Luxembourg
Tel : (352) 478.52.89/90
Fax : (352) 478.51.37 ou (352) 24.18.84
E-mail : karin.pundel@men.lu
Internet: <http://www.socrates.lu>

Erasmus, Minerva

Centre de Documentation et d'Information pour les Etudes Supérieures
211, route d'Esch
L- 1471 Luxembourg
Tel : (352) 478.86.50
Fax : (352) 45.56.56/26.19.01.04
E-mail : raphael.laico@mcesr.etat.lu

MALTA

European Union Programmes Unit (EUPU)
c/o Ministry of Education
Malta – Floriana CMR 01
Tel : (356) 21 220183
Fax : (356) 21 231589
E-mail : joseph.sammuto@gov.mt

NORWAY

Centre for International University Cooperation (SIU)
Norwegian Council for Higher Education
Box 7800
N-5020 Bergen
Tel : (47) 55 30 88 00
Fax : (47) 55 30 88 01/02
E-mail : siu@siu.no
Internet : <http://www.siu.no>

POLAND

Fundacja Rozwoju Systemu Edukacji
Foundation for the Development of the Education System
ul. Mokotowska 43
PL- 00-551 Warszawa
Tel: (48) 22 622.34.47/629.25.74
Fax: (48) 22 622.37.10
E-mail: socrates@socrates.org.pl
Internet: www.socrates.org.pl

Comenius 1

phone: (48) 22 622.37.12

Comenius 2

phone: (48) 22 629.78.79
e-mail: tadeusz.wojciechowski@socrates.org.pl

Erasmus

phone: (48) 22 629.77.79
e-mail : erasmus@socrates.org.pl ou beata.skibinska@socrates.org.pl

Grundtvig, Minerva

phone: (48) 22 622.34.47/ 629.25.74
e-mail : grazyna.klimowicz@socrates.org.pl

Lingua

phone: (48) 22 622.34.47/ 629.25.74
e-mail : pawel.poszytek@socrates.org.pl

Arion

phone: (48) 22 622.34.47/ 629.25.74
e-mail : beata.osmulska@socrates.org.pl

PORTUGAL

Agência Nacional para os Programas Comunitários Sócrates e Leonardo da Vinci
Av. D. João II
Lote 1.07.2.1 Piso 2 - Ala B
1990-096 Lisboa - PORTUGAL
Tel.: (351) 21 891 99 33/34
Fax: (351) 21 891 99 29
E-mail : agencianacional@socleo.pt
Internet : <http://www.agencianacional-socrates-leonardo.org.pt>

ROMANIA

Agentia Nationala Socrates
Bld. Schitu Magureanu Nr. 1
Etaj 2 – Sector 5
RO- 050025 Bucuresti
Tel : (40) 1 311.35.05 / 312.11.87
Fax : (40) 1 311.35.00
E-mail : agentie@socrates.ro
Internet : <http://www.socrates.ro>

SLOVAKIA

Slovak Academic Association for International Cooperation (SAAIC)
SOCRATES National Agency
Staré Grunty 52
SK-842 44 Bratislava

Tel : (421) 2 654.24.383, 654.12.335
Fax : (421) 2 654.24.483
E-mail : socrates@saaic.sk
Internet : <http://www.saaic.sk/socrates>

SLOVENIA

CMEPIUS - Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes
Ob železnici 16
SI-1000 Ljubljana
Tel : (386) 1 5864.240
Fax : (386) 1 5864.231
E-mail : socrates@cpi.si
Internet : <http://www.cpi.si/speu>

SPAIN

Todas las acciones del programa SÓCRATES excepto Erasmus

Agencia Nacional Sócrates
Sra Carmen Moreno Huart
Ministerio de Educación y Cultura
Paseo del Prado, 28 - 1ª planta
E-28014 Madrid
Tel : (34) 91 506.56.85
Fax : (34) 91 506.56.89
E-mail : a.socrates@educ.mec.es
Internet : www.mec.es/sqpe/socrates

Erasmus

Agencia Nacional Erasmus
Vicesecretaría General del Consejo de Universidades
Ciudad Universitaria s/n
E-28040 Madrid
Tel : (34) 91 453.98.42
Fax : (34) 91 453.98.85
E-mail : mariateresa.diez@cuniv.mec.es

SWEDEN

International Programme Office for Education and Training
Box 220 07
S-104 22 Stockholm
Tel : (46) 8 453.72.00
Fax : (46) 8 453.72.01
E-mail : info@programkontoret.se
Internet : <http://www.programkontoret.se>

THE NETHERLANDS

Comenius, Arion

Europees Platform voor het Nederlandse Onderwijs
Nassauplein 8
NL-1815 GM Alkmaar
Tel : (31) 72 511.8502
Fax : (31) 72 515.1221
E-mail : algemeen@europeesplatform.nl
Internet : <http://www.europeesplatform.nl>

Erasmus

Nuffic

Dutch National Agency for Socrates

Postbus 29777

NL-2502 LT Den Haag

Tel : (31) 70 42.60.260

Fax : (31) 70 42.60.399

E-mail : socrates@nuffic.nl

Internet : <http://www.nuffic.nl/programma/internationalisering/socrates/index.html>

Grundtvig, Minerva, Lingua

Europees Platform voor het Nederlandse Onderwijs, dependance

Bezuidenhoutseweg 253

NL - 2594 AM Den Haag

Tel.: 31 70 3814448

Fax: 31 70 3831958

E-mail: dependance@europeesplatform.nl

Internet: <http://www.europeesplatform.nl>

TURKEY

The Centre for the EU Education and Youth Programmes

Socrates National Agency

Hüseyin Rahmi Sokak No 2

Cankaya

TR-06680 Ankara

Tel. (90) 312 409 60 00

Fax (90) 312 409 60 09

E-mail: baskanlik@ua.gov.tr

Internet: <http://www.ua.gov.tr>

UNITED KINGDOM

All SOCRATES Actions except Erasmus

The British Council

Education and Training Group

England and Wales:

10, Spring Gardens

UK-London SW1A 2BN

Tel : (44) 207 389.41.57

Fax : (44) 207 389.44.26

E-mail : socrates@britishcouncil.org ou sue.ling@britishcouncil.org

Internet: <http://www.socrates-uk.net>

Scotland:

Third Floor, The Tun

4 Jackson's Entry

Holyrood Road

UK-Edinburgh EH8 8PJ

Tel : (44) 131.524 5700

Fax : (44) 131.524.5701

Northern Ireland:

also Comenius 1 for Northern Ireland, Wales, North-West England, West Midlands and South-West England

Norwich Union House

7 Fountain Street

UK- Belfast BT1 5EG
Tel : (44) 28.9024.8220
Fax : (44) 28.9023.7592

Erasmus

UK- Socrates Erasmus Council
Research and Development Building
University of Kent
Canterbury
UK- Kent CT2 7PD
Tel : (44) 1227 76.27.12
Fax : (44) 1227 76.27.13
E-mail : erasmus@ukc.ac.uk
Internet : <http://www.erasmus.ac.uk>

USER GUIDE: IN WHICH ACTIONS CAN YOU TAKE PART ?

The SOCRATES programme is addressed to a wide range of people and institutions at all levels of education (see section 3.2 of the *Guidelines for Applicants*). In order to identify those Actions which are relevant to you, please refer to the following information:

A) PEOPLE

N.B.: In most cases, individuals (students, teachers, etc.) may only take part in the programme through their home institution, though there are exceptions to this (e.g. Comenius Language Assistants).

- ***Pupils and school students (from pre-primary to secondary school)*** may:
 - take part in projects carried out by their schools (Comenius 1)
 - travel abroad to help prepare a Comenius 1 project, or participate in a pupil exchange (Comenius Language Projects) or in a transnational project meeting (Comenius School Projects and Comenius School Development Projects)
- ***University students*** may:
 - undertake an organised period of studies abroad for between 3 and 12 months (Erasmus 2) and/or benefit from the European Credit Transfer System for academic recognition ECTS (Erasmus 1)
 - take part the European activities of their university, e.g. European Modules, Intensive Programmes (Erasmus 1)
 - take part in other projects carried out by their university (Grundtvig, Lingua, Minerva)
 - take part in projects carried out by student associations (Accompanying Measures)
- ***Student teachers*** (in addition to all activities available to university students in general) may:
 - undertake supervised study and/or practical training abroad for between 1 and 10 weeks (Comenius 2)
 - take part in a project carried out by their initial teacher training institution (Comenius 2)
- ***Future teachers of foreign languages*** (in addition to all activities available to student teachers in general) may:
 - spend 3 – 8 months abroad as a Comenius Language Assistant hosted by a foreign school or adult education institution (Comenius 2)
- ***Adult learners*** may:
 - take part in Grundtvig activities within a cooperation project (Grundtvig 1) or a learning partnership (Grundtvig 2)
- ***School teachers (from pre-primary to secondary school)*** may:
 - co-ordinate or take part in a Comenius School Project, a Comenius Language Project or a Comenius School Development Project (Comenius 1)
 - be part of a team developing in-service training courses, teacher training materials or other pedagogical materials for school education (Comenius 2)
 - receive an individual training grant to attend an in-service training course abroad (Comenius 2)

- be part of a team working on projects relating to languages (Lingua 1, Lingua 2) or the use of new technologies in education (Minerva)
- **Teachers of languages** (in addition to all activities available to school teachers in general) may:
 - supervise a Comenius Language Assistant hosted by their school (Comenius 2)
- **University teachers** may, through the Institutional Contract of their university:
 - carry out a teaching assignment at a university abroad (Erasmus 2)
 - help design and develop a new curriculum (from initial to post-graduate level), a European module or an intensive programme with partners from other countries (Erasmus 1)
 - introduce in their university/faculty/department the European credit transfer system ECTS for the recognition of periods of study abroad (Erasmus 1)
 - negotiate exchanges for their students with partner universities abroad (Erasmus 1)
 - co-ordinate or be a partner in a pan-European Thematic Network concerned with a specific discipline or interdisciplinary theme (Erasmus 3)
 - co-ordinate or be a partner in cooperation projects in areas such as languages (Lingua), the use of new technology in education (Minerva) and the analysis of education systems (Observation and Innovation)
- **Teacher trainers** (in addition to all opportunities available to university teachers in general) may:
 - be a part of a team developing teacher training courses, teacher training materials or other pedagogical materials for school education (Comenius 2)
 - receive an individual training grant to attend an in-service training course abroad (Comenius 2 or Grundtvig 3)
 - participate in or organise a multinational study visit for educational decision-makers (Arion)
- **Teachers, trainers or other educators (tutors, mentors etc) working in adult or remedial education** may:
 - take part in Grundtvig activities within the framework of a cooperation project (Grundtvig 1), a learning partnership (Grundtvig 2) or a network (Grundtvig 4)
 - receive an individual training grant to attend an in-service training course abroad (Grundtvig 3)
 - participate in or organise a multinational study visit for educational decision-makers (Arion)
- **Tutors, mentors or other educators working with pupils at risk of exclusion, children of migrant workers, Gypsies, travellers and occupational travellers** may:
 - take part in Comenius activities within a cooperation project (Comenius 1 and 2)
 - receive an individual training grant to attend an in-service training course abroad (Comenius 2)
- **Non-teaching education staff** (heads of institutions, counsellors, inspectors, etc.) may:
 - take part in Comenius activities in a school partnership (Comenius 1), a cooperation project for staff training (Comenius 2) or a network (Comenius 3)
 - receive an individual training grant to attend an in-service training course abroad (Comenius 2, Grundtvig 3)
 - coordinate or participate in activities within the Institutional Contract (Erasmus 1) and certain Thematic Networks (Erasmus 3)
 - take part in Grundtvig activities in the framework of a cooperation project (Grundtvig 1), a learning partnership (Grundtvig 2) or a network (Grundtvig 4)
 - take part in the Accompanying Measures through their associations
 - participate in or organise a multinational study visit for educational decision-makers (Arion)

- **Decision-makers and education specialists** may:
 - take part in cooperation projects under various Actions
 - attend conferences and colloquia concerning best practice and innovation in language teaching and learning (Lingua 1)
 - participate in or organise a multinational study visit for educational decision-makers (Arion)

B) INSTITUTIONS AND ORGANISATIONS

- **Schools (from pre-primary to all types of secondary schools)** may:
 - co-ordinate or take part in a Comenius School Project, a Comenius Language Project or a Comenius School Development Project (Comenius 1)
 - take part in a cooperation project for the development of in-service training courses or pedagogical materials for school education (Comenius 2)
 - host a Comenius Language Assistant
 - take part in a Comenius network (Comenius 3)
 - lead or take part in a project to raise awareness about language learning (Lingua 1) or to develop new language learning tools (Lingua 2)
 - lead or take part in an innovative project in the field of Open and Distance Learning and Information and Communication Technologies (Minerva)
 - lead or take part in activities under the Accompanying Measures
- **Universities** may
 - organise student and teacher mobility (Erasmus 2)
 - organise student teachers' mobility for supervised study and/or practical training abroad (Comenius 2)
 - develop curricula or study programmes with other partners (Comenius 2 and Erasmus 1)
 - introduce the European Credit Transfer System for academic recognition ECTS (Erasmus 1)
 - take part in a Thematic Network via their faculties or their departments (Erasmus 3)
 - lead or take part in a Comenius network (Comenius 3)
 - lead or take part in a project to develop new teacher training materials or courses (Comenius 2)
 - lead or take part in cooperation projects (Grundtvig 1), learning partnerships (Grundtvig 2) and networks (Grundtvig 4)
 - lead or take part in a project to raise awareness about language learning (Lingua 1) or to develop new language learning tools (Lingua 2)
 - lead or take part in an innovative project in the field of Open and Distance Learning and Information and Communication Technologies (Minerva)
 - lead or take part in activities for the analysis of education systems and policies (Observation and Innovation)
 - lead or take part in activities under the Accompanying Measures
- **Teacher training institutions/centres** may:
 - lead or take part in a project to develop teacher training courses or materials (Comenius 2)
 - lead or take part in a Comenius network (Comenius 3)
 - take part in school partnerships (Comenius 1)
 - lead or take part in a project to raise awareness about language learning (Lingua 1) or to develop new language learning tools (Lingua 2)
 - lead or take part in an innovative project in the field of Open and Distance Learning and Information and Communication Technologies (Minerva 5)

- take part in cooperation and mobility for training activities in the field of adult learning (Grundtvig 1,2,3,4)
- organise multinational study visits for educational decision-makers (Arion)
- lead or take part in activities under the Accompanying Measures
- **Adult education institutions or organisations** may:
 - lead or take part in transnational cooperation projects (Grundtvig 1), learning partnerships (Grundtvig 2) and networks (Grundtvig 4), and organise or send their staff members on training courses in other European countries (Grundtvig 3)
 - host a Comenius Language Assistant
 - lead or take part in a project to raise awareness about language learning (Lingua 1) or to develop new language learning tools (Lingua 2)
 - lead or take part in an innovative project in the field of Open and Distance Learning and Information and Communication Technologies (Minerva)
 - organise multinational study visits for educational decision-makers (Arion)
 - lead or take part in activities under the Accompanying Measures
- **Associations (students, parents, teachers, staff, etc.) and non-profit organisations** may:
 - organise events, publications or information activities, pilot projects etc. via the Accompanying Measures
 - take part as “associated partners” in school partnerships (Comenius 1)
 - lead or take part in networks (Comenius 3, Erasmus 3, Grundtvig 4)
 - lead or take part in a project to raise awareness about language learning (Lingua 1) or to develop new language learning tools (Lingua 2)
 - lead or take part in Grundtvig cooperation projects (Grundtvig 1), learning partnerships (Grundtvig 2) and networks (Grundtvig 4)
- **Public authorities** (national, regional and local) may:
 - take part in Comenius cooperation projects (Comenius 2)
 - lead or take part in a Comenius network (Comenius 3)
 - lead or take part in Grundtvig cooperation projects (Grundtvig 1), learning partnerships (Grundtvig 2) or networks (Grundtvig 4) and in school partnerships as “associated partners” (Comenius 1)
 - organise multinational study visits for educational decision-makers (Arion)
- **Private companies** may, in different ways depending on the Action concerned:
 - take part in cooperation projects and networks under Comenius 2 and 3, Erasmus 3, Grundtvig 1 and 4, Lingua, Minerva, Observation and Innovation, the Accompanying Measures
 - take part in Comenius 1 projects as “associated partners”
- **Research institutes** involved in research on educational issues may:
 - conduct studies, analyses and other activities related to the observation of education systems and policies (Observation and Innovation)
 - take part in school partnerships as “associated partners” (Comenius 1)
 - lead or take part in Comenius projects (Comenius 2) and networks (Comenius 3)
 - participate in Grundtvig cooperation projects (Grundtvig 1), learning partnerships (Grundtvig 2) and networks (Grundtvig 4)
 - lead or take part in an innovative project in the field of Open and Distance Learning and Information and Communication Technologies (Minerva)

- **Other institutions providing educational opportunities for adults** in the broadest sense, such as museums, libraries, hospitals, prisons and youth detention centres, sports associations, neighbourhood organisations etc., may:
 - participate in all activities under Grundtvig
 - participate in school partnerships as “associated partners”(Comenius 1) and school education networks (Comenius 3)
 - participate in cooperation projects under Lingua and Minerva
 - participate in certain Arion study visits for educational decision-makers
 - lead or take part in activities under the Accompanying Measures

- **Organisations with an interest in language teaching and learning** (notably language resource centres, centres for research into language education; open and distance learning centres; establishments developing teaching programmes, issuing diplomas or devising methods for testing and evaluating knowledge; local and regional authorities; local, regional, national or European associations active in the field of language teaching or learning; cultural and language support associations, including national associations; language schools; international associations of language teaching establishments; radio, television or media companies with an Internet presence; publishing houses, software producers or distributors) may:
 - lead or take part in a project to raise awareness about language learning (Lingua 1) or to develop new language learning tools (Lingua 2)
 - organise multinational study visits for educational decision-makers (Arion)

- **Organisations with an expertise in the use of information and communication technology in education, in developing open and distance learning and in the field of educational multimedia** may:
 - in particular, lead or take part in all activities under Minerva
 - lead or take part in activities under Grundtvig, certain projects under Comenius 2 and Erasmus Thematic Networks (Erasmus 3) and Lingua

IMPLEMENTING THE PRINCIPLE OF EQUAL OPPORTUNITIES IN THE SECOND PHASE OF SOCRATES
I. GENERAL CONTEXT

1. The Treaty of Amsterdam strengthens the general provisions in the area of Equal Opportunities (Articles 2, 3, 13), and stipulates that in all the activities covered by the Treaty, the Community shall aim to eliminate inequalities, and to promote equality, between men and women (see also Articles 137 and 141). All Community programmes and policies are called to contribute to achieving these objectives. Education – and in particular the SOCRATES programme as the Community's main instrument in this field – has an important role to play.
2. In applying the principle of Equal Opportunities within Community policies, a distinction is made between two fundamental aspects:
 - promoting equality between women and men (inequality for reasons of gender being seen as a general factor affecting the whole population);
 - eliminating inequalities resulting from various other factors (physical or mental disabilities; racial, cultural, ethnic or religious discrimination, socio-economic disadvantage etc.).

This consolidates the approach adopted in the first phase of SOCRATES, based on the Fourth Medium-Term Community Action Programme for Equal Opportunities for Women and Men and on the Resolution of the Council of 20 December 1996 on Equality of Opportunity for people with disabilities (see section IV below).

II. IMPLEMENTATION WITHIN SOCRATES

1. The Decision establishing the second phase of SOCRATES gives greater prominence to the principle of equal opportunities than the Decision on phase I of the programme. "To strengthen the European dimension in education at all levels and to facilitate wide transnational access to educational resources in Europe while promoting equal opportunities throughout all fields of education" (Art. 2a of the Decision), is henceforth an integral part of the programme's objectives. This is part of the general strengthening of the social dimension in phase II of the programme, one of the explicit motivations for which is the need to "step up the fight against exclusion in all its forms".
2. This more proactive approach is reflected in the Annex to the Decision, containing the description of the programme's Actions. The introduction to the Annex, which applies to all the Actions, states that "support measures" may be taken in order to facilitate the access and participation of persons with specific educational needs and that "positive actions" may be undertaken in order to promote equality between women and men. Activities giving special emphasis to intercultural aspects are to be particularly encouraged throughout the programme.
3. For the implementation of Equal Opportunities within SOCRATES, the following aspects are therefore given particular prominence:
 - **promoting equality between women and men:** this concerns not only equal access opportunities to all parts of the programme, but also supporting activities designed to enhance equal opportunities in all sectors of education and to promote equality between women and men by educational means, in conformity with the ten objectives set out in the 1985 Council resolution (see section IV below). This involves, for example: helping to change attitudes and mentalities, helping to eliminate sexual

stereotypes in pedagogical materials, diversifying the fields of study chosen by women and men respectively, and encouraging improved orientation towards educational choices conducive to enhanced employability (notably science and technology, including in particular the new technologies), this being an important aspect of the Community's coordinated strategy for boosting employment throughout the Union;

- **addressing the needs of disabled persons:** SOCRATES will contribute both by enabling such persons to take part in the various Actions of the programme (including by means of increased financial support for the participants concerned), and by supporting initiatives designed to promote their better integration into education in general. This relates to both the physical and the pedagogical accessibility of teaching content (teaching methodologies and pedagogical tools, accompaniment or support measures, training of teachers and support staff, the use of new technologies adapted to different types of disability, opening up and providing proper recognition for alternative lifelong learning paths, etc.);
- helping to **combat racism and xenophobia:** in this field, the programme will particularly support awareness-raising initiatives, training of teachers and other educational staff, and the development of new pedagogical tools and strategies. Intercultural education and measures to promote the respect and understanding of ethnic, cultural and linguistic diversity will be encouraged in different ways according to the specificity of the different Actions of the programme. Measures to stimulate the full and active participation in the programme by persons from all ethnic and linguistic groups will also be encouraged;
- helping to offset the effects of **socio-economic disadvantage**, notably by encouraging participation of persons and institutions disadvantaged in this way, by means of the selection process and in some Actions by means of enhanced financial support.

4. The Commission and national authorities in the participating countries – and in particular the National Agencies – cooperate closely in order to ensure that the equal opportunities principle is implemented across all the programme's Actions. At the Community level, an expert working group on equal opportunities issues within the programme assists the Commission, the SOCRATES Committee and the Sub-Committees in assessing the pertinence of the approach adopted, defining new priorities and appropriate specific measures / positive actions, and fine-tuning the methodologies for taking equal opportunities into account in the process of selection and evaluation. At the national level, the National Agencies are supported by specialised national bodies such as the Equal Opportunities Departments / Special Education Departments in the Ministry of Education.
5. Grant contracts with project coordinators will normally contain specific provisions on implementing equal opportunity principles. This aspect will be given greater emphasis than before in the monitoring and evaluation of projects, and of the SOCRATES programme as a whole.

III. FURTHER INFORMATION

1. The integrated strategy for implementing the principle of equal opportunities in each of the programme's Actions will be continuously refined during the second phase of the programme. This will include more specific indications of the way in which the « promotion of equal opportunities » is defined as a selection criterion or priority under each Action, as well as examples of good practice. For the latest information, please contact your National Agency or consult the central website for SOCRATES:
<http://europa.eu.int/comm/education/socrates.html>

2. Attention is also drawn to the following websites and other sources of information on the various aspects of equal opportunities which are of particular importance for SOCRATES:

- ***promoting equality between women and men:***

- the website of the Unit within the Directorate-General for Employment and Social Affairs of the European Commission, responsible for equal opportunities for women and men: http://europa.eu.int/comm/employment_social/equ_opp/index_en.htm; e-mail: eqop@bxl.dg5.cec.be;
- the website of the Association "Du côté des filles" on gender stereotypes in children's literature: <http://www.ducotedesfilles.org>;
- the mobile exhibition "The other half of science" available in the 11 official languages from the Equal Opportunities departments of the Ministries of Education in the EU Member States and on the websites of the Directorate-General for Employment and Social Affairs of the European Commission and of the Fondazione IDIS (with other relevant information): <http://www.cittadellascienza.it>;
- Reference Manual for Primary and Secondary School Directors and Teachers (available in 11 languages on the above-mentioned website of the Directorate-General for Employment and Social Affairs);
- a self-imposed code of regulations on equal opportunities for Italian publishers of school books, on the website of the Associazione Italiana Editori: <http://www.aie.it>

- ***addressing the needs of disabled persons:***

- the website of the Unit within the Commission responsible for the integration of disabled persons:
[http:// europa.eu.int/comm/employment_social/soc-prot/disable/index_en.htm](http://europa.eu.int/comm/employment_social/soc-prot/disable/index_en.htm);
- the European Agency for Development in Special Needs Education:
Teglgaardsparken 100, DK-5500 Middelfart, Denmark. Tel.: (45)64-41.00.20, Fax: (45)64-41.23.03, website: <http://www.european-agency.org>; e-mail: adm@european-agency.org (the documents produced by the Agency include interim reports on the participation of disabled persons in SOCRATES and also on Education Systems, Teacher Training and Early Intervention);
- the following information tools, available on request from National Agencies or the Technical Assistance Office at the addresses indicated in Section 9 of Part I of these *Guidelines*, notably:
 - reference guides for higher education institutions on catering for the needs of disabled students: *Studying abroad for students with disabilities*;
 - multilingua summaries of the work of the 13 thematic groups established within the former Helios II programme;
 - Flash Helios no. 7 (October 1994) on the participation of disabled persons in the former Community programmes in Education, Training and Youth;
 - the 1996 Luxembourg Charter, concerning principles, strategies and proposals for the full integration of disabled persons in education;
 - OECD/UNESCO study containing internationally agreed indicators in the field of education for persons with special needs;

- ***fighting racism and xenophobia:***

- the website of the Unit within the Commission responsible for issues concerning racism and xenophobia:
http://europa.eu.int/comm/employment_social/fundamri/eu_racism/index_en.htm;
e-mail: antidiscrimination@bxl.dg5.cec.be;
- European Monitoring Centre on Racism and Xenophobia, Vienna:
<http://www.eumc.at/>
- The Council of Europe, activities against racism and intolerance:

<http://www.ecri.coe.int/>

- United Nations' Office of the High Commissioner for Human Rights: World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, <http://www.unhchr.ch/html/racism/index.htm>

IV. REFERENCE TEXTS

• Equality between women and men

- Resolution of the Council and Ministers of Education, meeting in the Council of 3 June 1985 on an action programme for Equal Opportunities of young women and men in education – containing 10 educational objectives (*Official Journal* C166 of 5 July 1985)
- Resolution of the Council of 21 May 1991 relating to the Third Community Medium-Term Action Programme for Equal Opportunities for Men and Women (1991-1995) – strengthening the previous resolution in the area of education (*Official Journal* C142 of 31 May 1991)
- Decision of the Council of 22 December 1995 establishing the Fourth Medium-Term Community Action Programme for Equal Opportunities for Women and Men (*Official Journal* L335 of 30 December 1995)
- Communication from the Commission on the significance of the 'mainstreaming' principle (COM(96)67 final of 21 February 1996)
- Final and evaluation reports on the Third Community action programme (see above): Third Medium-Term Action Programme on equal Opportunities for Women and Men (1991-1995). Commission Staff Working paper, Directorate-General for Employment and Social Affairs, catalogue no. CE-V/2-98-006-EN-C) and the interim report on Education and Equal Opportunities (1996) (document V/6768/95), available on the website of the Directorate-General for Employment and Social Affairs mentioned above
- Progress report on the implementation of the principle of Equal Opportunities (1998) (COM(99)106 final of 5 March 1999)
- Interim Report on the implementation of the Fourth Community programme (see above) (COM (98) 770 final of 17 December 1998)
- *Ex ante* evaluation of the Fourth Programme for Equal Opportunities for Women and Men. In its case studies this evaluation specifically examines Education, Training and Youth programmes (SOCRATES, Leonardo da Vinci and Youth for Europe): see website of the Directorate-General for Employment and Social Affairs mentioned above
- Gender impact assessment guide prepared by the then Directorate-General V of the Commission. Luxembourg: Office for Official Publications of the European Communities 1998

• Equal opportunities for disabled persons

- Decision of the Council of 25 February 1993 establishing of a Third Community Action programme in favour of handicapped persons (HELIOS II – 1993-96) (*Official Journal* L56 of 9 March 1993)
- Resolution of the Council of Ministers of Education meeting in the Council of 31 May 1990 on the integration of children and young people with handicaps in ordinary education systems (*Official Journal* C162 of 3 July 1990)

- Resolution of the Council of 20 December 1996 on Equality of Opportunity for people with disabilities (*Official Journal* C12 of 13 January 1997)
- Communication from the Commission on Equality of opportunity for people with disabilities (COM (96) 406 final of 30 July 1997)
- The final and evaluation reports of the Helios II programme (COM(98)15 final of 20 January 1998)

- **Combating racism and xenophobia**

- Communication of the Commission on racism, xenophobia and anti-Semitism (COM (95) 653 of 13 December 1995), *Official Journal* C89 of 26 March 1996
- Declaration of the Council and the representatives of the Member States on the respect for diversity and the fight against racism and xenophobia (*Official Journal* No. C1 of 3 January 1998)
- Communication from the Commission: Action Plan against Racism (COM (1998) 183 final of 25 March 1998)
- Communication from the Commission - Countering racism, xenophobia and anti-Semitism in the candidate countries (COM(99)256 final of 26 May 1999)
- Report from the Commission on the implementation of the European Year against Racism (1997) (COM(99)268 final of 3 June 1999)
- Proposal for a Council Directive establishing a general framework for equal treatment in employment and occupation (COM(1999) 565 final of 25 November 1999)
- Proposal for a Council Directive implementing the principle of equal treatment between persons irrespective of racial or ethnic origin (COM(1999) 566 final of 25 November 1999)
- Proposal for a Council Decision establishing a Community Action Programme to combat discrimination 2001 – 2006 (COM (1999) 567 final of 25 November 1999)

OTHER SOURCES OF COMMUNITY SUPPORT

There are other Community programmes addressing activities complementary to those supported by SOCRATES. Further information on each programme can be obtained from the European Commission, Rue de la Loi, 200, 1049 Brussels, mentioning the name of the Programme in which you are interested, or from the websites listed in the descriptions below.

Leonardo da Vinci II

The Leonardo da Vinci vocational training action programme is now in its second phase (1 January 2000 – 31 December 2006). This phase is a continuation of Community action undertaken in the vocational training field since the 1980s and, most recently, under the first phase of Leonardo da Vinci (1995-9). The aim is to support and supplement action taken by and in the Member States, by supporting innovative transnational cooperation projects in the field of vocational training.

A broad range of measures are supported, including mobility (practical placements, staff exchange etc.), pilot projects, activities to improve language competence, transnational networks, studies and analyses, in order to promote the knowledge, aptitudes and skills necessary for successful integration into working life.

For more information: <http://europa.eu.int/comm/education/leonardo.html>

Youth

The Youth programme aims to involve young people aged between 15 and 25 in the process of European construction, and in so doing to help reinforce their sense of solidarity and encourage both their active participation in society and a spirit of initiative and enterprise.

To this end, it provides opportunities for informal education, whether in the form of youth exchanges, voluntary service or youth initiatives. All the projects offer young people a valuable international and/or intercultural learning experience which can enhance their awareness of Europe's cultural diversity and help break down prejudices. The Youth programme now encompasses the former Youth for Europe programme and the European Voluntary Service initiative. It focusses particularly on those who would not normally have the opportunity to spend time in other countries.

For more information: <http://europa.eu.int/comm/education/youth.html>

Tempus III

Tempus III (2000-2006) is the programme aimed at providing support to the restructuring of higher education in non-Associated countries in Central and Eastern Europe (as part of the overall Phare programme) and in the former Soviet Union and Mongolia (as part of Tacis). Its key objectives are to promote the quality and support the development and renewal of higher education in the countries concerned (in particular university management, institution-building projects, networking projects, student mobility projects) and to encourage growing interaction and balanced cooperation with EU partners, through joint activities and relevant mobility.

For more information: <http://www.etf.eu.int>

Jean Monnet

The Jean Monnet Project, "European Integration in University studies", is a European Commission information project, undertaken at the request of the universities, the aim of which is to facilitate the introduction of European integration studies in universities.

Jean Monnet contributes by co-financing universities for the establishment of Jean Monnet Chairs, Jean Monnet permanent courses, Jean Monnet modules in European law, European economy, political studies of European construction, and the history of European integration. The creation of Jean Monnet Centres of Excellence is also supported.

For more information: <http://europa.eu.int/comm/dg10/university/index.html>

Fifth Framework programme for research, technological development and demonstration activities

The Fifth Framework Programme sets out the priorities for the European Union's research, technological development and demonstration (RTD) activities for the period 1998-2002. These priorities reflect the major concerns of increasing industrial competitiveness and the quality of life for European citizens. It has been conceived to help solve problems and to respond to major socio-economic challenges facing Europe. To maximise its impact, it focusses on a limited number of research areas combining technological, industrial, economic, social and cultural aspects.

For more information: <http://europa.eu.int/comm/research/index.html>

Audiovisual programmes

Media II (1996-2000) is designed to foster the free movement and encourage the production and dissemination of audiovisual products. It aims at strengthening the competitiveness of the European audiovisual industry through support measures dealing with: the training of professionals; the development of production projects and companies; and the distribution of cinematographic works and audiovisual programmes.

For more information: http://europa.eu.int/comm/avpolicy/media/index_en.html

Culture 2000

The aim of the "Culture 2000" programme (2000-2004) is to encourage creative activity and the knowledge and dissemination of the culture of the European peoples, notably in the field of music, literature, the performing arts, the fixed and movable heritage, and the new forms of cultural expression. This is achieved by fostering cooperation between cultural organisations and operators, and by supporting measures which, by their European scope and character, promote the spread of European cultures both inside and outside the Union. These include projects aiming at training and mobility for those engaged in the cultural professions.

For more information:

http://europa.eu.int/comm/culture/index_en.html

Robert Schuman Action

The Robert Schuman Action, established in June 1998, aims to encourage the launch of training initiatives of a practical nature in Community law for persons in the legal profession such as lawyers, magistrates or judges. Institutions such as universities, colleges or schools responsible for the training of such persons may be eligible for support.

For more information: http://europa.eu.int/comm/internal_market/en/update/schuman/index.htm
