



EDUCATION
TRAINING
Y O U T H

SOCRATES

Guidelines for
Applicants
1998

September 1997

EUROPEAN
COMMISSION





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Preface

Education is a key factor in ensuring personal fulfilment, facilitating access to working life, and promoting a sense of participation in society. The new Treaty of Amsterdam is unambiguous: it gives the Union the responsibility to “promote the development of the highest possible level of knowledge” for the peoples of the Union “through a wide access to education and its continuous updating”. Just as important: the Treaty also firmly enshrines the notion of “citizenship of the Union”, to complement that of national citizenship. For all these reasons, and more than ever before, education has a crucial role to play in building a united and competitive Europe, characterised by internal solidarity and openness to the world.



In *Agenda 2000*, in which it maps out a framework of action for moving into the 21st century, the European Commission proposes to put these orientations into practice by making the “Knowledge-based Union” one of the central objectives of Community policy in the period ahead.

The SOCRATES programme is one of the pillars for implementing this policy. Since its adoption in 1995, the programme has provided support to enable several hundred thousand students, pupils and teaching staff members to spend a period of learning or integrated teaching in another Member State. Some 1,500 universities and 10,000 schools are already actively participating in the European partnerships and activities. Some 800 multilateral cooperation projects have already been launched in areas as diverse as intercultural education, the in-service training of teachers, the utilisation of new technologies in education, language learning, and adult education. Important networks for the exchange of information and the dissemination of experience and good practice are being progressively set in place.

In 1998, SOCRATES will seek to consolidate these achievements, with a view to enabling an even broader cross-section of the educational community within the Union to avail itself actively of the opportunities offered by the programme. But this will also be a year in which the response of educational institutions to new policy initiatives at Community level will be fully felt. Continuing from the White Paper *Teaching and learning: towards the learning society*, the Action plan on *Learning in the information society* and the Commission’s Green Paper *Education, Training, Research: the obstacles to transnational mobility* underline what is at stake when it comes to constructing a truly European area for cooperation in the educational field. Finally, 1998 should be the year when, for the first time, a number of associated countries in Central and Eastern Europe and Cyprus will participate in the programme for the first time, thereby lending it an added dimension.

In the pages which follow, potential applicants for SOCRATES support will find all the information they need in order to take part in the programme. Whether you are in a school of whatever type, in an organisation working in the area of adult or distance education, or a higher education institution, the role of SOCRATES is to further your initiatives, in the framework of a broad array of programme actions.

May I thank you for contributing, by means of your projects, to the creation of a true European area for education.

Edith CRESSON
Member of the European Commission

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The present document refers to all applications to be submitted during the calendar year 1998:

- Part I contains important practical information for ALL applicants
- Part II contains a detailed description of each of the Actions within *SOCRATES*

OVERVIEW OF THE SOCRATES PROGRAMME

HIGHER EDUCATION (Erasmus)

Action 1 Grants to universities for European Dimension activities

- Institutional Contracts (organisation of student mobility; teaching staff mobility, European Credit Transfer System; curriculum development; intensive language courses; European modules; intensive programmes; preparatory visits)
- Projects developed by Thematic Networks

Action 2 Student Mobility Grants

SCHOOL EDUCATION (Comenius)

Action 1 School Partnerships for European Education Projects, including teacher exchanges and placements and study visits for headteachers

Action 2 Transnational projects relating to the education of the children of migrant workers, occupational travellers, Travellers and Gypsies/Intercultural Education

Action 3 In-service training courses for teachers and educational staff

- 3.1 grants for developing and organising courses
- 3.2 grants for participants

PROMOTION OF LANGUAGE-LEARNING (Lingua)

Action A European Cooperation Programmes for Language Teacher Training

Action B In-service courses for language teachers

Action C Assistantships for future language teachers

Action D Development of instruments for language teaching/learning and assessment

Action E Joint educational projects for language learning

OPEN AND DISTANCE LEARNING

- European partnerships / partnership projects
- Observation projects

ADULT EDUCATION

- Promoting awareness of other European countries and the European Community
- Enhancement of adult education through European cooperation

EXCHANGE OF INFORMATION AND EXPERIENCE ON EDUCATION SYSTEMS AND POLICY

- Analysis of questions of common educational policy interest
- The Information Network on Education in Europe (Eurydice)
- Visits scheme for educational decision-makers (Arion)
- Network of National Academic Recognition Information Centres (Naric)

COMPLEMENTARY MEASURES

- European activities of associations in the field of education
- awareness-raising activities to promote European cooperation in education
- information activities of SOCRATES National Agencies
- monitoring and evaluation of SOCRATES

I. PRACTICAL INFORMATION FOR ALL SOCRATES APPLICANTS

Part II contains a detailed description of each of the Actions within SOCRATES for which financial support is available.

It is essential that all applicants consult Part I in order to inform themselves of application procedures, deadlines for submission, financial support, and eligibility and selection criteria on the basis of which applications will be assessed.

Introduction

SOCRATES, the European Community action programme for cooperation in the field of education, was adopted on 14 March 1995. Spanning the period until the end of 1999, it is applicable to the 15 Member States of the European Union as well as to Iceland, Liechtenstein and Norway in the framework of the European Economic Area agreement.

Applications may also be submitted, under any Action of SOCRATES, with regard to activities involving persons and institutions in certain associated countries in Central and Eastern Europe, and Cyprus. Further details on the participation of these countries in the programme are contained in the section on "Eligibility and selection criteria" in Part I of this document.

Throughout the present document, the countries eligible for support within SOCRATES are referred to as the "participating countries".

The accelerating pace of economic and social change, the impact of technological advance and the continuing process of European cooperation and integration: all these have considerable implications for the education and training systems of European countries, presenting them with new and constantly evolving demands and challenges. Effective responses must be found in order to enable Europe's citizens to fulfil their own individual potential, play a full and constructive part in society, and participate actively in the further development of the European Union as a whole.

The overall aim of SOCRATES is to help improve the quality and relevance of education for children, young people and adults, by enhancing European cooperation and increasing access to the range of learning opportunities available across the Union. It seeks to provide learners of all ages and social groups with insights into the European dimension¹ of the subjects which they are studying, to increase opportunities for personal experience of other European countries, to develop a stronger sense of sharing a European identity, and to foster the ability to shape and adapt to changes in the economic and social environment.

The SOCRATES programme interacts closely with other initiatives at European level, notably the Leonardo da Vinci programme for vocational training, Youth for Europe III and various components within the Fourth Framework Programme for Research and Technological Development. It is developed in coherence and complementarity with the programmes relating respectively to the promotion of equal opportunities between women and men (mainstreaming)² and to facilitating the full participation in society of persons with special educational needs³.

Legal basis and objectives

SOCRATES is based on Articles 126 and 127 of the Treaty on European Union. Article 126 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. These include the development of a "European dimension" in education, in particular by enhancing the teaching of languages, encouraging the mobility of students and teachers, improving recognition of study in other participating countries, stepping up cooperation in the field of distance education, and intensifying the exchange of information and experience on educational systems across the Community as a whole.

¹ Cf. Resolution of the Council and Ministers of Education meeting with the Council of 24 May 1988 (OJ No C 177, 6.7.1988).

² Cf. Communication from the Commission "Incorporating equal opportunities for women and men into all Community policies and activities", 21 February 1996, COM (96) 67 final.

³ Cf. page 117 of this document for details of the programmes concerned.

The specific objectives of SOCRATES laid down by the Decision creating the programme, are:

- to develop the European dimension in education at all levels so as to strengthen the spirit of European citizenship, drawing on the cultural heritage of each Member State;
- to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, and in particular those which are least widely used and least taught, leading to greater understanding and solidarity between the peoples of the European Union, and to promote the intercultural dimension of education;
- to promote wide-ranging and intensive cooperation between institutions in the Member States at all levels of education, enhancing their intellectual and teaching potential;
- to encourage the mobility of teachers, so as to promote a European dimension in studies and to contribute to the qualitative improvement of their skills;
- to encourage mobility for students, enabling them to complete part of their studies in another Member State, so as to contribute to the consolidation of the European dimension in education;
- to encourage contacts among pupils in the European Union and to promote the European dimension in their education;
- to encourage the academic recognition of diplomas, periods of study and other qualifications, with the aim of facilitating the development of an open European area for cooperation in education;
- to encourage open and distance education in the context of this programme;
- to foster exchanges of information and experience so that the diversity and specificity of the educational systems in the Member States become a source of enrichment and of mutual stimulation.

Overall coordination

The Decision establishing SOCRATES places responsibility for its implementation with the European Commission. In this task, the Commission is assisted by the SOCRATES Committee, consisting of two members designated by each Member State and chaired by the Commission. The Committee may delegate certain responsibilities to its two sub-committees, in the fields of higher education and school education respectively. It may also establish working groups on specific themes, notably language learning. The main function of the Committee is to give its views on proposals, submitted by the Commission, concerning such issues as the priorities and general guidelines for the various Actions of the programme, the annual budget allocation for each Action and other financial matters, the criteria to be used when selecting projects, the arrangements for monitoring and evaluating the programme and the dissemination of results.

National Agencies

Provision is also made in the Decision for the establishment of National Agencies for SOCRATES, designated by the Member States. These have specific responsibilities relating to the selection of projects and the distribution of grants under certain Actions, as well as the related monitoring and financial management duties. In addition, the Agencies perform a number of important functions in the dissemination of information, providing assistance in finding suitable project partners, giving guidance and advice on the submission of applications and other matters, and providing feedback on the way the programme is functioning. In carrying out their functions, the Agencies give full consideration to the need for coherence and complementarity with other Community programmes and actions, and to ensuring operational complementarity with other programmes and schemes operating at national level.

Activities supported

In order to achieve the objectives set out above, SOCRATES supports activities in seven sectors:

- Higher Education (Erasmus);
- School Education (Comenius);
- Promotion of Language Learning (Lingua);
- Open and Distance Learning (ODL);
- Adult Education;
- Exchange of Information and Experience on Education Systems and Policy;
- Complementary Measures.

Within these sectors, most of the Actions within SOCRATES envisage support for certain of the following:

- creation and promotion of transnational projects, networks, partnerships and associations;
- development of curricula, modules, teaching materials and other educational products;
- exchanges and mobility;
- transnational training courses for educational staff;
- visits to facilitate project preparation or sharing of experience;
- studies, analyses, guides and data collection activities;
- evaluation;
- dissemination of results.

These activities are described in detail in Part II of this document.

Categories of persons and institutions addressed by *SOCRATES*

SOCRATES applies to all types and levels of education, from kindergarten through to postgraduate courses up to and including doctoral level. The programme encompasses:

- educational institutions of all kinds, including all forms of general, technical, vocational and special schools, nursery schools, institutions providing initial and/or in-service teacher training, higher education institutions, organisations providing adult education, distance education providers;
- all categories of teachers and classroom support staff;
- learners of all ages, whether in formal schooling, higher education or adult education courses, studying on a full-time or part-time basis, at educational institutions or in open/distance learning contexts;
- staff responsible for managing institutions;
- educational counsellors and advisors;
- the educational inspectorate;
- educational policy-makers at local, regional and national level;
- institutions/networks specialising in study and research on education;
- associations, enterprises and other bodies active in the educational field.

Table 1 contains a general overview of the main categories of persons and organisations/institutions addressed by the various Actions within the programme. Further information on the exact categories of institutions and persons eligible to participate in - and to apply for support from - each of the programme Actions, is provided in the relevant sections in Part II of this document ⁴.

⁴ In particular with regard to the Actions managed on a decentralised basis via the National Agencies, it should be noted that the competent national authorities are responsible for determining the eligibility of institutions, within the definitions established by the SOCRATES Decision.

Table 1: Main categories of potential participants in SOCRATES

Participants	SOCRATES Actions																	
	ERASMUS, Action 1, Institutional Contract	ERASMUS, Action 1, Thematic Networks	ERASMUS, Action 2	COMENIUS, Action 1	COMENIUS, Action 2	COMENIUS, Action 3.1	COMENIUS, Action 3.2	LINGUA, Action A	LINGUA, Action B	LINGUA, Action C	LINGUA, Action D	LINGUA, Action E	Open and Distance Learning	Adult Education	Analysis of educational policy questions	ARION - Study visits	ARION - Multiplier activities	Complementary measures
Teaching staff at higher education institutions	♦	♦			♦	♦		♦			♦		♦	♦				♦
Administrative staff at higher education institutions	♦	♦																♦
Students at higher education institutions	♦		♦							♦								♦
Persons training to become teachers			♦							♦								
Teacher trainers	♦	♦			♦	♦		♦	♦		♦		♦	♦			♦	♦
Headteachers				♦	♦	♦	♦									♦	♦	♦
Teaching staff at school				♦	♦	♦	♦		♦			♦	♦					♦
Foreign language teachers				♦	♦	♦	♦		♦			♦		♦				♦
Support staff at school				♦	♦	♦	♦											♦
Pupils				♦	♦							♦	♦					♦
Adult learners													♦	♦				♦
Apprentices												♦		♦				♦
Inspectors					♦	♦	♦		♦				♦	♦	♦	♦	♦	♦
Educational advisors					♦	♦	♦		♦				♦	♦		♦	♦	♦
Curriculum advisors					♦	♦	♦		♦		♦		♦	♦		♦	♦	♦
Career advisors						♦	♦							♦		♦	♦	♦
Gypsy intermediaries					♦													♦
Organisations concerned with intercultural education					♦								♦	♦				♦
Educational associations		♦			♦								♦	♦	♦	♦	♦	♦
Cultural organisations														♦				
National, regional and local education authorities	♦	♦			♦	♦		♦			♦		♦	♦	♦	♦	♦	♦
Educational policy-makers/decision-makers															♦	♦	♦	
Publishers (public/private)						♦					♦		♦	♦				♦
Producers of educational software and programmes											♦		♦	♦				♦
Other enterprises	♦	♦									♦		♦	♦				♦
Educational research institutions/networks/experts															♦	♦		
Other researchers	♦	♦			♦						♦		♦	♦				♦

Application procedures and deadlines

Please note that the procedures set out below refer only to "new" projects, i.e. projects not receiving SOCRATES support during the period immediately prior to that covered by the present document. Contractors whose projects are already in receipt of such support and who wish to apply during 1998 for a further grant ("renewals"), will be informed - by the SOCRATES and YOUTH Technical Assistance Office, the National Agency or Directorate General XXII of the Commission, depending on the Action concerned - of the procedures and deadlines applicable and the forms to be used for this purpose.

The procedure for submitting an application for support under SOCRATES varies according to the particular Action to which the application refers. The table on the next page sets out the procedure and application deadlines (postmark) for each of the programme's Actions. All information relevant to the proposal concerned must be submitted by the deadline indicated, including any copies to be submitted to the relevant National Agencies (see details of application procedures following the table). Additional details and guidance for applicants are contained in the application forms. Should applicants require any further clarification, this should be sought from the body to which the application is to be submitted (SOCRATES and YOUTH Technical Assistance Office or National Agency or Directorate General XXII of the Commission, depending on the Action concerned).

Table 2: Overview of application procedures and deadlines within SOCRATES

Actions	Deadline	Activity Period ^(*)	Application Procedure	Final Decision Taken By
ERASMUS - Action 1 (Institutional Contract)	15 November 1998	1.7.1999-30.6.2000	COM/TAO	COM
ERASMUS - Action 1 (Thematic Networks)	Expressions of interest: 1 January 1998 Full applications: 1 April 1998	1.9.1998-31.8.1999	COM/TAO	COM
ERASMUS - Action 2 (Student Mobility Grants)	Contact home university for details	Academic year 1999/2000	Contact home university for details	NA
COMENIUS - Action 1 (European Education Projects)	1 March 1998 ^(*) 1 November 1998 ^(*)	not before 1.8.1998 not before 1.3.1999	NA 1	NA
COMENIUS - Action 1 (Teacher exchanges/placements, Study visits, Preparatory visits)	Contact National Agency for details	Contact National Agency	NA2	NA
COMENIUS - Action 2 (Intercultural Education)	1 February 1998 ^(**)	1.9.1998-31.8.1999	NA 1	COM
COMENIUS - Action 3.1 (In-service training projects)	1 February 1998 ^(**)	1.9.1998 - 31.8.1999	NA 1	COM
COMENIUS - Action 3.2 (Grants for participants)	Contact NA for details	1.9.1998 - 31.8.1999	NA 2	NA
LINGUA - Action A (European Cooperation Programmes)	1 February 1998	1.9.1998 - 31.8.1999	COM/TAO	COM
LINGUA - Action B (In-service training for foreign language teachers)	1 March 1998 ^(*) 1 November 1998 ^(*)	not before 1.6.1998 not before 1.2.1999	NA 2	NA
LINGUA - Action C (Assistantships for future language teachers)	1 February 1998 (Candidates and potential host institutions) ^(*)	school year 1998/9	NA 2	NA
LINGUA - Action D (Instruments for language learning/teaching and the assessment of linguistic competence)	1 July 1998	1.12.1998 - 30.11.1999	COM/TAO	COM
LINGUA - Action E (Joint Educational Projects for Language learning)	1 March 1998 ^(*) 1 November 1998 ^(*)	not before 1.8.1998 not before 1.3.1999	NA 2	NA
OPEN AND DISTANCE LEARNING	1 February 1998	1.9.1998 - 31.8.1999	COM/TAO	COM
ADULT EDUCATION	1 February 1998	1.9.1998 - 31.8.1999	COM/TAO	COM
ANALYSIS OF QUESTIONS OF COMMON EDUCATIONAL POLICY INTEREST	Contact DG XXII, Unit A1 for Details	Contact DG XXII, Unit A1	COM	COM
ARION (Study visits)	1 June 1998 ^(*)	1.9.1998 - 30.6.99	NA 2	NA
ARION (Multiplier activities)	4 months before the activities start		COM	COM
COMPLEMENTARY MEASURES	1 February 1998 1 June 1998 1 October 1998	start after 1 June 1998 start after 1 Oct. 1998 start after 1 Feb. 1999	COM	COM
Preparatory visits under COMENIUS Actions 2 and 3.1	1 March 1998 1 June 1998 1 September 1998 1 December 1998	1.7.1998 - 31.10.1998 1.10.1998 - 31.1.1999 1.1.1999 - 30.4.1999 1.4.1999 - 31.7.1999	NA 1	COM
Preparatory visits under LINGUA - Actions A and D, OPEN AND DISTANCE LEARNING AND ADULT EDUCATION	1 March 1998 1 June 1998 1 September 1998 1 December 1998	1.7.1998 - 31.10.1998 1.10.1998 - 31.1.1999 1.1.1999 - 30.4.1999 1.4.1999 - 31.7.1999	COM/TAO	COM
Preparatory visits under Lingua - Action E	Contact National Agency for details	Contact National Agency	NA 2	NA

COM = European Commission

NA = National Agencies

TAO = SOCRATES and YOUTH Technical Assistance Office

See addresses in annex to the present document.

See detailed notes on the application procedures (COM, COM/TAO, NA 1, NA 2) below.

^(*) It should be noted that in some of the participating countries, applications may have to be submitted several weeks before these final deadlines. Please contact the relevant National Agency for details.

^(**) It should be noted that in the case of projects commencing in 1998 and which are intended to have a duration of more than two years, funding during the period beyond 1999 will depend on the extension of the SOCRATES programme beyond its current life-span, which runs until 31 December 1999.

^(***) Coordinating institutions in Germany, and German institutions wishing to participate as partners in projects coordinated in other participating countries, should consult their National Agency for further details.

Details of application procedure

Procedure COM

Applications must be submitted directly to the European Commission at the following address:
European Commission, DG XXII, rue de la Loi 200 (Belliard 7), 1049 Brussels, Belgium.

Procedures for submission of applications vary slightly according to the Action concerned, as set out below. The appropriate application forms are available from the Units of DG XXII, indicated below, on request.

Action	Procedure
ANALYSIS OF QUESTIONS OF COMMON EDUCATIONAL POLICY INTEREST	See Part II of this document for details.
ARION (Multiplier activities)	Applications must be submitted to UNIT A1 of DG XXII of the Commission at the above address, in an envelope clearly marked "SOCRATES-Arion".
COMPLEMENTARY MEASURES	Applications must be submitted by the project coordinator on behalf of all participating institutions, in an envelope clearly marked "SOCRATES-Complementary measures", to DG XXII of the Commission (at the address above) as follows: <ul style="list-style-type: none">o projects relating mainly to higher education: to UNIT A2o projects relating mainly to school education: to UNIT A3o projects relating mainly to language-learning, open and distance learning or adult education: to UNIT A4o other projects: to the Assistant to the Director, Directorate A

Procedure COM/TAO

Applications for support must be submitted to the **SOCRATES and YOUTH Technical Assistance Office (TAO)**, which assists the Commission in the operational implementation of the programme. The appropriate application forms are available on request from National Agencies or from:

SOCRATES & YOUTH Technical Assistance Office
 Rue Montoyer 70/ Montoyerstraat 70
 B-1000 Bruxelles/Brussels
 Tel.: (32) 2/233.01.11
 Fax: (32) 2/233.01.50
 E-Mail: info@socrates-youth.be

Applications must be submitted as follows:

Action	Procedure
Erasmus - Action 1, Institutional Contract	Each individual university submits its application to the TAO, and a full copy of the application to the Erasmus National Agency in its country.
Erasmus - Action 1, Thematic Network projects	<p>There is one selection round per year, consisting of two stages as follows:</p> <p>Stage 1: submission of an expression of interest by the coordinating institution, comprising the following elements of information:</p> <ul style="list-style-type: none"> o name of applicant o title, postal address, telephone, fax, e-mail of applicant's institution/organisation o title of project o discipline/theme o countries involved o number of institutions involved in each country (with list of these institutions in annex, if possible) o timetable envisaged o reasons for creating a Thematic network o brief description of the project (maximum 2 pages) <p>No application forms need to be completed for Stage 1.</p> <p>Stage 2: submission of a full application by the applicant (network coordinator), using the appropriate application forms which will be supplied to the applicants short-listed on the basis of the expression of interest (stage 1 above).</p>
Lingua - Actions A and D OPEN AND DISTANCE LEARNING ADULT EDUCATION	<p>Project: The application for each project is submitted by the coordinating institution of the project proposed. A copy of the application must be sent:</p> <ul style="list-style-type: none"> o by the coordinating institution to the other project partners and to the appropriate National Agency in its country (see list in annex to this document) and: o by each of the other participating institutions to the appropriate National Agency in its country (see list in annex to this document), accompanied by a summary of the proposal in the language of the National Agency concerned. This summary should contain all the key aspects of the proposal, in order to enable the National Agency to form a reasoned opinion. <p>Preparatory visits: The application forms to be used for preparatory visits are different from those relating to projects. For each future project, only one composite application for a preparatory visit or visits should be submitted, by one of the participating institutions on behalf of all the others. The deadlines and activity periods set out in Table 2 should be taken into account when making the application. One and the same project may not apply for a project grant and for preparatory visit support at the same time.</p>

Procedure NA 1

Project grants

The application for support of a given project must be submitted by the **coordinating institution** on behalf of all participating institutions to the **National Agency responsible for the Action in question** in the country of the coordinating institution, using the application forms available on request from the National Agency.

Each National Agency will consider the application in accordance with the criteria set out in the present document and will consult the National Agencies in the other countries involved in a given project. It will then:

- in the case of Comenius Action 1: take the decision on whether or not the project will be supported;
- in the case of Comenius Action 2 and 3.1: approve the project and forward it to the Commission for final decision; or reject the project and inform the Commission accordingly.

Each of the other participating institutions must submit to its respective National Agency:

- a copy of the application;
- a project summary in the language of the Agency. In the case of Comenius Action 1, this must also be accompanied by a request for funding, using the appropriate form available from the Agency concerned on request.

In the case of **Comenius Action 2** projects of a particularly multilateral nature (participation of organisations, and/or programme of activities involving a large number of participating countries etc.), applications may exceptionally be submitted to the SOCRATES and YOUTH Technical Assistance Office, which will supply the appropriate application forms on request. This applies in particular to projects developed by associations or groups at European level. A copy of the application together with a summary in the relevant language, must be sent by the coordinating institutions and the other participating institutions to all the National Agencies for Comenius Action 2. The same deadline as in the case of applications submitted to National Agencies applies, and projects will be assessed on the basis of the same criteria as those set out for the projects which are first assessed by the National Agencies.

Preparatory visit grants under Comenius Actions 2 and 3

The application forms to be used for preparatory visits are different from those relating to projects. For each future project, only one composite application for a preparatory visit or visits should be submitted, by one of the participating institutions on behalf of all the others. The deadlines and activity periods set out in Table 2 on page 16 should be taken into account when making the application. One and the same project may not apply for a project grant and for preparatory visit support at the same time.

Applications must be submitted to the appropriate National Agency in the country of the applicant using the appropriate forms available from this Agency on request. The Agency will then forward the applications to the Commission, as in the case of the Project grant applications, for final decision. When submitting an application for support of a visit involving persons from more than one country, the coordinator of the visit must ensure that **each of the participating institutions** submits to its respective National Agency:

- a copy of the application;
- a summary of the application in the language of the Agency concerned.

Procedure NA 2

The administration of all Actions falling under procedure NA 2 is a matter for the National Agencies, within the guidelines provided by the Commission in consultation with the SOCRATES Committee. Details of the procedures involved, and the application forms to be used, are available on request from the appropriate National Agency. Applications must be submitted to the National Agency in the country where the applicant is currently working (in the case of Lingua C to the National Agency of the applicant's home country).

Eligibility and selection criteria

Eligibility criteria

1. All applications for financial support under the terms of SOCRATES must be formulated in one of the 11 official languages of the European Union. They must be submitted in accordance with the procedures and deadlines set out in these *Guidelines for Applicants*, using the official Application Forms for the relevant Action within the programme.
2. In order to be eligible for support, as coordinators or project partners, institutions/organisations/associations must be located within the following:
 - the 15 Member States of the European Union;
 - the other countries forming part of the European Economic Area, i.e. Iceland, Liechtenstein and Norway (the "EFTA-EEA" countries);
 - subject to conclusion of the relevant legal agreements: Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Rumania, Slovakia, Slovenia and Cyprus. At the time of going to press with the present document, negotiations with these countries are at varying stages of advancement. Applications relating to projects and activities involving any of the 11 countries listed may be submitted. However, it should be noted that grants will be awarded to individual applicants from these countries, to persons wishing to teach, study or carry out visits to these countries, and to support participation of institutions from these countries within transnational projects, **ONLY IF THE RELEVANT LEGAL AGREEMENTS WITH THE EUROPEAN COMMUNITY ARE CONCLUDED SUFFICIENTLY EARLY IN THE PROCESS OF SELECTING APPLICATIONS UNDER THE PARTICULAR ACTION CONCERNED.** Before submitting an application involving these countries, applicants are therefore encouraged to contact the appropriate National Agency in their country (see Annex 1), or the SOCRATES and YOUTH Technical Assistance Office (see Annex 2), in order to obtain the latest information on the eligibility of the countries concerned.
3. To be eligible for Community support, projects within SOCRATES must involve participation of at least one EU Member State.
4. Individual persons applying for SOCRATES support must be either:
 - nationals of the countries indicated 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 SOCRATES;
5. Individual mobility: Community support will **ONLY** be provided for persons moving to another participating country for purposes of teaching, study or visits **IF THE SENDING AND/OR RECEIVING COUNTRY IS AN EU MEMBER STATE.** This means that mobility will **NOT** be supported:
 - between two EFTA-EEA countries
 - between an EFTA-EEA country and Cyprus
 - between an EFTA-EEA country and an associated country in Central or Eastern Europe (CEEC)
 - between two CEEC
 - between a CEEC and Cyprus.

6. However, in the framework of multilateral transnational projects, Community support may be used to facilitate travel between any of the participating countries for meetings to organise and evaluate project activities.
7. Where support is available within SOCRATES Actions for foreign language preparation which is demonstrably related to the carrying out of mobility towards a participating country in Central and Eastern Europe, such preparation can be in the national language of the host country concerned. For further information, applicants are encouraged to contact the appropriate National Agency in their country.
8. More specific eligibility criteria, if any, are indicated in Part II of the present document in connection with the presentation of each of the specific Actions of SOCRATES⁵.

Selection criteria and priorities

Among the applications eligible for support, projects will be assessed against a number of selection criteria, and in the light of certain priorities, as follows:

1. Many parts of the programme provide support for *transnational cooperation projects* (cooperative activities of various kinds) involving institutions/organisations in several participating countries. In these cases proposals will be assessed on the basis of the criteria set out in Table 3. **Additional priorities are indicated in the specific sections of Part II of the present document relating to each part of the programme, to which applicants should therefore give careful attention.**
2. **In the case of projects involving one or more associated countries of Central and Eastern Europe and/or Cyprus, particular attention will be given in the framework of the selection process to ensuring the Community dimension of all such projects. As a general rule, priority will be given to projects in which at least half of the countries participating are Member States of the European Union. The date on which the associated countries in Central and Eastern Europe and Cyprus will become eligible, is not yet certain. In order to safeguard the overall eligibility of their application, project coordinators in 1998 are therefore encouraged to ensure the required minimum number of institutions of the project from within the EU Member States and EFTA-EEA countries.**
3. The selection criteria and priorities for activities within the Institutional Contract under Erasmus Action 1 are set out in full in the appropriate parts of the Erasmus section of the present document.
4. Under the Actions in which selection decisions are taken by National Agencies, these may add national priorities to take into account the specific needs of the particular participating country in question. Applicants are therefore urged to consult their National Agency to ensure that they have received the full documentation concerning the criteria to be adopted.
5. In the case of all Actions in which selection decisions are taken by the Commission, attention will be given to ensuring that the final list of projects to be supported demonstrates not only high quality but also overall balance in terms of the involvement of the countries participating in SOCRATES, the range of topics covered by the projects and activities selected, etc.
6. The Commission and the National Agencies, with respect to the Actions under which they are respectively responsible for taking the selection decisions, take into account the need to ensure that the SOCRATES programme contributes actively to the implementation of Community policies of a transversal nature. These include notably initiatives for the promotion of equal opportunities for women and men, and for the integration of disabled persons respectively, as well as the promotion of social and economic cohesion across the regions of the EU Member States. Attention is drawn to the detailed references to several of these policies, on pages 26-27 below.
7. In selecting the projects and activities to be supported, the Commission/National Agencies will also seek to promote the participation of institutions and persons not previously in receipt of Community support.

⁵ In particular with regard to the Actions managed on a decentralised basis via the National Agencies, it should be noted that the competent national authorities are responsible for determining the eligibility of institutions, within the definitions established by the SOCRATES Decision.

Table 3: Selection criteria for transnational cooperation projects within the SOCRATES programme

Selection Criteria	SOCRATES Actions													
	ERASMUS (Intensive programmes)	ERASMUS (Curriculum development)	ERASMUS (Thematic Networks)	COMENIUS, Action 1 ^(c)	COMENIUS, Action 2	COMENIUS, Action 3.1	LINGUA, Action A	LINGUA, Action D	LINGUA, Action E ^(c)	Open and Distance Learning	Adult Education	Analysis of educational policy questions	ARION - Multiplier activities	Complementary measures
Rationale of the project, clarity of objectives and groups addressed, pertinence of topics and activities chosen	*	*	*	*	*	*	*	*	*	*	*	*	*	*
The clarity and consistency of the general design and concept of the project, and likelihood of attaining the desired goals within a reasonable period	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Quality of arrangements for disseminating project results/multiplier effect	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Emphasis placed on the European dimension in education	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Demonstration of the precise importance of SOCRATES support	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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 and, in particular, of its impact at local/regional/national/European level	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Balanced, yet varied, representation in terms of countries, regions, types of institutions covered etc. within the project	*	*	*	*	*	*	*	*	*	*	*	*	*	*
The project's potential contribution to innovation/experimentation and the enhancement of quality in the field concerned	*	*	*	*	*	*	*	*	*	*	*	*	*	*
The project's potential short, medium and long term impact in several European countries, and in general its added value in European terms	*	*	*	*	*	*	*	*	(a)	*	*	*	*	*
Extent to which the project is integrated into the normal activities of the participating institutions/organisations	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Extent and quality of the intercultural dimension					*	*	*	*	*	*	*	*	*	*
Multidisciplinarity of the project				*				*	*	*	*	*	*	*
Experience of the organisations involved in the project and the quality of their human and, where appropriate, technological resources	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Active involvement of new technologies/distance education	*	*	*	*	*	*	*	*	*	*	*	*	*	*
(Where the project makes use of new technologies) the extent to which the proposed technologies are imaginatively used and adapted to the objectives and target groups	*	*	*	*	*	*	*	*	*	*	*	*	*	*
The project's potential for contributing to the increased mutual awareness of the languages and cultures of the project partners				*	*	*	*	*	*	*	*	*	*	*
Extent to which the project aims at developing specific "products" (training modules, guides, directories, common tools, etc.) of high quality	*	*	*	*	*	*	*	*	*	*	(b)	*	*	*
Extent to which the project will result in new teaching material/curricula	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High potential for improving young people's motivation and capacity to communicate in a foreign language								*	*	*	*	*	*	*
Inclusion of a cultural dimension, integrating the language(s) into the cultural context of the country or countries concerned					*	*	*	*	*	*	*	*	*	*
Demonstration of the added value for the partner institutions in terms of combining their respective areas of specialisation/pooling their expertise	*	*	*	*	*	*	*	*	*	*	*	*	*	*

(a) Projects under LINGUA Action D must demonstrate that they are responding to a need which is clearly evident in the field concerned and that there is a lack of material available on the market in this regard. To this end, each proposal must include a bibliographical study on the proposed theme. In order to avoid duplication, applicants are requested to consult LINGUA project compendia from previous years, the catalogue of LINGUA products, and the inventory of resources for the teaching and learning of the least widely used and least taught languages published by the Commission. These publications are available from or may be consulted at the National Agencies.

(b) Partnership projects only.

(c) Under the Actions in which selection decisions are taken by National Agencies, these may add national priorities to take into account the specific needs of the particular participating country in question. Applicants are therefore urged to consult their National Agency to ensure that they have received the full documentation concerning the criteria to be adopted.

Financial support

Amount of grant awarded

1. In applying for Community support, applicants are urged to be accurate and realistic in their estimations of what they can achieve. Funding provided under SOCRATES will normally only cover part of the total costs of implementing the transnational cooperation activities concerned. The funding provided varies considerably depending in particular on:
 - the nature of the project;
 - the number of people involved;
 - the number, size and location of the institutions/organisations involved;
 - the quality of the proposal and the extent to which it meets the priorities for the SOCRATES Action concerned.
2. Grants are expressed in terms of a maximum amount provisionally awarded; the final amount of the grant is determined on the basis of the financial report of the grantholder. Grantholders are required to demonstrate in their financial reports the amount of expenses really incurred during the execution of the activities for which the grant was awarded.
 Grantholders should note that:
 - if the expenses incurred exceed the amount awarded, this does not give rise to any increase in the grant;
 - if the expenses incurred are lower than the *amount awarded*, this will result in a downward calculation of the grant;
 - in cases where the grant is expressed as a percentage of total eligible project cost, and where expenses are lower than *originally budgeted*, this will result in a downward recalculation of the grant.
 Grantholders are therefore advised to study their contract carefully and to seek clarification, where necessary, from the body awarding the grant (SOCRATES and YOUTH Technical Assistance Office, National Agency or Directorate-General XXII of the Commission, depending on the Action concerned).
3. The specific sections of the present document relating to each part of the programme contain, where applicable, indications of the level of grants normally awarded under the Action concerned. However, it should be noted that depending on the budgetary resources available for SOCRATES in 1998, the amounts actually awarded may be considerably lower than the average amounts indicated.
4. Grants for study visits, preparatory visits, exchanges of experts, brief teaching assignments, participation in short periods of training etc. in other participating countries, will be calculated taking into account the average travel costs between the region of origin and region of destination, as well as the duration of the visit.

Eligible/ineligible costs

Table 4 on page 24 below contains a general overview of the types of costs which are considered eligible under the various Actions of SOCRATES. **It should be noted that this overview is complemented by the more detailed description of the type of costs which are eligible under each particular Action of the SOCRATES programme, to be found in the relevant application form.**

The following cost items are NOT normally eligible under ANY Action of SOCRATES, and should therefore not appear in any part of the budget presented by applicants:

- any cost not directly related to the project activities for which the grant is awarded;
- personnel, equipment, or any other costs related to activities which are part of the normal operations of the participating organisations/institutions, as distinct from the specific activities to which the SOCRATES grant refers;
- replacement costs of teachers;
- representational or entertainment costs.

Contractual arrangements

The contractual arrangements for the award of financial support under SOCRATES vary according to the Action concerned, as indicated in Table 5 below:

Table 5: Overview of contractual arrangements for grants awarded under SOCRATES

SOCRATES Actions	Contractual Arrangements
Erasmus - Action 1 (Institutional Contract)	Support is awarded by the Commission in ECU to each individual university (see Erasmus section of this document for details, and for the special arrangements regarding intensive programmes and curriculum development activities).
Erasmus Action 2 (Student Grants)	Community funds for student mobility grants are made available through the National Agency of the country where the student is studying prior to the period of study abroad. In most countries, the funds are paid to each university by the National Agency, to cover all Erasmus grants for the outgoing students from that university. In other countries, grants are paid by the National Agency directly to the students concerned.
Erasmus - Action 1 (Thematic Network projects) Comenius - Actions 2 and 3.1 Lingua - Actions A and D Open and distance learning Adult education Analysis of educational policy questions Arion (Multiplier activities) Complementary measures	Project grants are paid in ECU by the Commission (in most cases via the SOCRATES and YOUTH Technical Assistance Office) to the coordinating institution of each project, which has the responsibility for making funds available to the other participating institutions/organisations as appropriate. The Commission reserves the right to enter into dialogue with the project coordinator in order to obtain further clarifications and to verify certain aspects of the project's orientation, methodology, financial arrangements etc. It may also encourage the coordination, joint management or amalgamation of projects submitted by different applicants.
Comenius - Action 1	Support is awarded by each country's National Agency to the coordinating schools and to the other participating schools located in that country. This applies both to project grants and to grants for visits and exchanges.
Comenius - Action 3.2 Lingua - Actions B, C, E Arion (Study visits)	Grants are awarded by each country's National Agency to the persons involved or to their institutions, depending on the system adopted by the Agency concerned.
Preparatory visits	Grants are awarded by the Commission/National Agency to the visit coordinator, to each of the persons participating or to each of their institutions, depending on the Action in question.

Reporting and evaluation

The interim and final reports of persons, organisations or institutions receiving support contribute towards the overall evaluation of the SOCRATES programme and thereby constitute an important means of further improving the arrangements for the programme in the future. Failure to submit satisfactory financial or activity reports may result in non-renewal of the grant and/or the requirement to repay some or all of any grant already received. Details of the reports to be submitted are provided with the grant contracts.

The SOCRATES programme 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 for this purpose and may also be required to participate in evaluation meetings, surveys organised for evaluation purposes, or meetings designed to disseminate information on the projects supported and their outcomes.

Applicants should note that in addition to the information contained in the present document, further useful guidance is available in the form of manuals of good practice etc. relating to certain Actions within SOCRATES. These are indicated in Part II below.

SOCRATES' CONTRIBUTION TO IMPLEMENTING THE PRINCIPLE OF EQUAL OPPORTUNITIES FOR WOMEN AND MEN

From now on the principal basis of the Community's approach is the Fourth Action Programme, which introduces the principle of incorporating equal opportunities for women and men into all Community policies and actions (Council Decision of 22 December 1995)⁶. In order to give additional thrust to this programme, the Commission published on 21 February 1996 a Communication setting out the significance of implementing this principle⁷ ("mainstreaming").

For the SOCRATES Programme, the new approach implies that the perspective of gender must now be included as a significant additional selection priority in all Actions of the programme. In several of the Actions, this will also include supporting projects which are specifically directed at this theme, whilst the effect of taking this aspect into account when granting financial assistance will also be carefully studied.

Reference documents which are pertinent for project coordinators (for example the ten objectives set out in the Third Action Programme, descriptions of good practice derived from earlier pilot projects, methodological criteria and tools, and official texts in this area) can be obtained from the SOCRATES and YOUTH Technical Assistance Office and from National Agencies, which play an important role in implementing the principle of equal opportunities for women and men, in particular in the decentralised actions of the programme.

SOCRATES' contribution to implementing this principle is to be addressed in grantholders' activity reports and will also be taken into account when the programme is evaluated.

⁶ *Official Journal* no L 335, 30 December 1995.

⁷ COM(96)67 final, 21 February 1996.

SOCRATES' CONTRIBUTION TO IMPLEMENTING THE PRINCIPLE OF EQUAL OPPORTUNITIES FOR DISABLED PERSONS

In its Communication of 30 July 1996 the Commission sets out its new strategy of including the principle of equal opportunities for handicapped persons in all Community policies and actions. The Council Resolution of 20 December 1996 confirms this position, by reaffirming the Council's attachment to the principle of avoiding or removing any form of negative discrimination founded solely on disability.

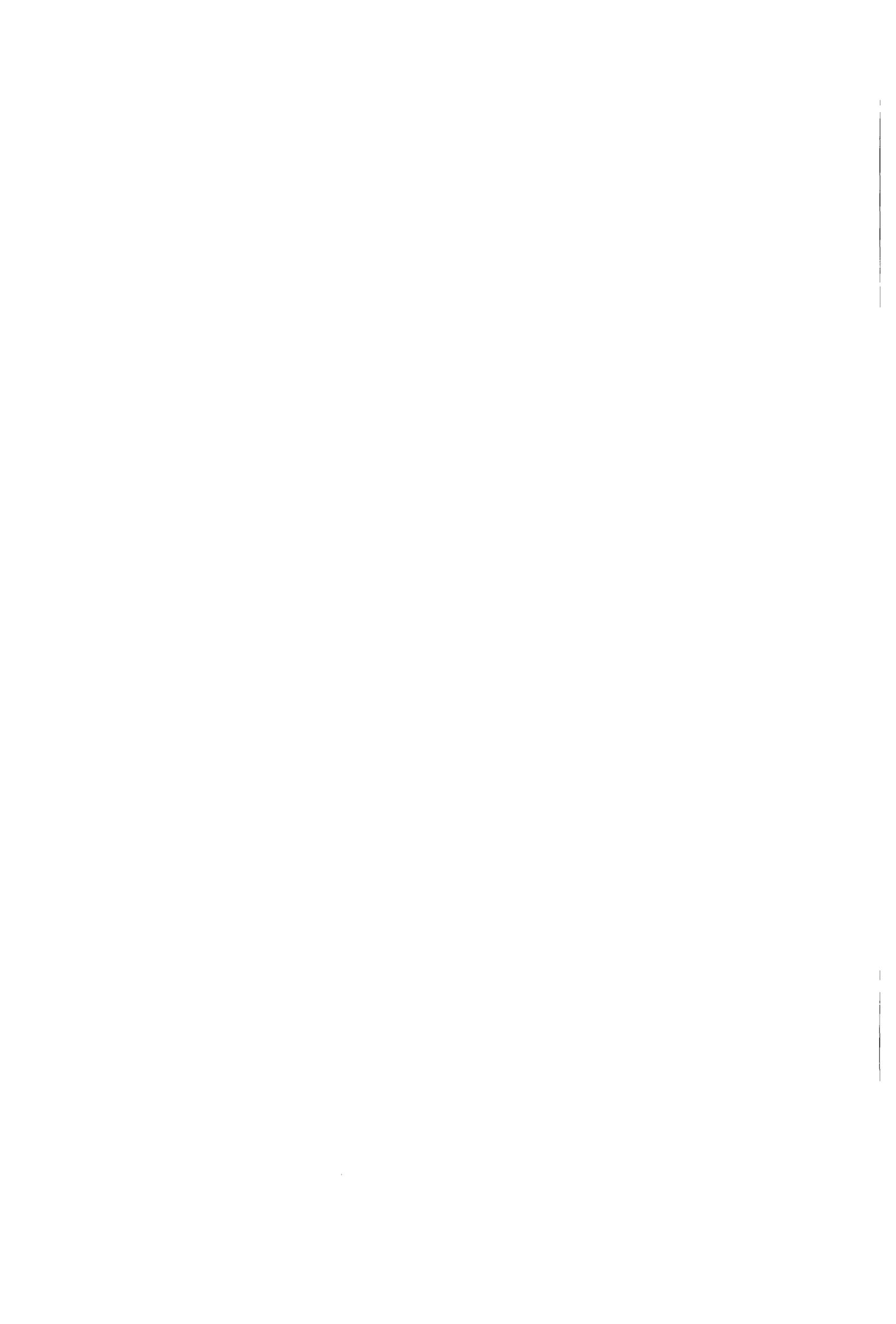
Based on the above, the SOCRATES programme attaches particular importance to promoting the participation of disabled persons. In so doing the programme also continues the initiatives taken over the years in the area of education at Community level, beginning with the Council Resolution of 21 December 1981 and culminating in the two Helios programmes (1988-1993).

The new "mainstreaming" approach requires the principle of integration to become a significant additional priority when selecting projects for all Actions of the SOCRATES programme. The measures planned by project co-ordinators to promote the integration of disabled persons and to meet special educational needs are analysed attentively. The needs of these persons are also taken into account, in as far as budgetary constraints allow, in calculating the amount of Community financial support to be granted.

In order to facilitate the task of the coordinators and the National Agencies, who have an important role to play in this context, in particular in the decentralised actions of the programme, a certain amount of supporting information is available, in particular from the SOCRATES and YOUTH Technical Assistance Office and from the National Agencies. This includes in particular:

- for hosting and advising disabled students in universities and higher education institutions: a list of special educational needs and a reference guide to hosting and advisory services;
- the results of the work of the 13 thematic groups set up under Helios II, summarised in the form of multi-lingual thematic brochures;
- the "Luxembourg Charter" adopted in November 1996, which emphasises principles aimed at promoting a genuine integration of disabled people in education;
- an OECD/UNESCO study on international indicators for special needs education;
- reports produced by the European Agency for Development in Special Needs Education: Teglgårdsparken 100, DK-5500 Middelfart, Denmark. Tel.: +45-64/41.00.20, Fax: +45-64/41.23.03, E-mail: adm@european-agency.com, Web: <http://www.european-agency.com>

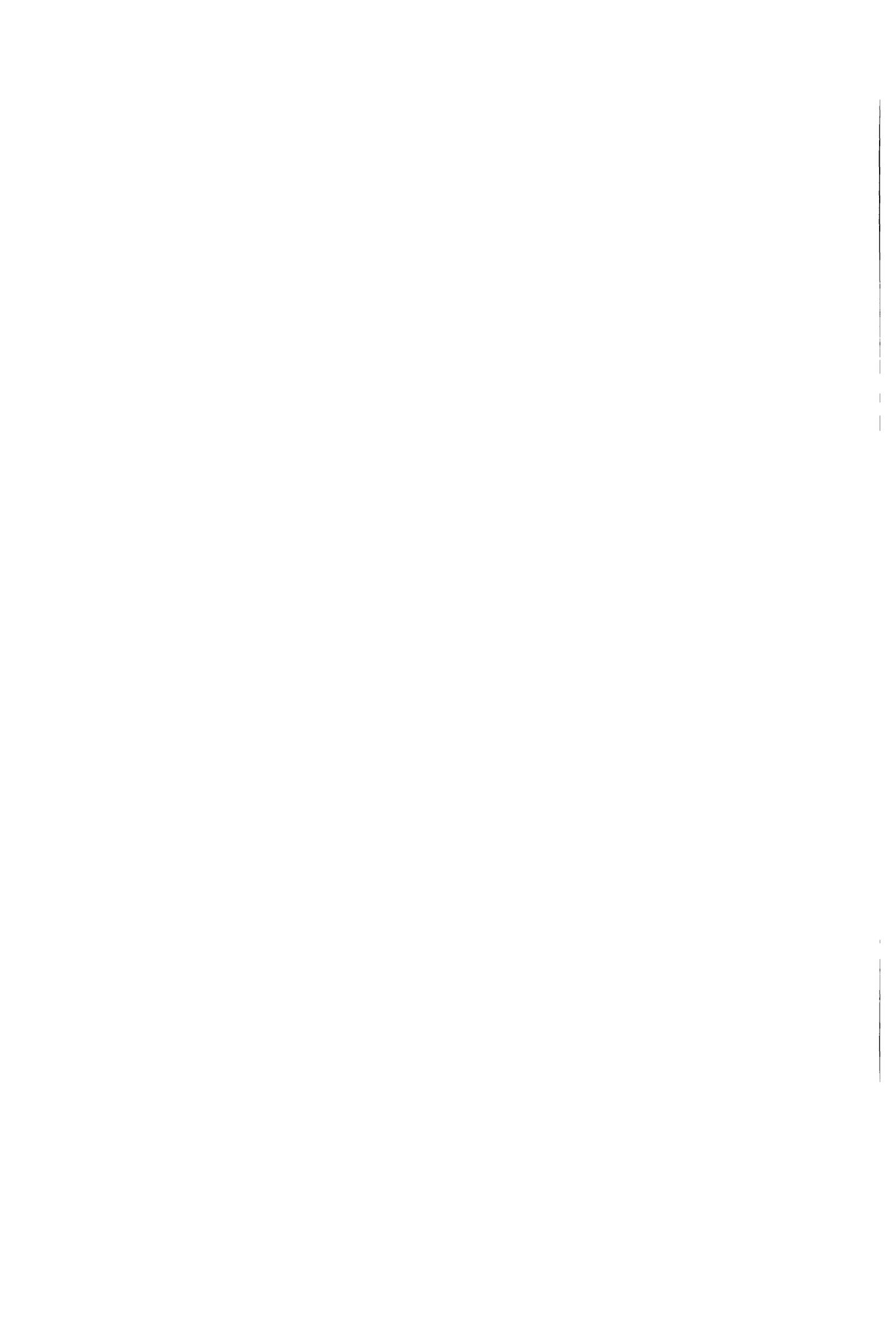
SOCRATES' contribution to implementing this principle is to be addressed in grantholders' activity reports and will be taken into account when the programme is evaluated.



II. DESCRIPTION OF THE ACTIONS WITHIN *SOCRATES*

Part II contains a detailed description of each of the Actions within *SOCRATES* for which financial support is available.

It is essential that all applicants also consult Part I in order to inform themselves of application procedures, deadlines for submission, eligible costs and the eligibility and selection criteria on the basis of which applications will be assessed.



HIGHER EDUCATION (ERASMUS)

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Applicants should also study Part I of the present document carefully. It contains important additional information, notably concerning application procedures, deadlines for submission, eligibility and selection criteria, eligible costs and contractual arrangements.

Attention is also drawn to the fact that higher education institutions are also eligible for support under other parts of SOCRATES. These include notably Lingua Actions A and D, Open and distance learning, the Complementary Measures and, in some instances, Action 3.1 of Comenius.

Introduction

UNDER the higher education section of SOCRATES, entitled Erasmus, support is provided for a wide range of activities designed to enhance European cooperation in the higher education sector, thereby contributing to improving the quality of human resources throughout the participating countries. Erasmus provides mobility grants for many thousands of higher education students, but is also concerned with enhancing the European dimension of studies for students who do not directly participate in exchanges. For this reason, mobility of teaching staff is strongly emphasised, as are a number of activities designed to improve curricula and develop new and innovative courses of study through transnational collaboration. Particular importance is given to promoting the full academic recognition of studies carried out in other participating countries, thereby helping to encourage the development of an open area for European cooperation in the higher education sector.

Erasmus is open to all types of higher education institutions (“universities”)⁸; it addresses all disciplines and levels of study, up to and including the doctorate. Whatever language(s) a university uses to a significant extent for teaching purposes may also be used in implementing activities in the framework of Erasmus⁹. However, it should be noted that applications for support may only be submitted in one of the 11 official languages of the Community.

Action 1

Support to universities to enhance the European dimension of studies

A – Activities within the Institutional Contract (academic year 1999/2000)

The present document refers to support available in the academic year 1999/2000, i.e. the period 1.7.1999-30.6.2000. It is addressed to:

- *universities which have NOT had an Institutional Contract in the academic year 1998/9, either because they did not apply or because their application was rejected.;*
- *universities which HAVE had an Institutional Contract in the academic year 1998/9, and which are seeking a renewal of this support for the academic year 1999/2000. There is one single Application Form, covering both NEW and RENEWAL applications. Deadline for submission both for new applications and renewals is 15.11.1998.*

General principles

Most support to universities within Action 1 is provided in the framework of “Institutional Contracts”. This term is used to denote an agreement between the European Commission and each university relating to the support provided by the Community to assist the university in the development and implementation of its European cooperation activities. A *Manual of Good Practice* is available from the SOCRATES and YOUTH Technical Assistance Office or National Agencies, to assist universities in introducing the Institutional Contract.

Each university’s proposal to the Commission for an Institutional Contract must include a European policy statement as well as a description of cooperation activities relating to the university’s interaction with the other countries’ universities participating in SOCRATES. The policy statement is not evaluated as such but serves as a context for a better understanding of the cooperation activities. In the description of cooperation activities, universities should only include those which they are committed to implementing and for which

⁸ Throughout the present document, the term “university” is used to denote all types of higher education institutions which offer qualifications or diplomas at that level, whatever such establishments may be called in the participating countries. The eligibility of institutions is determined by the competent authorities in the participating countries.

⁹ This also applies to languages such as Irish, Letzeburgesch, Basque, Catalan, Galician and Welsh.

they request a Community contribution. The policy statement and description of activities should be regarded as the university's own plan whose realisation should not depend exclusively on the award of Community support.

Higher education institutions in a given region, may cooperate to present one institutional proposal. This must, however, reflect the individual policy statements of each institution.

Community funding is allocated for the support of certain specific activities described in the university's proposal. The conditions governing the implementation and funding of these activities constitute the substance of the Institutional Contract between the Commission and the university concerned. There is no obligation for universities to undertake projects under all of the activity types which are eligible for Community support, nor is the Community obliged to support all the eligible activities which a given university proposes.

Each Institutional Contract normally extends over a three-year period, with Community support being allocated to universities on an annual basis subject to regular review. Thus universities' European policy statements should cover the three-year period but both the overall proposal and the details concerning its implementation can be updated annually¹⁰.

In order to be eligible for support, all activities must involve transnational cooperation between universities and must be based on prior agreements between departments, faculties or institutions. Universities must be able to provide written evidence of such agreements upon request. Agreements covering several areas of cooperation with their partners are encouraged.

Some of the eligible activities require academic coordination at the transnational level. In the case of intensive programmes and curriculum development activities, one of the partners must therefore be designated as having overall responsibility for ensuring that the activity is properly coordinated. The institution acting as the coordinator receives additional support within its Institutional Contract to help cover the supplementary costs involved.

The other activities are managed directly by each individual institution. This is particularly the case for student and teaching staff mobility, each university managing its own "incoming" and "outgoing" flows at institutional level. The Institutional Contract enables universities to establish reciprocity in their cooperation activities overall. Ideally, universities should seek to achieve reciprocity with each partner institution for each activity type, for example an equal number of outgoing and incoming students in a given subject area. Where this cannot be achieved, universities may compensate lack of reciprocity in a given subject area with activities in other areas or even with other partners.

Each university's main responsibility under the terms of the Institutional Contract is to ensure that the activities for which Community support is provided are properly carried out. This entails:

- identifying persons responsible for implementing the designated activities within the university, and establishing internal procedures which make them accountable for the successful accomplishment of the activities concerned;
- ensuring that the departments or faculties fulfil their obligations towards the partner institutions;
- establishing the necessary administrative support structures at departmental, faculty or university levels;
- liaising effectively with the partner institutions;

¹⁰ It should be noted that in the case of 3-year Institutional Contract periods commencing in the academic year 1998/9 or 1999/2000, funding during the period beyond the academic year 1999-2000 will depend on the extension of the SOCRATES programme beyond its current life-span, which covers the period up to and including the academic year 1999-2000.

- contributing to the implementation of transversal policies of the Community, notably the promotion of educational opportunities for disabled persons and of equal opportunities for women and men;
- accounting for expenditure of the Community grant;
- seeking such complementary funding from other sources as may be necessary to ensure the success of the activities. It should be noted that the mention of complementary funding from external sources will not lead to a corresponding reduction in the level of Community support; on the contrary, it is considered a sign of long term viability and will thus be seen as a positive feature of a proposal.

Financial support

The Institutional Contract represents an undertaking in principle that the Commission will contribute towards the realisation of a university's three-year European policy plan¹¹. However, the financial support is provided only for specific activities and is guaranteed just for one year in the first instance. Continuation of the support over the subsequent year(s) depends on the university having satisfactorily achieved its interim objectives, as demonstrated in reports and possibly through other means of evaluation. Activities proposed can be corrected or updated each year. They should, however, be in line with the Policy Statement, which may itself be revised if necessary according to changing circumstances.

Among the activities eligible for support within the Institutional Contract, a distinction may be drawn between those which are directly related to physical mobility of students or teaching staff (activities A1-A5), and those which promote the European dimension in other ways (activity A6).

For types of activities related to physical mobility (student mobility, teaching staff mobility, preparatory visits and ECTS), support is provided in the form of a composite grant for each type of activity. While the Commission does not select individual "flows" of students or staff, it will indicate subject areas and geographical linkages to which the Community attaches particular importance in providing support for the realisation of a university's own plans.

In determining the allocation of financial support, the Commission will also seek to ensure that the activities supported are such that Erasmus will play a full part in addressing the specific needs of persons with disabilities, as well as in promoting equal opportunities between women and men.

For curriculum development activities and intensive programmes, support for specific activities is earmarked. Each project is selected as a whole, i.e. for all partner institutions which have included it as part of their respective Institutional Contract proposals. For intensive programmes, the whole grant for the project is paid to the coordinating institution, which must distribute the funds to the partner institutions according to the nature and degree of their participation.

The following points should be noted:

- at least 80% of the total funds provided by the Commission to a given university under its Institutional Contract must be used for defraying operational costs directly related to the cooperation activities concerned, such as travel and subsistence, the preparation of teaching material, publication of information on the activities etc.;
- a maximum of 20% of the total funds provided may be used to help cover administrative costs, at departmental, faculty or central university level (e.g. the university's international office). Such expenditure must be directly related to administering the Erasmus activities for which Community support is provided, and universities will be accountable to the Commission for ensuring that this is the case. Universities are not entitled to deduct additional fixed overheads from the Erasmus grant.

¹¹ It should be noted that in the case of 3-year Institutional Contract periods commencing in the academic year 1998/9 or 1999/2000, funding during the period beyond the academic year 1999-2000 will depend on the extension of the SOCRATES programme beyond its current life-span, which covers the period up to and including the academic year 1999-2000.

Universities will be required to report annually on the activities which have been carried out during the preceding academic year in time for these reports to be taken into account when considering a renewal of Community support for the forthcoming 12 months. Reports will comprise brief descriptions of the implementation of activities for which Community support has been received and the completion of a technical data sheet which accounts for the expenditure undertaken.

Activity A1: Support for organising the mobility of students

Definition and objectives

“Organising the mobility of students” may be defined as a form of cooperation between universities to create optimal conditions for students to undertake recognised periods of study at partner institutions in other participating countries, in order to enable them to extend their knowledge of the cultures of other European countries and of their academic fields of study, and to approach their studies from the additional perspective of traditions other than those of their own country.

Eligibility criteria

Universities must provide information in their proposal on their support measures for Erasmus student mobility, notably with respect to:

- student selection;
- provision of adequate linguistic preparation¹²;
- provision of information on the host university and its programmes of study;
- discussion of academic and organisational arrangements with partner institutions (academic recognition, assessment, etc.) including visits to partner institutions;
- agreement with students on an individual work programme and on the work load required to pass any examinations or other forms of assessment;
- provision of support for incoming students: intensive language courses, introduction to the university, academic advice, assistance with practical matters such as finding appropriate accommodation, etc.;
- monitoring of outgoing students, including visits to partner institutions.

Universities are expected to develop appropriate procedures for inviting expressions of interest from prospective Erasmus students, and for providing them with appropriate information. In selecting candidates for participation in mobility programmes, universities should give particular attention to linguistic preparation, academic merit and motivation. Every effort should be made to encourage balanced participation of women and men among the mobile students in each field of study, and to provide disabled students with the best possible opportunities for participating¹³.

Students undertaking a programme of study at a partner university in the framework of an Institutional Contract under SOCRATES-Erasmus are regarded as “Erasmus Students” provided that the following conditions are fulfilled:

- the students comply with the nationality criteria set out in Part I of this document;
- the students have completed their first year of university studies;
- the students are registered on a formal programme of study at higher education level, leading to a degree or diploma up to and including doctoral level, recognised according to the procedures of the participating country concerned;

¹² Depending on the overall resources available, support may be provided by the National Agencies, as part of funds within Action 2, specifically for the purpose of language preparation for students intending to go abroad under ERASMUS to countries where the least widely used and least taught languages of the European Union are spoken. Details may be obtained from the National Agencies on request.

¹³ A checklist of the needs for students with disabilities, and a guide to support services available to such students are contained in the following publication available from the SOCRATES and YOUTH Technical Assistance Office on request: *Studying Abroad* prepared by the Katholieke Universiteit Leuven in collaboration with the European Forum for Student Guidance (FEDORA) and HELIOS, Group 13, with the support of the European Commission (Vol. 1: Checklist of needs for students with disabilities; Vol. 2: European guide for students with disabilities), [Leuven, 1995-6].

- the departments involved have signed an agreement to send and receive a given number of students during the academic year in question;
- the period of study undertaken at the partner institution is between three months and one year;
- the study period abroad forms an integral part of the programme of study at the home institution;
- 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 even though the content may differ;
- the partner universities and the individual student agree on the programme of study before the student goes abroad. The student must be informed in writing about the content of the agreement. At the end of the period of study abroad, the host university should provide the incoming student and the sending university with a transcript confirming that the agreed programme of study has been completed and listing the student's 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. The sending institution may continue to charge university fees to its outgoing students;
- the payment in full of national grants and loans to outgoing students is maintained.

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 institution. This implies that the host and home institution play an active role in organising and supervising the placement¹⁴.

It is stressed that having the status of an "Erasmus Student" does not necessarily imply that the student receives a mobility grant from Erasmus. It should also be noted that the number of mobility grants awarded to Erasmus students by National Agencies depends not only on the number of outgoing students which a university enters in its Erasmus application to the Commission, but also on the available budget, the balance of student flows between countries and in the various subject areas, the availability of complementary funding from other sources etc.

Financial support for organising student mobility

In addition to the funds provided for student mobility grants via the National Agencies under Action 2 of Erasmus (see relevant section below), financial support is available under Action 1 to help universities cover a proportion of the costs involved in the organisational tasks related to Erasmus student mobility itemised above.

The level of support awarded will vary greatly according to the size of the institution, the number of mobile students involved and the extent to which its own priorities coincide with the Community's concern for a balanced involvement in Erasmus activities among participating countries, regions and subject areas. In 1997/8, the average grant for organising the mobility of students was around ECU 40 per student.

Part of the grant may be used to assist local student organisations or selected students in various departments with providing information and counselling services to outgoing or incoming students.

¹⁴Additional support for Community-funded work placements which are not necessarily accompanied by periods of study abroad are provided within the framework of the Leonardo da Vinci programme (see "Other sources of Community support" below).

Activity A2: Teaching staff mobility

A2.1 Teaching staff assignments of short duration

Definition and objectives

Under this Action, members of a university's academic staff undertake a period of teaching in a partner university in another participating country, for which purpose they are fully integrated into the department or faculty of the host institution¹⁵.

The objectives of the activity are:

- 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 encourage universities to broaden and enrich the range of courses they offer;
- to provide teaching staff with opportunities for personal and professional development;
- to consolidate links between institutions.

Eligibility and selection criteria

The assignments are of one to eight weeks' duration. They must be arranged between partner institutions, and participants must have received a formal invitation to teach at the host institution. Applications must demonstrate that visiting teachers' contributions will be properly integrated into the structure of programmes of study at the receiving university. Their contribution to the host university's programme of study should be substantial in terms of the number of teaching hours involved, and should be included in courses which are assessed as part of a degree offered by the receiving institution. Priority will be given to contributions by teaching staff from partner institutions which will lead to the production of new teaching material. Mobility between higher education institutions specialising in distance education and "conventional" universities is encouraged.

Financial support

The level of support which an institution will receive for teaching staff mobility of short duration will vary greatly according to the size of the institution, the numbers of mobile staff members involved and the extent to which its own priorities in this domain reflect the Community policies concerning balanced involvement in Erasmus cooperation activities among participating countries, regions and subject areas. In 1997/8, the average grant per teacher was ECU 265.

A2.2 Erasmus teaching fellowships of medium duration

Definition and objectives

"Erasmus teaching fellowships", provide support on a highly selective basis for academics with exceptional abilities as teachers to spend between 2 and 6 months in another participating country, particularly where this can be shown to contribute to the development of a European dimension in their field. In addition to the objectives which apply to teaching staff mobility of short duration, the Erasmus teaching fellowships place particular emphasis on the exchange of experience and the stimulation of debate on pedagogical approaches, with the aim of enhancing the quality of teaching in Europe. In submitting candidates, universities should note that the number of persons selected will be extremely small (around 200 in total for the entire 5-year period 1995-1999).

¹⁵Within the framework of Strand I.1.2.c of the Leonardo da Vinci programme, support is available for transnational exchange programmes for instructors, i.e. transnational programmes of exchanges between undertakings and public vocational training bodies and/or universities, with the focus on the preparation of transnational training programmes.

Eligibility and selection criteria

Candidates may be proposed in any discipline. They should be academics with exceptional records in research and teaching. Evidence of this must be provided by submitting their curriculum vitae, a list of publications and proof of excellence in teaching (preferably supported by student evaluations) where possible. Candidates must demonstrate their ability to teach in another Community language as agreed with the host institution, and provide a work plan which is agreed upon by the sending and receiving institution. This plan should indicate how the teacher's contribution to the receiving institution will broaden or enrich its range of courses and how it will be integrated into the degree programme of students at that institution. It will be important to demonstrate that visiting teachers' contributions are integrated into the teaching programme at the receiving university. The visiting teacher's contribution to the host university's programme of study should be substantial (about half of the average number of hours per week of the host teaching staff) and should comprise content on which students at the receiving institution are assessed as an integral part of their degree.

As part of their programme at the partner institution, Erasmus teaching fellows should organise and lead workshops/seminars on teaching methods and approaches in their field, paying particular attention to issues of teaching in an international environment. The workshops should bring together other members of the teaching staff as well as students of the host institution and should be organised with the support of the host department.

Financial support

The number of fellowships allocated to a given institution will depend on the quality of the candidates, the size of the institution and the extent to which its own priorities in this domain reflect the Community policies concerning balanced involvement in Erasmus cooperation activities among participating countries, regions and subject areas.

Activity A3: Intensive programmes

Definition and objectives

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

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

Eligibility and selection criteria

Programmes must last between 10 days and 3 months and must involve institutions from at least three participating countries. The staff - student ratio must be such as to guarantee active classroom participation. Programmes consisting of research activities or conferences are not eligible for support.

Universities are encouraged to invite non-academic specialists and experts in the fields concerned to participate, though only students, teachers and universities themselves are entitled to receive Community support. Universities organising an Intensive programme 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 members of the academic staff and students from the host university are included amongst the participants.

Applications will be assessed against the criteria set out in Part I (pages 20-22) of this document. In allocating resources to Intensive programmes, particular consideration will be given to those subject areas which do not readily lend themselves to extended periods of study abroad for their students. Programmes which contribute to the dissemination of knowledge in rapidly evolving and new areas will receive special consideration, as will those where the students receive full academic recognition for the studies carried out in this framework.

Financial support

The grants may be used to help cover the transnational travel and subsistence costs of teaching staff and students, travel and subsistence costs related to meetings for preparing or evaluating the programme and costs related to producing, translating and disseminating information and teaching material. In 1997/8, the average grant for an intensive programme involving 9 institutions was around ECU 9000, with variations depending on the number of participating institutions, teachers and students.

The overall grant for each Intensive programme is paid to the coordinating university, which distributes the funds to the participants. If the coordinating institution does not host the programme, it is nonetheless expected to make the money needed for its organisation available to the host institution. Students are not entitled to student mobility grants from the National Agencies to cover the costs of attending Intensive programmes.

Activity A4: Preparatory visits

Definition and objectives

Preparatory visit grants enable academic and administrative staff (or, with the authorisation of their departments, students) to spend up to 3 weeks visiting prospective partner institutions and official agencies in other participating countries for the purpose of preparing future cooperation activities of the types supported within Erasmus.

Eligibility and selection criteria

Only a limited number of visits will be supported. Visits are only eligible if they aim to establish cooperation with departments, faculties or institutions which have not been involved in Erasmus before. Institutions must supply, as part of their Institutional Contract proposal, a plan listing the cooperation activities which are intended to result from the visits and identifying the potential partners concerned. When applying for Preparatory visit support, institutions are invited to be highly selective and to demonstrate clearly how the visits will contribute to establishing cooperation in one or more fields not hitherto involved.

Particular attention will be given to visits aiming at laying the foundations for partnerships engaging the institution as a whole in transnational cooperation agreements involving a range of discipline areas.

Financial support

The overall grant to a given university for Preparatory visits will depend on its plan for establishing new partnerships and its need to overcome a comparatively low level of participation in European cooperation activities hitherto. In 1997/8, the average grant per person was around ECU 500.

Activity A5: European Credit Transfer System (ECTS)

A User's Guide including a list of all universities currently applying ECTS as well as models of information packages produced by these universities, are available on request from the SOCRATES and YOUTH Technical Assistance Office.

Definition and objectives

The European Credit Transfer System (ECTS) is a system of academic credit allocation and transfer which has been developed experimentally over recent years and introduced on a wide scale within the Institutional Contract. ECTS seeks to facilitate academic recognition between partner institutions by means of effective and generally applicable mechanisms. It provides a code of good practice for organising academic recognition based on transparency of study programmes and students' achievement. 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 a satisfactory basis for cooperation agreements, whether bilaterally or in networks.

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 incoming students may have access in an information package in which the credit value of each course is clearly indicated;
- there be a formal "learning agreement" signed prior to departure by the home university, the host university and the student, describing the student's programme of study abroad, accompanied by a "transcript of record" listing the student's past academic achievements;
- 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 partner 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.

In wishing to promote the wider use of ECTS within Erasmus, the Commission recognises that universities are free to employ whatever system of academic recognition best suits their own particular requirements in the light of national circumstances and those of their partner institutions. However, in seeking to facilitate student mobility within Europe accompanied by satisfactory levels of mutual academic recognition, the Commission believes that as many universities as possible should move towards a system of credit allocation and transfer which has been tried and tested, and that ECTS is the best model yet available. Universities applying for support under Erasmus are therefore strongly encouraged to draw up plans for implementing ECTS, or, where it is already being applied experimentally, to extend its use across a broader range of departments/faculties.

Eligibility and selection criteria

All universities are eligible to apply for support for developing the use of ECTS within those departments in which the system has not yet been applied. The continuation of Community support for ECTS will depend on the progress demonstrated in the university's annual reports.

Priority will be given to universities which have not yet received Community support for developing the use of ECTS within any of their departments. Particular attention will be given to those which commit themselves to introducing ECTS in a wide range of fields.

Financial support

The level of financial support awarded to an institution for the introduction of ECTS will notably depend on the number of subject areas in which the system is to be introduced. The aim is to support the production and distribution of information packages and other ECTS material such as learning agreements and transcripts of records, as well as for training related to the implementation of ECTS. In 1997/8, the average grant was around ECU 4250 per institution.

There is no separate support for student mobility involving the use of ECTS. See section A1 (“Support for organising the mobility of students”) above.

Activity A6: Joint curriculum development¹⁶

General introduction

Erasmus supports four types of activities in the joint development of curricula by universities from different participating countries:

- university curricula at initial and intermediate level;
- specialised, advanced level university programmes (“Masters” type);
- European modules;
- Integrated language courses.

In the development and implementation of this aspect of Erasmus, the Commission attaches particular importance to cooperation with the professional world at regional, national and European level.

Attention is drawn to the fact that curriculum development activities require transnational academic coordination by one of the partner institutions. Only the coordinating institution of a partnership should therefore submit a full description of the activity concerned within its overall Institutional Contract application. Each of the other partner institutions should simply enter the proposed activity on the “activity table” of its Institutional Contract application.

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

- for all joint curriculum development activities (A6.1-A6.4), involvement from at least three participating countries is required;
- notably in the case of European modules and Integrated language courses, universities’ applications will be enhanced by including planned collaboration with regional agencies and authorities, local enterprises and other universities in the respective region. Applications should demonstrate how the above will contribute to enhancing the quality of education provided and/or to achieving economies of scale, and how it will benefit enterprises and citizens in the region(s) concerned. Applications should name the institutions in the region(s) which have agreed to collaborate and identify the university which has been nominated to act as the coordinating institution¹⁷;

¹⁶Universities are also eligible for Community support notably in the framework of Strand II of the Leonardo da Vinci programme for curriculum development activities focusing on adaptation of curricula to industrial, technological and market-related changes in order to meet the needs of the professional world for particular qualifications and skills. Funding for studies (though not for implementation of the findings of such studies) on the European dimension in the curriculum and on the relation of education and training to economic development and labour market needs, is available within the Specific programme of targeted socio-economic research (1994-1998) (see “Other sources of Community support” below).

¹⁷In establishing regional cooperation partnerships, universities should, wherever possible, build on infrastructures under the Leonardo da Vinci programme and other university/business cooperation ventures, and are encouraged to seek complementary funding from corporate bodies, agencies, other Community programmes and other sources.

- particular attention will be given to curriculum development activities using new media such as CD-ROM or Web sites, or involving cooperation between “conventional” universities and higher education institutions specialising in open and distance learning (ODL). In these cases, applications should contain proposals for the wide dissemination of the jointly produced material amongst named institutions, including both ODL and “conventional” universities, and demonstrate clearly how the material will be integrated into the programmes of study of the institutions concerned.

Financial support

The level of financial support for joint curriculum projects will depend on the type of project and the number of partners. In 1997/8, the coordinator of a curriculum project at advanced level (“Masters” type) received on average ECU 4000 and each of the other partners ECU 3000. For the other types of curriculum development, the coordinator received on average ECU 3000 and each of the other partners ECU 2000. A bonus may be awarded in the case of projects with a well developed ODL component or strong regional and socio-economic links.

A6.1 Joint development of university curricula at initial or intermediate level

Definition and objectives

This measure involves partner universities from different participating countries working together to modify or to adapt existing programmes of study, or to establish new, jointly devised programmes of study covering the first phase of university study (generally lasting some three or four years and referred to in some countries as “undergraduate” study). This definition specifically excludes arrangements whereby students may be awarded a second degree or diploma on the basis simply of continuing their studies at a second institution without the “home” programme of study being modified in any way.

The activity seeks to encourage universities to work more closely together in order to enhance quality and innovation in programme design and to facilitate full academic recognition of periods of study undertaken abroad.

Eligibility and selection criteria (see also General introduction to section A6 above)

To be eligible for support, proposals must indicate precisely how existing programmes of study will be modified, or summarise the content and structure of the proposed new programme of study. They must relate to subject areas in which Community-supported curriculum development has not so far taken place at the institutions concerned. All partner institutions must demonstrate their commitment to implementing the curricula concerned.

Applications will be assessed against the criteria set out in Part I (pages 20-22) of this document. Priority will be given to projects which:

- envisage the joint development of a substantial part of a degree programme rather than limited course modules/course units;
- contain detailed and convincing plans for the production and wider dissemination of high-quality teaching material.

Note: where the proposed curriculum development activity applies exclusively to initial or in-service training of teachers of the foreign languages to which Lingua refers, applications should be submitted under the Lingua section of SOCRATES rather than under Erasmus. Such applications will then be assessed against Lingua criteria. In cases where there is no clear differentiation between future language teachers and other language students, or where the language concerned is not addressed by Lingua, applications should be submitted under Erasmus.

A6.2 Joint development of university programmes at advanced level ("Masters" type)

Definition and objectives

This measure 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.

Eligibility and selection criteria (see also General introduction to section A6 above)

The programme must be new, normally comprise one to two years of course-work, and consist of a core to be shared by all the partner institutions involved. The partner institutions should develop a concerted policy on student recruitment (requirements in terms of academic or professional qualifications, languages, personality attributes, etc.). Evidence (e.g. in the form of a report or study) must be provided of a shortage of human resources at European level in the specialisation concerned, and the application must demonstrate how the programme proposes to respond to this shortage. Students from all participating universities should follow the course, and each institution should commit itself to promoting the recognition of the resulting qualification, according to the rules and procedures of its own country.

Priority will be given to proposals which clearly demonstrate how the academic options available to students will be extended through pooling the partner institutions' complementary areas of specialisation. Special consideration will be given to courses developed in cooperation with private and public organisations, particularly where these organisations are able to provide complementary financial support.

Once a new programme of this kind has been established, participating students and teachers are eligible to receive Erasmus support to help cover the mobility costs involved.

A6.3 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 and institutions, 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 other 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.

It is recommended that universities build on the experience acquired in the framework of the Jean Monnet Project¹⁸.

¹⁸See "Other sources of Community support" below.

Eligibility and selection criteria (see also General introduction to section A6 above)

Evidence must be provided that the proposed modules constitute an innovation for the universities concerned and that they 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 are pluridisciplinary in the sense of covering knowledge from several subjects and/or being open to students from several subjects.

A6.4 Joint development of integrated language courses

Definition and objectives

The purpose of this measure is to extend the possibilities for learning languages of other participating countries to a wider population of university students and in particular those not specialising in languages. To this end, it supports:

- the development of new, discipline-specific language courses which are integrated into programmes of study as a degree requirement;
- the application of new educational technologies/distance learning facilities to the delivery of such courses.

Eligibility criteria and selection criteria (see also General introduction to section A6 above)

The contribution of each institution must be clearly defined. Applications must demonstrate that at each university (a) the courses extend language learning provision beyond what is currently available and (b) there is a demand for the courses concerned. Priority will be given to initiatives relating to the least widely used and least taught languages of the European Union. Courses may therefore involve, if appropriate, the translation, adaptation and application of existing material for use with such languages¹⁹.

B – Thematic Network projects (academic year 1998/9)

Note: support for Thematic Network projects is provided separately from the Institutional Contracts, and a different procedure for the submission of proposals applies (see Part I of the present document for details).

Definition and objectives

The main aim of Thematic Network projects is to define and develop a European dimension within a given academic discipline or other issues of common interest (including administrative issues) through cooperation between university faculties or departments and existing academic, and possibly also professional, associations. Such cooperation should lead to curriculum development or other outcomes which will have a lasting and widespread impact across a range of institutions within or between specific discipline areas.

Project activities may be either “disciplinary” in nature or “interdisciplinary” in the sense that the boundaries between broadly equivalent subject areas may differ between countries or because strong thematic links may cross the traditional definitions of the academic fields concerned.

¹⁹ **Note:** Applications relating to the languages addressed by the LINGUA section of SOCRATES and focusing on the production of learning/teaching material with wide dissemination potential beyond the use of the partner institutions involved, should be submitted under Action D within the LINGUA section of the SOCRATES programme. Such applications will then be assessed against the eligibility and selection criteria for LINGUA.

Thematic Network projects seek to:

- assess the quality of cooperation (with respect to particular fields or horizontally from the point of view of a given aspect of cooperation activities);
- assess curriculum innovation in particular fields through comparison between curricula, notably with regard to the development of a European dimension;
- promote discussion on improvements in teaching methods and encourage the wider application of good practice;
- foster the development of joint programmes and specialised courses, particularly for subjects underrepresented in inter-university cooperation so far.

Types of activity

The following is an indicative, not exhaustive list of the kind of activities on which Thematic Network projects may focus:

- enabling European level discipline-based or interdisciplinary fora to study and analyse the state of development of specific fields with a view to promoting the development of a European dimension within the field(s) concerned. The fora should build on partnerships between universities and associations within the fields concerned and facilitate closer cooperation between them at the European level;
- identifying, as a result of the work undertaken within the project, the “needs” in given discipline areas, or with respect to a given cross-disciplinary issue²⁰, as seen from a European perspective. This implies:
 - providing an overview of the discipline/field/area of common interest within a European context;
 - considering the various definitions of the discipline/field which apply in different countries in terms of academic content;
 - identifying the elements of a European dimension for the subject area concerned;
 - contributing to the more precise definition of quality criteria specific to the discipline/field(s) concerned;
 - demonstrating the relationship between the contents and objectives of the discipline/field(s) and the demands of the economic and professional environments in Europe;
- facilitating the application of specialist research findings conducted at European level in the higher education curricula of the discipline/field(s) concerned;
- enhancing the integration of findings and recommendations of subject-based European fora into the curricula of a range of higher education institutions, in particular through the development, testing and wider dissemination of appropriate teaching and course materials and the promotion of innovative pedagogical approaches within the discipline/field(s) concerned.

Eligibility criteria

In addition to fulfilling the general eligibility criteria set out in Part I of this document, a Thematic Network project must:

- be implemented by a network of university faculties/departments or academic associations representative of a particular discipline or disciplines and be coordinated either by an association or consortium of universities or a single university faculty acting on behalf of a representative group of universities. Evidence of institutional support must be provided by all university participants;
- involve all countries eligible to participate in SOCRATES (exceptions to this requirement must be justified).

²⁰ Attention is drawn to the Specific programme for targeted socio-economic research (1994-1998), within which Community support is provided *inter alia* for research into the effectiveness of policies and innovation through educational methods, tools and technologies and on the relation of education and training to economic development.

Applicants are also invited to include relevant organisations other than academic institutions, such as professional, corporate or state-funded/public organisations as associate members of their networks, though such bodies may not themselves be coordinators/contract-holders or receive Community funding.

Selection criteria and priorities

Applications for support will be assessed against the criteria set out in Part I (page 17-19) of this document. Particular consideration will be given to projects which promote closer cooperation between existing nationally based associations in different countries, as well as those envisaging planned and specified cooperation with professional organisations, social partners and student organisations. 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.

Coordination and management

One of the institutions, associations or consortia of universities participating in the project must act as the coordinator. This entails taking the lead in the work of preparing the outline of the project, taking responsibility for submitting the application for Community support, signing the contract, 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 the project, but "core" members of a network will normally be closely involved in the major work of initiating, developing and implementing a project while other partners may be used to test and provide feedback on the project's application through piloting material, attendance at conferences etc. Alternatively, it is equally possible for a Thematic Network project to establish a coordinating committee which could then designate and coordinate the work of "teams" or "sub-groups" comprising different members of the network to carry out specific tasks as part of the overall programme.

Financial support

Each project may be funded for up to a maximum of three years, according to the activity proposed²¹. However, each year's funding requires a separate application (see "Application procedures" in Part I above) and will be subject to a review of the project's progress, as demonstrated by half-yearly reports and statements of expenditure, and to the justification of the application for further support. The level of financial support will depend on the size and scope of the project. In 1997/8, the average grant was around ECU 70,000.

²¹It should be noted that in the case of projects commencing in 1998 and which are intended to have a duration of more than two years, funding during the period beyond 1999 will depend on the extension of the SOCRATES programme beyond its current life-span, which runs until 31 December 1999.

The application of Open and Distance Learning (ODL) to activities under Erasmus Action 1

Applicants may apply ODL methods and resources to any of the activities proposed in an application made under Erasmus Action 1 above. Where the use of ODL is a significant feature of an application, the project concerned may qualify for additional financial support relating to its ODL dimension. This aspect of the application will be assessed against criteria specific to ODL in addition to the other selection criteria pertaining to the Action in question.

Applications for support for the ODL aspect of an Erasmus proposal should be included in the application for Erasmus support. Such applications should indicate how the use of ODL will enhance the quality of the proposed activities and/or extend their benefits to a wider range of people. The objectives of the ODL dimension of such activities, may, for example, include one or more of the following:

- to enhance wider dissemination of knowledge throughout Europe, particularly in specialised subjects, and to enrich curricula by means of international expertise provided through distance teaching methods;
- to provide access to European cooperation activities in higher education for those who would not otherwise be able to participate, notably part-time students or persons who are disadvantaged because of their geographical location, socio-economic circumstances or disability;
- to encourage the transnational spread of knowledge and methodological expertise in the use of ODL as such, particularly through cooperation between “conventional” universities and higher education institutions specialising in distance teaching, in so far as such activities do not meet the criteria for support as Partnership projects under the specific ODL section of SOCRATES;
- to disseminate in the higher education sector products and activities generated within the specific ODL Action of SOCRATES.

The SOCRATES programme also contains a specific section concerned with the promotion of European cooperation in the field of ODL. Further details are contained in the relevant section of the present document.

Action 2: Student mobility grants

Student mobility grants available under Erasmus are managed by the network of National Agencies designated by the participating countries. Within the Guidelines laid down at Community level, the administration and level of grants vary according to the arrangements chosen by each National Agency, which may allocate grants either directly to students or indirectly via the sending institution, the latter procedure being currently the common.

Grants are intended to help cover the extra costs involved in study abroad and do not cover the costs which students would normally incur at their home institution. The grant cannot exceed ECU 5000 per student for a maximum of 12 months abroad, or ECU 500 per month for shorter periods. The average will, however, be significantly below the maximum in most cases. The minimum amount to be awarded is ECU 50 per month. In 1995/6 the average amount per student for the average period of 7 months spent in another participating country, was around ECU 1100. Special provision can be made for students with disabilities, including the award of grants above the maxima. A very limited number of grants may be provided to Erasmus students who, while fulfilling all other conditions set out in Section A1 of Action 1 above, fall outside the framework of an Institutional contract (“free movers”). The provision of such grants depends on the policies followed by each participating country and/or the level of overall demand for grants from students in that country.

In addition to including the student mobility table in its Institutional Contract application to the Commission, each university must send to its respective National Agency, as part of the copy of its Institutional Contract application, a copy of the student mobility table and of the list of institutions abroad which are to receive its Erasmus students. As indicated under Action 1 above, not all "Erasmus Students" are necessarily awarded a Community-funded mobility grant.

Please also note the support available under the Complementary Measures (page 109 of this document).

SCHOOL EDUCATION (COMENIUS)

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Applicants should also study Part I of the present document carefully. It contains important additional information, notably concerning application procedures, deadlines for submission, eligibility and selection criteria, eligible costs and contractual arrangements.

Attention is also drawn to the fact that schools are also eligible for support under other parts of SOCRATES. These include notably Lingua Actions B, C, and E, Open and distance learning, the Complementary Measures, and Arion study visits.

Introduction

THE objective of the Comenius²² section within SOCRATES is to promote cooperation in the field of school education at all levels (i.e. nursery, primary and secondary). To this end, it provides support for:

- European Education Projects within multilateral school partnerships;
- activities in the field of intercultural education;
- transnational in-service training for teachers and other educational staff.

Action 1

School partnerships/European Education Projects

Definition and objectives

This action aims to:

- promote European cooperation between schools;
- enhance the quality of the learning experience of young people through an increased emphasis on interdisciplinary project work;
- promote an improvement in knowledge of the cultures and languages of European countries;
- encourage contacts among pupils in different countries and promote the European dimension of their education;
- encourage the mobility of school teachers.

by supporting **partnerships between schools** to enable them to carry out a **European Education Project (EEP)**.

School partnerships

Profile

A **school partnership** consists of a group of schools from at least three of the countries eligible to participate in SOCRATES, which is created to develop a European Education Project (EEP). Partnerships should strive to be balanced in the representation of participating countries and avoid a preponderance of schools from any single one of these.

The optimum size of a partnership will depend to a large extent upon the nature of its EEP, and for this reason a maximum number of participating schools is not prescribed. However, the aim is that all the participating schools should be equal and active partners. Partnerships which are too large may have difficulty in achieving this objective.

Schools may participate, either as coordinator or as partner, in more than one partnership, depending on the size and structure of the schools in question. In particular, where a school is exceptionally large or combines a number of different types and levels of education (e.g. a section for special education) it may participate in a greater number of partnerships as considered appropriate by its National Agency.

Schools wishing to participate but which do not yet have the necessary contacts with schools abroad, should notify their National Agency accordingly. A “partner search” facility known as PartBase is operated in cooperation between the National Agencies in order to assist schools in making contacts with

²²Born in what is today the Czech Republic, the theologian, philosopher and pedagogue Amos Comenius (1592-1670) was firmly convinced that it was only through education that Man could achieve his full 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.

appropriate institutions. Schools can advertise for a partner by introducing information about the institution, its pupils/trainees and any project ideas. Another option is to look for a partner among those institutions which have already inserted information about themselves. "PartBase" can be accessed via Internet (<http://partbase.eupro.se>) or via the National Agencies, which also give advice on additional ways of finding a partner.

National Agencies may also organise multilateral thematic seminars in order to support and monitor the development of EEPs between schools, and schools are therefore encouraged to request information from their National Agency concerning any such seminars which may be foreseen.

The role of the coordinating school

Responsibility for coordinating a partnership lies with one of the participating schools. This "coordinating school" may seek external assistance from a teacher centre, the education office of a regional authority, the education department of a university or some other appropriate not-for-profit body. However, it may not use any part of its Community grant to pay for such external coordinating services. The coordinating school is responsible for:

- the pedagogical orientation and development of the project;
- overall management of the EEP;
- convening meetings with colleagues from the partner schools;
- compiling the required activity reports;
- ensuring that all schools meet the agreed deadlines.

Though one school is responsible for overall coordination, the partnership should be characterised by a spirit of collaboration where each of the partners plays an equal and clearly defined role in the development and implementation of the EEP. Coordination of a partnership should not become an administrative burden on a school. Therefore, regular contact with appropriate teachers in each participating school and delegation of tasks are important organisational principles of the partnership. Each of the regular project meetings involving teachers from the coordinating and partner schools should result in an agreed work-plan for the period ahead, containing clearly defined and assigned tasks, learning objectives, strategies and deadlines.

The role of the partner schools

All participants in the partnership will benefit from the process of working together in an atmosphere of reciprocated sharing of ideas, expertise and experience. Each participating school will need to designate a liaison officer for the EEP, responsible for coordinating project activities in his/her respective school and maintaining regular contact with counterparts in the other participating schools. He/she will be responsible for communication with the National Agency and for ensuring that the necessary reports, including financial reports, on the project are submitted by the coordinating and partner schools.

In order to achieve the greatest possible multiplier effect, all coordinating and partner schools will be encouraged to share their experiences (and, as appropriate, the products) of their EEPs. They may, for example, choose to do this on a local basis (disseminating their experiences to other schools in the same locality) or on some other appropriate basis. Links which bridge the gap between primary and secondary schools and ensure that the EEP reaches a wide audience in local areas will be of particular interest. Coordinating schools in particular should strive to associate schools in their local areas with the work of the partnership and involve them in meetings and events where possible.

Types of schools eligible to participate

All types of "schools" located in the participating countries are eligible to form partnerships within Comenius, whether providing general, vocational or technical education. The term includes primary and secondary schools and establishments offering nursery and school based education, as well as special schools and certain institutions not normally called schools but which provide education of the type described and below the level of higher education. It covers both public and recognised private schools.

Each participating country is responsible for specifying the types of schools considered eligible (see lists in Annex 3 to the present document). Applicants are advised to check the eligibility of their potential partners before submitting their application for support.

All pupils attending a school (as defined above) which forms part of a partnership working on an EEP may participate in the project activities.

European Education Projects (EEP)

Content

The EEP is at the heart of the multilateral school partnership. The general aim of activities within the EEP is to contribute to an enhanced awareness of the European dimension in the school, especially among the pupils, through participation in projects which in their content and methodology create a new awareness of the shared elements of European thought, culture, social and economic experience and promote mutual understanding between participants. Broad thematic areas which might provide a basis for the development of a project include:

- heritage, culture
- arts activities
- development of literary traditions within and between European countries
- raising awareness of European citizenship issues
- local and regional identities
- science and technology
- protection of the environment and related issues
- links between the school and the world of work
- communication and media
- promotion of equal opportunities between girls and boys.

The above fields are given for illustrative purposes only. They should not be seen as limiting the choices of subject open to participating schools. Multidisciplinary projects are particularly encouraged.

In some cases an EEP may be focused on the joint development of materials between teachers. In such cases the concern of the project must be to effect a significant innovative contribution to the content and/or methods of teaching within the participating schools by ensuring that the materials which are developed assist teachers in enhancing the European dimension of their teaching. Such materials should be transferable to other schools working on similar topics.

The EEP should be designed in such a way as to contribute to an increased understanding among participants of the languages and cultures of other participating countries and should therefore provide some opportunity for the pupils (and teachers) involved to develop their competence in one or more other European languages. **However, schools wishing to develop transnational projects with a language learning focus for pupils in the age range of 14 and above, are invited to apply for support under the terms of Action E within the Lingua section of SOCRATES.**

Particular consideration will be given to projects which make innovative use of new information and communications technology including multimedia materials, and/or involve an intensive exchange of information and experience on innovative methods of teaching.

Organisation

Each EEP aims to develop one or more subjects of European interest through a set of educational activities which should:

- be integrated into the regular activities of the school;
- take place within the curriculum;
- involve one or more class groups;
- have an impact on as wide a cross-section of the school as possible.

It provides an opportunity for participation by teachers from a number of subject areas in the development of a multidisciplinary and transnational approach to the topics covered. Within each school the project should involve a team approach and should not normally be the preserve of any one subject area or teacher.

The content, scope, organisation and type of project activities will be defined collaboratively by the coordinating teachers from each participating school, who will have discussed ideas, needs and expectations with their head teachers, colleagues and pupils. The decision to participate should ideally be a "whole school" decision, and the project must have the backing of the relevant subject departments and the senior management level of the school.

Selection criteria and priorities

Applications for support will be assessed against the criteria set out in Part I (pages 20-22) of this document. Furthermore, National Agencies will seek to ensure that projects selected make a collective contribution to:

- the development and promotion of equality of opportunity between girls and boys, women and men, by focusing in some cases on this topic, and by providing for equal opportunities for participation;
- the raising of achievement levels in general;
- the integration of children with specific educational needs and capacities.

In addition the National Agencies will ensure the equitable participation of schools with little experience of transnational project work and which have not previously received Community funding for this purpose, or which are located in peripheral or disadvantaged regions.

Financial support

Project development grants

Project grants

A project grant not normally exceeding ECU 3000 per annum to a coordinating school and ECU 2000 per annum to each participating school may be made available to school partnerships. National Agencies will have flexibility to increase these levels of grant aid to meet the specific needs of projects involving peripheral regions or concerning pupils with specific educational needs. Each project may be funded for a maximum of three years²³, subject to annual review. Details on how to apply for a renewal of support for years 2 and 3 of a project will be supplied by the National Agency.

The grant may be used to help cover the categories of costs directly related to the project activities for which the grant is provided as described in Part I of this document and to cover costs directly related to specific measures developed to support the partnership. **The grant may not be used to cover the travel/subsistence costs of pupils participating in exchanges, whether or not these are related to the project.**

²³ It should be noted that in the case of projects commencing in 1998 and which are intended to have a duration of more than two years, funding during the period beyond 1999 will depend on the extension of the SOCRATES programme beyond its current life-span, which runs until 31 December 1999.

Preparatory visits

Grants not normally exceeding ECU 1,000 per person are also available to enable appropriate members of staff from eligible schools to undertake preparatory visits of up to one week in another participating country for the purpose of laying the foundations for an EEP.

More than one person from the same school 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 individual visit is clearly demonstrated. Not more than two persons from the same school will be supported within the same visit, except in exceptional cases of demonstrated need.

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.

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 within the foreseeable future. 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.).

Grants for teachers and headteachers

Teacher exchanges

Grants not normally exceeding ECU 1500 per person for a period of two to four weeks are available, to facilitate exchanges of teachers. These exchanges must either:

- take place within the framework of an existing EEP; or
- be agreed between the sending and receiving school, and should also contribute to the setting up of a new EEP as well as to the professional development of the teachers involved.

They are particularly encouraged in the case of an EEP focused on the joint development of teaching materials, with the aim of enhancing the European dimension in school teaching.

In-company placements for teachers

Grants not normally exceeding ECU 1500 per person for a period of one to three weeks are available, to enable teachers to carry out a placement in an enterprise organised in conjunction with one of the partner schools in an EEP. Such placements may either:

- take place within the framework of an existing EEP for the purpose of strengthening the project's links with the local working environment and developing the links between school and enterprise as a theme of the project; or
- be agreed by the originating school and the host enterprise in order to contribute to the setting up of a new project on the theme of links between school and work.

Study visits

Grants not normally exceeding ECU 1000 per person are available to enable head teachers and senior management team members to carry out Study visits of a **maximum duration of one week**. These visits must be directly related to achieving the objectives and integrated into the agreed work-plan of the project and must make a significant contribution to strengthening the school partnership.

Action 2

Education of the children of migrant workers, occupational travellers, travellers and Gypsies; intercultural education

Definition and objectives

This Action contributes to achieving the objectives set for SOCRATES by supporting transnational projects designed to:

- improve the quality of education available to the children of migrant workers, as well as the children of occupational travellers, travellers and Gypsies;
- promote the intercultural dimension in schooling in order to prepare pupils for living in a society increasingly characterised by cultural and linguistic diversity and to strengthen mutual understanding and solidarity between citizens in the participating countries, thereby combating racism and xenophobia.

Thematic priorities

Support is provided for transnational projects with one or both of the following orientations:

- A. *Projects designed to improve educational provisions for the children of migrant workers, travellers and Gypsies, and occupational travellers*

The principal aim of these projects is to promote participation, integration and equality of opportunity for the above-mentioned children in all school activities. The projects aim at improving school attendance levels and the quality of education received as well as meeting the children's specific educational needs. These groups are at particular risk of being marginalised, at school and in society in general. Projects should therefore develop integrated approaches, combining various forms of intervention for the purpose of combating school failure among these groups within a strategy for promoting a culture of success among all pupils. For each of the specific target groups, projects will concentrate primarily on the following priorities:

Children of migrant workers

Priorities for projects in this field remain unchanged from 1997, namely:

- teaching of the host country language;
- teaching the language and culture of the children's country of origin.

However, on the basis of the first three years of implementation of this Action, particular attention will be given to projects focusing on:

- a) early language teaching and innovative language teaching methodologies at the pre-school level;
- b) development of innovative methodologies for effective pedagogical approaches for the teaching and command of the language of instruction, this being seen as a key determinant of success at school;
- c) development of innovative evaluation methodologies for assessing pupils' needs and monitoring their progress with a view to improving success rates;
- d) use of new technologies and the development of appropriate pedagogical approaches for the adaptation and inclusion of multimedia technologies in classroom activities and individualised tuition;
- e) integrated approaches and exchange of good practice addressing the educational needs of schools located in inner-city and socio-economically disadvantaged areas and characterised by a high proportion of children of immigrant communities;
- f) introduction of the languages of countries of origin as foreign languages offered to the generality of pupils as part of their mainstream education.

Children of Travellers and Gypsies and of occupational travellers

- measures for the improvement of school attendance, including at the pre-school level, and of school success in primary and secondary education;
- training of Gypsy mediators and improvement of links between schools and families;
- development and consolidation of pre-school and school networks;
- use of open and distance learning and of appropriate strategies for pedagogical supervision;
- regional cross-border cooperation for the education of these children;
- heightening parents' awareness of their children's schooling and of provisions for support.

B. Projects for the promotion of Intercultural education

- The intercultural education projects targeted by this heading aim at promoting tolerance and mutual understanding between people from different linguistic and socio-cultural backgrounds, thereby contributing to the fight against racism and xenophobia through the promotion of innovative pedagogical approaches, methods and practices at the level of the school and the classroom.
- Intercultural education projects should also encourage the development of active citizenship for all pupils, by promoting mutual understanding of the diversity of cultures within the European Union and its neighbouring areas.
- Thematic priorities for projects will involve comparative studies of cultures, their structures and the changes which they experience. Particular attention will be given to projects promoting innovative intercultural approaches to the teaching of history, literature, the social sciences, philosophy and the comparative study of religions, as well as to those designed to result in the production of multimedia educational software to be developed through transnational cooperation.
- Projects will entail activities facilitating the development of intercultural dialogue and the understanding of cultural, including, in some cases, religious differences.
- Projects also deal with the relation between the school and its environment, notably in inner-city areas.

Profile, coordination, management and dissemination

Within each of the thematic orientations set out above, Community support will be provided primarily for projects which seek to experiment with, implement, evaluate or disseminate innovative methods in the field concerned. For this reason, projects must be based on prior agreement between the project partners, and should normally involve at least two institutions and/or organisations from each of at least three participating countries. The ideal number of partners for each project will depend on its objectives and character.

The Commission attaches particular importance to the dissemination potential of each project: coordinators are invited to develop dissemination strategies appropriate to their aims, the preparation of transferable outcomes and development of innovative methodologies for the presentation of project results.

Projects should make efforts to develop close ties with schools and networks of schools in order to test and verify their approaches, results and methodologies. In this context, coordinators are encouraged to look also at Comenius Actions 1 and 3 with a view to exploring ways of developing comprehensive projects under the three Comenius Actions.

One of the institutions or organisations participating in the project must act as the coordinator ("coordinating institution"). This entails taking the lead in preparing the outline of the project with partners, taking responsibility for submitting the project's application for Community support, 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 conception, implementation and evaluation of the project, as well as by ensuring the dissemination of its results.

Eligible organisations and institutions

The institutions and organisations eligible for financial support from the Community under this Action include in particular:

- private or public schools offering general, vocational or technical education;
- universities and other higher education institutions;
- institutions providing qualifications and in-service training for teachers and other educators;
- regional and local educational authorities and/or representative bodies;
- organisations involved in intercultural education, especially parents' associations, teachers' unions, youth organisations, associations and organisations involved in combating racism and xenophobia or the promotion of intercultural education.

The appropriate National Agency in each participating country is responsible for determining the types of institutions to be considered eligible. Applicants are advised to check the eligibility of their potential partners before submitting their application for support.

Activities supported

With respect to both (A) and (B) above, support for transnational projects under this Action is intended to promote:

- the exchange and distribution of information, as well as the exchange, assessment and transfer of experience (conferences, seminars, research, data collection, reports and analyses, publicising of good practices, preparatory and study visits, databases, publications, etc.);
- the incorporation of an intercultural dimension into the curricula and the preparation of courses and materials (within this context, subjects such as history, geography and literature will be of particular interest, and pluri- or interdisciplinary projects will receive priority);
- the introduction of teaching practices, primarily at schools, but also in projects involving the local community. This includes strengthening links between schools, social services, employers, families and local associations;
- initial and in-service training for teachers and other educational staff working in an intercultural environment;
- preparation, evaluation and distribution of educational materials;
- development of educational strategies aimed at schools and the relationships between schools, the family and the environment;
- facilitating the transition from school to work;
- the development and promotion of open and distance learning;
- development of educational software and multimedia, and of innovative methodologies for the introduction of such materials and approaches in the intercultural education field.

This list of activities is not exhaustive. Other types of activity may be supported if they can be justified and bear relevance to the objectives of this Action.

Selection criteria and priorities

Applications for support will be assessed against the criteria set out in Part I (pages 20-22) of this document. Furthermore, particular attention will be given to projects which:

- address particularly important themes (see section on Thematic priorities above);
- demonstrate a particularly high degree of integration into the normal life of the participating schools/organisations (e.g. project activities are offered to all the pupils; instruction in mother tongue of immigrants is offered to host country pupils etc.);

- are of a mixed nature. Each project should involve the participation of more than one of the following categories:
 - schools;
 - school inspectorates, *académies* or other similar structures established by authorities in the participating countries;
 - initial and/or in-service teacher-training organisations;
 - regional and local educational authorities;
 - associations etc.;
- show potential for forging links with other aspects of SOCRATES, and in particular Comenius Actions 1 and 3 where these have similar characteristics and complementary objectives to those of Comenius Action 2 (e.g. production of intercultural pedagogical material leading to in-service training of teachers, activities which may lead to the development of a European Education Project on intercultural topics, methods of facilitating learners' adaptation to the language of instruction in schools, innovative approaches to raising general achievement levels, etc.).

General priorities such as projects' contribution to:

- promoting equality of opportunity between girls and boys;
- addressing the needs of pupils disadvantaged for reasons of personal disability, socio-cultural background, geographical location or other grounds

will form an integral part of the assessment of each project.

Financial support

Project grants

Each project may be funded for a maximum of three years, subject to annual review and to an assessment of progress made and the demonstrated need for further support²⁴. Funding for projects in the second and third years will normally not be awarded for a straightforward repeat of project activities carried out in the first year, but rather in order to fund a deepening of the project to include other activities, topics, subjects or institutions (in particular in one or more additional countries) and in order to promote the dissemination and publication of project products, outcomes and recommendations. Project applications may also be presented for a duration of one or two years. The level of grant is likely to vary considerably, depending on the nature of the projects concerned. The average is likely to be around ECU 30,000 in a given year, and the grant awarded will not normally exceed 50% of total cost in the year in question.

In order to ensure the greatest possible multiplier effect, the Commission intends to organise one 2-day contact meeting each year with all selected projects. Projects should include the cost of their representatives at these meetings in their cost estimates.

Preparatory visit grants

Grants not normally exceeding ECU 1000 per person are also available to enable appropriate members of staff from eligible institutions to undertake preparatory visits of up to one week in another participating country for the purpose of laying the foundations for a transnational project.

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 individual visit is clearly demonstrated. Not more than two persons from the same institution will be supported within the same visit, except in exceptional cases of demonstrated need.

²⁴ It should be noted that in the case of projects commencing in 1998 and which are intended to have a duration of more than two years, funding during the period beyond 1999 will depend on the extension of the SOCRATES programme beyond its current life-span, which runs until 31 December 1999.

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.

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 within the foreseeable future. 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.).

Action 3

In-service training for educational staff

Definition and objectives

The aim of this Action is to enhance the professional development of educational staff by supporting European In-service Training Projects involving institutions and organisations engaged in updating the skills of all those whose work contributes to creating a school environment conducive to high quality learning for all pupils. The activities and materials developed within the projects should be easily manageable and have a clear multiplier effect within education systems in the participating countries.

In this way, the Action seeks primarily to:

- strengthen the European dimension in the in-service training of teachers and other educational staff;
- promote European cooperation between institutions and organisations engaged in updating and improving the skills of educational staff;
- encourage the participation of educational staff in transnational in-service training;
- encourage the use of open and distance learning and new information and communication technologies in the in-service training of educational staff.

This Action provides for two specific action lines:

Action 3.1: support to institutions/organisations for the development of European In-service Training Projects;

Action 3.2: grants to enable individuals to participate in the in-service training activities developed within Action 3.1.

Action 3.1 European In-service Training Projects

Profile, coordination, management and dissemination

A European In-service Training Project must involve at least one institution or organisation from each of at least three of the countries participating in SOCRATES. Such projects should be geographically balanced with genuine efforts made to involve institutions from the periphery and those with less experience of transnational project work. Care should be taken to avoid a preponderance of institutions or organisations from only one or two countries within a project.

Central to the concept of such projects are the joint definition of project parameters, agreement on a working methodology which reflects the diversity of experience of all the participants, and joint implementation of project outcomes.

One of the institutions or organisations participating in the project must act as the coordinator ("coordinating institution"). This entails taking the lead in preparing the outline of the project with partners, taking responsibility for submitting the project's application for Community support, 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 all the participating institutions within a project contribute equally and actively to the organisation and execution of project activities, by pooling their expertise in the conception, implementation and evaluation of the project, as well as by ensuring the dissemination of its results.

Each project should involve not only the teaching and training staff from participating institutions and organisations but also appropriate teachers and educational staff from schools likely to be beneficiaries of the experience of the project. To this end, the project partnership should associate local schools with the work of the project and involve them in project meetings and events where possible.

Before commencing work on the project, the participating institutions must establish a contract setting out the obligations of each partner, the work schedule, the amount allocated to each partner and the contribution of each partner, as well as an agreement on the arrangements for dissemination of project outcomes (form of presentation, distribution procedures, copyright etc.).

Further details on the concept of the European In-service Training Projects and advice on their practical organisation are contained in a Manual of good practice available on request from the National Agencies.

Thematic priorities

The projects to be supported fall into two broad thematic categories as follows:

- *Projects promoting the introduction of a European dimension within in-service training activities for teachers and other educational staff*

As closer links continue to be forged between the countries of Europe, it becomes more and more important to educate pupils to meet the challenges and take advantage of the opportunities generated by these developments. The projects submitted under this category will, therefore, aim to develop modules and materials which enable teachers to strengthen the *European dimension* of their teaching in any specific subject area, or in a multi-disciplinary context.

- *Projects promoting the joint exploration of the issues involved in raising levels of school achievement generally. Such projects may be either:*

- concerned with contributing to the professional development of educational staff with regard to 'transversal' aspects such as problem-solving, information-seeking, conflict-mediation, promoting equal opportunities, use of new information and communications technology, interaction with the local community and local enterprise, school management, etc.; or
- targeted towards improving the capacity of educational staff to facilitate the integration of children with specific needs into school systems.

All participating countries share the same desire to maximise learning opportunities for all pupils. Projects submitted under this category will therefore seek new ways of responding to this challenge, by providing opportunities for the transnational enrichment of participating countries' efforts to provide an education which gives all young people the chance to develop their full personal and intellectual capacities, and to ensure that school systems respond effectively to the specific needs of young people in danger of marginalisation.

Eligible institutions and organisations

This Action addresses institutions and organisations active in the professional development of all categories of educational staff, i.e. notably teachers but also headteachers, curriculum advisors, school counsellors and inspectors. Responsibility for determining the types of institutions eligible for support (see list in Annex 3 to the present document) lies with the competent authorities in the participating countries.

Selection criteria and priorities

Projects supported under Action 3.1 are normally expected to give rise to the development of specific European In-service Training Courses, grants for participants in which are available within Comenius Action 3.2. Attention is drawn to the "Important notes for coordinators of European In-service Training Courses" which appear at the end of the present section.

Projects not intending to organise in-service training activities within the context of Comenius Action 3.2 are nonetheless eligible for funding, provided that their envisaged outcomes (modules and materials) promise to be particularly significant in terms of their innovative potential, transferability or multiplier effect.

In selecting the projects for support, particular emphasis will be attached to the extent to which they involve cooperative preparation and enhancement of materials and methodologies, sharing of experience and information, transfer of particular areas of expertise and acquisition of new competencies. In order to achieve the greatest possible multiplier effect, all projects will be expected to include a clear plan for dissemination of their results.

Projects must address one or more of the thematic priorities indicated above. **Proposals will be assessed against the criteria set out in Part I (pages 20-22) of this document.** Priority will be given to projects which:

- emphasise the development of clearly identified materials and tools which may be easily transferred and applied beyond the framework of the specific project partnership involved;
- reflect priorities for in-service training of educational staff in the participating countries, thereby maximising the capacity of the project to play a significant role within - and have a demonstrable impact on - in-service training provision in these countries;
- encourage the development of skills and motivations necessary for developing/initiating cooperative activities under the other Comenius Actions, and in particular Action 1, or under other school-related Actions within SOCRATES;
- incorporate the use of information and communication technologies for producing, applying or disseminating project outcomes and/or the involvement of other open and distance learning approaches;
- actively involve schools and representatives of the targeted types of staff in the projects' development;
- demonstrate a firm commitment to the development, implementation and dissemination of materials in a wide variety of languages, particularly those less-widely used and taught;
- involve institutions which have little previous experience of involvement in transnational projects and have not previously received European Community support for this purpose.

Transversal priorities such as promoting equal opportunities between women and men and addressing the needs of pupils disadvantaged for reasons of personal disability, socio-cultural background, geographical location or other grounds, will form an integral part of the assessment of each project.

Financial support

Project grants

Each project may be funded for up to a maximum of three years, subject to annual review and to an assessment of the progress made and the demonstrated need for renewed support²⁵.

The grant will not normally exceed ECU 25,000 or cover more than 50% of the project expenditure within the year concerned. Higher amounts may be awarded in particular in the case of projects involving a large number of institutions and where the in-service training activities planned will have a significant impact in several participating countries.

Whereas project grants awarded under Action 3.1 are designed to facilitate the development of in-service training courses/activities, it should be noted that once the projects have been developed, the costs involved in actually implementing specific courses (e.g. travel and subsistence costs of the participating trainers and in-service trainees) must be borne from sources other than Action 3.1. Attention is drawn to the "Advice for organisers of European In-service Training Courses" on page 67 below.

Preparatory visits

Grants not normally exceeding ECU 1000 per person are available to enable appropriate members of staff from eligible institutions to undertake preparatory visits of up to one week in another participating country for the purpose of laying the foundations for a European In-service Training Project.

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 individual visit is clearly demonstrated. Not more than two persons from the same institution will be supported within the same visit, except in exceptional cases of demonstrated need.

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.

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 within the foreseeable future. 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.).

²⁵It should be noted that in the case of projects commencing in 1998 and which are intended to have a duration of more than two years, funding during the period beyond 1999 will depend on the extension of the SOCRATES programme beyond its current life-span, which runs until 31 December 1999.

Action 3.2 Grants for individual participants in European in-service training courses and activities

Definition and objectives

This Action aims to provide an opportunity of testing the content, quality and feasibility of the in-service training modules and materials developed under Comenius Action 3.1, by supporting the participation of educational staff in European In-service Training Courses.

Eligibility criteria

Details of all courses eligible for funding under Comenius Action 3.2 are published in a Course Catalogue which is updated and published twice yearly. It is available upon request from National Agencies or the SOCRATES and YOUTH Technical Assistance Office.

To be eligible for a grant applicants must:

- belong to one of the categories of educational staff targeted by the in-service course/activity concerned. These include notably: teachers at nursery, primary and secondary schools, but also headteachers, careers advisors, curriculum advisors, inspectors, classroom support staff and counsellors (provided they can demonstrate direct and regular involvement with the work of the school). Priority will normally be given to persons demonstrating good operational competence in the language of instruction of the course, and the capacity to disseminate the knowledge, competencies and information obtained during the in-service training course/activity concerned;
- be working at an educational institution in one of the participating countries.

Financial support

Grants not normally exceeding ECU 1500 are available to help cover the cost of travel, subsistence or other expenditure, notably course fees, incurred by participants attending the European In-service Training Courses. The precise amount awarded will depend on the nature and duration of the course to be attended, and on the travel costs involved for the participants in question.

Further information is available from National Agencies on request.

Advice for organisers of European In-service Training Courses under Comenius Action 3.2

- In order to achieve the desired level of impact, the minimum duration of courses and activities should be one week. Courses and activities lasting two weeks are warmly encouraged.
- The courses should be delivered by a European team of trainers.
- The maximum number of participants funded by means of support from SOCRATES will normally be 20. These are to be drawn from as many participating countries as possible.
- Of the grant awarded, a maximum of ECU 300 per participant may be charged by the course organiser as a course fee. This course fee is expected to cover the administrative costs involved in organising the course, such as general administration, rent of the meeting rooms, distribution of teaching materials, etc., as well as the travel and subsistence costs of the persons leading the programme. Personnel costs of these persons are not, however, an eligible cost to be charged against the course fee covered by the grant under Action 3.2 in cases where the programme leaders are providing these services in the framework of their normal professional obligations.
- Each time a course is run it should target a specific school-level, e.g. pre-primary, primary or secondary, unless it is a specific feature of the course that it addresses the interaction between such levels..
- Each course should seek ways and means of including, as far as possible, the use of less widely used and less taught languages of the European Union as one of the languages of instruction, in order that teachers speaking those languages but without competence in one of the more widely spoken languages, are not excluded from Comenius Action 3.2 activities,
- Every participant who successfully completes a European In-service Training Course should be provided with a certificate. In order to increase the practical value of the courses for the participants, and to facilitate accreditation / recognition by public authorities and/or academic institutions, organisers of European In-service Training Courses should cooperate with such authorities / institutions in the planning of the Courses. For example, Courses conducted in the framework of Action 3.2 might in this way become incorporated within a course of study at a university, possibly leading to the award of a recognised academic degree.

It should be noted that Action 3.2 grants for participants are designed to facilitate the initial launching of European In-service Training Courses. No guarantee can be given that grants will be made available for persons participating in the courses when these are repeated on subsequent occasions.

Further details on the concept of a European In-service Training Course and advice on its practical implementation within the context of Comenius Action 3.2 are contained in a Manual of good practice available on request from the National Agencies.

The application of new technologies and/or Open and Distance Learning (ODL) to Comenius

Applicants may apply ODL methods and resources to any of the activities proposed in an application made under the terms of Comenius. Where the use of ODL is a significant feature of an application, the project concerned may qualify for additional financial support relating to its ODL dimension. This aspect of the application will be assessed against criteria specific to ODL in addition to the other selection criteria pertaining to the Action in question.

Where the aim of the programme is primarily pedagogical (Comenius) and ODL is an aspect of implementation, an application should be submitted in the framework of Comenius rather than under the ODL action of SOCRATES. Such applications should indicate how the use of ODL will enhance the quality of the outcomes of the project and/or extend their benefits to a wider range of people.

The objectives of the ODL dimension of such activities may for example, include one or more of the following:

- Action 1 (School partnerships): new information and communications technologies/ODL may be used as a means of facilitating contacts between the participating schools, sharing and working jointly on course materials, creating the “virtual reality” of being in another European country, and disseminating project results and experiences to other schools;
- Action 2 (Intercultural education): some of the projects supported will seek to assess the potential of ODL as a means of enhancing educational opportunities for the specific target groups of the Action (children of migrant workers, travellers and Gypsies, and occupational travellers), and to develop ODL-based measures adapted to their specific needs;
- Action 3 (Transnational in-service training projects): some of the projects supported will seek to exchange experience on methods for using ODL or new information and communications technology as a tool in the provision of in-service training; to use ODL or new technologies as a means of extending in-service courses to participants in other countries; to train teachers or other educational staff in the use of ODL methods and new technology; to enhance awareness of the potential of this teaching approach in the education of pupils with specific educational needs.

The SOCRATES programme also contains a specific section concerned with the promotion of European cooperation in the field of ODL. Further details are contained in the relevant section of the present document.

Please note also the support available under the Complementary Measures (p. 109 of this document).

PROMOTION OF LANGUAGE LEARNING (LINGUA)

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Applicants should also study Part I of the present document carefully. It contains important additional information, notably concerning application procedures, deadlines for submission, eligibility and selection criteria, eligible costs and contractual arrangements.

Attention is also drawn to the support available for activities relating to language teaching/language learning under the Complementary Measures.

Introduction

THE Lingua section within SOCRATES, which continues and extends the former Lingua programme, contains a wide range of measures – interacting with those relating to the enhancement of language learning provided for in the framework of Leonardo da Vinci – designed to improve the quality and quantity of the teaching and learning of languages throughout the participating countries. It addresses all levels and sectors of education, and complements by means of a number of specific actions the ancillary measures relating to language learning contained in other sections of SOCRATES.

All the official languages of the European Union (Danish, Dutch, English, Finnish, French, German, Greek, Italian, Portuguese, Spanish and Swedish) are target languages of Lingua as are Irish, Letzeburgesch, Icelandic and Norwegian. The national languages of the participating countries in Central and Eastern Europe (see section on “Eligibility criteria” in Part I of this document) will be regarded as target languages within Lingua, if this is necessitated by the operational requirements of the project or activity concerned. For further information on this matter, applicants under Actions A and D of Lingua are encouraged to contact the SOCRATES and YOUTH Technical Assistance Office, while applicants under Actions B, C and E should contact the appropriate National Agency in their country. It should be noted that applications must in all cases be *submitted* in one of the 11 official languages of the European Union. Special priority will be given, in all Lingua Actions, to the least widely used and least taught languages of the European Union. Lingua also seeks to take into account the specific foreign language learning needs – verbal or non-verbal – of disadvantaged persons.

Action A European Cooperation Programmes for language teacher training (ECP)

Definition and objectives

The purpose of this Action is to link together institutions of initial and/or in-service training of language teachers in different participating countries for the purpose of enhancing the professional skills of future or current foreign language teachers and trainers by extending their linguistic knowledge and/or confidence in the use of the target language, increasing their communicative competence, extending their understanding of the cultural environment of the language and refining their technical and/or methodological expertise. Such linkages are known as European Cooperation Programmes for language teacher training.

Profile, coordination, management and dissemination

A European Cooperation Programme is based on active cooperation between initial and/or in-service training institutions in at least three different participating countries and is normally projected to span a period of up to 3 years.

Central to the concept of such programmes are the joint definition of the parameters of the project and agreement on a working methodology which reflects the diversity of experience of all the participants. Each ECP should present a coherent series of actions to include planning, development, implementation and evaluation phases and refer to appropriate strategies which will ensure the achievement of its objectives.

One of the institutions or organisations participating in the programme must act as the coordinator (“coordinating institution”). This entails taking the lead in preparing the outline of the programme with partners, taking responsibility for submitting the programme’s application for Community support, signing the contract, ensuring the smooth administration of the programme, accounting for the spending of the Community grant, and reporting on the programme’s outcomes. Nonetheless it is essential that all the

participating institutions within an ECP, on the basis of a division of tasks jointly agreed by the partners, contribute by pooling their expertise in the conception, implementation and evaluation of the programme, as well as by ensuring the dissemination of its results.

At the beginning of the programme, the participating institutions must establish a contract setting out the obligations of each partner, the work schedule, the amount allocated to each partner and the contribution of each of these, as well as an agreement on the arrangements for dissemination of project outputs (form of presentation, distribution procedures, copyright etc.).

Activities supported

An ECP may involve notably one or more of the following activities **for the initial and/or in-service training of foreign language teachers and trainers**:

- joint development of common curricula;
- production of training materials;
- development of training schemes or modules.

The products to be produced are essentially oriented towards the initial and/or in-service training of teachers, thereby distinguishing them from the instruments and other products to which Action D is expected to give rise, and which are oriented towards the learner.

Specific topics enjoying a particular interest for transnational cooperation for teacher training are:

- early language learning
- plurilingual education (teaching through the medium of a foreign language)
- mutual comprehension between speakers of different languages.

However, this list does not exclude the development of ECPs on other topics.

Programmes should be innovative and should take into account the latest methodologies in foreign language teaching and training. They should also consider the cultural dimension of the targeted language(s). ECPs in the in-service training sector may relate to any of the five categories of teaching staff covered by Action B of Lingua.

Eligible institutions

Only those types of institutions included in the list of eligible institutions drawn up by the appropriate authorities in the participating countries (see Annex 3 to the present document) are eligible for support.

Financial support

Programme grants

The grants are designed to help offset the costs of setting up an ECP, the development of training curricula and materials, the monitoring and evaluation of the programme and the dissemination of its results.

Each programme may be funded for up to a maximum of three years²⁶. However, particular attention will also be given to projects planning to achieve their goals in a shorter period, where this appears feasible. Each year's funding requires a separate application (see "Application procedures" in Part I of this document) and will be subject to a review of the project's progress and the demonstrated need for renewed support.

²⁶It should be noted that in the case of projects commencing in 1998 and which are intended to have a duration of more than two years, funding during the period beyond 1999 will depend on the extension of the SOCRATES programme beyond its current life-span, which runs until 31 December 1999.

The level of grant awarded is likely to vary considerably, depending on the objectives of the programme, the quality of the work-plan and the extent to which the budgetary proposals correspond to this plan. The grant will not normally cover more than 50 % of the cost of the ECP concerned within each academic year. All participating institutions will therefore be expected to commit other resources to the project and to declare such other sources of funding.

Preparatory visit grants

Grants not normally exceeding ECU 1000 per person are available to facilitate visits by teachers, trainers or administrators for the purpose of laying the foundations of a European Cooperation Programme ("preparatory visits"). Such visits are of short duration, normally not exceeding one week.

An application for a Preparatory visit grant cannot be made at the same time as an application for a Programme grant.

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 individual visit is clearly demonstrated. Not more than two persons from the same institution will be supported within the same visit, except in exceptional cases of demonstrated need.

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.

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 within the foreseeable future. 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.).

Selection criteria and priorities

Applications for support will be assessed against the criteria set out in Part I (pages 20-22) of this document. Furthermore, priority will be given to programmes:

- which are designed to contribute to the diversification of foreign language provision and/or the teaching of the least widely used and least taught languages of the EU and/or involve the use of open and distance learning or new technologies and/or address in-service training needs related to the teaching of disadvantaged persons, including those with disabilities, who require special support in learning foreign languages;
- involving institutions in a large number of participating countries and particularly those programmes which are well balanced geographically and involve institutions with less experience of transnational work.

Action B In-service training in the field of foreign language teaching

Definition and objectives

This Action provides support for two- to four-week immersion courses or, exceptionally, other in-service training activities in another participating country. The purpose is to improve the teacher's effectiveness in teaching foreign languages (or teaching through the medium of a foreign languages).

Categories of persons eligible for support

The following people are eligible for grants:

- *qualified teachers of a foreign language* who have three full years' teaching experience in an establishment recognised by the participating country concerned at any level of education other than higher education and who:
 - teach languages for a significant number of hours per week (for teachers in secondary schools: at least six hours per week), or:
 - have interrupted their teaching career and demonstrate their intention to return to it imminently;
- *teaching staff being retrained as foreign language teachers* in the context of a retraining programme in the participating country concerned, provided that they have had at least three years' professional experience as a teacher in a recognised establishment in the non-higher sector of education;
- *teaching staff of other disciplines who teach, or are intending to teach, through the medium of a foreign language;*
- *inspectors or educational advisers in the field of foreign languages;*
- *trainers of foreign language teachers.*

Staff at higher education institutions are only eligible if they are involved in the pedagogic training of future foreign language teachers or in the in-service training of serving foreign language teachers.

Under normal circumstances, no teacher may receive more than one grant under Lingua Action B. In exceptional cases (e.g. in the case of teachers following a long-term in-service training scheme responding to a policy in the participating country concerned, or those teaching more than one foreign language) a second grant application may be considered, provided that at least three years have elapsed since the previous application.

The activity for which a grant is requested must correspond to a well-defined training need; it must provide a clear benefit to the establishment(s) where the trainee is/intends to be working, and to its students.

Applicants will be expected to demonstrate that the course they have chosen relates specifically to the areas of linguistic or methodological skills which they need to improve.

Persons seeking support to enable them to participate in activities lasting less than two weeks are not eligible for grant under this Action.

National Agencies may be able to assist teachers in finding a course which meets their particular needs.

Applications may be made by individual teachers or by appropriate organisations (establishments of in-service training, teachers' associations etc.) acting on behalf of groups of teachers. Details of the organisations concerned are available from the National Agencies on request.

Group applications must comprise an individual application for each named individual in the group.

Selection criteria and priorities

Priority will be given to those candidates who have the most contact with language learners.

Priority will also be given to persons wishing to participate in immersion courses or other in-service training activities which:

- will have the result of enhancing the quantity or quality of teaching in the least widely used and less taught languages or contribute in some other demonstrable way to the diversification of foreign language provision in the participating countries in question;
- have been developed within European Cooperation Programmes (under Action A of Lingua);
- promote teaching through innovative methods, such as early language learning, teaching through the medium of a foreign language (bilingual education) or mutual comprehension;
- involve the use of new educational technologies and/or distance education;
- address in-service training needs related to the teaching of disadvantaged persons, including those with disabilities, who require special support in learning foreign languages.

Financial support

Grants are available to help cover the cost of:

- travel to and from the place of the in-service training activity abroad;
- course fees;
- accommodation and subsistence.

The precise amount awarded will depend on the nature, location and duration of the course to be attended.

Action C

Assistantships for future language teachers

Definition and objectives

This Action enables aspiring language teachers to spend a period of time as a “Lingua assistant” at a host institution (see definition below) in a participating country other than their own. This will normally be a country where one of the official languages is that which the future teacher will later be teaching. However, in order to give due priority to the least widely used and least taught languages, an exception may be made in order to permit Lingua assistants to travel to a country where such a language is spoken, even if they may later be teaching another language.

The assistantship scheme has two main objectives:

- to provide future language teachers with the opportunity to enhance their knowledge of foreign languages, other European countries and other educational systems;
- to provide learners with the possibility of upgrading and broadening their language skills by acquiring or improving their competence in the assistant’s language, to increase their motivation to learn languages generally, and to stimulate their interest in the country from which the assistant has come.

The role of the Lingua assistant

Upon arrival at the host institution, the assistant, in agreement with the supervising teacher (see below), will establish a work programme covering the whole duration of the stay and setting out the tasks to be accomplished by the assistant. This may later be amended in the light of experience, by agreement between both parties, in order to make best use of the assistant's skills and aptitudes. The tasks to which a Lingua assistant may contribute, under the supervision of a qualified teacher, include:

- improving pupils' comprehension and oral expression in the assistant's language;
- special monitoring of pupils with foreign language learning difficulties;
- disseminating information on the socio-cultural situation in the assistant's country of origin;
- introducing innovative methods of language teaching;
- producing teaching material;
- using new technologies in the teaching of foreign languages;
- introducing or reinforcing the European dimension in the host institution;
- preparing or implementing a joint European project between the host institution and an institution from the assistant's home country.

Such activities provide assistants with experience of foreign language methodology and teaching. They also improve their knowledge of the host country, its language and educational system.

An agreement concerning the arrangements for the assistantship must be established between the assistant and the host institution, specifying in detail the rights and obligations of the two parties and containing the above-mentioned work programme. Throughout the course of their duties, Lingua assistants should be fully integrated into school life.

Occasionally, a Lingua assistant may be based at more than one school, either to give extra variety to his/her workload or to meet the particular needs of neighbouring schools. Assistants will not be required to work in more than three institutions during their period of duty.

Assistants and host institutions will be provided with more detailed information and training concerning the role of the Lingua assistant, before the start of the assistantship.

Activities supported

Support is provided for assistantships lasting between three months (the absolute minimum) and eight months.

Eligibility criteria

Assistants

In addition to the nationality and residence requirements set out in Part I of this document, applicants must:

- a) at the time of submitting their application:
 - be holding or studying towards a qualification which may lead to a career as a language teacher;
 - never have been employed as a teacher of the target language;
- b) at the time of commencing the assistantship:
 - either be holders of the necessary qualification for teaching foreign languages in educational institutions recognised in their own country;
 - or have completed a minimum of two years of study at higher education level providing access to a career as a language teacher.

Host institutions

Lingua assistants may be assigned to any educational or training institution recognised by the appropriate authorities of the host country, including primary or secondary schools (general, technical or vocational), vocational training or adult education institutions, though not to universities (see Glossary in annex to the present document).

Each institution wishing to receive a Lingua assistant must submit to the National Agency a proposal setting out the planned outcomes of the assistantship in each area of the curriculum. Each 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.

Selection criteria and priorities

Priority will be given to applications which:

- involve teaching the least widely used and least taught languages of the EU;
- include the use of new educational technologies and/or distance teaching;
- are aimed at helping those who are less advantaged and who need special support in learning foreign languages.

Financial support

Assistants receive a grant to help cover the mobility costs resulting from the assistantship. This includes return travel and a monthly contribution towards subsistence expenses.

Action D

Development of instruments for language learning and teaching, and the assessment of linguistic competence

Definition and objectives

The objective of this Action is to help improve the learning and teaching of languages through European cooperation in the production and exchange of key instruments, i.e. curricula, innovative teaching materials and methodologies, as well as effective tools for assessing acquired linguistic skills.

Project profile, coordination, management and dissemination

Each project must be developed by a partnership bringing together all the skills required for its accomplishment and comprising institutions/organisations from at least two participating countries, one of them normally being a country where the target language is spoken.

One of the institutions or organisations participating in the project must act as the coordinator ("coordinating institution"). This entails taking the lead in preparing the outline of the project with partners, taking responsibility for submitting the project's application for Community support, 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 conception, implementation and evaluation of the project, as well as by ensuring the dissemination of its results.

At the beginning of the project, the participating institutions must establish a contract setting out the obligations of each partner, the work programme, the amount allocated to each partner and the contribution of each of these, and an agreement on the arrangements and procedures for dissemination of project outputs (form of presentation, distribution procedures, copyright etc.).

Eligible institutions and organisations

Projects may involve: language teaching research centres; schools; universities; establishments responsible for designing education programmes, issuing diplomas or developing methods for knowledge auditing/testing; centres specialised in new education technologies; open and distance learning centres; publishers; associations or institutions for promoting language skills; establishments specialised in the field of adult education. At least one of the partners must be an educational institution.

Every project must demonstrate that it has expertise in all the following fields: language teaching; familiarity with the needs of the target audience; promotion and dissemination of the results and products obtained; and, where appropriate to the projects concerned, recognition of acquired language skills and use of new technologies. One of the partners must demonstrate that it has a direct interest in utilising project results.

Activities supported

The following activities are eligible for support:

- the design, development and exchange of teaching programmes/curricula;
- the production of innovative teaching vehicles and materials;
- the development and improvement of existing tools as well as methods and instruments for recognising and assessing language skills.

The instruments and other products to which Action D is expected to give rise, are essentially oriented towards the **learner**, thereby distinguishing them from the materials etc. to be produced in connection with the initial or in-service **training of teachers** under Action A (see above).

Selection criteria and priorities

Applications for support will be assessed against the criteria set out in Part I (pages 20-22) of this document. Projects within this Action must contribute in an effective manner to the development of linguistic pluralism and the diversification of language teaching and learning. The tools produced within the projects must be generally innovative and not yet available on the market. Projects must specify the learning objectives, in particular target competences and skills, in a coherent and transparent manner. The cultural aspects of the languages to be taught/learned must be fully taken into account. Particular attention will be given to projects addressing all, or at least a substantial number of Lingua languages and to those adopting a modular approach enabling them to address a considerable number of target groups. Furthermore, priority will be given to projects involving the conception, design and production of methods and materials for the teaching and learning of languages in the following areas:

- raising young children's awareness of languages, in particular with a view to preparing them for the learning of languages and sensitising them to linguistic diversity (for example, initiation to the vocabulary, phonology and general structure of various Lingua languages in the form of games);
- early learning of languages (the adaptation of existing tools for use with regard to the least widely used and least taught languages is particularly relevant in this area);
- teaching of a non-linguistic discipline through the medium of a foreign (Lingua) language in the framework of plurilingual teaching;
- preparing European citizens for mobility (projects in this field must define precisely the target groups and contexts addressed, and present a detailed needs analysis);
- the development of partial competence, and in particular receptive competence, by means of exploiting the similarities between languages belonging to the same linguistic family and by addressing the specific situation of languages used in geographical proximity to one another.

More generally, priority will be given to projects which:

- make pertinent use of new information and communication technologies and in particular open and distance learning approaches;
- promote self-learning;
- transpose previous products, in particular those developed within Lingua, for use with regard to other languages;
- promote language learning for disadvantaged persons;
- undertake to field-test, as part of their activities, *the Common European Framework of Reference*²⁷ for language learning and teaching with a view to its further development, using it for the definition of objectives (in particular target competencies and skills) and the assessment of learning.

Financial support

Project grants

The level of grant awarded is likely to vary considerably, depending on the objectives of the project, the quality of the work-plan and the extent to which the budgetary proposals correspond to this plan.

Grants will not normally exceed 50% of total project costs. All participating institutions will therefore be expected to commit other resources to the project and to declare such other external sources of funding.

Support may normally be granted for up to three years²⁸. Particular attention may, however, be given to projects which plan to achieve their objectives more rapidly, where this appears feasible. Support is granted on an annual basis. Each year's funding requires a separate application (see "Application Procedures" in Part I of this document) and will be subject to a review of the project's progress and the demonstrated need for renewed support.

Preparatory visit grants

Grants not normally exceeding ECU 1000 per person are available to facilitate visits by representatives of eligible institutions to another participating country for the purpose of laying the foundations of a project ("preparatory visits"). Such visits are of short duration, normally not exceeding one week.

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 individual visit is clearly demonstrated. Not more than two persons from the same institution will be supported within the same visit, except in exceptional cases of demonstrated need.

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.

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 within the foreseeable future. It is,

²⁷ *Modern languages, Learning, Teaching, Assessment: A Common European Framework of Reference*. Strasbourg: Council of Europe 1995 (document CC-LANG(95)5 rev. IV). This *Common European Framework* was developed by the Council of Europe in consultation with the European Commission. It is available free of charge from: Modern Languages Section, Council of Europe, F - 67075 Strasbourg, France on request.

²⁸ It should be noted that in the case of projects commencing in 1998 and which are intended to have a duration of more than two years, funding during the period beyond 1999 will depend on the extension of the SOCRATES programme beyond its current life-span, which runs until 31 December 1999.

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.).

An application for a Preparatory visit grant cannot be made at the same time as an application for a project grant.

Action E

Joint Educational Projects for language learning (JEP)

Definition and objectives

The aim of this Action is to contribute to an improvement of young people's motivation and capacity to communicate in foreign languages. For this purpose, support is provided for activities (including exchanges) involving young people in institutions providing general, vocational and technical education in different participating countries within the framework of Joint Educational Projects for language learning (JEP).

Profile

A JEP is a project undertaken jointly by groups of young people enrolled in partner institutions normally in two participating countries. The participants work together over a period of time on a jointly designed topic related to their education and training, and the project must be set up in such a way that direct communication between the young people of the different groups is its primary focus. Through such a project young people realise that there is a valid reason for learning languages other than their own, for they have the opportunity to experience foreign languages in a new environment and in a context directly linked to their educational and professional interest. In addition, they will also obtain a deeper knowledge of each others' cultures.

The content, scope, organisation and type of project activities within a JEP are defined collaboratively by the teachers responsible at each participating institution, who will have discussed ideas, needs and expectations with their respective head teacher, colleagues and pupils/trainees. The project must have the backing of the teachers of relevant subjects and the senior management of the institutions.

Although bilateral projects are likely to be most appropriate, projects involving more than two countries may be supported where this is justified by the nature of the project.

Further details on the concept of the JEP and advice on their practical organisation are contained in the *JEP Handbook*, which draws together the experience from previous projects of this kind supported by Lingua. It is available on request from the National Agencies and via Internet (National Agencies will supply the address on request).

Institutions wishing to participate in a JEP must first identify a suitable partner institution in another participating country. In the SOCRATES partner finding database PartBase institutions can advertise for a partner by introducing information about the institution, its pupils/trainees and any project ideas. Another option is to look for a partner among those institutions which have already inserted information about themselves. "PartBase" can be accessed via Internet (<http://partbase.eupro.se>) or via the National Agencies, which also give advice on additional ways of finding a partner.

The role of language learning and educational exchange within the project

The precise role of language learning in a particular JEP at a given institution will be dependent largely on whether or not the study of the working language of the partner institution in the other country forms part of the curriculum. This is frequently not the case where the language of the partner is one of the least widely used and least taught languages. *In this case project preparation must include provision of basic instruction in the partner language, and the exchange phase of the project must also allocate time for instruction in this language.*

The *exchange* between the groups involved in the project is an essential but not the only component of a JEP. The stay in the partner institution and the return visit are enriched working periods where the groups of young people work closely together on the project, thereby using a foreign language as a means of communication and learning. Young people who are unable to take part in the exchange should still participate in other parts of the project.

JEPs should build on a *reciprocity* of exchange. The stay in the partner institutions and the return visit must each last **at least 14 days** including travel.

The main element of a JEP is not formal language instruction as such, but the learning of language by means of work on another educational topic. The choice of the topic is therefore of crucial importance, as it is the catalyst for cooperation as well as the motivating force for learning languages. It is vital that the topic be chosen jointly by the project partners.

Any topic may potentially form the theme of a JEP, provided that the project is intrinsically embedded in the curriculum.

Eligible categories of persons and institutions

Support is available for projects involving exchanges of groups of at least 10 young people aged 14 or more enrolled in institutions providing general, vocational and technical education, including apprenticeship training. However, in the case of projects involving the least widely used and least taught languages of the European Union, somewhat smaller groups may exceptionally be accepted. Each participating country is responsible for specifying the types of eligible institutions. The relevant list is contained in Annex 3 to the present document, and applicants are advised to check the eligibility of their potential partners before submitting their application for support.

Selection criteria and priorities

Applications for support will be assessed against the criteria set out in Part I (pages 20-22) of this document. Furthermore, priority will be given to projects which:

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

Attention will furthermore be given to ensuring an equitable participation of institutions which:

- are located in rural areas and disadvantaged regions;
- are disadvantaged for other socio-economic reasons;
- have little previous experience of involvement in transnational projects and have not previously received European Community support for this purpose;

and of projects which are conducive to furthering equality of opportunity between the sexes or address the language learning needs of less advantaged persons.

Financial support

Project grants

The precise amount awarded may vary considerably from one project to another. The grant will not exceed 50% of the cost of the project, or 75% in special circumstances which must be justified in detail and may include one or more of the following: disadvantage due to geographical location, particular socio-economic circumstances of individual young people or of the overall catchment area of the institution, disadvantage due to the disability of young people taking part, involvement of the least widely used and least taught languages of the EU.

The grant may be used to help cover the costs of travel, insurance and meals for the participating pupils; general administrative expenses not exceeding ECU 400 incurred in the organisation of the project (communications, office supplies, photocopies, etc.); evaluation and dissemination of project results; where necessary, the linguistic preparation of the out-going group and foreign language instruction during the exchange. As a rule, travel and accommodation costs for one accompanying person per group of 10 young people are also considered eligible expenditure, or for one male and one female accompanying person in the case of a mixed group. Accommodation costs of the young people actually participating in the exchanges will not normally be covered as, in most cases, it is to be expected that they will be accommodated during their visit on the basis of a home-to-home exchange. However, exceptions can be considered in cases for which adequate justification is given. Other costs relating to the end results of projects may be considered on a case-by-case basis, depending on the nature of the project concerned.

Preparatory visit grants

Grants not normally exceeding ECU 1,000 per person are also available to enable appropriate members of staff from eligible institutions to undertake preparatory visits of up to one week in another participating country for the purpose of laying the foundations for the joint work on a JEP and preparing the ground for a subsequent exchange of the young people taking part.

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 individual visit is clearly demonstrated. Not more than two persons from the same institution will be supported within the same visit, except in exceptional cases of demonstrated need.

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.

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 within the foreseeable future. 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.).

Please note also the support available under the Complementary Measures (page 109 of this document)

PROMOTION OF OPEN AND DISTANCE LEARNING (ODL)

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Applicants should also study Part I of the present document carefully. It contains important additional information, notably concerning application procedures, deadlines for submission, eligibility and selection criteria, eligible costs and contractual arrangements.

Attention is also drawn to the support available under the Complementary Measures.

Introduction

OPEN and distance learning (ODL) involves the use of new methods — technical and/or non-technical — to improve the flexibility of learning in terms of space, time, choice of content, or teaching resources, to enhance the quality of conventional education and/or to improve access to educational systems from a distance.

The use of Open and distance learning (ODL) methods and resources, and of new media, information and communication technologies, is encouraged when developing and implementing projects and activities under most parts of SOCRATES, e.g. Erasmus, Comenius, Lingua and Adult education. Where the use of ODL is a significant feature of such projects/activities, these may, as indicated in the corresponding sections of the present document, qualify for additional ODL-related financial support from within the part of the SOCRATES programme under which the application is submitted.

By contrast, the present section of the programme is exclusively devoted to the "Promotion of Open and Distance Learning" as such, defined in a double sense, referring to:

- the introduction of new modes of "open" learning through all available delivery mechanisms, notably through multimedia resources and services, in all places where some form of education takes place;
- the provision of "distance" learning services.

The prime objective of the Action is to enhance European cooperation among the "actors" or "players" who are involved in:

- integrating new technology and new media into the educational process including the training of teachers and managers;
- promoting and providing open and distance learning services.

The Action is especially concerned to ensure that the educational community at large benefits from this work, and that in the process of conceiving and designing educational software and multimedia resources, the educational community plays a full and determinant role.

Whereas support for the use of new media and new technology under the other SOCRATES actions is primarily aimed at implementation in specifically defined contexts, projects proposed under the present ODL Action should have a clear multiplier effect and demonstrate a strong potential impact in terms of transferring experience on how to use new media and technology in different contexts and at different levels of the educational process. They should result in information or communication resources and services which would support the educational community in implementing innovative approaches to learning, and/or in pilot training schemes which could be validated and transferred throughout Europe.

In the field of educational software and multimedia, cooperation at European level is still too fragmentary to offer real economies of scale. One of the main objectives of the present Action is therefore to reinforce the creation of multimedia support services in key fields such as teacher education and to stimulate public and private policies for the development of educational multimedia by providing initial support for what will subsequently become self- sustainable projects.

The measures relating to ODL within SOCRATES complement those envisaged by other Community programmes, notably the specific programme on Telematics within the Fourth Framework Programme and the Leonardo da Vinci programme in the field of vocational training.

Objectives of SOCRATES support

The measures contained in the present SOCRATES Action designed specifically to promote ODL in the above-mentioned sense, are oriented in particular towards stimulating European cooperation in :

- the use of ODL methodologies, including new media, information and communication technologies, for improving the quality of “conventional” education;
- the use of distance learning services as a means of overcoming barriers to physical mobility for accessing education.

In order to achieve these objectives, key priorities include:

- the strengthening of cooperation between all organisations and institutions which play a role in these areas in Europe at all educational levels;
- the broad dissemination of good practice and know-how in Europe, based on traditional and new dissemination approaches and concepts.

For this purpose, the Action provides support in particular for:

- developing experimental pilot projects which enable the impact of the educational use of new media, information and communication technologies to be precisely evaluated;
- developing innovative concepts, methodologies and approaches for the design of high quality educational software, and for stimulating the involvement of teachers in the conceptualisation of educational multimedia resources and services for open and distance learning;
- enhancing the skills of teachers, trainers and managers in the use of innovative methods and techniques;
- promoting systems for the exchange of information and the exchange of educational materials or training modules between partners;
- facilitating the recognition of qualifications obtained by means of ODL.

Activities supported

A. European Partnerships/Partnership Projects

Profile of partnerships

Support under this heading takes the form of grants to European partnerships involving combinations of “players” working in this field (see section on “Eligible institutions and organisations” below).

Each partnership involves a minimum of three organisations, located in at least three different participating countries. The partnerships selected so far consist on average of six partners. Prominent within these have been higher education institutions: university “services” involved in pedagogical research on open learning and new technologies, as well as distance teaching universities. Special importance will now be attached to encouraging the participation of organisations functioning as resource centres or support centres for the educational system.

The European added value of partnerships will be assessed on the basis of their components: they should be bringing together similar expertise from different participating countries and/or complementary expertise with a view to developing multicultural or multidisciplinary approaches, addressing different target groups, or developing dissemination networks. The targeted user groups should be fully represented within the consortium, as this can be a key element for ensuring maximum impact.

Partnership projects

Community support is available for transnational projects conducted by the partnerships referred to above. Such "Partnership projects" must involve institutions or organisations from at least three participating countries.

One of the institutions or organisations participating in the project must act as the coordinator ("coordinating institution"). This entails taking the lead in preparing the outline of the project with partners, taking responsibility for submitting the project's application for Community support, 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 conception, implementation and evaluation of the project, as well as by ensuring the dissemination of its results.

The Commission regards user involvement as a priority concern. Users should not only be involved at pilot and validation stages, but should be in a position to participate in, and influence, design and development stages also. Partnership projects must therefore demonstrate clearly how they involve users.

For 1998, the following are among the topics which might be addressed by Partnership projects. However, it should be emphasised that the list is **indicative**, and other projects addressing the objectives of the present Action will also be considered on their merits:

Developing experimental pilot projects

- action-research projects designed to analyse the impact of new technologies and distance learning on learning processes, the learner, the role of the teacher, educational institutions etc.;
- identification, implementation and dissemination of adequate pedagogical models and approaches for the use of ODL, including new media, information and communication technologies;
- development of experimental services facilitating European cooperation in the field of open and distance learning;
- development of models for the training of teachers and educational managers and the creation of networks for institutions involved.

Developing innovative concepts, methodologies and approaches for the design of high quality educational software, and for stimulating the involvement of teachers in the conceptualisation of educational multimedia resources and services for open and distance learning;

- development of concepts and methodologies for improving the quality of pedagogical resources which use new technology;
- measures and products for use by 'conventional' educational institutions seeking to introduce new methods for improving the quality of or access to the education which they provide;
- measures to exchange experience in order to improve the design and use of educational multimedia and distance education services;
- measures to develop and enhance methodologies for active involvement of teachers and learners in the design of new pedagogical resources.

Enhancing the skills of teachers, trainers and managers in the use of innovative methods and techniques involving ODL, including the use of new media, information and communication technologies

- conceptualisation, development and presentation of pedagogical and organisational approaches in initial and in-service teacher training based on the use of new media, information and communication technologies;
- analysis and development of methods used to acquaint teachers or future teachers with new information and communication technologies as a teaching and learning tool;

- development of exemplary modules for the training of teachers, managers or teachers-trainers;
- stimulation of cooperation between teacher training institutions and specialised resource centres;;
- seminars and workshops involving key actors in this field.

Promoting systems for the exchange of information and the exchange of educational materials or training-modules; facilitating the recognition of qualifications obtained by means of open and distance learning services

- appraisal of experience with various models for cooperation, within a given country or in a transnational context, between “conventional” educational institutions and those providing ODL-based qualifications;
- analysis and development of systems for the validation, quality assurance and recognition of qualifications acquired via ODL, including multimedia learning systems;
- analysis and development of models for improving academic recognition arrangements between ODL-based institutions in different participating countries;
- analysis and development of models for the exchange of educational materials.

Key features of projects

Partnership projects will normally be expected to demonstrate the following characteristics:

- projects should be innovative in nature, avoiding duplication of already established knowledge and practice. Applications should therefore provide a discussion of the assumptions on which projects are based and clearly emphasise the innovative element(s) they would bring about. Projects should, as far as possible, take into account the results of research which has already been carried out at national or European level in the chosen area of work and demonstrate a clear awareness of the state of the art (in pedagogy, technology, organisation);
- dissemination of information within the partnership and beyond is another essential dimension for any project, given the general objective of this section of SOCRATES to promote open and distance learning more widely. Project proposals should therefore clearly indicate the interest/value of the project for “players” beyond the partnership and specify as part of the work programme how these would be reached through dissemination activities. These dissemination activities may include the use of new technologies and other new dissemination strategies, as well as more traditional means (targeted workshops, articles published in European journals aimed at the teaching community etc.);
- projects should be based on real learning needs, clearly identified in the project proposal. Due reference should be made to the didactical models to be applied, the pedagogical framework envisaged, and the educational “players” which the proposed project targets;
- projects should contain a clear statement of the methods envisaged for evaluating their outcomes, and the justification for the methods chosen;
- in order to ensure the greatest possible multiplier effect, projects should seek to involve cooperation between educational institutions (providers), professional organisations, associations (intermediate users) and producers/publishers.

B. Observation Projects

Observation projects start from the premise that there already exist a number of practices, services and resources which need to be properly documented, systematically inventoried and effectively disseminated. This will be conducive both to the promotion of good practice and to avoiding duplication of effort.

The purpose of "Observation projects" is therefore to provide a comprehensive picture of the state of the art of any particular aspect of Open and distance learning or the use of new educational technologies across a broad cross-section of the countries participating in SOCRATES. Such projects therefore differ from the Partnership projects under (A) above, whose aim is to achieve greater cooperation at European level between the “players” who are active in the ODL field.

Although the organisation carrying out an Observation project may be located in only one participating country, projects involving cooperation between organisations in several countries will often be best equipped to achieve optimal coverage.

Projects should describe and analyse experience from as wide a range of the countries participating in SOCRATES as possible. Additionally, projects are encouraged to refer, for comparative purposes, to experience from other countries, within and beyond Europe, which could be of relevance to enhancing ODL provision or the use of new technologies in the educational field in Europe.

Examples of such "Observation projects" supported so far include:

- preparation of catalogues of institutions, organisations, networks, resource persons and operational models in the field of ODL;
- establishment of a data base of the current European educational software publishers and a large sample of products now available;
- seminar involving university rectors from all over Europe, in order to discuss the state of development regarding the use of new technologies, and the innovations foreseen in this field.

It should be emphasised that the list is **indicative**, and other projects addressing the objectives set out above will also be considered on their merits.

Among the Observation Projects to be funded in 1998, the Commission will support two special projects, proposals for which are invited on the basis of the present *Guidelines for Applicants* and which should respond to the following profiles:

- **one action research and evaluation project:** the purpose of the project will be to compile quantitative and qualitative information on various aspects of previous and current ODL projects supported by SOCRATES, including notably the pedagogical, organisational and socio-economic effects of various educational and technological approaches applied. The information will be derived from the projects' own documentation and a new survey to be carried out by the action research and evaluation project itself;
- **one dissemination or "beacon" project** for the purpose of synthesising and presenting information on the outcomes of previous and current SOCRATES ODL projects. Particular attention will be given to setting out the different educational approaches and strategies involved, the methodologies and technologies used, the results and deliverables of projects and their strategies for institutional involvement. If successfully conceptualised and developed to a high quality editorial and presentational standard, the outcomes of the "lighthouse-project" may be implemented as an official publication or online service of the European Commission, for the educational community at large, focusing on the promotion of ODL methodology and the use of new media, information and communication technologies in education. The partnership underlying the project should therefore comprise pedagogical and technological expertise as well as the necessary editorial and design competencies.

Eligible institutions and organisations

This Action is aimed at institutions and organisations in participating countries working in the area of ODL, i.e. notably:

- resource centres or other organisations with expertise in the field of distance learning or open learning and multimedia;
- distance education institutions (including open universities);
- all types of educational institutions and providers, in any sector of education;
- academic or professional bodies or agencies responsible for academic and/or professional recognition;
- teacher training institutions;
- associations of teachers or learners;

- research teams working in the ODL area;
- academic/educational associations or consortia at national or European level;
- organisations/institutions involved in educational innovation;
- public and private publishers/producers.

Selection criteria and priorities

Applications for support will be assessed against the criteria set out in Part I (pages 20-22) of this document. In selecting the projects for support, attention will furthermore be given to ensuring that the Action contributes actively to promoting equal opportunities for women and men, and to addressing the needs of learners who are:

- located in rural areas;
- located in less favoured regions in terms of educational infrastructure;
- disadvantaged for socio-economic reasons or because of personal disability.

Financial support

Project grants

Given the great diversity of projects to be assisted, the amount of financial support awarded will vary very substantially. It will be provided on a cost-sharing basis. Participating organisations/institutions will therefore be expected to commit other resources to the project and to declare such sources of funding.

Support is available for up to two, and in exceptional cases three years²⁹. The grant will be provided on an annual basis, and renewal will be subject to an assessment of progress made and the demonstrated need for further support.

In order to ensure the greatest possible multiplier effect, the Commission intends to organise two 2-day contact meetings each year with all selected projects. Projects should include the cost of their representatives at these meetings in their cost estimates.

Preparatory visit grants

Grants not normally exceeding ECU 1000 per person are available to enable appropriate members of staff from eligible institutions to undertake preparatory visits to one or more other participating countries for the purpose of laying the foundations for a Partnership or Observation project.

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 individual visit is clearly demonstrated. Not more than two persons from the same institution will be supported within the same visit, except in exceptional cases of demonstrated need.

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.

²⁹It should be noted that in the case of projects commencing in 1998 and which are intended to have a duration of more than two years, funding during the period beyond 1999 will depend on the extension of the SOCRATES programme beyond its current life-span, which runs until 31 December 1999.

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 within the foreseeable future. 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.).

Please note also the support available under the Complementary Measures (page 109 of this document)

ADULT EDUCATION

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Applicants should also study Part I of the present document carefully. It contains important additional information, notably concerning application procedures, deadlines for submission, eligibility and selection criteria, eligible costs and contractual arrangements.

Attention is also drawn to the fact that organisations/institutions providing adult education may also be eligible under other parts of SOCRATES. These include in particular Open and Distance Learning and the Complementary Measures.



Definition and objectives

THE SOCRATES programme contains provision for measures designed to enhance the European dimension in all areas of adult *education* (general, cultural and social). This term is used in order to differentiate between these activities and those in field of *vocational training* which are targeted by the Leonardo da Vinci programme and are therefore not the concern of the adult education Action within SOCRATES. Together, the measures proposed by the two programmes seek to address the increasingly apparent need for a vigorous policy of lifelong learning, at European level just as within each of the participating countries.

Given the diversity of the sector and the activities potentially involved, the measures for which provision is made in SOCRATES are limited to the promotion of the European dimension within general adult education. This can be defined by reference:

- to the transnationality of cooperation and of the arrangements for disseminating project outcomes;
- to the European content of activities.

Eligible organisations/institutions

The Adult education Action within SOCRATES refers to all types of educational initiatives which are open to adult learners, irrespective of their previous educational qualifications. Any organisation or institution working in the area of adult education may take part in a project. The following will be more particularly concerned:

- educational and professional training organisations/institutions (adult education institutions, senior citizen universities, universities carrying out research and/or adult curriculum development activities, organisations involved in training adult educators etc.);
- organisations specialising in the dissemination of information on Europe;
- social, educational and cultural organisations/institutions;
- publishing houses (school publishers, multi-media editors etc.) and other media (in particular radio and television);
- associations and/or networks of the above-mentioned types of organisations operating at local, regional, national or European level.

Particular attention will be paid to ensuring that institutions directly involved in the educational process participate fully in the projects supported, important though intermediate organisations are as vectors for development and the dissemination of experience.

Activities supported: European projects in Adult Education

Support is provided within this Action for European projects in adult education, the purpose of which is to enhance adult education provision by means of European cooperation.

Thematic orientation

The projects supported within this Action will fall within one or both of the following thematic groupings:

A. Projects addressing key issues for Adult Education in Europe

The projects supported are designed to enhance the quality of adult education provision in Europe, within an overall perspective of lifelong learning. To this end, they seek to promote the exchange of experience, information, innovation and good practice between the participating countries, by stimulating active cooperation between the many different partners involved in adult education provision (see "Eligible organisations/institutions" above). These may be operating at local, regional, national or European level.

They may be educational, social or cultural bodies, involved in formal education or non-formal types of learning opportunities for adults. In this way, the projects supported will collectively contribute to improving the level of mutual awareness and understanding of adult education between the participating countries.

In this context priority will be given to projects concerning:

1. **the promotion and development of *individual demand* for education among adults**

These projects should address topics relating to the development of personal initiative and responsibility on the part of adult learners, in terms of shaping their individual educational pathways best suited to their particular needs. They may include activities concerning, for example:

- o self-assessment of individual educational needs
- o the promotion of individual pathways
- o guidance for self-directed studies
- o new forms of financing adult education (e.g. education vouchers, entitlements etc.)
- o identification of ways and means of involving disadvantaged and less educationally oriented target groups
- o ways of overcoming gender-specific stereotypes in the choice of adult education opportunities;

2. **the *supply* of educational activities for adults**

These projects should address topics relating to the rejuvenation of the adult education sector across Europe, by promoting better mutual knowledge and increased synergy among all the bodies involved.

Projects could include activities concerning, for example:

- o studies on adult education provision in the different participating countries
- o studies on access to adult education provision
- o ways and means of achieving a greater differentiation of the types of adult education opportunities offered
- o models for adapting existing education systems to adult learners' needs
- o development of new teaching methodologies
- o cooperation between educational, cultural and social organisations/institutions
- o methods for providing adult learners with a second chance to obtain basic qualifications and to make up for inadequacies in their initial education
- o comparison of methodologies and development of modules for the training of adult educators;

3. **the development of *support services* for adult learners and adult education providers**

These projects can include activities concerning, for example:

- o the development of information, guidance and research services for all the bodies involved in providing adult education and for the users
- o co-operation between adult education researchers and providers
- o development of specialised tutoring services;

4. **the promotion of flexible *accreditation and certification* systems**

These projects should aim at facilitating mobility between the formal and the non-formal sectors, and between education and work. They can include activities concerning, for example:

- o assessment and accreditation of learning acquired outside the formal education system, for the purpose of re-entry into the formal education system or for work-related purposes
- o cooperation between the formal and non-formal sectors of education (e.g. credit transfer systems)
- o promotion of the certification of experiential learning.

B. Projects designed to promote knowledge and awareness of Europe/European countries among adult learners

The projects supported may be concerned with one or both of the following:

- enhancing adult learners' knowledge of cultures, traditions, languages and all aspects of social, political and economic life in *other participating countries*;
- enhancing adult learners' understanding of political, economic and administrative aspects of the *European Union* itself, and the key questions facing it in the future, with a view to promoting active citizenship and social participation.

These projects can include activities such as:

- joint production of learning/teaching materials, products, courses and modules by teams made up of members from several participating countries;
- development of awareness of the European dimension and the promotion of mutual understanding between participants around common topics, such as the information society and the media, environmental protection, the arts, sciences and technology, local and regional identities.

Profile, coordination, management and dissemination

Each project must involve eligible institutions/organisations from at least three participating countries.

One of the institutions or organisations participating in the project must act as the coordinator ("coordinating institution"). This entails taking the lead in preparing the outline of the project with partners, taking responsibility for submitting the project's application for Community support, 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 conception, implementation and evaluation of the project, as well as by ensuring the dissemination of its results.

Proposals are expected to produce outcomes which can be transferred, disseminated or commercialised. They must indicate how it is envisaged that the different stages outlined below will be completed, even if not all of this process forms part of the project as such:

- definition of the field (priority area) in which the proposed materials, products, courses or modules will be developed and used;
- detailing of the needs which are common to the users in question;
- finding and identifying products and services which already exist in response to these needs;
- designing new materials, products, courses and modules;
- analysis of the methods, tools and information carriers used by the organisations responsible for general adult education;
- identification of organisations concerned by the transfer of new methods, tools or information carriers and the transnational exchange of information on these;
- design, development and finalisation of the projects and their concrete outcomes;
- wide dissemination of project outcomes and experience to appropriate target audiences, including by means of appropriate audio-visual or electronic media.

Applicants are encouraged to include a dimension of Open and Distance Learning (ODL) in their projects, where possible and appropriate. Such a dimension might, for example, include:

- the utilisation of ODL as a teaching method within projects;
- instructing and updating adult educators or their trainers in the use of new information and communications technologies as a teaching tool;
- using ODL as a means of providing adult learners with access to European dimension learning activities who would otherwise have difficulty in availing themselves of such activities.

Selection criteria and priorities

Projects must fall within one or more of the Thematic orientations set out above. **Applications for support will be assessed against the criteria set out in Part I (pages 20-22) of this document.** Furthermore, particular attention will be given to projects which:

- involve various different kinds of organisations;
- address a broad constituency of target groups;
- have the clearly demonstrated potential to give rise to a significant innovation in adult education in one or more of the participating countries, and in particular those in which the adult education sector has been less strongly developed in the past.

In 1998, the Commission wishes to promote increased involvement, within the Adult education Action of SOCRATES, of educational activities involving participation of cultural/artistic organisations and institutions such as museums, libraries, theatres and opera houses.

Attention will furthermore be given to ensuring an equitable representation of projects which:

- address the needs of adult learners who are located in rural areas and disadvantaged regions, or who are disadvantaged for socio-economic reasons or because of disability;
- promote equality of opportunity between women and men.

Financial support

Project grants

The level of grant awarded is likely to vary considerably, depending on the objectives of the project, the quality of the work-plan and the extent to which the budgetary proposals correspond to this plan. Community financial support will be provided on a cost-sharing basis. Participating institutions/organisations will therefore normally be expected to commit other resources to the project and to declare such other sources of funding. Support is available for up to two, and in exceptional cases three years³⁰. The grant will be provided on an annual basis, and renewal will be subject to an assessment of progress made and the demonstrated need for further support.

It should be noted that seminars, symposia and conferences can only be considered for support where these are demonstrably leading to the production of specific products or to the transnational transfer of clearly specified operations or methodologies.

In order to ensure the greatest possible multiplier effect, the Commission intends to organise two 2-day contact meetings each year with all selected projects. Projects should include the cost of their representatives at these meetings in their cost estimates.

Preparatory visit grants

Grants not normally exceeding ECU 1000 per person are available to enable appropriate members of staff from eligible institutions to undertake preliminary visits to one or more other participating country for the purpose of laying the foundations for a transnational project.

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 individual visit is clearly demonstrated. Not more than two persons from the same institution will be supported within the same visit, except in exceptional cases of demonstrated need.

³⁰It should be noted that in the case of projects commencing in 1998 and which are intended to have a duration of more than two years, funding during the period beyond 1999 will depend on the extension of the SOCRATES programme beyond its current life-span, which runs until 31 December 1999.

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.

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 within the foreseeable future. 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.).

Please note also the support available under the Complementary Measures (page 109 of this document)

EXCHANGE OF INFORMATION & EXPERIENCE ON EDUCATION SYSTEMS AND POLICY

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Applicants should also study Part I of the present document carefully. It contains important additional information, notably concerning application procedures, deadlines for submission, eligibility and selection criteria, eligible costs and contractual arrangements.

Introduction

THE collection, analysis and exchange of information on education systems and policies in the participating countries, is an essential tool for facilitating and developing cooperation in this area, and for enhancing the quality of educational provision in Europe. A number of measures are therefore envisaged within SOCRATES with this objective in view. While some of these are more concerned with the written analysis of policy issues, educational trends and developments, others relate to meetings, exchanges and visits involving key target groups as a means of ensuring transnational sharing of views, information and experience on the topics concerned. The measures concerned are divided into four categories as follows:

- Questions of common educational policy interest;
- Information Network on Education in Europe (Eurydice);
- Visits scheme for education decision-makers (Arion);
- Network of National Academic Recognition Information Centres (Naric).

Actions 1 and 3 are open to applications for support from suitably qualified persons and organisations. Actions 2 and 4 are implemented through the existing Eurydice and Naric networks, established by the Commission and the participating countries, and are therefore not open to external applications.

1. Analysis of questions of common educational policy interest

Definition and objectives

This Action offers support for a wide range of measures to facilitate the sharing of information and experience on topics of common interest concerning educational policies and systems in the participating countries.

The Action contains several specific features which distinguish it from other comparable activities:

- The first specific feature of the Action lies in its proximity to policy decision-making, its profile being determined primarily by the needs and concerns of those who are called upon to take decisions on policy in this field. The themes it examines are defined in close cooperation between the Commission and the Council. The results of the activities conducted within the Action are to be produced and disseminated in such a way as to support policy-makers by enlarging the basis of Community knowledge which is available to assist them in their decision-making.
- The second specific feature lies in the type of studies and analyses to be carried out. The analytical work does not involve collecting new data, but is based on data and studies which are already available, with a view to making a comparative synthesis and to exploiting the most promising avenues.
- The third specific feature consists in the combination of analytical studies and activities of an operational nature. The two areas of activity underpin and enrich one another.

Activities supported

Within the framework of this Action, financial support will be made available for the types of activities set out under (A) and (B) below. Dissemination of results will form an integral part of each project supported.

A. *Elaboration of studies and analyses on topics of common interest*

The studies/analyses should cover a majority or a considerable proportion of the countries participating in the programme, treating their themes in a European perspective. These studies/analyses may involve one or more organisations from one or more of the countries participating in the programme. A certain priority will, however, be given to proposals involving actively organisations from several countries participating in the programme;

B. Implementation of operational activities on topics of common interest

B.1 Exchanges of experts, study visits, symposia, workshops

B.2 Pilot projects

The operational activities must involve organisations from at least three participating countries.

Implementation procedures

The priority topics will be defined in close cooperation between the Commission and the Council of the European Union. Based on this decision, the Commission will develop a work programme which candidates will be required to adhere to.

At the implementation level the Action will be divided, in 1998, into two parts:

- **Activity types A (studies and analyses) and B.1 (exchanges of experts, study visits, symposia, workshops)**
 These activities will be the subject of an open call for proposals, which will be published in the *Official Journal* in spring 1998. Following publication of the call for proposals, interested candidates can obtain a complete information file from the Commission (DG XXII/A/1), containing all the information necessary for preparing a proposal (precise indications on the work programme to be covered, forms to be used, etc.). The deadline for submitting proposals will probably be three months.
 Proposals will be submitted directly to the Commission (DG XXII/A/1). Given the specific features of the Action as explained above, they will not be evaluated exclusively in terms of their scientific quality, but also in terms of their pertinence and potential usefulness in policy-making (for other evaluation and selection criteria, see Part I of the present document). The final decision on the financing of projects will be taken by the Commission.
- **Activity type B.2 (pilot projects)**
 The implementation arrangements will be decided by the Commission in close cooperation with the participating countries. Further information can be obtained from DG XXII/A/1.

Financial assistance

- **Activity type A (studies and analyses)**
 The financial assistance will be between ECU 20,000 and 100,000 a year. However, this maximum level of funding will be awarded only in exceptional cases. The amounts granted will cover up to 50% of total eligible expenditure. Each project can be funded for a maximum of 2 years, subject to annual review³¹.
- **Activity Type B.1 (exchanges of experts, study visits, symposia, workshops)**
 Financial support for exchanges of experts and study visits will be calculated on a standardised basis, which will take account of the average travel costs between the region of origin and the region of destination as well as the duration of the visits. Financial assistance for operational activities such as symposia and workshops can be up to ECU 40,000. This maximum amount will, however, only be awarded in exceptional cases. The amounts granted will cover up to 50% of total eligible expenses. The operational activities will be funded on an annual basis.
- **Activity type B.2 (pilot projects)**
 Funding arrangements will be decided by the Commission in close cooperation with the participating countries.

³¹ It should be noted that funding during the period beyond 1999 will depend on the extension of the SOCRATES programme beyond its current life-span, which runs until 31 December 1999.

Coordination with other comparable activities

The Eurydice network's European Unit will participate in several aspects of the implementation of the Action. As a resource and information centre, the unit may provide scientific and technical support to the selected institutions, in particular by making available basic documents and qualitative data on the systems and educational policies of countries participating in the SOCRATES programme, as developed by the Eurydice network. The national Eurydice units are not involved in the implementation of the Action.

The Commission will continue to maintain close links with similar processes of reflection which are taking place under the aegis of other international organisations such as the OECD and the Council of Europe.

2. Information network on education in Europe (Eurydice)

The Eurydice network, established at the initiative of the Commission, consists of units established by each of the participating countries coordinated by a European Unit in Brussels. The purpose of the Network is to produce and disseminate information on systems, reforms and the results of research and innovation in the field of education. Eurydice will be closely involved in the activities set out under the section dealing with *the Analysis of questions of common educational policy interest* above.

Community support may be made available to promote the following activities of the European and national units of the Network:

- preparation of comparative studies on priority topics and the analysis of trends in the field of education, including information on the results of research;
- collection of qualitative data, production and continuous updating of basic information on education systems and policy;
- preparation of common frameworks and studies designed to enhance the comparability of information on education systems;
- regular publication of statistics and indicators of interest at European level as regards education in the participating countries;
- dissemination of this information by means of appropriate channels and networks;
- development of databases promoting the gathering, updating and distribution of current information on educational system.

Further information on Eurydice is available from the European Unit (see address in annex to the present document).

3. Study visits for educational decision makers (Arion)

Definition and objectives

This Action provides financial support to enable "decision-makers" and educational specialists (see "Categories of potential applicants" below) selected by participating countries to undertake multinational study visits which produce a multiplier effect. The purpose of the visits is to facilitate the exchange of information and experience in areas of common interest to participating countries, especially in the fields of primary or general, technical and vocational secondary education. In this way, 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 throughout the EU and the EFTA-EEA countries. "Multiplier measures" are also supported in order to heighten the impact of the visits. Each group is put together by the Commission, assisted by the SOCRATES and YOUTH Technical Assistance Office.

The Arion study visits last one week. They are organised locally and coordinated by the National Agencies designated by the participating countries (see Annex 2 to this document), often assisted by former participants in the scheme. A group of 10 to 12 persons from different participating countries normally take part in each visit.

Priority topics

Each year the programme of study visits is directed towards a particular set of topics which the Ministers of Education and the Commission wish to emphasise as important or which are given priority by the participating countries. In 1998, some 20 different topics will be studied. These 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 people into the mainstream school system
- equal opportunity for girls and boys in the educational process
- 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
- open and distance learning

C – Education: the curriculum and the tools available

- the introduction of new information technologies into education

D – The school and its environment

- the introduction of a European dimension into teaching
- education and health (drug-addiction, cancer, AIDS)
- environmental education

E – Other aspects

- language teaching
- educational statistics

This list of topics within the five thematic orientations is neither exhaustive nor prescriptive. The countries participating in this Action 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.

Activities supported

A. Arion Study Visits

Grants for Arion study visits will be awarded following a Call for applications published in the *Official Journal of the European Communities*. For the year 1998/9, it is envisaged that a total of around 1200 grants will be available. The grants will not normally exceed ECU 1000 per participant. They are administered and disbursed by National Agencies, who will provide the appropriate application form and further information on request.

The list of visits available in the 1998/9 academic year and a detailed catalogue will be published by the Commission early in 1998.

Categories of potential applicants

The persons eligible for participation in the visits comprise educational staff with functions in management, assessment, training or counselling. 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.

Former participants will not normally be eligible to make a second study visit immediately after the first.

Selection criteria and priorities (in addition to those indicated in Part I of this document)

Applications should be submitted by candidates whose profiles match the descriptions given above. The following conditions also apply:

- there should be a clear link between the topic chosen and the candidate's professional activity;
- candidates must have a command of the "lingua franca" used on the visit in question; they should preferably be capable of communicating in at least one other Community language than their own.

National Agencies will seek to ensure representation of a broad cross-section of educational groupings among the applications accepted.

B. Multiplier activities

The multiplier effect is a key element of Arion. In addition to the study visits described in (A) above, opportunities therefore exist for applications - to be made directly to the Commission (see Part I of this document) - in respect 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, intercultural or adult education, and with other Community programmes.

Such multiplier activities may include:

- Special study visits

A limited number of special study visits may receive financial support from the Commission 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 will be agreed with the National Agencies. Such special study visits will constitute only a small proportion of the total number of visits supported.

- Other multiplier activities

These can be seminars, publicising ventures and meetings of experts. 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.

Dissemination of results

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. Particular attention is given to liaising with senior government officials in the field of education.

In addition, the National Agencies and Commission organise evaluation meetings on specific themes relating to the visits carried out.

4. Network of National Academic Recognition Information Centres (Naric)

Definition and objectives

Effective, flexible and transparent arrangements for the recognition of education obtained in other countries are an essential prerequisite for facilitating mobility and realising the opportunities potentially provided by the emergence of an open area for educational cooperation in Europe.

The Naric network consists of national centres, designated by the participating countries, which are responsible for providing institutions and citizens with information on higher education systems and 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 is coordinated by the Commission.

Further information on the Naric network is available from: European Commission, Directorate-General XXII, Unit A2, rue de la Loi 200 (Belliard 5-7), B-1049 Brussels.

COMPLEMENTARY MEASURES

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Applicants should also study Part I of the present document carefully. It contains important additional information, notably concerning the financial support available, eligibility and selection criteria, eligible costs and contractual arrangements.

Organisations wishing to apply under the "Complementary Measures" section of SOCRATES may also be eligible under other sections of the programme. They should therefore study the other sections of Part II of this document accordingly.

Definition and objectives

UNDER the Complementary measures, SOCRATES provides support for projects and activities which, while pertinent for helping the programme to achieve its objectives, are not eligible for funding under any specific Action.

Grants are available for the support of activities oriented in particular towards:

- raising awareness of the importance of promoting European cooperation in any sector of education;
- drawing attention to examples of good practice in the organisation of European cooperation;
- disseminating information on important developments in the specific sector or aspect of education concerned by the activities.

Eligible organisations

Applications may be submitted by any organisation, association or institution based in a participating country. Activities carried out by European associations and groupings will be given particular attention.

Types of activity supported

Support is provided in particular for activities oriented towards:

- introducing or strengthening the European dimension in education, by means of grants to associations and other institutions active in this field;
- the preparation, publication and dissemination of pedagogical materials on European themes³²;
- specific, non-regular publications relating to topics pertinent to European cooperation, e.g. curricula, models for European cooperation, innovative use of new technologies, the reception and hosting of students, promoting equal opportunities between women and men, catering for the special needs of disabled persons in the context of SOCRATES etc.;
- creating or consolidating³³ European associations in the field of education;
- conferences and seminars on topics relevant for educational cooperation at European level³⁴. Such projects should present a high European added value, and should in particular be intended to lead to specific action. In some cases, they may be concerned with promoting the multiplier role of specific Actions within SOCRATES, notably those addressing the school education sector;
- organising courses devoted to the management of the European dimension in educational institutions at any level, including the management of European cooperation;
- disseminating and exchanging information and experience on innovative initiatives in – and strategic approaches to – the promotion of foreign language teaching and learning;
- the use of new information and communications technology to enhance European cooperation in the education field, e.g. for the purpose of networking of schools;
- encouraging European activities in the field of arts education;
- cooperation in the area of action research in education.

Grants may not be used to cover:

- activities which would be eligible under any other Action within SOCRATES;
- activities which are part of normal operations of the participating institutions;
- research activities.

³² This type of activity is not supported in the higher education sector under the Complementary Measures.

³³ Grants are not available in the higher education sector for the consolidation of existing associations.

³⁴ In the higher education sector, conferences and seminars are only eligible if organised by students.

Selection criteria and priorities

Applications for support will be assessed against the criteria set out in Part I (pages 20-22) of this document. The multilateral nature of proposals and the intended multiplier effect will be a particularly important feature of all or most projects supported. In the case of activities relating primarily to the higher education sector, participation of organisations/institutions from at least 9 participating countries is normally required.

Support is also provided within this section of SOCRATES for the "Europe at School" activity. This aims to promote European awareness in all types of schools by means of an annual art, literature and project competition and a series of European youth gatherings attended by the prize-winners. Further information, including details concerning the national committees for "Europe at School", are available from the Comenius National Agencies.

OTHER SOURCES OF COMMUNITY SUPPORT

PERSONS interested in the type of activities provided for in SOCRATES may also wish to inform themselves of other potential sources of European Community funding. These include in particular:

Leonardo da Vinci

The action programme for the implementation of a Community policy on vocational training aims to develop the European dimension in vocational training and guidance and to improve the quality, innovation capacity and accessibility of vocational training systems and arrangements in the participating countries. To this end, Leonardo da Vinci supports various forms of pilot projects undertaken by transnational partnerships, transnational placements and exchanges, and surveys and analyses on key aspects of vocational training. Both initial and continuing training are addressed, as are measures to promote language-learning related to the workplace, open and distance learning and the use of new technologies in the field of vocational training at all levels, and measures to promote closer interaction between training establishments and the world of work.

SOCRATES and Leonardo da Vinci were conceived as a combined response to the need to improve quality, stimulate capacity for innovation and promote the European dimension in education and training. Together, they seek to contribute to implementing the concept of lifelong learning advocated in the White Papers on "Growth, Competitiveness and Employment" (1993) and "Education and training: towards the learning society" (1995) and encouraged through the European Year of Lifelong Learning (1996).

Active complementarity between SOCRATES and Leonardo da Vinci is therefore sought at an operational level. Nonetheless, care is taken by means of close cooperation to avoid any duplication of funding, and though a given university or other educational training institution or organisation may apply for support under both programmes, the precise activities for which such support is sought must have clearly separate orientations in accordance with the two programmes' specific orientations, objectives and guidelines.

Further information: European Commission, Directorate-General XXII (Education, Training and Youth), c/o Leonardo da Vinci Technical Assistance Office, avenue de l'Astronomie 9, B-1030 Bruxelles. Information is available electronically at the following address:

<http://europa.eu.int/en/comm/dg22/leonardo.html>

Youth for Europe

The Youth for Europe programme provides Community support for a wide range of activities contributing to the education of young people outside formal education and vocational training structures. It is also an instrument for promoting European cooperation between all the organisations responsible for youth affairs. A new pilot initiative for voluntary youth service in other European countries is also in the process of being launched. Particularly interesting opportunities for interaction with Youth for Europe are offered by the Comenius part of SOCRATES, notably as regards projects oriented towards improving educational provision for disadvantaged young people and activities in the area of intercultural education. Further information: SOCRATES & YOUTH Technical Assistance Office, rue Montoyer 70, B-1000 Bruxelles.

Tempus

Tempus II, the Trans-European cooperation scheme for higher education, forms part of the overall programmes of the European Community for the economic and social restructuring of the countries in Central and Eastern Europe (PHARE) and for economic reform and recovery in the former Soviet Republics (TACIS). It is designed to promote the quality and support the development and renewal of higher education in the countries of Central and Eastern Europe and in the republics of the former Soviet Union through interaction and cooperation with university and enterprise partners in the European Union and other countries. Within the context of higher education cooperation, Tempus specifically seeks to address issues of curriculum development and review in priority areas, the reform of higher education structures and institutions and their management, and the development of skill-related training to address specific needs during economic reform, in particular through improved and extended links with industry.

In the associated countries of Central and Eastern Europe, Tempus will henceforth focus on the implementation of the pre-accession strategy and on enabling beneficiary institutions to develop their management policy and skills in the perspective of their active future participation in programmes such as SOCRATES. Further information: European Training Foundation, Tempus Department, Villa Gualino, Viale Settimio Severo 63, I - 10133 Torino.

Fourth Framework Programme for research and technological development

The Fourth Framework Programme (1994-1998) aims to improve the competitiveness of European industry by strengthening its scientific and technological bases. Universities have a crucial role to play in this regard, and many will be heavily involved in both the Framework Programme and SOCRATES at any given moment. If so, interaction between the research and teaching functions for which universities are receiving Community support is encouraged.

Three specific programmes within the Fourth Framework Programme, have a particularly close relationship with SOCRATES, namely:

1. The programme for the **Training and Mobility of Researchers**, which provides support *inter alia* for *research networks* to encourage teams from a number of countries to work together on high-quality joint research projects; *research training grants*, particularly for post-doctoral researchers, to enable them to acquire either fresh knowledge in a new field or deeper knowledge and wider competence in their own scientific area; and funding for organisers of *European conferences*, *summer schools* and *practical training courses*.

Further information: European Commission, Directorate General XII, Unit G3, rue de la Loi 200 (SDME), B-1049 Bruxelles.

2. The **Telematics for Education and Training** sub-programme of the **Telematics Applications Programme**, the main objective of which is to incorporate the results of earlier research in this area, and to extend them in line with advances in multi-media communications, interactive simulation and virtual education environments with a view to:
 - developing and validating telematic services which make use of the best combination of telecommunications networks;
 - developing a new generation of telematic services aimed at distance learning and training for groups via video-conferencing, computer-assisted conference networks and multi-media message networks.

The target group consists of education and training organisations and all potential users of these forms of education and training.

Three areas of research are covered:

- experimental educational and training services;
- innovative tools and their applications;
- topics specific to telematics for education and training.

Further information: European Commission, Directorate General XIII, Unit C3, rue de la Loi, 200 (BU 29), B-1049 Bruxelles.

3. The programme for **Targeted Socio-Economic Research**, and notably area II concerning research on education and training, within which support is provided for research projects in particular on: the analysis of policies and actions in the field of education and training; the different aspects of European unity and diversity in this area; the factors and mechanisms enhancing quality and innovation in education and training; and the relation of education and training to economic development.

Further information: European Commission, Directorate General XII, Unit G4, rue de la Loi 200 (SDME), B-1049 Bruxelles.

It should be noted that the Commission's proposal concerning the Fifth Framework Programme for Research and Technological Development (1998-2002) was presented in April 1997. The Commission envisages the final decision on the Fifth Framework Programme to be adopted in spring 1998. The Decision on the future specific programmes will be taken in summer 1998 in order to allow them to start at the beginning of 1999.

Programmes in the field of social policy

Among the various Community programmes in the field of social policy, those of greatest potential relevance for the persons/institutions addressed by SOCRATES include notably:

- **Horizon** (for disabled persons), **Now** (New opportunities for women), **Youthstart** (to enhance access to the labour market for young people) and **INTEGRA** (to facilitate access to the labour market for vulnerable and marginalised social groups within the framework of the **Employment** Community initiative). Further information may be obtained from: European Commission, Directorate-General V, Unit B4, rue de la Loi 200, B-1049 Brussels;
- **Action pursuant to the Resolution of the Council and of the representatives of the Governments of the Member States meeting within the Council of 20 December 1996 on equality of opportunity for people with disabilities.** Further information: European Commission, Directorate-General V, Unit E3, rue de la Loi 200, B-1049 Bruxelles;
- **the Fourth Community action programme on equal opportunities for men and women (1996 to 2000).** Further information: European Commission, Directorate-General V, Unit D1, rue de la Loi 200, B-1049 Bruxelles.

Jean Monnet Project

In order to encourage universities to promote academic activities in the field of European integration and to promote the growth of centres of excellence in related disciplines (notably in Law, Economics, Political Science and History), the Jean Monnet Project co-finances teaching posts ("Jean Monnet Chairs") and supports the creation of permanent courses, European modules and research on European integration within the framework of the "Chairs".

Further information: European Commission, Directorate-General X, Unit C6, University Information, Jean Monnet Project, rue de la Loi 200 (rue de Trèves 120), B - 1049 Bruxelles.

Programmes in the field of culture and audiovisual policies

The Commission services responsible for culture and information policies provide Community grants in the framework of various programmes by means of regular calls for proposals. The programmes concerned, some of which are at present still at preparation stage, are as follows:

- **KALEIDOSCOPE:** this programme is intended to support artistic and cultural creation, through cooperation among several partners. Each project must have a European dimension.
- **RAPHAEL:** The objective of this programme, for which approval is pending, is to provide the basis for joint European action in the field of cultural heritage. Pilot projects are currently being financed in order to safeguard the common European architectural heritage.
- **ARIANE:** The purpose of this programme is to encourage translation and dissemination of high quality European literature.
- **MEDIA II:** This programme, spanning the period 1996-2000, is designed to foster the free movement and encourage the production and dissemination of audiovisual products. A call for proposals is published on a regular basis.

- **FILM FESTIVALS:** The promotion and dissemination of films within the framework of various film festivals is the main scope of this action. Coordination among the different European film festivals is reinforced by means of a joint bulletin etc..

Further information: European Commission, Directorate General X, Directorate D, rue de la Loi, 200; B-1049 Brussels.

Support in the field of environmental education and training

In order to encourage good practice in the framework of sustainable consumption and an efficient management of environmental resources, projects are supported in this field on the basis of:

- requests from the Member States;
- grant requests submitted pursuant to a call for proposals published every year in the *Official Journal*.

Projects dealing with cooperation and exchange in initial and lifelong training, the preparation of didactic material and networking of experiences covering at least three Member States in each case are eligible.

Further information: European Commission, Directorate General XI, Unit B4, rue de la Loi, 200, B - 1049 Brussels.

Support in the field of consumer education and training

The Commission services responsible for Consumer policy and consumer health protection publish every year a call for proposals in various areas, including consumer education and training. In this area, priority is generally given to teacher training-related projects.

Further information: European Commission, Directorate General XXIV, Unit A1, rue de la Loi, 200, B - 1049 Brussels.

ANNEXES

GLOSSARY OF TERMS RELATING TO THE SOCRATES PROGRAMME

Certain standardised key terms are used throughout the present document, including notably those set out below.

Participating countries

All countries covered by the SOCRATES programme, i.e. the 15 Member States of the European Union plus Iceland, Liechtenstein and Norway in the framework of the European Economic Area agreement.

Pupils

All persons enrolled at any type of "school" (see below).

Pupils with special educational needs

Pupils presenting learning difficulties which are significantly greater than those observed in the majority of pupils of the same age, or who are disabled.

Schools

All types of institutions whether providing general, vocational or technical education; for the purpose of promoting measures in the framework of language training, particularly exchanges of pupils, non-school institutions providing apprenticeship training are also covered.

Students

All persons registered in "universities" (see below), whatever their field of study, in order to follow higher education studies leading to a degree or diploma (or equivalent), up to and including the level of doctorate.

Teachers

All persons who through their duties are involved directly in the educational process in the participating countries.

Universities

All types of higher education institutions which offer qualifications or diplomas at that level, whatever such establishments may be called in the participating countries.

LIST OF KEY ADDRESSES

CENTRAL ADDRESSES

EUROPEAN COMMISSION

Directorate-General XXII
Education, Training and Youth
Directorate A - Education
rue de la Loi/Wetstraat 200 (Belliard 5-7)
B-1049 Brussels

SOCRATES & YOUTH Technical Assistance Office

70, rue Montoyer/Montoyerstraat 70
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- Information on SOCRATES is available at:

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Clanwilliam Court
Lower Mount Street
IRL-Dublin 2
> Contact person: Brendan O'Dea
Tel.: (353-1) 661.27.48
Fax: (353-1) 661.04.92

LUXEMBOURG

Ministère de l'Éducation Nationale et de la Formation
Professionnelle
Rue Aldringen 29
L-2926 Luxembourg
> Contact person: Ernest Weis
Tel.: (352) 478.51.27
(352) 478.51.46

NEDERLAND

Nuffic
Department for International Academic Relations
European Programmes Section
Kortenaerkade 11
Postbus 29777
NL-2502 LT Den Haag
> Contact person: Dirk Haaksman
Tel.: (31-70) 426.02.70
Fax: (31-70) 426.02.95
E-Mail: haaksman@nufficcs.nl

ÖSTERREICH

Bundesministerium für Wissenschaft, Verkehr und
Kunst
Rossengasse 2-6
A-1014 Wien
> Contact person: Heinz Kasparovsky
Tel.: (43-1) 531.20.59.20
Fax: (43-1) 531.20.62.05
E-Mail: heinz.kasparovsky@bmf.gv.at

PORTUGAL

Ministério de Educação
Departamento de Ensino Superior
Núcleo Pedagógico
Av. Duque d'Avila, 137 - 4º esq
P-1000 Lisboa
> Contact person: Maria Beatriz Canario
Tel.: (351-1) 357.52.92
Fax: (351-1) 357.96.17

SUOMI/FINLAND

Ministry of Education
Department of Higher Education and Research
P.O. BOX 293
SF-00171 Helsinki
> Contact person: Anita Lehikoinen
Tel.: (358-9) 13.41.74.24
Fax: (358-9) 65.67.65
E-Mail: Anita.Lehikoinen@mihedu.fi

SVERIGE

Högskoleverket
(National Agency for Higher Education)
Box 7851
S-10399 Stockholm
Tel.: (46-8) 453.70.00
Fax: (46-8) 453.71.40
> Contact person: Marianne Hildebrand
Tel.: (46-8) 453.71.41
E-Mail: marianne.hildebrand@hsv.se

UNITED KINGDOM

ECCTIS 2000 Ltd.
Oriell House
Oriell Road
Cheltenham
UK- Gloucester GL50 1XP
> Contact person: Christopher West
Tel.: (44-1242) 26.00.10
Fax: (44-1242) 25.86.00
E-Mail: 101472.2254@compuserve.com

ISLAND

Office of Academic Affairs
University of Iceland
Sudurgata
IS-101 Reykjavik
> Contact person: Thordur Kristinsson
Tel.: (354) 525.43.60
Fax: (354) 525.43.17
E-Mail: thordkri@rhi.hi.is

LIECHTENSTEIN

Schulamts des Fürstentums Liechtenstein
Herrengasse 2
FL-9490 Vaduz
> Contact person: Hans-Peter Walch
Tel.: (41-75) 236.67.58
Fax: (41-75) 236.67.71

NORGE

National Academic Information Center (NAIC)
The University of Oslo
Department of International Relations
Postboks 1081 Blindern
N-0317 Oslo
> Contact person: Kaja Schiøtz
Tel.: (47) 22.85.88.60
Fax: (47) 22.85.88.69
E-Mail: kaja.schiotz@admin.uio.no

BALGARIJA

NARIC

Ministry of Education, Science and Technology
Dondoukov Blvd 2A

BG-1000 Sofia

> Contact person: S. Hristoskova-Guenova

Tel.: 359-2-83.15.21

Fax: 359-2-988.06.00

ČESKA REPUBLIKA

CSVS - NARIC

U Luzického - Seminaire 13

CZ-11800 Praha 1

> Contact person: S. Skuhrová

Tel.: 420-2-53.23.32

Fax: 420-2-55.19.45

E-mail: csvs@csvs.anet.cz

EESTI

NARIC

Estonian Ministry of Education

Tõnismägi 9/11

EE-0100 Tallinn

Tel.: (372) 628.23.17

Fax: (372) 631.12.13

E-mail: looner@haridus.edu.ee

MAGYARORSÁG

Hungarian NARIC/ENIC

Szalay u. 10.14

H-1055 Budapest

> Contact person: Gyula Nagy

Tel.: 36-1-269.31.71

Fax: 36-1-332.19.32

LATVIA

Academic Information Centre

Valnu Iela 2

LV-1098 Riga

> Contact person: Andrejs Rauhvargers

Tel.: (371-7) 225.155

Fax: (371-7) 820.171

E-mail: enic@izm.gov.lv

LITHUANIA

Lithuanian Centre for Quality Assessment in

Higher Education

Survalk - 1

LI-2600 Vilnius

> Contact person: Birute Mockiene

Tel.: (370-2) 232.552

Fax: (370-2) 232.553

E-mail: bmock@skvc.ktl.mij.lt

POLSKA

NARIC

Ministry of National Education

Dpt. Internat. Coop. Equival. Section

Al. Szucha 25

PL-00918 Warszawa

> Contact person 1: A. Topinska

> Contact person 2: Ms. Lewandowska

Tel.: 48-22-628.41.35

Fax: 48-22-628.85.61

E-mail: asm@ibe.edu.pl

ROMANIA

NARIC

Ministry of Education

Str. Général Berthelot 30

RO-70738 Bucuresti

> Contact person: S. Badulescu

Tel.: 40-1-615.74.30

Fax: 40-1-312.48.77

SLOVAKIA

Centre for Equivalence of Diplomas

Institute of Information and Prognoses of Education

Staré Grunty 52

SK-84244 Bratislava

> Contact person: Ms. Hrábinska

Tel.: 421-7-72.65.21

Fax: 421-7-72.65.21

E-mail: hrab@uip.sanet.sk

SLOVENIA

Department of International Cooperation

Ministry of Education and Sport

Smartinska 134a

SL-1000 Ljubljana

> Contact person: Anita Jesenko

Tel.: 386-61-140.11.12

Fax: 386-61-443.256

E-mail: anita.jesenko@mss.edus.si

**TYPES OF INSTITUTIONS
ELIGIBLE FOR SUPPORT UNDER
COMENIUS ACTIONS 1 & 3 AND
LINGUA ACTIONS A & E**

The information on this list has been provided by the appropriate authorities in each of the participating countries. For further information please contact the appropriate National Agency.

COMENIUS Action 1

België

(nederlandstalig)

Alle erkende instellingen kleuter- en basisonderwijs, zowel gewoon als buitengewoon, van het gemeenschapsonderwijs, het gesubsidieerd officieel onderwijs en het gesubsidieerd vrij onderwijs.

Alle erkende instellingen voltijds secundair onderwijs, zowel het kunst- als algemeen het vormend, het technisch- en het beroepsonderwijs (gewoon en buitengewoon), van het gemeenschapsonderwijs, het gesubsidieerd officieel onderwijs en het gesubsidieerd vrij onderwijs.

Belgique

(francophone)

Enseignement fondamental (maternel et primaire):
Ecoles organisées ou subventionnées par la Communauté française

Enseignement secondaire général, technique et professionnel:

Athénées
Lycées
Collèges
Instituts
Instituts techniques

Centres d'enseignement secondaire (les sections générales, de transition, de qualification et professionnelles, y compris les 7èmes spéciales) organisés ou subventionnés par la Communauté française

Centres de Formation Permanente des Classes Moyennes.

CEFA.

N.B.: l'enseignement primaire et secondaire inclut l'enseignement spécial.

Belgien

(deutschsprachig)

Grundschulwesen (Kindergärten und Primarschulen) - durch die Deutschsprachige Gemeinschaft organisierte oder subventionierte

Unterrichtseinrichtungen Allgemeinbildendes, technisches und berufliches Sekundarschulwesen - durch die Deutschsprachige Gemeinschaft organisierte oder subventionierte

Unterrichtsanstalten:

Athenäen
Gymnasien
Institute
Technische Institute
Sekundarschulzentren (allgemeinbildende, Übergangs-, Qualifikations- und berufliche Abteilungen, einschließlich der 7. Jahre)
Teilzeitschulzentren

Zentren für Aus- und Weiterbildung des Mittelstandes

N.B. Das Grund- und Sekundarschulwesen umfaßt ebenfalls das Sonderprimar- und -sekundarschulwesen

Danmark

Samtlige folkeskoler, godkendte privatskoler og kommunale ungdomsskoler, efterskoler og produktionsskoler samt VUC-centre. Samtlige offentlige og private gymnasieskoler, studenterkurser og HF-kurser

Samtlige handelsskoler, handelskostskoler, tekniske skoler, gartnerskoler, landbrugsskoler, husholdnings- og håndarbejdsskoler, social- og sundhedsskoler samt skoler for klinikassistentter og tandplejere Teko-Center Danmark, Danmarks Designskole, Frisørskolen for Storkøbenhavn, Hotel- og Restaurantskolen, Landtransportskolen, Slagteriskolen i Roskilde

Deutschland

Öffentliche und Staatlich anerkannte allgemeinbildende und berufliche Schulen (Definition nach den Schulgesetzen der Länder)

Primarbereich:

Grundschule

Sekundarbereich I:

in der Mehrzahl der Länder:

Hauptschule
Realschule
Gymnasium
Gesamtschule

in einzelnen Ländern:

Förderstufe (Hessen)
Orientierungsstufe (Niedersachsen)
Schulzentrum (Bremen)
Mittelschule (Sachsen)
Regelschule (Thüringen)
Sekundarschule (Saarland, Sachsen-Anhalt)
Integrierte Haupt- und Realschule (Hamburg)
Verbundene Haupt- und Realschule (Hessen)
Regionale Schule (Rheinland-Pfalz)
Wirtschaftsschule (Bayern)

in allen Ländern:

Sonderschule/Schule für
Behinderte/Förderschule

Sekundarbereich II:

Allgemeinbildende Schulen:

Gymnasium (gymnasiale Oberstufe)
Gesamtschule (gymnasiale Oberstufe)

Berufliche Schulen:

Fachgymnasien/berufsbezogene
Bildungsgänge (gymnasiale Oberstufe)
Berufsschule
Berufsfachschule
Höhere Berufsfachschule
Berufsaufbauschule
Fachoberschule
Fachschule

in einzelnen Ländern:

Kollegschule (Nordrhein-Westfalen)
Berufsoberschule (Baden-Württemberg, Bayern)
Fachakademie (Bayern)
Berufskolleg (Baden-Württemberg)
Berufsakademie im Sekundarbereich II
Berufsvorbereitungsjahr, -klasse,
Berufsgrundbildungsjahr

Schulen des Zweiten Bildungswegs:

Abendhauptschule
 Abendrealschule
 Abendgymnasium
 Kolleg Weitere Schulen nach Landesrecht:
 Laborschule an der Universität Bielefeld (Nordrhein Westfalen)
 Waldorfschule bzw. Rudolf-Steiner-Schule (in allen Ländern - auch Ergänzungsschulen)
 Ungarisches Gymnasium Kastl (Bayern)

Ellas

Παιδικοί σταθμοί - Νηπιαγωγεία - Δημοτικά - Γυμνάσια-σχολεία ειδικής αγωγής - Λύκεια (Γενικά Λύκεια, Τεχνικά Επαγγελματικά Λύκεια, Τεχνικές Επαγγελματικές Σχολές, Ενιαία Πολυκλαδικά Λύκεια, Εκκλησιαστικά-Μουσικά-Αθλητικά Λύκεια) όλων των τύπων, δημόσια και ιδιωτικά.
 Ινστιτούτα Επαγγελματικής Κατάρτισης (IEK).
 Σχολές Μαθητείας του ΟΑΕΔ.
 Σχολεία σε νοσοκομεία του Υπ. Υγείας Πρόνοιας και σχολεία σε φυλακές του Υπ. Δικαιοσύνης.
 Σχολές Τουριστικών Επαγγελμαμάτων του ΕΟΤ.
 Ωδεία των Δήμων.

Pedikoi stathmoi - Nipiagogia - Dimotika - Gymnasia - Sholia Eidikis Agogis - Llykea (Genika, Technika-Epaggelmatika Lykea, Technikes Epaggelmatikes Sholes, Eniea Polykladika Lykea, Eklisiastika - Mousika - Athlitika Lykea) olon ton typon dimosia kai idiotika
 Institutouta Epaggelmatikis Katartisis (IEK)
 Sholes Mathitias tou OAED)
 Sholia se nosokomia tou Ypourgiou Ygias Pronias kai sholia se filakes tou Ypourgiou Dikeosinis.
 Sholes Touristikon Epaggelmaton tou EOT
 Odia ton Dimon.

España

Centros de Educación Infantil
 Centros de Educación Primaria
 Centros de Educación Secundaria
 Centros de Bachillerato
 Centros de Formación Profesional
 Centros de Enseñanzas Artísticas
 Centros de Educación Permanente de Adultos
 Colegios de Educación Especial
 Escuelas de Turismo

France

Etablissements publics et privés sous contrat:
 Enseignement primaire:
 Ecoles maternelles
 Ecoles élémentaires
 Enseignement secondaire:
 Collèges
 Lycées d'enseignement général et technologique
 Lycées professionnels
 Etablissements d'enseignement technique agricole
 Centres de formation des apprentis

Ireland

Nursery Schools
 Primary Schools
 Post-Primary Schools:
 Secondary Schools
 Community Schools
 Comprehensive Schools
 Vocational Schools
 Special Schools
 Department of Education:
 European Social Fund Section
 Courses providing apprentice training, which are approved by the Minister for Education for the purposes of funding under COMENIUS and which are provided by the following institutions/bodies:
 Dublin Institute of Technology
 Regional Technical Colleges
 Foras Aiseanna Saothair (FÁS)
 CERT, The State Tourism Training Agency

Italia

Istituti scolastici statali e legalmente riconosciuti di ogni ordine e grado, comprese le scuole materne.

Luxembourg

Ecoles primaires (définition loi 1912)
 Ecoles privées (définition loi 1981)
 Lycées
 Lycées techniques

Nederland

Scholen voor primair onderwijs
 Scholen voor speciaal onderwijs (primair en secundair)
 Scholen voor algemeen voortgezet onderwijs
 Voorbereidend Wetenschappelijk Onderwijs en Voorbereidend Beroepsonderwijs (inclusief landbouw)

Österreich

Öffentliche und private Kindergärten
 Volksschulen
 Hauptschulen
 Sonderschulen
 Polytechnische Lehrgänge
 Allgemeinbildende höhere Schulen (AHS) einschließlich deren Sonderformen
 Berufsbildende Pflichtschulen
 Berufsbildende mittlere und höhere Schulen einschließlich deren Sonderformen
 Bildungsanstalten für Kindergartenpädagogik
 Bildungsanstalten für Sozialpädagogik
 Sonstige berufsbildende Schulen
 Privatschulen nach Privatschulgesetz
 Bundesanstalten für Leibeserziehung

Portugal

Estabelecimentos de Educação Pré-Escolar
 Escolas dos 1º, 2º e 3º Ciclos do Ensino Básico
 Escolas de Ensino Secundário
 Escolas Profissionais e Especializadas
 Cursos de Formação Técnico-Profissionais pós - 12º ano, no âmbito do ensino não superior (Nível 3)
 Estabelecimentos de ensino não superior, não dependentes do Ministério da Educação
 Instituições devidamente reconhecidas que confirmam um diploma de ensino não superior

Finland/Suomi

Peruskoulut/Grundskolor
 Musiikkioppilaitokset/Musikläroanstalter
 Lasten ja nuorten kuvataidekoulut/Bildkonstskolor för barn och ungdom
 Lukiot/Gymnasier
 Ammatilliset oppilaitokset/Yrkesläroanstalter
 Kansanopistot/Folkhögskolor
 Ammatilliset aikuiskoulutuskeskukset/
 Yrkesutbildnings-centra för vuxna

Sverige

Förskolor och skolor på grundskole- och gymnasienivå
 Kommunal vuxenutbildning
 Fristående skolor
 Sjukhuskolor
 Särskolor
 Gymnasiesärskolor
 Folkhögskolor
 Specialskolor
 Sameskolor

United Kingdom

All state-funded institutions and independent schools providing sub-degree education and training programmes for pupils

Schools:

Maintained schools in England, Wales and Scotland,
 Controlled, maintained, grant maintained, voluntary, integrated and grammar schools in Northern Ireland,
 Independent schools registered with the Department for Education, the Scottish Office Education and Industry Department,
 Welsh Office Education Department and Department of Education for Northern Ireland

Further Education Institutions funded by:

The Further Education Funding Council for England,
 The Scottish Office Education and Industry Department,
 The Further Education Funding Council for Wales,
 Institutions of Further Education in Northern Ireland which come under the management of an Education and Library Board

Island

Leikskólar
 Grunnskólar
 Framhaldsskólar:
 Menntaskólar
 Fjölbrotaskólar
 Iðnskólar
 Starfsmenntunarskólar

Liechtenstein

Pflichtschulbereich
 Kindergärten
 Primarschulen
 Oberschulen
 Realschulen
 (Liechtensteinisches) Gymnasium
 Sonderschule (Heilpädagogisches Zentrum)
 Privatschulen (Liecht. Waldorfschule Tagesschule Formatio)
 Freiwilliges 10. Schuljahr
 Vorbereitungslehrgang
 Musikschule
 Hochschulbereich

Norge

Førskoler
 Barneskoler
 Ungdomsskoler
 Videregående skoler
 Private barne-, ungdoms- og videregående skoler
 Folkehøgskoler
 Studieforbund

BALGARIJA

All types of public, municipal and legal private schools: elementary, basic and secondary comprehensive schools.

Vocational and technical schools

Special schools

Art schools

ČESKA REPUBLIKA

mateřská škola (Kindergarten)

základní škola (Basic School)

základní umělecká školá (the School of arts)

střední školá (Secondary School)

střední odborná škola (Secondary technical or vocational school)

střední odborné učiliště (Professional school)

odborné učiliště (Apprentive school)

střední integrovaná škola (Integrated secondary school)

střední pedagogická škola (Secondary pedagogical school)

střední zdravotní školá (Secondary health-service school)

střední zemědělská škola (Secondary agricultural school)

střední lesnická škola (Secondary forestry school)

gymnázium (Gymnasia or Grammar school)

obchodní akademie (Commercial academy)

rodinná škola (Special school) - for physically mentally handicapped children

konzervatoř (Conservatory)

vyšší odborná škola (Higher professional school)

EESTI

Contact the National Agency or the SOCRATES TAO.

MAGYARURSÀG

(Napközotthonos) Óvoda

Általános Iskola

Szakkunakásképző Iskola

Szakiskola

Gimnázium

Szakközépiskola

Alapfokú művészetoktatási intézmény

(Zeneiskola, Művészeti Iskola)

Diákotthon

Kollégium

Általános Művelődési Központ

LATVIA

Contact the National Agency or the SOCRATES TAO.

LITHUANIA

Contact the National Agency or the SOCRATES TAO.

POLSKA

Szkoły podstawowe

Licea ogólnokształcące

Średnie szkoły zawodowe

Szkoły zasadnicze - zawodowe

Średnie szkoły artystyczne

Podstawowe i ponadpodstawowe szkoły specjalne

Policealne szkoły zawodowe

ROMANIA

Institutiile de invatamant preuniversitar din reteaua Ministerului Invatamantului (de stat si particulare acreditate):

gradinite,

scoli generale (primare si secundare),

scoli speciale,

scoli profesionale,

scoli vocationale si de ucenici,

licee

scoli post-liceale,

SLOVAKIA

Materské škoły

Špeciálne materské škoły

Základné škoły

Špeciálne základné škoły

Gymnázia

Konzervatória

Stredné odborné škoły

obchodné akademie

Stredné odborné učilištia

Učilištia

Špeciálne stredné škoły

Súkromné škoły

Cirkevné škoły

SLOVENIA

Contact the National Agency or the SOCRATES TAO.

CYPRUS

Demotika Scholia

Gymnasia

Lykeia

Eniea Lykeia

Technikes Scholes

Scholi Tyflon

Idiotikes Scholes Demotikis ke Mesis Ekpaidefsis (Private registered at the Ministry of Education and Culture)

COMENIUS Action 3

België

(nederlandstalig)

Alle erkende instellingen hoger onderwijs met onderwijs van één cyclus (3 jaar) of twee cycli (4 of 5 jaar)

Alle erkende vrije en officiële universiteiten

Belgique

(francophone)

Universités

Instituts d'Enseignement Supérieur Pédagogique organisés ou subventionnés par la Communauté française

CAF (Centre d'autoformation et de formation continue de la Communauté française)

CIAVER (Centre international audio-visuel d'études et de recherches)

asbl Formation continue de l'enseignement catholique

Associations de professeurs reconnues

Belgien

(deutschsprachig)

Durch die Deutschsprachige Gemeinschaft organisierte oder

subventionierte Pädagogische Hochschulen

Pädagogische Arbeitsgruppe des Ministeriums der Deutschsprachigen Gemeinschaft

Danmark

Samtlige seminarier, amtscentraler og pædagogiske centraler samt Danmarks Lærershøjskole (incl. lokale afdelinger), Danmarks Lærereforening,

Gymnasieskolernes Lærereforening og de faglige foreninger, Dansk Magisterforening, Landsforbundet af Voksen- og Ungdomsundervisere, Dansk Teknisk Lærereforening og Handelsskolernes Lærereforening, Universiteter, Handelshøjskolor og Handelshøjskoleafdelinger, Dansk Folkeoplysnings Samråd, Det Danske Kulturinstitut, InformationsCenter for Udveksling (ICU), Sprogsam og Statens Pædagogiske Forsøgscenter.

Deutschland

Universitäten, Gesamthochschulen und Pädagogische Hochschulen

Studienseminare und Einrichtungen im Rahmen der zweiten Phase der Lehrerbildung

Staatsinstitute für die Ausbildung von Fachlehrern und Förderlehrern

Lehrerfortbildungsstätten und -einrichtungen,

- der Länder
- die im Auftrag der Länder tätig sind
- die von den Ländern anerkannt sind

Institute für Schulpädagogik, Schulpraxis und Medien,

- der Länder
- die im Auftrag der Länder tätig sind
- die von den Ländern anerkannt sind

Ellas

Υπηρεσίες, Ιδρύματα και Οργανισμοί του Υπ. Παιδείας (Παιδαγωγικό Ινστιτούτο, Ινστιτούτο Διαρκούς Επιμόρφωσης Ενηλίκων, Ίδρυμα Κρατικών Υποτροφιών, Οργανισμός Επαγγελματικής Εκπαίδευσης και Κατάρτισης, Σχολή Επιμόρφωσης Λειτουργών Επαγγελματικής Τεχνικής Εκπαίδευσης, Προπαρασκευαστικά Εκπαιδευτικά Κέντρα). Πανεπιστήμια - Τεχνολογικά Εκπαιδευτικά Ιδρύματα. Συνδικαλιστικές οργανώσεις εκπαιδευτικών. Επιστημονικοί σύλλογοι - ενώσεις. Ελληνικό Κέντρο Παραγωγικότητας, Ινστιτούτο Διαρκούς Επιμόρφωσης για Δημόσιους υπαλλήλους.

Υπηρεσίες, Ιδρύματα και Οργανισμοί του Υπουργείου Παιδείας (Παιδαγωγικό Ινστιτούτο, Ινστιτούτο Διαρκούς Επιμόρφωσης Ενηλίκων, Ιδρύματα Κρατικών Υποτροφιών, Οργανισμός Επαγγελματικής Εκπαίδευσης και Κατάρτισης, Σχολή Επιμόρφωσης Λειτουργών Επαγγελματικής Τεχνικής Εκπαίδευσης, Προπαρασκευαστικά Εκπαιδευτικά Κέντρα). Πανεπιστήμια - Τεχνολογικά Εκπαιδευτικά Ιδρύματα. Συνδικαλιστικές Οργανώσεις εκπαιδευτικών. Επιστημονικοί σύλλογοι - ενώσεις. Ελληνικό Κέντρο Παραγωγικότητας, Ινστιτούτο Διαρκούς Επιμόρφωσης για Δημόσιους υπαλλήλους.

España

Colegios Profesionales y Asociaciones de Profesores Centros de Profesores y de Recursos o equivalentes Agencias Sócrates en las Comunidades Autónomas Universidades

Colegios Profesionales y Asociaciones de Profesores Centros de Profesores y de Recursos o equivalentes

France

Etablissements de formation initiale des enseignants:

Instituts Universitaires de Formation des Maîtres (IUFM)

Etablissements de formation continue des enseignants:

Missions académiques de la Formation des personnels de l'Éducation Nationale Associations d'enseignants agréées

Rectorats

Inspections académiques

Corps d'inspection

Etablissements publics et centres universitaires de formation des enseignants et des formateurs

Ireland

Department of Education

Colleges of Education for the training of primary teachers

Universities and other institutes of higher education Léargas

National Centre for Guidance Education

Institiúid Teangeolaíochta Éireann

Teacher centres and associations

Italia

Uffici centrali e periferici del Ministero della Pubblica Istruzione
 Centro Europeo dell'Educazione (C.E.D.E.) di Frascati e Biblioteca di Documentazione Pedagogica (B.D.P.) di Firenze
 Sperimentazione e Aggiornamento Educativi (IRRSAE)
 Consorzi e reti di istituti scolastici statali e legalmente riconosciuti di ogni ordine e grado
 Le Università, gli enti, le organizzazioni e le associazioni, anche a livello regionale e locale, che svolgono esclusivamente o prevalentemente attività di formazione in servizio del personale educativo possono partecipare a tale Azione in collegamento con gli organismi sopra indicati
 Istituti Regionali di Ricerca

Luxembourg

Service de Coordination de la Recherche et de l'Innovation Pédagogiques et Technologiques (SCRIPT)
 Département de la Formation du Centre Universitaire de Luxembourg (CUL)
 Institut Supérieur d'Etudes et de Recherches Pédagogiques (ISERP)
 Institut Supérieur de Technologie (IST)
 Institut d'Etudes Educatives et Sociales (IEES)

Nederland

Universiteiten (inclusief lerarenopleidingen)
 Hogescholen (inclusief lerarenopleidingen)
 Onderwijsverzorgingsinstellingen
 Organisaties/instellingen die een nascholings-aanbod verzorgen voor één van de doelgroepen van deze actie

Österreich

Universitäten
 Hochschulen künstlerischer Richtung
 Theologische Hochschulen
 Fachhochschul-Studiengänge (Trägervereine)
 Pädagogische Akademien
 Pädagogische Institute
 Berufspädagogische Akademien
 Berufspädagogische Institute
 Akademien für Sozialarbeit
 Religionspädagogische Akademien
 Religionspädagogische Institute
 Land- und forstwirtschaftliche berufspädagogische Akademien
 Land- und forstwirtschaftliche berufspädagogische Institute
 Regionale Schulbehörden
 Konservatorien mit Öffentlichkeitsrecht
 Sonstige öffentliche und private Einrichtungen in der Lehrerfortbildung

Portugal

Departamento da Educação Básica
 Departamento do Ensino Secundário
 Departamento do Ensino Superior
 Direcções Regionais de Educação
 Inspeção-Geral de Educação
 Instituto de Inovação Educacional
 Universidades
 Institutos Politécnicos
 Centros de formação das associações de escolas ou de associações profissionais ou científicas sem fins lucrativos constituídas nos termos da lei
 Federações/Associações de Professores
 Outras instituições e organizações, públicas ou privadas, devidamente reconhecidas, empenhadas na actualização e na melhoria das competências do pessoal educativo envolvido no ensino/orientação dos alunos

Finland/Suomi

Yliopistot ja korkeakoulut/Universitet och högskolor
 Ammatilliset opettajankoulutuslaitokset/
 Lärarutbildningsinstitution för lärare vid yrkesläroanstalter
 Heinolan kurssikeskus/Heinola kursinstitutt
 Ammatikasvatushallinnon koulutuskeskus/Institutet för yrkesutbildningens förvaltningsområde

Sverige

Universitet
 Högskolor
 Bildningsförbundens riksorganisationer
 Lärarhögskolor
 Kommunala nämnder med ansvar för utbildning och barnomsorg
 Intresseorganisationer
 Skolverket
 Socialstyrelsen
 Andra organisationer som på uppdrag av en kommunal huvudman anordnar grundutbildning och/eller fortbildning av undervisande personal

United Kingdom

Local Education Authority provision, including all school-based activity
 Universities and other Further and Higher Education institutions
 Voluntary and charitable organisations
 Teachers' Centres and Associations
 The Education and Library Boards for Northern Ireland
 The Education and Library Boards Regional Training Unit
 The Council for Catholic Maintained Schools
 Grant-maintained schools
 Teacher Training Agency (TTA) – funded private-sector providers of in-service training

Island

Háskóli Íslands
Háskólinn á Akureyri
Kennaraháskóli Íslands
Íþróttakennarskóli Íslands
Fósturskóli Íslands
Félag leikskólakennara
Kennarasamband Íslands
Hið íslenska kennarafélag
Fagfélög kennara á leik-, grunn- og framhaldsskólastigi

Liechtenstein

Liecht. Ingenieurschule (LIS), Fachhochschule
Liechtenstein-Institut (LI), Forschungsstelle und
akad. Lehrstätte
Internationale Akademie für Philosophie (IAP)
Liechtensteinische Musikschule
Liechtensteinische Kunstschule
Erwachsenenbildung (permanente Weiterbildung)

Norge

Universiteter
Vitenskapelige høyskoler
Høyskoler
Andre offentlige og private utdanningsinstitusjoner
innen høyere utdanning
Voksen- og fjernundervisningsorganisasjoner:
 Voksenopplæringsforbundet
 Norsk forbund for fjernundervisning
 Statens lærerkurs
SOFF Sentralorganet for fjernundervisning

BALGARIJA

In-service teacher training institutes
Higher schools - faculties for initial training of teachers

ČESKA REPUBLIKA

pedagogické centrum (Department of Education)
univerzita (University) - the same institutions that are eligible in Erasmus
asociace učitelů a centra (Teachers associations and centres)
Česká školní inspekce (Czech School Inspection)
Please if there are any other type of institutions, contact National Agency.

EESTI

Contact the National Agency or the SOCRATES TAO.

MAGYARORSZÁG

Egyetem
Főiskola
(Megyei) Pedagógiai Intézet (PI)
Nemzeti Szakoktatási Intézet (NSZI)
Oktatókutató Intézet (OK)
Országos Közoktatási Intézet (OKI)
Országos Közoktatási Szolgálató Iroda (OKSZI)
Tanáregyesületek

LATVIA

Contact the National Agency or the SOCRATES TAO.

LITHUANIA

Contact the National Agency or the SOCRATES TAO.

POLSKA

Uniwersytety, Wyższe Szkoły Pedagogiczne, Kolegia Nauczycielskie kształcące nauczycieli
Kuratoria Oświaty
Centralny Ośrodek Doskonalenia Nauczycieli
Placówki Doskonalenia Nauczycieli

ROMANIA

instituii/centre de pregatire pedagogica, de nivel preuniversitar si nivel superior,
instituii/centre de perfectionare a personalului didactic,
alte instituii/centre de formare a formatorilor si a personalului didactic, de stat sau particulare
Institutul de Stiinte ale Educatiei ,
Casa Corpului Didactic
inspectorate scolare,
asociatii ale cadrelor didactice,
asociatii ale institutiilor de invatamant, la nivel national sau european,
alte ONG-uri cu preocupari in domeniul pregatirii personalului didactic

SLOVAKIA

Ministerstvo školstva SR
Štátny pedagogický ústav
Štátny inštitút odborného vzdelávania
Ústav informácií a prognóz
Ústav jazykovej odbornej prípravy zahraničných študentov UK
Academia Istropolitana
Krajské a okresné odbory školstva
Metodické centrá
Inšpekčné centrá
University a ďalšie inštitúcie vysokoškolského vzdelávania
Výskumný ústav detskej psychológie a patopsychológie
Centrum akademického športu
Inštitút prípravy mládeže
Centrum pre rozvoj, vedu a technológiu (SARC)
Slovenská technická knižnica
Asociácie učiteľov
Občianske združenia pracujúce v oblasti vzdelávania

SLOVENIA

Contact the National Agency or the SOCRATES TAO.

CYPRUS

Panepistimio Kyprou
Pedagogiko Instituto

LINGUA Action A

België

(nederlandstalig)

ARGO

Erkende VZW's voor de nascholingen

lerarenopleiding

Erkende Centra voor Navorming

Departementen lerarenopleiding van hogescholen en universiteiten

Belgique

(francophone)

Universités (sections de philologie germanique et philologie romane)

Instituts d'Enseignement Supérieur Pédagogique, sections langues modernes et langue maternelle organisés ou

subventionnés par la Communauté française

C.A.F. (Centre d'autoformation et de formation

continue de la Communauté française)

C.I.A.V.E.R. (Centre International Audio-visuel d'Etudes et de Recherches)

asbl Formation continue de l'enseignement catholique

Associations de professeurs de langues reconnues

Belgien

(deutschsprachig)

Pädagogische Arbeitsgruppe

Deutschsprachige Gemeinschaft

Danmark

Samtlige seminarier, amtscentraler og pædagogiske centraler samt Danmarks Lærerhøjskole (incl. lokale afdelinger), Danmarks Lærerforening,

Gymnasieskolernes Lærerforening og de faglige foreninger, Dansk Magisterforening, Landsforbundet af Voksen- og Ungdomsundervisere, Dansk Teknisk Lærerforening og Handelsskolernes Lærerforening,

Universiteter, Handelshøjskolor og

Handelshøjskoleafdelinger, Dansk Folkeoplysnings

Samråd, Det Danske Kulturinstitut,

InformationsCenter for Udveksling (ICU), Sprogsam og Statens Pædagogiske Forsøgscenter

Deutschland

Universitäten, Gesamthochschulen und Pädagogische Hochschulen, Studienseminare und Einrichtungen im

Rahmen der zweiten Phase der Lehrerausbildung

Staatsinstitute für die Ausbildung von Fachlehrern

und Förderlehrern

Lehrerfortbildungsstätten und -einrichtungen

• der Länder

• die im Auftrag der Länder tätig sind

• die von den Ländern anerkannt sind

Institute für Schulpädagogik, Schulpraxis und Medien,

• der Länder

• die im Auftrag der Länder tätig sind

• die von den Ländern anerkannt sind

Fortbildungsstätten für Kursleiter in der

Erwachsenenbildung und für Sprachtrainer in der Wirtschaft

Ellas

Panepistimia - Technologika Ekpedeftika Idrymata

Pedagogiko Instituto - Proparaskevastika Ekpediftika

Kentra (PEK) - Instituto Diarkous Epimorfosis

Enilikon (IDEKE)

Instituto Epexergasias Logou

Enosis kathigiton ksenon glosson

Kentro Ellinikis Glossas Thessalonikis kai

Panepistimiou Ioanninon

Filiki Leshi Panepistimiou Athinon

Institouto Valkanikon Spoukon tou Aemou

Ionio Kentro.

España

Escuelas Oficiales de Idiomas

Departamentos y Servicios Universitarios de Lenguas

Extranjeras Modernas

Centros de Profesores y de Recursos o equivalentes

Centros de Enseñanza de Lenguas Extranjeras

Escuelas Universitarias de Formación del

Profesorado

Asociaciones de Profesores de Lenguas Extranjeras y

Colegios Profesionales

Instituto Cervantes

France

Etablissements publics et Centres universitaires de

formation des enseignants et des formateurs

Instituts Universitaires de Formation des Maîtres

(I.U.F.M.)

Missions Académiques à la Formation des Personnels

de l'Education Nationale (M.A.F.P.E.N)

Associations d'enseignants agréés

Rectorats

Inspections académiques

Corps d'inspection

Ireland

The Department of Education

Colleges of Education for the training of primary teachers

Universities, and other institutes of higher education

Léargas

National Centre for Guidance Education

Institiúid Teangeolaíochta Éireann

Teacher centres and associations

English language schools providing approved EFL teacher training courses
Voluntary, state-supported organisations, national or local, teaching English or Irish as foreign languages
Franco-Irish Pedagogical Committee

Italia

Uffici centrali e periferici del Ministero della Pubblica Istruzione
Centro Europeo dell'Educazione (C.E.D.E.) di Frascati e Biblioteca di Documentazione Pedagogica (B.D.P.) di Firenze
Istituti Regionali di Ricerca, Sperimentazione e Aggiornamento Educativi (I.R.R.S.A.E.)
Consorzi e reti di istituti scolastici statali e legalmente riconosciuti di ogni ordine e grado le università, gli enti, le organizzazioni e le associazioni, anche a livello regionale e locale, che svolgano esclusivamente o prevalentemente attività di formazione in servizio degli insegnanti di lingue straniere, possono partecipare e tale Azione in collegamento con gli organismi sopra indicati

Lëtzebuerg

Service de Coordination de la Recherche et de l'Innovation Pédagogiques et Technologiques (SCRIPT)
Institut Supérieur d'Etudes et de Recherches Pédagogiques (ISERP)
Centre Universitaire de Luxembourg
Centre de Langues de Luxembourg

Nederland

Eerstegraads lerarenopleidingen Voortgezet Onderwijs
Tweedegraads lerarenopleidingen Voortgezet Onderwijs
Lerarenopleidingen basisonderwijs

Österreich

Universitäten
Vorstudienlehrgang der österreichischen Universitäten
Hochschulen künstlerischer Richtung
Theologische Hochschulen
Fachhochschul-Studiengänge (Trägervereine)
Pädagogischen Akademien
Pädagogische Institute
Berufspädagogische Akademien
Berufspädagogische Institute
Land- und forstwirtschaftliche berufspädagogische Akademien
Land- und forstwirtschaftliche berufspädagogische Institute
Religionspädagogische Akademien
Religionspädagogische Institute
Militärakademie

Europa-Wirtschaftsschulen (postsekundäre Lehrgänge)
Sonstige öffentliche und private Einrichtungen zur Sprachausbildung mit Öffentlichkeitsrecht

Portugal

Departamento da Educação Básica
Departamento do Ensino Secundário
Departamento do Ensino Superior
Direcções Regionais de Educação
Instituto de Inovação Educacional
Instituto Camões
Universidades
Institutos Politécnicos
Centros de formação das associações de escolas ou de associações profissionais ou científicas sem fins lucrativos constituídas nos termos da lei
Federações/ Associações de Professores
Outras instituições e organizações, públicas ou privadas, devidamente reconhecidas, empenhadas na formação inicial ou continua de professores de línguas estrangeiras

Finland/Suomi

Yliopistot ja korkeakoulut/Universitet och högskolor
Suomen kieltenopettajien liitto (Sukol)/Språkläraryrkesförbundet i Finland
Heinolan kurssikeskus/Heinola kursinstitutt
Ammattikasvatustieteiden tutkimuskeskus/Institutet för yrkesutbildningens förvaltningsområde
Kesäyliopistot/Sommaruniversitet
Kesälukiot/Sommargymnasier

Sverige

Universitet och högskolor
Bildningsförbundens riksorganisationer
Högskoleverket
Läraryrkesförbundet
Lärarnas Riksförbund
Riksföreningen för lärare i moderna språk (LMS)
Folkbildningsförbundet
Andra organisationer som på uppdrag av en kommunal huvudman anordnar grundutbildning eller fortbildning av språklärare

United Kingdom

Local Education Authority provision, including all school-based activity
Universities and other Further and Higher Education institutions
Voluntary and charitable organisations
Teachers' Centres and Associations
Establishments teaching English as a Foreign Language accredited by the British Council
The Education and Library Boards for Northern Ireland
The Council for Catholic Maintained Schools
Grant-maintained schools
Teacher Training Agency (TTA) - funded private-sector providers of in-service teacher training

Island

Háskóli Íslands
Kennaraháskóli Íslands
Háskólinn á Akureyri

Liechtenstein

Weitere liechtensteinische Bildungsinstitute
Liecht. Ingenieurschule (LIS), Fachhochschule
Liechtenstein-Institut (LI), Forschungsstelle und
akad. Lehrstätte
Internationale Akademie für Philosophie (IAP)
Liechtensteinische Musikschule
Liechtensteinische Kunstschule
Erwachsenenbildung (permanente Weiterbildung)

BALGARIJA

Faculties of Philology to Universities
Faculties of Pedagogics to Universities and Higher
schools
In-service teacher training institutes
Institute for Foreign Students
Associations of Lecturers of Foreign Languages
Departments of Foreign Languages to Universities,
Higher schools and/Semi-higher Institutes

ČESKA REPUBLIKA

pedagogické centrum (Department of Education)
univerzita (University) - the same institutions that are
eligible in Erasmus
asociace učitelů a centra (Teachers associations and
centres)
Česká školní inspekce (Czech School Inspection)
Please if there are any other type of institutions,
contact National Agency.

EESTI

Contact the National Agency or the SOCRATES TAO.

MAGYARORSZÁG

Egyetem
Főiskola
(Megyei) Pedagógiai Intézet (PI)
Nemzeti Szakoktatási Intézet (NSZI)
Oktatáskutató Intézet (OK)
Országos Közoktatási Intézet (OKI)
Országos Közoktatási Szolgáltató Iroda
(OKSZI)
Tanáregyesületek

LATVIA

Contact the National Agency or the SOCRATES TAO.

LITHUANIA

Contact the National Agency or the SOCRATES TAO.

Norge

Høyere utdanningsinstitusjoner
Andre institusjoner for etter- og videreutdanning
Lærerorganisasjoner:
Lærerforbundet
Norsk Lærerslag
Skolenes landsforbund
Voksenopplæring
Norsk forbund for fjernundervisning
Voksenopplæringsforbundet

POLSKA

Uniwersytety, Wyższe Szkoły Pedagogiczne, Kolegia
Nauczycielskie kształcące nauczycieli języków obcych
Nauczycielskie kolegia języków obcych
Centralny Ośrodek Doskonalenia Nauczycieli
Placówki Doskonalenia Nauczycieli

ROMANIA

Instituii/centre de formare sau perfectionare a
profesorilor si formatorilor, de stat sau
particulare, acreditate,
Institutul de Stiinte ale Educatiei,
Ministerul Invatamantului,
Casa Corpului Didactic,
inspectorate scolare,
alte autoritati locale sau regionale in domeniul
educatiei,
asociatii ale cadrelor didactice,
diverse ONG-uri cu preocupari in domeniul formarii si
perfectionarii profesorilor si formatorilor,
asociatii ale institutiilor de invatamant la nivel
national sau european

SLOVAKIA

Ministerstvo školstva SR
Štátny pedagogický ústav
Ústav jazykovej odbornej prípravy
Krajské a okresné odbory školstva
Metodické centrá
Inšpekčné centrá
University a ďalšie inštitúcie vysokoškolského
vzdelávania
Inštitúcie ďalšieho vzdelávania učiteľov
Asociácie učiteľov
Štátne jazykové školy

SLOVENIA

Contact the National Agency or the SOCRATES TAO.

CYPRUS

Panepistimio Kyprou
Pedagogiko Instituto

LINGUA Action E

België

(nederlandstalig)

Alle richting secundair onderwijs (ASO, TSO, BSO, KSO, BuSO)
Onderwijs voor Sociale Promotie
Hoger Onderwijs van 1 cyclus
Leertijd binnen de middenstandsopleidingen
Ondernemersopleiding binnen de middenstandsopleiding
Beroepsopleidingen van de Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding (V.D.A.B.)

Belgique

(francophone)

Enseignement secondaire général, technique et professionnel:
athénées, lycées, collèges, instituts, instituts techniques, centres d'enseignement secondaire (les sections générales, de transition, de qualification et professionnelles, y compris les 7èmes spéciales) organisés ou subventionnés par la Communauté française
Enseignement supérieur de type court organisé ou subventionné par la Communauté française
Enseignement de promotion sociale organisé ou subventionné par la Communauté française
Centres de Formation Permanente des Classes Moyennes N.B. l'enseignement secondaire inclut l'enseignement spécial

Belgien

(deutschsprachig)

Alle Sekundarschulen (allgemeinbildend, technisch und berufsbildend, Sonderschule) in der Deutschsprachigen Gemeinschaft, alle Hochschulen (kurze Studiendauer): Pädagogische Hochschulen, Krankenpflegeschule
Alle Fortbildungsschulen

Danmark

Samtlige folkeskoler, godkendte privatskoler, kommunale ungdomsskoler, efterskoler og produktionsskoler, samtlige offentlige og private gymnasieskoler, studenterkurser, HF-kurser samt VUC-centre
Handelsskoler, handelskostskoler, tekniske skoler, gartnerskoler, landbrugsskoler, husholdnings- og håndarbejdsskoler,
social- og sundhedsskoler og skoler for klinikassistenter og tandplejere
Teko-Center Danmark, Danmarks Designskole, Frisørskolen for Storkøbenhavn, Hotel- og Restaurantskolen, Landtransportskolen, Slagteriskolen i Roskilde

Deutschland

Öffentliche und staatlich anerkannte allgemeinbildende und berufliche Schulen (Definition nach den Schulgesetzen der Länder):

Sekundarbereich I:

in der Mehrzahl der Länder:

Hauptschule, Realschule, Gymnasium, Gesamtschule

in einzelnen Ländern:

Förderstufe (Hessen), Orientierungsstufe (Niedersachsen), Schulzentrum (Bremen), Mittelschule (Sachsen), Regelschule (Thüringen), Sekundarschule (Saarland, Sachsen-Anhalt), integrierte Haupt- und Realschule (Hamburg), verbundene Haupt- und Realschule (Hessen), regionale Schule (Rheinland-Pfalz), Wirtschaftsschule Bayern

in allen Ländern:

Sonderschule/Schule für Behinderte/Förderschule

Sekundarbereich II:

Allgemeinbildende Schulen

Gymnasium (gymnasiale Oberstufe), Gesamtschule (gymnasiale Oberstufe)

Berufliche Schulen

Fachgymnasien/berufsbezogene Bildungsgänge (gymnasiale Oberstufe), Berufsschule, Berufsfachschule, Höhere Berufsfachschule, Berufsaufbauschule, Fachoberschule, Fachschule

in einzelnen Ländern:

Kollegschule (Nordrhein-Westfalen), Berufsoberschule (Baden-Württemberg, Bayern), Fachakademie (Bayern), Berufskolleg (Baden-Württemberg), Berufsakademie im Sekundarbereich II, Berufsvorbereitungsjahr, -klasse, Berufsgrundbildungsjahr.

Bildungsträger der Wirtschaft wie Betriebe, Berufsbildungswerke, überbetriebliche Bildungsstätten, Industrie- und Handelskammern, Handwerkskammern und Innungen
Einrichtungen der Jugendsozialarbeit mit berufsqualifizierendem Angebot

Weitere Schulen nach Landesrecht:

Laborschule an der Universität Bielefeld (Nordrhein-Westfalen), Waldorfschule bzw. Rudolf-Steiner-Schule (in allen Ländern), Ungarisches Gymnasium Kastl (Bayern)

Ellas

Gymnasia - Technika Epaggelmatika Lykea -
Technikes Epaggelmatikes Scholes - Eniea
Polikladika Lykea - Institutouta Epaggelmatikis
Katartisis - Genika Lykea (dimosia - idiotika).
Sholes mathitias kai Kentra Epaggelmatikis
Ekpediysis kai katartisis tou Organismou Apasholis
Ergatikou Dinamikou.
Technikes Epaggelmatikes Scholes Ypourgiou
Georgias - Meses Technikies Epaggelmatikes
Nosiliftikes Scholes tou Ypourgiou Ygias Pronias.
Sholes Touristikou epaggelmaton tou Ellinikou
Organismou Tourismou (EOT).

España

Educación Secundaria obligatoria: 2º ciclo
 Bachillerato
 Formación Profesional
 Enseñanzas Artísticas
 Enseñanza Oficial de Idiomas
 Educación Permanente de Adultos
 Conservatorios de Música
 Centros de Educación Especial

France

Etablissements publics et privés sous contrat:
 Lycées professionnels
 Lycées d'enseignement général et technologique (y compris les sections de techniciens supérieurs)
 Instituts Universitaires de Formation des Maîtres
 Instituts Universitaires de Technologie
 Instituts Universitaires Professionnalisés
 Services de formation professionnelle continue des universités
 Etablissements d'enseignement technique agricole
 Centres de formation des apprentis
 Groupements d'établissements de formation continue (GRETA)
 Centres de formation des chambres consulaires
 Centres des associations professionnelles de formation (ASFO)
 Centres de formation d'entreprise
 Centres de formation du secteur associatif
 Collèges

Ireland

Post-Primary Schools:
 Secondary schools
 Community schools
 Comprehensive schools
 Vocational schools
 Special Schools
 Department of Education
 Courses providing apprentice training, which are approved by the Minister for Education for the purposes of funding under LINGUA and which are provided by the following institutions/bodies:
 Dublin Institute of Technology
 Regional Technical Colleges
 Foras Aiseanna Saothair (FÁS)
 CERT, The State Tourism Training Agency

Italia

Scuole ed istituti di istruzione statali e legalmente riconosciuti, che abbiano corsi di una durata non inferiore a due anni, frequentati da alunni di età non inferiore a 14 anni, successivi alla scuola dell'obbligo, di formazione generale o tecnica o professionale o artistica finalizzati alla prosecuzione degli studi o all'accesso al lavoro, compresi i corsi e le scuole a carattere sperimentale Centri di formazione professionale a gestione diretta o convenzionata da parte delle Regioni, con CORSI di durata non inferiore a due anni, frequentati da allievi di età non inferiore a 14 anni.

Lëtzebuerg

Lycées d'enseignement secondaire
 Lycées d'enseignement secondaire technique
 Institut d'Etudes Educatives et Sociales (IEES)
 Institut Supérieur d'Etudes et de Recherches Pédagogiques (ISERP)
 Institut Supérieur de Technologie (IST)
 Cycle court d'études supérieures de gestion du Centre universitaire

Nederland

Beroepsbegeleidend Onderwijs (BBO)
 Middelbaar Beroepsonderwijs (MBO)
 Beroepsgerichte Volwasseneneducatie (BVE)
 Kort Middelbaar Beroepsonderwijs (KMBO)
 Hoger Algemeen Voortgezet Onderwijs (HAVO)
 Voorbereidend Wetenschappelijk Onderwijs (VWO)
 Dag- en Avondonderwijs (DAO)
 Vormingswerk
 Hoger Beroepsonderwijs (HBO)

Österreich

Volkschuloberstufe
 Hauptschulen
 Sonderschuloberstufen
 Polytechnische Lehrgänge
 Allgemeinbildende höheren Schulen (AHS) einschließlich deren Sonderformen
 Berufsbildende Pflichtschulen
 Berufsbildende mittlere und höhere Schulen einschließlich deren Sonderformen
 Bildungsanstalten für Kindergartenpädagogik
 Sonstige öffentliche und private Einrichtungen zur Sprachausbildung mit Öffentlichkeitsrecht
 Bildungsanstalten für Sozialpädagogik
 Sonstige berufsbildende Schulen
 Privatschulen nach Privatschulgesetz
 Bundesanstalten für Leibeseziehung
 Militärakademie

Portugal

Escolas do ensino básico (3º Ciclo)
 Escolas do ensino secundário:
 Escolas profissionais e especializadas
 Escolas com ensino técnico-profissional pós 12º ano, no âmbito do ensino não superior
 Escolas com ensino tecnológico
 Outras instituições que ministrem o ensino técnico e profissional, quer no âmbito do ensino secundário, quer no âmbito de sistemas alternativos, nomeadamente o da aprendizagem

Finland/Suomi

Peruskoulun yläasteet/ grundskolans högstudier
Lukiot ja aikuislukiot/Gymnasier och
vuxengymnasier
Ammatilliset oppilaitokset/Yrkesläroanstalter
Kansanopistot/Folkhögskolor
Kansalaisopistot/Medborgarinstitut
Opintokeskukset/Studiecentraler
Ammatilliset aikuiskoulutuskeskukset/
Yrkesutbildningcenter för vuxna
Kesäyliopistot/Sommaruniversitet
Kesälukiot/Sommargymnasier

Sverige

Läroanstalter som anordnar utbildning (inkl.
lärlingsutbildning) på gymnasial nivå samt de två
sista årskurserna av grundskolan
Påbyggnadsutbildningar inom kommunal
vuxenutbildning

United Kingdom

All state-funded institutions and independent schools
providing sub-degree general and vocational
education and training programmes for pupils and
students aged 14-25:

Schools

maintained schools in England, Wales and Scotland;
controlled, maintained, grant-maintained, voluntary,
integrated and grammar schools in Northern Ireland;
independent schools registered by the Department
for Education, and Employment, the Scottish Office
Education and Industry Department, the Welsh
Office Education Department and Department of
Education for Northern Ireland

Higher education institutions funded by:

The Higher Education Funding Council for England
The Scottish Higher Education Funding Council
The Higher Education Funding Council for Wales
The Further Education Funding Council for England
The Scottish Office Education and Industry
Department
The Further Education Funding Council for Wales
Higher Education institutions which are primarily
funded by the Department of Education in Northern
Ireland
Institutions of Further Education in Northern Ireland
which are primarily funded by the Department of
Education and Library Boards

Island

Grunnskólar
Framhaldsskólar
Menntaskólar
Fjölbrautaskólar
Iðnskólar
Starfsmenntunarskólar
Æðri menntastofnanir

Liechtenstein

Oberschulen
Realschulen
(Liechtensteinisches) Gymnasium
Sonderschule (Heilpädagogisches Zentrum)
Privatschulen (Liecht. Waldorfschule Tagesschule
Formatio)
Freiwilliges 10. Schuljahr
Vorbereitungslehrgang
Musikschule
Hochschulbereich

Norge

Ungdomsskoler
Videregående skoler
Private ungdoms- og videregående skoler
Folkehøgskoler
Studieforbund

BALGARIJA

All types of public , municipal and legal private schools: elementary, basic and secondary comprehensive schools
Vocational and technical schools
Special schools
Art schools

ČESKA REPUBLIKA

základní škola (Basic school)
základní umělecká škola (the School of arts)
střední škola (Secondary school)
střední odborná škola (Secondary technical or vocational school)
střední odborné učiliště (Professional school)
odborné učiliště (Apprentice school)
střední integrovaná škola (Integrated secondary school)
střední pedagogická škola (Secondary pedagogical school)
střední zdravotní škola (Secondary health-service school)
střední zemědělská škola (Secondary agricultural school)
střední lesnická škola (Secondary forestry school)
gymnázium (Gymnasia or Grammar school)
obchodní akademie (Commercial academy)
rodinná škola (Domestic school) - for girls
speciální škola (Special school) - for physically, mentally handicapped children
konzervatoř (Conservatory)
vyšší odborná škola (Higher professional school)
univerzita (University) - the same institutions that are eligible in Erasmus

EESTI

Contact the National Agency or the SOCRATES TAO.

MAGYARORSZÁG

Általános Iskola és Szakiskola
Szakmunkásképző Iskola
Szakiskola
Gimnázium
Szakközépiskola
Diákotthon
Kollégium
Nyelviskola

LATVIA

Contact the National Agency or the SOCRATES TAO.

LITHUANIA

Contact the National Agency or the SOCRATES TAO.

POLSKA

Licea ogólnokształcące dużejzyczne
Licea ogólnokształcące
Średnie szkoły zawodowe
Szkoły zasadnicze - zawodowe
Średnie szkoły artystyczne
Ponadpodstawowe szkoły specjalne
Instytucje i centra kształcenia zawodowego

ROMANIA

scoli generale, de invatamant gimnazial,
scoli speciale, de invatamant secundar (gimnazial si liceal),
scoli profesionale,
scoli vocationale si de ucenici,
licee,
scoli post-liceale,
Case de Cultura,
Palatul Copiilor,
alte organizatii de tineret, cu preocupari in domeniul educatiei

SLOVAKIA

Základné školy (8.a 9. ročník)
Špeciálne základné školy
(8.a 9. ročník)
Gymnázia
Konzervatóriá
Stredné odborné školy
obchodné akadémie
Stredné odborné učilištia
Učilištia
Špeciálne stredné školy
Súkromné školy
Cirkevné školy
Pomaturitné neuniverzitné školy

SLOVENIA

Contact the National Agency or the SOCRATES TAO.

CYPRUS

Lykeia
Eniea Lykeia
Technikes Scholes
Idiotikes Scholes Mesis Ekpedefsis
(Private registered at the Ministry of Education and Culture)

European Commission

SOCRATES — Guidelines for Applicants 1998

Luxembourg: Office for Official Publications of the European Communities

1997 — 160 pp. — 21 x 29.6 cm

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