



COMMISSION OF THE EUROPEAN COMMUNITIES

Brussels, 02.12.1998

COM(1998) 719 final

98/0195 (COD)

Amended proposal for a

EUROPEAN PARLIAMENT AND COUNCIL DECISION

establishing the second phase of the Community education action programme SOCRATES

(presented by the Commission pursuant to Article 189 a (2)  
of the EC-Treaty)

## EXPLANATORY MEMORANDUM

In the light of the opinion of the European Parliament of 5 November 1998, the Commission, in accordance with Article 189 A §2 of the EC Treaty, is submitting an amended proposal for a decision. The Commission accepts in full or in part 34 of the 54 amendments proposed by the Parliament.

The amended proposal largely retains the same structure and the same objectives as the initial proposal but goes into certain aspects in greater detail:

- one set of amendments improves and strengthens the initial proposal by incorporating features designed to make access to the programme easier for target publics who may have difficulties in taking part. Other amendments are designed to strengthen the emphasis placed on certain key features of the proposal, e.g. the dissemination of results and the academic recognition of studies pursued in other Member States via the ECTS (European course credit transfer system);
- in relation to the initial proposal, a second set of amendments provides useful additional information and clarification on specific aspects of cooperation policy in the field of education.

The Commission was unable to take on board certain amendments which concerned institutional aspects such as rules on committee procedures and budgetary matters.

The Commission is most appreciative of the increase in funding proposed by the European Parliament, but has opted to abide by its initial proposal on this.

The Commission was also unable to accept amendments designed to group together Action 6 (Observation and innovation), Action 7 (Joint actions) and Action 8 (Support measures) into a single action to be called 'Horizontal measures'. This is not felt to be useful inasmuch as grouping together three actions would detract from the political visibility of Actions 6 and 7 to which the Commission wishes to give priority in the context of creating a Europe of knowledge.

**Amended proposal for a**

**EUROPEAN PARLIAMENT AND COUNCIL DECISION**

establishing the second phase of the Community education action programme SOCRATES

COMMISSION'S INITIAL PROPOSAL	PROPOSAL MODIFIED FOLLOWING THE OPINION OF THE EUROPEAN PARLIAMENT AT THE FIRST READING ON 5 NOVEMBER 1998
<p style="text-align: center;"><b><u>PROPOSAL FOR A EUROPEAN PARLIAMENT AND COUNCIL DECISION</u></b></p> <p>Establishing the second phase of the Community action programme in the field of education "Socrates".</p> <p><b>THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,</b></p> <p>Having regard to the Treaty establishing the European Community and in particular Articles 126 and 127 thereof,</p> <p>Having regard to the proposal from the Commission<sup>1</sup>,</p> <p>Having regard to the opinion of the Economic and Social Committee<sup>2</sup>,</p> <p>Having regard to the opinion of the Committee of the Regions<sup>3</sup>,</p> <p>Acting in accordance with the procedure laid down in Article 189b of the Treaty<sup>4</sup>,</p> <p>1. Whereas the Treaty establishing the European Community stipulates that the latter's action shall inter alia contribute to the development of quality education and training; whereas this was resolutely reiterated by the Amsterdam Treaty signed on 2 October 1997, which states that the Community's objective is also to promote the highest possible level of the knowledge for its peoples through wide access to education and through the continuous updating of knowledge;</p> <p>2. Whereas Decision No 819/95/EC of the European Parliament and of the Council<sup>5</sup>, as amended by Decision No 576/98/EC<sup>6</sup>, establishes the Community action programme Socrates;</p> <p>3. Whereas the extraordinary European Council</p>	

<sup>1</sup> COM (1998) 329 final, 27 May 1998

<sup>2</sup> ESC 1307/98 (98/0195 COD)

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<sup>5</sup> OJ L 87 20.4.1995, p. 10.

<sup>6</sup> OJ L 77 14.3.1998, p. 1.

<p>on Employment held in Luxembourg on 20 and 21 November 1997 adopted a coordinated employment strategy in which lifelong education and training have a fundamental role to play in implementing guidelines<sup>7</sup> for the Member States' employment policies in order to enhance employability, adaptability, and the culture of entrepreneurship<sup>8</sup> and to promote equal opportunities;</p>	
<p>4. Whereas the Commission in its communication "<i>Towards a Europe of Knowledge</i>"<sup>9</sup> set out guidelines of the gradual creation of an open and dynamic European Education area capable of achieving the objective of lifelong education and training, defining six types of measures to be developed at Community level, focusing on transnational cooperation and designed to bring added value to the action taken by the Member States, in full respect of the principle of subsidiarity, and in a context of simplified procedures;</p>	<p>4. Whereas the Commission in its communication "<i>Towards a Europe of Knowledge</i>"<sup>10</sup> set out guidelines of the gradual creation of an open and dynamic European Education area capable of achieving the objective of lifelong education and training, defining six types of measures to be developed at Community level, focusing on transnational cooperation and designed to bring added value to the action taken by the Member States, in full respect of the principle of subsidiarity [...]; <u>and whereas in order to make it easier for all the target groups to have access to the programme, it has decided to simplify the application and selection procedures;</u></p>
<p>5. Whereas the White Paper <i>Teaching and learning - Towards the learning society</i> states that the emergence of the learning society entails encouraging the acquisition of new knowledge and to this end providing motivation to learn at every opportunity, and whereas the Green Paper<sup>11</sup> "<i>Education, training, research: the obstacles to transnational mobility</i>"<sup>12</sup> highlighted the advantages mobility brings to people and competitiveness in the Union;</p>	<p>5. Whereas the White Paper <i>Teaching and learning - Towards the learning society</i> states that the emergence of the learning society entails encouraging the acquisition of new knowledge and to this end providing motivation to learn at every opportunity, and whereas the Green Paper "<i>Education, training, research: the obstacles to transnational mobility</i>" highlighted the advantages mobility brings to people and competitiveness in the Union; and <u>whereas the objective should be to achieve a participation rate of at least 10% of schools in Comenius and 10% of students in mobility actions under Erasmus;</u></p>
<p>6. Whereas there is a need to promote active citizenship, to strengthen the links between measures pursued under this programme, and to step up the fight against exclusion in all its forms, including racism and xenophobia; whereas special attention should be focused on removing all forms of inequality and on promoting equal opportunities for women and men;</p>	<p>6. Whereas there is a need to promote active citizenship, to strengthen the links between measures pursued under this programme, and to step up the fight against exclusion in all its forms, including racism and xenophobia; whereas special attention should be focused on removing all forms of <u>discrimination and inequality</u> and on promoting equal opportunities for women and men;</p>

<sup>7</sup> OJ C 30 28.1.1998, p. 1.

<sup>8</sup> Communication from the Commission to the European Council "Fostering entrepreneurship in Europe: priorities for the future" (COM (1998) 222 final/2 of 21.4.1998).

<sup>9</sup> Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions - Towards a Europe of knowledge, COM(97) 563 final, 12 November 1997.

<sup>10</sup> Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions - Towards a Europe of knowledge, COM(97) 563 final, 12 November 1997.

<sup>11</sup> Commission's White Paper: "*Education and training: Teaching and learning - Towards the learning society*", Office for Official Publications of the European Communities, Luxembourg, 1996.

<sup>12</sup> Commission's Green Paper: *Education, training, research: the obstacles to transnational mobility*, COM(96) 462 final, 2 October 1996.

<p>7. Whereas the Parliament and the Council in their Decision No XXX/99/EC [Youth]<sup>13</sup> and the Council in its Decision No XXX/99/EC [Training]<sup>14</sup>, have established Community action programmes for the youth and training fields respectively, which contribute together with the Socrates programme to implementing a knowledge policy;</p>	<p>7. Whereas the Parliament and the Council in their Decision No XXX/99/EC [Youth]<sup>15</sup> and the Council in its Decision No XXX/99/EC [Training]<sup>16</sup>, have established Community action programmes for the youth and training fields respectively, which contribute together with the Socrates programme to the <u>promotion of a Europe of knowledge</u>;</p>
<p>8. Whereas it is necessary, in order to reinforce the added value of Community action to ensure, at all levels, a coherence and a complementarity between the actions implemented in the framework of this Decision and the Community interventions, in particular in the domains of culture<sup>17</sup>, audio-visual media, the completion of the single market, the environment, consumer protection, the information society, SMEs, social policies, employment and public health;</p>	<p>8. Whereas it is necessary, in order to reinforce the added value of Community action, for <u>the Commission, in conjunction with the Member States</u>, to ensure a coherence and a complementarity at all levels between the actions implemented in the framework of this Decision and the Community interventions, in particular in the domains of culture<sup>(17)</sup>, <u>research and development</u>, audio-visual media, the completion of the single market, the environment, consumer protection, the information society, SMEs, social policies, employment and public health;</p>
	<p><u>8a Whereas provision should be made for joint activities between the Socrates programme and other Community programmes and actions which have a bearing on education, including those in the area of international cooperation, fostering synergy and enhancing the added value of Community action;</u></p>
<p>9. Whereas the Commission's proposals for reforming the Structural Funds<sup>18</sup>, particularly the European Social Fund, and the Community initiatives stemming therefrom, are based and objectives designed to support the adaptation and modernisation of policies and systems relating to education, training and employment;</p>	
<p>10. Whereas provision should be made to open up this programme to participation by the associated Central and Eastern European countries in accordance with the conditions established in the relevant association agreements, notably the association agreements and the additional protocols to these agreements to Cyprus on the same terms as those applied to the EFTA/EEA countries as well as to Turkey and Malta according to procedures to be agreed with those countries;</p>	

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<sup>17</sup> Proposal for a Parliament and Council Decision establishing a single financing and programming instrument for cultural cooperation (Programme Culture 2000), OJ C 211, 7.7.1998, p. 18.

<sup>18</sup> Agenda 2000 Reform of the Structural and Cohesion Funds – Pre-accession structural assistance – Pursuing the cohesion effort – A new reform of the Structural Funds, COM(1998) 131 final, 18.3.1998

<p>11. Whereas this programme should be monitored and continuously evaluated in cooperation between the Commission and the Member States in order to allow for readjustments, particularly in the priorities for implementing the measure;</p>	<p>11. Whereas this programme should be monitored and continuously evaluated in cooperation between the Commission and the Member States in order to allow for readjustments, particularly in the priorities for implementing the measure; <u>whereas this assessment should include an external evaluation and be carried out by independent organisations;</u></p>
<p>12. Whereas, in accordance with the principles and proportionality as defined in Article 3b of the Treaty, the objectives of the proposed action concerning the contribution of European cooperation to quality education cannot be sufficiently achieved by the Member States because <i>inter alia</i> of the need for multilateral partnerships, multilateral mobility of people and Community-wide exchange of information, and can therefore be better achieved by the Community thanks to the transnational dimension of Community actions and measures; whereas this Decision does not go beyond what is necessary to achieve these objectives;</p>	<p>12. Whereas, in accordance with the principles and proportionality as defined in Article 3b of the Treaty, the objectives of the proposed action concerning the contribution of European cooperation to quality education cannot be sufficiently achieved by the Member States because <i>inter alia</i> of the need for multilateral partnerships, multilateral mobility of people and Community-wide exchange of information, and can therefore be better achieved by the Community thanks to the transnational dimension of Community actions and measures; whereas this Decision does not go beyond what is necessary to achieve these objectives; <u>whereas it is for the Member States to develop and strengthen arrangements in favour of the programme's target groups in order to make European Community action more effective;</u></p>
	<p>12a: <u>whereas it is essential to improve the ECTS system in order to ensure that mobility fully achieves its aims; whereas the higher education establishments taking part in the programme are invited to implement the ECTS system as widely as possible;</u></p>
<p>13. Whereas this Decision establishes, for the entire duration of the programme, a financial framework offering the budgetary authority the principal point of reference, within the meaning of point 1 of the Declaration by the European Parliament, the Council and the Commission of 6 March 1995<sup>19</sup>, during the annual budgetary procedure;</p> <p>14. Whereas an agreement on a <i>modus vivendi</i> between the European Parliament, the Council and the Commission concerning the implementing measures for acts adopted in accordance with the procedure laid down in Article 189b of the EC Treaty was reached on 20 December 1994<sup>20</sup>,</p>	

<sup>19</sup> OJ C 102, 4.4.1996, p. 4.

<sup>20</sup> OJ C 102, 4.4.1996, p. 1.

<p><b>HAVE DECIDED AS FOLLOWS:</b></p>	
<p style="text-align: center;"><i>Article 1</i></p>	
<p style="text-align: center;"><b>Establishment of the programme</b></p>	
<p>1. This Decision establishes the second phase of the Community action programme in the field of education "Socrates", hereinafter referred to as "this programme".</p> <p>2. This programme shall be implemented in the period starting on 1 January 2000 and ending on 31 December 2004.</p>	
<p>3. This programme shall contribute to the Community's knowledge policy through the implementation of a European education area fostering and development of lifelong education and training. It shall permit the development of the knowledge and skills conducive to the full exercise of citizenship.</p>	<p>3. This programme shall contribute to the <u>promotion of a Europe of knowledge by developing a European education area by fostering cooperation of the field of lifelong education and training.</u> It shall permit the development of the knowledge and skills conducive to <u>active citizenship and employability.</u></p>
<p>4. This programme shall support and supplement action taken by and in the Member States, while fully respecting their responsibility for the content of the education and the organisation of education systems, and their cultural and linguistic diversity.</p>	<p>4. This programme shall support and supplement action taken by and in the Member States, while fully respecting their responsibility for the content of education and the organisation of education <u>and training</u> systems, and their cultural and linguistic diversity.</p>
<p style="text-align: center;"><i>Article 2</i></p>	
<p style="text-align: center;"><b>Aims of the programme</b></p>	
<p>1. In order to contribute to the development of quality education, while fully respecting the responsibility of the Member States, the aims of the programme shall be:</p> <p>a) to strengthen the European dimension in education at all levels, in particular by granting wider access to European educational resources and through the teaching and dissemination of languages, while promoting <u>a better gender balance</u> throughout all fields of education;</p> <p>b) to promote cooperation in the field of education, in particular by encouraging exchanges between educational institutions and by promoting open and distance education;</p> <p>c) to help remove the obstacles to such cooperation, in particular by encouraging improvement in the recognition of diplomas and periods of study, and by developing the exchange of information;</p>	<p>1. In order to contribute to the development of quality education <u>and to stimulate lifelong education and training,</u> while fully respecting the responsibility of the Member States, the aims of the programme shall be:</p> <p>a) to strengthen the European dimension in education at all levels, in particular by granting wider access to European educational resources and through the teaching and dissemination of languages, while promoting <u>equal opportunities</u> throughout all fields of education;</p> <p>b) to promote cooperation in the field of education <u>and remove obstacles to this cooperation, notably by encouraging:</u></p> <ul style="list-style-type: none"> <li>- <u>teacher and student mobility,</u></li> <li>- <u>cooperation between education establishments,</u></li> <li>- <u>better recognition of diplomas and periods of education,</u></li> <li>- <u>better exchange of information;</u></li> </ul>



<p>d) to encourage innovation, <u>in particular where such innovation is associated with new technologies.</u></p>	<p>c) to encourage innovation <u>in the development of educational practices and materials, including through the use of new technologies.</u></p>
<p>2. In implementing these objectives, the Commission and the Member States shall ensure that action under the programme is consistent with the Community's other actions and policies, particularly with regard to employment, to the removal of inequalities, to equal opportunities for women and men, and to social policy.</p>	<p>2. In implementing these objectives, the Commission and the Member States shall ensure that action under this programme is consistent with the Community's other actions and policies, particularly with regard to employment, to the <u>removal of all forms of social discrimination and inequality</u>, to equal opportunities for women and men, <u>particularly by integrating this dimension into all initiatives through positive action</u>, and to social policy.</p>
<p><b>Article 3</b></p>	
<p><b>Community actions</b></p>	
<p>1. The aims of this programme shall be pursued through the following actions, the operational content and the application procedures of which are described in the Annex:</p> <ul style="list-style-type: none"> <li>a) School education (Comenius);</li> <li>b) Higher education (Erasmus);</li> <li>c) Other educational pathways (Grundtvig);</li> <li>d) Teaching and learning of languages (Lingua);</li> <li>e) Education and multimedia (Atlas);</li> <li>f) Observation and innovation;</li> <li>g) Joint actions;</li> <li>h) Accompanying measures.</li> </ul>	<p>e) Education and multimedia (<u>Minerva</u>)</p>
<p>2. The actions shall be implemented through the following types of measure, in the form of operations which may use several of them in combination:</p> <ul style="list-style-type: none"> <li>a) support for the mobility of people in the field of education in Europe;</li> <li>b) <u>promotion of virtual mobility in the context of education, particularly by promoting access to educational multimedia;</u></li> <li>c) support for the development of European-level cooperation networks permitting the mutual exchange of good practice;</li> <li>d) promotion of language skills and understanding of different cultures;</li> <li>e) support for innovatory pilot projects based on transnational partnerships designed to develop innovation and quality in education in order to create educational products, instruments of</li> </ul>	<p>b) <u>promotion of the use of and access to information and communication technologies in the field of education;</u></p>

<p>skills accreditation or in order to test out any new approach;</p> <p>f) the constant improvement of the Community terms of reference through support for the dissemination of good practice and through the observation and dissemination of innovation.</p>	<p>f) the constant improvement of the Community terms of references through:</p> <ul style="list-style-type: none"> <li>- <u>the observation and analysis of national education policies;</u></li> <li>- <u>the observation and dissemination of good practice and innovation;</u></li> <li>- <u>extensive exchanges of information.</u></li> </ul>
	<p><u>Particular attention shall be given to projects combining two or more different measures. Any project relating to the measures mentioned under a), b) c) and e) above must in principle include measures listed under d) as preparatory or follow-up action.</u></p>
<p style="text-align: center;"><i>Article 4</i></p> <p style="text-align: center;"><b>Access to the programme</b></p> <p>1. Under the conditions and in accordance with the definitions and arrangements for implementation specified in the Annex, this programme <u>is aimed in particular at:</u></p> <ul style="list-style-type: none"> <li>a) all pupils, students or other learners;</li> <li>b) all categories of staff involved in education;</li> <li>c) all types of educational institutions;</li> <li>d) the people and bodies responsible for education systems and policies at local, regional and national level within Member States.</li> </ul> <p>2. Public or private bodies cooperating with educational institutions may also take part or be actively involved in several actions under this programme, in particular:</p> <ul style="list-style-type: none"> <li>a) local and regional bodies and organisations;</li> <li>b) associations working the field of education, including parents' associations;</li> <li>c) companies and consortia, trade organisations and Chambers of Commerce and Industry;</li> <li>d) organisations of both sides of industry at all levels;</li> </ul>	<p style="text-align: center;"><i>Article 4</i></p> <p style="text-align: center;"><b>Access to the programme</b></p> <p>1. Under the conditions and in accordance with the definitions and arrangements for implementation specified in the Annex, this programme <u>is aimed at:</u></p> <ul style="list-style-type: none"> <li>a) all pupils, students or other learners;</li> <li>b) all categories of staff involved in education;</li> <li>c) all types of educational institutions;</li> <li>d) the people and bodies responsible for education systems and policies at local, regional and national level within Member States;</li> <li>e) local and regional bodies and organisations;</li> <li>f) associations working the field of education, including parents', <u>teachers' and students' associations</u>;;</li> <li>g) companies and consortia, trade organisations and Chambers of Commerce and Industry;</li> <li>h) organisations of both sides of industry at all levels;</li> </ul>

<p>e) research centres and bodies.</p> <p>3. Every Member State shall draw up a list of universities, types of schools and other educational institutions eligible to participate in the programme.</p>	<p>i) research centres and bodies.</p> <p>2. Every Member State shall draw up a list of universities, types of schools and other educational institutions eligible to participate in the programme.</p>
<p style="text-align: center;"><b>Article 5</b></p> <p style="text-align: center;"><b>Implementation of the programme and cooperation with the Member States</b></p> <p>1. The Commission shall ensure the implementation of the Community actions covered by this programme in accordance with the Annex.</p> <p>It shall consult both sides of industry and the competent associations in the field of education at European level and shall inform the Committee referred to in Article 7 of their opinions.</p> <p>2. In conjunction with the Member States, the Commission shall take the steps described in the Annex to make the best use of what has been achieved through the action undertaken under the first phase of the Socrates programme.</p>	
<p>3. The Member States shall take appropriate action to secure, nationally, the coordination, organisation and the follow-up needed for the attainment of the objectives of this programme, involving all the parties concerned by education in accordance with national practice.</p> <p>To this end, they shall set up an integrated management structure for the operational implementation of the programme's actions and shall ensure that appropriate information and publicity is provided on actions co-financed by the programme.</p>	<p>3. The Member States shall take appropriate action to secure, nationally, the coordination, organisation, follow-up <u>and evaluation</u> needed for the attainment of the objectives of this programme. <u>They shall involve all the parties concerned by education and shall take the steps necessary to optimise potential synergy with other Community programmes</u></p> <p>To this end, they shall set up an integrated management structure for the operational implementation of the programme's actions. <u>They shall also ensure that appropriate information and publicity is provided on actions co-financed by the programme.</u></p>
<p>4. Each Member State shall endeavour to take the necessary steps to ensure the efficient running of this programme and to take appropriate measures to remove any obstacles to access to it.</p>	<p>4. Each Member State shall endeavour to take the necessary steps to ensure the efficient running of this programme and to take appropriate measures to remove any obstacles to access to it, <u>particularly for less favoured people.</u></p>
<p>5. The Commission, in conjunction with the Member States, shall ensure the transition between these actions developed within the framework of the preceding "Socrates" programme in the field of education and those to be implemented under this programme.</p>	

<p style="text-align: center;"><i>Article 6</i></p> <p style="text-align: center;"><b>Joint actions</b></p> <p>As part of the process of building up a Europe of knowledge, the measures of this programme may be implemented as joint actions with <u>other Community actions forming part of the knowledge policy</u>, particularly Community programmes in the area of vocational training and youth-related matters.</p>	<p style="text-align: center;"><i>Article 6</i></p> <p style="text-align: center;"><b>Joint actions</b></p> <p>As part of the process of building up a Europe of knowledge, <u>and in conformity with the procedures set out in Art. 7 of the Decision</u>, the measures of this programme may be implemented as joint actions with <u>other Community programmes and actions, notably in the area of vocational training, youth, research and development, and new technologies</u>.</p>
<p style="text-align: center;"><i>Article 7</i></p> <p style="text-align: center;"><b>Committee</b></p> <ol style="list-style-type: none"> <li>1. The Commission shall be assisted by a committee composed of the representatives of the Member States and chaired by the representative of the Commission.</li> <li>2. The committee shall be assisted by two subcommittees in the areas of school education and higher education. They shall be composed of representatives of the Member States. The Commission shall ensure coordination between the committee and the subcommittees. Specific questions may be referred to the subcommittees for final decision.</li> <li>3. The representatives of the Commission shall submit to the committee a draft of the measures to be taken as regards: <ol style="list-style-type: none"> <li>a) the arrangements for implementing this programme, including where appropriate the annual plan of work for the implementation of the programme's actions;</li> <li>b) the criteria applicable for establishing the indicative breakdown of funds among the Member States for the purpose of the actions to be managed on a decentralised basis;</li> <li>c) the arrangements for evaluating the programme.</li> </ol> </li> <li>4. The committee shall deliver its opinion on the draft within a time-limit which the Chairman may lay down according to the urgency of the matter. The opinion shall be delivered by the majority laid down in Article 148 (2) of the Treaty in the case of decisions which the Council is required to adopt on a proposal from the Commission. The votes of the representatives of the Member States within</li> </ol>	

the Committee shall be weighted in the manner set out in the Article. The Chairman shall not vote.

5. The Commission shall adopt measures which shall apply immediately. However, if these measures are not in accordance with the opinion of the committee, they shall be communicated by the Commission to the Council forthwith.

In that event:

- the Commission may defer application of the measures which it had decided for a period of up to one month from the date of such communication;
- the Council, acting by a qualified majority, may take a different decision within the time-limit referred to in the first indent.

6. The Commission may consult the Committee on any other matter concerning implementation of the programme.

In that event, the Commission representative shall submit to the Committee a draft of the measures to be taken. The Committee shall deliver its opinion on the draft, within a time-limit which the Chairman may lay down according to the urgency of the matter, if necessary by taking a vote.

The opinion shall be recorded in the minutes; in addition, each Member State shall have the right to ask to have its position recorded in the minutes.

The Commission shall take the utmost account of the opinion delivered by the Committee. It shall inform the Committee of the manner in which its opinion has been taken into account.

#### *Article 8*

#### **Funding**

1. The financial resources for the implementation of this programme for the period specified in Article 1 shall be set at ECU 1 400 million.
2. The annual appropriations shall be authorised by the budgetary authority, within the limits of the financial perspectives.

<p style="text-align: center;"><b>Article 9</b> <b>Consistency and complementarity</b></p> <p>1. The Commission shall, in conjunction with the Member States, ensure overall consistency with other Community policies and actions. There shall be coordination between the activities of this programme and the other Community actions, <u>in particular those covered by the knowledge policy.</u></p>	<p style="text-align: center;"><b>Article 9</b> <b>Consistency and complementarity</b></p> <p>1. The Commission shall, in cooperation with the Member States, <u>and in full respect of the intrinsic and specific nature of each programme, ensure overall consistency and coordination between the programme activities and the other Community policies and actions, particularly those contributing to a Europe of knowledge in the area of education, training, youth, research and development, and innovation.</u></p>
<p>The Commission shall, in conjunction with the Member States, ensure consistency between implementation of this programme and the other Community actions relating to education in the area of culture and the audiovisual sector, the completion of the internal market, the information society, environment, consumer protection, SMEs, social policies, employment, and public health.</p>	<p>The Commission shall ensure in cooperation with the Member States consistency <u>and synergy</u> between the implementation of this programme and the other Community actions relating to youth in the area of culture, <u>research and development</u>, and the audiovisual sector, the completion of the internal market, the information society, environment, consumer protection, SMEs, social policies, employment, and public health.</p>
<p>The Commission shall ensure an efficient link-up between this programme and the programmes and actions in the area of education undertaken as part of the Community's external relations.</p>	
<p>2. The Commission and the Member States shall ensure that the measures of this programme are, as part of the implementation of the coordinated employment strategy, consistent with the orientations established <u>annually</u> for the employment guidelines and in conjunction with the other actions contributing to the implementation of the action plans.</p>	<p>2. The Commission and the Member States shall ensure that the measures of this programme will, as part of the implementation of the coordinated employment strategy, <u>contribute to the attainment of the objectives set in the European employment guidelines and to the drafting of national action plans.</u></p>
<p>3. The Commission and the Member States shall ensure consistency and complementarity between action undertaken under this programme and Community action under the Structural Funds.</p>	<p>3. The Commission and the Member States shall ensure consistency and complementarity between action undertaken under this programme and Community action under the Structural Funds. <u>They shall in particular facilitate the transfer and dissemination on a greater scale, through the Community Structural Funds, of innovative approaches and methods developed under this programme.</u></p>
<p style="text-align: center;"><b>Article 10</b></p> <p style="text-align: center;"><b>Participation of the associated Central and Eastern European countries, Cyprus, Turkey and Malta</b></p> <p>1. This programme shall be open to the participation of the associated Central and Eastern European countries (CEEC) in</p>	<p style="text-align: center;"><b>Article 10</b></p> <p style="text-align: center;"><b>Participation of the associated Central and Eastern European countries, <u>EFTA countries</u> members of the <u>EEA</u>, Cyprus, Turkey and Malta,</b></p> <p>1. This programme shall be open to the participation of the associated Central and Eastern European countries (CEEC) in</p>

<p>accordance with the conditions laid down in the Europe agreements or in existing or anticipated additional protocols governing the participation of these countries in Community programmes. This programme shall also be open to the participation, funded by additional appropriations, of Cyprus <u>under the same rules as those applied to the countries of the European Free Trade Association (EFTA) which belong to the European Economic Area (EEA)</u> according to the procedures to be agreed with this country. This programme shall also be open to participation by Turkey according to the procedures to be established with that country:</p> <p>2. This programme shall also be open to participation by Malta according to the procedures to be agreed with that country.</p>	<p>accordance with the conditions fixed in the Europe agreements or in existing or anticipated additional protocols governing the participation of these countries in Community programmes. <u>This programme shall also be open to the participation of the countries of the European Free Trade Association (EFTA) which belong to the European Economic Area (EEA).</u> This programme shall also be open to the participation, funded by additional appropriations, of Cyprus [...] according to the procedures to be agreed with this country. This programme is also open to participation by Turkey according to the procedures to be established with that country.</p> <p>2. This programme shall also be open to participation by Malta according to the procedures to be agreed with that country.</p>
<p style="text-align: center;"><i>Article 11</i></p> <p style="text-align: center;"><b>International cooperation</b></p> <p>The Commission shall strengthen its cooperation with non-Community countries and with the relevant international organisations, particularly the Council of Europe.</p>	<p style="text-align: center;"><i>Article 11</i></p> <p style="text-align: center;"><b>International cooperation</b></p> <p><u>Under this programme, the Commission shall strengthen its cooperation with non-Community countries and the relevant international organisations, particularly the Council of Europe. The activities covered by this article and the relevant funding arrangements will be decided in accordance with the procedures set out in Article 7 of the Decision.</u></p>
<p style="text-align: center;"><i>Article 12</i></p> <p style="text-align: center;"><b>Monitoring and evaluation</b></p> <p>1. The Commission shall continually monitor this programme in cooperation with the Member States.</p> <p>This monitoring shall be effected through the reports referred to in paragraph 3 and through specific activities.</p>	
<p>2. The Commission shall evaluate this programme periodically, in conjunction with the Member States. The evaluation shall seek to appraise the effectiveness of the actions implemented, by reference to the objectives set out in Article 2.</p>	<p>2. The Commission shall evaluate this programme periodically in cooperation with the Member States. The evaluation shall seek to appraise the <u>relevance, effectiveness and impact</u> of the actions implemented, by reference to the objectives set out in Article 2.</p>
<p>The evaluation will also examine the complementarity between actions under this programme and those pursued under other Community programmes, particularly those supported by the European Social Fund.</p>	

<p>In accordance with criteria established using the procedure described in Article 7 (3), there shall be periodical external evaluations of the results of the Community actions.</p>	
<p>3. Member States shall submit to the Commission by 31 December 2002 and 30 June 2005 respectively reports on the implementation and the impact of this programme.</p>	<p>3. Member States shall submit to the Commission by 31 December 2002 and 30 June 2005 respectively reports on the implementation, <u>the effectiveness and the impact of this programme, by reference to the objectives set out in Article 2, also with regard to the education systems and arrangements which exist in the Member States. Specific mention shall be made of the measures taken to combat all forms of discrimination and to promote equality of opportunity between men and women, and their impact in terms of participation in the programme.</u></p>
<p>4. The Commission shall submit to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions:</p> <ul style="list-style-type: none"> <li>- an interim evaluation report on the implementation of this programme no later than 30 June 2003;</li> <li>- the final report on the implementation of this programme, no later than 31 December 2005.</li> </ul>	<p>4. The Commission shall submit to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions:</p> <ul style="list-style-type: none"> <li>- an interim report, no later than 30 June 2003, <u>on the qualitative and quantitative aspects of the implementation of this programme,</u></li> <li>- the final report on the implementation of this programme, no later than 31 December 2005.</li> </ul>
<p style="text-align: center;"><b>Article 13</b></p> <p style="text-align: center;"><b>Entry into force</b></p> <p>This Decision shall enter into force on the date of its publication in the <i>Official Journal of the European Communities</i>.</p> <p>Done at Brussels,</p> <p>For the European Parliament The President</p> <p style="margin-left: 150px;">For the Council The President</p>	



ANNEX

**I. INTRODUCTION**

1. The actions proposed in this Annex contribute to the achievement of the objectives laid down in Article 2 of the Decision and implemented through the Community measures provided for in Article 3.
2. Provisions relating to the timetable, the conditions for the submission of applications and the eligibility criteria are published regularly by the Commission, following consultation of the programme committee, in the "Socrates Guidelines for Applications".
3. In the context of activities involving the mobility of persons, there should be some linguistic preparation so that the beneficiaries possess the necessary competence in the language(s) of the instruction in the host establishment.
4. As a general rule, Community financial assistance granted to the projects selected under this programme is intended to partially compensate for the estimated cost necessary to carry out projects and may cover a maximum period of three years, subject to an annual review of the results. Assistance may be granted in advance to enable preparatory visits to the projects in question.
5. The projects coordinated by universities under the various actions of the programme may form part of the "institutional contract" of the institutions concerned, provided for in Article 2.

6. In accordance with Article 2 paragraph 2 of the Decision, the projects selected must respect the principle of equal opportunities and avoid any type of exclusion. Positive actions may be introduced in some areas where such action is required. Projects giving special emphasis to multicultural aspects will be a priority, and the specific needs of disabled people should also be taken into account when establishing the amount of financial assistance.

6. In accordance with Article 2 paragraph 2 of the Decision, the projects selected must respect the principle of equal opportunities and avoid any type of exclusion. Positive actions may be introduced in some areas where such action is required. Projects giving special emphasis to multicultural aspects will be a priority, and the specific needs of disabled people should also be taken into account when establishing the amount of financial assistance. Special attention must be paid in all the actions of the programme to the dissemination of results.

## II. COMMUNITY ACTIONS

*This Annex contains two main types of actions:*

- *the first, Actions 1 - 3, are aimed at the three basic stages of lifelong education (school, university, others);*
- *the second, Actions 4 - 8, concern transversal measures such as languages, multimedia and the exchange of information, as well as matters of horizontal interest such as innovation, the dissemination of results, joint actions.*

### **ACTION 1 "COMENIUS" - SCHOOL EDUCATION**

**Action 1.1 School partnerships**

**Action 1.2 Staff involved in school education**

### **ACTION 2 "ERASMUS" - HIGHER EDUCATION**

**Action 2.1 European inter-university cooperation**

**Action 2.2 Mobility of students and teachers**

### **ACTION 3 "GRUNDTVIG" - OTHER EDUCATIONAL PATHWAYS**

**Action 3.1 New educational approaches**

**Action 3.2 Adult education**

### **ACTION 4 "LINGUA" - TEACHING AND LEARNING OF LANGUAGES**

### **ACTION 5 "ATLAS" - EDUCATION AND MULTIMEDIA**

### **ACTION 5 « MINERVA » - EDUCATION AND MULTIMEDIA**

### **ACTION 6 OBSERVATION AND INNOVATION**

**Action 6.1 Observation of education systems and policies**

**Action 6.2 New innovatory initiatives**

### **ACTION 7 JOINT ACTIONS**

### **ACTION 8 ACCOMPANYING MEASURES**

<p align="center"><b><u>ACTION 1 - "COMENIUS": SCHOOL EDUCATION</u></b></p>	<p align="center"><b><u>ACTION 1 - "COMENIUS": SCHOOL EDUCATION</u></b></p>
<p>Comenius seeks to reinforce the European dimension of school education, to encourage transnational cooperation and to promote the learning of languages.</p>	<p>Comenius seeks to reinforce the European dimension of school education, to encourage transnational cooperation, to promote the learning of languages <u>and to support intercultural understanding.</u></p>
<p>Comenius also promotes the creation of school partnership networks and partnership networks for the training of school education staff to enable cooperation on subjects of mutual interest, the dissemination of good practice and discussion of qualitative and innovatory aspects of school education. The staff training network is to be developed in close cooperation with the university "thematic networks" provided for in the Erasmus action.</p>	
<p><b>Action 1.1: School partnerships</b></p>	
<p>1. The Community encourages the creation of multilateral partnerships between schools by making use of the facilities offered by multimedia and by encouraging in particular those which also involve teacher training establishments, local authorities and businesses, as well as parents.</p>	
<p>2. Schools taking part in one or more of the activities contained in this Action shall submit a "Plan for inter-school cooperation in Europe" covering all the activities proposed. The plans shall be examined by the national structures set up in accordance with Article 5, paragraph 3, of the Decision, involving with due respect for national systems, the supervisory bodies at regional and local level, on the basis of the guidelines established by the Commission in consultation with the programme committee.</p>	
<p>3. <u>Activities eligible for Community assistance may include the following:</u></p> <p>a) <u>partnerships involving:</u></p> <ul style="list-style-type: none"> <li>- the mobility of teachers to prepare and monitor partnerships to teach abroad, including in-company placements;</li> <li>- the development of teaching</li> </ul>	<p>3. <u>School partnerships may obtain Community financial support to carry out educational projects with a European dimension, particularly those involving:</u></p> <p>a) <u>the following activities:</u></p> <ul style="list-style-type: none"> <li>-the mobility of teachers to prepare and monitor partnerships to teach abroad, including in-company placements;</li> <li>- the involvement of pupils in partnership</li> </ul>

<p>material and the exchange of good practice;</p> <ul style="list-style-type: none"> <li>- the involvement of pupils in partnership activities, <u>including</u> mobility for a limited number of them;</li> </ul> <p>b) <u>partnerships</u> aimed specifically at <u>promoting</u> the Community's official languages. The partnerships may in exceptional circumstances be bilateral if they target the less widely used languages and may also include exchanges of pupils in addition to the activities referred to in point (a);</p> <p>c) cooperation projects meeting the specific needs of the children of migrant workers, gypsies and travellers and itinerant workers.</p>	<p>activities, <u>as well as</u> mobility for a limited number of them;</p> <ul style="list-style-type: none"> <li>- the development of teaching material and the exchange of good practice;</li> </ul> <p>b) activities aimed specifically at promoting the <u>teaching and learning of the Community's official languages, including Irish and Luxembourgish</u>. These partnerships may in exceptional circumstances be bilateral if they target the less widely used languages or <u>languages of neighbouring countries which are less widely used and taught in the partner countries</u>, and may also include exchanges of pupils in addition to the activities referred to in point (a);</p> <p>c) cooperation projects meeting the specific needs of the children of migrant workers, gypsies and travellers and itinerant workers.</p>
<p><b>Action 1.2: Staff involved in school education</b></p> <ol style="list-style-type: none"> <li>1. This action seeks to contribute to the career development of staff working in the school education sector, by reinforcing the European dimension in initial and continuing training.</li> <li>2. The Community supports multilateral projects from establishments and bodies involved in the training of educational staff, also by making use of the facilities offered by multimedia. The participation of schools and other players involved in the field of education - such as parents' representatives - and socio-economic affairs is encouraged, as is the involvement of supervisory bodies at regional and local level, where appropriate.</li> </ol>	
<p>3. Activities eligible for Community assistance in the context of the partnerships referred to above may include the following</p> <ul style="list-style-type: none"> <li>a) the development and/or adaptation of curricula, teaching material or European modules;</li> <li>b) aspects of school management;</li> <li>c) the mobility of school staff - future or already in service - for the purpose of initial or continuing teacher training, including practical training periods and language assistantships in schools or adult education centres;</li> </ul>	<p>3. Activities eligible for Community assistance in the context of the partnerships referred to above may include the following</p> <ul style="list-style-type: none"> <li>a) the development and/or adaptation of curricula, teaching material or European modules;</li> <li>b) <u>exchanges of information on aspects of school management</u>;</li> <li>c) the mobility of school staff - future or already in service - for the purpose of initial or continuing teacher training, including practical training periods and language assistantships in schools or adult education centres;</li> </ul>

<p>d) aspects of specific training relating to the integration of the children of migrant workers, gypsies and travellers and itinerant workers.</p>	<p>d) aspects of specific training relating to the integration of the children of migrant workers, gypsies and travellers and itinerant workers;</p> <p>d(a)(new): <u>aspects concerning specific training designed to ensure intercultural and multicultural education;</u></p> <p>d(b)(new): <u>aspects concerning specific training aimed at social integration, equality of opportunity and the education of children at risk.</u></p>
<p><b><u>ACTION 2 - "ERASMUS" : HIGHER EDUCATION</u></b></p> <p>Erasmus seeks to reinforce the European dimension of higher education at all levels and to encourage transnational cooperation between universities.</p> <p>Participating universities conclude "institutional contracts" with the Commission covering all the activities approved.</p>	
<p>Erasmus also promotes the development and consolidation of thematic networks enabling universities to cooperate on topics relating to one or more disciplines or on matters of mutual interest in order to facilitate the spread of good practice, encourage discussion of qualitative and innovative aspects of higher education, improve teaching methods and stimulate the development of joint programmes and specialised courses. The involvement of representatives of learned societies, professional and socio-economic circles is encouraged.</p>	<p>Erasmus also promotes the development and consolidation of thematic networks enabling universities to cooperate on topics relating to one or more disciplines or on matters of mutual interest in order to facilitate the spread of good practice, encourage discussion of qualitative and innovative aspects of higher education, improve teaching methods and stimulate the development of joint programmes and specialised courses. The involvement of representatives of learned societies, professional and socio-economic circles is encouraged. <u>The dissemination of the results obtained by thematic networks will be especially encouraged.</u></p>
<p><b>Action 2.1: European inter-university cooperation</b></p> <p>1. The Community supports inter-university cooperation activities carried out by universities in conjunction with partners in other Member States, with the participation, where appropriate, of other players involved in education and the socio-economic world.</p> <p>2. The following inter-university cooperation activities, which should, wherever possible, make use of the facilities offered by multimedia, are eligible for Community assistance under the "institutional contract" referred to above:</p> <p>a) the organisation of mobility of students, teachers and other members of university staff involved in</p>	

<p>European cooperation;</p> <p>b) joint development and implementation of curricula, modules, intensive courses or other curricula activities, in particular multidisciplinary activities, including the teaching of subjects in other languages;</p> <p>c) consolidation of the European Credit Transfer System (ECTS), designed to facilitate academic recognition.</p>	
<p><b>Action 2.2: Mobility of students and university teachers</b></p> <p>1. The Community encourages the mobility of students and teachers between the Member States, organised in the framework of "institutional contracts".</p> <p>2. Students benefiting from mobility and spending periods of study in another Member State, such periods being fully recognised under the inter-university agreements forming part of the institutional contracts, will be considered as Erasmus students, regardless of whether or not an "Erasmus grant" has been allocated in accordance with point 3 below. The host universities will not charge tuition fees to Erasmus students and any loans or grants which they might receive will continue to be paid during their stay abroad.</p>	
<p>3. The Community encourages the mobility of students and teachers by providing financial support under Erasmus.</p>	<p>3. The Community encourages the mobility of students and teachers by providing financial support under Erasmus. <u>As regards student selection, due account must be taken not only of applicants' competencies but also of their financial circumstances, in accordance with the relevant definition of these circumstances in the national provisions on support.</u></p>
<p><b><u>ACTION 3 - "GRUNDTVIG": OTHER EDUCATIONAL PATHWAYS</u></b></p> <p>The Grundtvig Action seeks to encourage lifelong learning, in particular by offering - as a complement to Actions 1 (school education) and 2 (higher education) - other educational pathways for all citizens desirous of acquiring new knowledge. The Action is targeted <u>in particular</u> at young people who have left the school system with insufficient basic training, those who wish to begin or resume formal studies after a break from the education system and adults wishing to acquire or improve their</p>	<p><b><u>ACTION 3 - "GRUNDTVIG": OTHER EDUCATIONAL PATHWAYS</u></b></p> <p>The Grundtvig Action seeks to encourage lifelong learning, in particular by offering - as a complement to Actions 1 (school education) and 2 (higher education) - other educational pathways for all citizens desirous of acquiring new knowledge and skills. The Action is targeted <u>both</u> at young people who have left the school system with insufficient basic training, at those who wish to begin or resume formal studies after a break from the education system and at adults wishing to acquire or improve their knowledge and skills.</p>

<p>knowledge for personal reasons.</p>	<p><u>The action targets people taking part in the development of a democratic society who wish to acquire intercultural skills with this in mind.</u></p>
<p>Grundtvig thus encourages the creation of European networks to strengthen the links between the various parties involved in this area to enable them to cooperate on a more stable basis on matters of mutual interest.</p>	
<p><b>Action 3.1 : New educational approaches</b></p> <p>1. This action seeks to encourage initiatives aimed at developing more flexible, less formal educational methods which are more suited to the specific needs of each individual wishing to acquire recognised skills or qualifications..</p>	
<p>2. Community financial assistance may be granted to particular for projects seeking to promote:</p> <p>a) the development of new educational approaches, making use in particular of multimedia;</p> <p>b) the development of appropriate teaching material;</p> <p>c) the dissemination of innovatory approaches and good practice;</p> <p>d) the development of accreditation, validation or certification schemes for skills acquired in this manner;</p> <p>e) the training of educational staff working in this sector.</p>	<p>2. Community financial assistance may be granted to particular for projects seeking to promote:</p> <p>a) the development of new educational approaches, <u>such as the design of modules and the use of multimedia;</u></p> <p>b) the development of appropriate teaching material;</p> <p>c) the dissemination of innovatory approaches and good practice;</p> <p>d) the development of accreditation, validation or certification schemes for skills acquired in this manner;</p> <p>e) the <u>initial and in-service</u> training of educational staff working in this sector.</p>
<p><b>Action 3.2 : Adult education</b></p> <p>1. The aim of this action is to improve the quality of education available to adult learners, in particular by reinforcing cooperation between the various bodies working in this field, and to strengthen the European dimension of adult education by highlighting the richness of the linguistic and cultural diversity of nations, thus developing a sense of belonging to a European citizenship.</p>	<p><b>Action 3.2 : Adult education</b></p> <p>1. The aim of this action is to improve the quality of education available to adult learners, in particular by reinforcing cooperation between the various bodies working in this field, and to strengthen the European dimension of adult education, <u>including participation in the development of a democratic society,</u> by highlighting the richness of the linguistic and cultural diversity of nations, thus developing a sense of belonging to a European citizenship.</p>
<p>2. The Community supports projects developed by multilateral partnerships whose purpose is in particular to:</p>	<p>2. The Community supports projects developed by multilateral partnerships whose purpose is in particular to:</p>

<p>a) stimulate adults' individual demand for learning, so that they continue to remain active participants in a society undergoing rapid change;</p>	<p>a) stimulate adults' demand for <u>and participation in learning</u>, so that they continue to remain active participants in a society undergoing rapid change;</p>
<p>b) develop support services for adult learners and the providers of such education;</p> <p>c) develop teaching material which may be adapted to multimedia methods of learning and to exchange good practice;</p> <p>d) develop accreditation, validation or certification schemes for the skills acquired;</p> <p>e) support the training of educational staff working in this sector.</p>	<p>b) develop support services for adult learners and the providers of such education, <u>and provide information and guidance</u>;</p> <p>c) develop <u>and exchange</u> teaching material which may be adapted to multimedia methods of learning and to exchange good practice;</p> <p>d) develop accreditation, validation or certification schemes for the skills acquired;</p> <p>e) improve the <u>initial and in-service</u> training of educational staff working in this sector.</p>
<p style="text-align: center;"><b><u>ACTION 4 - "LINGUA": TEACHING AND LEARNING OF LANGUAGES</u></b></p> <p>1. The aim of this action is to enable the Commission, in partnership with the Member States, to ensure the coordination and consolidation of measures relating to the learning of languages, with a view to promoting and maintaining linguistic diversity within the Community, helping to improve the quality of language teaching and learning and promoting easy access to lifelong language learning opportunities tailored to individual requirements.</p> <p>2. In this context, language teaching covers the teaching and learning as foreign languages of all the official languages of the Community, including Irish and Luxembourgish. Special attention will usually be given throughout the whole programme to the teaching of the least widely used and taught languages of the Community.</p> <p>3. Community financial assistance may be allocated in the context of this action to general transnational language-learning projects and activities, such as in particular:</p> <ul style="list-style-type: none"> <li>- awareness-raising activities,</li> <li>- activities seeking to promote and/or spread innovations such as the early learning of languages or multilingual comprehension,</li> <li>- the development and exchange of curricula, innovatory teaching material and methods and instruments for the recognition of language proficiency,</li> <li>- the networking of national, regional or local resource centres.</li> </ul>	



ACTION 5 - "MINERVA": EDUCATION AND MULTIMEDIA	ACTION 5 "MINERVA" : EDUCATION AND MULTIMEDIA
<p>1. The aim of this action is to ensure the coordination and consolidation of measures relating to open and distance education and the use of new information and multimedia communication technologies in the field of education. All these measures serve a dual purpose: to promote better understanding and the critical, responsible use of tools and methods which apply new technologies, and, at European level, to promote the access to and enhance the availability of improved educational resources.</p> <p>2. Community financial assistance may be granted under this action to general transnational projects for the use of new technologies and/or the development of open and distance education, in particular in the context of three types of measure:</p> <ul style="list-style-type: none"> <li>- projects and studies dealing with understanding the innovatory processes under way and the development of quality criteria, in particular with regard to educational multimedia products,</li> <li>- projects to develop pilot modules, methodologies and multimedia resources,</li> </ul>	
<ul style="list-style-type: none"> <li>- projects to develop information services and systems on educational multimedia resources, and communication systems to support the exchange of ideas and experience, including the networking of resource centres, experts, decision-makers and project coordinators on subjects of mutual interest.</li> </ul>	<ul style="list-style-type: none"> <li>- projects to develop information services and systems on educational multimedia resources, and communication systems to support the exchange of ideas and experience, <u>including the creation of multi-lingual European school television</u>, the networking of resource centres, experts, decision-makers and project coordinators on subjects of mutual interest.</li> </ul>
<p style="text-align: center;"><b><u>ACTION 6 : OBSERVATION AND INNOVATION</u></b></p> <p><b>Action 6.1. Observation of education systems and policies</b></p> <p>1. The present action contributes to the transparency of education systems in Europe through the exchange of information and experience and turns the specificity of national systems into a source of quality European education. It is based on arrangements involving a variety of activities to be linked together and supported by the Community:</p> <ul style="list-style-type: none"> <li>- creation of Community terms of reference,</li> <li>- development of indicators and evaluation of the quality of education, in particular through the networking of the bodies involved and pilot projects,</li> </ul>	

<ul style="list-style-type: none"> <li>- development and upkeep of databases of innovatory experiments,</li> <li>- linking up the organisations engaged in analysing educational systems and policies,</li> <li>- studies and pilot projects on the recognition of diplomas, qualifications and periods of learning at all educational levels in other Member States.</li> </ul> <p>2. Community support is also granted to:</p> <ul style="list-style-type: none"> <li>- the European education information network Eurydice, comprising the European unit and national units, set up by the Commission and the Member States respectively, to enable it to make a full contribution to the implementation of this action,</li> <li>- the organisation of and participation in ARION multilateral study visits,</li> <li>- the Community network of national academic recognition information centres NARIC, in order to enable the intensive exchange of information between the various parts of the network and the launch of pilot projects on matters of mutual interest designed to facilitate recognition.</li> </ul> <p>3. Close cooperation with the Statistical Office of the European Communities (Eurostat) is ensured in the implementation of the action.</p>	<ul style="list-style-type: none"> <li>- development and upkeep of databases of innovatory experiments, <u>e.g. the Ortelius information system;</u></li> </ul>
<p><b>Action 6.2 New innovatory initiatives</b></p> <p>In addition to the cooperation activities provided for in the various actions of the present programme, the Community also supports transnational projects aimed at developing innovations in one or more specific sectors of education. The subjects given priority are reviewed regularly to enable adaptation to the new requirements which will emerge during the period covered by this programme.</p>	
<p style="text-align: center;"><b><u>ACTION 7: JOINT ACTIONS</u></b></p> <p>1. For the joint actions described in Article 6 of this Decision, Community support may be provided for joint actions with other actions under the knowledge policy, in particular Community vocational training and youth programmes designed to widen access to knowledge.</p>	<p style="text-align: center;"><b><u>ACTION 7: JOINT ACTIONS</u></b></p> <p>1. For the joint actions described in Article 6 of this Decision, Community support may be provided for joint actions with other <u>Community programmes and actions which contribute to a Europe of knowledge,</u> in particular Community vocational training and youth programmes designed to widen access to knowledge.</p>
<p>2. Coordination between the three programmes can be achieved by common calls for proposals. The Commission intends in particular to develop a joint information and observation arrangement with regard to good practice in the field of knowledge, and joint actions on education</p>	

<p>and training multimedia. These projects may encompass a range of measures covering several sectors, including education. They may be supported in a complementary manner by various Community programmes.</p>	
<p>3. Appropriate steps, a significant one being the setting up of European knowledge centres, will be taken to ensure regional and local contact and interaction between the players taking part in this programme and in vocational training and youth-related programmes. This will contribute to the implementation of a policy of lifelong learning in the regions and local districts concerned.</p>	<p>3. Appropriate steps, e.g. the setting up of European knowledge centres, will be taken to ensure regional and local contact and interaction between the players taking part in this programme and other Community programmes, particularly those relating to vocational training and youth-related programmes. This will contribute to the implementation of a policy of lifelong learning in the regions and local districts concerned</p>
<p><b><u>ACTION 8 : ACCOMPANYING MEASURES</u></b></p>	
<p>1. Financial assistance may be granted to initiatives aimed at promoting the objectives of this programme, provided that such initiatives are not eligible for assistance under other actions of the programme. Community assistance may be given to the following:</p> <ul style="list-style-type: none"> <li>- awareness-raising activities to promote cooperation in the field of education, including support for the organisation of the 'Europe in the school' competition in cooperation with the Council of Europe,</li> <li>- activities aimed at training the persons involved in the management of European cooperation projects in the field of education,</li> <li>- transnational activities carried out by associations and other non-governmental bodies active in the field of education,</li> <li>- conferences and symposia on innovations in the sectors targeted by the programme,</li> </ul>	
<ul style="list-style-type: none"> <li>- measures to optimise and disseminate the results of projects and activities carried out with the support of this programme or its previous phase, including by means of instruments such as the Ortelius information system</li> </ul>	<ul style="list-style-type: none"> <li>- measures to optimise and disseminate the results of projects and activities carried out with the support of this programme or its previous phase [...].</li> </ul>
<p>2. Community assistance may be provided to carry out the information activities necessary to implement the programme, support the activities of the integrated management structures set up by the Member States in accordance with Article 5 of the Decision, and to ensure an effective monitoring and evaluation system of the actions contained in this Annex.</p>	

<p>3. In carrying out the programme the Commission can have recourse to technical assistance organisations the financing of which may be provided for within the overall envelope for the programme. It can, under the same conditions, have recourse to experts. Furthermore, the Commission will be able to organise seminars, colloquia or other meetings of experts, likely to facilitate the implementation of the programme. The Commission can also take forward information, publication and dissemination actions.</p>	
<p><b>III. <u>PROCEDURES FOR THE SUBMISSION AND SELECTION OF PROJECTS</u></b></p> <p>Procedures for the proposal and selection of the projects referred to in this Annex are as follows:</p>	
<p>1. Requests for financial assistance for projects submitted under actions 1.1 and 1.2 point 3(c), which are considered decentralised, as well as for preparatory visits under all actions except action 2, shall be submitted to the integrated management structures designated by the Member States in accordance with Article 5(3) of the Decision. These structures shall select the projects and allocate financial assistance to the selected projects in accordance with the general guidelines established under Article 7(3) of the Decision</p> <p>2. The awarding of the financial assistance provided for in action 2.2 point 3 to students and academic teachers carrying out mobility assignments within the institutional contracts mentioned in action 2.1, shall be carried out by the integrated management structures designated by the Member States in accordance with Article 5(3) of the Decision, in accordance with the general guidelines established under Article 7(3) of the Decision.</p>	
<p>3. Requests for financial assistance for projects mentioned in other parts of the programme, considered to be centralised, shall be submitted to the Commission which will forward them to the integrated management structures. Decisions on financial assistance for projects shall be taken by the Commission after receiving the opinion of the Committee in accordance with Article 7(6) of the Decision.</p>	

#### **IV. FINANCIAL PROVISIONS**

1. The Community funds intended to provide financial support under actions 1.1, 1.2 point 3(c) and 2.2 point 3, will be shared out between the Member States according to the formulas contained in point 5.
2. The Community funds thus distributed shall be administered by the national structures provided for in Article 5(3) of the Decision. These structures shall also ensure coordination with the financial resources available in the Member States aimed at encouraging participation in European cooperation activities.
3. The Commission, acting in cooperation with the Member States, shall take the necessary measures to encourage balanced participation at Community, national and regional level, and, in the case of higher education, in the various fields of study. The proportion allocated to these measures must not exceed 10 % of the annual budget for financing each of the actions in question.
4. In order to ensure as wide a distribution as possible in each Member State, and the efficient monitoring and exchange of experience between the projects and the activities supported, national structures shall be encouraged to work in close cooperation with the appropriate authorities at regional and local level in their respective countries. They may, in cooperation with the Commission, take initiatives aimed at promoting an equitable participation of the various establishments at national or regional level, in particular through the dissemination of information and awareness-raising activities.

##### **5. Distribution formula for:**

###### ***action 1.1***

###### ***action 1.2 point 3(c)***

###### ***action 2.2 point 3***

- (a) a minimum amount to be determined in accordance with budgetary availability will be allocated to each Member State;
- (b) the remainder will be allocated to the various Member States on the basis of:
  - (i) the country's per capita gross domestic product;
  - (ii) the distance between the Member State of origin and the host Member State;
  - (iii) the country's total number of:
    - pupils and teachers in school education for action 1.1 and action 1.2 point 3(c),
    - students in higher education for action 2.2

point 3 (students). The number of graduates could also be taken into account,

- teachers in higher education for action 2.2 point 3 (teachers).

6. The arrangements for the allocation of funds to each Member State for the support of preparatory visits shall be decided on by the Commission, after receiving the opinion of the Committee in accordance with Article 7(6) of the Decision.

## **V. DEFINITIONS**

For the purposes of this programme:

- **lifelong learning** means the education and training opportunities offered to individuals throughout their lives to enable them continually to update their knowledge and skills,
- **decision-makers** includes staff with managerial, assessment, training, guidance and inspection duties in the field of education, persons responsible for this area at local, regional and national level and within the ministries,
- **open and distance education** means any type of education involving the use of traditional or advanced information and communication technologies and services, backed up by individualised counselling and tutoring,
- **pupil** means persons enrolled in that capacity at a school,
- **teacher/educational staff** means persons who through their duties are involved directly in the educational process in the Member States, in accordance with the organisation of their respective education system,
- **company** means all companies in the public or private sector whatever their size, legal status or the economic sector in which they operate, and all types of economic activities, including the social economy,
- **school** means all types of institutions providing school education, whether providing general (nursery, primary or secondary), vocational or technical education,
- **student** means persons registered in universities, whatever their field of study, in order to follow higher education studies leading to a degree or diploma, up to and including the level of doctorate,
- **“virtual mobility”** means all the resources, methods, services and simulations which make it possible,

[...]

through the use of information technologies and telecommunications networks, to gain access to information available in other places, exchange ideas and cooperate with geographically distant partners;

- both sides of industry at national level means employers' and workers' organisations in conformity with national laws and/or practices; at Community level means employers' and workers' organisations taking part in the social dialogue at Community level,
- European knowledge centre is the term used to denote a grouping together at regional or local level of actors participating in the present programme and the Community programmes in the fields of vocational training and youth, for the purpose of supporting regional or local lifelong learning policies in particular by means of disseminating information and results and promoting active interaction across the three programmes,
- Community terms of reference means all the analyses, studies, surveys and identification of good practice which make it possible to locate, at Community level, the relative position of the various Member States and the progress made on a given subject or in a given area,
- university means any type of higher education institution which offers qualifications or diplomas at that level, whatever such establishments may be called in the Member States.

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