III

(Notices)

COMMISSION

THE COMMUNITY ACTION PROGRAMME IN THE FIELD OF EDUCATION — SOCRATES

GENERAL CALL FOR PROPOSALS 2001

(closing date for certain actions is 1 November 2000)

(2000/C 275/11)

(Text with EEA relevance)

I. INTRODUCTION

1. The increased importance of education, training and lifelong learning for the European Union

The Lisbon European Council of 23 to 24 March 2000 has placed the development of the knowledge-based society, as the key to long-term competitiveness and the personal aspirations of its citizens, at the top of the Union's policy agenda. Education and training have a crucial role to play in this regard. As the Community's action programme in the field of education, 'Socrates' will contribute fully to achieving the policy objectives set out in Lisbon.

In doing so, it will help to fulfil the obligation of the Member States, enshrined in the preamble to the Treaty of Amsterdam, to provide Europe's citizens with the highest possible quality of education and with opportunities to update this knowledge constantly throughout their lives. Giving practical expression to the principle of lifelong learning will therefore be the guiding principle for the second phase of Socrates, which is now being launched.

2. The second phase of the Socrates programme

The decision establishing the second phase of the Socrates programme was adopted by the European Parliament and Council on 24 January 2000 (Decision No 253/2000/EC). The programme covers the 2000 to 2006 period and has a budget (EU-15) of EUR 1 850 million. In addition to the 15 Member States of the European Union, the programme is also open to participation by the EFTA-EEA countries (1) within the context of the Agreement on the European Economic Area, and the accession candidate countries (2).

During the period covered by the present call for proposals, applications may be submitted with regard to activities involving persons and institutions in all of these countries. Grants will be awarded in respect of participation of those countries which are not EU Member States provided that the relevant legal agreement between the European Community and the country concerned is concluded sufficiently early in the process of selecting the applications for support. This is expected to be the case for almost all of the countries in question (3). The latest information in this regard is available on request from the Socrates National Agencies (see list in Section VII).

A full description of the Socrates programme and the grants available under each of the programme's actions appears in the Guidelines for applicants (edition of June 2000), which has been completely revised for the second phase of the programme and which is available at the addresses indicated in Sections VI and VII. It is expected that the guidelines document will remain valid for several years. The guidelines will be supplemented by annual calls for proposals and also by specific calls for proposals relating to certain actions within the programme.

The calls for proposals, of which this document is the first, set out important additional information such as the closing dates for submitting applications and any specific annual priorities, whether applicable to all participating countries or, in the case of the actions managed on a decentralised basis, to specific countries only. The Guidelines for applicants and call for proposals should therefore be read in conjunction with one another. Together they contain all the information needed in order to apply for Socrates grants.

3. The challenge of the new technologies, and the ‘eLearning’ initiative

In its second phase, Socrates will provide increased support for mobility and exchanges, cooperation projects and networks of many kinds in all sectors of education. Particular importance will be attached to a wide range of activities designed to help the field of education embrace information and communication technology and to exploit to the full the potential of this technology for improving educational quality and innovation.

(1) Iceland, Liechtenstein and Norway.
(2) Bulgaria, Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, the Slovak Republic, Slovenia and Turkey.

(3) It is possible that the formal decision to open the programme to Turkey may not be adopted in time to meet the deadlines contained in the present call.
In this way, Socrates will be an important player in implementing the initiative of the European Commission ‘eLearning: Designing tomorrow’s education’, presented to the Education Council on 8 June 2000 (1). The purpose of this initiative, in the fields of education and training, is to complement and give concrete expression to the eEurope action plan, launched by the European Commission in order to respond to the challenges posed by the information and knowledge-based society.

The concrete action lines of the eLearning initiative are as follows:

— a concerted effort to equip educational establishments with this technology (a task to be accomplished first and foremost by the Member States),
— steps to provide staff at all levels with the necessary training,
— development of services and multimedia packages of high quality,
— the creation and networking of centres where knowledge in this field can be acquired.

In October 2000, a Commission working document will comprehensively describe all the actions planned at Community level to support the eLearning initiative.

For further information, please refer to the website of the Directorate-General for Education and Culture: http://europa.eu.int/comm/education/progr.html

4. The European Year of Languages 2001

Adopted by the European Parliament and the Council in June 2000, the European Year of Languages in 2001 provides for a wide range of activities and events all over Europe designed to emphasise the benefits to all citizens of learning foreign languages throughout their lifetime (2). Specifically, its objectives are:

— to raise awareness of the richness of linguistic diversity within the European Union,
— to publicise the advantages of skills in a range of languages, in personal development, in intercultural understanding, in European citizenship and in enhancing the economic potential of individuals, enterprises and society,
— to encourage the lifelong learning of languages and related skills, and
— to collect and disseminate information about the teaching and learning of languages, and about skills, methods and tools which assist it and/or facilitate communication between users of different languages.

The promotion of language learning is a key objective of the Socrates programme, and many actions of the programme-specifically target it. In order to mark the European Year, applications under any Socrates action will be given priority in the period covered by the present call, if they concern topics which are of relevance for the themes of the European Year. More specific arrangements will apply under some of the Socrates actions, as indicated below. The Eurydice information network on education in Europe (Socrates Action 6.1.B) will publish during the year 2001 a special survey on the teaching of foreign languages in 29 countries.

For further information on the European Year of Languages, please refer to the website of the Directorate-General for Education and Culture: http://europa.eu.int/comm/education/languages/index.html

II. THE ACTIONS OF THE SOCRATES PROGRAMME

The Socrates programme promotes cooperation under eight actions, summarised below. More detailed descriptions can be found in the Guidelines for applicants.

— **Comenius** seeks to enhance the quality and reinforce the European dimension of school education by encouraging transnational cooperation between schools and contributing to improved initial and in-service training of staff directly involved in the school education sector, and to promote the learning of languages and intercultural awareness,

— **Erasmus** seeks to enhance the quality and reinforce the European dimension of higher education, by encouraging transnational cooperation between higher education institutions, promoting mobility for students and higher education teaching staff, and improving transparency and academic recognition of studies and qualifications throughout the Union,

— **Grundtvig** seeks to enhance the quality, European dimension, availability and accessibility of lifelong learning through adult education in the broadest sense, to promote improved educational opportunities for those leaving school without basic qualifications, and to encourage innovation through alternative learning pathways. In addition to learning within the formal educational system, this also includes learning that takes place on an informal or autonomous basis,

— **Lingua**, for the teaching and learning of languages, supports the other Socrates actions through measures designed to encourage and support linguistic diversity throughout the Union, to contribute to an improvement in the quality of language teaching and learning, and to promote access to lifelong language learning opportunities appropriate to each individual’s needs.

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(2) Call for proposals 2000/C 257/06 (EAC/66/00) (OJ C 257, 8.9.2000, p. 6).
— Minerva promotes European cooperation in the field of open and distance learning (ODL) and information and communication technology (ICT) in education. It does so by promoting a better understanding among teachers, learners, decision-makers and the public at large of the implications of ODL and ICT for education; by helping to ensure that pedagogical considerations are given proper weight in the development of ICT and multimedia-based educational products and services; and by promoting access to improved methods and educational resources in this field.

— observation and innovation in education systems and policies contributes to improving the quality and transparency of education systems and furthering the process of educational innovation in Europe through the exchange of information and experience, the identification of good practice, the comparative analysis of systems and policies, and the discussion and analysis of matters of common educational policy interest. Alongside other activities, this action includes support for the Eurydice and NARIC networks, and the ARION study visits.

— joint actions linking Socrates with other Community programmes, such as Leonardo da Vinci for vocational training, and the Youth programme.

— accompanying measures supporting a range of initiatives that contribute to the overall objectives of the programme, by means of awareness-raising and information activities, dissemination and training activities, and activities undertaken by associations or non-governmental bodies.

Grants are also available to enable appropriate members of staff from eligible institutions to undertake preparatory activities in another participating country in order to lay the foundations for future projects or networks. Details of these grants are available from national agencies, which will also provide information on any preparatory seminars that may be scheduled during the period covered by the present call.

All actions of the programme emphasise equal opportunities in their respective objectives, from the point of view of the two basic aspects of this issue: promoting equality between women and men, and helping to combat inequality linked to social exclusion (disadvantage for reasons of socioeconomic circumstances, culture, race or disability).

III. ANNUAL PRIORITIES

The Socrates Guidelines for applicants (June 2000 edition) set out the eligibility criteria and the main selection criteria and priorities of a more permanent nature that are applied when assessing requests for financial support within the programme. For certain actions, however, some additional priorities, which change from year to year, may also be defined. Such additional priorities are set out below, for the period covered by the present call for proposals.

Whereas for some actions within the programme there are no additional priorities this year, over and above those set out in the Guidelines for applicants for other actions there are several such additional priorities. This is particularly the case for Comenius 2 (training of school education staff), which has undergone considerable restructuring in the second phase of Socrates, notably to incorporate actions which were formerly part of Lingua.

Attention is also drawn to the particular importance attached to activities involving the new information and communication technologies (in the context of the eLearning initiative) and to activities related to the teaching and learning of languages (in view of the designation of 2001 as the European Year of Languages), as described in Section I of this document.

COMENIUS: SCHOOL EDUCATION

In addition to the selection criteria and priorities indicated in the Socrates Guidelines for applicants, attention is drawn to the following priorities during the period covered by the present call for proposals:

— COMENIUS 1: SCHOOL PARTNERSHIPS

— Applications are welcome under all three types of project which may be initiated by school partnerships: Comenius school projects, Comenius language projects and Comenius school development projects. Among these three types, proposals for Comenius school development projects, a new type of project in the second phase of Socrates, will be particularly welcome,

— one of the possible topics for school development projects is that of the education of children of migrant workers, gypsies and travellers, occupational travellers, pupils at risk of social exclusion and pupils with special educational needs. Where this is the case, the same priorities will apply as those indicated under the section of Comenius 2 dealing with ‘Training for staff working in intercultural education and/or with specific target groups’ (see details under Comenius 2 below),

— Schools are particularly encouraged to mark the European Year of Languages by hosting a Comenius language assistant in the school year 2001 to 2002.
— COMENIUS 2: INITIAL AND IN-SERVICE TRAINING OF SCHOOL EDUCATION STAFF

**Comenius 2.1: European cooperation projects**

Priority will be given to projects making a significant contribution to innovation in the training of school education staff, with particular emphasis on new aspects of the role of the teacher. The following is an indicative list of topics which such projects might address.

— **Projects dealing with training applicable to any category of educational staff**

— preparing student teachers and teachers to use the new information and communication technologies as a pedagogical tool, as a new means of opening the school to the outside world, and assessing the implications of new technologies for classroom management (such projects will make a significant contribution to the practical implementation of the eLearning initiative),

— the continuum of a teacher's career from initial training, through to induction and in-service training, including the issue of how equal opportunities issues are dealt with throughout teachers' careers,

— the teacher as a 'manager of learning processes', helping students to develop a portfolio of skills often based in part on knowledge acquired from outside the classroom. Projects in this field will, in particular, look at new ways of producing, acquiring and applying knowledge and the implications that this has for teachers and student teachers,

— development of tools and methodologies to enable teachers to analyse their own needs and to develop strategies to apply research findings to their classroom context,

— development of the cooperative skills of teachers/student teachers, and of methods for adapting school structures and systems to encourage cooperation between teachers,

— school leadership and the role of the headteacher, including such aspects as: facilitating the transition of schools to the information society (school organisation, equipment management, public and private sponsorship, etc.), this being a further important aspect of the eLearning initiative; the changing role of the school in society, the changing profile of schools in different countries, and the issue of school autonomy; the needs and tasks of school curriculum managers, and the involvement of the intermediate tiers of management in the overall school management structure; strategies for creating a safe school environment, conflict prevention and management, and for combating racism and xenophobia; the question of gender and educational management,

— improving the transition from school to the world of work, with special emphasis on vocational guidance and counselling.

— **Training for staff in language education**

— training in methodologies for:

— using the communicative approach to foreign language teaching,

— teaching groups of pupils who have mixed linguistic abilities, or different language learning strategies,

— imparting a variety of language-learning strategies relevant to learners' needs or encouraging the use of autonomous language learning,

— teaching multilingual comprehension (the ability to understand several languages in the same language family by recognising similarities between them),

— assessing and improving pupils' productive skills,

— teaching of other subjects through a foreign language,

— teaching a foreign language in pre-primary and primary education,

— training in:

— a less widely used and less taught language of the EU for new or existing teachers of these languages.

— **Training for staff working in intercultural education and/or with specific target groups**

— improving the teaching and learning of values, attitudes and skills which are needed in the multicultural society; and specific innovative measures to combat racism and xenophobia through school education;
innovative initial and/or in-service training initiatives for teachers and other educational personnel (educational or vocational counsellors, mediators, street educators, class-support assistants, etc.) to better cater for the needs of the children of migrant workers, gypsies and travellers, occupational travellers, pupils at risk of social exclusion and pupils with special educational needs.

With regard to both of these areas, projects addressing one or more of the following aspects will be particularly welcome:

— developing cooperation between a network of different players who can give support pupils both inside and outside the school environment (educational staff in schools, parents, pupil peers, career counsellors, guidance personnel, youth workers, mediators, street educators, social services, health services, police, business sector, associations, sport and youth clubs, etc.),

— encouraging cooperation between special schools and mainstream schools,

— combining subject matter in innovative ways, for example by linking together various artistic fields (music, drama, literature, arts, crafts, etc.), subjects and skills, etc., as a way to integrate intercultural education into the curriculum and/or to integrate pupils from the different target groups mentioned above into the school community,

— developing methods for improving school attendance and achievement levels, notably by making schools and teaching more flexible and diverse (curricula, teaching methods, skills taught at school, organisation of teaching and learning, school environment, etc.) and thus more attractive to pupils, by paying particular attention to transitional periods (between pre-primary and primary, primary and secondary, etc.), by improving competence in the host country language among the children of migrants, gypsies and travellers, in particular the acquisition of the level needed to carry out further studies successfully, as well as by improving teaching strategies, methods and materials for teaching the language of the learners' country of origin.

Comenius 2.2: Individual training grants

Priority will be given to persons who, in addition to fulfilling the training-oriented objective of the mobility, can also demonstrate that their mobility activity has the potential:

— to support them in their role as multipliers within their respective institutions and contribute to achieving their institution's policy objectives,

— to promote the creation of new school partnerships under Comenius 1 in the future.

— COMENIUS 3: COMENIUS NETWORKS

Priority will be given to:

— networks designed to promote the European dimension of education, focusing for example on areas such as European citizenship or European cultural heritage,

— networks in specific subject areas or focusing on interdisciplinary topics, such as the educational use of information and communication technologies (in line with the eLearning initiative), learning of languages, environmental education, art education and the stimulation of creativity, intercultural education, science and technology,

— networks focusing on methods and aspects of school improvement, such as the evaluation of quality in school education, raising levels of school achievement, schools and the world of work, combating violence, racism and xenophobia in schools, education and integration of specific target groups (children of migrant workers, gypsies and travellers, occupational travellers, pupils at risk of social exclusion and pupils with special educational needs).

ERASMUS: HIGHER EDUCATION

In addition to the selection criteria and priorities indicated in the Socrates Guidelines for applicants, attention is drawn to the following priorities during the period covered by the present call for proposals:

— in the framework of the institutional contract, particular emphasis will be given to activities focusing on the use of information and communication technologies, in line with the eLearning initiative. This applies both to the mobility of teaching staff, which is an important means of sharing expertise in the use of the new technologies in the different academic disciplines, and to curriculum development projects (CD), intensive programmes (IP) and thematic networks (TN) as well as to projects for the dissemination of results of CDs and TNs. Particular encouragement will be given to the inclusion of strategies relating to the new technologies in institutions' European policy statements, and to activities concerned with the development of innovative methodologies and didactic material which will assist in creating new learning environments,
— to mark the European year of Languages, special attention will be paid to the intensive language preparation courses for students and teachers going to host countries where the language of instruction is a less widely used and taught language, and to projects for the joint development of specialised language modules relating to the content of a given discipline.

— information and communication technology in the field of adult education: as a subject of learning for adults and as a teaching tool for adult educators, in line with the eLearning initiative,

— intercultural education and the integration of minorities through adult education activities,

— teaching and learning of foreign languages,

— teaching and learning for active citizenship,

— teaching and learning for European citizenship,

— educational opportunities for adult learners with disabilities or chronic illness.

Furthermore the scope of the Grundtvig action will be broader than that covered by the adult education action during the first phase of Socrates. During the period covered by the present call for proposals, particular encouragement will therefore be attached to activities in these new areas.

— GRUNDTVIG 1: EUROPEAN COOPERATION PROJECTS and GRUNDTVIG 4: GRUNDTVIG NETWORKS

Key themes which applicants are encouraged to address are as follows:

— strategies for adult education and lifelong learning:

— strategies for the promotion of access and individual demand,

— strategies for the development of information and support services for adult learners and for providers of adult education, including services related to guidance and counselling,

— methods to optimise the accreditation and recognition of competencies acquired outside the mainstream education system, including the development and use of automated assessment tools,

— Sectoral topics and teaching methods:

— providing adults with basic competencies and qualifications,

— Adult education institutions are also particularly encouraged to mark the European Year of Languages by hosting a Comenius language assistant in the academic year 2001/2002.

— GRUNDTVIG 2: GRUNDTVIG LEARNING PARTNERSHIPS

The learning partnerships being a completely new activity, the approach during the period covered by the present call for proposals is to encourage proposals on any topic of mutual interest to the participating organisations.

— GRUNDTVIG 3: MOBILITY FOR THE TRAINING OF ADULT EDUCATION STAFF

Priority will be given to persons who, in addition to fulfilling the training-oriented objective of the mobility, can also demonstrate that their mobility activity has the potential:

— to support them in their role as multipliers within their respective institutions and contribute to achieving their institution’s policy objectives,

— to promote the creation of new learning partnerships under Grundtvig 2 in the future.

To mark the European Year of Languages, special attention will also be given to providing persons involved in (or training to become involved in) language teaching for adults, with the opportunity to participate in training courses in another participating country.
LINGUA: LANGUAGE TEACHING AND LEARNING

LINGUA 1: PROMOTION OF LANGUAGE LEARNING

This will be a completely new action in the period covered by the present call for proposals. Given its innovative nature, the types of possible activities indicated in the Guidelines for applicants are for guidance only. Any activity with the potential to achieve the objectives of the relevant area will, in principle, be considered.

There are no specific additional priorities for the period covered by the present call for proposals. However, in line with the 'eLearning' initiative referred to above, projects which seek to raise awareness about the benefits of language learning, or improve access to language learning, or motivate citizens to improve their foreign language skills, should set their objectives in the context of a 'lifelong' approach to language learning and make the most appropriate use of the technologies available.

Potential applicants are asked to bear in mind the possibilities for funding offered by the European Year of Languages 2001, the aims of which are complementary to those of area 1 of Lingua action 1 (awareness-raising, motivation and information). A call for proposals for projects to be cofinanced under the European Year will be issued in autumn 2000.

The European Year will fund one-off projects starting early in 2001 and ending by December 2001. These projects should preferably be transnational, but this is not an absolute requirement.

Projects funded under Lingua action 1, on the other hand, will commence on 1 October 2001, will have a maximum duration of three years and must be transnational.

In future years, projects will be particularly welcomed under Lingua action 1 which seek to build on the foundations laid by projects in the area of awareness-raising, motivation and information which have been funded in the European Year.

LINGUA 2: DEVELOPMENT OF TOOLS AND MATERIALS

In addition to the overall priorities listed in the Guidelines for applicants, priority will also be given to projects which devise, develop or produce material and techniques for language teaching and learning and which:

— concentrate on preparing citizens for trans-European mobility,

— or encourage the autonomous learning of foreign languages.

Lingua 2 supports innovative approaches to the teaching and learning of foreign languages which make use of the most appropriate means available, including information and communication technologies.

MINERVA: OPEN AND DISTANCE LEARNING (ODL) AND INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION

In addition to the selection criteria and priorities indicated in the Socrates Guidelines for applicants, attention is drawn to the following priorities during the period covered by the present call for proposals:

— Minerva will be an important ‘player’ in implementing the eEurope and eLearning initiatives (see above). In this context, special efforts will be made by the European Commission in cooperation with the Member States to provide all young people and adult learners with the necessary computer skills, as an essential element of lifelong learning. Improving access to high quality multimedia resources in the education field will play a vital role in this regard,

— the contribution of Minerva to this overall effort will concentrate on the following aspects, and project coordinators are invited to take one or more of these into account when submitting their proposals:

  — enhancing the capacity of education systems to come to terms with the innovations which are taking place,

  — training the teachers, educational managers and learners (pupils, students, adult learners of all ages) to use the new information and communication technologies in an effective, critical and responsible manner,

  — developing viable information and support services for teachers and learners using the new technologies,

  — developing strategic initiatives drawing together schools, conventional higher education institutions, distance teaching establishments, organisations cooperating with educational institutions and the developers, producers and distributors of educational multimedia products.

OBSERVATION AND INNOVATION

The studies, analyses and other activities relating to the observation of educational systems and policies (Socrates Action 6.1, points 2c and 2d) have been the subject of a separate specific call for proposals, details of which are available at the addresses indicated in Section VI. Further calls may be issued in due course.

As regards ARION study visits, the themes considered particularly relevant for the activity period covered by the present call for proposals have not yet been determined. They will be drawn to applicants’ attention by National Agencies along with the application forms.
A specific call for proposals relating to Socrates Action 6.2 (innovatory initiatives) may be issued in the second half of the year 2000.

JOINT ACTIONS

A specific call for proposals may be issued in the second half of the year 2000. The joint actions are expected to play a particularly significant role in helping to achieve the policy objectives set out by the Lisbon European Council in March 2000 (see Section I).

ACCOMPANYING MEASURES

As regards conferences and seminars in the higher education sector, priority will be given to those organised by students.

IV. FINANCIAL SUPPORT

The Guidelines for applicants provide information on the financial support available within the programme. Where the amount of support provided is likely to remain stable, the normal amounts are indicated in the guidelines.

Under several of the programme's actions, support is provided for 'transnational cooperation projects' and 'networks' of various kinds. Community financial support will be provided on a cost-sharing basis. Participating institutions/organisations are therefore expected to commit other resources to the project and to declare such other sources of funding. The level of grants awarded is likely to vary considerably, depending on the type of project, the number of countries involved and so on. The following indications may be useful for persons developing project proposals:

Comenius

Comenius 2 (projects): based on previous experience, grants are likely to vary from around EUR 20 000 to EUR 100 000 per annum;

Comenius 3 (networks): based on previous experience, grants are likely to vary from around EUR 50 000 to EUR 150 000 per annum

Erasmus

Intensive programmes: the grants are calculated on the basis of the number of participating institutions and persons. In 1999/2000, the average grant for an IP was around EUR 13 000 with an average number of nine institutions involved;

Curriculum development: the level of support depends strongly on the number of partners. Because of differences in the scope of activities, the amount for a 'study programme'-type project will, in general, be higher than that for a 'module'-type project. In 1999/2000, the average grant for a CD project was in the order of EUR 18 000, with an average number of six partners per project. The level of support for implementation/dissemination projects will be based on the activities proposed;

Thematic networks: The level of financial support will depend on the size and scope of the project. In 1999/2000, the average grant was in the order of EUR 100 000 per network per annum

Grundtvig

Grundtvig 1 (projects): Based on previous experience, grants are likely to vary from around EUR 20 000 to EUR 100 000 per annum;

Grundtvig 4 (networks): based on previous experience, grants are likely to vary from around EUR 50 000 to EUR 150 000 per annum.
For the remaining actions under which transnational cooperation projects are envisaged, notably Lingua and Minerva, it is not felt appropriate to mention indicative amounts.

Throughout the programme, additional support is available to enable disabled persons to participate.

V. CLOSING DATES FOR SUBMISSION OF PROPOSALS

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<td></td>
<td>1 August 2001</td>
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<tr>
<td>PREPARATORY VISITS</td>
<td></td>
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<tr>
<td>Preparatory visits for all actions</td>
<td>Contact national agency</td>
<td>Contact national agency</td>
</tr>
</tbody>
</table>

(*) In the following countries, earlier deadlines apply:
— Germany: dates vary between the different Länder, the earliest being 15 January 2001 for school partnerships and 31 December 2000 for schools wishing to receive a language assistant. Full details of the dates for all the Länder are available from national agencies in all participating countries.
— France: 1 February 2001 (Comenius).

VI. APPLICATION AND SELECTION PROCEDURES

Application and selection procedures in Socrates vary, depending on whether the action concerned is managed centrally by the Commission or on a decentralised level by the national agencies designated by participating countries. This information is given in detail in the Guidelines for applicants.

The Guidelines for applicants and further details on the programme are available:

— from the national agencies for the programme, the list of which appears in Section VII and at the central website for Socrates below,

— from the central website for Socrates at: http://europa.eu.int/comm/education/socrates.html

— from the Socrates and Youth Technical Assistance Office (TAO), rue Montoyer/Montoyerstraat 70 (1.1.2001: rue de Trèves / Trierstraat 59-61), B-1000 Brussels, tel. (32-2) 233 01 11, fax (32-2) 233 01 50, e-mail: info@socrates-youth.be, which provides the Commission (Directorate-General for Education and Culture) with technical assistance in implementing the programme.

For several of the actions within the programme, thematic seminars are being organised to help people find suitable partner institutions in other participating countries and to establish projects. Details of these events are available from national agencies on request.
VI. LIST OF SOCRATES NATIONAL AGENCIES

BELGIÈ (Vlaamse Gemeenschap)

Vlaams Socrates-Agentschap
H. Consiencegebouw 5C10
Koning Albert II-laan 15
B-1210 Brussel
Tel. (32-2) 553 95 83
Fax (32-2) 553 95 65
E-mail: renilde.reynders@ond.vlaanderen.be

BELGIQUE (Communauté française)

Toutes les actions Socrates sauf Erasmus

Ministère de la Communauté française
Cellule Socrates
Boulevard Léopold II 44
B-1080 Bruxelles
Tél. (32-2) 413 40 43
Fax (32-2) 413 40 42
E-mail: socrates@cfwb.be
Internet: http://www.cfwb.be/socrates

Erasmus

Agence francophone belge Erasmus
Place du Parc 20
B-7000 Mons
Tél.: (32-65) 37 36 60
Fax: (32-65) 37 36 62
E-mail: agence.erasmus@umh.ac.be

ERAMUS

BELGIEN (Deutschsprachige Gemeinschaft)

EU-Agentur
Ministerium der Deutschsprachigen Gemeinschaft
Quartum Center 79 (Box 28)
B-4700 Eupen
Tel. (32-87) 50 12 98/251
Fax (32-87) 50 14 10/259
E-Mail: rks@rks.dk
Interne: http://www.icu.dk

Erasmus

Deutscher Akademischer Austauschdienst (DAAD)
Kennedyallee 50
D-53175 Bonn
Tel. (49-228) 88 22 77
Fax (49-228) 88 25 51
E-Mail: Erasmus@daad.de
Internet: http://www.daad.de/info-f-d/foerderprogramme/eu_programme/index.html

COMENIUS, LINGUA (Schulbereich), Arion

Pädagogischer Austauschdienst der Kultusministerkonferenz (PAD)
Lennéstraße 6
D-53113 Bonn
Tel. (49-228) 50 12 98/251
Fax (49-228) 50 14 10/259
E-Mail: pa.comenius@kmk.org
Internet: http://www.kmk.org

COMENIUS (sprachbezogene Aktivitäten an Schulen und an Lehrerbildungseinrichtungen), Grundtvig 3 (Mobilität)

Carl Duisberg Gesellschaft e. V.
Hr Rainer Krippendorff
Weyerstraße 79—83
D-50676 Köln
Tel. (49-221) 209 82 92
Fax (49-221) 209 81 14
E-Mail: KrippendorffR@cdg.de
Internet: http://www.cdg.de

Grundtvig 1 (Projekte), 2 (Lernpartnerschaften) und 4 (Netzwerke); Lingua (außer an Schulen: siehe PAD oben); Minerva; alle sonstigen Aktionen

Bildung für Europa
Nationale Agentur beim Bundesinstitut für Berufsbildung
Hermann-Ehlers-Straße 10
D-53113 Bonn
Tel. (49-228) 107 16 08
Fax (49-228) 107 29 64
E-Mail: Sokrates@bibb.de
Internet: http://www.na-bibb.de

EAAADA

IKY — Directorate for Special Programmes and International Scholarships Unit for European Union Programmes
Lyssicratorous 14
GR-10558 Athens
Tel. (30-1) 323 66 90/325 43 85-9
Fax (30-1) 331 27 43/322 18 63
E-mail: grikyeok@ath.forthnet.gr
ESPAÑA

_Todas las acciones del programa Sócrates excepto Erasmus_

Agencia Nacional Sócrates
Sr. Luis Buñuel Salcedo
Ministerio de Educación y Cultura
Paseo del Prado, 28 — 8ª planta
E-28014 Madrid
Tel. (34) 915 06 56 85
Fax (34) 915 06 56 89
E-mail: a.socrates@educ.mec.es
Internet: www.mec.es/sgci/socrates

Erasmus

Agencia Nacional Erasmus
Vicesecretaría General del Consejo de Universidades
Sra. Teresa Díez Iturrioz
Ciudad Universitaria s/n
E-28040 Madrid
Tel. (34) 914 53 98 42
Fax (34) 914 53 98 85
E-mail: mariateresa.diez@cuniv.mec.es

FRANCE

Agence Socrates — Leonardo da Vinci
Programme Socrates
10, place de la Bourse
F-33080 Bordeaux Cedex
Tel. (33) 556 79 44 00
Fax (33) 556 79 44 20-21
E-mail: a.bozec@socrates-france.org
Internet: http://www.socrates-france.org

IRELAND

_All Socrates actions except Erasmus, Minerva and Arion_

Léargas — The Exchange Bureau
189 Parnell Street
Dublin 1
Ireland
Tel. (353-1) 873 14 11
Fax (353-1) 873 13 16
E-mail: education@leargas.ie
Internet: http://www.leargas.ie/education

Erasmus and Minerva

Higher Education Authority — Erasmus
Ms Mary Kerr
3rd floor
Marine House
Clanwilliam Court
Dublin 2
Ireland
Tel. (353-1) 661 27 48
Fax (353-1) 661 04 92
E-mail: mkerr@hea.ie
Internet: http://www.hea.ie

Arion

Mr Brian P. Power
Department of Education and Science
Marlborough Street
Dublin 1
Ireland
Tel. (353-1) 889 20 18
E-mail: powerb@educ.irlgov.ie

ITALIA

Agenzia nazionale Socrates Italia
Biblioteca di documentazione pedagogica
Sig. Biondi
Via Michelangelo Buonarroti, 10
I-50122 Firenze
Tel. (39) 055 23 80 326/328/387/388/389
Fax (39) 055 23 80 330/343/399
E-mail: socrates@bdp.it
comenius1@bdp.it
comenius2@bdp.it
comenius3@bdp.it
adon@bdp.it
erasmus@bdp.it
grundtvig@bdp.it
minerva@bdp.it
lingua@bdp.it
jointactions@bdp.it
Internet: http://www.bdp.it

LUXEMBOURG

_Toutes les actions Socrates sauf Erasmus et Minerva_

Ministère de l’Éducation nationale, de la formation professionnelle et des sports
Mr. André Wengler
29, rue Aldringen
L-2926 Luxembourg
Tel. (352) 478 52 10
Fax (352) 478 51 37
E-mail: wengler@men.lu
Internet: http://www.men.lu

Erasmus, Minerva

Centre de documentation et d’information pour les études supérieures
280, route de Longwy
L-1940 Luxembourg
Tel. (352) 45 64 64 605
Fax (352) 45 45 44
E-mail: nathalie.dock@mcesr.lu

NEDERLAND

_Comenius, Arion_

Europees Platform voor het Nederlandse Onderwijs
Nassauplein 8
1815 GM Alkmaar
Nederland
Tel. (31-72) 511 85 02
Fax (31-72) 515 12 21
E-mail: algemeen@europeesplatform.nl
Internet: http://www.europeesplatform.nl
Erasmus

Nuffic
Dutch National Agency for Socrates
Postbus 29777
2502 LT Den Haag
Nederland
Tel. (31-70) 426 02 60
Fax (31-70) 426 03 99
E-mail: socrates@nuffic.nl
Internet: http://www.nuffic.nl/programma/internationalisering/socrates/index.html

Grundtvig, Minerva, Lingua

Europees Platform voor het Nederlandse Onderwijs, dependance
Bezuidenhoutseweg 253
2594 AM Den Haag
Nederland
Tel. (31-70) 381 44 48
Fax (31-70) 383 19 58
E-mail: dependance@europeesplatform.nl
Internet: http://www.europeesplatform.nl

ÖSTERREICH

Büro für Europäische Bildungskooperation
(Osterreichischer Akademischer Austauschdienst — ÖAD)
Sokrates-Büro
Schreyvogelgasse 2
A-1010 Wien
Tel. (43-1) 534 08 10
Fax (43-1) 534 08 20
E-Mail: socrates@oad.ac.at
Internet: http://www.sokrates.at

PORTUGAL

Endereço provisório:

Ministério da Educação
Gabinete de Assuntos Europeus e Relações Internacionais (GAERI)
Sra. G. Esteves
Av. 5 de Outubro, 107 — 7º andar
P-1069-018 Lisboa Cedex
Tel. (351-21) 793 12 91/796 16 78
Fax (351-21) 797 89 94/793 77 02
E-mail: georgina.esteves@min-edu.pt
Internet: http://www.gaeri.min-edu.pt

SUOMI/FINLAND

Centre for International Mobility (CIMO)
Hakaniemenkatu 2/
Hagñasagatan 2
(PL/PB 343)
FIN-00531 Helsinki/Helsingfors
P./fax (358-9) 77 47 70 33
P./fax (358-9) 77 47 70 64
Sähköposti/E-post: sokrates@cimo.fi
Internet: http://www.cimo.fi

SVENSKER

International Programme Office for Education and Training
Box 220 07
S-104 22 Stockholm
Tfn (46-8) 453 72 00
Fax (46-8) 453 72 01
E-post: info@programkontoret.se
Internet: http://www.programkontoret.se

UNITED KINGDOM

All Socrates actions except Erasmus

The Central Bureau for International Education and Training
British Council
London SW1A 2BN
United Kingdom
Tel. (44-207) 389 41 57
Fax (44-207) 389 44 26
E-mail: socrates@britishcouncil.org
Internet: http://www.centralbureau.org.uk/socrates

Erasmus

Socrates Erasmus Council
Research and Development Building
The University
Canterbury
Kent CT2 7PD
United Kingdom
Tel. (44) 1227 76 27 12
Fax (44) 1227 76 27 11
E-mail: erasmus@ukc.ac.uk
Internet: http://www.erasmus.ac.uk

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Office of International Education/Socrates National Agency
Neshagi 16
IS-107 Reykjavik
Tel. (354) 525 58 51
Fax (354) 525 58 50
E-mail: General: karitask@hi.is
Comenius: katei@hi.is
Erasmus 1, Minerva: oeo@hi.is
Erasmus 2: bey@hi.is
Grundtvig, Lingua: rz@hi.is
Internet: http://www.aske.hi.is

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Internet: http://www.firstlink.li/eu/sokrates

NORGE

Centre for International University Cooperation (SIU)
Norwegian Council for Higher Education
Box 7800
N-5020 Bergen
Tel. (47) 55 54 67 00
Fax (47) 55 54 67 20/21
E-mail: siu@siu.no
Internet: www.siu.no
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Socrates National Agency
Tsarigradsko shousse Blvd, 125, bl.5
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Fax (359-2) 97 13 57
E-mail: agency@socrates.bg
Internet: http://www.socrates.bg

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U Lužického semináře 13
CZ-11801 Praha 1
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Internet: http://www.csvs.cz/socrates

Erasmus, Comenius, Lingua
Tel. (420-2) 57 53 05 04/57 53 29 87
Fax (420-2) 57 53 24 07

Minerva
Tel. (420-2) 57 53 24 09
Fax (420-2) 57 53 24 36/57 53 26 51

Grundtvig, Arion, other actions
Tel. (420-2) 57 53 43 33/57 53 43 73
Fax (420-2) 33 66 73

CYPRUS
Ministry of Education and Culture
Socrates Unit
Kimonos and Thoukidides Street
CY-1434 Nicosia
Tel. (357-2) 800 600/649
Fax (357-2) 42 82 68
E-mail: minedu@cytanet.com.cy
Internet: http://www.moec.gov.cy

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Socrates Estonian National Agency
Kohtu 6
EE-10130 Tallinn
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Fax (372) 696 24 26
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Internet: http://www.euedu.ee/socrates/

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Academic Programme Agency
Valnu Iela 2
LV-1050 Riga
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Fax (371-7) 82 01 71
E-mail: socrates@apa.lv
Internet: http://www.apa.lv

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ES Socrates programos koordinavimo paramos fondas
(EU Socrates Programme Coordination Support Foundation)
Gelezinio Vilko g. 12
LT-2600 Vilnius
Tel. (370-2) 261 05 92
Fax (370-2) 61 20 77
E-mail: socrates@socrates.lt
Internet: http://www.socrates.lt

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Tempus Public Foundation
Socrates Nemzeti Iroda
1082 Budapest, Úllói út 80
HU-1438 Budapest 70, POB 510
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MALTA
Socrates Malta
c/o EUPU, Room 232
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University of Malta-Msida-Malta
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Fax (356-3) 179 38
E-mail: jmif@educ.um.edu.mt

POLSKA
Fundacja Rozwoju Systemu Edukacji
Al. Szucha 25
PL-00918 Warszawa
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E-mail: socrates@men.waw.pl
Internet: http://www.warman.com.pl/socrates

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Agentia Naționala Socrates
Bld. Schitu Magureanu Nr. 1
Etaj 2 — Sector 5
RO-70626 București
Tel. (40-1) 311 35 05/312 11 87
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Kavciceva 66
SI-1000 Ljubljana
Tel. (386-1) 586 42 40
Fax (386-1) 586 42 31
E-mail: Socrates@cpi.si
Internet: http://www.cpi.si/EUsluzebe/eusluzebe.htm

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Slovak Academic Association for International Cooperation (SAAIC)
Socrates National Agency
Staré Grunty 52
SK-842 44 Bratislava
Tel. (421-7) 65 42 43 83/65 41 23 35
Fax (421-7) 65 42 44 83
E-mail: socrates@saaic.sk
Internet: http://www.saaic.sk/socrates