

III

(Notices)

COMMISSION

Community action programme in the field of education Socrates

General call for proposals 2004 (EAC/41/03)

(2003/C 177/03)

(Text with EEA relevance)

I. INTRODUCTION

I.1. 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, as well as the acceding⁽²⁾ and candidate countries⁽³⁾. 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 financial contributions of these countries are paid.

As far as the eligibility criteria under point 6.1 of the Socrates Guidelines for Applicants are concerned, the status of the 10 acceding countries (see footnote 2) will be assimilated to the status of the EU Member States, as long as the activity applied for starts after the actual date of accession. Concretely, this means that at the activity starting date of multilateral projects and individual mobility actions at least one of the countries involved will have to have the formal status of EU Member State at that point in time. If not, the activity would not be eligible for grant support.

⁽¹⁾ Iceland, Liechtenstein and Norway.

⁽²⁾ Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, the Slovak Republic and Slovenia.

⁽³⁾ Bulgaria, Romania and Turkey. As of the date of publication of this call, Turkey is scheduled to participate fully in the programme during the period covered by this call. Turkish institutions are therefore eligible under all Actions as coordinators and partners. However, if the preparatory measures with Turkey do not go according to plan Turkish institutions can be made ineligible for certain Actions during the period covered by the present call. National Agencies (see addresses in Section VII) will be able to inform applicants on the eligibility of Turkish institutions.

The Socrates programme promotes cooperation under eight Actions, summarised below. More detailed descriptions can be found in the Socrates Guidelines for Applicants⁽⁴⁾.

- **Comenius** seeks to enhance the quality and reinforce the European dimension of **school education** by encouraging transnational cooperation between schools, and institutions involved in teacher education. It promotes opportunities for education staff to undertake mobility during initial and/or inservice training, intercultural awareness and language learning.
- **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 a non-formal, 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.

⁽⁴⁾ For examples of projects funded under the centralised Actions of the Socrates programme please consult the ISOC database at: www.siu.no/ISOC

- **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 education 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 (see Section VII), which will also provide information on any preparatory seminars that may be scheduled during the period covered by the present call.

1.2. The role of the annual call for proposals under the Socrates programme

The Socrates Guidelines for Applicants (edition of June 2000), which are available at the addresses indicated in Sections VI and VII, contain a full description of the Socrates programme, the target groups and the grants available under each of the programme's Actions. The Socrates Guidelines for Applicants contain the eligibility criteria as well as the main selection

criteria and priorities of a more permanent nature⁽⁵⁾. They are supplemented by annual calls for proposals, and also by specific calls for proposals relating to certain actions within the programme.

The present annual Call for Proposals 2004 sets out important additional information such as the closing dates for submitting applications (see Section V), specific annual priorities⁽⁶⁾ (see Section III), any modifications to the Socrates Guidelines for Applicants, and — following the entry into force of the new Financial Regulation applicable to all Community spending — a new set of exclusion criteria (see Section II) and financial rules (see Section IV.1). In the case of the actions managed on a decentralised basis, there might be national annual priorities applicable to specific countries only (see Section III.3).

The Socrates Guidelines for Applicants and the Call for Proposals 2004 should therefore be read in conjunction with one another. Together they contain all the information needed in order to apply for Socrates grants.

II. EXCLUSION CRITERIA

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

- they have stable and sufficient sources of funding to maintain their activity throughout the period during which the project is being carried out,
- they are not bankrupt or being wound up, are not having their affairs administered by the courts, have not entered into an arrangement with creditors, have not suspended business activities, are not subject of proceedings concerning those matters, and are not in any analogous situation arising from a similar procedure provided for under national legislation or regulations,
- they have the professional competencies and qualifications required to complete the proposed project,
- they have not been guilty of grave professional misconduct proven by any means which the contracting authority can justify,

⁽⁵⁾ The term 'priorities' used in this text corresponds to the term 'award criteria' normally used in calls for proposals. As the Socrates Guidelines for Applicants and National Agencies use the term 'priorities', the present call for proposals 2004 does so, as well, for reasons of terminological consistency.

⁽⁶⁾ See footnote 3.

- they have not been convicted of an offence concerning their professional conduct by a judgement which has the force of *res judicata*,
- they have not been subject of a judgement which has the force of *res judicata* for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests,
- following a procurement procedure or another grant award procedure financed by the Community budget, they have not been declared to be in serious breach of contract for failure to comply with their contractual obligations,
- they have fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which they are established or with those of the country of the contracting authority or those of the country where the contract is to be performed.

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

III. ANNUAL PRIORITIES

The Socrates Guidelines for Applicants (see websites under Sections VI and VII) 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. However, some **additional annual priorities**, which change from year to year, may also be defined.

Please note that the additional annual priorities set out in this Call for Proposals complement, but do not replace, the permanent priorities mentioned in the Socrates Guidelines for Applicants.

The additional annual priorities can be of a horizontal nature, covering all actions of the Socrates programme (Section III.1), or they can apply to a specific action within the programme only (Section III.2). In the case of decentralised actions, national authorities can also identify national annual priorities applicable to specific countries only (Section III.3).

III.1. Annual horizontal priorities ⁽⁷⁾

The additional horizontal priorities A-G cover all actions of the programme for the period covered by the present call for proposals. Applicants under all actions are invited to consider the messages given below in the development of their proposals.

⁽⁷⁾ Full texts of the various documents referred to below can be found on the 'Education and Culture' website of the Commission at http://europa.eu.int/comm/dgs/education_culture/index_en.htm

A. Preparation for the enlargement of the Union (general European Commission priority)

On 1 May 2004 the European Union is expected to have 10 new Member States. Negotiations with Bulgaria and Romania continue. The European Commission has therefore confirmed the enlargement of the Union as a general priority for 2004. Socrates is well placed to develop and promote links between the enlargement countries and existing EU members, as the former already participate in the programme. Efforts within the Socrates programme will be stepped up by applying a policy of **positive discrimination** towards the candidate countries in selecting and funding projects involving these countries, subject to their being of the necessary quality.

B. Sustainable development (general European Commission priority)

The European Commission will continue the promotion of sustainable development during the year 2004. The Socrates programme is therefore called upon to contribute to an economy based on the principles of sustainability and mutual solidarity and to generate projects in this field. It is important to note that the term 'sustainable development' covers **economic, societal-cultural and environmental aspects** in a mutually reinforcing way.

C. Stability and security (general European Commission priority)

Stability and security can only be achieved, and racism and xenophobia successfully overcome, through the deepening of **intercultural dialogue** and cooperation. The European Union which is founded on a common set of values, has to take its responsibilities in this respect. This is why the European Commission has confirmed this issue as one of its political priorities for the year 2004. By its very nature, the Socrates programme can contribute to achieving a fruitful intercultural dialogue.

D. The future challenges to education and training systems and Lifelong learning

A joint 'detailed work programme' ⁽⁸⁾ of the European Commission and the Council, which aims at implementing the report on the '**Concrete future Objectives of education and training Systems**' ⁽⁹⁾ was adopted by the Education Council in February 2002. A Council resolution on **lifelong learning** which followed the Commission's 2001 Communication 'Making a European Area of Lifelong Learning a Reality' ⁽¹⁰⁾ was adopted in May 2002 and set out a wide range of follow-up actions. These policy initiatives are being implemented by means of the 'Integrated Approach' focussing on eight thematic activities:

- teacher and trainer education,
- basic skills, foreign language teaching, entrepreneurship,

⁽⁸⁾ 14.2.2002, Council 6365/02 EDUC 27.

⁽⁹⁾ 12.2.2001, Council 5980/01 EDUC 18.

⁽¹⁰⁾ COM(2001) 678 final.

- information and communication technology (ICT) in education and training,
- increasing participation in mathematics and science,
- resources and investment,
- mobility and European cooperation,
- open learning environment, active citizenship, inclusion,
- making learning attractive, strengthening links with working life and society.

Applications submitted under Socrates are expected to play an important role in supporting the implementation of these priority themes, as they are entirely consistent with the programme's objectives.

E. Action Plan on Promoting Language Learning and Linguistic Diversity

The European Commission's Action Plan 'Promoting Language Learning and Linguistic Diversity' will be published in mid-2003 and implemented from the end of 2003 onwards. The Socrates programme is the Commission's principal instrument for promoting language learning in all sectors of education. The Action Plan will set out ways in which all Socrates Actions can promote more language learning and better language teaching in a context of linguistic diversity.

F. eLearning

Following various initiatives for the integration and use of **information and communication technologies (ICT)** in the field of education, the European Commission adopted the eLearning Action Plan on 28 March 2001 ⁽¹⁾ which defines eLearning as 'the use of new multimedia technologies and the Internet to improve the quality of learning, by facilitating access to resources and services as well as remote exchanges and collaboration'. The eLearning Action Plan laid the foundations for the eLearning programme proposal which was adopted by the Commission on 19 December 2002 ⁽²⁾ and which will focus on a limited number of priorities, such as school twinning via internet or virtual campuses. Socrates will continue to be an important player in implementing the eLearning Action Plan, as the use of ICT in education is a permanent horizontal priority for the programme as a whole.

G. European Year of Education through Sport 2004

The year 2004 has been declared the European Year of Education through Sport. It is its aim to promote the social and educational values conveyed through sport, to use sport as a basic pedagogical tool and to promote cooperation between education establishments and sport organisations. It has such a bearing on the Socrates programme as a whole which will support the activities during the European Year.

⁽¹⁾ COM(2001) 172 final.

⁽²⁾ COM(2002) 751 final.

III.2. Annual Action-specific priorities

The action-specific priorities for 2004 are set out below. Applicants under these specific Actions are invited to consider the priorities below in the development of their proposals. Some of the horizontal priorities outlined above may be mentioned again under the action-specific priorities looking at them from an action-specific angle.

COMENIUS — SCHOOL EDUCATION

COMENIUS 1: SCHOOL PARTNERSHIPS

Applications are welcome under all three types of projects under School Partnerships, namely Comenius School Projects, Comenius Language Projects and Comenius School Development Projects.

In relation to **Comenius Language Projects**, the minimum age for pupils to participate in a transnational class exchange is set at 12 years as of school year 2004/05 (against 14 years previously).

COMENIUS 2: INITIAL AND FURTHER 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 the role of the teacher in the context of lifelong learning in the knowledge society. The following is an indicative list of topics which such projects might address:

- a framework for **mobility activities of student teachers**, including the provision of practical training periods and the recognition of these activities by the institutions concerned,
- preparing student teachers and teachers to use the **new information and communication technologies** as a pedagogical tool, as a means of supporting effective pupil learning and cooperation and continuing professional development by teachers; stimulating and maintaining the teacher's ability to learn,
- the **role of the teacher** as a 'facilitator of the learning process', helping and guiding pupils to develop their knowledge and a portfolio of skills often partly acquired from outside the classroom ('learning to learn'),
- preparing teaching staff to use specific methodologies for the teaching of other subjects through the medium of a **foreign language** and for the teaching of a foreign language in pre-primary and primary education (especially a less widely used and less taught foreign language),

- **school leadership teams** and the role of the head teacher, including such aspects as the changing role of school in society; the importance of evaluation and quality assurance systems in school education; ensuring efficient use of resources; strategies for creating a safe school environment and for combating racism and xenophobia,
- raising interest for the study of **mathematics, sciences and technology**,
- strengthening **links with working life** and research and improving the transition from school to the world of work, with special emphasis on vocational guidance and counselling,
- developing cooperation between a **network of different players** who can give support to 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.) including the development of teamwork,
- developing methods for **improving school attendance and achievement levels** with particular attention to the needs of the children of migrants, Gypsies, Travellers and occupational travellers.

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,
- promote the creation of new **School Partnerships** under Comenius 1 in the future.

The following sections (in italics) replace the corresponding section of the Socrates Guidelines for Applicants:

'Who may be selected as a Comenius Language Assistant?

The following are eligible to apply for a Comenius Language Assistantship grant:

- *future teachers of an official EU language or Irish or Luxembourgish, or one of the official languages of the participating EEA/EFTA countries or of the pre-accession countries as a foreign language,*
- *teachers — including primary and special education teachers — who might be required to teach a foreign language in future,*

- *teachers who may be required to teach a non-language subject through a foreign language,*
- *persons holding or studying towards a qualification leading to a career as a foreign language teacher.*

At the time they apply, applicants will not have been previously employed as a foreign language teacher.

No candidate may receive a Comenius Language Assistantship grant more than once.'

C. Individual grants for in-service training

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

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

Courses in teaching foreign languages should normally but not necessarily take place in a country where the target language is spoken and taught.

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

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

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

COMENIUS 3: COMENIUS NETWORKS

(1) Themes of cooperation

Priority will be given to:

- networks designed to promote **European citizenship**,
- networks focussing on interdisciplinary topics, such as: **basic skills, learning of languages, science and technology, art education** and the stimulation of creativity, **consumer education, health education**,

- networks focussing on aspects of school improvement, such as: the **involvement of parents** in school education, the **management of schools**, the **future role of the teacher**, the 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), **equal opportunities** between girls and boys and/or women and men in school education, needs of disabled persons in school education.

Applicants will be especially encouraged to propose networks in areas related to priorities which are not covered by existing networks.

(2) Clustering of projects

Every year, thousands of schools participate in Comenius 1 projects and hundreds of institutions in Comenius 2.1 projects. Often, they are working in a stand-alone environment. In order to increase the impact of their work, a stronger cooperation amongst them is necessary. Therefore, a particular attention will be given to network proposals which will include in their work plan:

- concrete clustering activities, addressing as many Comenius 1 and Comenius 2.1 projects as possible within their thematic area, or
- creating concrete synergy effects amongst existing Comenius networks.

Such clustering activities should enable Comenius 1 and 2.1 partnerships to establish a regular cooperation through exchanges, development and dissemination of good practices and experiences, reflection, as well as innovative and useful outcomes, in particular concerning pedagogical methods, approaches and materials.

Cooperation between Comenius networks and Erasmus and/or Grundtvig networks within the same thematic area or covering a number of closely related thematic areas is also encouraged.

ERASMUS — HIGHER EDUCATION

Important notice: The application procedure for Actions 1 and 2 of Erasmus has changed substantially with regard to previous years. Further information and the new application forms will be available on the Europa website, the website of the Socrates, Leonardo and Youth Technical Assistance Office and from the National Agencies (see Sections VI and VII).

For all Erasmus activities, particular emphasis will be given to projects that:

- contribute to the realisation of the European Higher Education Area ('Bologna process'), aiming at greater

compatibility and comparability of the systems of higher education and enhancing the attractiveness and competitiveness of European higher education institutions,

- ensure a European dimension in issues which are on the political agenda in the fields of higher education and research, as well as in those that contribute to lifelong learning and employment, to sustainable development (in particular its environmental aspects), to enlargement, to combating racism and xenophobia and to reinforcing democracy in Europe,
- respond to the increasing role of the universities in the knowledge society as set out in the Communication on the role of the universities in the Europe of knowledge ⁽¹³⁾,
- focus on the use of information and communication technologies, in line with the eLearning initiative,
- aim at fostering a substantial increase in student and staff mobility, combining public and private sources of funding,
- promote internal and external quality assurance in higher education,
- present links and synergies between Erasmus activities and projects supported by the Framework programmes for Research and Technological development, in particular, where relevant, those financed under the Marie Curie Actions.

ERASMUS 1: CURRICULUM DEVELOPMENT PROJECTS (CD)

Special attention will be given to:

- projects that aim at developing or revising 'joint' programmes of study covering a complete degree cycle. After the development phase of one or two years, these programmes would be delivered by partner institutions in a genuinely integrated manner, involving student and staff mobility, joint delivery of parts of the course (intensive programmes), agreement on admission criteria, learning outcomes (competencies), assessment, quality assurance and recognition (use of the European Credit Transfer System-ECTS/Diploma Supplement-DS). The students would receive multiple or joint degrees, recognised by the participating institutions and countries. Joint programmes may concern first cycle (bachelor), second cycle (master) or third cycle (doctoral) studies. Special attention will be given to joint programmes at second cycle (master) level,
- projects that aim at mutual support in the development or revision of 'stand alone' programmes of study. In these projects, which do not focus on integrated delivery, partner institutions cooperate to develop programmes which fit the Bologna format and address educational and societal needs,

⁽¹³⁾ COM(2003) 58 final.

- projects that
 - respond to the future skills needed in the area of communication and information sciences taking into account the impact of the development of the ICTs,
 - promote intercultural dialogue and understanding between Europe and its neighbouring regions,

ERASMUS 1: INTENSIVE PROGRAMMES (IP)

Particular emphasis will be given to projects that

- respond to new needs and challenges emerging at European level and present a strong multidisciplinary approach,
- constitute an integral part of joint programmes of study, delivered by partner institutions in a genuinely integrated manner,
- in the subject area of teacher training focus on developing (a) new professional skills and learning environments; (b) new approaches/techniques to the acquisition and/or management of knowledge; (c) new skills how to update knowledge,
- respond to the future skills needed in the area of communication and information sciences taking into account the impact of the development of the ICTs,
- promote intercultural dialogue and understanding between Europe and its neighbouring regions.

ERASMUS 2: STUDENT AND TEACHING STAFF MOBILITY

Besides the general selection criteria, in the first half of 2004 national authorities may decide on certain priorities for the mobility of students and teaching staff, for instance subject areas, destination countries, etc. National Agencies can provide information on such priorities.

ERASMUS 3: THEMATIC NETWORKS

Special attention will be given to:

- projects defining and updating generic and subject-specific competencies using the method of the Pilot Project 'Tuning Educational Structures in Europe' ⁽¹⁴⁾,
- projects reinforcing the link between education and society, bringing together public sector, scientific and professional players, and contributing to the European innovation capacity,

⁽¹⁴⁾ www.relint.deusto.es/TuningProject/index.htm
www.let.rug.nl/TuningProject/index.htm

- projects aiming at study areas which are not addressed so far by projects in this Action (see the Europa website),
- projects that relate to two or more study areas in a cross and multi-disciplinary approach,
- projects aiming at analysing 'transversal' themes linked to the changing role of Universities in a knowledge-driven society, such as 'Universities and local/regional partnerships'; 'University — industry cooperation', 'Education — Research Partnerships', 'Universities and communication and transfer of knowledge', etc,

- projects for the dissemination of results of Thematic Network projects,
- projects that will present links and synergies with other Socrates activities, especially Curriculum Development and Intensive Programmes, Comenius and Grundtvig networks and/or projects supported by the Leonardo da Vinci Programme.

GRUNDTVIG — ADULT EDUCATION AND OTHER EDUCATIONAL PATHWAYS

Centralised Actions (GRUNDTVIG 1 and 4)

Under these Actions, priority will be given to projects and networks which have a clearly demonstrated potential to **generate innovation** and/or to **disseminate innovation and good practice** between different parts of Europe, whether or not this good practice has been developed by Socrates/Grundtvig projects.

GRUNDTVIG 1: EUROPEAN COOPERATION PROJECTS

In 2004, two distinct types of project will be supported:

(1) Development of 'Grundtvig Training Courses' for Adult Education Staff

The purpose of this new type of project is to improve the availability and quality of European training courses available to teachers, managers or other adult education staff.

Projects will have a maximum duration of two years, consisting of three phases:

- developing/updating the course (normally during Year 1),
- testing the course with participants from the countries participating in the project itself (normally during the first half of Year 2), if possible in different countries and using various languages,

— organising the course on at least two occasions as an offering to Grundtvig 3 applicants Europe-wide (normally during the second half of Year 2). Travel and subsistence costs for the participants will be covered by Grundtvig 3 grants and do not need to be included in the Grundtvig 1 project proposal budget.

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

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

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

There is no minimum or maximum duration of the courses, but it is expected that they will generally comprise at least 20-30 'teaching hours', plus a day for observation visits to adult education institutions in the region where the course is held.

Applications from projects previously funded under Grundtvig (or the predecessor action for Adult Education under Socrates I, 1995 to 1999) which now wish to disseminate their results by means of courses, will also be welcome.

Further advice on this new type of project, which is being introduced in 2004 for the first time, is available from the Socrates/Grundtvig National Agencies on request.

(2) General projects

Projects under this rubric seek to enhance the quality and/or European dimension of adult education by other means than training courses for adult education staff, notably by:

— **Improving the content and delivery of adult education**, e.g.:

- the production, testing, comparative appraisal/dissemination of innovative curricula, methodologies and modules for adult learners,
- innovative initiatives for the initial or further training of adult educators,

— promoting enhanced mutual awareness between the existing and future EU Member States,

— **Improving adult education at a system/policy level**, e.g.:

- comparative analyses of policy initiatives for the adult education field,
- development of qualitative and statistical indicators, tools and databases of good practice in the field of formal, non-formal or informal adult learning,
- developing/disseminating innovative funding models for adult education,

— **Improving the accessibility of learning opportunities for adults**, e.g.:

- developing/disseminating strategies to stimulate demand for learning among adults reluctant to engage in lifelong learning,
- developing the lifelong learning dimension of educational establishments in the formal sector, such as higher education institutions and secondary schools,
- practical application and testing of methods for valuing knowledge and competencies acquired through informal and non-formal learning,
- promoting the development of multi-purpose learning centres and regional networks of learning providers,
- developing innovative guidance and counselling tools and methods,
- promoting interaction between formal and non-formal adult education and workplace-based general learning,

— **Improving the management of adult learning**, e.g.:

- measures addressing the non-teaching staff of adult education institutions,
- measures to develop the learning dimension of organisations not primarily concerned with adult education (e.g. cultural organisations),
- measures addressed to other bodies with an important role to play in this regard such as labour or welfare organisations, trade unions etc.,
- comparative analysis of management models and approaches.

Proposals in this category ('General Projects') will be expected to:

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

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

GRUNDTVIG 4: GRUNDTVIG NETWORKS AND THEMATIC SEMINARS

In 2004, two distinct types of grants will be awarded:

(1) Grundtvig Network grants

A small number of networks will be supported, each of which will involve at least 10 countries participating in Socrates. The priorities for 2004 will be as follows:

- **methods of financing** adult education (effective models for funding and cost-sharing at national, regional or local level, including public-private initiatives),
- valuing non-formal and informal learning,
- **guidance and counselling**,
- adult learning opportunities for the **disabled**,
- adult learning in **rural areas**,
- **parental and family education**,
- adult learning opportunities through **sport**,
- **mathematics and science** education for adults,
- **health** education for adults.

In order to be selected, Grundtvig 4 networks should in particular:

- be geographically broad-based and inclusive,

- be composed of strong and representative organisations/institutions (genuine multiplier function),
- be active in forging cooperation between Grundtvig projects in the thematic area concerned,
- play a pivotal role in the process of disseminating the results of and methodologies used by Grundtvig projects, and of innovation and good practice more generally in the thematic field concerned.

Particular attention is drawn to the need for the networks to play a proactive role in **strengthening synergy and collaboration between Grundtvig projects** working in the same field or theme, and the dissemination of their results. To this end, strong priority will be given to proposals relating to Grundtvig networks which include in their work programme a clear reference to the **strategy and specific activities** they intend to develop for this '**thematic clustering**' of projects, such as thematic conferences, seminars and workshops.

The Commission will not support more than one Network in a given thematic area. Applicants should therefore consult the Compendium of existing Grundtvig 4 Networks at the Grundtvig website below.

Applicants are also encouraged to obtain the special information sheet accessible at this same website or available on request from the Technical Assistance Office (see address in Section VI below).

(2) Grundtvig Thematic Seminars

Under this new heading, one-year grants of a maximum of EUR 50 000 will be made available to help pave the way towards the creation of Grundtvig 4 networks in thematic areas where such a network does not currently exist.

The grants will support the organisation of seminars, workshops or other events ('Grundtvig thematic seminars') designed to help 'valorise' and disseminate the results generated (and methodologies used) in particular by projects previously supported under Grundtvig 1 and 2 or the adult education action within Socrates I, but also other innovative experiments on the theme in question funded from other sources. There is no minimum or maximum duration of the seminars, but it is expected that they will generally last around three days.

To be eligible for support, the partnership submitting the application for support must contain organisations from at least three countries eligible to participate in Socrates, one of which must be an EU Member State. Each seminar will bring together representatives of organisations involved in previous Grundtvig projects or other experiments/pilot schemes from as many 'Socrates countries' as possible.

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

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

A proposal may envisage organising more than one seminar in the thematic area chosen. Even in these cases, however, the grant will not surpass the maximum amount indicated above.

The grant is designed to help cover the organisation of the seminars, the travel and subsistence costs of the partner organisations' representatives at the seminars, and any fees, travel and subsistence costs of additional experts. The travel and subsistence costs of the main body of participants will be covered either through the Grundtvig 1 grants awarded to the projects in question or, where such funding has ended, individual grants awarded via the Grundtvig National Agencies.

Partnerships submitting a proposal must demonstrate that they are acquainted with the projects so far supported by Grundtvig and Socrates I Adult education in the thematic area chosen for the seminar(s). They should therefore consult the compendia of projects available at the Grundtvig website below.

In selecting the proposals for support, the Commission will take into account, in addition to the selection criteria set out in the Socrates Guidelines for Applicants, the extent to which the proposed Grundtvig Thematic Seminar(s) appear(s) likely to:

- give rise to a proposal for a Grundtvig 4 Network of good quality within a clear timeframe (normally by the closing date for Grundtvig 4 pre-proposals relating to 2006),
- contribute significantly to the valorisation/dissemination of project results and methodologies in the thematic field concerned.

Decentralised Actions (GRUNDTVIG 2 and 3)

- Particular priority will be given to Grundtvig 2 Learning Partnerships with strong involvement of adult learners and which show a clear potential to become a vehicle for the exchange and dissemination of good practice and experience.
- As in 2003, the minimum duration of one week for Grundtvig 3 training activities, mentioned in the Socrates Guidelines for Applicants, will no longer apply in 2004.

As regards individual mobility grants, National Agencies will give particular attention in 2004 to persons wishing to participate in the new activities contained in the present Call for Proposals, namely the Grundtvig Training Courses under

Grundtvig 1 and Grundtvig Thematic Seminars under Grundtvig 4.

Persons interested in applying for grants under Grundtvig 2 and 3 are strongly encouraged to contact the National Agency in their respective country, in order to receive further advice.

Further information

Applicants are encouraged to consult the Grundtvig website for further information, notably in order to familiarise themselves with projects and networks previously supported:

<http://europa.eu.int/comm/education/socrates/adult/home.html>

LINGUA — LANGUAGE TEACHING AND LEARNING

LINGUA 1: PROMOTION OF LANGUAGE LEARNING

The European Commission encourages the full participation in the Action of eligible organisations capable of motivating a mass audience to learn foreign languages (such as university or other language centres, TV, radio and media companies, etc.).

Particular priority will be given to:

- projects that raise awareness of foreign languages among groups with little or no experience of language learning (such projects should ideally bring together partners with expertise in language teaching and partners with a broadcasting/media background),
- projects that open up existing language resource centres to use by people with little or no experience of language learning,
- projects that make use of existing networks (e.g. town-twinning or adult education organisations, supporters' clubs, etc.),
- projects that promote languages at places frequented by the general public (exhibitions, sporting events, festivals, tourist attractions, airports, shopping centres, etc.).

LINGUA 2: DEVELOPMENT OF TOOLS AND MATERIALS

The European Language Learning Materials Survey (ELLS) continues to provide a rich source of inspiration for partnerships. The findings of the study are available at

http://europa.eu.int/comm/education/socrates/download/lingua_en.pdf

Particular priority will be given to:

- projects encouraging the use of ICT in language learning materials,
- projects developing CLIL (Content and Language Integrated Learning),
- projects promoting early language learning,
- projects promoting inter-comprehension between languages.

Applicants are advised to consult the Lingua Catalogue at

http://europa.eu.int/comm/education/socrates/lingua/catalogue/home_en.htm

and the Lingua 2 Compendia at

<http://www3.socleoyouth.be/static/Bots/docbots/TCP/Compendia/Compendia2002.htm>

for a description of former projects funded by Lingua 2, in order to avoid presenting similar projects.

Please note:

- Projects targeting the shortages of materials for the teaching and learning of languages for specific vocational purposes must be presented under the Leonardo da Vinci programme and not under Lingua.
- Dictionaries are not considered in themselves to be language learning tools, and therefore their production does not fall within the scope of this action.
- Projects where the development of a website is an important feature will need to demonstrate how it will continue to be maintained and managed after the end of the contractual period with the Commission.

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

Minerva is the key Action for the implementation of the eLearning Action Plan (see above). In this context, special efforts will be made by the European Commission, in cooperation with the Member States, to promote a critical and responsible use of technology in learning. Minerva also aims at creating a favourable environment for European learners by developing infrastructures, services and contents for a relevant use of technology in learning at all levels, from early learning to the learning needs of older generations.

In addition, as regards specific fields of interest, priority will be given to projects that address **the didactical use of ICT** in the following areas:

- innovation regarding the **organisation of new learning environments**: personalisation and guidance processes, autonomy development, evaluation of processes and environments, new assessment and validation methods,
- **new teaching and learning methods**, based for instance on new learning tools (simulations, toys and games),
- educational approaches and services which take into account **cultural and linguistic diversity**, with a particular emphasis on European values and intercultural understanding.

Applicants need to describe the content of their projects in concrete terms. They need to give information on how the innovative use of ICT underpins the approaches their projects want to test and validate. Projects should include innovative use of existing tools and technology for learning or more advanced applications in education. Applicants need to bear in mind the concrete 'validation' of suggested approaches, against the background of the way schools are organised in their respective countries. Particular attention may also be given to building bridges between research and implementation.

Evaluation and dissemination must also be considered as key components of the proposed projects, as they are essential for ensuring the transferability of the projects' outcomes in the given field. Evaluation frameworks should aim at clarifying the parameters of success or failure in the context of the project. They should ensure that experience gathered during the project is properly identified, analysed with a view to lessons to be learnt, and possibly transferred to other European contexts. Dissemination frameworks should clarify the scope and format of envisaged products, services and outcomes, within and beyond the partnership, notably with respect to languages and to the size and nature of target groups concerned.

OBSERVATION AND INNOVATION

The **studies, analyses** and other activities relating to the observation of educational systems and policies (Socrates Actions 6.1 and 6.2) will be subject of a specific call for proposals, details of which are available at the addresses indicated in Section VI. The priority themes will be closely related to the current political agenda of the European Union in the field of education and especially the 'Detailed Work programme on the follow-up of the Objectives of education and training systems in Europe' (see Section III.1.D).

As regards **Arion** study visits, the themes will be more specifically linked to the key issues and topics for exchange of the 'Objectives report' mentioned above. The detailed list of themes will be drawn to the applicants' attention by National Agencies along with the Arion programme announcement and the publication of the study visit catalogue in January 2004.

JOINT ACTIONS

A specific call for proposals will be issued in the first half of the year 2004 on a limited number of themes. More information will be available via internet at the address indicated in Section VI below.

ACCOMPANYING MEASURES

Accompanying measures play an important role within and between the actions of the Socrates programme. Special priority will be given to projects or other initiatives that address issues on the political agenda in the field of education, in particular those addressing the future objectives of education and training systems set out in the 'detailed work programme' of the 'objectives report' (see Section III.1.D).

III.3. Annual national priorities for decentralised Actions

The national authorities of the participating countries listed below will apply additional national priorities for the selection of **decentralised** projects. These national priorities are complementary to the general European priorities mentioned in the previous chapters of this Call.

1. Italy

Comenius 1, school development projects

- links with the territory: from local bodies to associated social and cultural activities and voluntary service,
- new forms of didactical organisation in case of school failure,
- vocational counselling,
- self-evaluation of schools,
- reception of linguistic and cultural minorities.

Comenius 1, language projects

- teaching of non-linguistic subjects in a foreign language,
- construction of active citizenship via language learning.

2. Austria

Comenius

- quality development at schools,
- creativity ('Bildung ist mehr'),
- citizenship.

Grundtvig

- educational data and indicators/identification of need in qualifications,
- motivation to learn, new learning and teaching methods, competencies to learn,
- recognition of learning/certification,
- learning centres/networking,
- funding models and incentive systems,
- vocational and educational information and counselling,
- quality assurance, consumer protection and professionalisation.

3. Hungary

Comenius 1, all types of projects

- include at least one partner institution from an acceding or candidate country besides the Hungarian institution,
- science and technology.

Comenius 1, language projects

- teaching of subjects in a foreign language.

IV. FINANCIAL SUPPORT

IV.1. General rules

Co-financing principle

The Socrates decision states in Annex IV.B.2 that: 'As a general rule, Community financial assistance granted for projects under this programme is intended to offset the estimated cost necessary to carry out the activities concerned and may cover a maximum period of three years, subject to a periodic review of progress achieved. In accordance with the co-financing principle, the beneficiary's contribution may take the form of the provision of the personnel and/or infrastructure necessary for the realisation of the project'. Participating institutions/organisations are therefore expected to respect this co-financing principle.

For centralised Actions except in the case of Accompanying Measures, the Community contribution will not normally exceed 75 % of the total cost of any specific project. Participating institutions/organisations are to commit other resources to the project and to declare and provide evidence of such other sources of funding and the amounts involved.

Applications

Where the applicant is an institution/organisation, the application shall show that the applicant exists as a legal person and has the financial, operational and professional capacity to complete the proposed project. For that purpose the European Commission and the National Agencies shall request the legal status of candidates and a declaration on their honour which is to be filed with the application. The profit and loss account, the balance sheet for the last financial year for which the accounts have been closed and CVs of persons involved in the project can be requested by the Commission or any National Agency at any moment of the selection procedure, following an analysis of management risks.

Applications shall be made on the application forms which are available from the addresses listed in Sections VI and VII. Each application must contain a budget. Whenever the revenue is requested in the application forms, the budget must have revenue and expenditure in balance. The budget must show clearly the costs which are eligible for funding. The rules governing eligible costs are explained in the application forms.

If an applicant requests a grant exceeding EUR 300 000, the application must be accompanied by an external audit report produced by an approved auditor, unless the applicant is a public-sector body, a secondary or a higher education establishment. That report shall certify the accounts for the last financial year available and give an assessment of the financial viability of the applicant.

Grants

The European Commission (in the case of so-called centralised actions) or the National Agency (in the case of so-called decentralised actions) may award a grant of less than the amount requested by the applicant. Grants will not be awarded for more than the amount requested. Each project may give rise to the award of only one grant to any one beneficiary. The award of grants shall be subject to the principle of transparency and equal treatment. The grant may not have the purpose or effect of producing a profit for the beneficiary. Grants may not be cumulative or awarded retrospectively.

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

Grant agreements

If the European Commission approves a proposal, a grant agreement in Euro setting out the conditions and the level of funding will be signed by the Commission and the beneficiary. In the case of decentralised Socrates Actions, grant agreements will be signed by the competent national agency and the beneficiary. Beneficiaries who have been found to have seriously failed to meet their contractual obligations may receive financial penalties.

Payments

Payment shall be made upon proof that the relevant project has been carried out in accordance with the provisions of the grant agreement. The grant amount can be paid through pre-financing, interim payments and payments of the balance. If, under exceptional circumstances, the European Commission pre-finances more than 80 % of the project, the Commission requires the beneficiary to lodge a bank guarantee in advance, unless the beneficiary is a public-sector body. If the total of pre-financing and interim payments exceeds EUR 750 000 per financial year and per agreement or if a balance payment exceeds EUR 150 000, an external audit report will be requested from the beneficiary, unless the beneficiary is a public-sector body.

Interim payments and payments of the balance are subject to receipt and approval of interim reports and final reports including a financial statement. In the case of centralised Actions, the beneficiary has to declare any interests yielded by pre-financing, when requesting interim or final payment. In the case of decentralised Socrates Actions, payments are carried out by the competent National Agency.

IV.2. Possible level of grants

The budget available for the Socrates programme in 2004 amounts to about EUR 328 million (enlarged EU 25). The Socrates Guidelines for Applicants provide information on the financial support available within the programme, where the amount of support provided is likely to remain stable. Generally speaking, 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 developing project proposals under the centralised Actions of the Socrates programme:

Comenius

Comenius 2 (projects): Based on previous experience, grants are likely to vary from around EUR 30 000 to EUR 100 000 per annum;

Comenius 3 (networks): Based on previous experience, grants are likely to vary from around EUR 75 000 to EUR 150 000 per annum;

Erasmus

Intensive programmes: The grants for IPs are calculated on the basis of the number of participating institutions and persons. In 2002 and 2003, the average grant for an IP was around EUR 17 000 per annum with an average number of nine institutions involved;

Curriculum development: The level of financial support for CDs will depend on the size and scope of the project. Because of differences in the scope of activities, the amount for a 'study programme'-type project (PROG) will, in general, be higher than that for a 'module'-type project (MOD). In 2003 and 2004, the average grant for a CD project will be of the order of EUR 110 000 for the full duration of the project (maximum three years);

The level of support for implementation/dissemination projects (DISS) will be based on the activities proposed. In 2003 and 2004, the average grant for a DISS project will be of the order of EUR 37 000 per annum;

Thematic Networks: The level of financial support will depend on the size and scope of the project. In 2002 and 2003, the average grant was of the order of EUR 155 000 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, depending on the type of project concerned (see Grundtvig section above);

Grundtvig 4 (networks): Based on previous experience, grants are likely to vary from around EUR 50 000 to EUR 150 000 per annum, depending on the type of project concerned (see Grundtvig section above).

Accompanying measures

Based on previous experience, grants are likely to vary from around EUR 20 000 to EUR 75 000. Projects requesting grants below or above these amounts will not normally be supported.

Other centralised actions

For the remaining centralised Socrates Actions, it is not felt appropriate to mention indicative amounts.

Decentralised actions

For the so-called decentralised Socrates Actions managed by National Agencies in the participating countries, please contact the National Agency in your country in order to obtain further information on typical grant levels under any one decentralised action.

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

V. CLOSING DATES FOR SUBMISSION (= DISPATCH) OF PROPOSALS

Action	Deadline(s)	Activity Period
COMENIUS		
School partnerships	1 March 2004 ⁽¹⁾	Start 1 August 2004
Expression of interest to receive a Comenius Language Assistant	1 March 2004 ⁽¹⁾	Start 1 August 2004
European cooperation projects for the training of school education staff	1 March 2004	Start 1 October 2004
Individual training grants for school education staff: — grants for initial training, — grants for language assistants, — grants for in-service training.	Contact NA	Contact NA
Comenius Networks	1 November 2003	Start 1 October 2004
ERASMUS		
Erasmus University Charter	1 November 2003	Start 1 July 2004
Curriculum Development projects	1 March 2004	Start 1 October 2004
Intensive Programmes	1 March 2004	Start 1 October 2004
Mobility of students and teaching staff	Contact home university	Contact home university
Thematic networks	1 November 2003	Start 1 October 2004
GRUNDTVIG		
European cooperation projects	1 November 2003	Start 1 October 2004
Learning partnerships	1 March 2004	Start 1 August 2004
Expression of interest to receive a Comenius Language Assistant	1 March 2004 ⁽¹⁾	Start 1 August 2004
Individual training grants for adult education staff	Contact NA	Contact NA
Grundtvig Networks and Thematic Seminars	1 November 2003	Start 1 October 2004
LINGUA		
Promotion of language learning	1 November 2003	Start 1 October 2004
Development of tools and materials	1 November 2003	Start 1 October 2004
MINERVA		
Open and distance learning/Information and Communication Technology in education	1 November 2003	Start 1 October 2004
OBSERVATION AND INNOVATION		
General observation activities	Contact Commission	Contact Commission
Arion study visits for education decision-makers	1 June 2004 ⁽²⁾	Start 1 September 2004
Arion multiplier activities	Contact Commission	Contact Commission
Innovatory initiatives responding to emerging needs	Contact Commission	Contact Commission
JOINT ACTIONS		
Joint Actions	Contact Commission	Contact Commission
ACCOMPANYING MEASURES		
Accompanying measures	1 April 2004 1 October 2004	Start 1 September 2004 Start 1 March 2005
PREPARATORY VISITS		
Preparatory visits for all Actions	Contact NA	Contact NA

⁽¹⁾ In Denmark, Germany, Greece, Spain, Italy, Finland, United Kingdom and Romania the deadline is **1 February 2004**.

⁽²⁾ In some countries earlier deadlines apply. Applicants are invited to contact their National Agencies for details.

VI. APPLICATION AND SELECTION PROCEDURES

Application and selection procedures in Socrates vary, depending on whether the Action concerned is managed centrally by the European Commission or on a decentralised level by the National Agencies designated by participating countries. This information is given in detail in the Socrates Guidelines for Applicants.

The application forms to be used, the Socrates 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, Leonardo and Youth Technical Assistance Office (TAO), rue de Trèves/Trierstraat 59-61, B-1040 Brussels, tel: (32-2) 233 01 11, fax: (32-2) 233 01 50, e-mail: info@socrates-youth.be, which provides the European Commission (Directorate-General for Education and Culture) with technical assistance in implementing the programme.

For several of the Actions within the programme, contact 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.

Applicants will be informed of the result of the selection procedures in writing. The Commission and the National Agencies will endeavour to ensure that the selection decisions are made known to applicants at the latest five months after the closing date for submission of project applications. For centralised projects selected in accordance with the two-phase procedure, this will only refer to the second stage of the selection (full project proposals).

Except in the case of grants allocated to individuals, the Commission and the National Agencies will publish the names and addresses of beneficiaries, the grant amount, the financing rate (when applicable) and the object of the grant on the appropriate website.

VII. LIST OF SOCRATES NATIONAL AGENCIES

BELGIË — BELGIQUE — BELGIEN

BELGIË (Vlaamse Gemeenschap)

Vlaams Socrates-Agentschap
H. Consciencegebouw 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

BELGIEN (Deutschsprachige Gemeinschaft)

Agentur für Europäische Bildungsprogramme
Ministerium der Deutschsprachigen Gemeinschaft
Gospert, 1
B-4700 Eupen
Tel. (32) 87 59 63 00
Fax (32) 87 55 77 16
E-mail: suzanne-kuechenberg@dgov.be

BELGIQUE (Communauté française)

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

Erasmus

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

DANMARK

CIRIUS

Fiolstræde 44
DK-1171 København K
Tel. (45) 33 95 70 00
E-mail: cirius@ciriusmail.dk
Internet: <http://www.ciriusonline.dk>

DEUTSCHLAND

Erasmus

Deutscher Akademischer Austauschdienst (DAAD)
Kennedyallee 50
D-53175 Bonn
Tel. (49) 228 882 277
Fax (49) 228 882 551
E-mail: Erasmus@daad.de
Internet: http://www.daad.de/info-fd/foerderprogramme/eu_programme/index.html

Comenius, Lingua (Schulbereich), Arion

Nationale Agentur im Pädagogischen Austauschdienst (PAD) der Kultusministerkonferenz (KMK)
Lennéstr. 6
D-53113 Bonn
Tel. (49) 228 501 298/433
Fax (49) 228 501 420/259
E-mail: pad.comenius@kmk.org
Internet: <http://www.kmk.org/pad/sokrates2>

Comenius (sprachbezogene Aktivitäten außer an Schulen und an Lehrerbildungseinrichtungen); Grundtvig 3 (Mobilität)

InWent
Hr. Rainer Krippendorff
Weyerstraße 79—83
D-50676 Köln
Tel. (49) 221 209 82 92
Fax (49) 221 209 81 14
E-mail: sokrates@inwent.org
Internet: <http://www.europa.inwent.org>

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

Bildung für Europa
Nationale Agentur beim Bundesinstitut für Berufsbildung
Friedrich-Ebert-Allee 38
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>

ELLAS

IKY

Directorate of Special Programmes and International Scholarships
Unit for European Union Programmes
Lyssicratous 14
GR-10558 Athens
Tel. (30) 210 37 26 300/32 36 690
Fax (30) 210 33 12 759/32 21 863
E-mail: sokrates@iky.gr or erasmus@iky.gr
Internet: <http://www.iky.gr>

ESPAÑA

Todas las acciones del programa Sócrates excepto Erasmus

Agencia Nacional Sócrates
Ministerio de Educación y Cultura
Paseo del Prado, 28 — 1ª planta
E-28014 Madrid
Tel. (34) 91 506 56 85
Fax (34) 91 506 56 89
E-mail: a.socrates@educ.mec.es
Internet: www.mec.es/sgpe/socrates

Erasmus

Agencia Nacional Erasmus
Vicesecretaría General del Consejo de Universidades
Ciudad Universitaria, s/n
E-28040 Madrid
Tel. (34) 91 453 98 42
Fax (34) 91 453 98 85
E-mail: mariateresa.diez@cuniv.mec.es

FRANCE

Agence Socrates — Leonardo da Vinci
Programme Socrates
25, Quai des chartrons
F-33080 Bordeaux Cedex
Tel. (335) 56 00 94 00
Fax (335) 56 00 94 80
E-mail: contact@socrates-leonardo.fr
Internet: <http://www.socrates-leonardo.fr>

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
3rd floor
Marine House
Clanwilliam Court
Dublin 2
Ireland
Tel. (353-1) 661 27 48
Fax (353-1) 661 04 92
E-mail: erasmus@hea.ie
minerva@hea.ie
Internet: <http://www.heai.ie>

Arion

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

ITALIA

Agenzia Nazionale Socrates Italia
Indire
Via Nardo di Cione 22
I-50121 Firenze
Tel. (39) 055 2380 326/328/338/387/388/389
Fax (39) 055 2380 343/399
E-mail: socrates@indire.it
socrates.finanziario@indire.it
comenius1@indire.it
comenius2@indire.it
comenius3@indire.it
grundtvig@indire.it
minerva@indire.it
lingua@indire.it
arion@indire.it
jointactions@indire.it
Internet: www.indire.it/socrates

Agenzia Nazionale Socrates Italia
Sezione Erasmus
Via Montagne Rocciose 60
I-00144 Roma
Tel. (39) 06 5421 0483
Fax (39) 06 5421 0479
E-mail: erasmus@indire.it

LUXEMBOURG

Toutes actions Socrates sauf Erasmus et Minerva

Agence Nationales Socrates Luxembourg
Ministère de l'Education Nationale, de la Formation
Professionnelle et des Sports
34-36, avenue de la Porte Neuve
L-2227 Luxembourg
Tel. (352) 478 52 89
(352) 478 52 90
Fax (352) 478 51 37
(352) 24 18 84
E-mail: karin.pundel@men.lu
Internet: <http://www.socrates.lu>

Erasmus, Minerva

Centre de Documentation et d'Information pour les
Etudes Supérieures
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

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>

Erasmus

Nuffic
 Dutch National Agency for Socrates
 Postbus 29777
 2502 LT Den Haag
 Nederland
 Tel. (31) 70 426 02 57
 Fax (31) 70 426 02 59
 E-mail: socrates@nuffic.nl
 Internet: <http://www.socrates-programma.nl>

ÖSTERREICH

Sokrates Nationalagentur
 Schreyvogelgasse 2
 A-1010 Wien
 Tel. (43-1) 534 08 0
 Fax (43-1) 534 08 20
 E-Mail: office@sokrates.at
 Internet: <http://www.sokrates.at>
 WAP: wap.sokrates.at

PORTUGAL

Agência Nacional para os programas
 comunitários Sócrates e Leonardo da Vinci
 Avenida D. João II
 Edifício Administrativo da Parque Expo
 Lote 1.07.2.1 — Piso 1 — Ala B
 P-1990-096 Lisboa
 Tel. (351) 218 91 99 33/34
 Fax (351) 218 91 99 29
 E-mail: agencianacional@socleo.pt
 Internet: www.socleo.pt

SUOMI/FINLAND

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