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Education and culture : Guide to programmes and actions

Guide to programmes and actions

EDUCATION AND CULTURE



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European Commission
Directorate-General for Education and Culture





Directorate-General for Education and Culture

Guide to programmes and actions

EDUCATION AND CULTURE

2003 EDITION



European Commission

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Preface

OPPORTUNITIES TO BE SEIZED

The first year of the millennium saw the launch of a new generation of programmes and actions piloted by the European Commission's Directorate-General for Education and Culture. These relate to education, training, youth, culture, sport and citizenship — all subjects which touch our daily lives. The focus is on Europe's main asset, which is its human resources, and the programmes include Socrates, Leonardo da Vinci, Youth, Tempus, Culture 2000 and MEDIA.

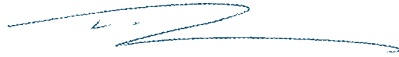
While each programme and action has its own specific objectives, they also have a number of common characteristics — support for the mobility of people, the creation of pilot projects and the exchange of ideas and practices. They are designed to encourage European cooperation at all levels, striving for quality and stimulating innovation. A broad range of actors and organisations is targeted with the main programmes open to no fewer than 31 European countries. And they seek to underpin basic values such as the promotion of equal opportunities, the idea of active citizenship, acquiring knowledge in a multicultural setting and the concept of lifelong learning covering both education and training.

Through the education and culture programmes and actions, financial support is available for thousands of projects involving hundreds of thousands of beneficiaries. They provide solid encouragement for initiatives and are a significant source of concrete opportunities.

Good and timely information is clearly needed if one is to map out the best route and take advantage of these opportunities.

The 'Guide to programmes and actions' is aimed at schools, universities, training centres, companies, cultural operators, the media, regional and local authorities, NGOs and, not least, the many thousands of potential project promoters at grassroots level who may be interested in mounting a project with a European dimension and want to know how to obtain Community support. The guide is particularly useful because it describes, in a single publication, the various mechanisms and procedures involved. Its purposes are essentially practical — to give straightforward answers to the most frequently posed questions, to direct readers to other sources of information and to enable them to get in touch with the appropriate contact points in their own countries.

In the fields of education and culture, Europe — a Europe of citizens — is on the move. What is essential now is for us all to take full advantage of this.



Viviane Reding

Member of the Commission
with responsibility for education and culture

Education



Training



Youth



Culture



Audiovisual



Languages



Civil society



Sport





Programmes

Socrates

AIMS

Socrates is the European programme for education. Its aim is to promote the European dimension and to improve the quality of education by encouraging cooperation between the participating countries.

The programme sets out to develop a Europe of knowledge and thus better cater for the major challenges of this new century: to promote lifelong learning, to encourage access by everybody to education, to acquire qualifications and recognised skills.

In concrete terms, Socrates has five key objectives:

- to strengthen the European dimension of education at all levels;
- to improve knowledge of European languages;
- to promote cooperation and mobility throughout education;
- to encourage innovation in education;
- to promote equal opportunities in all educational sectors.

Socrates supplements action taken by the Member States while fully respecting their responsibility when it comes to the content of education and the organisation of their education system, as well as their cultural and linguistic diversity.

WHICH COUNTRIES ARE INVOLVED IN THE PROGRAMME?

A total of 31 countries are taking part:

- the 15 Member States of the European Union: Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Austria, Portugal, Finland, Sweden and the United Kingdom;
- the three EFTA/EEA countries: Iceland, Liechtenstein, Norway;
- the 10 associated countries of central and eastern Europe: Bulgaria, Estonia, Hungary, Latvia, Lithuania, Poland, the Czech Republic, Romania, Slovakia and Slovenia;
- Cyprus, Malta, and Turkey (*).

(*) Turkey is expected to take part as from 2004.

WHO IS ELIGIBLE?

Socrates targets all players involved in education:

- pupils in compulsory schooling, students and people of all ages going back into education;
- teachers in training or in service, education, administrative and managerial staff;
- education establishments of all types;
- any other external players interested: public servants and decision-makers, local and regional authorities, parents, associations, the social partners, the business sector, associations and NGOs, etc.

HOW LONG WILL THE PROGRAMME RUN?

The first phase of the Socrates programme was for five years (1995–1999). The programme has been renewed and the second phase will run for seven years (2000–2006).

WHAT IS ITS LEGAL BASIS?

Articles 149 and 150 of the EC Treaty. Decision 253/2000/EC of the European Parliament and the Council, of 24 January 2000 (OJ L 28 of 3.2.2000).

WHAT ARE ITS FINANCIAL RESOURCES?

Socrates has a budget of EUR 1 850 million for the seven-year period.

WHO DOES WHAT

It is the task of the **European Commission** (Directorate-General for Education and Culture) to implement the Socrates programme. It is assisted in this by the Socrates Committee which comprises representatives of the Member States and is chaired by the Commission.

In addition, **national agencies** have been set up for Socrates in each of the participating countries. These agencies provide a closer link with the general public and manage a substantial portion of the programme as well as carrying out important information tasks.

HOW TO APPLY

Submission and selection of applications for grants vary considerably depending on whether the action is a centralised action managed by the European Commission or a decentralised action managed by the national agencies designated by the participant countries (for further details see below the description of the different Socrates actions).

FURTHER INFORMATION

You may:

- consult the Socrates national agency in your country (see the list of addresses on page of this brochure):
<http://europa.eu.int/comm/education/socrates/nat-est.html>
- browse the European Commission's Socrates web site at:
<http://europa.eu.int/comm/education/socrates.html>
- refer to the guideline for applicants for Socrates which gives all the relevant details on the different actions and how to take part. This guide is obtainable in 11 languages and can be downloaded from the Internet (see site address immediately above) or can be obtained from the national agencies.

WHAT ACTIONS?

Socrates consists of eight actions:

The first three correspond to the three phases which comprise the lifelong learning process: school, university and adult education. The other five are horizontal actions.

1. Comenius: school education
2. Erasmus: higher education
3. Grundtvig: adult education and other education pathways
4. Lingua: learning and teaching of European languages
5. Minerva: information and communication technologies in education
6. Observation and innovation of education systems and policies
7. Joint actions with other European programmes
8. Accompanying measures.

WHAT ACTIVITIES ARE SUPPORTED?

The Socrates programme supports the following types of activity:

- transnational mobility for people in the sphere of education in Europe;
- pilot projects based on transnational partnerships designed to stimulate innovation and quality in education;
- promotion of language skills and understanding of different cultures;
- use of the information and communication technologies (ICT) in education;

- transnational cooperation networks which facilitate exchange of experience and best practice;
- observation and comparative analysis of education systems and teaching policies;
- activities designed to exchange information, disseminate best practice and foster innovation.

WHAT ARE THE COMMON PRIORITIES?

Each action has priorities. These may be permanent or may change from year to year. Furthermore, all actions are designed to provide special support for disadvantaged groups, to promote equal opportunities for men and women, the integration of disabled persons and to counter racism. There is a special focus on language learning, particularly those languages which are less widely used and taught. There is also emphasis on studying in a multicultural environment as one of the foundations of European citizenship. The new ICTs are another priority for the programme in so far as they can support active teaching methods and contribute to innovation.

Some figures

From 1995 to 1999 ...

Under Erasmus:

- 2 000 universities were linked through an institutional contract;
- 35 university thematic networks were set up;
- 460 000 students received a mobility grant;
- 30 000 teachers benefited from mobility arrangements.

Under Comenius:

- 15 000 schools were linked by a school partnership;
- 38 000 teachers and head teachers benefited from mobility arrangements.

Under Lingua:

- 45 600 language teachers and 1 900 language assistants benefited from mobility arrangements;
- 40 000 pupils took part in exchanges under language teaching projects.

ACTION 1

COMENIUS: SCHOOL EDUCATION

WHAT TARGET PUBLIC?

The Comenius action focuses on the first phase of education (covering nursery, primary and secondary schooling including technical and vocational education). It extends to all in this education community – teachers, education staff and pupils – while endeavouring also to involve organisations outside the school such as parents' associations, NGOs, local authorities, the business sector and the social partners.

WHAT ARE ITS AIMS?

The aim of Comenius is to enhance the quality of teaching, strengthen its European dimension and promote language learning. There is also emphasis on certain important issues: learning in a multicultural framework (a cornerstone of European citizenship), support for disadvantaged groups, and tackling under-achievement at school and exclusion.

WHAT TYPE OF ACTIVITIES?

Comenius contains three major strands.

1) School partnerships

There are three types of partnership.

- **School projects** enable schools (at least three establishments from three participating countries) to work on a theme of common interest. They endeavour to involve as many classes as possible and thus work towards closer cooperation, particularly between different classes and subject areas. Encouraging the active participation of the pupils is a priority and henceforth a limited number of pupils may be given the opportunity of going to another country to prepare and plan the European project in conjunction with their teachers.
- **Language projects** involve two schools from two European countries and must focus on the learning of foreign languages. Priority will be given to less widely used and taught languages. The projects will generally entail an exchange involving a stay in the partner establishment and a return visit (minimum age of pupils: 14).

- School development projects involve schools (at least three establishments from three participating countries) as institutions, the idea being to share experiences and compare notes on teaching methods, organisation, management or themes of common interest – such as tackling violence at school and the issue of integrating pupils from different social and cultural backgrounds. Each school is thus involved in a holistic way.

2) Initial and continuing training of staff involved in school education

Two types of activities can receive support:

- **Multilateral cooperation projects** between different types of institution, particularly establishments providing initial or in-service teacher training. The aim is to prepare programmes, courses, strategies and teaching material for the training of education staff and for use in the classroom. In addition to the contribution of these projects to enhancing the quality of training in Europe, the creation of links between colleagues working in this area in different European countries is invaluable.
- **Individual grants** for future teachers (including assistantships for future language teachers), teachers in service and other categories involved in formal or informal education (head teachers, inspectors, advisors, mediators, etc). These grants can be used to subsidise mobility to undertake practical courses in schools or companies in another country, or to take part in European courses with colleagues from other countries.

3) Setting up Comenius networks

Comenius networks are designed to create synergies between school partnership projects and staff training projects, to increase their number and to enhance and supplement them.

A Comenius network is structured around a theme of common interest and is primarily a platform allowing people and institutions taking part in Comenius to strengthen their European cooperation and sustain it over time. It also provides a common forum for thought and a working framework for promoting innovative practices related to the theme in question.

FINANCIAL SUPPORT

1) School partnerships

Commission support consists of two parts:

- a lump sum per project per year;
- a variable sum for transnational mobility. The amount will depend on the number of teachers and pupils taking part and is in addition to the lump sum.

With regard to the lump sum:

School projects: EUR 2 000 for the coordinating school and EUR 1 500 per partner school (per year).

Language projects: EUR 1 500–2 000 for the coordinating school and the partner school. Financial support will normally be awarded for one year only.

School development projects: EUR 2 000 for the coordinating school and EUR 1 500 for each partner school (per year).

2) Initial and continuing training of staff involved in school education

Multilateral cooperation projects: financial support is available for a maximum of three years and usually ranges from EUR 20 000 to EUR 100 000 annually. The exact amount varies depending on the type of project involved.

Individual grants: The grant varies as a function of the duration and type of mobility, and of the country visited.

3) Comenius networks

Financial support is for a maximum of three years and normally ranges from EUR 50 000 to EUR 150 000 yearly, the exact amount depending on the type of project concerned. Support, normally not exceeding EUR 1 000 per person, may be granted to members of staff of eligible institutions to take part in preparatory visits or preparatory seminars.

4) Preparatory visits

For multilateral cooperation projects concerning the three Comenius chapters, a grant may be obtained for preparatory visits lasting no more than one week. Applications can be made to the national agency of the project coordinator.

HOW TO APPLY

1) School partnerships

This is a decentralised action, which means that the selection of applications, contracts and payments are managed by the national agencies in each country. Applications must be accompanied by a 'Comenius plan' in which the school must give a brief description of its European activities and the anticipated results of the school partnership for the future development of the school. The same procedure applies if a school wishes to receive a Comenius language assistant.

2) Initial and continuing training of teaching staff

- Multilateral cooperation projects: this is a centralised action. Applications must be submitted to the European Commission, which will take all decisions relating thereto.
- Individual grants — this is decentralised and applications must be made to the national agency in the applicant's country.

3) Comenius networks

A centralised action involving a two-stage selection procedure — submission of a pre-proposal and, in the event of preselection, submission of a complete proposal. Applications must be sent to the European Commission.

ACTION 2

ERASMUS: HIGHER EDUCATION

AIMS

The purpose of Erasmus is to improve the quality of higher education and strengthen its European dimension. It does this by encouraging transnational cooperation between universities, fostering the European mobility of students and teachers, encouraging course development and contributing to improved transparency and academic recognition of qualifications and studies within the Community.

HOW DOES IT WORK?

The participating universities enter into 'institutional contracts' with the Commission. These contracts cover all the approved Erasmus activities.

WHO IS ELIGIBLE?

Erasmus targets universities (nearly all universities in Europe take part) but also all other types of recognised non-university higher education establishments, as well as post-university studies.

WHO ARE THE BENEFICIARIES?

While the two main groups of beneficiaries are students and teachers, Erasmus also offers the administrative staff of universities the opportunity to take part in European cooperation.

WHAT TYPES OF ACTIVITY?

Student mobility

Erasmus gives students the opportunity to study for a period of 3–12 months at a university or higher education establishment in another participating country. The time spent in the other country is fully recognised in the establishment of origin thanks, in particular, to the ECTS system, which facilitates academic recognition of periods of study in partner establishments. This means that there must be prior agreement between the universities concerned before a person can benefit from the Erasmus scheme.

Teachers

Several Erasmus chapters relate directly to teaching staff.

- **Teacher exchanges.** Erasmus provides support for teachers giving courses, generally short courses, as part of the official curriculum of a partner university in another European country. This type of experience has a positive impact on both teachers and students, particularly those who do not have the opportunity of taking part in an exchange.
- **Joint preparation of courses.** At least three establishments (from different countries) pool their resources to develop a programme of study, a module, a curriculum or a master's programme. This can be done in all academic subject areas, not only for 'European' subjects.
- **Intensive programmes.** Community funding may be allocated to universities organising intensive courses (e.g. as part of summer university programmes), provided they have a European dimension. These short programmes will provide an additional option for teachers and students to gain a European perspective, and are an effective way of transposing research results into the teaching programmes of the establishments concerned.
- **Thematic networks.** University departments of faculties, research centres or professional associations can form a European network around a subject area or a specific topic as a platform for analysis and discussion. The European Commission provides support for these thematic networks provided the partnership is representative of the subject area or theme in question at European level.

FINANCIAL SUPPORT

Student mobility

Erasmus grants for student mobility are managed by the national agencies. The amount of the grants depends both on the policy pursued by each national agency and, in particular, on the total number of applications from students in each country. It therefore varies considerably from country to country.

Erasmus grants come on top of grants from universities, regions or the Member States concerned. Their purpose is to contribute to the additional cost involved in pursuing studies abroad.

The Commission may also finance part of the cost of language preparation for students before they begin their studies in another country.

Teacher exchanges

The grants are intended as a contribution to the additional costs arising from teaching in another country.

Joint preparation of courses

The financial support is granted for a maximum period of three years. In 2000/2001, for instance, the average support for a course preparation project was EUR 24 000, with an average participation of six partners per project.

Intensive programmes

Financial support is available for the organisation of intensive programmes for one, two or three consecutive years on the understanding that every year the group of participants must be different and/or the themes involved must be different.

In 2000/2001, for instance, the average Community support for an intensive programme was EUR 16 800, for an average number of nine institutions taking part.

Thematic networks

Thematic network programmes can be financed for a maximum of three years. The level of funding depends on the size and scale of the project.

HOW TO APPLY

Universities should send their application for an institutional contract direct to the European Commission.

Students and teachers interested in mobility should contact the international relations bureau of the university to which they belong. Grants are allocated by the Erasmus National Agency, usually through the university. For intensive courses, development of courses and thematic networks, funding is allocated directly by the Commission.

ACTION 3

GRUNDTVIG: ADULT EDUCATION AND OTHER EDUCATIONAL PATHWAYS

AIMS

Education does not only mean school. It is a process which continues throughout life irrespective of age or place. This action targets adult education and other educational pathways. It supplements Comenius (school education) and Erasmus (higher education) by forming the third link of a single education chain.

Adult education differs from country to country and situations vary enormously. Grundtvig seeks to improve and facilitate access to learning for everyone at any age wishing to learn:

- in order to return to school or university to gain new qualifications;
- for his/her own personal and social development or for his/her personal satisfaction;
- in order to enhance his/her role as an active European citizen.

WHO IS ELIGIBLE?

Grundtvig targets the players involved in adult education, whether formal (second chance schools, universities) or non-formal (adult education establishments, cultural, women's or youth centres, libraries, museums, local archives, prisons) or associations (NGOs, parents' organisations etc).

WHO ARE THE BENEFICIARIES?

Grundtvig targets everyone above the age of compulsory schooling. In particular, it focuses on those hampered by precarious social circumstances or who have an inadequate knowledge base. Grundtvig also endeavours to give adults (irrespective of age) excluded from the school system a second chance by helping them to acquire the basic notions, by restoring their confidence, and by recognising certain skills and competences obtained outside the school context.

WHAT TYPES OF ACTIVITY?

The European Commission supports four types of activity through Grundtvig.

1. **European cooperation projects** relate to adult education institutions and organisations which wish to undertake a tangible project or a joint production through European cooperation.

An example is the development of systems for accrediting or validating skills acquired through non-formal systems of education. Another example is developing new training modules and new teaching methods.

2. **Education partnerships** are intended for smaller organisations and provide for smaller scale cooperation. The emphasis is generally on the preliminary contact between partners in different countries, which can subsequently lead to more ambitious things. Education partnerships can, for example, involve small-scale joint projects around a specific theme or the organisation of conferences, exhibitions and visits, in order to exchange experiences, practices and methods.

3. **Mobility for training grants** are intended for trainers who want to undertake a course in another country, generally for a period of one to four weeks.

This mobility concerns all categories of adult education staff — teachers, managers, administrative personnel, advisers, mediators and mentors/tutors.

4. Lastly, the **Grundtvig thematic networks** offer the players involved in adult education a stable basis for discussion, and permit the broad dissemination of innovative practices and ideas in this context.

FINANCIAL SUPPORT

European cooperation projects: projects are financed for a maximum of three consecutive years. The amount of the support may vary considerably from one project to another.

Education partnerships: projects are usually financed for one or two years. The grant is broken down into a lump-sum part and a variable part towards the cost of international travel.

Mobility for training: actual financial support varies from one project to another.

Grundtvig networks: the network projects are funded for a maximum period of three years. Support ranges from EUR 50 000 to EUR 150 000 yearly.

HOW TO APPLY

European cooperation projects and the Grundtvig networks are funded directly by the European Commission.

Support for education partnerships and mobility for training of adult trainers is managed at a decentralised level by the national agencies.

ACTION 4

LINGUA

AIMS

Promoting the teaching and learning of languages – the 11 Community languages plus Irish and Luxembourgish and in all the other languages of the other participating countries – is a feature of all Socrates actions be it Comenius, Erasmus or Grundtvig. Lingua itself operates horizontally, focusing on key issues in order to encourage the learning of languages throughout life.

ACTIVITIES SUPPORTED

The European Commission supports two categories of projects.

Language learning (Lingua 1)

Encouraging people to learn another language entails getting them interested in doing so, familiarising them with the different opportunities that exist, and providing easier access to the places and channels of learning. The Commission accordingly supports a wide range of transnational projects which are all important steps in the learning of foreign languages.

First, there is **awareness-raising** and motivation. Partnerships, for instance, can be organised to conduct campaigns through the media. Second, there is **information**: where and how to find a method of learning which suits one's requirements? What new developments are there and what is the best practice in this field? Lastly, there is the matter of improving access to language resources.

Development of tools (Lingua 2)

The aim of this second part of Lingua is to ensure the presence on the market of an appropriate range of language learning tools. The transnational projects supported by the European Commission must clearly be positioned in areas which are ill-catered for by this market. They must also support innovation – for example, a new method for learning Finnish, the development of an Internet-based test for distance assessment of proficiency in Portuguese, the design of a video for students wishing to study in Greece.

WHAT ARE THE CRITERIA?

Projects submitted under one of these Lingua strands must:

- be based on a partnership of establishments/bodies from at least three participating countries;
- produce real added value for Europe.

Lingua also places emphasis on encouraging the learning of the languages less widely used and taught in the European Union.

FINANCIAL SUPPORT

Lingua projects receive Community financial support for a maximum of three consecutive years. The actual level of funding will vary considerably from one project to another depending on what the project actually involves.

HOW TO APPLY

Lingua is a centralised action within Socrates, which means that the projects must be submitted to the European Commission which then makes the selection.

ACTION 5

MINERVA: NEW TECHNOLOGIES IN EDUCATION

AIMS

Throughout Europe the education system is having to rise to fresh challenges stemming from trends in society. Information and communication technologies (ICTs) are an essential tool in responding to these challenges and improving the quality of education.

The education landscape in Europe is both very rich and very fragmented, so the Minerva action sets out to facilitate dialogue and exchange of experience and practice among experts working on the use of these new technologies in schools, universities and other forums of learning.

Minerva also supports the development of new services in this area, where the human dimension is as important as the level of equipment. Against this background, the comparison of national or regional experiences, and the conducting of original experiments at the European level, will be essential in preparing for the education of the future.

ACTIVITIES SUPPORTED

Through Minerva, the European Commission supports four major types of activity:

1. Projects to better **understand** and support innovation. These are research actions, targeted studies and comparative analyses in order to improve understanding of the impact of ICT and ODL (open and distance learning) models on the organisation of teaching and on the learning process.
2. Activities to **design** new teaching methods and resources for the development of innovative learning environments.
3. Activities intended to **communicate** and provide access to the results of projects in order to increase their dissemination and generalise best practice.
4. Projects intended to **network** and encourage the exchange of ideas and experience connected with the use of ICT in education and with ODL. Cooperation is encouraged between designers, users and those in positions of responsibility in education and training.

WHAT ARE THE CRITERIA?

ICTs feature in all aspects of the Socrates programme. In Minerva, however, they are the very essence of the projects. Minerva-supported activities are intended to reach a critical mass and are on a larger scale than in the other actions. They must have a genuine multiplier effect, serve as a catalyst at European level and have high spin-off potential.

In addition, Minerva attaches particular importance to transnational projects based on partnerships which include a wide range of players: schools and universities, the multimedia and ICT sectors, publishers, ministries, associations and experts from outside the school context.

FINANCIAL SUPPORT

Preference will generally go to projects lasting from one to two years. In certain circumstances, financial support may be allocated for a maximum of three years.

The level of funding varies greatly from one project to another.

HOW TO APPLY

Minerva is a centralised action, which means that projects must be submitted to the European Commission which is responsible for the selection procedure.

ACTION 6

OBSERVATION AND INNOVATION

AIMS

Europe has a vast and varied wealth of traditions, practices and education systems.

The challenge facing countries which are naturally inclined to focus on their own specific situations is to take an interest in what happens elsewhere. The point of observing other education contexts is not to copy them mechanically, but to look at the different approaches as a basis for perhaps doing things differently. The diversity of Europe in this way becomes a seedbed for innovation and for improving the quality of education.

This is what the action 'Observation and innovation' is all about. Its aim is to introduce tangible instruments to turn this diversity to good account.

ACTIVITIES SUPPORTED

The European Commission will accordingly support a range of activities and operations:

- data collection and comparative analysis of the various countries;
- in order to facilitate knowledge and comparison of education systems and policies (particularly through the Eurydice education information network);
- steps to improve the academic recognition of qualifications obtained in another country, particularly through the Naric network of national centres for the academic recognition of qualifications;
- visits to allow groups of decision-makers and education specialists from different countries to familiarise themselves with innovative reforms and approaches in education systems in relation to the priority themes identified by the national authorities and the European Union (Arion);
- studies, seminars, exchanges of experts or pilot projects 'General activities of observation and analysis', around certain particularly relevant topics in order to sustain education policy development, focusing inter alia on the 'Report on the concrete future objectives of education systems' (<http://europa.eu.int/comm/education/infos.html>) or more prospective debates concerning tomorrow's education. These activities will be the subject of a call for proposals to be published in the Official Journal of the European Communities setting out the priority themes, support available, eligibility and selection criteria, and how and by when to submit applications.

FINANCIAL SUPPORT

Projects submitted under 'General activities of observation and analysis' receive financial support from the Community for a period of one or more years.

HOW TO APPLY

Projects under 'General activities of observation and analysis' must be submitted to the European Commission, apart from the Arion study visits, which are to be submitted to the national agencies.

ACTION 7

JOINT ACTIONS

AIMS

The point of joint actions is to promote a 'Europe of knowledge' and relate to themes which per se are not restricted to a single area, e.g. education, training or youth policy. They call for stronger cooperation between players from a wide spectrum of sectors of knowledge. The EU's programmes Socrates, Leonardo da Vinci and Youth are complementary instruments designed to secure at the European level the conditions whereby learners of all ages can acquire the experience, the knowledge and the skills they need to live, work and play a full and active role in society. The joint actions form part of all three programmes and reflect this complementarity through action which goes beyond the scope of each programme considered singly. They can also be extended to other areas, e.g. culture.

The joint actions are also designed to encourage the development of innovative approaches to analysing and solving problems which cut across several areas. This will be achieved essentially through cooperation between different sectors at various levels, transnational networks of different types of players and the removal of obstacles between the different channels of intervention.

HOW TO APPLY

The joint actions are covered by calls for proposals published in the *Official Journal of the European Communities*. These set out the themes to be addressed, their aims and context, the types of project envisaged, the support available, eligibility and selection criteria, and the procedure and deadlines for applications.

ACTION 8

ACCOMPANYING MEASURES

AIMS

Community support is allocated, under the 'accompanying measures' heading, to activities that are not formally part of any of the other Socrates actions, but which nevertheless have a bearing on the attainment of the programme's objectives.

ACTIVITIES SUPPORTED

Accompanying measures cover:

- awareness-raising activities among specific target publics or the general public in relation to the Socrates programme or, more generally speaking, to the importance of European cooperation in education (conferences, seminars, etc);
- improvement of the implementation of Socrates, particularly by providing training in project management or problem solving;
- making judicious use of the results of European cooperation in education through the dissemination of products and processes stemming from European cooperation;
- achieving trans-sectoral synergy between the actions of the Socrates programme, for example, through activities bringing together projects supported under Comenius, Erasmus, Grundtvig, Lingua, Minerva, etc.;
- targeting horizontal priorities within the Socrates programme, such as the promotion of equal opportunities, intercultural education and countering racism.

HOW TO APPLY

The accompanying measures are a centralised action in Socrates. This means that the projects are selected centrally by the European Commission.

Leonardo da Vinci

AIMS

Leonardo da Vinci is the action programme for implementing the European Community's vocational training policy, supporting and supplementing action taken by the Member States.

Its aim is to use transnational cooperation to enhance quality, promote innovation and support the European dimension of vocational training systems and practices.

In specific terms, Leonardo da Vinci pursues three central aims: to facilitate occupational integration, improve the quality of training and access to this training, and to boost the contribution of training to innovation. It thus sets out to:

- strengthen the skills and competences of people, young people in particular, through **initial vocational training** at all levels. This may be achieved, inter alia, through work-linked training and apprenticeships with a view to promoting employability and facilitating occupational integration and reintegration;
- improve the **quality** of, and access to, continuing vocational training and the lifelong acquisition of skills and **competences** with a view to developing **adaptability**, particularly in order to consolidate technological and organisational change;
- promote and strengthen the contribution of vocational training to the **process of innovation**, to improve competitiveness and entrepreneurship, and, in particular, to create new job opportunities. Special attention will be paid in this respect to fostering cooperation between vocational training institutions, including universities and the business sector (particularly SMEs).

Under these objectives the emphasis is on:

- lifelong training;
- the use of new information and communication technologies (ICTs);
- the participation of SMEs and craft industry;
- support for the most vulnerable categories on the labour market, including disabled people;
- the principle of equal opportunities for men and women;

- strengthening the partnership between a wide range of players from all walks of life.

WHICH COUNTRIES ARE INVOLVED IN THE PROGRAMME?

A total of 31 countries are taking part:

- the 15 EU countries: Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Austria, Portugal, Finland, Sweden and the United Kingdom;
- the three EFTA/EEA countries: Iceland, Liechtenstein, Norway;
- the 10 associated countries of central and eastern Europe: Bulgaria, Estonia, Hungary, Latvia, Lithuania, Poland, the Czech Republic, Romania, Slovakia and Slovenia;
- Cyprus, Malta and, as from 2004, Turkey.

WHO DOES THE PROGRAMME BENEFIT?

The programme targets a very wide audience.

Anyone (young people, adults in initial training or other target publics) can receive a grant under the programme but requests for project funding may not be submitted in an individual capacity.

Leonardo da Vinci is, however, open to public and private sector organisations and companies operating in the field of training, or concerned by vocational training issues, and grouped in an international partnership.

This includes:

- vocational training establishments, centres and organisations at all levels, including universities;
- research centres and organisations;
- the business sector, including SMEs and the craft industry;
- professional organisations (including chambers of commerce);
- the social partners;
- local and regional authorities and organisations;
- non-profit-making associations;
- voluntary organisations and NGOs.

LEGAL BASIS

Article 150 of the EC Treaty. Council decision of 26 April 1999 (JO L 146 of 11.6.1999, p. 33).

FINANCIAL RESOURCES

The total budget for Leonardo da Vinci is EUR 1.15 billion over seven years.

HOW LONG WILL THE PROGRAMME RUN?

The second phase of Leonardo da Vinci will run for seven years (2000-2006).

WHAT ACTIONS DOES IT INCLUDE?

The programme provides for five types of Community measures, which correspond to five specific types of activity.

1) Mobility: support for transnational mobility projects for people in vocational training, especially young people, and for those responsible for training.

There are three possible options:

a) Transnational **placement** projects:

- for people in initial training in vocational training institutions or in a company;
- for students: in a company;
- for young workers and recently-qualified persons: in vocational training institutions or in a company.

These placements may also involve projects forming part of a 'European pathway for work-linked training, including apprenticeship' (see page 86), leading to the issue of the Community 'Europass training' document.

b) Transnational **exchange** projects: these may be for trainers, occupational guidance specialists or mentors; transnational **exchange** projects for linguistic purposes involve the business sector and the institutions and organisations specialised in language training.

c) **Study visits:** for those responsible for vocational training, including the social partners.

2) Pilot projects: support for transnational pilot projects to develop and transfer innovation and quality in vocational training, including actions focusing on the use of information and communication technologies in training. Pilot projects will provide special support to a limited number of thematic actions of particular Community interest.

3) Language skills: support for schemes to promote language and cultural skills in vocational training by means of three types of project:

a) development of language and communication audits, which may include:

- diagnostic tools to help the business sector, particularly SMEs, public authorities and industrial sectors to identify their communication needs and to plan the training and self-learning courses they need;
- awareness raising to promote language and communication audits;
- training instruments and methods for language and communication auditors;

b) development of learning/training tools, e.g. in the form of:

- training programmes;
- systems for the evaluation, validation and/or recognition of language skills;
- learning/training materials, approaches and methods for developing language and intercultural skills;
- training tools for trainers and mentors;
- language and intercultural preparation for transnational mobility.

c) dissemination projects to widen the field of application of the outcomes of previous projects, thus permitting transfer and adaptation of the methods and/or tools to other sectors and other source and/or target languages. Dissemination is in this case based on the outcomes of language projects already completed under the Leonardo da Vinci, Socrates and other Community programmes and initiatives, or local, regional or national initiatives in this specific field. The acquisition of intercultural skills as part of vocational training can be an integral part of this type of proposal.

4) Transnational networks: these aim to assemble, distil and build on European expertise and innovatory approaches, improve the analysis and anticipation of skills requirements, and disseminate the outputs and results of networks and projects throughout the Union.

5) Reference material: comparison of data, surveys and analyses, observation and dissemination of good practice, in conjunction with the Statistical Office (Eurostat) and the European Centre for the Development of Vocational Training (Cedefop).

HOW LONG WILL THE PROJECT LAST?

The maximum duration of mobility projects (placements and exchanges) is two years.

The placements themselves last:

- three weeks to nine months, for people in initial training;
- three to 12 months, for students;
- two to 12 months, for young workers and recently-qualified persons.

Exchanges last between one and six weeks.

The pilot projects and projects relating to language skills, transnational networks, reference tools and joint actions are for a maximum of three years.

JOINT ACTIONS

AIMS

The point of joint actions is to promote a 'Europe of knowledge' and relate to themes which per se are not restricted to a single area, e.g. education, training or youth policy. They call for stronger cooperation between players from a wide spectrum of sectors of knowledge. The EU's programmes Socrates, Leonardo da Vinci and Youth are complementary instruments designed to secure at the European level the conditions whereby learners of all ages can acquire the experience, the knowledge and the skills they need to live, work and play a full and active role in society. The joint actions form part of all three programmes and reflect this complementarity through action which goes beyond the scope of each programme considered singly. They can also be extended to other areas, e.g. culture.

The joint actions are also designed to encourage the development of innovative approaches to analysing and solving problems which cut across several areas. This will be achieved essentially through cooperation between different sectors at various levels, transnational networks of different types of players and the removal of obstacles between the different channels of intervention.

HOW TO APPLY

The joint actions are covered by calls for proposals published in the *Official Journal of the European Communities*. These set out the themes to be addressed, their aims and context, the types of project envisaged, the support available, eligibility and selection criteria, the financial conditions, and the procedure and deadlines for applications.

FINANCIAL SUPPORT

Specific financial arrangements have been made for each measure.

Mobility: the Commission's financial contribution may not exceed EUR 5 000 per beneficiary and per placement/exchange.

Pilot projects: up to 75 % of eligible expenditure, with a ceiling of EUR 200 000 (EUR 300 000 for thematic actions) per project and per year.

Language skills: up to 75 % of eligible expenditure, with a ceiling of EUR 200 000 per project and per year.

Transnational networks: up to 50 % of eligible expenditure, with a ceiling of EUR 150 000 per year and per network.

Reference material: 50–100 % of eligible expenditure, with a ceiling of EUR 200 000 per year and per project, allowing for exceptions.

Joint actions: up to 75% of eligible expenditure.

WHO DOES WHAT

The Leonardo da Vinci programme and the related measures are implemented by the Commission.

National agencies have been set up in the participating countries. Their tasks include providing of information and assistance to potential promoters and encouraging utilisation of the programme results.

A substantial part of the management is entrusted to the Member States and the other participating countries. It is estimated that approximately 75 % of resources will be managed at national level in the second phase of Leonardo da Vinci.

HOW TO PARTICIPATE

Proposals can be sent in every year by the deadlines specified in the calls for proposals (published in 2000, 2002 and 2004). The first call for proposals is valid for three years. The second and third will each be valid for two years.

The eligibility conditions for a project proposal are detailed in the guides (drafted with potential project promoters in mind). A minimum of four conditions must be met to qualify for support under Leonardo da Vinci:

- the project must be part of **transnational cooperation**. The European partnership must include three participating countries one of which must be an EU country. For mobility and language projects the requirement is two countries, one being an EU country;
- the project must fit in with **one or more of the objectives** set out by the programme and must specify **the measure** implemented;
- the project must fit in with the timescales and relate to **one of the priorities** established in the **calls for proposals**;
- the project must be **co-funded** by resources provided by the promoter and the partners, as the Community will cover only part of eligible expenditure.

Proposals should be sent:

- for thematic actions (special category of pilot projects), joint actions and reference material, to the European Commission in Brussels;
- for mobility actions, pilot projects (with the exception of thematic actions), language skills and transnational networks, to the national agency in the applicant's country.

WHERE CAN FURTHER INFORMATION BE OBTAINED?

Do you want to know more? Are you interested in mounting an innovative training project, applying for a grant or undertaking a training period abroad?

- For all general information on Leonardo da Vinci consult the Internet site at the following address:

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

- To find European partners you can visit the following Internet site:

<http://leonardo.cec.eu.int/psd>

- For advice on organising a project or concerning a training period in another country, more detailed information is available from the national agencies (see list on page 104).

In addition, the European Centre for the Development of Vocational Training (Cedefop) produces information on exchange programmes for public decision-makers and on vocational training policies in the Member States of the European Union and in the countries of the European Economic Area (EEA):

<http://www.cedefop.eu.int>

Some figures

During the five years of the first phase of the programme (1995–1999), more than 10 000 projects involving the active participation of some 77 000 partners received support, with a Community budget of EUR 727 million.

A substantial portion of the budget (over one third) was allocated to promoting mobility in vocational training. More than 125 000 young people — university students, graduates, those in initial vocational training and those in work — took part in company placements. In addition, 11 000 trainers and mentors were able to improve their vocational experience through the exchange programmes.

Lastly, the number of countries taking part in the programme continued to rise during these five years: In 1999, 29 countries took part in Leonardo da Vinci compared with 18 countries (15 EC and three EFTA/EEA) at its inception in 1995.

Youth

AIMS

The 'Youth' programme is specifically focused on promoting cooperation in youth-related matters.

Operating outwith normal teaching and training systems, it targets all young people. Its aim is to widen the options available to young people for them to discover Europe and take part in its construction as active and responsible citizens.

The 'Youth' programme sets out to contribute to the education of young people, particularly through exchange activities and European voluntary service, both within the European Union and in non-Community countries. It seeks to favour the emergence and/or consolidation of work for the benefit of youth locally, while facilitating access to the activities of the programme for young people with fewer opportunities.

The programme functions as a coherent whole, enabling a young person to navigate from one action to another in logical sequence.

WHICH COUNTRIES ARE INVOLVED IN THE PROGRAMME?

A total of 31 countries are taking part:

- the 15 EU Member States: Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Austria, Portugal, Finland, Sweden and the United Kingdom;
- the three EFTA/EEA countries: Iceland, Liechtenstein, Norway;
- the 12 pre-accession countries: Bulgaria, Estonia, Hungary, Latvia, Lithuania, Poland, Czech Republic, Romania, Slovakia, Slovenia, Cyprus and Malta;
- Turkey is a candidate country which is expected to play a full part in the programme in the years ahead. It currently takes part in the 'Youth' programme as a non-member country.

In addition, Actions 1 (Youth for Europe), 2 (European Voluntary Service) and 5 (Accompanying measures) provide for support for activities with non-member countries. 'Non-member countries' are countries which are not members of the programme. This includes the 12 Mediterranean partners (through the Euro-Med Youth II programme), and certain countries of the Commonwealth of Independent States (CIS), south eastern Europe and Latin America.

Actions 3 (Youth initiatives) and 4 (Joint actions) are reserved for the countries taking part in the programme.

WHO ARE THE TARGET PUBLIC?

The 'Youth' programme targets by way of priority those in the 15–25 age group legally resident in one of the 15 EU countries or in the other countries taking part in the programme. European Voluntary Service – Action 2 – and Future capital – Action 3 – are open to young people aged 18–25.

Support under the programme is available to:

- groups of young people wishing to organise an exchange of young people or to launch an initiative in their local community;
- young people wishing to undertake European voluntary service;
- former volunteers who, after their period of voluntary service, wish to build on their experience;
- youth organisations;
- youth leaders;
- youth workers;
- leaders or organisers of projects in the area of youth-related matters and non-formal education;
- other non-profit organisations, associations or structures;
- public authorities and other organisations with experience in the area of youth-related matters and non-formal education.

Generally speaking, applications should be made through organisations or institutions, but they may also be made by informal groups of young people and even young people individually.

LEGAL BASIS

Article 149 of the EC Treaty. Decision 1031/2000/EC of the European Parliament and the Council, of 13.4.2000 (OJ L 117 of 18.5.2000).

FINANCIAL RESOURCES

EUR 520 million.

HOW LONG WILL IT RUN?

7 years (2000–2006).

WHO DOES WHAT?

The Commission is responsible for implementing the programme, for defining its main guidelines and priorities. It also prepares its operating mechanisms.

The 'Youth' programme is nevertheless managed on a largely decentralised basis in the countries taking part in the programme, through the national agencies. The latter play a key role in implementing the programme, selecting and providing support for projects. In the partner countries of the Mediterranean, the Euro-Mediterranean national coordinators play a similar role.

The Commission also manages projects which, on account of their nature, scale and importance, can be handled more efficiently at European level. Examples are cooperation projects with certain non-member countries and Euro-Mediterranean partners, Action 2 projects at the European level, calls for large-scale projects in the area of cooperation, training and information, and projects submitted by European NGOs.

FURTHER INFORMATION

The best way to get comprehensive information is to use the Internet. The user's guide, the relevant subsidy application forms and a list of regularly updated contact/information points can be found at the following address: <http://europa.eu.int/comm/education.youth.html>

The European Commission and the national agencies are also available to reply to any queries.

Some figures

The 'Youth' programme provided support for training, information and partnership activities for around 25 000 players in the area of youth and non-formal education between 1995 and 1999.

Some 230 000 young people took part in 2000 and 2001 in youth exchanges, European Voluntary Service and activities related to cooperation, training and information.

WHAT ACTIONS DOES IT CONTAIN?

ACTION 1

YOUTH FOR EUROPE

AIMS

This first action relates to exchanges of groups of young people inside and outside the European Union. As a priority, support goes to multilateral projects (involving at least three countries). Bilateral exchanges are intended for young people with limited opportunities (young persons with disabilities or from a disadvantaged cultural, geographical or socioeconomic background) and groups/organisations having no prior international experience.

Taking part in this type of exchange enables young people to experience other social and cultural situations, to learn from one another, and to get an idea of what intercultural learning means and thus carry forward the fight against racism and xenophobia. Exchanges can also enhance awareness among local populations of other cultures and have an impact not only on the young people themselves and the activities of their associations, but also on the local communities.

WHAT ARE THE CRITERIA?

The young people taking part in the exchange should be aged between 15 and 25.

HOW LONG DO THEY LAST?

The exchange itself should last 6–21 days, not counting travelling time.

WHAT IS THE CONTENT?

The exchange must have a specific objective and a specific theme. It must propose various working methods and contribute to young people's education, particularly the intercultural learning process, and raise their awareness of the European/international context in which they live. The exchange must have a preparatory and a follow-up phase. Lastly, it must have a clear intercultural dimension and a local impact.

FINANCIAL SUPPORT

For the sending and host organisations, Community funding is in the form of fixed amounts and lump sum payments (supplemented by payment of part of the travelling costs involved). Special support may be allocated to cover the cost of young people with special needs.

HOW TO APPLY

Applications for grants for exchange projects must generally be sent to the relevant national agency, from which the forms may be obtained.

Applications from European youth organisations must be sent directly to the European Commission.

WHEN TO APPLY

The timetables for starting up projects and the deadlines for subsidy applications are specified in the user's guide.

ACTION 2

EUROPEAN VOLUNTARY SERVICE

AIMS

This action offers young people aged 18 to 25 the opportunity to reside in another country for 6–12 months, and to take part as volunteers in a local project. In the process, they acquire a non-formal intercultural learning experience which will help them to enter and play an active part in society, enhance their employability and give them an opportunity to show interest in and help others.

The young people are given support in the preparation and follow-up of the project. Their commitment and the fresh perspective the young people bring means that they can also make an important contribution to the development of local communities, the establishment of new partnerships and the exchange of experience and good practice.

HOW DOES IT WORK?

If the objectives are to be fully attained a solid partnership is needed between:

- the young volunteer;
- a sending organisation;
- a host organisation.

A very wide range of players from the cultural, sporting, social, ecological sphere, etc; can take part as a sending or host organisation:

- NGOs of all sorts;
- a local authority;
- any other non-profit local initiative.

The proposals for hosting the volunteers, submitted to the national agencies, must be validated at European level before they can be developed into a full project.

FINANCIAL SUPPORT

For the sending and host organisations alike, Community co-funding is based on lump sum payments (supplemented by payment of travelling costs). Special support may be allocated to cover the participation of young people with special needs.

HOW TO APPLY

It is up to the volunteer to find a sending organisation. The national agency can provide assistance. The host and the sending organisation must reach an agreement in which the young volunteer must be associated, particularly when it comes to defining the content of the project.

Both partners must send the application for funding to their respective national agencies.

In certain cases, for example, European-level projects, the application must be sent directly to the European Commission.

WHEN TO APPLY

The timetables for starting up the projects and the subsidy application deadlines are specified in the user's guide.

ACTION 3

YOUTH INITIATIVES

AIMS

In order to encourage personal initiative and creativity among young people, this action provides support for projects targeting the social integration of young people, and designed and implemented by the young people concerned within their local community. These projects always have a European/inter-cultural dimension.

WHAT TYPES OF INITIATIVES?

There are three types of Youth initiative.

a) Group initiatives

Group initiatives must be mounted and run by a group of (at least four) young people. These initiatives are intended for young people with limited opportunities (young persons with disabilities or from a disadvantaged cultural, geographical or socioeconomic background).

The projects give young people an innovative way of contributing to their local community. The duration of the projects is between three months and one year.

Project selection takes account of their local impact, the quality of the partnership and their European/intercultural dimension.

b) Networking projects

After a group initiative its members might want to take the project further, but this time with one or more partners from at least one other country taking part in the programme.

There is therefore the option of applying for Community co-funding for these network projects within which group initiatives can operate at the European level. Network activities can, for instance, include the creation of a common Internet site, exchange of information, joint meetings, etc.

c) Future capital

The aim is to help former volunteers to make the best use of the experience gained during their service and to share the benefit with their local community and other young people. A future capital project may not exceed one year and must start no later than two years after the end of the period of European voluntary service.

There are three types of future capital projects:

- projects for starting up an activity;
- one-off projects (e.g. an event or special activity);
- personal development projects designed to gain official recognition for the skills acquired by the young people during their period of voluntary service.

FINANCIAL SUPPORT

Group initiatives and network projects: Community co-funding is based on a lump sum determined according to the level of priority of the project and may not exceed EUR 10 000. The amount may also vary depending on the country concerned.

Future capital: Community co-funding is based on a lump sum determined according to the level of priority of the project and may not exceed EUR 5 000. The amount may also vary depending on the country concerned.

HOW TO APPLY

Group initiatives, network projects and Future capital projects: applications must be made to the national agency in the country where the project is to take place.

WHEN TO APPLY

The timetables for starting up projects and the subsidy application deadlines are specified in the user's guide.

ACTION 4

JOINT ACTIONS

AIMS

The point of joint actions is to promote a 'Europe of knowledge' and relate to themes which per se are not restricted to a single area, e.g. education, training or youth policy. They call for stronger cooperation between players from a wide spectrum of sectors of knowledge. The EU's programmes Socrates, Leonardo da Vinci and Youth are complementary instruments designed to secure at the European level the conditions whereby learners of all ages can acquire the experience, the knowledge and the skills they need to live, work and play a full and active role in society. The joint actions form part of all three programmes and reflect this complementarity through action which goes beyond the scope of each programme considered singly. They can also be extended to other areas, e.g. culture.

The joint actions are also designed to encourage the development of innovative approaches to analysing and solving problems which cut across several areas. This will be achieved essentially through cooperation between different sectors at various levels, transnational networks of different types of players and the removal of obstacles between the different channels of intervention.

HOW TO APPLY

The joint actions are covered by calls for proposals published in the *Official Journal of the European Communities*. These set out the themes to be addressed, their aims and context, the types of project envisaged, the support available, eligibility and selection criteria, the financial conditions, and the procedure and deadlines for applications.

ACTION 5

SUPPORT MEASURES

AIMS

The purpose of support measures is to help all those involved in youth activities, or those interested in such activities, in the preparation or development of projects and initiatives under the Youth programme.

WHAT DO THEY COVER?

Cooperation, partnerships, training and information for young people are the key activities under Action 5.

Nine types of activity have been identified with a view to having the right instruments to attain the objectives enumerated above. They give applicants the opportunity to develop new "Youth" projects, to enhance their skills through non-formal education and to inform other players in the youth-related field about the 'Youth' programme.

1. Experience of practical training (observation in a work context)

This activity enables young workers to acquire the skills needed in the organisation of a transnational project by working in a partner organisation for a short period.

2. Feasibility visits

These enable project leaders to discuss project ideas before submitting a subsidy application under Actions 1 or 2.

3. Contact seminars

These bring together potential partners for 'Youth' projects.

4. Study visits

These are an opportunity for familiarisation with provisions on youth activities in other countries.

5. Seminars

Seminars offer a forum for the exchange of experience and good practice, consultation or for working out approaches in relation to the 'Youth' programme and youth policy.

6. Training courses

These courses help those active in the youth field and non-formal education to acquire advanced skills and knowledge for their activities.

7. Information for young people

This activity provides support for the production and dissemination of information and training media in relation to the 'Youth' programme.

8. Partnerships and transnational networks

These are intended to create new networks under the 'Youth' programme.

9. Strengthening quality and innovation

This activity is designed to bring into the 'Youth' programme young people with limited opportunities nationally, regionally and locally.

FINANCIAL SUPPORT

Activities 1 to 6

Community co-funding is based on fixed amounts and maximum lump sum payments which can be adjusted as a function of national contexts.

Activities 7 to 9

Community co-funding is based on actual expenditure and must not exceed 50 % of the total cost of the project.

HOW TO APPLY

There are two ways of submitting a project:

- either by applying to the national agency in the country where the project is to take place (Actions 1–6);
- or by applying to the national agency in the country where the project is coordinated (Actions 7–9).

WHEN TO APPLY

The timetables for starting up projects and the closing dates for subsidy applications are specified in the user's guide.

Tempus

AIMS

Tempus is the trans-European programme of cooperation in higher education, established in 1990. As part of the programmes providing assistance for economic and social reform in the countries of the western Balkans (CARDS) and the partner countries of eastern Europe and central Asia (Tacis), Tempus is a Community aid scheme for the restructuring of higher education systems in these countries in order to adapt them to the requirements of a market economy.

Tempus involves three priority areas of cooperation:

- questions concerning the development and readjustment of education programmes in the priority areas;
- reform of higher education structures and establishments, and their management;
- development of training leading to qualifications to bridge the gap that exists in advanced skills of the kind that are adapted to the economic reform process, particularly by improving and increasing links with the industrial world and the public authorities.

WHO IS ELIGIBLE?

Tempus-CARDS: the non-associated countries of the western Balkans eligible for economic aid under the CARDS programme. These currently are: Albania, Bosnia and Herzegovina, Croatia, the Federal Republic of Yugoslavia and the former Yugoslav Republic of Macedonia.

Tempus-Tacis: partner countries of eastern Europe and central Asia are: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Mongolia, Uzbekistan, the Russian Federation, Tajikistan, Turkmenistan and Ukraine.

The Tempus programme is open to all G-24 countries which are not Member States of the European Union (Australia, Canada, United States, Iceland, Japan, Norway, New Zealand, Switzerland and Turkey) provided they finance their participation from their own budgets. The programme is also open to the countries of central and eastern Europe which are preparing for accession.

LEGAL BASIS

Decision 99/311/EC of 29 April 1999 (OJ L 120 of 8.5.1999), amended by the CARDS regulation of 5 December 2000 (OJ L 306 of 7.12.2000).

FUNDING

Tempus-CARDS

The Council regulation of 5 December 2000 replaced Tempus Phare with Tempus-CARDS (*Community Assistance for Reconstruction, Development and Stabilisation*).

From 2000 to 2001 Tempus-CARDS actions received approximately EUR 26.5 million.

Tempus-Tacis

From 2000 to 2001 Tempus-Tacis actions received over EUR 37.5 million.

HOW LONG WILL THE PROGRAMME RUN?

Seven years (2000–2006).

Tempus-MEDA

On the basis of its proven strengths to date, the geographic scope of the Tempus Programme was formally enlarged by the Council to include the MEDA region on 27 June 2002. In addition, the duration of the Programme itself was extended until 31 December 2006 to bring it into line with other Community programmes in the field of education and training.

WHO DOES WHAT?

The Tempus programme is managed by the 'Tempus programme–US/Canada agreements' unit in the Directorate-General for Education and Culture at the **European Commission**.

The European Training Foundation in Turin (Italy) provides technical assistance to the Commission for the implementation of the programme.

There are Tempus national contact points in each of the Member States of the EU and in Norway.

In addition, there are Tempus-CARDS offices (**National Tempus Offices**) or Tempus-Tacis information centres (**Tempus Information Points**) in all the partner countries.

ACTIVITIES SUPPORTED

The following actions are pursued under the Tempus programme:

Joint European projects (JEP)

These projects, funded for a maximum of three years, associate at least one university in a partner country, one university from a Member State and a partner establishment (university or company) in another Member State.

They can provide support for:

- joint teaching and training actions particularly with a view to creating new courses, developing and restructuring existing teaching programmes, developing university capacity with regard to continuing training and refresher training, setting up short intensive courses, developing distance teaching systems;
- measures for the reform and development of higher education and its capacity, particularly by restructuring the management of establishments and higher education systems, by modernising existing infrastructures through the purchase of the equipment needed to implement a JEP and, where appropriate, by providing technical and financial assistance to the authorities responsible;
- promotion of cooperation between the university and the social and economic players, including industry, through joint actions;
- widespread dissemination of Tempus project outcomes via networks in order to increase the impact of the results and positive experiences from completed projects.

Individual grants

Individual grants may be paid to teachers, trainers, university administrators, senior ministerial officials, education systems managers and other experts in training, from partner countries or countries of the EU, for visits to promote quality, develop and restructure higher education and training in the partner countries.

Student mobility, it should be noted, can only be considered as part of a JEP.

The universities taking part in the JEPs propose the applications of students who should benefit from mobility in the partner university in the central or east European country (for Community students) or a partner university in an EU Member State (for students from the countries of central and eastern Europe).

HOW TO APPLY

Each year, the Commission asks the partner countries to define the priority subject areas for which applications will be invited.

All Tempus projects must be submitted by the closing dates indicated. The projects are then submitted to a selection and assessment procedure.

FURTHER INFORMATION

The application forms and further information are obtainable from the European Training Foundation, the Tempus contact points in the Member States of the EU and Norway ('NCPs'), the Tempus/Phare national offices ('NTOs') in the countries of the western Balkans or the Tempus/Tacis information points ('TIPs') established in the partner countries of eastern Europe and central Asia. (For contact details, please see pages 121 to 127)

Information may be obtained electronically at the following address:

<http://europa.eu.int/comm/education/tempus/>

E-mail: Tempus@etf.eu.int

Some figures

Thanks to Tempus: more than 120 000 teachers and 35 000 students from over 2 600 institutions from the Community and the countries of central and eastern Europe have taken part in these joint European projects.

Erasmus Mundus

BACKGROUND

The overall aim of the Erasmus Mundus programme is to enhance the quality of higher education in Europe by fostering cooperation with third countries in order to improve the development of human resources and to promote dialogue and understanding between peoples and cultures.

In order to respond to the challenges posed by globalisation, European universities must keep pace with changes and acquire a greater degree of internationalisation. It is crucial to constantly enhance the attractiveness of European higher education to students from Europe and other parts of the world.

Erasmus Mundus seeks to strengthen international links in the field of higher education by enabling students and scholars from around the world to engage in postgraduate study at European universities, and by encouraging outward mobility among European students and scholars.

By encouraging mobility among students and scholars, Erasmus Mundus seeks to prepare its European and other participants for life in a global, knowledge-based society founded on dialogue between cultures, two factors making for peace and stability.

The programme supports and complements measures taken by and in the Member States while fully respecting their responsibility for teaching content and the organisation of education and training systems, and their cultural and linguistic diversity.

AIMS

More specifically, Erasmus Mundus has four major objectives:

- to encourage the provision of quality higher education offering a specifically European added value and attracting participants from the European Union and beyond;
- to enable graduates and university scholars from all over the world to acquire a qualification and/or experience at European universities;
- to ensure a more structured cooperation between the European Union and third-country universities, and greater outgoing European Union mobility as part of European study programmes;
- to enhance the profile and visibility of, and improve accessibility to, European higher education.

PARTICIPATING COUNTRIES

- The 15 Member States of the European Union: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, United Kingdom;
- the 10 countries acceding to the European Union: Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia;
- the countries applying to join the European Union: Bulgaria, Romania, Turkey;
- the EEA/EFTA countries: Iceland, Liechtenstein, Norway;
- any other countries (third countries).

Action 1 (see below) is restricted to countries in all the above categories except the last, whilst Action 2 (see below) is restricted to students and scholars from third countries.

TARGET GROUPS

The programme is aimed at:

- higher education institutions;
- students having obtained a first degree awarded by a higher education institution;
- scholars or professionals who teach or conduct research;
- staff directly involved in higher education;
- other public or private bodies active in the field of higher education (only for Action 4, see below).

LEGAL BASIS

Commission proposal of 19 July 2002 on the basis of Article 149 of the EC Treaty. Decision No 2317/2003/EC of the European Parliament and of the Council of 5 December 2003 (OJ L 345, 31.12.2003, p. 1).

DURATION

Five years (2004–2008).

FUNDING

EUR 230 million, of which only EUR 8 million will be allocated in 2004, increasing gradually to over EUR 90 million in 2008. Around 90% of the budget will be used for actions to encourage mobility.

ACTIONS

Erasmus Mundus comprises four actions:

Action 1 – Erasmus Mundus Masters courses

Erasmus Mundus Masters courses are offered by a consortium of at least three universities in at least three participating countries (of which two must be EU Member States). The courses must comprise a period of study in at least two of the three institutions and lead to the award, by the participating universities, of a double or multiple diploma recognised by all the participating countries. A certain number of places will be reserved for students from third countries who have obtained financial assistance under Action 2. Each consortium will designate a coordinating institution.

Only already existing masters courses of outstanding quality will be selected. An Erasmus Mundus Masters course will be selected for a period of five years and be subject to annual renewal. A fixed sum of EUR 15 000 a year will be granted to each consortium selected.

The programme will support around 90 Erasmus Mundus Masters courses from now until 2008.

Action 2 – Scholarships

Scholarships will be available to outstanding students and scholars from third countries subject to the following condition: graduate students and scholars from a third country other than the EEA/EFTA countries and the countries acceding to or applying to join the EU must not have been resident or have pursued their main activity (studies, employment, etc.) in one of the participating countries for more than a total of 12 months over the last five years.

Students and scholars (lecturers or researchers) from third countries who wish to take part in Erasmus Mundus Masters courses selected within the framework of Action 1 must apply to the institution coordinating the consortium which is offering the course.

As a guide, the grant for students amounts to EUR 1 600 a month for a period of ten months, plus a fixed sum of EUR 1 000 to cover travel costs and EUR 4 000 for tuition fees. The grant for scholars comprises a monthly payment of EUR 4 000 for a period of three months, plus a fixed sum of EUR 1 000 to cover travel costs.

Action 3 – Partnerships with third-country higher education institutions

The consortia selected to offer Erasmus Mundus Masters courses within the framework of Action 1 may set up partnerships made up of one to three universities in third countries for a period of one to three years. These partnerships will make for outward mobility of EU students and scholars involved in the Erasmus Mundus Masters courses.

To be eligible for these grants, students and scholars must be EU nationals or have been resident in the EU for at least three years (for purposes other than study) prior to the period of outward mobility. This period is around three months in duration and is fully recognised by the sending consortium.

The consortium will receive a fixed sum of EUR 5 000 a year for each third-country institution involved in a partnership. As a guide, the outward mobility grant is EUR 700 a month for students and EUR 4 000 for scholars, plus a fixed sum of EUR 1 000 to cover travel costs.

Action 4 – Measures to enhance the attractiveness of European higher education

Finally, the Community may support measures aimed at improving the image, visibility and accessibility of European education. In this connection, support activities such as credit recognition, quality assurance, recognition of European qualifications and mutual recognition of qualifications with third countries, and curriculum development will be encouraged. Links between master-degree studies and research will also be encouraged.

Activities (seminars, lectures, production of material for publication, etc.) must involve at least three organisations from three participating countries; organisations from third countries may also take part. Finally, the Commission plans to establish an association for graduate students on Erasmus Mundus Masters courses.

HOW TO APPLY

Each year, the Commission will publish a call for proposals. University consortia will apply to the Commission directly, whilst applicants for scholarships must apply to the institution coordinating the consortium offering an Erasmus Mundus Masters course.

Decisions on selection will be taken by the Commission following an evaluation carried out by a group of outstanding scholars.

The participating countries will designate the national agencies which are to serve as contact points at national level and provide information concerning the programme.

FURTHER INFORMATION

You can:

- access the European Commission's Erasmus Mundus website at:
http://europa.eu.int/comm/education/programmes/mundus/index_en.html
- get in touch directly with the European Commission, Directorate-General for Education and Culture:
eac-erasmus-mundus@cec.eu.int

eLearning

AIMS

The eLearning programme is a further step towards the effective use of technology serving lifelong learning. It focuses on a set of actions in high-priority areas, chosen for their strategic relevance to the modernisation of Europe's education and training systems.

MEANS

1. Promotion of digital literacy

Actions in this area will promote the acquisition of the new skills and knowledge that we all need for personal and professional development and for active participation in an information-driven society. These actions will also address the contribution of ICT (Information and Communication Technologies) to learning, especially for those who, due to their geographical location, socio-economic situation or special needs, do not have easy access to traditional education and training.

2. European virtual campuses

The priority here is to add a virtual dimension to European cooperation in higher education by encouraging the development of new organisational models for European universities (virtual campuses) and for exchange and sharing schemes (virtual mobility). The action will build on existing frameworks for cooperation, such as the Erasmus programme.

3. e-Twinning of schools in Europe and promotion of teacher training

The objective of this action line is to strengthen and develop cooperation and networking among schools. All young Europeans, during their secondary education, should have the opportunity to participate, together with their teachers, in an educational project with their counterparts in other European countries. This experience could prove to be decisive in fostering a European dimension in education and awareness among young people of the European model of a multilingual and multicultural society. Internet-based learning communities can contribute to improving intercultural dialogue and mutual understanding.

The measures taken in this field will also deal with the updating of teachers' and trainers' professional skills in the pedagogical and collaborative use of ICT.

4. Transversal actions for the promotion of eLearning in Europe

Building on the eLearning Action Plan, these actions aim to promote good practice, products and services stemming from the many projects and programmes that have been funded at European or Member State level and to strengthen cooperation between all those involved.

Particular emphasis will be placed on disseminating the results of eLearning projects and other relevant information, on support to European networks, specific surveys, studies and events and on cooperation with existing international projects, such as those of the OECD and UNESCO.

BUDGET

EUR 44 million.

TIME FRAME

January 2004 to December 2006.

IMPLEMENTATION

1. School twinning

Accounts for around half the budget.

ICT will be used to develop cooperation between educational establishments in various countries. The overall aim in the long term is to reach a situation where no child leaves school without having participated in a European project.

The twinning of 30 000 European schools via the Internet within the framework of the programme should help to achieve this objective. Given the number of schools in Europe, direct funding of schools is not possible.

The strategy thus involves making resources and tools available to teachers and schools, as well as support infrastructure to facilitate twinning.

All information and tools concerning twinning will be accessible via an Internet portal.

These activities will be conducted in close collaboration with the education authorities in the Member States. The European associations will be called on to encourage this type of experiment, and teacher creativity will be needed to organise twinings while bearing in mind the characteristics of each particular establishment.

Timetable

An information campaign in spring 2004.
The first twinings in the course of the 2004-2005 school year.

2. Development of virtual university campuses

30% of the programme budget.

The aim is to encourage virtual mobility through new technologies.

To take a very simple example: why should a young Dane learning French not be able to take a course at a French or Belgian university? In order to make this possible, the programme will help a number of universities in entering into agreements on virtual student exchanges and sharing of courses and resources on-line. ICT allow students to stay in touch more easily with their home base and also, when they get back, with the country visited in such a way that the money and effort invested in a stay abroad show a better return. This measure will help to put in place new arrangements for cooperation between universities in Europe.

3. Digital literacy

The concept of digital literacy came into existence at the Lisbon summit in 2000, which noted a lack of suitably qualified personnel for jobs relating to new technologies. It is clear that such shortages exist. This problem has sometimes been looked at in a very simplistic way, as if it involved merely learning to use a computer and certain software. The problem is in fact much broader than this.

At a time when public administrative authorities are accessible on the Internet and the right to vote is starting to be exercised via the computer, there are many people unable to use e-mail or who lack the confidence to fill in their tax return on the Internet.

This is why the Commission considered it a matter of urgency to draw up a programme to help organisations working on the ground to develop a critical approach to becoming familiar with and understanding new technologies.

More specifically, this involves:

- support for organisations and networks working in this field;
- training of adults who, because of their age, have not had access to new technologies;
- a particular focus on persons with specific needs.

4. Transversal measures

These are measures for providing information and for disseminating and exchanging good practice in the use of new technologies for teaching purposes.

FURTHER INFORMATION

Multimedia Unit
Directorate for Culture, Audiovisual Policy and Sport
Directorate General for Education and Culture
European Commission
B-1049 Brussels
Tel.: (32-2) 299 11 47
Fax: (32-2) 296 69 92
<http://www.elearningeuropa.info>

Culture 2000

AIMS

The Culture 2000 programme is the Community framework programme in the area of culture. It is a five-year programme (2000–2004).

Its aim is to help build up a common cultural area for the peoples of Europe, characterised both by a common heritage and by cultural and artistic diversity.

The programme fosters transnational cooperation between creative artists, cultural players and cultural institutions in the Member States, with the following objectives in mind:

- dialogue and mutual knowledge of culture and history;
- transnational dissemination of culture and the movement of artists, creators and other cultural operators and professionals and their works, with a strong emphasis on young and socially disadvantaged people;
- the highlighting of creativity and the development of new forms of cultural expression;
- highlighting, at the European level, the common cultural heritage of European significance;
- taking into account the role of culture in socioeconomic development;
- the fostering of intercultural dialogue and the explicit recognition of culture as an economic factor and as a factor in social integration and citizenship.

WHICH COUNTRIES ARE TAKING PART?

In addition to the 15 European Union Member States, 13 other countries are taking part in the programme in 2002: Bulgaria, Estonia, Hungary, Iceland, Latvia, Liechtenstein, Lithuania, Norway, Poland, Slovakia, Slovenia, Czech Republic, and Romania.

WHO IS ELIGIBLE?

Any cultural operator established in a participating country, with the exception of individuals acting on their own account, may submit a cultural project in conjunction with other European partners under the call for proposals for Culture 2000.

LEGAL BASIS

Article 151 of the EC Treaty. Decision 508/2000 of 14 February 2000, of the European Parliament and the Council, establishing the Culture 2000 programme (OJ L 63 of 10.3.2000).

FINANCIAL RESOURCES

EUR 167 million over a five-year period (2000–2004).

WHO DOES WHAT?

The programme is implemented by the European Commission (Directorate-General for Education and Culture), assisted by a committee made up of representatives of the Member States and chaired by the Commission.

In line with the decision, the Commission publishes a call for applications every year. It selects the best projects taking due account of the opinion of a group of experts and of the programme committee.

The culture contact points established in the Member States relay information to cultural operators and the general public.

WHAT ACTIONS DOES IT CONTAIN?

Culture 2000 supports three types of actions.

1. Specific innovative and/or experimental actions

Each year the Community will support events and projects carried out in partnership or in the form of networks. These projects must involve operators from at least three States participating in the Culture 2000 programme, with the exception of the chapter concerning literary translation. In principle, the actions last one year. These vertical actions (concerning one cultural field) or horizontal actions (associating several cultural fields) should be innovative and/or experimental.

2. Integrated actions covered by structured, multiannual, transnational cultural cooperation agreements

Unlike Action 1, which relates to specific, one-off projects, Action 2 relates to longer term projects (three years) involving cultural operators from at least five eligible countries. Culture 2000 thus aims to foster closer links and collaborative work by supporting cultural networks.

Cultural cooperation agreements relate to transnational actions concerning one cultural field (vertical actions) such as music, the performing arts, the plastic and visual arts, literature, books and reading, including translation and cultural heritage. They also promote trans-sectoral integrated actions (horizontal actions based on synergy) – in other words, bringing together several cultural fields, including support for the use of new media systems.

3. Special cultural events with a European or international dimension

These events, substantial in scale and scope, should strike a significant chord with the people of Europe and help to increase their sense of belonging to the same community to make them aware of the cultural diversity of the Member States, and also contribute to intercultural and international dialogue.

This action includes emblematic European cultural projects such as the European City of Culture, cultural prizes and other major events.

FINANCIAL SUPPORT

Action 1: EUR 50 000–150 000 in most cases.

Action 2: a maximum of EUR 300 000.

Action 3: EUR 150 000–300 000 in most cases.

In all cases, Community support may not exceed 60 % of the total budget of the project.

HOW TO APPLY

Projects are selected on the basis of an annual call for proposals published in the *Official Journal of the European Communities*. Requests for financial support should be sent to Unit C2 of the European Commission's Directorate-General for Education and Culture using the forms attached to the call for applications and by the dates specified in the Official Journal.

The calls for applications and forms are available in the Member States from the Culture Contact Points, from the European Commission and electronically (see site indicated below).

FURTHER INFORMATION

- the Culture contact points (see pages 128-132), situated in each country participating in the programme, whose mission is to provide all relevant information on Culture 2000.
- the Internet site of the European culture portal:
http://europa.eu.int/comm/culture/index_en.htm
- the European Commission.

A telephone number is also available at the Commission to answer any questions on Culture 2000. Tel. (32-2) 296 65 99

Some figures

Between 1999 and 2000, the Community cultural programmes provided support worth over EUR 130 million to 2000 cultural projects involving 12 000 operators throughout Europe.

This in particular involved the completion of 550 projects for safeguarding and highlighting heritage; the organisation of more than 120 festivals; and the translation of nearly 800 literary, theatrical and reference works.

MEDIA

BACKGROUND

The audiovisual industry employs over a million people in Europe and has the potential to create 300 000 jobs between now and 2005. There has been explosive growth in audiovisual supply with the development of digital technologies: in the year 2000 more than 1 000 television channels will broadcast in Europe. The Internet is further increasing supply, while the number of cinema films produced and distributed in Europe is also increasing.

The need for audiovisual works to meet the digital revolution is huge, and the strategies for marketing these works must be international.

Yet the European audiovisual content industry appears inadequately prepared to meet these challenges: the lack of transnational distribution of works produced in the Member States results, at all levels (design, production, distribution), in under-investment. This, in turn, makes the works less profitable, leading to reduced investment capacity.

AIMS

The EC's new MEDIA programme started on 1 January 2001 and will run until the end of 2005. It is intended to take over from the MEDIA II programme (1996-2000).

The purpose of MEDIA Plus is to remedy the structural shortcomings described above, while creating an environment conducive to the growth of the European cinematographic, audiovisual and multimedia industry.

The programme's objectives are as follows:

- to enhance the competitiveness of Europe's audiovisual industry on the European and world markets, by supporting the development, distribution and promotion of European audiovisual works taking into account the emergence of new technologies;
- to respect Europe's linguistic and cultural diversity;
- to highlight Europe's audiovisual heritage, with particular emphasis on digitisation and networking;
- to develop the audiovisual sector in those countries or regions which have low audiovisual production capacity and/or a limited geographical or linguistic area;
- to strengthen the production and distribution sector, particularly among SMEs.

WHICH COUNTRIES ARE TAKING PART?

The MEDIA programme is intended primarily for the audiovisual industry professionals of the 15 Member States of the European Union, along with Iceland and Norway (countries of the EEA). MEDIA Plus is also open to the countries of central and eastern Europe, Cyprus, Malta and Turkey and to any other European countries which are members of the Council of Europe convention on transfrontier television, which have signed cooperation agreements with the EU providing for an audiovisual clause and subject to appropriate agreements with these countries.

LEGAL BASIS

The MEDIA programme is based on two decisions:

- MEDIA Training (2001–2005) (based on Article 150 of the Treaty): Decision 163/2001/EC of the European Parliament and of the Council of 19.01.2001.
- MEDIA Plus (2001–2005) development, distribution, promotion: Council Decision 2000/821/EC of 20.12.2000.

HOW LONG WILL IT RUN?

MEDIA is a five-year programme (2001–2005).

FINANCIAL RESOURCES

The budget for the five year period is EUR 400 million: EUR 50 million for the training part and EUR 350 million for development, distribution and promotion.

WHO DOES WHAT?

The European Commission is responsible for running the programme? It is assisted by an advisory committee (MEDIA committee).

WHAT ACTIONS DOES IT COMPRISE?

The actions of the MEDIA programme dovetail with national support schemes and focus on four sectors:

1. the continuing training of professionals (financial and legal management of companies, scripwriting techniques, new production and distribution technologies);
2. developing projects (fiction, documentaries, animation, multimedia). Implementation of commercial development strategies (project packages). Reinvestment of support in the development of new projects;
3. distribution of audiovisual works via different media (cinema, theatres, video and DVD, sales agents, television, on-line);

4. promotion campaigns in order to open up access for professionals to European and international markets. Networking and joint actions by promotion organisations (data banks and catalogues). Support for festivals.

In parallel with this, pilot projects are planned in order to put the spotlight on cinematographic heritage and audiovisual archives, and to improve access to European contents on the advanced digital broadcasting services (thematic channels).

In addition, under the joint actions announced between the European Investment Bank (EIB) and the MEDIA programme, there are plans for training sessions on the financing of companies and audiovisual works, joint actions to support cooperation between distributors, and actions under the pilot projects of the MEDIA programme which will seek to develop on-line services, highlight cinematographic archives and develop digital thematic channels.

FINANCIAL SUPPORT

MEDIA training

The European Union's financial participation in the projects is in the form of grants, generally limited to 50 % of the cost of the activity. A majority of the participants in a training action must have a nationality different from that of the country where the training is organised.

MEDIA development, distribution and promotion

Community funding is in the form of loans or grants, generally equivalent to 50 % of the cost of the project.

HOW TO APPLY

The Commission launches calls for proposals for the different sectors of the MEDIA programme several times a year. These calls are intended for professionals, whose projects are then assessed by the Commission which calls in the assistance of high-level experts.

INFORMATION

In close conjunction with the Member states, the Commission has established for the MEDIA programme a network of MEDIA desks and MEDIA antennae in each of the 15 EU Member States, as well as in Iceland and Norway. There are 30 of these specialised offices, the MEDIA desks being based in the capitals of these countries and the MEDIA antennae in the regions. They serve as an interface between the Commission and the professionals of the audiovisual sector. Their task is to provide information on the opportunities under MEDIA and the results obtained, and also to offer professional advice on submitting projects. Each office has its own Internet site where information is available on all MEDIA calls and outcomes.

FURTHER INFORMATION

Information is also obtainable from the European Commission, or from the following Internet site:

http://europa.eu.int/comm/avpolicy/media/index_en.html

SOME FIGURES ON MEDIA II (1996–2000)

Support was provided for:

- the production of 1 690 projects (animation, documentaries, films, TV films, multimedia);
- the development of 281 European production companies;
- more than 1 930 promotion and distribution campaigns for European films;
- the co-production and distribution of 380 TV works;
- the editing and distribution of 212 catalogues of works in video format;
- 96 catalogues of audiovisual works;
- 350 cinemas in 213 European cities, representing a total of 75 million cinema-goers;
- 65 European cinema festivals annually (two million cinema-goers) and 50 professional events;
- 40 training initiatives for 5 000 professionals.

EU/US cooperation

MULTINATIONAL PARTNERSHIPS FOR COOPERATION IN HIGHER EDUCATION AND VOCATIONAL EDUCATION AND TRAINING

WHAT ARE THE AIMS?

An official agreement was signed in October 1995 providing for a cooperation programme between the European Community and the USA in the area of higher education and training. This agreement was renewed for the period 2001–2005.

The aims both for the European Union and for the United States are to:

- promote mutual understanding between the peoples of the European Union and the United States including broader knowledge of their languages, cultures and institutions;
- improve the quality of human resource development in both the European Union and the United States, including the acquisition of skills required to meet the challenges of the global, knowledge-based economy;
- encourage an innovative and sustainable range of student-centred higher education and vocational education and training cooperative activities between the different regions in the European Union and in the United States that have a durable impact;
- improve the quality of transatlantic student mobility by promoting transparency, mutual recognition of periods of study and training, and, where appropriate, portability of credits;
- encourage the exchange of expertise in e-learning, and open and distance learning and their effective use to broaden programme impact;
- promote or enhance partnerships among higher education and vocational education and training institutions, professional associations, public authorities, private sector and other associations as appropriate in both the European Union and the United States;

- reinforce a European Union and United States dimension to transatlantic cooperation in higher education and vocational education and training;
- complement relevant bilateral programmes between the Member States of the European Union and the United States as well as other European Union and United States programmes and initiatives.

WHO IS ELIGIBLE?

Projects must focus on the student and not on collaborative research between the partners. The emphasis must be on innovative activities.

Each multilateral partnership includes a minimum of three higher education or training institutions in different Member States of the European Union and in different US States. Fourth and subsequent partners may be other education and training institutions or other relevant organisations (e.g. businesses, NGOs, publishers, government departments, chambers of commerce, research institutes) in the same or other Member States. Programme funding is intended only for the academic/training institutions in each consortium.

WHAT IS THE LEGAL BASIS?

Council decision of 26 February 2001 (OJ L 71, 13.3.2001, p. 7) based on Articles 149, 150 and 300 (3) first subparagraph thereof, of the Treaty establishing the European Community.

WHO DOES WHAT?

The multilateral partnership programme is managed on behalf of the European Commission and the US Government respectively by the European Commission's Directorate-General for Education and Culture and the Fund for the Improvement of Post-Secondary Education in the United States.

WHAT ACTIVITIES ARE SUPPORTED?

The programme is a small-scale programme supporting a limited number of original projects under multilateral partnerships.

The main components of the programme are consortia implementation projects, three-year projects for structural, transatlantic cooperation between institutions for higher education or training. Activities include curriculum development, student mobility, staff mobility and the use of ICT ('virtual mobility').

The other types of projects are consortia preparatory projects and complimentary measures.

All subject areas, including new subjects and cross-disciplinary studies, may be considered. Attention could for example, be paid to the following issues:

- US/EU relations: economic integration, law and administration, federal and Community structures, social policy, regional policy, settling of disputes;
- topical policy-oriented areas;
- areas which are the subject of pedagogical development, areas – including multi-disciplinary studies – in which the current limits of knowledge are pushed back, including the production of new teaching material or innovative teaching methods (e.g. using interactive media);
- creating links between vocational education and training institutions and industry, including possible transatlantic work placements.

HOW MUCH FINANCIAL SUPPORT IS AVAILABLE?

The partners selected receive financial aid for a maximum of three years.

The funding of a three-year consortia implementation project has a ceiling of EUR 150 000 on the European side, including student mobility grants. A consortia preparatory project can receive up to EUR 25 000 and a complimentary measure maximum EUR 75 000 for a two-year project. The European Commission will fund maximum 75 % of the project costs on the European side.

HOW TO APPLY

Partners must draw up a proposal jointly and submit it to the US authorities and to the European Commission (Directorate-General for Education and Culture).

The latest call for proposals was launched in 2003.

FOR FURTHER INFORMATION

Further information on this programme and the procedural aspects may be obtained from any of the following sources:

- The European Commission's offices in the Member States (see: http://europa.eu.int/comm/relays/represent/index_en.htm for addresses);
- The Socrates/Erasmus and the Leonardo da Vinci national agencies;
- Fax (32-2) 295 57 19;
- Programme web site:
<http://europa.eu.int/comm/education/ec-usa/usa.html>

EU/Canada cooperation

MULTINATIONAL PARTNERSHIPS FOR COOPERATION IN HIGHER EDUCATION AND TRAINING

WHAT ARE THE AIMS?

An official agreement was signed in October 1995 providing for a cooperation programme between the European Community and Canada in the area of higher education and training. This agreement was renewed for the period 2001–2005.

The aims both for the European Union and for Canada are to:

- promote closer understanding between the peoples of the European Union and Canada, including broader knowledge of their languages, cultures and institutions;
- improve the quality of human resource development in both the European Union and Canada, including the acquisition of skills required to meet the challenges of the global knowledge-based economy;
- encourage an innovative and sustainable range of student-centred higher education and training cooperative activities between the different regions in the European Union and in Canada that have a durable impact;
- improve the quality of transatlantic student mobility by promoting transparency, mutual recognition of qualifications and periods of study and training, and where appropriate, portability of credits;
- encourage the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden programme impact;
- form or enhance partnerships among higher education and training institutions, professional associations, public authorities, private sector and other associations as appropriate in both the European Union and Canada;
- reinforce a European Union and a Canadian value-added dimension to transatlantic cooperation in higher education and training;
- complement bilateral programmes between the Member States of the European Union and Canada as well as other European Union and Canadian programmes and initiatives.

WHO IS ELIGIBLE?

Projects must focus on the student and not on collaborative research between the partners. The emphasis must be on innovative activities.

Each multilateral partnership includes a minimum of three higher education or training institutions in different Member States of the European Union and in different Canadian provinces. Fourth and subsequent partners may be other education and training institutions or other relevant organisations (e.g. businesses, NGOs, publishers, government departments, chambers of commerce, research institutes) in the same or other Member States and provinces. Programme funding is intended only for the academic/training institutions in each consortium.

WHAT IS THE LEGAL BASIS?

Council decision of 26 February 2001 (OJ L 71/15, 13.3.2001) based on Articles 149, 150 and 300 (3) first subparagraph thereof, of the Treaty establishing the European Community.

WHO DOES WHAT?

The multilateral partnership programme is managed on behalf of the European Commission and the Canadian Government respectively by the European Commission's Directorate-General for Education and Culture and the Ministry for Human Resource Development in Canada.

WHAT ACTIVITIES ARE SUPPORTED?

The programme is a small-scale programme supporting a limited number of original projects under multilateral partnerships.

The main components of the programme are consortia implementation projects, three-year projects for structural, transatlantic cooperation between institutions for higher education or training. Activities include curriculum development, student mobility, staff mobility and the use of ICT ('virtual mobility').

The other types of projects are consortia preparatory projects and complementary measures.

All subject areas, including new subjects and cross-disciplinary studies, may be considered. Attention could for example, be paid to the following issues:

- Canada/EU relations: economic integration, law and administration, federal and Community structures, social policy, regional policy, settling of disputes;
- topical policy-oriented areas;
- areas which are the subject of pedagogical development, areas — including multi-disciplinary studies — in which the current limits of knowledge are pushed back, including the production of new teaching material or innovative teaching methods (e.g. using interactive media);
- creating links between vocational education and training institutions and industry, including possible transatlantic work placements.

HOW MUCH FINANCIAL SUPPORT IS AVAILABLE?

The partners selected receive final aid for a maximum of three years.

The funding of a three-year consortia implementation project has a ceiling of EUR 130 000 on the European side including student mobility grants. The average project funding is around EUR 100 000. The European Commission will fund maximum 75 % of the project costs on the European side. At this moment the calls for proposals are not open yet for consortia preparatory projects and complimentary measures.

HOW TO APPLY

Partners must draw up a proposal jointly and submit it to the Canadian authorities and to the European Commission (Directorate-General for Education and Culture).

The latest call for proposals was launched in 2003.



FOR FURTHER INFORMATION:

Further information on this programme and the procedural aspects may be obtained from any of the following sources:

- The European Commission's offices in the Member States (cf. http://europa.eu.int/comm/relays/represent/index_en.htm);
- The Socrates/Erasmus and the Leonardo da Vinci national agencies;
- Fax (32-2) 295 57 19;
- Programme web site:
<http://europa.eu.int/comm/education/canada/canada.html>



Actions

Support of European integration activities organised by the academic world

Article A-3022 of the general budget of the European Union provides for subsidies for projects and initiatives organised by the academic world (institutes, study and research centres, organisations or associations and university networks of teachers, researchers or students) and aimed at promoting discussion, reflection and knowledge on the process of European integration.

Subsidy heading A-3022 thus demonstrates the Commission's desire to support European study and research centres in the European Union and to promote activities organised by bodies operating individually or via transnational networks to raise public awareness of European integration.

For this purpose, a call for proposals is published every year on the web site of the Directorate-General for Education and Culture. This call for proposals explains the objectives, the projects to be submitted as well as some operational information necessary for those who would like to participate.

The 'Television without frontiers' directive

Adopted in 1989, the 'Television without frontiers' directive was amended in 1997 to take account of technological and market trends. The main objective of the directive is to create the necessary conditions for the free movement of televised broadcasts, based on the principle of regulation in the country of origin. Except in very limited circumstances (a broadcast which could seriously impair the physical, mental or moral development of minors, or which incites racial hatred), Member States may not create obstacles to the reception or retransmission of broadcasts originating in other Member States. The directive also envisages measures to support the dissemination of European works.

The 1997 amendments related, among other things, to advertising, telesales, the protection of minors, the right of reply and sponsorship. A key innovation here was the guarantee of open television access to major events for the general public.

Member States had until 30 December 1998 to transpose the 1997 directive into national law and the Commission has the task of ensuring that this has been done correctly and that the rules are properly enforced. At the time of writing, all Member States had taken the required legislative steps. A report on the transposition of the directive was published on 15 January 2001 and another report in 2002. This will take account of technological developments in the audiovisual sector as well as the results of studies undertaken at the Commission's request and funded by it.

The Commission will also arrange for studies which examine: the impact of measures relating to the promotion of distribution and the production of TV programmes; the expected evolution of the market in products with European audiovisual content and the legal framework concerning the production and distribution of this material; and new techniques in television advertising and minors targeted advertising. In this context, amendments to the directive may be proposed, if necessary after a public consultation which was held in 2002.

For further information:

Audiovisual policy unit
Directorate-General for Education and Culture
European Commission
B100 07/7
B-1049 Brussels
Tel. (32-2) 299 34 24
Fax (32-2) 296 52 98
Internet: http://europa.eu.int/comm/avpolicy/regul/regul_en.htm

Netd@ys Europe

Netd@ys Europe is an ambitious campaign to promote the use of the new media, particularly Internet, and is the big annual event in education and culture.

For a full week in the month of November, Netd@ys, after a build-up throughout the rest of the year, offers a range of online and off-line events throughout Europe as well as in other places. The week stands as a focal point for projects, allowing those in the field to display their creativity and compare their endeavours, to communicate their know-how, to explore new multimedia contents and compare notes ...

Netd@ys was launched in 1997 and was initially dedicated to the world of education, where it was taken on board with abundant enthusiasm and creative energy. Its instant impact immediately took it to a new dimension and it was opened up to youth clubs, sociocultural and vocational training centres, and cultural institutions.

Netd@ys is supported by the ministries of culture, education and/or youth, which have designated national Netd@ys correspondents who play a key role in liaising between the European Commission and the players in the field. They organise Netd@ys nationally, look after the promotional aspects and organise specific actions.

Netd@ys is open to any organisation. The European Commission awards the Netd@ys 'label' to projects which fit in with the initiative's underlying philosophy and fully cater for its objectives. Projects can be submitted at any time in the year simply by registering them on the Netd@ys site. Projects must be creative, innovative, have content of good quality and must use the new media.

Further information:

Multimedia Unit
Directorate General for Education and Culture
European Commission,
B100 03/7
B-1049 Brussels
Tel. (32-2) 296 99 18
Fax (32-2) 296 62 97
E-mail: netdays@cec.eu.int
Internet: <http://www.netdays2002.org>
<http://europa.eu.int/comm/netdays>

Jean Monnet project

The Jean Monnet project 'European integration in university studies' is a European Commission information campaign begun in 1990 at the request of universities. Its aim is to facilitate the introduction of European integration studies in universities through start-up subsidies and to develop think-tank activities by professors specialising in European affairs.

These courses on European integration are designed to study the construction of Community Europe, i.e. Community law, European economy, European political science and the history of European integration.

The Jean Monnet project targets universities and higher education establishments in the member countries of the European Union, the candidate countries and universities elsewhere in the world.

Grants are allocated for setting up:

- **'Jean Monnet chairs'**, a symbolic term corresponding to a full-time teaching post entirely devoted to the teaching of European integration (180–250 hours depending on the university system). The holder of the chair is, in principle, a professor and a recognised specialist in European affairs.
(Current figure: 548 Jean Monnet chairs)
- **Permanent Jean Monnet courses**, offering basic courses (60 hours on average) entirely devoted to European integration and lasting the equivalent of a regular course during an academic year in line with the practices in each country and available in the first, second or third university 'cycle'. The aim of the permanent courses is to incorporate the European component into the basic subjects.
(Current figure: 696 permanent Jean Monnet courses)
- **European modules**, a short programme of studies concentrating entirely on European integration, of at least 30 hours' duration in one of the four priority disciplines of the Jean Monnet Project, but intended for students who do not belong to these four priority subject areas, i.e. students from the schools of medicine, sciences, education, literature, languages, etc.
(Current figure: 694 Jean Monnet European modules)
- **Jean Monnet European centres of excellence**, whose purpose is to provide a framework or structure with a visible label, that of 'Jean Monnet', and to assemble in one or more universities, the scientific, human and documentary resources which have a bearing on the study of and research into European integration. The work of the Jean Monnet European centres of excellence is directed towards the people of Europe, aimed at civil society in general, and is intended to have an impact at local and regional levels.
(Current figure: 74 Jean Monnet European centres of excellence)

The project awards funds on a co-financing basis for a start-up period of three years, in exchange for a commitment by the university to maintain the teaching activities thus created for a further four years (giving a total of seven years).

In parallel with the creation of courses on Europe, the Jean Monnet project contributes to debate and reflection on Europe, in conjunction with the Jean Monnet Chairs and the Jean Monnet European centres of excellence, through working parties and study groups on Community-relevant topics such as the euro, the Intergovernmental Conference (IGC), enlargement and the World Trade Organisation (WTO).

All these exercises give rise to widely disseminated publications, to policy papers which are forwarded to European political decision makers and to major university symposia.

Further information is obtainable from:

Jean Monnet project
Directorate-General for Education and Culture
European Commission
B7 06/68
B-1049 Brussels
Tel. (32-2) 22 96 03 12
Fax (32-2) 22 96 31 06
Internet: http://europa.eu.int/comm/education/ajm/index_en.html

Technical Assistance Office for the Jean Monnet project
Rue de Trèves 67
B-1040 Brussels
Tel. (32-2) 22 86 94 60
Fax. (32-2) 22 30 56 08
E-mail: info@icp-ajm.org
Internet: <http://www.icp-ajm.org>

Europass training

The Europass Training Initiative implements Council Decision 1999/51/EC of 21 December 1998 to promote European pathways for work-linked training, including apprenticeship (OJ L 17 of 22.1.1999, p. 45). It entered into force on 1 January 2000.

The decision lays down the concept of a European training pathway — in other words, a period of vocational training carried out by a person in work-linked training in another country, subject to certain quality criteria. The establishment where the person concerned is being trained and the host body in the other country form a partnership, which includes agreement on the content, objectives, duration, arrangements and follow-up for the European pathway. The sending establishment issues the person concerned with a **Europass training** community information document attesting to the fact that a European pathway has been completed and describing its content in the languages of the two organisations concerned.

Europass training seeks to improve the visibility of periods of training and placements undertaken in another country and thus enhance their value on the employment market. This should also encourage mobility for people in training in Europe, irrespective of their age and level of education.

Implementation of the 'Europass training' scheme is highly decentralised. Interested establishments must get in touch with the national contact points which are responsible for evaluating their European pathway project and issuing the necessary copies of Europass training, to be completed and issued to the person(s) in training.

Some 20 000 Europass training documents had been issued by the end of 2001 to persons having completed European training pathways.

The countries involved are the Member States of the EU and three EEA countries: Iceland, Liechtenstein and Norway.

The contact point addresses in the various countries are published in the 'addresses' section of this Guide and are available on the following web page, which gives more detailed information in the 11 EU languages and links to the national Europass training sites and to other sources of information: http://europa.eu.int/comm/education/europass/index_en.html

Commission address:
'Development of vocational training policy' unit
Directorate-General for Education and Culture
B7 05/42,
B-1049 Brussels

Partnerships with civil society

Associations, NGOs and trade unions form the heart of civil society and play a fundamental democratic role. In its efforts to move closer to the citizen, the European Commission intends to use these social players who are in direct contact with the people to promote reflection and information on European integration — which can lead to active citizenship. The Commission offers financial aid to encourage these associations and organisations to submit information projects.

Associations and federations of European interest

The Commission publishes a call for proposals every year for actions of 'reflection on European integration' by associations and federations of European interest. This call generally goes out at the end of the year during the budget year concerned and offers grants of up to EUR 25 000 for the projects selected. The projects cover a wide range of actions including seminars and conferences. Preference is given to schemes involving partnerships with other European organisations although this is not an absolute precondition.

The call focuses on a few priority themes every year. For 2001, for instance:

- European citizenship and the charter of fundamental rights;
- the ethical values and sources of European integration;
- the meeting of different cultures, particularly in the context of enlargement.

Non-governmental organisations

For the NGOs (which are non-profit-making organisations) the Commission uses the same approach. Through a call for proposals put out every year, grants of up to EUR 50 000 are paid for information and communication actions targeting the general public. The actions supported include events, information meetings, publications, informatics products, radio and TV programmes, films and videos and the establishment of information networks.

As with the previous heading, preference goes to projects organised within partnerships.

The priority themes of the call for proposals for the year 2001 are:

- the objectives of the European Union, its institutions and policies;
- future developments under Agenda 2000, the Intergovernmental Conference and the enlargement of the European Union;
- European citizenship, employment, social rights and the charter of fundamental rights, including themes linked to non-discrimination.

Trade union organisations

The Commission offers financial support for information campaigns by trade union organisations in order to strengthen communication with the general public and encourage the emergence of active and participative European citizenship.

A list of priority themes is drawn up every year. To qualify for Commission support, actions must:

- guarantee the greatest possible multiplier effect in trade union circles;
- inform an ongoing debate between the trade union players;
- be on a not-for-profit basis.

Europe houses and European movement

The Commission also provides financial support to:

- the International Federation of Europe Houses: the member organisations (around 100 in 20 European countries) offer training and information, and generate interest in European developments among the general public;
- the International European Movement which endeavours to carry forward the European idea (<http://www.eurplace.org/thehague.congress>)

Further information is available from:

'Visits, traineeships, partnerships with civil society' unit
Directorate-General for Education and Culture
European Commission
VM18 00/22
B-1049 Brussels
E-mail: eac-soc-civile@cec.eu.int

Town twinning

The idea of town twinning originated after the Second World War when people realised that close cooperation with their neighbours was the only way forward. The initial objective was for towns from different European countries to exchange experiences in all areas of local life.

The European Commission's town twinning programme was launched in 1989. Through carefully targeted grants, it aims to strengthen existing links between the populations of the Member States, to improve their knowledge of other European countries and to raise awareness, through meetings of twinned towns and municipalities, of what European integration has achieved to date and what challenges remain. In particular, it encourages twinning arrangements where links have been limited in the past.

Accordingly, support is provided in two areas.

• Town twinning

The Commission encourages exchanges between towns in the Member States of the EU, and projects involving a Member State of the European Union and one of the countries of central and eastern Europe (including the Baltic States), Cyprus and Malta.

Three types of projects are eligible:

- exchanges between citizens from towns that are twinned or are setting up a new twinning scheme;
- conferences and meetings on European subjects, and activities designed to give a fresh impetus to the twinning concept;
- training seminars for organisers of town twinning schemes.

• The golden stars of town twinning

The 'golden stars of town twinning' is an award to the towns which, with the help of the previous year's grants, have best contributed to European integration by forging closer links between their respective citizens.

Further information may be obtained from:

'Visits, traineeships, partnerships with civil society' Unit
Directorate-General for Education and Culture
European Commission
VM18 00/22
B-1049 Brussels
Tel. (32-2) 295 26 85
Fax (32-2) 296 23 89

2004: European Year of Education through Sport

The Council of the European Union and the European Parliament have decided to proclaim 2004 the *European Year of Education through Sport 2004* (EYES 2004). The main objectives of the campaign are to raise awareness among the European public of the importance of sport in an educational context and to give physical activities a more prominent place in the school curriculum.

The European Commission's Education and Culture DG will accordingly support some 185 projects at local, regional, national, transnational or Community level.

The main aims of the European Year of Education through Sport are:

- to make educational institutions and sports organisations aware of the need for cooperation in order to develop education through sport and its European dimension, given the very great interest that young people take in all kinds of sport;
- to take advantage of the values conveyed through sport to develop knowledge and skills whereby young people in particular can develop their physical prowess and readiness for personal effort, and also social skills such as teamwork, solidarity, tolerance and fair play in a multicultural framework;
- to promote awareness of the positive contribution that voluntary activities make to non-formal education, especially of young people;
- to promote the educational value of pupil mobility and exchanges, particularly in a multicultural environment, through the organisation of sporting and cultural contacts as part of school activity;
- to encourage the exchange of good practice concerning the role sport can play in education systems in promoting the social inclusion of disadvantaged groups;
- to create a better balance between intellectual and physical activity in school life by encouraging sport in school activities;
- to consider the problems relating to the education of young sportsmen and sportswomen taking part in competitive sports.

Further information is available from:

'Sport' Unit
Directorate C 'Culture, audiovisual policy and sport'
Directorate-General for Education and Culture
European Commission
B100 05/4
B-1049 Brussels
Tel (32-2)296 89 10
Fax (32-2)295 77 47
E-mail: eac-sport@cec.eu.int
Internet: <http://www.eyes-2004.info/>

Other public interest services supplied by the Directorate-General for Education and Culture

In addition to the various programmes and actions described in the above pages, the European Commission's Directorate-General for Education and Culture is responsible for the following services:

TRAINEESHIPS

The Commission offers twice yearly training placements lasting five months to young graduates or young public sector applicants, selected from among the nationals of the Member States of the European Union, and to a certain number of nationals of non-EU countries. These traineeships provide work experience in one of the Commission's departments. They begin on 1 March and 1 October every year.

FURTHER INFORMATION IS OBTAINABLE FROM:

'Visits, traineeships, partnerships with civil society' Unit
Directorate-General for Education and Culture
European Commission
VM18 00/22
B-1049 Brussels
http://europa.eu.int/comm/stages/index_en.htm

INFORMATION KIOSK

Requests for information on the EAC DG publications may be obtained from the following e-mail address:
EAC-info@cec.eu.int
'Communication' Unit
Directorate-General for Education and Culture
European Commission
VM18 02/15
B-1049 Brussels
http://europa.eu.int/comm/dgs/education_culture/publ/index_en.html

CENTRAL LIBRARY

In addition, the Commission's Central Library is open, subject to certain conditions, to outside readers. See:

http://europa.eu.int/comm/libraries/centrallibrary/index_en.htm

'Central library' Unit

Directorate-General for Education and Culture

European Commission

VM18 00

B-1049 Brussels

Phone (32-2) 299 90 64

Fax (32-2) 296 11 49

VISITS

The Commission's 'Visits' department receives more than 1 100 groups of visitors (approximately 35 000 visitors) yearly. The programmes vary from general two-hour presentations to longer specialised visits organised in close conjunction with the Commission's representatives in the Member States. Speakers are selected as a function of the composition of the group, of language, of the requirements and the specific interest. Information visits to the Commission are free of charge, but in view of the huge interest the Commission raises among the public, those interested are asked to submit a request at least two months before the date of their visit. Groups must comprise at least 15 people (minimum age: 16 years).

Further information is obtainable from:

'Visits, traineeships, partnerships with civil society' Unit

Directorate-General for Education and Culture

European Commission

VM18 00/22

B-1049 Brussels

Tel. (32-2) 299 92 13

Fax (32-2) 299 93 13

European Commission

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