Basic information

1998/0195(COD) COD - Ordinary legislative procedure (ex-codecision procedure) Decision	Procedure completed
Education, training: Community action programme Socrates, 2nd phase 2000-2004 Amended by 2002/0101(COD) Amended by 2003/0303(COD) **Subject** 4.40.03 Primary and secondary school, European Schools, early childhood 4.40.04 Universities, higher education 4.40.08 Language learning, regional and local languages	

Key players

European Parliament

Committee responsible	Rapporteur	Appointed
DELE EP Delegation to Conciliation Committee	PACK Doris (PPE-DE)	13/08/1999

Former committee for opinion	Former rapporteur for opinion	Appointed
BUDG Budgets	VIRRANKOSKI Kyösti (ELDR)	23/09/1998

Council of the European Union

Council configuration	Meetings	Date
Environment	2153	1998-12-20
Education, Youth, Culture and Sport	2187	1999-06-07
Education, Youth, Culture and Sport	2147	1998-12-04
Education, Youth, Culture and Sport	2224	1999-11-26
Fisheries	2237	1999-12-16
Social Affairs	2102	1998-06-04

Key events

Date	Event	Reference	Summary
27/05/1998	Legislative proposal published	COM(1998)0329	Summary
04/06/1998	Debate in Council		

14/09/1998	Committee referral announced in Parliament, 1st reading		
13/10/1998	Vote in committee, 1st reading		Summary
13/10/1998	Committee report tabled for plenary, 1st reading	A4-0371/1998	
05/11/1998	Debate in Parliament		
02/12/1998	Modified legislative proposal published	COM(1998)0719	Summary
21/12/1998	Council position published	13327/1/1998	Summary
14/01/1999	Committee referral announced in Parliament, 2nd reading		
17/02/1999	Vote in committee, 2nd reading		Summary
17/02/1999	Committee recommendation tabled for plenary, 2nd reading	A4-0062/1999	
24/02/1999	Debate in Parliament		
07/06/1999	Debate in Council		
13/08/1999	Parliament's amendments rejected by Council		
29/09/1999	Formal meeting of Conciliation Committee		Summary
09/11/1999	Final decision by Conciliation Committee		
24/11/1999	Joint text approved by Conciliation Committee co-chairs	3626/1999	
08/12/1999	Report tabled for plenary, 3rd reading	A5-0097/1999	
13/12/1999	Debate in Parliament		
15/12/1999	Decision by Parliament, 3rd reading	T5-0151/1999	Summary
16/12/1999	Decision by Council, 3rd reading		
24/01/2000	Final act signed		
24/01/2000	End of procedure in Parliament		
03/02/2000	Final act published in Official Journal		

Technical information

Procedure reference	1998/0195(COD)
Procedure type	COD - Ordinary legislative procedure (ex-codecision procedure)
Procedure subtype	Legislation
Legislative instrument	Decision
Amendments and repeals	Amended by 2002/0101(COD) Amended by 2003/0303(COD)
Legal basis	EC Treaty (after Amsterdam) EC 149 EC Treaty (after Amsterdam) EC 150 Rules of Procedure EP 050
Stage reached in procedure	Procedure completed
Committee dossier	CODE/5/12048

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee report tabled for plenary, 1st reading/single reading		A4-0371/1998 OJ C 359 23.11.1998, p. 0004	13/10/1998	
Text adopted by Parliament, 1st reading/single reading		T4-0640/1998 OJ C 359 23.11.1998, p. 0013-0074	05/11/1998	Summary
Committee recommendation tabled for plenary, 2nd reading		A4-0062/1999 OJ C 153 01.06.1999, p. 0004	17/02/1999	
Text adopted by Parliament, 2nd reading		T4-0132/1999 OJ C 153 01.06.1999, p. 0013-0024	25/02/1999	Summary
Report tabled for plenary by Parliament delegation to Conciliation Committee, 3rd reading		A5-0097/1999 OJ C 296 18.10.2000, p. 0009	08/12/1999	
Text adopted by Parliament, 3rd reading		T5-0151/1999 OJ C 296 18.10.2000, p. 0035-0093	15/12/1999	Summary

Council of the EU

Document type	Reference	Date	Summary
Council position	13327/1/1998 OJ C 049 22.02.1999, p. 0042	21/12/1998	Summary

European Commission

Document type	Reference	Date	Summary
Legislative proposal	COM(1998)0329 OJ C 314 13.10.1998, p. 0005	27/05/1998	Summary
Modified legislative proposal	COM(1998)0719 OJ C 034 09.02.1999, p. 0007	02/12/1998	Summary
Commission communication on Council's position	SEC(1998)2236 	06/01/1999	Summary
Commission opinion on Parliament's position at 2nd reading	COM(1999)0293 	16/07/1999	Summary
Follow-up document	COM(2004)0153 	08/03/2004	Summary
Follow-up document	COM(2009)0159 	06/04/2009	Summary

Other institutions and bodies

Institution/body	Document type	Reference	Date	Summary
EESC	Economic and Social Committee: opinion, report	CES1307/1998 OJ C 410 30.12.1998, p. 0002	15/10/1998	

CofR	Committee of the Regions: opinion	CDR0226/1998 OJ C 051 22.02.1999, p. 0077	18/11/1998	
CSL/EP	Joint text approved by Conciliation Committee co-chairs	3626/1999	24/11/1999	

Additional information		
Source	**Document**	**Date**
European Commission	EUR-Lex	

Final act	
Decision 2000/0253 OJ L 028 03.02.2000, p. 0001	Summary

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 08/03/2004 - Follow-up document

In accordance with provisions listed in the EU Decision establishing the Socrates programme 2000-2006, the European Commission has prepared an interim evaluation report on Community action in this field. The aim of the Report is to examine whether the objectives of the programme are being met, to consider ways in which to improve the implementation of the programme's objectives, and to examine the best structures for the next generation of education programmes (2007-2013). The report scrutinises the period from January 2000 to June 2003. The Report notes that since the programme was approved the political debate on education in Europe has made spectacular progress thanks to the Lisbon Agenda and the recognised need to create a knowledge-based economy. Concerning the programme's success, the Report notes that national mid-term evaluations indicate that the programme is well received and deemed relevant by those who rely on it. There is, however, criticism regarding the management of the procedures. The Commission suggests that the rigid measures outlined in the Decision setting up the Socrates programme can hinder the smooth functioning of the programme and call for greater flexibility in future planning. According to the Report, the programme should, in future, be structured in such a way as to show more clearly the hierarchy of objectives and to make it easier, for those involved, to understand the functioning of the programme. This is particularly important for those involved in the education sector to allow them to identify the actions most suited to their needs. In terms of the ratio of financial resources to achievements, the programme is considered very efficient. Even under this heading, however, bureaucratic concerns are raised. The programme is considered a lot less efficient when the procedures used are compared to the nature and scale of most of the activities. Further, staffing costs for the management or monitoring of activities are very high and impossible to reduce at present in terms of both projects and the programme's managed structures. The Commission bemoans the fact that there is as yet no effective electronic management tool in place. In terms of future provisions, the Report proposes that in order to improve the functioning of the programme, procedures should be streamlined. The principle of proportionality, particularly with respect to the Financial Regulation, need to be given adequate consideration. Other areas in need of improvements include: - Encouraging the number of teachers and educators to participate in the mobility scheme by solving linguistic obstacles. - Improving the visibility of the programmes and - Tying the programme more closely to the vocational training sector.

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 24/01/2000 - Final act

PURPOSE : to establish the second phase of the Community action programme in the field of education, Socrates for the period 2000-2006. COMMUNITY MEASURE: Decision 253/2000/EC of the European Parliament and of the Council establishing the second phase of the Community action programme in the field of education, Socrates. CONTENT : this Decision establishes the second phase of the Community action programme in the field of education, Socrates. This programme shall be implemented over the period starting 01/01/2000 and ending on 31/12/2006. The financial framework for the implementation of this programme for the period 2000-2006 is set at EUR 1 850 million. By supporting and supplementing the work of the Member States in this field, Socrates will aim to promote the quality of education by promoting cooperation, increasing mobility and developing the European dimension in all sectors of education. The aim is to help create a "European education area" where lifelong learning will be promoted and citizenship can be fully exercised. The main innovations of this programme include the attention devoted to lifelong learning by bolstering "adult education" and establishing "european knowledge centres" to bring together implementers and beneficiaries of other Community education , training

and youth programmes. The Decision also seeks to define more clearly the players and beneficiaries of this programme. Internally, the programme has been rationalised, limiting the number of actions and decentralising to the maximum the management of the actions undertaken at national level. In order to contribute to the developemnt of quality education and encourage lifelong learning, while fully respecting the responsibility of the Member Staes, the objectives of this programme shall be: - to strengthen the European dimension in education; - to promote cooperation in the field of education; - to help remove the obstacles to cooperation; - to encourage innovation. The objectives are to be pursued by means of 8 actions, the first 3 of which concern the three basic stages of education (school, university and other educational pathways), while the remaining 5 concern horizontal education policies (languages, multimedia, exchanges of information and other horizontal aspects, such as innovation, dissemination of results and joint actions). Proposed actions: 1) Comenius (school education), comprising school partnerships, or encouragement for the establishemnt of partnerships between schools in the Member States and professional development projects for schools' teaching staff; 2) Erasmus (higher education), comprising traditional university cooperation and mobility projects; 3) Grundtvig (other educational pathways), to promote education of the young after they have left the school system and of adults who wish to resume their studies after a break from the education system; 4) Lingua: teaching and learning of languages, using innovative methods; 5) Atlas: projects to promote distance education and multimedia communication for educational purposes; 6) Observation and innovation: exchanges of information and experience concerning European education systems, and innovation in these sectors; 7) Joint actions: generation of synergy with other Community programmes, in connection with policy on "European knowledge centres"; 8) Accompanying measures (miscellaneous initiatives to raise awareness of education, such as the "Europe in the School" competition and dissemination of the results of projects carried out). This programme is to be implemented consistently with other Community initiatives or programmes (Leonardo II, Youth, programmes concerned with research, culture, employment, SMEs, etc.) and devote special attention to equality of opportunity for women and men. The Commission is to manage the programme in close cooperation with Member States. As regards evaluation and montoring of this programme, the Commission shall submit to the European Parliament and the Council, the Economic and Social Committee and the Committee of the Regions: - on the accession of new Member States, a report on, the financial consequences of these accessions on the programme; - an interim evaluation report on the results achieved and on the qualitative aspects of the implementation of this programme by 31.12.2004; - a communication on the continuation of this programme by 31.12.2006 and; - and an ex post evaluation report by 31.12.2007. ENTRY INTO FORCE : 03.02.2000.

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 06/01/1999 - Commission communication on Council's position

The Commission has a number of reservations concerning the Council's common position. These relate to : - the duration of the programme : the Commission considers that a five-year programme would have been preferable so as not to straitjacket objectives and arrangements for the Community action in an area which is subject to substantial change and which requires constant anticipation, adaptation and innovation; - on the budget for the second phase of the programme, the Commission feels that the amount adopted in the common position inadequately reflects the priority given to the area of education and training in Agenda 2000. - as regards the inclusion of minimum thresholds per action to distribute the programme budget, the Commission feels that these arrangements bring in elements of inflexibility into the programme implementation which could seriously hamper its capacity to adjust to new requirements, particularly as the duration of the programme has now been extended to seven years. - on the project selection procedures, the Commission is still attached to the objective of increased simplification, efficacy and transparrency for the programme's beneficiaries. It is concerned that these could lead to confusion with regard to the division of responsibility between the Commission, Member States, the national agencies and the programme committee.

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 27/05/1998 - Legislative proposal

OBJECTIVE: to propose the 2nd phase of the Community education programme in the field of education, Socrates, for the period 2000-2004. SUBSTANCE: the proposal seeks to establish the second phase of the Socrates programme for the period from 01.01.2000 to 31.12.2004. The total budget proposed for this period is EUR 1.4 billion. By supporting and supplementing the work of the Member States in this field, Socrates II will aim to promote the quality of education by promoting cooperation, increasing mobility and developing the European dimension in all sectors of education. The aim is to help create a 'European education area' where lifelong learning will be promoted and citizenship can be fully exercised. The main innovations of Socrates II include the attention devoted to lifelong learning by bolstering 'adult education' and establishing 'European Knowledge Centres' to bring together implementers and beneficiaries of other Community education, training and youth programmes. The proposal also seeks to define more clearly the players and beneficiaries of the programme. Internally, the programme has been rationalised, limiting the number of actions and decentralising to the maximum the management of the actions undertaken at national level. The structure of the programme: Socrates II has 4 objectives (as against 9 in Socrates I): - to strengthen the European dimension in education; - to promote cooperation in the field of education; - to help remove the obstacles to cooperation; - to encourage innovation. The objectives are to be pursued by means of the eight actions, the first three of which concern the three basic stages of education (school, university and other educational pathways), while the remaining five concern horizontal education policies (languages, multimedia, exchanges of information and other horizontal aspects, such as innovation, dissemination of results and joint actions). Proposed actions: 1) Comenius (school education), comprising school partnerships, or encouragement for the establishment of partnerships between schools in the Member States and professional development projects for schools' teaching staff; 2) Erasmus (higher education), comprising traditional university cooperation and mobility projects; 3) Grundtvig (other educational pathways), to promote education of the young after they have left the school system and of adults who wish to resume their studies after a break from the education system; 4) Lingua: teaching and learning of languages, using innovative methods; 5) Atlas: projects to promote distance education and multimedia communication for educational purposes; 6) Observation and innovation: exchanges of information and experience concerning European education systems, and innovation in these sectors; 7) Joint actions: generation of synergy with other Community programmes, in connection with policy on 'European knowledge centres'; 8) Accompanying measures (miscellaneous initiatives to raise awareness of education, such as the 'Europe in the School' competition and dissemination of the results of the

projects carried out). The programme is to be implemented consistently with other Community initiatives or programmes (Leonardo II, Youth, programmes concerned with research, culture, employment, SMEs, etc.) and devote special attention to equality of opportunity for women and men. The Commission is to manage the programme in close cooperation with Member States. Selection procedures have been rationalised (2 calls for proposals rather than 5) and management rendered more decentralised (Member States are required to set up integrated management structures to take charge of the operational implementation of projects). As regards commitology, the Commission will be assisted by a committee of representatives of the Member States, whose powers will vary according to the subject in question. The programme will be extended, under financing provisions to be determined, to the Eastern European applicant countries, Cyprus, Malta, Turkey and the EEA countries. Cooperation with third countries and the relevant international organisations (Council of Europe) will also be stepped up. As regards evaluation and monitoring of Socrates II, the Commission will publish a first mid-term review of the programme by 30.06.2003, and a final analysis report by 31.12.2005. Socrates II will be evaluated regularly throughout its implementation, in cooperation with Member States.

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 15/12/1999 - Text adopted by Parliament, 3rd reading

By adopting the report by Mrs Doris PACK (EPP-ED, D), the European Parliament approved the joint text fixing the budget for SOCRATES II at EUR 1.850 million (that is EUR 300 million higher than the first Council proposal) and attached to the proposal a compulsory revision clause in the event of enlargement governed by the co-decision procedure. In addition, the Parliament called for an evaluation report analysing the practical results achieved by this programme, as well as for the simplification of the selection procedures for projects. Lastly, SOCRATES will contribute to the development of a European dimension for education and training, as the Parliament has been seeking.

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 05/11/1998 - Text adopted by Parliament, 1st reading/single reading

In adopting the report by Mrs Doris PACK (PPE, D) on the second phase of the Socrates programme, the European Parliament called for the programme to contribute to the development of quality education and encourage lifelong learning. Its objective is to attain a participation rate of at least 10% of the target groups at whom the programme is aimed. Parliament therefore called for the budget to be increased from the figure of EUR 1.4 bn proposed by the Commission to EUR 2 bn. Parliament considered that Socrates should aim to: - strengthen the European dimension in education by encouraging the acquisition of language skills (by learning two other Community languages, one of which should be of a neighbouring country) and knowledge of other cultures; - promote cooperation in the field of education and remove obstacles to such cooperation, by encouraging mobility among teachers and students, cooperation between educational institutions, better recognition of diplomas and periods of study and improvements in the exchange of information; - encourage innovation in particular where such innovation is associated with new technologies and the learning of languages. Parliament wished the programme to be devoted to five actions (rather than eight, as proposed by the Commission): - school education (Comenius), - higher education (Erasmus), - other educational pathways (Grundtvig), - teaching and learning of languages (Lingua), - education and multimedia (Minerva), as well as horizontal measures. It wished the programme to be addressed to all pupils and students, all categories of staff involved in education, all types of educational institutions, local and regional authorities and other bodies, associations, companies, organisations of both sides of industry and research centres and bodies. Parliament called for cooperation with other local, national or European initiatives to be stepped up (including cooperation with Community agencies) and for Parliament to be informed of reports on the implementation of the programme. These reports must contain information about the programme's contribution to the establishment of a European education system and on measures taken to combat discrimination. Amendments were made to the annex to the programme in accordance with the rationalisation of activities called for by Parliament (5 actions rather than 8) and stressing support for cultural diversity and learning of neighbouring languages (Parliament particularly suggested that a multilingual European school television be established under Minerva).

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 25/02/1999 - Text adopted by Parliament, 2nd reading

The Council's common position was approved by the Parliament subject to some amendments. Parliament's rapporteur was Ms. Doris Pack (EPP, Germany). One of these amendments sought to promote the use of lesser-used languages, such as Irish and Luxemburgish, and another related to the share-out of the budget. Parliament also wants to see an evaluative report on the results of the programme in the context of the resources allocated. It also voted to increase the funding from EUR 1550 million for the seven-year programme as agreed by Council to EUR 2250 million.

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 21/12/1998 - Council position

The Council's common position takes into account, to a large degree, the amendments proposed by the European Parliament and supported by the Commission in its amended proposal (25 amendments taken up out of the 34 put forward by the Commission). The amendments were as follows : - the explicit mention, in terms of the objectives of the programme, of the principle of integration of equal opportunities between men and women in all the actions; - greater emphasis on references to the European course credit transfer system (ECTS); - clarification of the arrangements on complementarity between the programme and other Community policies; - consolidation of the arrangements for monitoring and evaluation of the programme; - the name 'Minerva' to be given to Action 5 of the programme, which relates to open and distance learning and new technologies. On the other hand, the Council did not take on board the Parliament's amendments concerning: - a stronger appeal to the Member States to remove obstacles to access to the programme; - the allocation of ERASMUS grants, giving a priority to students whose financial circumstances warrant special assistance; - the inclusion of an explicit reference to the possibility of using the Structural Funds to disseminate and transfer the programme's results on a wider scale. Nor did the Council take up the Parliament's suggestions for the development of a multilingual European school T.V., the concept of 'participation in democratic culture' or the setting up of 'European knowledge centres'. On this latter point, the Council preferred a more general reference to the promotion of 'regional and local contact and interaction between the players involved in this programme and in Leonardo da Vinci and Youth programmes. The main innovations in the Council's common position are as follow: - duration of the programme : seven years (in line with the proposed tilespan of the next phase of the financial perspective) instead of 5 years in the initial proposal; - the SOCRATES budget : MEUR 1550 over 7 years instead of MEUR 1400 over 5 years (as opposed to MEUR 2000 proposed by the Parliament); - breakdown of funds between actions; - selection procedures - two procedural variants within the category of centralised actions and the possibility of a 2-phase procedure in those cases where the scale and nature of the activities in question justify it; - commitology : the Council opted for a type IIb procedure and strengthened the number of measures to be decided using this procedure.

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 06/04/2009

This report was written to fulfil the requirements set out in the European Parliament and Council decisions establishing the Community action programmes in the field of education (Socrates 2000-2006), vocational training (Leonardo da Vinci 2000-2006) and integration of information and communication technologies (ICT) in education and training systems in Europe (eLearning 2004-2006).

Together, these programmes received more than **EUR 3 billion of Community funds**.

For the period 2007-2013, the various initiatives under these three programmes have been integrated under a single umbrella, the new Lifelong Learning Programme (LLP). The decision to conduct a joint evaluation and to present this joint report follows the same line as this integration.

The **Socrates** programme, with a total budget of EUR 2.093 billion, had four specific objectives: (i) to strengthen the European dimension in education; (ii) to promote knowledge of EU languages; (iii) to promote cooperation and mobility in the field of education; and (iv) to encourage innovation in education.

The programme consisted of three main schemes - **Comenius**, **Erasmus** and **Grundtvig** -, covering schools, higher education and adult learning respectively.

Results of the evaluation: the evaluation demonstrated that these EU programmes were relevant to the needs of the sectors concerned and that many of the activities would not have taken place without their financial support:

- in terms of **school education**, the key schemes with an impact on schools were Comenius and eTwinning. Partnerships supported under the Comenius and eLearning programmes gave schools a more European dimension and outlook and improved the school climate, in terms of cooperation between teachers and pupils and between different subjects in the schools participating. They helped to create a clearer sense of European identity by enabling schools to cooperate with schools in other EU countries. School partnerships enabled teachers to improve their teaching skills and gave pupils and teachers alike a chance to improve their foreign language and ICT skills, to experience European cooperation projects and to create sustainable links with their peers in other countries. Some 85% of the respondents who had participated in Comenius felt that their activity would not have taken place without funding from the Commission. Enhanced mobility within school education made the clearest impact out of the activities in the programme;
- in terms of **teaching methods**, projects, partnerships and individual mobility schemes influenced the educational practice of those directly involved. In particular, 64% of all beneficiaries reported increases in knowledge and skills and half saw sharing good practice across Europe as the main benefit;
- in terms of **higher education**, the largest positive impact was by increasing the capacity for mobility. This influenced participants' personal and professional development and contributed to a more open attitude and a clearer and better informed perspective for their subsequent studies or professional life and to improving their understanding of Europe and of "belonging to a European family". Knowledge of EU languages has improved and stronger contacts have been established with European colleagues. Participants in mobility schemes became more employable thanks to their international experience and better language skills. Erasmus has also had a considerable effect at national and international institutional levels. 94% of the participants in the survey agreed that Erasmus had increased and sustained cooperation between institutions. The effect on universities' internationalisation strategies and development of international support services is significant, whereas the effect on teaching and research at departmental level seems more indirect, e.g. via the international networks created. Erasmus has also acted as a driver for change in national and European higher education policies as it inspired five of the six lines of action in the Bologna Declaration;
- in terms of **adult education**, the strongest kinds of impact reported on adult learning were closer, sustained cooperation between institutions (93% of participating organisations), greater opportunities for mobility and a more European outlook on the part of individuals and institutions (90%). Grundtvig has thus clearly succeeded in sowing the seeds of a European dimension in adult education – a sector with almost no tradition of European cooperation. The evaluation reported a significant impact in terms of improving the quality of teaching and curricula and

approaches to learning and management (74%). Enhanced professional skills and stronger networking between adult education staff in Europe were further benefits, and more than half the respondents (56%) felt that their participation in Grundtvig had made them more employable and adaptable. Lastly, Grundtvig had a comparatively strong impact on improving educational opportunities for disadvantaged social groups.

More generally, the report acknowledges that the creation of a “**European education area**” establishing a sustainable culture of European cooperation is the most significant impact. In particular, Erasmus has created infrastructure in which almost all European universities participate.

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 16/07/1999 - Commission opinion on Parliament's position at 2nd reading

In its opinion on the amendments proposed by the European Parliament in its second reading, the Commission accepts wholly, partly or in substance 13 out of the 14 amendments made by the Parliament. Only one amendment designed to increase the funds for the SOCRATES II programme has not been accepted (the European Parliament was proposing that the budget be increased to EUR 2.5 billion instead of the EUR 1.55 billion proposed by the Council). The Commission believes that the amendment approved by the Parliament departs from the interinstitutional declaration of 06.03.1995 on the incorporation of financial provisions into legislative acts. In addition, it is worth noting that the Commission does not wish SOCRATES to permit the learning of other languages other than the official languages of the European Union - something which the Parliament had called for. All the other amendments have been accepted (in particular : the promotion of a "European Educational Area"; a report on the results achieved, accompanied by any proposals it deems appropriate, including with regard to the financial framework; reinforcing the ECTS; simplifying and shortening the selection procedure; priority given to the languages less widely used and taught in the European Union).

Education, training: Community action programme Socrates, 2nd phase 2000-2004

1998/0195(COD) - 02/12/1998 - Modified legislative proposal

The Commission accepts in full or in part those 34 of the 54 amendments proposed by the Parliament which : - improve and strengthen the initial proposal by incorporating features designed to make access to the programme easier for target publics who may have difficulties in taking part; - are designed to strengthen the emphasis placed on certain key features of the proposal, e.g. the dissemination of results and the academic recognition of studies pursued in other Member States via the ECTS (European course credit transfer system); - in relation to the initial proposal, provide useful additional information and clarify specific aspects of cooperation policy in the field of education. The Commission rejects those amendments which: - concern institutional aspects such as rules on committee procedures and budgetary matters; - propose increasing funding, preferring to abide by its initial proposal; - are designed to group together Action 6 (Observation and innovation), Action 7 (Joint actions) and Action 8 (Support measures) into a single measure called "Horizontal measures", considering that this would detract from the political visibility of Actions 6 and 7 to which the Commission wishes to give priority in the context of creating a Europe of knowledge.