Basic information

2000/2315(INI) INI - Own-initiative procedure	Procedure completed
Implementation of Socrates programme **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
CULT Culture, Youth, Education, Media and Sport	PACK Doris (PPE-DE)	09/01/2001

Committee for opinion	Rapporteur for opinion	Appointed
BUDG Budgets	WENZEL-PERILLO Brigitte (PPE-DE)	27/02/2001

Key events

Date	Event	Reference	Summary
18/01/2001	Committee referral announced in Parliament		
22/01/2002	Vote in committee		Summary
22/01/2002	Committee report tabled for plenary	A5-0021/2002	
28/02/2002	Decision by Parliament	T5-0087/2002	Summary
28/02/2002	Debate in Parliament		
28/02/2002	End of procedure in Parliament		
28/11/2002	Final act published in Official Journal		

Technical information

Procedure reference	2000/2315(INI)
Procedure type	INI - Own-initiative procedure
Procedure subtype	Implementation
Legal basis	Rules of Procedure EP 55

	Rules of Procedure EP 148-p2
Stage reached in procedure	Procedure completed
Committee dossier	CULT/5/14277

Documentation gateway				
European Parliament				
Document type	**Committee**	**Reference**	**Date**	**Summary**
Committee report tabled for plenary, single reading		A5-0021/2002	22/01/2002	
Text adopted by Parliament, single reading		T5-0087/2002 OJ C 293 28.11.2002, p. 0022-0103 E	28/02/2002	Summary

European Commission

Document type	**Reference**	**Date**	**Summary**
Document attached to the procedure	COM(2001)0075	12/02/2001	Summary

Implementation of Socrates programme

2000/2315(INI) - 28/02/2002 - Text adopted by Parliament, single reading

The European Parliament adopted the report by Mrs Doris PACK (EPP-ED, D) on the implementation of the SOCRATES programme. (Please refer to the summary dated 22/01/02).

Implementation of Socrates programme

2000/2315(INI) - 12/02/2001 - Document attached to the procedure

This report concerns the implementation of the SOCRATES programme during the period 1995-1999, which corresponds to the first phase of the programme. It takes into account all analyses available, particulary the conclusions of the interim evaluation and of four external evaluations completed in November 2000. In the interests of transparency, all these external evaluations are available on the Commission's Internet site. This document has undergone thorough consultation within the SOCRATES Committee and the support groups set up by it. The analysis and information gathering carried out must also inform the debate at broadcast level in order to contribute inter alia to the success of the new phase of the SOCRATES programme by drawing on the experienced amassed between 1995 and 1999. The report comprises an examination of the results achieved by the programme in relation to the objectives set by Decision 819/95/EC. This analysis is followed by a summary of the main developments in the programme from its initial phase to the second phase and the political environment in which SOCRATES evolved. It is intended to be a synthetic report and priority is given to qualitative analysis. A few key figures are included in an annex. This report hopes to contribute to the success of the second phase of the SOCRATES programme (2000-2006) by highlighting the experience of the first phase. This experience shows that SOCRATES is very successful in that it has contributed to asserting the European dimension throughout education in general. Nevertheless, improvements are needed so as to make programme management more user-friendly. The gap between the programme's objectives, the ambition of which is enthusiastically shared by the education community, and the sometimes inadequate resources for implementation both at European and national levels. It is also important for the SOCRATES programme, beyond the individuals and institutions actively involved within it, to be able to more strongly linked than before with the whole of the policy debate taking place at the European level in the area of education. Strengthening this policy dimension of the programme can indeed enable it to contribute effectively to enhancing the quality of the national education systems, with due respect for the responsibilities defined by the Treaty. Spread over a long period (seven years), the management of its actions decentralised to a greater extent, and underpinned by a more active monitoring and evaluation policy, the new phase of the programme should strengthen the impact of SOCRATES, particularly in the most recent areas of cooperation at European level, such as school education and lifelong learning. Lastly, as a pioneering programme in opening up to candidate countries of central and eastern Europe, SOCRATES must also help pave the way for the next round of enlargement of the EU, the success of which will hinge as much as on the commitment of the policy decision markers as on that of the people.