


Procedure file

Basic information		
INI - Own-initiative procedure	2000/2315(INI)	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		09/01/2001
		PPE-DE PACK Doris	
	Committee for opinion	Rapporteur for opinion	Appointed
	BUDG Budgets		27/02/2001
		PPE-DE WENZEL-PERILLO Brigitte	

Key events			
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	Debate in Parliament		
28/02/2002	Decision by Parliament	T5-0087/2002	Summary
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 54; Rules of Procedure EP 142-p2
Stage reached in procedure	Procedure completed

Documentation gateway

Document attached to the procedure		COM(2001)0075	12/02/2001	EC	Summary
Committee report tabled for plenary, single reading		A5-0021/2002	22/01/2002	EP	
Text adopted by Parliament, single reading		T5-0087/2002 OJ C 293 28.11.2002, p. 0022-0103 E	28/02/2002	EP	Summary

Implementation of Socrates programme

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, particularly 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 experience 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 makers as on that of the people. ?

Implementation of Socrates programme

The committee adopted the own-initiative report by Doris PACK (EPP-ED, D) on the implementation of the SOCRATES programme. It welcomed the steps the Commission had taken, following the first phase of the programme, to improve monitoring and evaluation, but suggested that the Commission should also draw up annual activity reports, in cooperation with the national agencies (NAs), and forward these to Parliament, the Council and the Member States. The committee made a number of recommendations for improving the implementation of the programme, such as ensuring that contracts between the Commission and the NAs were not issued too late and that the payment of grants was not unduly delayed. The Commission should also obtain proper feedback from students so that problems encountered during their stay in the host country could be identified. The report also noted that some administrative procedures remained cumbersome, despite the efforts to simplify them in the second stage of the programme. Given that the SOCRATES programme mainly involved a large number of small grants, the committee called on the Commission, in the case of applications for grants of less than EUR 20 000, to abolish the requirement of co-financing and introduce a 'fast-track' procedure. ?

Implementation of Socrates programme

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).?