


Procedure file

Basic information		
COS - Procedure on a strategy paper (historic)	2000/2088(COS)	Procedure completed
Training, education: teaching and learning, towards the learning society, implementation of the White Paper		
Subject 4.40 Education, vocational training and youth		

Key players			
European Parliament	Committee responsible		Rapporteur
	CULT Culture, Youth, Education, Media and Sport		Appointed 22/02/2000
			PPE-DE PERRY Roy
	Committee for opinion		Rapporteur for opinion
	ITRE Industry, External Trade, Research, Energy		Appointed 19/04/2000
			ELDR DE CLERCQ Willy C.E.H.
Council of the European Union	EMPL Employment and Social Affairs		28/03/2000
			V/ALE EVANS Jill

Key events			
10/01/2000	Non-legislative basic document published	COM(1999)0750	Summary
17/03/2000	Committee referral announced in Parliament		
11/10/2000	Vote in committee		Summary
11/10/2000	Committee report tabled for plenary	A5-0302/2000	
14/05/2001	Debate in Parliament		
15/05/2001	Decision by Parliament	T5-0249/2001	Summary
15/05/2001	End of procedure in Parliament		
07/02/2002	Final act published in Official Journal		

Technical information	
Procedure reference	2000/2088(COS)
Procedure type	COS - Procedure on a strategy paper (historic)

Procedure subtype	Commission strategy paper
Legal basis	Rules of Procedure EP 142
Stage reached in procedure	Procedure completed
Committee dossier	CULT/5/12401

Documentation gateway

Non-legislative basic document		COM(1999)0750	10/01/2000	EC	Summary
Committee report tabled for plenary, single reading		A5-0302/2000 OJ C 223 08.08.2001, p. 0004	11/10/2000	EP	
Text adopted by Parliament, single reading		T5-0249/2001 OJ C 034 07.02.2002, p. 0027-0149 E	15/05/2001	EP	Summary

Training, education: teaching and learning, towards the learning society, implementation of the White Paper

PURPOSE : to report on the implementation of the White Paper "Teaching and Learning - Towards the learning society". CONTENT : the aim of this report is to describe the experimental, action and study phase implementing the five objectives which were laid down in November 1995 in the Commission's White Paper "Teaching and Learning - towards the learning society": - objective I: encourage the acquisition of new knowledge; - objective II: bring schools and the business sector closer together; - objective III: combat exclusion; - objective IV: proficiency in three Community languages; - objective V: treat capital investment and investment in training on an equal basis. Following its adoption, the European Commission initiated a broad debate on the subjects covered by the White Paper. The various Community institutions - the Council, the European Parliament, the Economic and Social Committee, and the Committee of the Regions likewise debated the problems raised by the White Paper. The Commission took stock of all these discussions, in 1997, in a Communication entitled "Review of the reactions to the White Paper - teaching and learning : towards the learning society". The various Community institutions and bodies, the Member States, the social partners, higher education and research institutions and NGOs have all made contributions leading up to the series of experiments conducted under the various existing action programmes in the areas of education, training and youth. This is not the place to conduct full-scale final assessment of the way the five objectives have been implemented, since many of the measures are still in progress, according to the Commission. However, after a review of the contribution of the White Paper has made to the concept of a Europe of knowledge (Chapter I), it is nonetheless possible to take stock, at the end of 1999, of what has been done (Chapter II) and evaluate the methodological input in relation to innovative measures conducted on the initiative of the Community institutions and bodies in conjunction with the Member States (Chapter III). In conclusion, it is clear that some progress has been made in implementing the White Paper. Innovative experiments and activities have made a very active contribution to creating a Europe of knowledge. The Commission, in conjunction with the Member States, will continue to think about and discuss the matter based on studies, seminars and expert's reports. Symposia will be organised at the appropriate times to take stock of the experimental phase and to continue discussions with the Member States on the relative merits of the various experiments. Provision has been made in the second phase of the Leonardo da Vinci and the Socrates programmes and in the new Youth Programmes to introduce new (formal and informal) education and training schemes to facilitate the acquisition of new knowledge and skills by all groups in European society. Further innovative programmes are based on the same approach, such as "Flexible University" and "School of Tomorrow" funded under the RTD programme "Information Society Technologies". The decision promoting work-linked training schemes has been adopted; further legal instruments are planned or are already at the decision-making stage. The Commission has thus used documents like the White Paper as a basis for promoting and prioritising innovation. The people of Europe have to be perpetual innovators. The Commission will support them in their drive for innovation. It is in the field of knowledge and skills that the battle for the future will be fought and won.?

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The committee adopted the report by Roy PERRY (EPP-ED, UK) on the Commission report. While expressing its support for the ambitious goals set out in the White Paper, the committee pointed out that no genuinely additional funding had been provided to help attain them. It also regretted the failure to devote sufficient attention to training in information technology and underlined the need for greater investment in such skills. It welcomed the initiatives aimed at bringing schools and the business sector closer together and called for further efforts in this area. The committee also acknowledged the importance of another of the White Paper's goals, namely, treating capital investment and investment in training on an equal basis. However, it felt that hardly anything concrete appeared to have been done and called for businesses to be given the necessary support to enable them to pursue this objective. The committee highlighted the shortcomings of the Commission's report, which had failed to provide a clear overall picture of whether any practical results had been achieved. There was a distinct lack of information on the money actually spent, and the report amounted largely to a description rather than an assessment of the action taken. Any future report on the implementation of a White Paper should provide an evaluation of the success or failure of the measures taken and an assessment of whether these had been good value for money. The committee also wanted all future White Papers of this kind to contain clearly-defined and realistic objectives, a demonstration of the 'European added-value' of the actions being proposed, an estimate of the full cost of such actions (by

means of activity-based budgeting), an opportunity-cost analysis, performance indicators to measure progress towards attainment of objectives and a procedure for assessing pilot projects and for modifying proposed actions in the light of such assessments. There should also be clear timetables for reporting to the budgetary authority on the implementation of White Papers.?

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The European Parliament voted to endorse the report by Mr Roy PERRY (EPP/ED, UK) while acknowledging at the same time the ambitious goals set out in the Commission White Paper 'Teaching & Learning', deplores the absence of genuinely additional funding to help realise these goals. (Please refer to the previous text). In addition, the Parliament regrets that the Commission has not succeeded - after five years - in providing a clear overall picture showing whether or not the objectives financed by it have led to any practical results. With regard to the enlargement process, the Parliament has pointed out that it will be essential to assist applicant countries in developing their education and training systems to enable them to assimilate the *acquis communautaire*.?