


# Procedure file

Basic information		
COS - Procedure on a strategy paper (historic)	2000/2090(COS)	Procedure completed
Education and training: innovation and new technologies		
Subject 4.40 Education, vocational training and youth		

Key players			
European Parliament	Committee responsible		Rapporteur
	<b>CULT</b> Culture, Youth, Education, Media and Sport		Appointed 22/02/2000
			GUE/NGL <a href="#">ALAVANOS Alexandros</a>
	Committee for opinion		Rapporteur for opinion
	<b>ITRE</b> Industry, External Trade, Research, Energy		Appointed 19/04/2000
			ELDR <a href="#">DE CLERCQ Willy C.E.H.</a>
Council of the European Union	<b>EMPL</b> Employment and Social Affairs		28/03/2000
			PSE <a href="#">ROCARD Michel</a>
	<b>FEMM</b> Women's Rights and Equal Opportunities		11/07/2000
			PSE <a href="#">TORRES MARQUES Helena</a>
European Commission	Council configuration		Meeting
	<a href="#">Education, Youth, Culture and Sport</a>		<a href="#">2270</a> Date 08/06/2000
European Commission	Commission DG		Commissioner
	<a href="#">Education, Youth, Sport and Culture</a>		

Key events			
27/01/2000	Non-legislative basic document published	COM(2000)0023	Summary
17/03/2000	Committee referral announced in Parliament		
08/06/2000	Debate in Council	<a href="#">2270</a>	
10/10/2000	Vote in committee		Summary
10/10/2000	Committee report tabled for plenary	<a href="#">A5-0299/2000</a>	
14/05/2001	Debate in Parliament		
	Decision by Parliament		Summary

15/05/2001		<a href="#">T5-0248/2001</a>	
15/05/2001	End of procedure in Parliament		
07/02/2002	Final act published in Official Journal		

### Technical information

Procedure reference	2000/2090(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/5/12456

### Documentation gateway

Non-legislative basic document		COM(2000)0023	27/01/2000	EC	Summary
Committee report tabled for plenary, single reading		<a href="#">A5-0299/2000</a> <a href="#">OJ C 223 08.08.2001, p. 0004</a>	10/10/2000	EP	
Text adopted by Parliament, single reading		<a href="#">T5-0248/2001</a> OJ C 034 07.02.2002, p. 0027-0143 E	15/05/2001	EP	Summary

## Education and training: innovation and new technologies

**PURPOSE** : to present the report from the European Commission on designing tomorrow's education promoting new innovation with new technologies. **CONTENT** : following a proposal from the Commission, the Council of Education Ministers, on 06/05/1996, adopted a resolution relating to educational multimedia software in the fields of education and training. This was followed on 22/09/1997 by the Council's Conclusions on education, information and communication technology and teacher-training for the future. These two texts helped to increase awareness of what is at stake at the European level and to sketch the outlines of a common policy. This awareness has emerged at a time when the impact of ICT is being increasingly felt at all levels of society. The way in which people generate, build up, store and transmit information is being radically changed along with modes of communication, exchange and work. The education and training systems have to take due account of these trends when defining the shape and content of learning. Therefore, this report seeks to take stock of progress since the Council's Resolution and Conclusions were adopted and to lay down a preliminary marker with a view to preparing a fresh stage in the European co-operation in order to rise to these challenges as we move into the 21st century. It is based on an analysis of the trends observed over the past three years, what has been achieved through Community programmes, and the findings of specific studies, e.g. on the impact of ICT on the role of the teacher, and the initiatives taken by the Member States. The first part describes how difficult it is to get actual practice and technology to dovetail when the situation is unsettled and diversified. The second part examines the conditions conducive to more harmonious development of actual practice and technologies: the progressive emergence of a market; action by public authorities; training and the development of services for teachers. The third and last part is given over to recommendations in order to create these conditions. The annexes provide a summary of the main initiatives in the Member States and at Community level, accompanied by statistical information. There is a need to produce a political impact in that ambitious initiatives are needed in order to incorporate ICT purposefully in education, to generalise innovative and effective practices, and to develop the European dimension. This necessitates concerted efforts in order to plan tomorrow's education and to put ICT at the service of innovation and the improvement of the quality of education. What is at stake during the next decade hinges on the capacity to innovate.?

## Education and training: innovation and new technologies

The committee adopted the report by Alexandros ALAVANOS (EUL/NGL, GR) on the Commission report. It shared the Commission's concern that Europe was lagging behind the United States regarding the use of IT in education and business and that most educational establishments in the EU were still seriously under-equipped. It also noted that there were major disparities between individuals, regions and countries in terms of access to new technologies and that every effort must be made to bridge these gaps. The report stressed that access to information and communications technologies (ICT) should be open to citizens from all sections of society and all age groups. It was critical of the fact that the Commission's report focused purely on education for children and young people in educational establishments and ignored the essential role played by lifelong learning for adults and all those outside the traditional learning environment. In this connection, the committee issued a reminder of the goal set by the Lisbon Summit of establishing a 'learning society'. The committee recommended a number of measures designed to address some of the shortcomings of the EU's current policy in this area: - the development of indicators enabling actual practice (i.e. the use made of ICT in educational establishments) to be thoroughly assessed and monitored; - the development, at EU level, of minimum quantity and quality indicators relating to minimum hardware and software requirements and the quality and appropriateness of content; -

making the provision of basic and continuing training in ICT compulsory for teachers and future teachers in all the Member States; - the development of programmes to encourage knowledge mobility and to promote the convergence of ICT languages and supports; - networking between educational establishments (such as joint programmes between different universities for the development of ICT); - tax incentives to suppliers of multimedia equipment and services who offer special rates to educational establishments. ?

## Education and training: innovation and new technologies

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The European Parliament voted to endorse the report by Mr Alexandros ALAVANOS (EUL/NGL, GR) on "Designing Tomorrow's Education : promoting innovation with new technologies " which outlines ideas on how to promote innovation with new technologies. (Please refer to the previous text).?