


Procedure file

| Basic information | | |
|--|--------------------------------|---------------------|
| COS - Procedure on a strategy paper (historic) | 2000/2337(COS) | Procedure completed |
| Education, training and new technologies: eLearning initiative and action plan 2001-2004 | | |
| Subject 4.40.01 European area for education, training and lifelong learning | | |

| Key players | | | |
|-------------------------------|--|---|------------|
| European Parliament | Committee responsible | Rapporteur | Appointed |
| | CULT Culture, Youth, Education, Media and Sport | | 18/09/2000 |
| | | PPE-DE MAURO Mario | |
| | Committee for opinion | Rapporteur for opinion | Appointed |
| | BUDG Budgets | | 27/02/2001 |
| | | PPE-DE COSTA NEVES Carlos | |
| | ITRE Industry, External Trade, Research, Energy | The committee decided not to give an opinion. | |
| | EMPL Employment and Social Affairs | The committee decided not to give an opinion. | |
| | FEMM Women's Rights and Equal Opportunities | | 23/01/2001 |
| | | PSE GRÖNER Lissy | |
| Council of the European Union | Council configuration | Meeting | Date |
| | Education, Youth, Culture and Sport | 2349 | 28/05/2001 |
| European Commission | Commission DG | Commissioner | |
| | Education, Youth, Sport and Culture | | |

| Key events | | | |
|------------|--|---|---------|
| 24/05/2000 | Non-legislative basic document published | COM(2000)0318 | Summary |
| 15/01/2001 | Committee referral announced in Parliament | | |
| 25/04/2001 | Vote in committee | | Summary |
| 25/04/2001 | Committee report tabled for plenary | A5-0152/2001 | |
| 14/05/2001 | Debate in Parliament |  | |
| 15/05/2001 | Decision by Parliament | T5-0250/2001 | Summary |
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|------------|---|---------|
| 15/05/2001 | End of procedure in Parliament | |
| 28/05/2001 | Resolution/conclusions adopted by Council | Summary |
| 07/02/2002 | Final act published in Official Journal | |

Technical information

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| Procedure reference | 2000/2337(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/5/13830 |

Documentation gateway

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|---|--|------------|------|---------|
| Non-legislative basic document | COM(2000)0318 | 24/05/2000 | EC | Summary |
| Committee of the Regions: opinion | CDR0314/2000 OJ C 144 16.05.2001, p. 0034 | 14/12/2000 | CofR | |
| Supplementary non-legislative basic document | COM(2001)0172 | 28/03/2001 | EC | Summary |
| Document attached to the procedure | SEC(2001)0526 | 28/03/2001 | EC | Summary |
| Committee report tabled for plenary, single reading | A5-0152/2001 | 25/04/2001 | EP | |
| Text adopted by Parliament, single reading | T5-0250/2001 OJ C 034 07.02.2002, p. 0028-0153 E | 15/05/2001 | EP | Summary |
| Document attached to the procedure | 00720/2001 OJ C 204 20.07.2001, p. 0003 | 13/07/2001 | CSL | |
| Economic and Social Committee: opinion, report | CES1322/2001 OJ C 036 08.02.2002, p. 0063 | 17/10/2001 | ESC | |
| Follow-up document | SEC(2002)0236 | 28/02/2002 | EC | Summary |

Education, training and new technologies: eLearning initiative and action plan 2001-2004

PURPOSE: to present a Commission Communication on e-Learning - Designing tomorrow's education. **CONTENT:** the Lisbon European Council 23-24 March 2000 underlined the importance of incorporating new information and communication technologies in the EU's education and training systems. The eEurope Action Plan developed as a result, followed by the eLearning initiative. eLearning brings together the different education components of eEurope actions, of the employment guidelines of the Luxembourg process and in other Community actions, such as, for example, research to ensure their global coherence and their effective presentation to the education world. Against this background, the Communication outlines four main lines of action on which the eLearning initiative is based: - equipment: the efforts here will concentrate on multimedia computers, for the connection and improvement of access to digital networks in the different forums of learning, training and knowledge; - training at all levels: this must focus on the development of the skills required to use the new technologies. It must be an integral part of initial and continuing training for each teacher and trainer; - the development of good quality multimedia services and contents: by the end of 2002, the capacity of the vocational guidance services should be substantially strengthened so as to allow everyone to access information on initial and continuing training opportunities in the new technologies and on the skills and qualifications required on the jobs market and be able to pilot or adjust their training and career pathways; - the development and networking of centres for acquiring knowledge: this refers to transforming teaching and training centres into centres for acquiring knowledge which are versatile and accessible to everyone and, of course, equipping them and training their teachers. With regard to the framework for implementation, the Commission will prepare a framework for attaining the goals of eLearning. In particular, benchmarking of education and training policy actions will be carried out in line with the Lisbon conclusions by using indicators which have been defined in the Luxembourg process and in the eEurope action plan. The Commission's role is to support the Member States as they implement the eLearning initiative and to co-ordinate and strengthen their efforts, mainly by co-financing certain activities. In October 2000, a Commission working document will comprehensively describe all the actions planned at Community level to support the eLearning initiative. The eLearning initiative should be integrated into the European Social

Agenda to be adopted by the Nice European Council in December 2000. To achieve the eLearning Community framework of support, the Commission will give special focus to the following areas: the recognition of qualifications, language learning, education in communication and the media and virtual mobility. At the Community level, the Commission will undertake specific actions bringing together the players involved in education, training and culture through the following means: strengthening of the cooperation developed in the framework of the European Schoolnet; creation of European gateways; general framework for discussion; setting up observation mechanisms; training network to provide trainers; setting up an eLearning Internet site; promoting employability and finally, stimulating personal fulfilment and motivation among 'learners'. ?

Education, training and new technologies: eLearning initiative and action plan 2001-2004

In the framework of the eLearning Initiative, the Commission proposed the 2001 Action Plan on 28 March 2001 with the aim of defining the context and the conditions of the implementation of the eLearning initiative (description of Community and national resources and sector by sector actions to be taken from now until 2004). As a complement to this Action Plan, the Commission proposes, in an annexed working paper, a practical guide to related Community programmes and available instruments in this context as well as the modus operandis with a view to accessing various potential sources of funding.?

Education, training and new technologies: eLearning initiative and action plan 2001-2004

The purpose of this Action Plan, which covers the period 2001-2004, is to present ways and means of implementing the eLearning initiative. The intention is to involve education and training players, as well as the relevant social, industrial and economic players, in order to make lifelong learning the driving force behind a cohesive and inclusive society, within a competitive economy. It will help promote the employability and adaptability objectives under the European Employment Strategy, rectifying the shortage of skills associated with new technologies, and improve social inclusion. First of all the proposed Action Plan explains how eLearning fits into the context of eEurope, identifies the areas in which it will contribute, and mentions the programmes and instruments that will enable EU Member States and other European countries participating in these programmes to act. It is not a question of new budgetary resources, but rather of the coordinated and coherent use of those which exist already. In this light, the Commission has taken a look at the resources available at Community level and is proposing a method of action designed to provide back-up and encouragement for initiatives at regional and Member State level. Secondly, the Action Plan sets out concerted key measures for each of its lines of action (infrastructure, training, services and content, cooperation). Finally, a useful practical guide to the services and instrument involved completes this document.?

Education, training and new technologies: eLearning initiative and action plan 2001-2004

The committee adopted the report by Mario MAURO (EPP-ED, I), thereby throwing its weight behind the e-Learning initiative, which it regarded as a top priority in the field of education. The committee stressed the importance of exchanges of best practice at all levels. Everything depended on the training given to teachers and the access to training and education available to all individuals, throughout their lives, to enable them to make the most of the opportunities offered by the information society. However, apart from access it was also important to ensure that quality "content" was available. The Member States were urged to devise priority measures for minorities and women and to try to reduce the cost of access to the new technologies and the internet. The committee also wanted the Lisbon target of providing all schools in the EU with internet access by the end of 2001 to be reached and wanted all teachers to have rapid access to the internet and a personal e-mail address by 2002. In addition, every pupil or student should have access to an e-mail address at their school or college. There should also be flat-rate internet access rates for teaching establishments. The Commission was also urged to continue its support for European networks such as "European Schoolnet" and to draw up indicators to monitor the progress of the e-Learning initiative. Lastly, the committee wanted a system to be created for the mutual recognition of national qualifications in information technology.?

Education, training and new technologies: eLearning initiative and action plan 2001-2004

The European Parliament voted to endorse the report by Mr Mario MAURO (EPP/ED, I) on the e-Learning initiative, which it regards as a top priority in the field of education. (Please refer to the previous document).?

Education, training and new technologies: eLearning initiative and action plan 2001-2004

Following the conclusions of the Lisbon European Council on the creation of a knowledge-based economy and the conclusions of the Stockholm European Council, which reaffirmed that improving basic skills is a priority, the Council held a debate on eLearning. In its resolution, it invited Member States to continue their efforts concerning the effective integration of information and communications technology (ICT) in education and training systems, as an important part of the adaptation of the system requested by the Lisbon European Council and by the Report on concrete future objectives of education systems. It made some recommendations on the initial and in-service training of teachers and the provision of ICT equipment, as well as on the communication potential of ICT to foster European awareness. The Council invited the Commission to have particular regard in its implementation of the eLearning Action Plan to the priorities expressed in the Report on the concrete future objectives of education and training systems such as exchange of good practice and experience between Member States. It also made some recommendations on the stimulation of European networking about products, services and resources. ?

Education, training and new technologies: eLearning initiative and action plan 2001-2004

This is an Interim Report on e-learning as requested by the Council Resolution of 13 July 2001. The Commission states that progress has been very encouraging since the adoption of the eLearning Initiative in May 2000 shortly after the Lisbon summit, and the development of the corresponding Action Plan in March 2001. The main objective of involving key education stakeholders has been largely achieved. Special mention should be made of the interest shown by industry and by European universities, two sectors for which e-learning development is crucial. The four action lines and the ten key actions identified in the Action Plan have provided the right impetus for change. There is momentum for sustained progress in infrastructures and equipment and a trend towards quality development, paying special attention to pedagogical and social values. Virtual universities and European content and services issues emerge clearly as priority concerns. The second main objective of strengthening dialogue and cooperation between the Commission and the various players has also progressed. Useful tools are flexible working groups, support of key European education and training networks, relevant conferences and professional meetings. The third main objective, providing a framework for increased transparency and coherence of European action in this field, also shows positive development. The volume and richness of the contribution of the different Commission services is remarkable. The e-learning Initiative can be described as a good example of the Lisbon "open co-ordination" approach. The following have been highlighted as key challenges for the future: - greater emphasis is needed on demonstrating the added value of e-learning through tangible benefits such as increased access to learning, more flexibility and independence, improved cost-efficiency etc. Evaluation methodologies need to be developed for these new learning paradigms; - decision-makers need relevant benchmarks and indicators, for policy and investment decisions. Considerable investments are still needed in e-learning infrastructure and services. - Emphasis must now be placed on quality, standards and pedagogy, to ensure that the quality of e-learning products is appropriate; - organisational issues and teacher/tutor training need greater consideration; - research must be strengthened with increased emphasis on sharing experience and best practice; - public/private partnerships need to be explored; - the market for e-learning content needs to be developed; - the use of e-learning needs to be encouraged as a mechanism for addressing the skills gap - a modern workforce needs essential skills for knowledge economy (ICT, eSkills, etc) and e-learning is seen as an effective mechanism for delivering the necessary continuous, just-in-time, on-the-job training.?