Basic information

2002/2073(COS) COS - Procedure on a strategy paper (historic) European area of education and lifelong learning: strategy and priorities **Subject** 4.40.01 European area for education, training and lifelong learning	Procedure completed

Key players

European Parliament

Committee responsible	Rapporteur	Appointed
CULT Culture, Youth, Education, Media and Sport	VAN BREMPT Kathleen (PSE)	12/12/2001

Committee for opinion	Rapporteur for opinion	Appointed
ITRE Industry, External Trade, Research, Energy	ZORBA Myrsini (PSE)	23/01/2002
EMPL Employment and Social Affairs	SCHMID Herman (GUE/NGL)	12/12/2001
FEMM Women's Rights and Equal Opportunities	KARAMANOU Anna (PSE)	18/04/2002

Council of the European Union

Council configuration	Meetings	Date
Employment, Social Policy, Health and Consumer Affairs	2392	2001-12-03
Education, Youth, Culture and Sport	2391	2001-11-29

European Commission

Commission DG	Commissioner
Education, Youth, Sport and Culture	

Key events

Date	Event	Reference	Summary
21/11/2001	Non-legislative basic document published	COM(2001)0678	Summary
29/11/2001	Debate in Council		

03/12/2001	Debate in Council		
11/04/2002	Committee referral announced in Parliament		
04/06/2002	Vote in committee		Summary
04/06/2002	Committee report tabled for plenary	A5-0224/2002	
05/09/2002	Decision by Parliament	T5-0403/2002	Summary
05/09/2002	Debate in Parliament		
05/09/2002	End of procedure in Parliament		
13/11/2003	Final act published in Official Journal		

Technical information	
Procedure reference	2002/2073(COS)
Procedure type	COS - Procedure on a strategy paper (historic)
Procedure subtype	Commission strategy paper
Legal basis	Rules of Procedure EP 148 Rules of Procedure EP 050
Stage reached in procedure	Procedure completed
Committee dossier	CULT/5/16119

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee report tabled for plenary, single reading		A5-0224/2002	04/06/2002	
Text adopted by Parliament, single reading		T5-0403/2002 OJ C 272 13.11.2003, p. 0409-0449 E	05/09/2002	Summary

European Commission

Document type	Reference	Date	Summary
Non-legislative basic document	COM(2001)0678	21/11/2001	Summary

Other institutions and bodies

Institution/body	Document type	Reference	Date	Summary
CofR	Committee of the Regions: opinion	CDR0049/2002 OJ C 278 14.11.2002, p. 0026	15/05/2002	

European area of education and lifelong learning: strategy and priorities

2002/2073(COS) - 05/09/2002 - Text adopted by Parliament, single reading

The European Parliament adopted the Commission's initiative in the area of Lifelong Learning. (Please refer to the summary dated 04/06/02). The Plenary considers that the socially disadvantaged and other excluded groups should be the target for lifelong learning policies because of the difficulties they often face due to poor literacy/numeracy and ICT skills and their alienation from education and training systems. It calls for measures to provide incentives and opportunities specifically designed for such groups, at the same time, calls on further training establishments to cooperate to increase the supply of further training in the Member States. The Commission is called upon to develop a European framework of basic skills to be acquired by all pupils before they leave compulsory school education. On the otherhand, public authorities are called upon to develop programmes to facilitate access to and improve the quality of training by developing local learning centres, based in schools and other locations. The Parliament calls for the competent public authorities and the Commission to devise common guidelines for skills plans and validation systems which can be used to facilitate mutual recognition of certificates, diplomas and degrees. Member States are urged to take the necessary measures to promote the identification, assessment and recognition of non-formal and informal learning to boost the exchnage of information and experience about 'examples of good practice' at European level and to assist the Commission to draw up an inventory of national practices in this area and a framework for the exchange of experience. Member States are urged to agree on a specific target for annual expenditure on lifelong learning and to provide fiscal and other incentives to encourage investment in lifelong learning by employers and individual citizens. Lastly, the Commission is called upon to ensure that each Member State takes the legal steps necessary to offer and provide access to lifelong learning for all employees or jobseekers.

European area of education and lifelong learning: strategy and priorities

2002/2073(COS) - 21/11/2001 - Non-legislative basic document

PURPOSE: to improve the prospects for lifelong learning in the European Union. CONTENT: in November 2000 the European Commission began a consultation process through the publication of its "Memorandum on Lifelong Learning". This Memorandum was triggered by the Lisbon European Council which set Europe the ambitious target of becoming the most competitive and dynamic knowledge-based economy in the world. Education and training plays a key role in the realisation of this goal. This Communication is the result of a series of work shops, conferences and working groups held with interested parties over the past two years and is based on over 3000 written responses received by the Commission. The Communication notes that a knowledge based economy offers European citizens a number of opportunities. These opportunities, however, can only be fully exploited if individuals are sufficiently well trained and educated to embrace the advantages of modern technology. For this reason the Lisbon Council concluded that "lifelong learning is a basic component of the European social model." Instilling an enhanced model of lifelong learning is an interesting and by no means small challenge. Statistics indicate that in 2000 the proportion of 25-64 year old in the EU who had attained upper secondary level education was just 60.3%. This leaves a large gap (estimated at around 150 million people in the EU) at risk of marginalisation. At the same time, the "Labour Force Survey 2000" concluded that only 8% of the EU's 25-64 year old participated in education and training. Clearly thus, there is some way to go before the EU can match both the commitment and the level of investment for lifelong learning that currently exists in countries such as Canada, South Korea, Norway and the United States. In terms of definitions, the Communication proposes that the following four objectives/definitions should be presented when discussing lifelong learning: 1. Personal fulfilment 2. Active citizenship 3. Social inclusion and 4. Employability /adaptability. These objectives have been established to highlight that lifelong learning is important not only in terms of filling gaps in the labour market but also in terms of the value it offers for a more inclusive, tolerant and democratic society. To foster lifelong learning for all, the Communication calls on national, local and European levels to work together with the participation of interested parties. It also goes on to list the priority demands for learning as: - Literacy, numeracy, ICT and other basic skills. - Addressing the needs of teachers and trainers. - Addressing the needs of employers and SMEs. - Understanding learners' interest. In terms of "resourcing" the Paper calls for the overall rates of public and private investment in this sector to be raised whilst at the same time seeking new approaches to investment. A further strategy for the fostering of lifelong learning is improving access to learning opportunities. The Commission urges greater visibility, integration and targeting of lifelong learning processes. This could be achieved through: - Removing social, geographical, psychological and other barriers. - Adapting entry, progression and recognition requirement to takeaccount of non-formal and informal learning. - Tailoring measures and offering specialist provisions to meet any unmet demand. - Securing adequate investment by employers in their workforce. Lastly, a further plank in this strategy is the need to foster excellence in lifelong learning in terms of quality assurance, evaluation and assessment and or revision of strategies.