Basic information

2016/2142(INI) INI - Own-initiative procedure	Procedure completed
Academic further and distance education as part of the European lifelong learning strategy **Subject** 4.40.01 European area for education, training and lifelong learning 4.40.04 Universities, higher education	

Key players

European Parliament

Committee responsible	Rapporteur	Appointed
CULT Culture and Education	ZVER Milan (PPE)	13/05/2016
	Shadow rapporteur NEKOV Momchil (S&D) DZHAMBAZKI Angel (ECR) KYUCHYUK Ilhan (ALDE) MICHELS Martina (GUE/NGL) TRÜPEL Helga (Verts/ALE) BILDE Dominique (ENF)	

Committee for opinion	Rapporteur for opinion	Appointed
EMPL Employment and Social Affairs	The committee decided not to give an opinion.	
FEMM Women's Rights and Gender Equality	BLINKEVIČIŪTĖ Vilija (S&D)	11/04/2017

European Commission

Commission DG	Commissioner
Education, Youth, Sport and Culture	NAVRACSICS Tibor

Key events

Date	Event	Reference	Summary
15/09/2016	Committee referral announced in Parliament		

21/06/2017	Vote in committee		
12/07/2017	Committee report tabled for plenary	A8-0252/2017	Summary
11/09/2017	Debate in Parliament		
12/09/2017	Decision by Parliament	T8-0324/2017	Summary
12/09/2017	Results of vote in Parliament		
12/09/2017	End of procedure in Parliament		

Technical information	
Procedure reference	2016/2142(INI)
Procedure type	INI - Own-initiative procedure
Procedure subtype	Initiative
Legal basis	Rules of Procedure EP 55
Other legal basis	Rules of Procedure EP 165
Stage reached in procedure	Procedure completed
Committee dossier	CULT/8/06843

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee draft report		PE601.250	03/04/2017	
Committee opinion	FEMM	PE602.944	02/05/2017	
Amendments tabled in committee		PE604.632	12/05/2017	
Committee report tabled for plenary, single reading		A8-0252/2017	12/07/2017	Summary
Text adopted by Parliament, single reading		T8-0324/2017	12/09/2017	Summary

European Commission

Document type	Reference	Date	Summary
Commission response to text adopted in plenary	SP(2017)780	21/02/2018	

Academic further and distance education as part of the European lifelong learning strategy

2016/2142(INI) - 12/07/2017 - Committee report tabled for plenary, single reading

The Committee on Culture and Education adopted an own-initiative report drawn up by Milan ZVER (EPP, SI) on academic further and distance education as part of the European lifelong learning strategy.

Education systems are **facing significant challenges** as a result of the digital transformation, which are impacting teaching and learning processes. By 2025, nearly half of all job openings in the EU (including both new and replacement jobs) will require high-level qualifications.

New, flexible and accessible forms of lifelong learning can successfully address some of those challenges such as social exclusion, early school leaving and skills mismatches.

Continuous and distance learning to accompany societal and economic change: Members are of the opinion that, at every stage of life, everyone must have the right to access learning and training opportunities in order to acquire transversal skills such as **numeracy, digital and media literacy**, critical thinking, social skills and other relevant life skills in order to be better able to adapt to the future. They called for the better inclusion and retention of citizens in the labour market, backed up by improvements in their competences through academic further and distance education and vocational and educational training (VET).

The Commission is invited to **integrate academic further education and distance education** into the European lifelong learning strategy.

The report called on universities to focus on distance education on an increasingly wide scale, and to extend it to cover free short-term professional courses. They promoted the idea of **tailor-made learning** and bridging courses designed for those wishing to enter tertiary-level education who need to gain further qualifications in order to meet entry requirements.

In this context, the Commission and the Member States should strive to **bridge the technological gap** between well-equipped and non-well-equipped educational institutions as part of the national strategies for digital skills.

Technological, financial and regulatory challenges: Members stressed the importance of keeping up with rapid technological developments, in particular with regard to distance education and supporting efforts in this field through significant **investments** in education, with the help of the European Social Fund. They also stressed the need for **adequate funding** for quality education and tailor-made education.

Taking note of the differences in regulatory frameworks, the report suggested **better co-ordination** of existing European transparency instruments such as the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET).

At European level, the report recommended:

- fostering **cooperation and the exchange of good practices** between education systems;
- encouraging the sharing of best practices by national quality assurance agencies with a view to developing criteria for the recognition of new modes of teaching and learning;
- reinforcing the Commission's support for further university education and distance learning through the Erasmus + programme;
- creating a **user-friendly online digital platform** that would serve as a one-stop shop to facilitate the exchange of best practices between education professionals and students;
- developing a **learning platform** designed for and offered to European educational institutions free of charge, thus boosting the use of e-learning across the EU;
- adapting education and training systems to meet the growing demand for digitally skilled professionals in the EU.

Members welcomed the ambitious plan to provide ultra-fast internet in primary and secondary schools and libraries by 2025/

At Member State level, the report recommended *inter alia*:

- more **flexible educational systems** to enable more effective implementation of open and online teaching methods;
- building on existing validation systems to assess and **certify skills** acquired through up-skilling pathways and to ensure their recognition with a view to qualifications;
- making available opportunities for ICT training and the development of digital skills and media literacy at all levels of education;
- improving the availability of data on the employment and social situation of graduates (‘graduate tracking’).

Lastly, the report called for competences and skills acquired outside the formal education system to be **recognised** through quality assurance and accreditation.

Academic further and distance education as part of the European lifelong learning strategy

2016/2142(INI) - 12/09/2017 - Text adopted by Parliament, single reading

The European Parliament adopted by 577 votes to 54, with 59 abstentions, a resolution on academic further and distance education as part of the European lifelong learning strategy.

Education systems are facing significant challenges as a result of the **digital transformation**, which are impacting teaching and learning processes. By 2025, nearly half of all job openings in the EU (including both new and replacement jobs) will require high-level qualifications.

New, flexible and accessible forms of lifelong learning can successfully address some of those challenges such as social exclusion, early school leaving and skills mismatches.

Further and distance learning to accompany societal and economic change: Members are of the opinion that, at every stage of life, everyone must have the right to access learning and training opportunities in order to acquire transversal skills such as numeracy, digital and media literacy, critical thinking, social skills and other relevant life skills in order to be better able to adapt to the future. They called for the better inclusion and retention of citizens in the labour market, backed up by improvements in their competences through academic further and distance education and vocational and educational training (VET).

Academic further education and distance education should be integrated into the European lifelong learning strategy.

Parliament called on universities to focus on distance education on an increasingly wide scale, and to extend it to cover free short-term professional courses. It promoted the idea of **tailor-made** learning and bridging courses designed for those wishing to enter tertiary-level education who need to gain further qualifications in order to meet entry requirements.

In this context, the Commission and the Member States should strive to **bridge the technological gap between well-equipped and non-well-equipped educational institutions** as part of the national strategies for digital skills. Members stressed the need to **enhance close cooperation** between educational and training institutions, local communities and the economy.

Technological, financial and regulatory challenges: Members stressed the importance of keeping up with rapid technological developments, in particular with regard to distance education and supporting efforts in this field through significant **investments** in education, with the help of the European Social Fund. They also stressed the need for **adequate funding** for quality education and tailor-made education.

Taking note of the differences in regulatory frameworks, Parliament suggested **better co-ordination** of existing European transparency instruments such as the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET).

At European level, the resolution recommended:

- fostering cooperation and the **exchange of best practices** between education systems;
- encouraging the sharing of **best practices** by national quality assurance agencies with a view to developing criteria for the recognition of new modes of teaching and learning;
- revising the European Qualifications Framework (EQF) to promote the comparability of qualifications between the countries covered in the EQF and other countries, in particular neighbourhood countries and countries with mature qualifications frameworks, in order to better understand the qualifications acquired abroad and to place people with migrant backgrounds and refugees in lifelong learning and employment;
- reinforcing the Commission's support for further university education and distance learning through the Erasmus + programme;
- creating a **user-friendly online digital platform** that would serve as a one-stop shop to facilitate the exchange of best practices between education professionals and students;
- developing a **learning platform** designed for and offered to European educational institutions free of charge, thus boosting the use of e-learning across the EU;
- adapting education and training systems to meet the growing demand for digitally skilled professionals in the EU.

Members welcomed the ambitious plan to provide ultra-fast internet in primary and secondary schools and libraries by 2025.

At Member State level, Parliament recommended *inter alia*:

- more **flexible educational systems** to enable more effective implementation of open and online teaching methods;
- building on existing validation systems to assess and **certify skills** acquired through up-skilling pathways and to ensure their recognition with a view to qualifications;
- making available opportunities for ICT training and the development of digital skills and media literacy at all levels of education;
- improving the availability of data on the employment and social situation of graduates (‘graduate tracking’).

Lastly, Members called for competences and skills acquired outside the formal education system to be **recognised** through quality assurance and accreditation.