

# EUROPEAN PARLIAMENT

2004



2009

---

*Session document*

FINAL  
**A6-0267/2005**

16.9.2005

**\*\*\*I**

## **REPORT**

on the proposal for a decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning (COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))

Committee on Culture and Education

Rapporteur: Doris Pack

### ***Symbols for procedures***

- \* Consultation procedure  
*majority of the votes cast*
- \*\*I Cooperation procedure (first reading)  
*majority of the votes cast*
- \*\*II Cooperation procedure (second reading)  
*majority of the votes cast, to approve the common position*  
*majority of Parliament's component Members, to reject or amend the common position*
- \*\*\* Assent procedure  
*majority of Parliament's component Members except in cases covered by Articles 105, 107, 161 and 300 of the EC Treaty and Article 7 of the EU Treaty*
- \*\*\*I Codecision procedure (first reading)  
*majority of the votes cast*
- \*\*\*II Codecision procedure (second reading)  
*majority of the votes cast, to approve the common position*  
*majority of Parliament's component Members, to reject or amend the common position*
- \*\*\*III Codecision procedure (third reading)  
*majority of the votes cast, to approve the joint text*

(The type of procedure depends on the legal basis proposed by the Commission.)

### ***Amendments to a legislative text***

In amendments by Parliament, amended text is highlighted in ***bold italics***. Highlighting in *normal italics* is an indication for the relevant departments showing parts of the legislative text for which a correction is proposed, to assist preparation of the final text (for instance, obvious errors or omissions in a given language version). These suggested corrections are subject to the agreement of the departments concerned.

## CONTENTS

	<b>Page</b>
DRAFT EUROPEAN PARLIAMENT LEGISLATIVE RESOLUTION .....	5
EXPLANATORY STATEMENT .....	28
OPINION OF THE COMMITTEE ON FOREIGN AFFAIRS .....	34
OPINION OF THE COMMITTEE ON BUDGETS .....	42
OPINION OF THE COMMITTEE ON EMPLOYMENT AND SOCIAL AFFAIRS .....	51
OPINION OF THE COMMITTEE ON INDUSTRY, RESEARCH AND ENERGY .....	77
OPINION OF THE COMMITTEE ON CIVIL LIBERTIES, JUSTICE AND HOME AFFAIRS .....	87
OPINION OF THE COMMITTEE ON WOMEN'S RIGHTS AND GENDER EQUALITY .....	94
PROCEDURE .....	102



## DRAFT EUROPEAN PARLIAMENT LEGISLATIVE RESOLUTION

on the proposal for a decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning (COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))

(Codecision procedure: first reading)

*The European Parliament,*

- having regard to the Commission proposal to the European Parliament and the Council (COM(2004)0474)<sup>1</sup>,
  - having regard to Article 251(2) and Articles 149(4) and 150(4) of the EC Treaty, pursuant to which the Commission submitted the proposal to Parliament (C6-0095/2004),
  - having regard to Rule 51 of its Rules of Procedure,
  - having regard to the opinion of the Committee of the Regions<sup>2</sup>,
  - having regard to the report of the Committee on Culture and Education and the opinions of the Committee on Foreign Affairs, the Committee on Budgets, the Committee on Employment and Social Affairs, the Committee on Industry, Research and Energy, the Committee on Civil Liberties, Justice and Home Affairs and the Committee on Women's Rights and Gender Equality (A6-0267/2005),
1. Approves the Commission proposal as amended;
  2. Calls on the Commission to refer the matter to Parliament again if it intends to amend the proposal substantially or replace it with another text;
  3. Instructs its President to forward its position to the Council and Commission.

---

Text proposed by the Commission

---

Amendments by Parliament

Amendment 1  
Recital 5 a (new)

***(5a) Decision No 2317/2003/EC of the European Parliament and of the Council<sup>1</sup> established a programme for the enhancement of quality in higher education and the promotion of intercultural understanding through cooperation with third countries (Erasmus***

---

<sup>1</sup> Not yet published in OJ.

<sup>2</sup> Not yet published in OJ

*Mundus) (2004-2008).*

---

<sup>1</sup> OJ L 345, 31.12.2003, p. 1.

Amendment 2  
Recital 5 b (new)

***(5a) The great disparity in the performance of educational systems in the European Union, as illustrated in the PISA 2003 report, is a matter of concern.***

*Justification*

*The EU should not ignore the well-documented divergences in the performance of Member States educational systems. This may have a detrimental impact on European competitiveness and aggravate economical social disparities within the EU.*

Amendment 3  
Recital 7 a (new)

***(7a) An advanced knowledge society is the key to higher growth and employment rates. Education and training are essential priorities for the European Union in order to achieve the Lisbon goals.***

Amendment 4  
Recital 11 a (new)

***(11a) In its resolution on the Commission communication on Making a European Area of Lifelong Learning a Reality<sup>1</sup> the Parliament welcomed the European Investment Bank (EIB) i2i initiative, extending its remit to the granting of study loans to improve educational opportunities, and called on the Commission and Member States to facilitate EIB loans for lifelong learning.***

---

<sup>1</sup> OJ C 272 E, 13.11.2003, p. 449.

### *Justification*

*European Parliament resolution on the Commission communication 'Making a European Area of Lifelong Learning a Reality' (P5\_TA (2002)0403).*

#### Amendment 5

##### Recital 14 a (new)

***(14a) Promoting the teaching and learning of languages and linguistic diversity, including the official languages of the Community and its regional and minority languages, should be a priority of Community action in the field of education and training. Such action is particularly important in border regions of the Member States in relation to the languages used in neighbouring regions of other Member States.***

#### Amendment 6

##### Recital 16

(16) Significant advantages would accrue from integrating Community support for trans-national cooperation and mobility in the fields of education and training into a single programme, which would permit greater synergies between the different fields of action, and offer more capacity to support developments in lifelong learning, and more coherent, streamlined and efficient modes of administration.

(16) Significant advantages would accrue from integrating Community support for trans-national cooperation and mobility in the fields of education and training into a single programme, which would permit greater synergies between the different fields of action, and offer more capacity to support developments in lifelong learning, and more coherent, streamlined and efficient modes of administration. ***A single programme would also encourage better cooperation between the various levels of education.***

### *Justification*

*Stresses the importance of integrating the various levels of education with a view to ensuring that the programme works properly.*

#### Amendment 7

##### Recital 17

(17) An Integrated Programme should therefore be established to contribute through lifelong learning to the development

(17) An Integrated Programme should therefore be established to contribute through lifelong learning to the development

of the European Union as an advanced knowledge society, with sustainable economic development, more and better jobs *and* greater social cohesion.

of the European Union as an advanced knowledge society, with sustainable economic development, more and better jobs, greater social cohesion *and a culture of respect for human rights and democracy.*

*Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning.*

Amendment 8

Recital 20 a (new)

***(20a) The standard Erasmus student mobility grant has remained at an average of about EUR 150 per month since 1993. In real terms, this represents a 25% cut in its value, and acts as an ever greater obstacle to participation of less privileged students in the programme. In order to cover more adequately the real additional costs borne by students studying abroad, the standard student mobility grant should be increased incrementally over the lifetime of the programme, from EUR 210 per month in 2007 to EUR 300 per month in 2013.***

Amendment 9

Recital 20 b (new)

***(20b) More provision should be made for the mobility needs of individual school pupils at secondary level and of individual adult learners, hitherto not covered by Community programmes, by introducing new types of mobility action into the Comenius and Grundtvig sub-programmes. The opportunities offered by individual teacher mobility for the development of long-term cooperation between schools in neighbouring regions should also be exploited more fully. Over the lifetime of the Integrated Programme, the Comenius***



***sub-programme should aim to involve approximately 10 000 secondary pupils in individual mobility, and at the participation of approximately 10 000 teachers in individual mobility between schools, especially in adjacent regions.***

Amendment 10  
Recital 20 c (new)

***(20c) Small- and medium-sized enterprises play an important role in the European economy. Hitherto, however, participation by such enterprises in the Leonardo programme has been limited. Steps should be taken to improve the attractiveness of Community action to such enterprises, in particular by ensuring that more mobility opportunities are available for apprentices. Suitable arrangements, analogous to those that exist under Erasmus, should be made for the recognition of the outcomes of such mobility.***

Amendment 11  
Recital 20 d (new)

***(20d) Given the particular educational challenges facing the children of occupational travellers and mobile workers in Europe, full use should be made of the opportunities available under the Comenius programme to support transnational activities targeted at their needs.***

Amendment 12  
Recital 20 e (new)

***(20e) Increased mobility throughout Europe, far from undermining quality, must on the contrary consistently be accompanied by constantly higher standards.***

Amendment 13  
Recital 20 f (new)

***(20f) If the above-mentioned Erasmus Mundus programme is to be incorporated as an element of the integrated programme, the total budget must be increased accordingly.***

Amendment 14  
Recital 25

(25) Further to Article 151 of the Treaty, the Community must take cultural aspects into account in its action under other provisions of the Treaty, in particular in order to respect and to promote the diversity of its cultures.

(25) Further to Article 151 of the Treaty, the Community must take cultural aspects into account in its action under other provisions of the Treaty, in particular in order to respect and to promote the diversity of its cultures. ***Particular attention should be paid to the synergy between culture and other fields such as education. Intercultural dialogue should also be encouraged.***

*Justification*

*Culture is a transversal issue and intercultural dialogue should be an integral part of the programme. Also cross-over project such as those involving education and culture should be covered.*

Amendment 15  
Recital 26

(26) There is a need to promote active citizenship and to step up the fight against exclusion in all its forms, including racism and xenophobia.

(26) There is a need to promote active citizenship ***and respect for human rights and democracy***, and to step up the fight against exclusion in all its forms, including racism and xenophobia.

*Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning.*

Amendment 16  
Recital 26 a (new)

***(26a) Special attention should be given to groups which are under represented in education and training systems in the***

***European Union.***

Amendment 17

Recital 27

(27) The special learning needs of people with disabilities should be actively addressed.

(27) The special learning needs of people with disabilities should be actively addressed ***in the implementation of all parts of the programme, including through the use of higher grants to reflect the additional costs of disabled participants, and the provision of support for the learning and use of sign languages and braille.***

Amendment 18

Recital 27 a (new)

***(27a) Note should be taken of the achievements of the European Year of Education through Sport (2004) and of the potential educational benefits of cooperation between educational institutions and sports organisations that the Year highlighted;***

Amendment 19

Recital 33 a (new)

***(33a) Radical administrative simplification of application procedures is essential for successful implementation of the programme. In the absence of an appropriate legal framework, administrative and accounting requirements should be proportional to the size of the grant.***

Amendment 20

Article 1, paragraph 3, point (a)

(a) to contribute to the development of quality lifelong learning and to promote

(a) to contribute to the development of quality lifelong learning ***and to the***

innovation and a European dimension in systems and practices in the field;

***convergence of the education systems in the Member States towards higher quality standards*** and to promote innovation and a European dimension in systems and practices in the field;

Amendment 21

Article 1, paragraph 3, point (a a) (new)

***(aa) to create interaction between companies, training providers, higher education establishments and scientists in order to provide education and training of the best quality;***

*Justification*

*Europe needs to improve education and training in order to boost growth and employment rates. In order to determine best practice we must facilitate the exchange of knowledge and experience in the education and training field.*

Amendment 22

Article 1, paragraph 3, point (a b) (new)

***(ab) to support the realisation of a European area for lifelong learning;***

*Justification*

*This is a new general objective for the programme which relates to the European Area of Lifelong Learning, as referred to in the Commission's 2002 Communication on this subject, endorsed at the Barcelona Summit.*

Amendment 23

Article 1, paragraph 3, point (c)

(c) to reinforce the contribution of lifelong learning to personal fulfilment, social cohesion, active citizenship, gender equality and the participation of people with special needs;

(c) to reinforce the contribution of lifelong learning to personal fulfilment, social cohesion, active citizenship, ***intercultural dialogue***, gender equality and the participation of people with special needs;

*Justification*

*Intercultural dialogue should be an integral part of the objectives of the integrated programme.*

Amendment 24  
Article 1, paragraph 3, point (e)

(e) to contribute to increased participation in lifelong learning by people of all ages;

(e) to contribute to increased participation in lifelong learning by people of all ages ***and regardless of social and academic background, paying special attention to sections of the population that are under represented in education and training in Europe;***

*Justification*

*Lifelong Learning should be open to all participants.*

Amendment 25  
Article 1, paragraph 3, point (g)

(g) to reinforce the role of lifelong learning in creating a sense of European citizenship and encouraging tolerance and respect for other peoples and cultures;

(g) to reinforce the role of lifelong learning in creating a sense of European citizenship, ***based on understanding and respect for human rights and democracy,*** and encouraging tolerance and respect for other peoples and cultures;

*Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning.*

Amendment 26  
Article 1, paragraph 3, point (i)

(i) to exploit results, innovative products and processes and to exchange good practice in the fields covered by the Integrated Programme.

(i) to exploit results, innovative products and processes and to exchange good practice in the fields covered by the Integrated Programme ***in order to improve quality of education and training through identification of best practices.***

Amendment 27  
Article 2, paragraph 4, point (a) (i)

(i) to develop understanding among young

(i) to develop understanding among young

people and educational staff of the diversity of European cultures and its value;

people and educational staff of the diversity of European cultures **and languages** and their value;

*Justification*

*This contributes more effectively to the learning of the mother tongue and two other languages and also the neighbouring countries' languages.*

Amendment 28

Article 2, paragraph 4), point (c)

(c) the Leonardo da Vinci programme: to facilitate adaptation to labour market changes and to the evolution of skills needs;

(c) the Leonardo da Vinci programme:  
**(i) to facilitate adaptation to labour market changes and requirements** and to the evolution of skills needs;  
**ii) to facilitate the mobility of working students;**

*Justification*

*Many students are excluded because of their economic dependence.*

Amendment 29

Article 2, paragraph 4, point (c a) (new)

**(ca) to enhance the attractiveness of vocational education and training and mobility for employers and individuals;**

*Justification*

*This creates a new objective, related to the Copenhagen process, for the Leonardo da Vinci sub-programme.*

Amendment 30

Article 3, paragraph 12

12. “mobility” means moving physically to another country, in order to undertake study, work experience, other learning or teaching activity or related administrative activity, supported as appropriate by preparation in the host language;

12. “mobility” means moving physically to another country, in order to undertake study, work experience, other learning or teaching activity or related administrative activity, supported as appropriate by preparatory **or refresher courses** in the host language;

Amendment 31

Article 3, paragraph 13

13. “placement” means a stay in an enterprise or organisation in another Member State, supported as appropriate by preparation in the host language, with a view to acquiring a specific skill or to improving understanding of the economic and social culture of the country concerned;

13. “placement” means a stay in an enterprise or organisation in another Member State, supported as appropriate by preparatory **and refresher courses** in the host language, with a view **to facilitating adaptation to the requirements of the Community-wide labour market**, to acquiring a specific skill or to improving understanding of the economic and social culture of the country concerned;

Amendment 32  
Article 3, paragraph 25

25. “guidance and counselling” means a range of activities such as information, assessment, orientation and advice to assist learners to make choices relating to education and training programmes or employment opportunities;

25. “guidance and counselling” means a range of activities such as information, assessment, orientation and advice to assist learners **and teaching staff** to make choices relating to education and training programmes or employment opportunities;

Amendment 33  
Article 4, introductory part

***The Integrated Programme is aimed in particular at:***

***Those referred to below and operating in accordance with the legislation of the Member States shall have access to the Integrated Programme:***

*Justification*

*This amendment seeks to combat fraud, in accordance with the provisions of Article 11.*

Amendment 34  
Article 4, point (e)

(e) the persons and bodies responsible for systems and policies concerning any aspect of lifelong learning at local, regional **and** national level;

(e) the persons and bodies responsible for systems and policies concerning any aspect of lifelong learning at local, regional, national **and European** level;

Amendment 35  
Article 5, paragraph 1, point (a)

(a) the mobility of people in lifelong learning in Europe;

(a) the mobility of people in lifelong learning in Europe ***including support through grants for mobility and grants for the organisation of mobility to higher education institutions, promoters of mobility and enterprises sending and/or receiving persons (for example the organisation and management of projects and provisions necessary for high-quality mobility)***

Amendment 36  
Article 5, paragraph 1, point (c)

(c) multilateral projects designed to improve national education and training systems;

(c) multilateral projects designed to ***develop and improve the quality of*** national education and training systems;

Amendment 37  
Article 5, paragraph 1, point (f)

(f) observation and analysis of policies and systems in the field of lifelong learning, the establishment of reference material, including surveys, statistics, analyses and indicators, action to support transparency and recognition of qualifications and prior learning, and action to support cooperation in quality assurance;

(f) observation and analysis of policies and systems in the field of lifelong learning, the establishment of reference material, including surveys, statistics, analyses and indicators, action to support transparency and recognition of qualifications and prior learning, and action to support cooperation in quality assurance ***and to support pilot projects to develop innovative approaches to increase the employability of learners within Europe;***

*Justification*

*Pilot Projects could open new ways to increase employability.*

Amendment 38  
Article 5, paragraph 2

2. Community support may be awarded for preparatory visits in respect of any of the actions set out in this Article.

2. Community support may be awarded for preparatory ***and refresher*** visits in respect of any of the actions set out in this Article.



Amendment 39  
Article 5, paragraph 3

3. The Commission may organise such seminars, colloquia or meetings as are likely to facilitate the implementation of the Integrated Programme, and undertake appropriate information, publication and dissemination actions as well as programme monitoring and evaluation.

3. The Commission may organise such seminars, colloquia or meetings as are likely to facilitate the implementation of the Integrated Programme, and undertake appropriate information, publication and dissemination actions **and actions to increase acceptance of the Programme**, as well as programme monitoring and evaluation.

Amendment 40  
Article 6, paragraph 2, point (a)

(a) take the necessary steps to ensure the efficient running of the Integrated Programme at Member State level, involving all the parties concerned with all aspects of lifelong learning in accordance with national practice;

(a) take the necessary steps to ensure the **effective and** efficient running of the Integrated Programme at Member State level, involving all the parties concerned with all aspects of lifelong learning in accordance with national practice;

Amendment 41  
Article 6, paragraph 2, point (g a) (new)

***(ga) disseminate information about the programmes through the most appropriate media so as to make it more readily accessible to the specific groups at whom it is aimed;***

*Justification*

*If they are to achieve the aims of the programme, national agencies have to be able to disseminate information, which, in addition to reaching the target groups at whom the actions are aimed, has to be presented in an attractive form. To enable this to happen, there has to be an effective system for decentralising information and hence for affording easier access to the specific groups intended to receive each particular message. The best way is to make more intensive use of media with the necessary technological capability, for example the Internet, television, and radio.*

Amendment 42  
Article 12, point (a)

(a) promoting an awareness of the importance of cultural diversity and multiculturalism within Europe, as well as of the need to combat racism and xenophobia;

(a) promoting an awareness of the importance of cultural **and linguistic** diversity and multiculturalism within Europe, as well as of the need to combat **prejudice**, racism and xenophobia;

*Justification*

*Linguistic diversity should also be part of the horizontal issues of the programme. This contributes more effectively to the learning of the mother tongue and two other languages and also the neighbouring countries' languages.*

Amendment 43  
Article 15, paragraph 1

1. The financial framework for the implementation of the Integrated Programme is hereby set at EUR **13,620** million. Of this sum, the amounts to be committed to the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes shall not be less than as set out in point B.8 of the Annex. ***Those amounts may be amended by the Commission in accordance with the procedures referred to in Article 10(2).***

1. The financial framework for the implementation of the Integrated Programme is hereby set at EUR **14 600** million. Of this sum, the amounts to be committed to the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes shall not be less than as set out in point B.8 of the Annex.

Amendment 44  
Article 18, point (-a) (new)

***(-a) to promote the convergence of Member States' education systems towards higher quality standards, in particular through the exchange and dissemination of good practice;***

*Justification*

*Primary and secondary education are the key question to increase competitiveness in Europe and to improve social cohesion. Taking into account the subsidiarity principle, the Comenius programme should play an important role in promoting better education in the EU and in addressing current differences in the performance of educational systems.*

Amendment 45  
Article 18, point (b)

(b) to increase the volume and improve the quality of partnerships between schools in different Member States, so as to involve at least one pupil in ***twenty*** in joint educational activities during the period of the programme;

(b) to increase the volume and improve the quality of partnerships between schools in different Member States, so as to involve at least ***1*** pupil in ***15*** in joint educational activities during the period of the programme;

Amendment 46  
Article 18, point (c)

(c) to encourage the learning of ***a*** second foreign language;

(c) to encourage the learning of ***foreign languages, that is to say, a second or additional*** foreign language;

Amendment 47  
Article 19, paragraph 1, point (b)

(b) development of partnerships as referred to in Article 5(1)(b) between schools (***‘Comenius partnerships’***), with a view to developing joint learning projects between the pupils;

(b) development of partnerships as referred to in Article 5(1)(b) between  
(i) schools, with a view to developing joint learning projects between the pupils (***‘Comenius school partnerships’***)

Amendment 48  
Article 19, paragraph 1, point (b) (ii) (new)

***(ii) organisations responsible for any aspect of school education, with a view to fostering regional cooperation (‘Comenius-Regio partnerships’);***

Amendment 49  
Article 19, paragraph 1, point (c) (i)

(i) developing, promoting and disseminating ***new*** teaching methods or materials;

(i) developing, promoting and disseminating ***educational best practices, including new*** teaching methods or materials;

### *Justification*

*Projects should also be aimed at disseminating best educational practices and existing or new teaching methods.*

#### Amendment 50

##### Article 19, paragraph 1, point (c) (ii)

(ii) developing or exchanging experience on systems of providing information or guidance particularly adapted to the learners concerned by the Comenius programme;

(ii) developing or exchanging experience on systems of providing information or guidance particularly adapted to the learners ***and teaching staff*** concerned by the Comenius programme;

#### Amendment 51

##### Article 24, paragraph 1, point (a), last subparagraph

Support may also be awarded to the home and host higher education institutions or enterprises for action to ensure quality at all stages of the mobility arrangements, including language preparation.

Support may also be awarded to the home and host higher education institutions or enterprises for action to ensure quality at all stages of the mobility arrangements, including ***preparatory and refresher language courses***.

#### Amendment 52

##### Article 24, paragraph 2, point (c)

(c) students in higher education institutions taking part in placements in enterprises or training centres.

(c) students in higher education institutions taking part in placements in enterprises, ***public authorities*** or training centres.

#### Amendment 53

##### Article 28, point (a)

(a) to increase the volume and to improve the quality of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 150 000 per year by the end of the Integrated Programme;

(a) to increase the volume and to improve the quality of mobility throughout Europe of people involved in initial vocational education ***(for example combined initial vocational training arrangements including training under Article 3(8))*** and in continuing training, so as to increase placements in enterprises to at least 150 000

per year by the end of the Integrated Programme. ***Individual participation by trainees in mobility programmes must be guaranteed in each Member State;***

Amendment 54  
Article 28, point (d a) (new)

***(da) to facilitate measures seeking to improve in qualitative and quantitative terms placement opportunities for young people involved in alternating initial vocational training under an employment contract.***

*Justification*

*To date, the Leonardo da Vinci programme has made it possible to meet (travel, accommodation and other) expenses relating to mobility and to provide certain additional assistance.*

*In order to facilitate mobility at European level in quantitative and qualitative terms, in particular for trainees, it is essential for the Leonardo da Vinci programme to encourage contributions by all bodies involved in placement schemes (enterprises, training establishments, liaison bodies ...)*

Amendment 55  
Article 29, paragraph 1, point (a) (ii a) (new)

***(ii a) measures seeking on the one hand to facilitate participation by undertakings, in particular SMEs, VSEs and craft enterprises, and on the other hand to improve mobility for those persons referred to under points (i) and (ii) and facilitate recruitment of placement programme participants.***

*Justification*

*To date the Leonardo da Vinci programme has made it possible to meet (travel,*

*accommodation and other) expenses relating to mobility and to provide certain additional assistance.*

*In order to facilitate mobility at European level in quantitative and qualitative terms, in particular for trainees, it is essential for the Leonardo da Vinci programme to encourage contributions by all organisations involved (companies, training institutions, liaison bodies, etc.).*

Amendment 56  
Article 30

Not less than 75% of the budget available for the Leonardo da Vinci programme shall be devoted to support for mobility as referred to in Article 29(1)(a).

Not less than 75% of the budget available for the Leonardo da Vinci programme shall be devoted to support for mobility ***and partnerships*** as referred to in Article 29(1)(a) ***and (b)***.

Amendment 57  
Article 33, point (c)

(c) to facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others;

(c) to facilitate the development of innovative practices in adult education, ***skills assessment and accreditation of prior experience*** and their transfer, including from a participating country to others;

Amendment 58  
Article 33, point (d)

(d) to ensure that people from vulnerable social groups and in marginal social contexts, in particular those who have left education without basic qualifications, are given alternative opportunities to ***access*** adult education;

(d) to ensure that people from vulnerable social groups and in marginal social contexts, in particular ***older people and*** those who have left education without basic qualifications ***or are lacking in literacy***, are given alternative ***and readily accessible*** opportunities to ***partake in*** adult education;

Amendment 59  
Article 34, paragraph 1, point (d) (ii)

(ii) identifying and disseminating relevant good practice and innovation;

(ii) identifying, ***improving*** and disseminating relevant good practice and innovation;

Amendment 60  
Article 38, paragraph 1, point (a)

(a) individual mobility, as referred to in Article 5(1)(a), including study visits for experts and officials designated by national, regional and local authorities, for directors of education and training establishments and guidance services, and for social partners;

(a) individual mobility, as referred to in Article 5(1)(a), including study visits for experts and officials designated by national, regional and local authorities, for directors of education and training establishments and guidance ***and experience accreditation*** services, and for social partners;

Amendment 61  
Article 42, paragraph 2, point (d a) (new)

***(da) Europa-Institut of Saarland University;***

Amendment 62  
Article 42, paragraph 2, point (d b) (new)

***(db) Centre international de formation européenne CIFE (Nice);***

Amendment 63  
Article 42, paragraph 2, point (d c) (new)

***(dc) the European Interuniversity Centre for Human Rights and Democratisation in Venice.***

### *Justification*

*Promotion of wider and better understanding of human rights and democratisation is essential to the development of a social Europe based on solidarity and should be incorporated in the lifelong education programme. The Commission should continue to support the activities of the European Interuniversity Centre for Human Rights and Democratisation, initially created to establish a programme specifically devoted to this matter.*

### Amendment 64

Article 42, paragraph 2, point (d d) (new)

***(dd) the European Agency for Development in Special Needs Education in Middelfart ;***

### Amendment 65

Article 42, paragraph 3

3. Under the key activity referred to in Article 2(3)(c), operating grants as referred to in Article 5(1)(g) may be awarded to support certain operational and administrative costs of European institutions or associations active in the fields of education and training.

3. Under the key activity referred to in Article 2(3)(c), operating grants as referred to in Article 5(1)(g) may be awarded to support certain operational and administrative costs of European institutions or associations active in the fields of education and training. ***Institutions eligible for such operating grants shall be selected on the basis of an invitation to submit proposals.***

### Amendment 66

Article 43

Not less than **28%** of the budget available for the Jean Monnet programme shall be devoted to support for the key activity referred to in Article 2(3)(a), not less than **44%** to the key activity referred to in Article 2(3)(b), and not less than **18%** to the key activity referred to in Article 2(3)(c).

Not less than **25%** of the budget available for the Jean Monnet programme shall be devoted to support for the key activity referred to in Article 2(3)(a), not less than **48%** to the key activity referred to in Article 2(3)(b), and not less than **17%** to the key activity referred to in Article 2(3)(c).



Amendment 67  
Annex, Part B, introductory part

The Commission shall ensure that the financial and administrative requirements placed on beneficiaries of grants awarded under the Integrated Programme are proportionate to the level of the grant. In particular, the Commission shall ensure that the financial rules and the application and reporting requirements for individual mobility and for partnerships remain user-friendly and sufficiently simple not to restrict access for ***less advantaged*** individuals and the institutions or organisations that work with them.

The Commission shall ensure that the financial and administrative requirements placed on beneficiaries of grants awarded under the Integrated Programme are proportionate to the level of the grant. In particular, the Commission shall ensure that the financial rules and the application and reporting requirements for individual mobility and for partnerships remain user-friendly and sufficiently simple not to restrict access for ***less advantaged*** individuals and the institutions or organisations that work with them.

***The Commission shall provide the national agencies with criteria which they shall follow with regard to selection and award procedures, as well as contract, payment and audit arrangements, for the funds they manage. These criteria shall take into account the size of the grants made; where grants amount to less than EUR 25 000 they shall provide for simplified systems at all stages involving applicants or beneficiaries. They shall enable national agencies to determine and limit the detail required from applicants for grants and to issue contracts following the award of grants on a simplified basis including only the following elements:***

- the contracting parties***
- the duration of the contract, which shall be the period of eligibility of the expenditure***
- the maximum amount of funding awarded***
- a summary description of the action involved***
- reporting and audit access requirements.***

***They shall also enable national agencies to allow co-financing provided by beneficiaries to take the form of contributions in kind. These shall be***

*verifiable as to fact, but need not be subject to financial evaluation.*

Amendment 68  
Annex, Part B, point 4

4. Flat-rate grants and/or scales of unit costs, as provided for in Article 181(1) of Commission Regulation No 2342/2002 may be used in the case of the actions referred to in Article 5.

The Commission may provide for the award of prizes in relation to activities undertaken in the framework of the Integrated Programme.

4. Flat-rate grants and/or scales of unit costs, as provided for in Article 181(1) of Commission Regulation No 2342/2002 may be used in the case of the actions referred to in Article 5.

***Flat rate grants may be used up to a maximum of EUR 25 000 per grant. They may be combined up to a maximum of EUR 100 000 or used in conjunction with scales of unit costs.***

The Commission may provide for the award of prizes in relation to activities undertaken in the framework of the Integrated Programme.

Amendment 69  
Annex, Part B, point 4 a (new)

***Public learning providers***

***4a. All schools and higher education institutions specified by Member States, and all learning providers who have received over 50% of their annual revenues from public sources over the previous two years, or who are controlled by public bodies or their representatives, shall be treated by the Commission as having the necessary financial, professional and administrative capacity, together with the necessary financial stability, to carry out projects under this programme; they shall not be required to produce further documentation to demonstrate this.***

Amendment 70  
Annex, Part B, point 8

8. Subject to Article 15 of this Decision, the minimum amounts to be allocated to sectoral programmes shall be, in relation to the financial framework set out in that

Article:

Comenius	<b>10%</b>
Erasmus	<b>40%</b>
Leonardo da Vinci	<b>25%</b>
Grundtvig	3%

8. Subject to Article 15 of this Decision, the minimum amounts to be allocated to sectoral programmes shall be, in relation to the financial framework set out in that

Article:

Comenius	<b>12%</b>
Erasmus	<b>41%</b>
Leonardo da Vinci	<b>23%</b>
Grundtvig	3%

Amendment 71  
Annex, Part B, point 9

9. Community financial assistance shall be provided to support the activities of the national agencies established or designated by the Member States in accordance with Article 6(2)(b). Such assistance may be provided in the form of operating grants and shall not exceed 50% of the total eligible costs of the approved work programme of the national agency.

In accordance with Article 38(1) of Commission Regulation No 2342/2002, the function of National Agency may, in third countries participating in the Integrated Programme by virtue of Article 7(1) of the current Decision, be discharged of public-sector bodies or private-law bodies with a public-service mission governed by the law of the country concerned.

9. Community financial assistance shall be provided to support the activities of the national agencies established or designated by the Member States in accordance with Article 6(2)(b). Such assistance may be provided in the form of operating grants and shall not exceed 50% of the total eligible costs of the approved work programme of the national agency.

In accordance with Article 38(1) of Commission Regulation No 2342/2002, the function of National Agency may, in third countries participating in the Integrated Programme by virtue of Article 7(1) of the current Decision, be discharged of public-sector bodies or private-law bodies with a public-service mission governed by the law of the country concerned.

***In accordance with the principle of proportionality, certification and reporting requirements will be kept to the appropriate minimum necessary level.***

## EXPLANATORY STATEMENT

### BACKGROUND

1. Under Article 149 and 150 of the Treaty, each Member State is responsible for the organisation and content of its education and vocational training systems. The role of the Community in these fields is essentially complementary and supplementary - defining quality indicators in education, encouraging the spread of good practice, and so on. But the Community also runs four education and vocational training programmes which will expire at the end of 2006:

- SOCRATES (school, higher, and adult education, language learning, and the use of information and communication technologies in education) has a multi-annual budget of EUR 2 060 million.
- LEONARDO DA VINCI supports vocational training: its budget is decided annually, but will probably amount to about EUR 1 250 million for the period 1999-2006.
- An 'Action programme to promote bodies active at European level and support specific activities in the field of education and training' (2004-2006), with a three-year budget of EUR 77 million.
- e-Learning (the effective use of information and communication technologies in education and training systems) with a three-year budget of EUR 44 million.

### THE COMMISSION PROPOSAL

2. The Commission proposes to set up an integrated action programme for the period 2007-2013, divided into six separate sub-programmes. These are based on the main types of education and training provision (school, university, vocational training, adult education) found in the Member States: by and large, they are extensions of the existing programmes and actions (although there are some important changes).

- COMENIUS addresses general education activities concerning schools up to and including upper secondary level. The main change from the current action is that the programme will in future cover the school-twinning activity at present supported under the e-Learning programme.
- ERASMUS will cover education and advanced training activities at higher education level. The main innovations are the inclusion of advanced vocational training and the introduction of specific mobility arrangements for students studying for Joint Masters programmes.
- LEONARDO DA VINCI will cover all other aspects of vocational education and training. Projects will be largely managed by the National Agencies and they will concentrate on the transfer from one country to another of innovative practice in vocational training. A new partnerships action will support small-scale collaborative

projects between training organisations. Support for studies and discussion of vocational training issues by networks at European level will be strengthened.

- Hitherto, GRUNDTVIG, which deals with adult education, has largely been dedicated to support for mobility of teachers of adult learners. Under the new programme, the mobility of adult learners and staff exchanges will also be supported.
- THE 'TRANSVERSAL' PROGRAMME is new. It is intended to support activities which cut across two or more of the sub-programmes set out above. It will focus on policy development, the development of language learning tools and materials, e-Learning, and the spread of good practice in education and training systems at national, regional and local levels.
- The JEAN MONNET programme covers study, research and teaching about European integration and support for European institutions and associations in education and training. It will support activities currently supported under the 2004-2006 action programme described above. Operating grants will be awarded to the College of Europe (at Bruges and Natolin), the European University Institute (Florence), the European Institute of Public Administration (Maastricht) and the Academy of European Law (Trier).

3. The Commission proposes a multi-annual budget of EUR 13 620 million (of which EUR 255 million will be devoted to technical and administrative assistance, support expenditure and IT expenditure), broken down as follows:

Sub-Programme	EUR millions	% of total anticipated	<u>Minimum</u> % of total
Comenius	1,612.044	12,0	10
Erasmus	5,929.746	44,4	40
Leonardo	3,649.355	27,3	25
Grundtvig	593.149	4,4	3
Transversal	830.739	6,2	
Jean Monnet	270.840	2,0	
Operational	479.399	3,6	
TOTAL	13,365.271	100	

4. The programme managed by the Commission as follows:
- 'Indirect centralised management' procedures will be the rule for mobility, partnership and some project actions, amounting in total to 82% of the programme budget. National Agencies in each of the Member States, part-funded by the Community, will select beneficiaries and allocate grants to institutions based exclusively in their respective countries and, under the supervision of the Commission, to some trans-national or multilateral projects.
  - The remaining 18% of the programme budget will be implemented centrally, either directly by the Commission or by an Executive Agency: the Commission will continue to set guidelines for the National Agencies.

- The Commission will be assisted in its implementation of the programme by a committee composed of representatives of the Member States. This will concentrate on the budget, on selection criteria and selection mechanisms, but not the selection of individual projects. One sub-committee will cover the programme as a whole and the transversal and Jean Monnet programmes; four more sub-committees will cover the sectoral programmes.

5. Participation is open to all countries which are Members of the European Economic Area (EEA), Switzerland, Turkey, the countries of Central and Eastern Europe which have pre-accession agreements with the EU, and the Western Balkans states. Article 8 provides for cooperation with relevant international bodies, such as UNESCO and the Council of Europe.

## RAPPORTEUR'S REMARKS

6. The importance of education and training in creating a competitive and dynamic knowledge-based economy in Europe is widely acknowledged. Moreover, for a substantial proportion of the population, education and training can no longer be confined to their school and immediate post-school years: rather, given the pace of economic change, knowledge and skills acquired at school or university need to be updated and extended throughout working life in a process of 'lifelong learning'.

7. The effectiveness and added value of European cooperation programmes in the field of education and training have repeatedly been demonstrated. Above all, they help spread new ideas and good practice that would otherwise remain locked within national borders. Individuals and institutions who take part benefit directly. But, in a wider 'multiplier effect', the programmes also contribute to the improvement of education and training systems throughout the EU. Accordingly, the Commission proposes more ambitious targets for the new programme, requiring a substantial increase in funding.

8. The Commission is to be congratulated on presenting a well thought-out and well-designed proposal. It builds on what has worked well in the past, retaining separate sub-programmes corresponding to the discrete stages found in the education and training systems of all Member States. But it also rationalises Community instruments, increasing their coherence and synergy and making them more effective. The rapporteur sees no need for radical changes to the structure of the proposal. In addition to amendments addressing the concerns of specific groups of potential participants in the programme, and in addition to amendments of an essentially technical character, her amendments concentrate on four areas: Erasmus mobility grants; pupil and teacher mobility under Comenius; the multiannual budget and its distribution between the different sub-programmes; and administrative simplification.

9. ERASMUS mobility grants: ERASMUS is one of the most well-known and successful European programmes across the whole policy spectrum. More than one million students have already taken part in the programme the current proposal plans for the participation of an additional two million students by the end of 2011. But the mobility grant has remained at an average of about EUR 150 per month since 1993. This means that its real value has fallen by about 25%. This is particularly worrying because we know that the real additional cost to students who study abroad is much higher than EUR 150 per month: there is

some evidence that an inadequate mobility grant is hampering the participation of students from poorer backgrounds. The Commission proposes that the standard grant should be EUR 200 per month in 2007 and then rise to EUR 250 monthly by the end of the programme. This is a welcome step in the right direction, but it does not go far enough. The rapporteur proposes that the average monthly grant gradually be increased, from EUR 210 in 2007 to EUR 300 by the end of the programme.

10. The COMENIUS sub-programme: Through grants to participating schools, the COMENIUS partnerships aim to support cross-border educational activities such as class exchanges, study visits, and projects involving teachers and pupils. The March 2004 Commission Communication on the new generation of Community education and training programmes (COM (2004) 156) set the involvement of 'at least 10% of school pupils and teachers ... in Comenius 2007-2013' as one of its targets. However, the current proposal has reduced this target to one in twenty pupils. This is too modest a goal. The rapporteur proposes that the mobility target for upper secondary pupils be increased by 50%; that Comenius partnerships should aim to cover 1 in 15 pupils (6 million school pupils in total); and that average mobilities within the partnerships be doubled, from two to four per school.

11. COMENIUS already helps some school teachers undertake short periods (1-4 weeks) of in-service training abroad. But uptake has been limited because of the cost of finding cover for those teachers who take part. Organising direct exchanges, in which a teacher from one country covers for his counterpart from another country, is simply too complicated. In any case, what is needed is not isolated single visits, which are of limited value, but rather the fostering of networks of colleagues in schools in different countries; and this is most likely to occur in adjacent regions, where contacts on a regular basis can more easily be maintained.

12. In an effort to promote teacher mobility, the rapporteur proposes a new Comenius-Regio action, consisting of a series of visits, organised through the National Agencies in each Member State, bringing together teachers from a limited number of countries around a specific theme of common interest connected with regional cooperation across borders. Participants would be selected through the National Agencies, which would pay for the individual mobility out of their own decentralised funds. Over the lifetime of the sub-programme, a reasonable target for participation might be 10 000 teachers at a cost of about EUR 10 000 per participant. A further step might be taken at modest cost to disseminate best practice in regional cooperation on educational policy (especially language-learning): doubling the support foreseen under Article 38(2)(b) for networks in the field of language learning and linguistic diversity would cost only EUR 8 million over the lifetime of the programme.

13. The multi-annual budget and its breakdown: The cost of the changes to the programme adopted by the Committee are shown below:

Change	Cost (EUR millions)
Increase ERASMUS mobility grants	500
Increase COMENIUS upper secondary mobility by 50%	35
Expand COMENIUS partnerships to cover 1 in 15 pupils & double average mobilities within partnerships from 2 to 4	500

New COMENIUS-REGIO teacher mobility action	100
Double number of language networks funded by transversal sub-programme	8
<b>TOTAL</b>	<b>1143</b>

In order to pay for these changes, the programme budget has been increased to EUR 14 600 million and the share of the budget which will be devoted to the LEONARDO sub-programme has been reduced somewhat.

14. Part of increase of EUR 980 million above the multi-annual budget proposed by the Commission has been agreed by the Parliament in its position on the next Financial Perspective (EUR 755 million in current prices) . Part represents a small further increase from the margin which will remain in Heading 1A of the Financial Perspective (EUR 225 million in current prices).

15. The rapporteur has reduced the Leonardo budget for a number of reasons:

- Leonardo is the only one of the four sectoral sub-programmes not to have been scaled-down in the discussions which followed the Commission's March 2004 Communication. process of adopting the current proposal.
- Leonardo is very expensive. Leonardo trainee placements will take 19% of the total programme budget. The unit cost of a Leonardo trainee placement under the new programme (EUR 3 644) will be more than double that of an Erasmus student mobility (EUR 1 755) and 50% more than the cost (EUR 2 316) of an upper secondary school pupil following courses in another language in a school abroad for up to one year.
- The targets for Leonardo trainee placements are over-ambitious. At present, there are about 45 000 Leonardo placements each year: the proposal aims to increase this figure to 150 000 per annum by 2013. The number of Leonardo trainee placements has built-up slowly until recently. Moreover, it will be difficult to find suitable placements for such a large number of trainees: schools and universities can accommodate increases of the order proposed for school pupils and students much more easily than private companies could accommodate a tripling of the number of trainees.

The resulting savings will help pay for the changes to the Erasmus and Comenius sub-programmes the rapporteur proposes. Leonardo will expand dramatically - but not by quite as much as the Commission proposes.

16. Simpler administration: Those taking part in the current programmes, the National Agencies and the Member States have all commented on the complex administrative arrangements for the current programmes. The rapporteur believes that the guiding principle for awarding and paying grants should be proportionality: administrative and accounting requirements should be proportional to the size of the grant. Specifically, she supports:

- greater use of flat-rate grants and scales of unit costs (making possible simpler application forms and contracts);
- extending co-financing through contributions in kind and limiting the accounting obligations of beneficiaries in such cases;



- simpler documentation requirements as regards the financial and operational capacity of beneficiaries.

She has tabled four amendments to Part B of the Annex seeking to simplify further the administration of grants.

\*\*\*

14.7.2005

## **OPINION OF THE COMMITTEE ON FOREIGN AFFAIRS**

for the Committee on Culture and Education

on the proposal for a decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning  
(COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))

Draftsperson: Proinsias De Rossa

### **SHORT JUSTIFICATION**

The draftsperson welcomes the Commission's proposal, which brings together the existing internal education and training programmes. He believes that this proposal would allow for increased coherence and complementarity of the Community's programmes and would lead to more efficiency and flexibility of the Community's actions in the field.

He recalls that the programmes gathered under this action programme have demonstrated palpable success over their lifespan. They have not only evidently contributed to the modernisation of the educational and training systems in Europe, among other manifold benefits, but they have also brought along the strengthening of the "people-to-people" contacts between the peoples of different countries. As the new Integrated Programme is open to some Third Countries (Iceland, Liechtenstein, Norway, Bulgaria, Romania, Albania, Bosnia and Herzegovina, Croatia, the former Yugoslav Republic of Macedonia, Serbia and Montenegro, Switzerland), it has a huge potential to contribute to intercultural understanding through co-operation with these countries. The Integrated Programme is unfortunately, however, not open to all countries in the Union's neighbourhood. The draftsperson believes that establishing and maintaining contacts with the peoples of the Union's Southern and Eastern neighbours through education and training activities is of crucial importance. He calls therefore for the programme to be gradually opened to all countries covered by the EU's Neighbourhood Policy. He particularly wishes to see the inclusion of the Erasmus Mundus programme in the Integrated Programme as of 2009, when the present programme has run to the end.

### **AMENDMENTS**

The Committee on Foreign Affairs calls on the Committee on Culture and Education, as the committee responsible, to incorporate the following amendments in its report:

Amendment 1

Recital 17

(17) An Integrated Programme should therefore be established to contribute through lifelong learning to the development of the European Union as an advanced knowledge society, with sustainable economic development, more and better jobs **and** greater social cohesion.

(17) An Integrated Programme should therefore be established to contribute through lifelong learning to the development of the European Union as an advanced knowledge society, with sustainable economic development, more and better jobs, greater social cohesion **and a culture of respect for human rights and democracy.**

*Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning.*

Amendment 2

Recital 26

(26) There is a need to promote active citizenship and to step up the fight against exclusion in all its forms, including racism and xenophobia.

(26) There is a need to promote active citizenship **and respect for human rights and democracy**, and to step up the fight against exclusion in all its forms, including racism and xenophobia.

*Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning.*

Amendment 3

Recital 30a (new)

***(30a) It is very important to study which possibilities exist for opening up the programme to civil society in Belarus.***

Amendment 4  
Recital 31a (new)

***(31a) The Commission should investigate the possibilities for gradually opening up the Integrated Programme to all countries covered by the European Neighbourhood Policy.***

*Justification*

*The strengthening of the links and the "people-to-people" contacts between the citizens of the European Union and the neighbouring countries is crucial for encouraging tolerance and promoting respect for other peoples and cultures. The education and training programmes target both the educators and the educatees and, thus, in addition to reaching many citizens directly, also have an important multiplier effect.*

Amendment 5  
Article 1, paragraph 2

2. The general objective of the Integrated Programme is to contribute through lifelong learning to the development of the Community as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference.

2. The general objective of the Integrated Programme is to contribute through lifelong learning to the development of the Community as an advanced knowledge society, with sustainable economic development, ***based on human rights and democracy***, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference.

*Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning.*

Amendment 6  
Article 1, paragraph 3, point (da) (new)

***(da) to promote education in the field of human rights and democracy;***

*Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning.*

Amendment 7  
Article 1, paragraph 3, point (g)

(g) to reinforce the role of lifelong learning in creating a sense of European citizenship and encouraging tolerance and respect for other peoples and cultures;

(g) to reinforce the role of lifelong learning in creating a sense of European citizenship, ***based on understanding and respect for human rights and democracy***, and encouraging tolerance and respect for other peoples and cultures;

*Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning.*

Amendment 8  
Article 2, paragraph 3, introductory part

3. The Jean Monnet programme shall support institutions and activities in the ***field*** of European integration. It shall comprise the following three key activities:

3. The Jean Monnet programme shall support institutions and activities in the ***fields of human rights, democracy and*** European integration. It shall comprise the following three key activities:

### *Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on integration and solidarity, and must be addressed in the action programme on lifelong learning.*

#### Amendment 9

Article 7, paragraph 1 a (new)

***1a. In order to support the democratic forces in Belarus studies shall be undertaken with a view to opening the programme to the participation of Belarus civil society.***

#### Amendment 10

Article 7, paragraph 2a (new)

***2a. Participation in the Integrated Programme shall be gradually opened up to all countries covered by the European Neighbourhood Policy, subject to conclusion of the relevant agreements between the Community and the countries concerned.***

### *Justification*

*The strengthening of the links and the "people-to-people" contacts between the citizens of the European Union and the neighbouring countries is crucial for encouraging tolerance and promoting respect for other peoples and cultures. The education and training programmes target both the educators and the educatees and, thus, reach many citizens not only directly but also have an important multiplier effect.*

#### Amendment 11

Article 12, introductory part

In implementing the Integrated Programme, ***due regard shall be paid*** to ensuring that it contributes fully to furthering the horizontal policies of the Community, in particular by:

In implementing the Integrated Programme, ***the Commission shall, in cooperation with the Member States and national agencies, pay regard*** to ensuring that the programme contributes fully to furthering the horizontal policies of the Community, in particular by:

### *Justification*

*Both the Commission and the Member States should contribute to ensuring that in the implementation of the programme the objectives underlining the Community policies mentioned in this article are followed.*

### Amendment 12 Article 15, paragraph 2

2. ***Up to*** 1% of the budget of the Integrated Programme may be used to support the participation in partnership, project and network actions organised under the Integrated Programme of partners from third countries which do not participate in the Integrated Programme under the provisions of Article 7.

2. ***Close to*** 1% of the budget of the Integrated Programme may be used to support the participation in partnership, project and network actions organised under the Integrated Programme of partners from third countries which do not participate in the Integrated Programme under the provisions of Article 7.

### *Justification*

*Taking into account the importance of the "people-to-people" contacts in promoting intercultural understanding between the peoples of the world, it should be guaranteed that at least 1 % of the budget is spent to actions organised with the partners from Third Countries, which do not participate in the Integrated Programme under the provision of Article 7.*

### Amendment 13 Article 41, point (b)

(b) to enhance knowledge and awareness among specialist academics and among European citizens generally of issues relating to European integration;

(b) to enhance knowledge and awareness among specialist academics and among European citizens generally of issues relating to European integration, ***including the fundamental commitment of the Union to values of human rights and democracy;***

### *Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning.*

Amendment 14  
Article 41, point (c)

(c) to support key European institutions dealing with issues relating to European integration;

(c) to support key European institutions ***operating at European level***, dealing with issues relating to European integration, ***including the fundamental commitment of the Union to values of human rights and democracy***;

*Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning.*

Amendment 15  
Article 42, paragraph 2, point (da) (new)

***(da) the European Inter-University Centre for Human Rights and Democratisation, Venice.***

*Justification*

*The promotion of wider and better understanding of Human Rights and Democracy is a key requirement in the development of a social Europe based on solidarity and must be addressed in the action programme on lifelong learning. The Commission should continue to support the activities of the European Inter-University Centre for Human Rights and Democratisation, originally set up to deliver a programme specifically targeted at addressing this issue.*



## PROCEDURE

Title	Proposal for a decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning
References	COM(2004)0474 – C6-0095/2004 – 2004/0153(COD)
Committee responsible	CULT
Committee asked for its opinion Date announced in plenary	AFET 15.9.2004
Enhanced cooperation	
Draftsman Date appointed	Proinsias De Rossa 13.9.2004
Discussed in committee	14.6.2005      13.7.2005
Date amendments adopted	13.7.2005
Result of final vote	for:                                  60 against:                              3 abstentions:                        1
Members present for the final vote	Vittorio Emanuele Agnoletto, Angelika Beer, Panagiotis Beglitis, Bastiaan Belder, André Brie, Elmar Brok, Philip Claeys, Véronique De Keyser, Giorgos Dimitrakopoulos, Camiel Eurlings, Anna Elzbieta Fotyga, Alfred Gomolka, Klaus Hänsch, Richard Howitt, Anna Ibrisagic, Georgios Karatzaferis, Ioannis Kasoulides, Bogdan Klich, Joost Lagendijk, Vytautas Landsbergis, Cecilia Malmström, Edward McMillan-Scott, Francisco José Millán Mon, Pasqualina Napoletano, Annemie Neyts-Uyttebroeck, Baroness Nicholson of Winterbourne, Raimon Obiols i Germà, Vural Öger, Justas Vincas Paleckis, Alojz Peterle, Tobias Pflüger, João de Deus Pinheiro, Mirosław Mariusz Piotrowski, Michel Rocard, José Ignacio Salafranca Sánchez-Neyra, Jacek Emil Saryusz-Wolski, György Schöpflin, Marek Maciej Siwiec, István Szent-Iványi, Konrad Szymański, Antonio Tajani, Charles Tannock, Paavo Väyrynen, Inese Vaidere, Geoffrey Van Orden, Karl von Wogau, Luis Yañez-Barnuevo García, Josef Zieleniec
Substitutes present for the final vote	Philip Bushill-Matthews, Proinsias De Rossa, Árpád Duka-Zólyomi, Milan Horáček, Sajjad Karim, Jo Leinen, Erik Meijer, Janusz Onyszkiewicz, Doris Pack, Aloyzas Sakalas, Jean Spautz, Marcello Vernola
Substitutes under Rule 178(2) present for the final vote	Sylwester Chruszcz, Neena Gill, Jean Lambert, Tadeusz Zwiefka

## OPINION OF THE COMMITTEE ON BUDGETS

for the Committee on Culture and Education

on the proposal for a decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning (COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))

Draftswoman: Helga Trüpel

### SHORT JUSTIFICATION

The European Commission already announced in its Communication on the Financial Perspectives 2007-2013<sup>1</sup> an integrated programme for lifelong learning. It included the programme in Heading 1a "competitiveness for growth and employment". The total expenditure proposed for education and training represents approximately 10% of this heading.

At the last European Council meeting of March 2005, the European Institutions committed themselves to continuing with the education and training 2010 work programme and considered **Lifelong Learning** as a **conditio sine qua non** for the achievement of the Lisbon strategy objectives<sup>2</sup>.

### COMMISSION PROPOSAL

In July 2004, the Commission adopted a proposal establishing an action programme in the field of lifelong learning<sup>3</sup>. The proposal consists of:

(A)-A new integrated programme comprising four specific **sectoral programmes**:

- Comenius (minimum allocation: 10% of the global envelope);
- Erasmus (minimum allocation: 40% of the global envelope);
- Leonardo da Vinci (minimum allocation: 25% of the global envelope);
- Grundtvig (minimum allocation: 3% of the global envelope);

The Commission proposes a minimum benchmarking in the budget available for each sectoral programme to be devoted to support mobility, as follows: 85% of the budget available in Comenius and Erasmus, 75% of the budget available in

---

<sup>1</sup> COM(2004)0487.

<sup>2</sup> Presidency conclusions, Brussels European Council, March 2005, paragraph 34.

<sup>3</sup> COM(2004)0474.

Leonardo da Vinci and 60% of the budget available in Grundtvig.

**(B)-A transversal programme** comprising four key activities: policy development, mainstream language action in the sectoral programmes, innovative approaches to teaching and learning (e-learning), exploitation and transfer of good project results into educational and vocational training systems.

Here no benchmarking has been proposed by the Commission.

**(C)-The Jean Monnet programme** will comprise:

- The Jean Monnet action (with at least 28% of the budget available)
- Operating grants to specified institutions (with at least 44% of the budget available)
- Operating grants to other European institutions and associations in the fields of education and training (with at least 18% of the budget available).

The **Erasmus Mundus programme**, which has just been launched and runs to 2008, will be incorporated as an additional programme in the integrated programme from 2009.

The legislative decision-making procedure will be codecision . This means a significant change for Leonardo da Vinci which, under the current legal basis, falls under the consultation procedure.

The Commission proposes an indicative financial amount of EUR 13,620 billion for the 7 years of the Programme. The schedule of commitment/payments proposed is as follows (in million €):

	2007	2008	2009	2010	2011	2012	2013	TOTAL
<b>Commitments</b>	1,219.800	1,387.100	1,617.400	1, 858.600	2,175.900	2 ,505.100	2,856.100	13,620.000
<b>Payments</b>	966.000	1,292.900	1,562.500	1,800.400	2,107.000	2,422.800	3,468.400	13,620.000

The Commission proposal increases decentralisation. National Agencies will be responsible for mobility actions, small-scale partnership between institutions, transfer of innovation projects and some work on the dissemination and exploitation of results.

## **REMARKS**

The Commission proposal can be welcomed, since the administrative and financial procedures have been improved but are still disproportionately burdensome and slow.

The new mobility actions proposed by the Commission are also welcomed<sup>1</sup>, especially the new action on upper secondary pupil mobility, which is in line with the European Parliament's APS priorities as set out in its resolution on the 2006 budget.

The Commission proposal nonetheless raises a number of comments:

---

<sup>1</sup> Upper secondary pupil mobility (Comenius); special student mobility and long-term teachers mobility (Erasmus); adult learners mobility and European assistants (Grundtvig).

1. It has reduced the EU target for the Comenius programme from 10%<sup>1</sup> of school pupils and teachers involved in Comenius to 5%. This is even lower than the current Socrates decision participation rate, which is 10% of the schools<sup>2</sup>.
2. The Erasmus individual mobility grant (€150 per month) has not been changed since 1993. Even if the proposal intends to increase this amount gradually to reach €250 per month by the end of the programme, the reduced amount of the grant will continue to be the main obstacle for students to participate in Erasmus.
3. Despite the fact that the role of the mobility actions has been emphasised, the budgetary allocation is still very modest (see table).
4. The Erasmus Mundus Programme will be incorporated into the integrated programme from 2009, therefore an appropriate margin should be left available under Heading 1a.
5. According to the Commission financial statement annexed to the proposal, mobility actions in the Leonardo da Vinci programme, in budgetary terms, amount to more than the 75% benchmarked in Article 30.
6. It should be pointed out that the amount for the financial framework mentioned in Article 15 can only be considered indicative at this stage, since there has been no decision on the financial perspectives as yet. An amendment is thus proposed to the legislative resolution, and this can be reflected, if members so wish, in Article 15.
7. In order to assure an efficient comitology procedure, the traditional approach of the Committee on Budget has always been the advisory procedure. An amendment is thus proposed to Article 10.
8. In order to assure coherence and simplification, a common article on implementing measures for all the programmes is proposed. This article includes the Commission proposals for project selection among the measures to be adopted, as is currently the case, in order to assure transparency. An amendment is thus proposed to create a new Article 9a, which will have as consequence the deletion of Articles 9, 21, 26, 31, 36, 39 and 44.

---

<sup>1</sup> Commission Communication on the new generation of Community education and training programmes after 2006, COM(2004)0156.

<sup>2</sup> Decision N° 253/2000/EC, recital 6.

## AMENDMENTS

The Committee on Budgets calls on the Committee on Culture and Education, as the committee responsible, to incorporate the following amendments in its report:

### Draft legislative resolution

#### Amendment 1 Paragraph 1 a (new)

- 1a. Points out that the appropriations indicated in the legislative proposal beyond 2006 are subject to the decision on the next multiannual financial framework;***

#### Amendment 2 Paragraph 1 b (new)

- 1b. Calls on the Commission, once the next multiannual financial framework is adopted, to present, if appropriate, a proposal to adjust the financial reference amount of the programme;***

#### *Justification*

*The reference amount for the financial framework cannot be set until such time as a decision has been reached on the Financial Perspective. Once a decision is reached, the Commission shall present a legislative proposal to set the reference amount with the respect to the appropriate ceiling of the financial framework concerned.*

### Proposal for a decision

---

Text proposed by the Commission<sup>1</sup>

---

Amendments by Parliament

#### Amendment 3 Article 9 a (new)

#### ***Article 9a***

---

<sup>1</sup>Not yet published in OJ

### ***Implementing measures***

***1. The measures necessary for the implementation of the programmes relating to the following matters shall be adopted by the Commission in accordance with the advisory procedure referred to in Article 10(3):***

***(a) the annual plan of work;***

***(b) the annual budget and the distribution of funds between the various actions of the programmes;***

***(c) the general guidelines for implementing the programmes, the selection criteria and procedures;***

***(d) the distribution of funds among the Member States for the actions to be managed through the “National agency procedure” set out in the Annex;***

***(e) the arrangements for monitoring and evaluating the programmes and for the dissemination and transfer of results;***

***(f) the Commission proposals for project selection.***

***2. The measures necessary for the implementation of all matters within Title I shall be adopted in accordance with the advisory procedure referred to in Article 10(3).***

### ***Justification***

*In order to make the legislative act clearer a common article on implementation measures for all the programmes comprised is needed.*

*The traditional approach of the Committee on Budget is the advisory procedure in order to assure efficient and speedy procedures.*

*The Commission proposals for project selection may be submitted to the Committee (as is currently the case) for transparency reasons. This is an horizontal amendment that applies to all programmes and in consequence the current Articles 9, 21, 26, 31, 36, 39, and 44 will be deleted.*

### **Amendment 4 Article 10 paragraph 2**

**2. Where reference is made to this paragraph, Articles 4 and 7 of Decision 1999/468/EC shall apply, having regard to the provisions of Article 8 thereof. The period laid down in Article 4(3) of Decision 1999/468/EC shall be set at two months.**

**deleted**

*(Adopting this amendment will necessitate corresponding changes throughout the text, in particular in Articles 13, 15(1), 19(2), 24(3), 29(2), 34(2), and point B.1.1 of the Annex. Whenever reference is made to Article 10(2) Article 10(3) will apply*

#### *Justification*

*The traditional approach of the Committee on Budget is the advisory procedure in order to assure efficient and speedy procedures.*

#### Amendment 5 Article 15 paragraph 1

The financial framework for the implementation of ***the Integrated Programme is hereby*** set at EUR 13,620 million. Of this sum, the amounts to be committed to the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes shall not be less than as set out in point B.8 of the Annex. Those amounts may be amended by the Commission in accordance with the procedures referred to in Article 10(2).

The ***indicative*** financial framework for the implementation of ***this instrument is*** set at EUR 13,620 million ***for the period of 7 years as from 1 January 2007.*** Of this sum, the amounts to be committed to the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes shall not be less than as set out in point B.8 of the Annex. Those amounts may be amended by the Commission in accordance with the procedures referred to in Article 10(2).

#### *Justification*

*The reference amount for the financial framework is indicative until the time that a decision has been reached on the Financial Perspective. Once a decision is reached, the Commission shall present a legislative proposal to set the reference amount with the respect to the appropriate ceiling of the financial framework concerned (see amendment to the legislative resolution).*





## ANNEX

2007-2013	TOTAL POPULATION	FINANCIAL IMPACT <sup>1</sup>	COMMISSION PROPOSAL/ POPULATION COVERED <sup>2</sup>	COMMISSION PROPOSAL/ FINANCIAL IMPACT	COMMISSION PROPOSAL/ TOTAL
COMENIUS	16 000 000 5,3 million per year	At a unit cost of €2000 (2004 prices) <sup>3</sup> = +€72 billion	6 691	15 498	€1,6 billion
Upper secondary pupil mobility					
School partnership without mobility		Cost of covering 100% of all school pupils= €32 billion			
ERASMUS (Standard student mobility)	16 000 000 4 million per year <sup>4</sup>	At the Commissions proposed grant levels <sup>5</sup> : +€ 45 billion	1 721 262	3 021 161	€6 billion
		At €250 per month: +51 billion At €400 per month: +83 billion At €500 per month: +104 billion			

---

<sup>1</sup> Over and above the Commission proposal.

<sup>2</sup> Legislative financial statement, pp. 64-65.

<sup>3</sup> Commission proposal level.

<sup>4</sup> If every student is to have a chance to participate in Erasmus once during his/her university career, we would need to support the mobility of 1 in 4 students per year, i.e. 4 million.

<sup>5</sup> Average €200.

## PROCEDURE

<b>Title</b>	Proposal for a decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning
<b>References</b>	(COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))
<b>Committee responsible</b>	CULT
<b>Committee asked for its opinion</b> Date announced in plenary	BUDG 15.9.2004
<b>Enhanced cooperation</b>	
<b>Draftsman</b> Date appointed	Helga Trüpel 31.1.2005
<b>Discussed in committee</b>	23.5.2005
<b>Date amendments adopted</b>	24.5.2005
<b>Result of final vote</b>	for: 13 against: 0 abstentions: 0
<b>Members present for the final vote</b>	Reimer Böge, Bárbara Dührkop Dührkop, Ingeborg Gräßle, Catherine Guy-Quint, Ville Itälä, Wiesław Stefan Kuc, Janusz Lewandowski, Wojciech Roszkowski, Antonis Samaras, László Surján, Helga Trüpel, Yannick Vaugrenard, Ralf Walter
<b>Substitutes present for the final vote</b>	
<b>Substitutes under Rule 178(2) present for the final vote</b>	

20.1.2005

## **OPINION OF THE COMMITTEE ON EMPLOYMENT AND SOCIAL AFFAIRS**

for the Committee on Culture and Education

on the proposal for a European Parliament and Council decision establishing an integrated action programme in the field of lifelong learning  
(COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))

Draftswoman: Françoise Castex

### **SHORT JUSTIFICATION**

The Committee on Employment and Social Affairs welcomes the Commission's initiative in proposing a programme in the field of lifelong education and training bringing together all existing programmes, as well as cross-disciplinary measures, to help in the development of an advanced knowledge-based society with more and better quality jobs and greater social cohesion, in accordance with the Lisbon objectives.

However, the committee regrets the fact that the programme's quantitative objectives are limited, given the number of people concerned and the resources needed to improve the mobility of students and those in training in the European area of education and vocational training.

The committee has two specific concerns, namely:

- (a) that the vocational dimension incorporated into the ERASMUS programme could signal a desire to make higher education an 'autonomous package' covered by a single programme,
- (b) that the LEONARDO DA VINCI programme could be deprived of its substance and initial objectives.

The Committee on Employment and Social Affairs calls on national agencies, Member States and the Commission to ensure that funds are fairly distributed between measures under the ERASMUS programme to support higher educational establishments and those to support higher vocational training establishments.

The committee also believes that, in the spirit of the Lisbon and Stockholm declarations, the relevant Commission departments should develop joint guidelines for drawing up skills plans

and accreditation systems that could be used to facilitate mutual recognition of certificates, diplomas and university qualifications.

### **Education - a social right**

The committee firmly believes that this integrated education and training action programme is contributing to a social need and helping to meet the requirements of the European labour market, but stresses that education and training are also a social right, irrespective of age, gender or social background.

The programme should benefit socially disadvantaged groups in particular, because of the difficulties they face in general as a result of their low level of training and their marginalisation from education and training systems. The committee would like to see measures to create specific opportunities for such groups.

The programme should therefore devote special attention to disadvantaged groups, including women, immigrants and those living below the poverty threshold so as to ensure equal opportunities for all.

The programme should set specific objectives geared in particular to those who have failed to complete advanced secondary education, persons who are illiterate, unskilled, unemployed, disabled, over 50, immigrants and women returning from maternity leave).

The programme should also seek not only to enhance the image of learning but also to encourage those to whom education is most alien. The aim is to create a culture of learning, in other words to convince everyone that, in the new knowledge-based economy, learning is vital at any age.

The committee believes there is a direct link between the quality of work and lifelong education and it would like to see the Commission include in its programme strategies to link lifelong education, the quality of work and the organisation of working time.

It recalls its attachment to enhancing the value of vocational training and draws attention to the need to give higher vocational education its proper place.

Vocational training should be provided under the same terms in the LEONARDO DA VINCI programme as in the ERASMUS programme, which includes the sphere of advanced vocational training and education.

### **The social partners and enterprises**

The committee stresses the need for training periods within enterprises, during which knowledge and expertise can be acquired collectively, in practical situations, and in the interests of both enterprises and workers.

As part of the social responsibility they should shoulder, enterprises should provide the best possible conditions for learning:

- for practical acquisition of basic training,

- for continuing training of their employees,
- for the recognition and accreditation of professional experience acquired.

In order to meet these objectives, all major enterprises should draw up skills plans and assessments for training and development of qualifications, to be negotiated with the social partners on the one hand and the institutions awarding professional qualifications, on the other.

The LEONARDO DA VINCI and ERASMUS programmes should be able to provide assistance for the training responsibilities to be met by enterprises.

The Member States should work together with the social partners to ensure that all workers have paid free time during which they can take part in training that will enable them to acquire new skills and/or validate skills acquired through experience.

The committee calls on the Commission, the Member States and the social partners substantially to increase their efforts to ensure recognition of skills acquired via non-formal and informal training, professional experience and vocational training offered by, or on behalf of, business sectors.

### **Coordination**

This programme will require excellent coordination between the Community and national levels and, at national level, between the various ministries involved.

The committee proposes that a high-level group be established consisting of representatives of the ministries responsible for education and training so as to ensure the development of coherent and effective national strategies.

This high-level group could encourage and expand exchanges of information and experience through 'examples of good practice' and projects in the field of lifelong education and training.

The committee believes that the establishment of a European area of higher education and vocational training should help to improve qualifications, taking into account the needs of the labour market and guaranteeing the skills of workers throughout the European Union.

It calls on the Commission and the Member States to work for the convergence of vocational training systems in order to promote European vocational qualifications and qualification standards (relating, of course, to difference benchmarks, including activities, vocational profile, skills, certification, training, etc.).

## **AMENDMENTS**

The Committee on Employment and Social Affairs calls on the Committee on Culture and Education, as the committee responsible, to incorporate the following amendments into its report:

Amendment 1  
Recital 7 a (new)

***(7a) An advanced knowledge society is the key to higher growth and employment rates. Education and training are essential priorities for the European Union in order to achieve the Lisbon goals.***

Amendment 2  
Recital 16 a (new)

***(16a) Continuing transnational cooperation and increased mobility in the fields of education and training will contribute to improving the quality of education and training within the European Union.***

Amendment 3  
Recital 17

(17) An Integrated Programme should therefore be established to contribute through lifelong learning to the development of the European Union as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion.

(17) An Integrated Programme should therefore be established to contribute through lifelong learning to the development of the European Union as an advanced knowledge society, with sustainable economic development, more and ***qualitatively*** better jobs, ***with workers' rights, the capacity to innovate*** and greater social cohesion.

*Justification*

*It is important to stress that the new jobs that are created are of good quality and that they also have rights for workers.*

---

<sup>1</sup> Not yet published in OJ.

Amendment 4  
Recital 17 a (new)

***(17a) A model of European education and training should also be promoted in which access to education and vocational training is regarded as a fundamental social right.***

Amendment 5  
Recital 17 b (new)

***(17b) To enable European workers to have their skills recognised throughout the European Union, the convergence of skills benchmarks and qualifications benchmarks must be facilitated, and a European system for the recognition of vocational qualifications must be promoted.***

Amendment 6  
Recital 24

(24) In all its activities, the Community must eliminate inequalities, and promote equality, between men and women, as provided for in Article 3 of the Treaty.

(24) In all its activities, the Community must eliminate inequalities, and promote equality, between men and women, as provided for in Article 3 of the Treaty. ***Given the objective of the Lisbon Summit of an employment rate of more than 60% for women by 2010 and given that labour market segregation remains high, it is necessary to facilitate the access of women to education and training.***

Amendment 7  
Recital 26 a (new)

***(26a) Special attention should be given to groups which are under-represented in education and training systems in the European Union.***

Amendment 8  
Article 1, paragraph 2

2. The general objective of the Integrated Programme is to contribute through lifelong learning to the development of the Community as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference.

2. The general objective of the Integrated Programme is to contribute through lifelong learning to the development of the Community as an advanced knowledge society, with sustainable economic development, more and ***qualitatively*** better jobs, ***with workers' rights, the capacity to innovate*** and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference.

Amendment 9  
Article 1, paragraph 3, point (a)

(a) to contribute to the ***development*** of quality lifelong learning and ***to promote*** innovation and a European dimension in systems and practices in the field;

(a) to contribute to the ***promotion*** of quality lifelong learning and innovation and ***of*** a European dimension in systems and practices in the field;

Amendment 10  
Article 1, paragraph 3, point (a a) (new)

***(aa) to create interaction between companies, training providers, higher education establishments and scientists in order to provide education and training of***



*the best quality;*

*Justification*

*Europe needs to improve education and training in order to boost growth and employment rates. In order to determine best practice we must facilitate the exchange of knowledge and experience in the education and training field.*

Amendment 11  
Article 1, paragraph 3, point (d)

(d) to help promote creativity, **competitiveness**, employability and the growth of an entrepreneurial spirit;

(d) to help promote creativity, **flexibility, mobility, redeployment**, employability and the growth of an entrepreneurial spirit;

Amendment 12  
Article 1, paragraph 3, point (e a) (new)

***(ea) to provide access to lifelong learning opportunities for all, including specific action aimed at disadvantaged groups;***

*Justification*

*In order to provide equal opportunities concerning access to education and training it is necessary to have specific actions targeting groups which face particular difficulties in the field of education and learning, including the unemployed, immigrants, and people living in remote areas or in poverty.*

Amendment 13  
Article 1, paragraph 3, point (f)

(f) to promote language learning and linguistic diversity;

(f) to promote language learning and **language use to ensure** linguistic diversity;

*Justification*

*It is important to study foreign languages but it is equally important to have the opportunity to use foreign languages.*

Amendment 14  
Article 1, paragraph 3, point (h)

(h) to promote *co-operation* in quality assurance in all sectors of education and training in Europe;

(h) to promote *cooperation* in quality assurance **and improvement** in all sectors of education and training in Europe;

Amendment 15  
Article 1, paragraph 3, point (i)

(i) to exploit results, innovative products and processes and to exchange good practice in the fields covered by the Integrated Programme.

(i) to exploit results, innovative products and processes and to exchange good practice in the fields covered by the Integrated Programme ***in order to improve the quality of education and training by finding best practice.***

Amendment 16  
Article 2, paragraph 4, point (a), point (i)

(i) to develop understanding ***among young people and educational staff*** of the diversity of European cultures and its ***value***;

(i) to develop, ***among young people and educational staff***, understanding ***and tolerance*** of, ***and respect for***, the diversity of European cultures and its ***values, and its significance in the process of European integration***;

Amendment 17  
Article 2, paragraph 4, point (b), point (i)

(i) to support the realisation of a European Higher Education Area;

(i) to support the realisation of a European Higher Education ***and Vocational Training Area, and thus facilitate the improvement, convergence and recognition of qualifications in connection with changes in the needs of the European labour market, and in consultation with the social partners***;

Amendment 18  
Article 2, paragraph 4, point (b), point (ii)

(ii) to reinforce the contribution of higher

(ii) to reinforce the contribution of higher

education and advanced vocational  
education to the process of innovation;

education and advanced vocational  
education *in enterprises* to the process of  
innovation, *the creation of knowledge and  
the competitiveness of the European  
Union*;

Amendment 19  
Article 2, paragraph 4, point (c)

(c) the Leonardo da Vinci programme: to  
facilitate adaptation to labour market  
changes and to the evolution of skills needs;

(c) the Leonardo da Vinci programme: to  
facilitate adaptation to labour market  
changes *and requirements* and to the  
evolution of skills needs;

Amendment 20  
Article 2, paragraph 4, point (d), point (i)

(i) to respond to the educational challenge of  
an ageing population in Europe;

(i) to respond to the educational *and  
training* challenge of an ageing population  
in Europe;

Amendment 21  
Article 2, paragraph 4, point (d), point (ii)

(ii) to help provide adults with alternative  
pathways to improving their knowledge and  
competences;

(ii) to help provide adults with alternative  
pathways to improving their knowledge and  
competences; *to encourage adults to update  
their skills and to encourage the  
development of their qualifications in the  
event of retraining*;

Amendment 22  
Article 3, paragraph 6, point (a)

(a) any type of higher education institution,  
according to national legislation or practice,

*(Does not affect English version.)*

which offers qualifications or diplomas at that level, whatever such establishments may be called in the Member States;

*Justification*

*In some countries technical universities are independent institutions.*

Amendment 23  
Article 3, paragraph 12

12. “mobility” means moving physically to another country, in order to undertake study, work experience, other learning or teaching activity or related administrative activity, supported as appropriate by preparation in the host language;

12. “mobility” means moving physically to another country, in order to undertake study, work experience, other learning or teaching activity or related administrative activity, supported as appropriate by preparation **and refresher courses** in the host language;

Amendment 24  
Article 3, paragraph 13

13. “placement” means a stay in an enterprise or organisation in another Member State, supported as appropriate by preparation in the host language, with a view to acquiring a specific skill or to improving understanding of the economic and social culture of the country concerned;

13. “placement” means a stay in an enterprise or organisation in another Member State, supported as appropriate by preparation **and refresher courses** in the host language, with a view **to facilitating adaptation to the requirements of the Community-wide labour market**, to acquiring a specific skill or to improving understanding of the economic and social culture of the country concerned;

Amendment 25  
Article 3, paragraph 25

25. “guidance and counselling” means a range of activities such as information, assessment, orientation and advice to assist learners to make choices relating to

25. “guidance and counselling” means a range of activities such as information, assessment, orientation and advice to assist learners **and teaching staff** to make choices

education and training programmes or employment opportunities;

relating to education and training programmes or employment opportunities;

Amendment 26  
Article 3, paragraph 27

27. “lifelong learning” means all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in ***an improvement*** in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counselling and guidance services.

27. “lifelong learning” means all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in ***a qualitative and quantitative increase*** in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counselling and guidance services ***for learners and teaching staff***.

Amendment 27  
Article 4, point (a)

(a) pupils, students, trainees and adult learners;

(a) pupils, students, trainees and adult learners, ***including pensioners and people with disabilities***;

Amendment 28  
Article 4, point (e)

(e) the persons and bodies responsible for systems and policies concerning any aspect of lifelong learning at local, regional ***and*** national level;

(e) the persons and bodies responsible for systems and policies concerning any aspect of lifelong learning at local, regional, national ***and European*** level;

Amendment 29  
Article 5, paragraph 1, point (c)

(c) multilateral projects designed to improve

(c) multilateral projects designed to improve

national education and training systems;

national education and training systems ***and to facilitate the convergence of their skills and qualifications benchmarks;***

Amendment 30  
Article 5, paragraph 1, point (f)

(f) observation and analysis of policies and systems in the field of lifelong learning, the establishment of reference material, including surveys, statistics, analyses and indicators, action to support transparency and recognition of qualifications and prior learning, and action to support cooperation in quality assurance;

(f) observation and analysis of policies and systems in the field of lifelong learning, the establishment of reference material, including surveys, statistics, analyses and indicators, action to support transparency and recognition of qualifications and prior learning, ***action to promote the validation of acquired experience, whether it be formal, non-formal or informal,*** and action to support cooperation in quality assurance;

Amendment 31  
Article 5, paragraph 2

2. Community support may be awarded for preparatory visits in respect of any of the actions set out in this Article.

2. Community support may be awarded for preparatory ***and refresher*** visits in respect of any of the actions set out in this Article.

Amendment 32  
Article 5, paragraph 3

3. The Commission may organise such seminars, colloquia or meetings as are likely to facilitate the implementation of the Integrated Programme, and undertake appropriate information, publication and dissemination actions as well as programme monitoring and evaluation.

3. The Commission may organise such seminars, colloquia or meetings as are likely to facilitate the implementation of the Integrated Programme, and undertake appropriate information, publication and dissemination actions ***and actions to increase acceptance,*** as well as programme monitoring and evaluation.

Amendment 33  
Article 6, paragraph 2, point (a)

(a) take the necessary steps to ensure the efficient running of the Integrated Programme at Member State level, involving all the parties concerned with all aspects of lifelong learning in accordance with national practice;

(a) take the necessary steps to ensure the ***effective and*** efficient running of the Integrated Programme at Member State level, involving all the parties concerned with all aspects of lifelong learning in accordance with national practice;

Amendment 34  
Article 6, paragraph 2, point (b), point (iii)

(iii) they must have an appropriate infrastructure, in particular as regards *informatics* and communications;

(iii) they must have an appropriate infrastructure, in particular as regards ***transnational information technology*** and communications;

Amendment 35  
Article 6, paragraph 2, point (b), point (iv)

(iv) they must operate in an administrative context which enables them to carry out their tasks satisfactorily and to avoid conflicts of interest;

(iv) they must operate in an administrative context which enables them to carry out their tasks satisfactorily and to ***resolve and*** avoid conflicts of interest;

Amendment 36  
Article 10, paragraph 5

5. Member States may not be represented by persons employed in, or having operational responsibility for, national agencies referred to in Article 6(2)(b).

5. Member States may not be represented by persons ***temporarily or permanently*** employed in, ***advising*** or having operational responsibility for, national agencies referred to in Article 6(2)(b).



Amendment 37  
Article 11, paragraph 1

1. Whenever the Committee is consulted on any matter concerning the application of this Decision in relation to vocational education and training, representatives of the social partners, appointed by the Commission on the basis of proposals from the European social partners, **may** participate in the work of the Committee as observers. The number of such observers shall be equal to the number of representatives of the Member States.

1. Whenever the Committee is consulted on any matter concerning the application of this Decision in relation to vocational education and training, representatives of the social partners, appointed ***in equal numbers*** by the Commission on the basis of proposals from the European social partners, ***shall*** participate in the work of the Committee as observers. The number of such observers shall be equal to the number of representatives of the Member States.

Amendment 38  
Article 12, point (a)

(a) promoting an awareness of the importance of cultural diversity and multiculturalism within Europe, as well as of the need to combat racism and xenophobia;

(a) promoting an awareness of the importance of cultural diversity and multiculturalism within Europe, as well as of the need to combat ***prejudice***, racism and xenophobia;

Amendment 39  
Article 15, paragraph 1

1. The financial framework for the implementation of the Integrated Programme is hereby set at ***EUR 13,620 million***. Of this sum, the amounts to be committed to the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes shall not be less than as set out in point B.8 of the Annex. Those amounts may be amended by the Commission in accordance with the procedures referred to in Article 10(2).

1. The financial framework for the implementation of the Integrated Programme is hereby set at ***EUR 15 000 million***. Of this sum, the amounts to be committed to the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes shall not be less than as set out in point B.8 of the Annex. Those amounts may be amended by the Commission in accordance with the procedures referred to in Article 10(2).

*Justification*

*In order to stress the importance of lifelong learning it is essential to increase the funding for the Grundtvig programme, and therefore to increase the total funding available for the*

*integrated programme.*

Amendment 40  
Article 16, paragraph 4, point (c)

(c) an ex post evaluation report by  
**31 March 2016.**

(c) an ex post evaluation report by  
**31 March 2015.**

Amendment 41  
Article 18, point (c)

(c) to encourage the learning of a second  
foreign language;

(c) to encourage the learning of a second  
**and, if desired, a third European** foreign  
language;

Amendment 42  
Article 19, paragraph 1, point (c), point (ii)

(ii) developing or exchanging experience on  
systems of providing information or  
guidance particularly adapted to the learners  
concerned by the Comenius programme;

(ii) developing or exchanging experience on  
systems of providing information or  
guidance particularly adapted to the learners  
**and teaching staff** concerned by the  
Comenius programme;

Amendment 43  
Article 19, paragraph 1, point (d), point (i)

(i) developing education in the discipline or  
subject area in which they operate, for their  
own benefit and for that of education more  
widely;

(i) developing, **and qualitatively improving,**  
education in the discipline or subject area in  
which they operate, for their own benefit and  
for that of education more widely;

Amendment 44  
Article 19, paragraph 1, point (d), point (iii)

(iii) providing content support to projects and partnerships set up by others;

(iii) providing content **and organisational** support to projects and partnerships set up by others;

Amendment 45  
Article 22, point (a)

(a) students and trainees learning in all forms of higher education and advanced vocational education and training (ISCED levels 5 and 6);

(a) students and trainees learning in all forms of higher education and advanced vocational education and training (**either initial or continuing**) (ISCED levels 5 and 6);

Amendment 46  
Article 23, point (b)

(b) to increase the volume and improve the quality of multilateral cooperation between higher education institutions in Europe;

(b) to increase the volume and improve the quality of multilateral cooperation between higher education **and vocational training** institutions in Europe;

Amendment 47  
Article 23, point (c)

(c) to increase the degree of convergence of higher education and advanced vocational education qualifications gained in Europe;

(c) to increase the degree of convergence of higher education, **in initial and continuing vocational training** and advanced vocational education qualifications gained in Europe;

Amendment 48  
Article 23, point (d)

(d) to foster co-operation between higher education institutions and enterprises.

(d) to foster co-operation between higher education ***and vocational training*** institutions and enterprises.

Amendment 49  
Article 24, paragraph 1, point (a)(i)

(i) mobility of students for studies or training abroad in higher education institutions, as well as placements in enterprises, training centres or other organisations;

(i) mobility of students for studies or training abroad in higher education institutions, as well as placements ***and training periods*** in enterprises, training centres or other organisations;

Amendment 50  
Article 24, paragraph 1, point (a)(ii)

(ii) mobility of teaching staff in higher education institutions in order to teach or receive training in a partner institution abroad;

(ii) mobility of teaching staff in higher education ***and higher vocational training*** institutions in order to teach or receive training in a partner institution abroad;

Amendment 51  
Article 24, paragraph 1, point (a)(iii)

(iii) mobility of other staff in higher education institutions and staff of enterprises for purposes of training or teaching;

(iii) mobility of other staff in higher education ***and higher vocational training*** institutions and staff of enterprises for purposes of training or teaching;

Amendment 52

Article 24, paragraph 1, point (a), last subparagraph

Support may also be awarded to the home and host higher education institutions or enterprises for action to ensure quality at all stages of the mobility arrangements, including language preparation.

Support may also be awarded to the home and host higher education institutions or enterprises for action to ensure quality at all stages of the mobility arrangements, including language preparation ***and refresher courses.***

Amendment 53

Article 24, paragraph 1, point (d a) (new)

***(d a) initiatives or studies seeking to promote and achieve convergence of higher education and vocational training systems.***

Amendment 54

Article 24, paragraph 2, point (c)

(c) students in higher education institutions taking part in placements in enterprises or training centres.

(c) students in higher education institutions taking part in placements in enterprises, ***public authorities*** or training centres.

Amendment 55

Article 24, paragraph 2, point (c a) (new)

***(c a) students engaged in training or learning performing the training period in an enterprise compulsory for their qualification in another Member State. These training periods in enterprises shall be fully recognised under the provisions laid down by the EUROPASS initiative.***

Amendment 56

Article 25

Not less than 85% of the budget available for the Erasmus programme shall be devoted to support for mobility as referred to in Article 24(1)(a).

Not less than 85% of the budget available for the Erasmus programme shall be devoted to support for mobility as referred to in Article 24(1)(a), ***irrespective of the country or language chosen, divided equally between those participating in higher education and those participating in initial and continuing higher vocational training.***

*Justification*

*It is advisable not to discriminate against those benefiting from the programme in terms of the choice of certain countries or languages of work/study.*

Amendment 57

Article 27, point (c)

(c) people in the labour market;

(c) ***workers undergoing continuing vocational training in their enterprises or elsewhere;*** people in the labour market ***(the unemployed, the disabled, those aged over 35, etc.);***

Amendment 58

Article 27, point (g)

(g) enterprises, social partners and other representatives of working life, including chambers of commerce and other trade organisations;

(g) enterprises, social partners, ***associations, cooperatives*** and other representatives of working life, including chambers of commerce, ***chambers of trade, chambers of agriculture*** and other trade organisations;

*Justification*

*It is important to have a precise definition of the categories eligible for the programme.*

Amendment 59  
Article 27, point (h)

(h) bodies providing guidance, counselling and information services relating to any aspect of lifelong learning;

(h) bodies providing guidance, counselling and information services relating to any aspect of lifelong learning, ***including bodies authorised to issue skills assessments and to validate acquired experience***;

Amendment 60  
Article 28, point (d a) (new)

***(d a) promote convergence of vocational training systems and qualifications.***

Amendment 61  
Article 29, paragraph 1, point (a), point (ii)

(ii) placements and exchanges aimed at the further professional development of trainers and guidance counsellors, of those responsible for training establishments and for training planning and career guidance within enterprises;

(ii) ***vocational*** placements and exchanges aimed at the further professional development of trainers and guidance counsellors, of those responsible for training establishments and for training planning and career guidance within enterprises;

Amendment 62  
Article 29, paragraph 1, point (d)

(d) multilateral projects, as referred to in Article 5(1)(e), aimed at improving training systems ***through the development*** and transfer of innovation and good practice;

(d) multilateral projects, as referred to in Article 5(1)(e), aimed at improving ***the convergence and efficiency of*** training systems and ***fostering the*** transfer of innovation and good practice;

Amendment 63  
Article 32, point (a)

(a) learners in adult education;

(a) learners in adult education, ***employees following a vocational retraining programme, including pensioners and people with disabilities;***

Amendment 64  
Article 32, point (f)

(f) bodies providing guidance, counselling and information services relating to any aspect of adult education;

(f) bodies providing guidance, counselling and information services relating to any aspect of adult education, ***including bodies managing funds for adult continuing education;***

Amendment 65  
Article 32, point (i)

(i) ***enterprises;***

(i) ***human resources management in enterprises and the social partners;***

Amendment 66  
Article 33, point (a)

(a) to increase the volume and to improve the quality of mobility throughout Europe of people involved in adult education, so as to support the mobility of at least ***25,000*** of such individuals per year by 2013;

(a) to increase the volume and to improve the quality of mobility throughout Europe of people involved in adult education ***and training***, so as to support the mobility of at least ***75 000*** of such individuals per year by 2013;



### *Justification*

*In order to give meaning to the new Grundtvig programme it is vital to give the innovative step of involving older people, too, in continuing education a higher profile. The figure of 25 000 is too small, and should therefore be tripled.*

#### Amendment 67 Article 33, point (c)

(c) to facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others;

(c) to facilitate the development of innovative practices in adult education, ***skills assessment and accreditation of professional experience*** and their transfer, including from a participating country to others;

#### Amendment 68 Article 33, point (d)

(d) to ensure that people from vulnerable social groups and in marginal social contexts, in particular those who have left education without basic qualifications, are given alternative opportunities to ***access*** adult education;

(d) to ensure that people from vulnerable social groups and in marginal social contexts, in particular ***older people and those who have left education without basic qualifications or are lacking in literacy***, are given alternative ***and readily accessible*** opportunities to ***partake in*** adult education ***in order to guarantee equal opportunities for everyone to acquire a vocational qualification***;

#### Amendment 69 Article 33, point (e a) (new)

***(ea) to promote systems for validating acquired experience.***

#### Amendment 70 Article 34, paragraph 1, point (c)

(c) multilateral projects, as referred to in Article 5(1)(e), aimed at improving adult education systems through the development and transfer of innovation and good practice;

(c) multilateral projects, as referred to in Article 5(1)(e), aimed at improving adult education systems through the development ***of skills assessments and the validation of experience*** and transfer of innovation and good practice;

Amendment 71  
Article 34, paragraph 1, point (d)(i)

(i) developing adult education in the discipline, subject area or management aspect to which they relate;

(i) developing adult education ***and training*** in the discipline, subject area or management aspect to which they relate;

Amendment 72  
Article 34, paragraph 1, point (d), point (ii)

(ii) identifying and disseminating relevant good practice and innovation;

(ii) identifying, ***improving*** and disseminating relevant good practice and innovation;

Amendment 73  
Article 34, paragraph 1, point (d), point (iv)

(iv) promoting the development of needs analysis and quality assurance within adult education.

(iv) promoting the development of needs analysis and quality assurance within adult education ***and training, and of skills assessment and the validation of acquired experience.***

Amendment 74  
Article 37, point (c)

(c) to monitor progress towards objectives

(c) to monitor progress towards objectives

and targets in lifelong learning, and to identify areas for particular attention;

and targets in lifelong learning, and to identify areas for particular attention, ***such as skills assessments and the validation of acquired experience***;

Amendment 75

Article 38, paragraph 1, point (a)

(a) individual mobility, as referred to in Article 5(1)(a), including study visits for experts and officials designated by national, regional and local authorities, for directors of education and training establishments and guidance services, and for social partners;

(a) individual mobility, as referred to in Article 5(1)(a), including study visits for experts and officials designated by national, regional and local authorities, for directors of education and training establishments and guidance ***and experience accreditation*** services, and for social partners;

Amendment 76

Article 38, paragraph 1, point (c), point (ii)

(ii) standing conferences on policy issues, aimed at coordinating policy at European level on strategic issues in lifelong learning;

(ii) standing conferences on policy issues, aimed at coordinating policy at European level on strategic issues in lifelong learning ***geared to maintaining and improving employability***;

Amendment 77

Article 38, paragraph 1, point (d)(iii)

***(iii) support for the operation of the Eurydice network and funding of the Eurydice European Unit set up by the Commission;***

***(iii) deleted***

## PROCEDURE

<b>Title</b>	Proposal for a European Parliament and Council decision establishing an integrated action programme in the field of lifelong learning
<b>References</b>	COM(2004)0474 - C6-0095/2004 - 2004/0153(COD)
<b>Committee responsible</b>	CULT
<b>Committee asked for its opinion</b> Date announced in plenary	<b>EMPL</b> <b>15.9.2004</b>
<b>Enhanced cooperation</b>	-
<b>Draftsman</b> Date appointed	Françoise Castex 10.11.2004
<b>Discussed in committee</b>	24.11.2004      18.1.2005
<b>Date amendments adopted</b>	18.1.2005
<b>Result of final vote</b>	for: 36 against: 0 abstentions: 1
<b>Members present for the final vote</b>	Jan Andersson, Roselyne Bachelot-Narquin, Emine Bozkurt, Philip Bushill-Matthews, Milan Cabrnoch, Alejandro Cercas, Ole Christensen, Derek Roland Clark, Luigi Cocilovo, Ottaviano Del Turco, Proinsias De Rossa, Harald Ettl, Richard Falbr, Carlo Fatuzzo, Ilda Figueiredo, Roger Helmer, Stephen Hughes, Ona Juknevičienė, Jan Jerzy Kułakowski, Sepp Kusstatscher, Jean Lambert, Bernard Lehideux, Elizabeth Lynne, Thomas Mann, Jan Tadeusz Masiel, Jiří Maštálka, Ana Mato Adrover, Mary Lou McDonald, Csaba Őry, Marie Panayotopoulos-Cassiotou, Jacek Protasiewicz, José Albino Silva Peneda, Anne Van Lancker, Gabriele Zimmer
<b>Substitutes present for the final vote</b>	Mihael Brejc, Françoise Castex, Jolanta Dičkutė, Jamila Madeira, Marc Tarabella, Patrizia Toia, Yannick Vaugrenard.
<b>Substitutes under Rule 178(2) present for the final vote</b>	-

17.3.2005

## **OPINION OF THE COMMITTEE ON INDUSTRY, RESEARCH AND ENERGY**

for the Committee on Culture and Education

on the proposal for a European Parliament and Council decision establishing an integrated action programme in the field of lifelong learning  
(COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))

Draftsman: Pier Antonio Panzeri

### **SHORT JUSTIFICATION**

The aim of the integrated programme is to rationalise Community instruments in the education and training sector. Your draftsman agrees with the Commission that it is important to restructure the wide range of instruments within a single framework in order to respond coherently to the problem of unemployment and the demand for a skilled labour force, which is not always met.

It is essential that we adapt education systems and gear training increasingly to the market in order to meet the targets established in Lisbon. Your draftsman agrees with the EUR 13.620 billion budget for the programme for the period 1 December 2007-31 December 2013; economic growth, job creation and social cohesion inevitably depend on an education system that is more in tune with the world of work and on continuing vocational training that can adapt to the changes brought about by the global economy.

Your draftsman agrees with the broad lines of the programme, but considers it necessary to make a few changes, and therefore makes the following comments.

Objectives - The explanatory memorandum states that '*education and training systems are becoming increasingly integrated in a lifelong learning context*'. This is not reflected in the text of the proposal, however, which instead establishes a hierarchy of education systems and does not sufficiently support cooperation between various levels of education.

Participation of third countries - In view of the growing number of people from third countries in the Mediterranean area seeking work in EU countries, the programme should refer to the countries in this geographical area.

Social dialogue - The legislative text should stress the importance of social dialogue for the purpose of meeting the Lisbon targets and should provide for greater involvement of the social partners in the implementation of the programme.

Joint actions - Greater use should be made of joint actions – training/ new technologies/research – with a view to meeting the Lisbon targets. Such actions have proved to be highly effective in the past. They have not been easy to implement, because they fell under different budget headings. They require the right momentum, in terms of both unified budget headings and appropriate human resources.

Simplification - The programme's flexibility requirement cannot be met unless procedures are simplified. Often, small educational establishments are unable to fulfil the administrative procedures required to obtain access to funding; those procedures should therefore be simplified. The Commission is currently drawing up rules concerning simplification which will apply to all Community programmes. Nevertheless, provision should be made for possible exemptions based on proportionality between the administrative burdens and the size of the grants awarded under the integrated programme.

Decentralisation - In the mid-term review of the programme, it is vital to check to what extent the activity of the national agencies is in keeping with the achievement of the programme's objectives.

Participation in the programme depends on how capable the national agencies are of spreading information on the opportunities provided by the programme, in order to make it attractive to beneficiaries. Whether or not the numerical targets on mobility in the proposal are met depends largely on the information that is disseminated about the programme.

Innovation - The transnational cooperation projects provided for under the Leonardo Programme with regard to development and transfer between the Member States of innovation and best practice in the training sector are extremely interesting. At present difficulties are being encountered in the transfer of innovation and best practice owing to the lack of preliminary coordination between the establishments concerned. The 'transferability' of innovation and best practice should be examined and coordinated between training establishments with a view to checking whether they are actually transferable under the laws of each individual State; such laws often differ, and this would obviate the risk of techniques, innovative products and best practice in a given country being unable to be transferred and re-used in another Member State.

Continuing training for apprentices - While there are specific rules for students and workers under the programme, the situation is somewhat different for apprentices. With regard to the authorisation by firms of training courses for apprentices, the outcome in terms of career development does not always meet expectations. Sometimes apprentices do jobs for which they are underpaid, which are of no benefit whatsoever in terms of training. This problem stems from the lack of regulation for apprentices. Such regulations would constitute a helpful reference framework, in terms of the rights and responsibilities of the parties concerned, and would define training terms and conditions as part of a temporary work experience.

## **AMENDMENTS**

The Committee on Industry, Research and Energy calls on the Committee on Culture and Education, as the committee responsible, to incorporate the following amendments in its

report:

Text proposed by the Commission<sup>1</sup>

---

Amendments by Parliament

---

Amendment 1  
Recital 12 a (new)

***(12a) The strengthening of social dialogue in matters relating to education and training and the involvement of the social partners in the implementation of the programme provide added value with a view to achieving the Lisbon objectives.***

*Justification*

*The aim of this amendment is stress how important it is for the social partners to participate in the implementation of the programme and how they can contribute to pursuing the objectives of the Lisbon strategy.*

Amendment 2  
Recital 16

(16) Significant advantages would accrue from integrating Community support for trans-national cooperation and mobility in the fields of education and training into a single programme, which would permit greater synergies between the different fields of action, and offer more capacity to support developments in lifelong learning, and more coherent, streamlined and efficient modes of administration.

(16) Significant advantages would accrue from integrating Community support for trans-national cooperation and mobility in the fields of education and training into a single programme, which would permit greater synergies between the different fields of action, and offer more capacity to support developments in lifelong learning, and more coherent, streamlined and efficient modes of administration. ***A single programme would also encourage better cooperation between the various levels of education.***

---

<sup>1</sup> Not yet published in OJ.

*Justification*

*Your draftsman wishes to stress the importance of integrating the various levels of education with a view to ensuring that the programme works properly.*

Amendment 3  
Recital 17 a (new)

***Administrative and financial simplification is an important aspect of the proper functioning of the programme, particularly as far as small grants are concerned. In the absence of an appropriate legislative framework, it would be desirable for administrative and accounting requirements to be proportional to the size of the grant.***

*Justification*

*In the absence of flexible procedures, the implementation of the programme could exclude entities such as small educational establishments.*

Amendment 4  
Recital 21 a (new)

***(21a) The implementation of joint actions in various sectors, including research, enterprise policy and information society, is a valid tool for pursuing the Lisbon objectives. Such actions require appropriate financial and human resources.***

*Justification*

*Previous known cases of joint actions have produced good results. In the absence of joint budget headings and sufficient staff it will not be easy to implement such actions.*



Amendment 5  
Recital 27 a (new)

***(27a) It would be advisable for individuals to have easy access to the programme, especially in cases where those individuals are particularly underprivileged.***

*Justification*

*Your draftsman wishes to stress the importance of individual access to the programme and considers it necessary to reiterate that concept with regard to those who are socially and economically disadvantaged.*

Amendment 6  
Recital 31 a (new)

***(31a) It would be advisable for the evaluation to examine in particular the consistency between the activities carried out by the national agencies and the achievement of the objectives established by the programme, particularly with regard to the quantitative objectives concerning mobility.***

*Justification*

*This amendment highlights the role of the national agencies. As they manage 82% of the funding provided for under the programme, they are very much involved in pursuing the programme's aims.*

Amendment 7  
Article 1, paragraph 3, point (h a) (new)

***(ha) to promote cooperation between the various levels of education, with a view to integrating them more successfully in the context of lifelong learning;***

### *Justification*

*The purpose of this amendment is to clarify in the text of the directive the need to prevent the establishment of a hierarchy of education levels. This is related to the amendment to Recital 16.*

### Amendment 8

Article 2, paragraph 2, point (a a) (new)

***(aa) cooperation among the Member States to bring about mutual recognition of qualifications and diplomas;***

### *Justification*

*To make student mobility a reality in Europe, it is necessary to work to bring about genuine recognition of qualifications and diplomas.*

### Amendment 9

Article 5, paragraph 1, point (f)

(f) observation and analysis of policies and systems in the field of lifelong learning, the establishment of reference material, including surveys, statistics, analyses and indicators, action to support transparency and recognition of qualifications and prior learning, and action to support cooperation in quality assurance;

(f) observation and analysis of policies and systems in the field of lifelong learning, the establishment of reference material, including surveys, statistics, analyses and indicators, action to support transparency and recognition of qualifications, ***diplomas***, and prior learning, and action to support cooperation in quality assurance;

### *Justification*

*The fact that recognition of qualifications does not necessarily entail recognition of a diploma can become a crucial consideration for persons seeking a job or wishing to complete training periods in another Member State.*

### Amendment 10

Article 6, paragraph 2, point (g a) (new)

***(ga) disseminate information about the programmes via the most appropriate media so as to make it more readily accessible to the specific groups at whom it is aimed;***

*Justification*

*If they are to achieve the aims of the programme, national agencies have to be able to disseminate information, which, in addition to reaching the target groups at whom the actions are aimed, has to be presented in an attractive form. To enable this to happen, there has to be an effective system for decentralising information and hence for affording easier access to the specific groups intended to receive each particular message. The best way is to make more intensive use of media with the necessary technological capability, for example the Internet, television, and radio.*

Amendment 11

Article 7, paragraph 1, point (d a) (new)

***(da) Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, the Palestinian Authority, Syria and Tunisia – in accordance with the provisions to be finalised with those countries further to the conclusion of framework agreements concerning their participation in the programme, with reference to some of its specific aspects;***

*Justification*

*The aim of this amendment is to involve Mediterranean countries in the programme too.*

Amendment 12

Article 11, paragraph 1

1. Whenever the Committee is consulted on any matter concerning the application of this Decision ***in relation to vocational education and training***, representatives of the social

1. Whenever the Committee is consulted on any matter concerning the application of this Decision, representatives of the social partners, appointed by the Commission on

partners, appointed by the Commission on the basis of proposals from the European social partners, may participate in the work of the Committee as observers. The number of such observers shall be equal to the number of representatives of the Member States.

the basis of proposals from the European social partners, may participate in the work of the Committee as observers. The number of such observers shall be equal to the number of representatives of the Member States.

#### *Justification*

*The aim of this amendment is to allow the representatives of the social partners to participate as observers in all the meetings of the programme's management committee.*

#### Amendment 13 Article 16, paragraph 1

1. The Commission shall regularly monitor the Integrated Programme in cooperation with the Member States. This monitoring shall include the reports referred to in paragraph 4 and specific activities.

1. The Commission shall regularly monitor the Integrated Programme in cooperation with the Member States ***and the social partners***. This monitoring shall include the reports referred to in paragraph 4 and specific activities.

#### *Justification*

*The purpose of the amendment is to allow the social partners to attend monitoring committee meetings given over to horizontal issues and general monitoring of the programme, bearing in mind that there are many points which concern them directly.*

#### Amendment 14 Article 24, paragraph 1, point (c a) (new)

***(ca) initiatives aimed at promoting closer convergence of higher education and vocational training qualifications and diplomas obtained in the European Union;***

#### *Justification*

*To make student mobility a reality in Europe, it is necessary to work to bring about genuine recognition of qualifications and diplomas.*

Amendment 15  
Article 29, paragraph 1, point (d a) (new)

***(da) multilateral projects aimed at developing vocational training for research and laboratory technicians;***

*Justification*

*The training of laboratory and research technicians is vital in order to achieve a knowledge- and innovation-based Europe.*

Amendment 16  
Article 37, point (e a) (new)

***(ea) to promote common quality criteria at the various levels of education;***

*Justification*

*Common quality criteria are central to mutual recognition of qualifications and diplomas: they avert distrust among the Member States and make for transparency.*

Amendment 17  
Article 38, paragraph 1, point (e)(i a) (new)

***(ia) multilateral projects and networks to promote recognition of qualifications and diplomas;***

*Justification*

*The targets set with a view to achieving recognition of qualifications and fostering the Bologna process have to be translated into practical projects.*

## PROCEDURE

<b>Title</b>	Proposal for a European Parliament and Council decision on establishing an integrated action programme in the field of lifelong learning		
<b>References</b>	(COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))		
<b>Committee responsible</b>	CULT		
<b>Committee asked for its opinion</b> Date announced in plenary	ITRE 7.10.2004		
<b>Enhanced cooperation</b>	No		
<b>Drafts(wo)man</b> Date appointed	Pier Antonio Panzeri 7.10.2004		
<b>Discussed in committee</b>	23.11.2004	1.2.2005	17.3.2005
<b>Date amendments adopted</b>	17.3.2005		
<b>Result of final vote</b>	for:	44	
	against:	0	
	abstentions:	1	
<b>Members present for the final vote</b>	Richard James Ashworth, Ivo Belet, Jan Březina, Jerzy Buzek, Joan Calabuig Rull, Pilar del Castillo Vera, Jorgo Chatzimarkakis, Lena Ek, Nicole Fontaine, Adam Gierek, András Gyürk, Fiona Hall, Rebecca Harms, Pia Elda Locatelli, Angelika Niebler, Reino Paasilinna, Pier Antonio Panzeri, Vincent Peillon, Umberto Pirilli, Miloslav Ransdorf, Vladimír Remek, Herbert Reul, Teresa Riera Madurell, Mechtild Rothe, Paul Rübig, Andres Tarand, Britta Thomsen, Catherine Trautmann, Claude Turmes, Nikolaos Vakalis, Alejo Vidal-Quadras Roca, Dominique Vlasto		
<b>Substitutes present for the final vote</b>	Zdzisław Kazimierz Chmielewski, Dorette Corbey, Jan Christian Ehler, Cristina Gutiérrez-Cortines, Wolf Klinz, Peter Liese, Toine Manders, Lambert van Nistelrooij, Francisca Pleguezuelos Aguilar, Vittorio Prodi, John Purvis, Esko Seppänen, Peter Skinner		
<b>Substitutes under Rule 178(2) present for the final vote</b>			

19.7.2005

## **OPINION OF THE COMMITTEE ON CIVIL LIBERTIES, JUSTICE AND HOME AFFAIRS**

for the Committee on Culture and Education

on the proposal for a European Parliament and Council decision establishing an integrated action programme in the field of lifelong learning  
(COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))

Draftswoman: Magda Kósáné Kovács

### **SHORT JUSTIFICATION**

Your draftswoman welcomes the Commission proposal on lifelong learning, which establishes an integrated action programme incorporating the Comenius, Erasmus, Leonardo da Vinci and Gunttvig programmes and the Jean Monnet programme.

The document is well-structured and seeks to take account of the specific requirements of an enlarged Europe and of European political priorities relating to education and training.

The proposal facilitates access to information and programmes, bringing European initiatives closer to citizens. It also simplifies the administration of programmes, which we welcome.

Another very positive aspect is the fact that innovation transfer and research and development - essential tools in achieving the Lisbon and Bologna objectives - are to receive more assistance.

Your draftswoman is proposing a number of amendments from a civil liberties perspective, and calls on the Culture Committee to take account of them in its report.

**Access to education is a fundamental right.** No one should suffer discrimination based on his/her financial situation, membership of an ethnic group, physical condition, age or gender. The problem regarding persons belonging to the Roma ethnic minority group, which is more serious in the new Member States, remains a challenge to be overcome. The integrated programme could propose solutions.

The budget for the integrated programme is, despite an increase in relation to the previous programme, not particularly high, but if greater consideration is given to the way in which resources are allocated it will suffice.

- Attention needs to be paid to the way in which funds are allocated between the various action programmes, more particularly the Erasmus Mundus programme from 2009. As long as regions in the Member States show such wide disparity in terms of development, participation by third countries in this programme should perhaps not be widened too much.
- Access to lifelong learning by all age groups must be ensured, with particular attention being paid to elderly people and those (in particular women) over 40. In view of the demographic changes in Europe and the situation of women over 40 years of age in Central and Eastern European countries (CEECs), this is a very relevant issue today.
- This programme is likely to prove essential in reintegrating young mothers into the labour market.
- Your draftswoman also proposes that particular attention be devoted to groups of persons in CEECs who did not learn foreign languages under the previous regime and whose mobility at an international level is limited as a result. Language training for such people could be funded under the transversal programme.
- Access by people with disabilities to mobility programmes must be ensured, bearing in mind the difficulties they face and the greater costs involved in travelling.

## AMENDMENTS

The Committee on Civil Liberties, Justice and Home Affairs calls on the Committee on Culture and Education, as the committee responsible, to incorporate the following amendments in its report:

Text proposed by the Commission<sup>1</sup>

Amendments by Parliament

Amendment 1  
Recital 16 a (new)

***(16a) Radical administrative simplification of application procedures is essential for successful implementation of the programme. In the absence of an appropriate legal framework, administrative and accounting requirements should be proportional to the size of the grant.***

---

<sup>1</sup> Not yet published in OJ.



Amendment 2

Recital 24

***(24) In all its activities, the Community must eliminate inequalities, and promote equality, between men and women, as provided for in Article 3 of the Treaty.*** ***deleted***

Amendment 3

Recital 24 b (new)

***(24b) Whilst respecting the subsidiarity principle, this Decision seeks to point up the fact that the right to education and access to vocational and continuing training are fundamental rights. Accordingly, no-one may suffer discrimination based on his or her financial situation, membership of an ethnic group, race, religion or belief, disability, age, gender or sexual orientation.***

Amendment 4

Recital 24 c (new)

***(24c) The problem regarding persons belonging to ethnic minorities, in particular the Roma, which is more serious in the new Member States, remains a challenge to be overcome. The integrated programme should take note of this and propose solutions.***

Amendment 5

Recital 27

**(27) The special learning needs of people with disabilities should be actively** **(27) The special learning needs of people with disabilities should be actively**

addressed.

addressed. ***Bearing in mind the difficulties they face and the greater costs involved in travelling, access to mobility programmes for people with disabilities should also be ensured.***

Amendment 6

Article 1, paragraph 3, point (d)

(d) to help promote creativity, ***competitiveness***, employability and the growth of an entrepreneurial spirit;

(d) to help promote creativity, employability and the growth of an entrepreneurial spirit;

Amendment 7

Article 1, paragraph 3, point (d a) (new)

***(da) to help promote competitiveness through highly qualified, mobile skilled workers and managers;***

Amendment 8

Article 1, paragraph 3, point (f)

(f) to promote language learning and linguistic diversity;

(f) to promote language learning and linguistic diversity, ***paying particular attention to rare or minority languages;***

Amendment 9

Article 2, paragraph 2, point (b)

(b) promotion of language learning;

(b) promotion of language learning; ***English is the most commonly used working language in the European Union today and should be given priority in order to facilitate communication in the Union;***

Amendment by Herbert Reul

Amendment 10

Article 4, point (f)

(f) enterprises, social partners and their organisations at all levels, including trade organisations and chambers of commerce and industry;

(f) enterprises, *in particular small and medium-sized enterprises*, social partners and their organisations at all levels, including trade organisations and chambers of commerce and industry;

#### Amendment 11

##### Article 5, paragraph 1, point (a)

(a) the mobility of people in lifelong learning in Europe;

(a) the mobility of people in lifelong learning in Europe, *including individual assistance (free movers)*;

#### Amendment 12

##### Article 5, paragraph 1, point (g)

(g) operating grants to support certain operational and administrative costs of organisations active in the field covered by the Integrated Programme;

(g) operating grants to support certain operational and administrative costs of organisations *and social partners* active in the field covered by the Integrated Programme;

#### Amendment 13

##### Article 14, paragraph 1

1. The Commission shall, in cooperation with the Member States, ensure overall consistency and complementarity with other relevant Community policies, instruments and actions, in particular with the European Social Fund, with the human resource and mobility actions of the Community's Framework Programme in research and development, and with the Community's statistical programme. The Commission shall ensure an efficient link-up between the Integrated Programme and the programmes

1. The Commission shall, in cooperation with the Member States, ensure overall consistency and complementarity with other relevant Community policies, instruments and actions, in particular with the European Social Fund, with the human resource and mobility actions of the Community's Framework Programme in research and development, and with the Community's statistical programme. The Commission shall ensure an efficient link-up between the Integrated Programme and the programmes

and actions in the area of education and training undertaken within the framework of the Community's pre-accession instruments, other cooperation with third countries and the competent international organisations.

and actions in the area of education and training undertaken within the framework of ***the Bologna and Copenhagen processes and*** the Community's pre-accession instruments, other cooperation with third countries and the competent international organisations.

Amendment 14  
Article 16, paragraph 3

3. Member States shall submit to the Commission by 30 June 2010 and 30 June 2015, respectively, reports on the implementation and the impact of the Integrated Programme.

3. Member States shall submit to the Commission by 30 June 2010 and 30 June 2015, respectively, reports on the implementation and the impact of the Integrated Programme; ***the reports shall contain, in particular, the Member States' review of the activities carried out by national agencies in the light of the objectives set within the programme.***

Amendment 15  
Article 42, paragraph 2, point (e) (new)

***(e) the European Inter-University Centre for Human Rights and Democratisation in Venice;***

Amendment 16  
Article 42, paragraph 2, point (f) (new)

***(f) the European Agency for Development in Special Needs Education in Vienna;***

Amendment 17  
Article 42, paragraph 2, point (g) (new)

***(g) the European International Training Centre in Thessaloniki.***



## PROCEDURE

Title	Proposal for a European Parliament and Council decision establishing an integrated action programme in the field of lifelong learning		
References	COM(2004)0474 – C6-0095/2004 – 2004/0153(COD)		
Committee responsible	CULT		
Committee asked for its opinion Date announced in plenary	LIBE 15.9.2004		
Enhanced cooperation	No		
Draftsman Date appointed	Magda Kósáné Kovács 5.10.2004		
Discussed in committee	16.3.2005	13.6.2005	13.7.2005
Date amendments adopted	13.7.2005		
Result of final vote	for: 42 against: 0 abstentions: 1		
Members present for the final vote	Alexander Nuno Alvaro, Roberta Angelilli, Alfredo Antoniozzi, Edit Bauer, Kathalijne Maria Buitenweg, Giusto Catania, Charlotte Cederschiöld, Carlos Coelho, Agustín Díaz de Mera García Consuegra, Rosa Díez González, Antoine Duquesne, Kinga Gál, Lilli Gruber, Adeline Hazan, Lívia Járóka, Timothy Kirkhope, Magda Kósáné Kovács, Wolfgang Kreissl-Dörfler, Stavros Lambrinidis, Henrik Lax, Sarah Ludford, Edith Mastenbroek, Jaime Mayor Oreja, Hartmut Nassauer, Lapo Pistelli, Martine Roure, Inger Segelström, Ioannis Varvitsiotis, Henri Weber, Stefano Zappalà		
Substitutes present for the final vote	Richard Corbett, Panayiotis Demetriou, Gérard Deprez, Ignasi Guardans Cambó, Luis Francisco Herrero-Tejedor, Sophia in 't Veld, Sylvia-Yvonne Kaufmann, Jean Lambert, Katalin Lévai, Antonio Masip Hidalgo, Herbert Reul, Marie-Line Reynaud, Kyriacos Triantaphyllides		
Substitutes under Rule 178(2) present for the final vote	Markus Pieper		

28.1.2005

## **OPINION OF THE COMMITTEE ON WOMEN'S RIGHTS AND GENDER EQUALITY**

for the Committee on Culture and Education

on the proposal for a decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning  
(COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))

Draftsperson: Anneli Jäätteenmäki

### **SHORT JUSTIFICATION**

The draftsperson welcomes the Commission's initiative in proposing a programme in the field of lifelong education and training bringing together all existing programmes, to help in the development of an advanced knowledge-based society in line with the Lisbon targets. The education system is faced with major challenges, namely demographic development, the ageing of the labour force and simultaneous efforts to raise employment levels.

The position of women in the labour market is linked to the position of women in the education and training system. There are still major differences between men and women in the labour market such as the pay gap, which is often a result of the inequalities that exist in education and training systems in Europe. Over 60 % of the new jobs created between 1995 and 2000 were in the high-tech sector. Women are underrepresented in areas such as research and technology that play an important role in creating a competitive and dynamic knowledge-based economy in line with the Lisbon targets. Strategies should be developed to increase the participation and presence of women at all levels of education in this area. Statistics within the scientific field, such as on funding for research or the representation of women in universities and research centres, should be kept and broken down by gender in order to find efficient means of creating equal opportunities for men and women in education and training systems in Europe.

#### **Equal access to education**

Education and training reach out citizens directly, and for many of the citizens participating in the programme this is one of the first times they are in contact with the European Union, a Member State or a candidate country. To go abroad to study or train is an excellent way of

learning another language and culture, and the programme gives people an understanding of the diversity of the European Union and its neighbours. Therefore, a programme in the field of lifelong education and training bringing together all existing programmes is not only important for ensuring economic growth but also, more importantly, it is necessary for integration within the European Union.

The programme should be accessible to all and should pay special attention to groups that are underrepresented in education and training. The programme shall enable the network of national agencies to target groups that face particular difficulties in accessing education and training: learners with special needs, disabled persons, immigrants and those living below the poverty threshold. Too often, the level of education is inherited from parents, and one of the main objectives must be to stimulate education and training independent of social background. Language is the key to integration in a new society. The draftsman would like to remind the Member States of the need to acknowledge the important link between language learning and integration in a new society, and calls on the Member States to improve the language education provided for immigrants.

The promotion of European language skills is a goal that requires attention. The meeting of the European Council in Barcelona in 2002 set the objective of teaching at least two foreign languages from a very early age.

Geographically-disadvantaged areas need more support. Equality between regions should be enhanced. Education and research should be developed, with the focus being placed on supporting the strengths and specific characteristics of the regions.

### **Flexible forms of education**

The draftsman calls on the Member States to look into the various forms of education that are available in their countries, with a view to finding education and training systems that meet the needs of a modern society. In order to create possibilities for all categories of people to have access to education, it is very important to bear in mind that a majority of the part-time workers in the European Union are women. It is therefore important, especially for women, for there to be opportunities for e-learning and part-time studies.

### **Participation of third countries**

The programme is open to participation by third countries, and the draftsman would like to draw attention to the importance of this possibility for the future of the European Union. It is a win-win situation when countries like Turkey or countries of the Western Balkans can benefit from such a pre-accession strategy, and it is a great opportunity for citizens of the European Union to be able to participate in education and training programmes outside the EU-25. The draftsman urges the Commission and Member States to ensure the broadest possible participation by third countries.

## **AMENDMENTS**



The Committee on Women's Rights and Gender Equality calls on the Committee on Culture and Education, as the committee responsible, to incorporate the following amendments in its report:

Text proposed by the Commission<sup>1</sup>

Amendments by Parliament

Amendment 1  
Recital 7 a (new)

***(7a) An advanced knowledge society is the key to higher growth and employment rates. Education and training are essential priorities for the European Union in order to achieve the Lisbon goals.***

Amendment 2  
Recital 13 a (new)

***(13a) Directive 2002/73/EC of the European Parliament and of the Council of 23 September 2002 amending Directive 76/207/EEC on the implementation of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions\*, includes the requirement of access to all types and all levels of vocational guidance.***

***\* OJ L 269, 5.10.2002, p. 15.***

Amendment 3  
Recital 16 a (new)

***(16a) Continuing transnational cooperation and increased mobility in the fields of education and training would contribute to improving the quality of education and training within European Union.***

Amendment 4  
Recital 17 a (new)

---

<sup>1</sup> Not yet published in OJ.

***(17a) Given the Lisbon target of achieving a female employment rate of more than 60% by 2010, and the fact that labour market segregation remains high, it is necessary to promote the diversification of career choices for young women, to facilitate the access of women to lifelong learning and, in particular, to IT training, and to ensure the participation of women in all levels of education and training.***

Amendment 5  
Recital 24

(24) In all its activities, the Community must eliminate inequalities, and promote equality, between men and women, as provided for in Article 3 of the Treaty.

(24) In all its activities, the Community must eliminate inequalities, and promote equality, between men and women, as provided for in Article 3 of the Treaty. ***It must work with the aim of improving women's participation in the labour market. Women's access to areas and positions of responsibility must also be promoted.***

Amendment 6  
Recital 26 a (new)

***(26a) Special attention should be given to groups that are under represented in education and training systems in Europe.***

Amendment 7  
Article 1, paragraph 2

2. The general objective of the Integrated Programme is to ***contribute through lifelong learning to*** the development of the Community as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future

2. The general objective of the Integrated Programme is to ***heighten awareness in European society of the fact that our knowledge is constantly evolving and expanding. Only lifelong learning can bring about*** the development of the Community as an advanced knowledge society, with sustainable economic

generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference.

development, more and better jobs and greater social cohesion, ***giving special consideration to the integration of a gender perspective in all types and at all levels of education and training systems***, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference.

#### Amendment 8

##### Article 1, paragraph 3, point (c)

(c) to reinforce the contribution of lifelong learning to personal fulfilment, social cohesion, active citizenship, gender equality and the participation of people with special needs;

(c) to reinforce the contribution of lifelong learning to personal fulfilment, social cohesion, active citizenship, gender equality, ***through the elimination of social gender stereotypes***, and the participation of people with special needs;

#### Amendment 9

##### Article 1, paragraph 3, point (c a) (new)

***(ca) to provide access to lifelong learning opportunities for all, and to take specific action aimed at the most disadvantaged persons, such as single parents, men and women on parental or family leave, immigrants, and women and men living in remote or rural areas or in poverty;***

#### Amendment 10

##### Article 1, paragraph 3, point (e)

(e) to contribute to increased participation in lifelong learning by people of all ages;

(e) to contribute to increased participation in lifelong learning by people of all ages, ***paying special attention to sections of the population that are under represented in the education and training systems in Europe and to those with the most difficulty in gaining access to the labour market, especially women;***

Amendment 11  
Article 1, paragraph 3, point (f)

(f) to promote language learning and linguistic diversity;

(f) to promote language learning and ***language use to ensure*** linguistic diversity;

Amendment 12  
Article 1, paragraph 3, point (i)

(i) to exploit results, innovative products and processes and to exchange good practice in the fields covered by the Integrated Programme.

(i) to exploit results, innovative products and processes and to exchange good practice in the fields covered by the Integrated Programme ***in order to improve quality of education and training through identification of best practices.***

Amendment 13  
Article 1, paragraph 3, point (i a) (new)

***(ia) to ensure gender mainstreaming and the equal involvement of both men and women in all sectors of education and training in Europe.***

Amendment 14  
Article 6, paragraph 2, point (b), point (vi a) (new)

***(via) they must have appropriate knowledge of gender mainstreaming and they must take necessary steps to apply gender mainstreaming throughout their work;***

Amendment 15  
Article 12, point (d)

(d) ***promoting equality between men and women and*** contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability,

(d) contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

age or sexual orientation.

Amendment 16  
Article 12, point (d a) (new)

***(da) promoting equality between men and women, improving women's participation in the labour market and access to areas and positions of responsibility and eliminating social gender stereotypes.***

Amendment 17  
Article 18, point (c)

(c) to encourage the learning of ***a second*** foreign ***language***;

(c) to encourage the learning of foreign ***languages***;

Amendment 18  
Article 32, point (a)

(a) learners in adult education;

(a) learners in adult education, ***paying special attention to sections of the population with no basic qualifications, especially women***;

## PROCEDURE

<b>Title</b>	Proposal for a decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning
<b>References</b>	COM(2004)0474 - C6-0095/2004 - 2004/00153(COD)
<b>Committee responsible</b>	CULT
<b>Committee asked for its opinion</b> Date announced in plenary	FEMM 15.9.2004
<b>Enhanced cooperation</b>	No
<b>Draftsperson</b> Date appointed	Anneli Jäätteenmäki 5.10.2004
<b>Discussed in committee</b>	25.11.2004      24.1.2005
<b>Date amendments adopted</b>	25.1.2005
<b>Result of final vote</b>	for:                          26 against:                    0 abstentions:               3
<b>Members present for the final vote</b>	Edit Bauer, Emine Bozkurt, Maria Carlshamre, Ilda Figueiredo, Věra Flasarová, Lissy Gröner, Anneli Jäätteenmäki, Lívia Járóka, Rodi Kratsa-Tsagaropoulou, Urszula Krupa, Pia Elda Locatelli, Astrid Lulling, Angelika Niebler, Siiri Oviir, Doris Pack, Marie Panayotopoulos-Cassiotou, Christa Prets, Marie-Line Reynaud, Teresa Riera Madurell, Raúl Romeva i Rueda, Amalia Sartori, Eva-Britt Svensson, Britta Thomsen, Corien Wortmann-Kool, Anna Záborská
<b>Substitutes present for the final vote</b>	Katerina Batzeli, Jillian Evans, Anna Hedh, Sophia in 't Veld, Elisabeth Jeggle, Karin Jöns, Christa Klauf, Karin Resetarits, Zuzana Roithová, Marta Vincenzi
<b>Substitutes under Rule 178(2) present for the final vote</b>	Kathy Sinnott

## PROCEDURE

<b>Title</b>	An integrated action programme in the field of lifelong learning				
<b>References</b>	COM(2004)0474 – C6 0095/2004 – 2004/0153(COD)				
<b>Legal basis</b>	Articles 251(2) and 149(4) and 150(4)				
<b>Basis in Rules of Procedure</b>	Rule 51				
<b>Date submitted to Parliament</b>	15.7.2004				
<b>Committee responsible</b> Date announced in plenary	CULT 15.09.2004				
<b>Committee(s) asked for opinion(s)</b> Date announced in plenary	FEMM 15.09.2004	LIBE 15.09.2004	ITRE 15.09.2004	EMPL 15.09.2004	CONT 15.09.2004
	BUDG 15.09.2004	AFET 15.09.2004			
<b>Not delivering opinion(s)</b> Date of decision	CONT 23.5.2005				
<b>Enhanced cooperation</b> Date announced in plenary					
<b>Rapporteur(s)</b> Date appointed	Doris Pack 22.9.2004				
<b>Previous rapporteur(s)</b>					
<b>Discussed in committee</b>	11.07.2005	30.08.2005	12.09.2005		
<b>Date adopted</b>	12.09.2005				
<b>Result of final vote</b>	for:	29			
	against:	0			
	abstentions:	0			
<b>Members present for the final vote</b>	María Badía i Cutchet, Christopher Beazley, Guy Bono, Marie-Marielle De Sarnez, Hélène Descamps, Milan Gaľa, Claire Gibault, Vasco Graça Moura, Lissy Gröner, Erna Hennicot-Schoepges, Luis Herrero-Tejedor, Ruth Hieronymi, Bernat Joan i Marí, Manolis Mavrommatis, Marianne Mikko, Ljudmila Novak, Doris Pack, Zdzisław Zbigniew Podkański, Christa Prets, Karin Resetarits, Pál Schmitt, Nikolaos Sifunakis, Hannu Takkula, Helga Trüpel, Tomáš Zatloukal.				
<b>Substitutes present for the final vote</b>	Emine Bozkurt, Ignasi Guardans Cambó, Gyula Hegyi, Åsa Westlund.				
<b>Substitutes under Rule 178(2) present for the final vote</b>					
<b>Date tabled – A6</b>	16.09.2005		A6-0267/2005		