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REPORT

on the proposal for a decision of the European Parliament and of the Council adopting a multi-annual programme (2004-2006) for the effective integration of Information and Communication Technologies (ICT) in education and training systems in Europe (eLearning Programme)
(COM(2002) 751 – C5-0630/2002 – 2002/0303(COD))

Committee on Culture, Youth, Education, the Media and Sport

Rapporteur: Mario Mauro

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.

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PROCEDURAL PAGE

By letter of 19 December 2002 the Commission submitted to Parliament, pursuant to Article 251(2), Article 149(4) and Article 150(4) of the EC Treaty, the proposal for a decision of the European Parliament and of the Council adopting a multi-annual programme (2004-2006) for the effective integration of Information and Communication Technologies (ICT) in education and training systems in Europe (eLearning Programme) (COM(2002) 751 – 2002/0303 (COD)).

At the sitting of 13 January 2003 the President of Parliament announced that he had referred this proposal to the Committee on Culture, Youth, Education, the Media and Sport as the committee responsible and the Committee on Budgets, the Committee on Industry, External Trade, Research and Energy and the Committee on Women's Rights and Equal Opportunities for their opinions (C5-0630/2002).

The Committee on Culture, Youth, Education, the Media and Sport appointed Mario Mauro rapporteur at its meeting of 21 January 2003.

It considered the Commission proposal and draft report at its meetings of 17 February and 17 March 2003.

At the last meeting it adopted the draft legislative resolution by 21 votes to 2.

The following were present for the vote: Michel Rocard, chairman; Mario Mauro, vice-chairman and rapporteur; Theresa Zabell, vice-chairman; Pedro Aparicio Sánchez, Juan José Bayona de Perogordo (for Francis Decourrière), Christopher J.P. Beazley, Marielle de Sarnez, Raina A. Mercedes Echerer, Janelly Fourtou (for Domenico Mennitti), Geneviève Fraisse, Marie-Hélène Gillig (for Giorgio Ruffolo), Lissy Gröner, Ulpu Iivari, Renzo Imbeni, Maria Martens, Pietro-Paolo Mennea, Juan Ojeda Sanz, Barbara O'Toole, Doris Pack, Roy Perry, Christa Prets, Peder Wachtmeister (for Stavros Xarchakos) and Eurig Wyn.

The opinion of the Committee on Budgets is attached. The Committee on Industry, External Trade, Research and Energy and the Committee on Women's Rights and Equal Opportunities decided on 20 February and 19 February 2003 respectively not to submit an opinion.

The report was tabled on 20 March 2003.

DRAFT LEGISLATIVE RESOLUTION

European Parliament legislative resolution on the proposal for a decision of the European Parliament and of the Council adopting a multi-annual programme (2004-2006) for the effective integration of Information and Communication Technologies (ICT) in education and training systems in Europe (eLearning Programme) (COM(2002) 751 – C5-0630/2002 – 2002/0303(COD))

(Codecision procedure: first reading)

The European Parliament,

- having regard to the Commission proposal to the European Parliament and the Council (COM(2002) 751¹),
 - having regard to Article 251(2), Article 149(4) and Article 150(4) of the EC Treaty, pursuant to which the Commission submitted the proposal to Parliament (C5-0630/2002),
 - having regard to Rule 67 of its Rules of Procedure,
 - having regard to the report of the Committee on Culture, Youth, Education, the Media and Sport and the opinion of the Committee on Budgets (A5-0080/2003),
- A. whereas the financial statement of the Commission proposal as modified and attached to the current report is compatible with the ceiling of heading 3 of the Financial Perspective without restricting existing policies.
1. Approves the Commission proposal as amended;
 2. Asks for the matter to be referred to it again, should the Commission intend to amend its 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 9a new

The level of appropriations allocated to the preparatory action by the Budgetary Authority should be maintained in order to ensure the continuation of the action, in accordance with political priorities

¹ Not yet published in the Official Journal.

Justification

The financial support decided by the BA over the past years reflects its political priority and therefore should not be reduced in the new legal basis. Moreover, the administrative structure set up by the Commission to implement the preparatory action with 17 million a year should be continued in the spirit of article 33 of the IIA and of the Common declaration of 20 July which defines the reference of « existing policies » for establishing the financial programming.

Amendment 2 Recital 11

(11) There is a need to address the problem of social exclusion resulting from the inability of some individuals to take full advantage of the benefits offered by Information and Communication Technologies (ICT) and the Internet in the knowledge society, the so-called “digital divide”, which often affects young people and social categories who are already victims of other forms of exclusion. e-learning has the potential to strengthen social cohesion and to avoid the risks of increased social exclusion.

(11) There is a need to address the problem of social exclusion resulting from the inability of some individuals to take full advantage of the benefits offered by Information and Communication Technologies (ICT) and the Internet in the knowledge society, the so-called “digital divide”, which often affects young people and social categories who are already victims of other forms of exclusion. e-learning has the potential to strengthen social cohesion and to avoid the risks of increased social exclusion, ***especially for disabled people and the elderly.***

Or. fr

Justification

Besides the economic and social obstacles they face, handicapped people encounter particular design-related difficulties when it comes to using ICT that are not always taken into account in the development of new technologies. The e-learning programme ought to address this. Elderly people have to contend with access problems similar to those of handicapped people.

Amendment 3 Recital 11a (new)

(11a) Close attention needs to be paid to the training of teachers so that they are able to use the Internet and ICT in the classroom in a critical and educationally responsible manner.

Justification

Self-explanatory.

Amendment 4
Recital 11b (new)

(11b) The spread of digital television and free access to what it has to offer are of crucial importance in opening up access to e-learning opportunities for all sections of the population irrespective of their social or geographical situation. To this end, interoperability must be guaranteed in accordance with Article 18 of the Directive on a common regulatory framework for electronic communications networks and services (Framework Directive 2002/21/EC).

Or. de

Justification

Digital television allows access to the Internet and its spread would therefore ensure access to e-Learning, provided interoperability is guaranteed.

Amendment 5
Recital 13

(13) e-learning has the potential to help the Union respond to the challenges of the knowledge society, to improve the quality of learning, to facilitate access to learning resources, to address specific needs, in particular for **handicapped** people, and to bring about more effective and efficient learning and training at the workplace, in particular in small and medium sized enterprises.

(13) e-learning has the potential to help the Union respond to the challenges of the knowledge society, to improve the quality of learning, to facilitate access to learning resources, to address specific needs, in particular for **disabled** people, and to bring about more effective and efficient learning and training at the workplace, in particular in small and medium sized enterprises.

Or. en

Justification

'Disabled people' is the appropriate and accepted term.

Amendment 6
Recital 14 a (new)

(14a) The European Union must pay close attention to the effective, early establishment of virtual higher education campuses with a view to offering quality European curricula as part of mobility programmes already in place or in the pipeline, such as Erasmus Mundus.

Or. fr

Justification

New exchange programmes at university level must be able to draw on the new technologies. Virtual campuses will act as a kind of prime showcase for European proposals as regards quality European higher education and will open up participation in these programmes to larger numbers of students.

Amendment 7
Article 1, para 2

2. This programme shall be implemented over a period starting on 1 January 2004 and ending on 31 December 2006.

2. This programme shall be implemented over a period starting on 1 January 2004 and ending on 31 December 2006 ***on the same financial and administrative basis as the one set up for the preparatory action, in accordance with the common declaration of 20 July 2000.***

Justification

Refer to Amendment No 1

Amendment 8
Article 2, paragraph 2, point (a)

(a) to explore and to promote ways and means of using e-learning for strengthening social cohesion and personal development, fostering intercultural dialogue, and fighting the digital divide;

(a) to explore and to promote ways and means of using e-learning for strengthening social cohesion and personal development, fostering intercultural dialogue **and gender equality**, and fighting the digital divide;

Or. en

Justification

e-learning is very well suited to integrating equal gender opportunities in education and training.

Amendment 9

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

(ea) to promote the development of high-quality multimedia European software, content and services.

Or. de

Justification

Despite the slowdown in recent months, the market for high-quality multimedia software, content and services is a growth market with an estimated worldwide annual turnover of Euro 2.3 billion. 80% of the software used today in the EU is manufactured in the USA. This is problematical from the point of view of both industrial and cultural policy. Parliament has already drawn attention to this problem in its resolution of 15 May 2002 with a call for encouragement to be provided.

Amendment 10

Article 3, paragraph 1, subparagraph (a)

(a) **fighting the digital divide:** Actions in this area will address the contribution of ICT for learning, in particular for those who – due to their geographical location, social situation or special needs – are not able to benefit from traditional educational and training provisions. They will identify good examples and build synergies between the many national and European projects which

(a) **fighting the digital divide:** Actions in this area will address the contribution of ICT for learning, in particular for those who – due to their geographical location **(particularly in rural areas)**, social situation, **gender**, or special needs **resulting, for instance, from a disability** – are not able to benefit from traditional educational and training provisions. They will identify good

address these target groups. Guidance in this field will be provided through studies and a High Level Group of experts;

examples and build synergies between the many national and European projects which address these target groups. Guidance in this field will be provided through studies and a High Level Group of experts;

Or. es

Justification

If the divide between rural and urban areas is not to widen further, ICT accessibility for rural areas must be encouraged, one reason for this being that it is often difficult for those living in rural areas actually to get to educational establishments in person.

Amendment 11

Article 3, paragraph 1, point (c)

(c) e-twinning European schools: Actions in this area will *strengthen* and *develop* schools *networking, in particular via an European-wide school-twinning scheme which should make it possible for all European schools to build pedagogical partnerships with a school elsewhere in Europe, fostering language learning and intercultural dialogue, and promoting awareness of the multilingual and multicultural European model of society;*

(c) e-twinning European schools: Actions in this area will *be targeted at primary and secondary schools. There are two proposed levels of twinning:*

- the first concerns the basic and further training of teachers. The objective is the exchange of methodological and didactic 'good practice' between teachers in various Member States, or the start-up of 'virtual training rooms' for basic and further training targeted at teachers who need to update their own professional skills with a view to ensuring equivalence of educational qualifications;

- the second concerns pupils. The objective is the exchange of experience between schools in various Member States concerning specific learning targets relating to the disciplines making up the annual curriculum in the context of a shared educational and cultural project. Such actions, structured in this way, will seek to disseminate 'good practice', create a database of educational material (lessons, evidence of learning, etc.), and develop micro-cooperation between teachers and primary and secondary schools in the various Member States;

Justification

In line with the objectives adopted in Parliament's previous resolution on the initiative 'e-Learning - Designing tomorrow's education' (A5-152/2001), the intention is to emphasise that the basic and further training of teachers remains a priority within the programme. Particular importance should be given here to the further training of teachers since many teachers need to update their professional skills in order to use and incorporate ICT in teaching activity. It is also obvious that ICT can complement education in primary schools and it is consequently included within the programme's measures. It is therefore proposed that a reference be added not just to basic training but specifically also to the further training of teachers and, otherwise, to take over the rapporteur's proposal.

Amendment 12

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

(da) promoting the development of high-quality multimedia European software, content and services: actions in this area are intended to support e-learning products of European manufacture through the promotion of research, development, distribution and marketing.

Justification

Despite the slowdown in recent months, the market for high quality multimedia software, content and services is a growth market with an estimated worldwide annual turnover of Euro 2.3 billion. 80% of the software used today in the EU is manufactured in the USA. This is problematical from the point of view of both industrial and cultural policy. Parliament has already drawn attention to this problem in its resolution of 15 May 2002 with a call for encouragement to be provided.

Amendment 13

Article 3, paragraph 2, subparagraph (a)

(a) support for strategic pilot projects, with potential for significant impact, and clear prospects for long-term sustainability;

(a) support for strategic pilot projects, with potential for significant impact, and clear prospects for long-term sustainability, ***meaning they can continue to run after the assistance obtained under the programme***

has ended;

Or. es

Justification

If we want this programme to yield effective results that have a real impact on Europe's citizens we must ensure that the projects set in motion under the programme have the potential to remain in operation without constant reliance on assistance from the EU.

Amendment 14

Article 3, paragraph 2, point (ca) (new)

(ca) support for European networks and partnerships that promote and strengthen the pedagogical and educational use of Internet and ICT as also for the exchange of good practice. These activities are designed to ensure that teachers and pupils are not only technically proficient at using Internet and ICT but are also proficient in a pedagogical, critical and responsible sense.

Or. nl

Justification

Close attention needs to be paid to the training of teachers so that they can use the Internet and ICT in the classroom in a critical and educationally responsible manner.

Amendment 15

Article 4, paragraph 1, point (b)

(b) seek synergies with other Community programmes and actions in the field of education, research, social policy and regional development;

(b) seek synergies with other Community programmes and actions in the field of education, research, social policy ***as well as the strategy on gender mainstreaming*** and regional development;

Or. en

Justification

The strategy on gender mainstreaming is one of the main strategies established by the Commission. Therefore, it should be mentioned as relevant.

Amendment 16 Article 9, paragraph 1

1. The financial framework for the implementation of the programme for the period specified in Article 1 shall be EUR **36** million.

1. The financial framework for the implementation of the programme for the period specified in Article 1 shall be EUR **54** million.

Justification

The budget line which is currently devoted to e-learning (B3-1000 'e-Learning and preparatory measures to promote cooperation in the fields of education and youth policy') has EUR 17 million in commitment appropriations (2003 budget). Given the undoubted ambition of the proposed programme, a modest increase within the annual budget is necessary to ensure its successful implementation.

Amendment 17 Article 10

1. Budgetary distribution between the actions shall be as follows:

- (a) e-learning for fighting the digital divide: **around 25%** of total budget
- (b) European virtual campuses: **around 30%** of total budget
- (c) ***E-twinning European*** schools: around **25%** of total budget
- (d) *Transversal* actions and monitoring of e-learning: around 10% of total budget
- (e) *Technical* and administrative assistance:

1. Budgetary distribution between the actions ***promoting European software, contents and services*** shall be as follows:

- (a) e-learning for fighting the digital divide: ***not more than 10%*** of total budget
- (b) European virtual campuses: ***not more than 30%*** of total budget
- (c) ***twinning of primary and secondary schools (e-twinning)***: around **40%** of total budget; ***the funding under this action must be divided approximately equally between primary and secondary schools***
- (d) *transversal* actions and monitoring of e-learning: around 10% of total budget
- (e) *technical* and administrative assistance:

around 10% of total budget

around 10% of total budget

Or. it

Justification

Your rapporteur is convinced that the appropriate response to the digital divide (attributable to geographical location, social situation or other special needs) should be sought within other Community instruments (particularly the Structural Funds, the European Social Fund and the Leonardo da Vinci programme). Nonetheless, this new amendment seeks to provide the programme with sufficient budgetary means to enable it to focus on best practice in digital literacy. Likewise, your rapporteur acknowledges that transversal actions as set out in the Commission proposal do indeed have an important role to play.

Amendment 18
Article 12

On the initiative of the Commission, experts from third countries other than those referred to in Article 11 may be invited to participate in conferences and meetings with the exception of meetings of the Committee.

On the initiative of the Commission, experts from third countries other than those referred to in Article 11 may be invited to participate in conferences and meetings with the exception of meetings of the Committee.

The funds allocated for the reimbursement of travel and subsistence expenses, under the applicable Commission regulations, should not exceed **0.02%** of the programme's total budget.

The funds allocated for the reimbursement of travel and subsistence expenses, under the applicable Commission regulations, should not exceed **0.5%** of the programme's total budget.

Or. fr

Justification

Technical reasons warrant this broad adjustment.

Amendment 19
Article 13, paragraph 3, subparagraph (a)

(a) an interim evaluation report on the results achieved and on the qualitative aspects of the implementation of this programme up to 30 June 2005, before the end of 2005;

deleted

Justification

The fact that the programme is to run for a short time only and will not commence in January 2004 as first planned, owing to the legislative process, rules out the need for a mid-term evaluation; however, a thorough ex-post evaluation in January 2007 will definitely be required.

Amendment 20

Annex, point 1.1, first paragraph

This action covers the use of e-learning to address problems associated with the digital divide; a new or additional form of social exclusion resulting from the inability of some individuals to take full advantage of the benefits offered by ICT and the Internet in the knowledge society. Action in this field must cover both conceptual and practical issues, from the understanding of digital literacy to identification of remedial actions for specific target groups.

This action covers the use of e-learning to address problems associated with the digital divide; a new or additional form of social exclusion resulting from the inability of some individuals (***notably immigrants***) to take full advantage of the benefits offered by ICT and the Internet in the knowledge society. Action in this field must cover both conceptual and practical issues, from the understanding of digital literacy to identification of remedial actions for specific target groups.

Or. es

Justification

Emphasis should be placed on assistance for immigrants, especially women, since their sociocultural and economic situation often obstructs their access to education.

Amendment 21

Annex, point 1.1, point (b), second paragraph

Improving access to learning resources for those who have no easy access to ICT, for example, via public access centres equipped with e-learning resources and providing guidance and assistance whenever necessary;

Improving access to learning resources for those who have no easy access to ICT (***with particular regard to accessibility for rural areas***), for example, via public access centres equipped with e-learning resources and providing guidance and assistance whenever necessary;

Or. es

Justification

If the divide between rural and urban areas is not to widen further, ICT accessibility for rural areas must be encouraged, one reason for this being that it is often difficult for those living in rural areas actually to get to educational establishments in person.

Amendment 22

Annex, point 1.2, point (b), second paragraph

design of trans-national education and training degrees by several universities, including standard agreements for academic recognition;

design of **common** trans-national education and training degrees by several universities, including standard agreements for academic recognition;

Or. es

Justification

Virtual universities should be no different from any other universities when it comes to designing common degrees.

Amendment 23

Annex, point 1.2, point (b), new paragraph after fourth paragraph

development of European teacher training programmes.

Or. es

Justification

We must include teacher training programmes in our drive for quality education.

Amendment 24

Annex, point 1.3., introductory paragraph

This action line **should** facilitate school twinnings via the Internet, **stimulating** European schools to build pedagogical partnerships with schools elsewhere in Europe, fostering language learning and intercultural dialogue. The action will **start**

This action line **will** facilitate school twinnings via the Internet, **helping** European schools to build pedagogical partnerships with schools elsewhere in Europe, fostering language learning and intercultural dialogue. The action will

with secondary schools; extension to other school levels may be considered in the future.

encompass both primary and secondary schools.

Justification

Consistent with the changes proposed within the programme in accordance with Amendments 1 and 3.

Amendment 25
Annex, point 1.3., title

1.3. Action Line 3: "school twinning via Internet"

1.3. Action Line 3: "Twinning of primary and secondary schools"

Justification

Consistent with the changes proposed within the programme in accordance with Amendments 1 and 3.

Amendment 26
Annex, point 1.4, point (d a) (new)

d a) Design of projects for the development of new technologies related to translating and interpreting languages for use in disseminating knowledge and training;

Or. es

Justification

New translation-related technologies must be developed if teachers and pupils are genuinely to gain access to the knowledge and information they need.

Amendment 27
Annex, point 1.4, point (e)

(e) Participation in international projects related to good and effective use of ICT for education and training, such as, for example, those under way at the OECD (PISA), the IEA (TIMSS, SITES), or UNESCO (digital

(e) Participation in international projects related to good and effective use of ICT for education and training, such as, for example, those under way at the OECD (PISA), the IEA (TIMSS, SITES), or UNESCO (digital literacy), ***focusing in particular on best***

literacy)

*practice in Australia, New Zealand and
Canada;*

Or. it

Justification

Partly on account of their geographical size Australia, New Zealand and Canada have developed the best e-learning networks for schools. The Commission, moreover, set up cooperative links in the educational sector some years ago.

EXPLANATORY STATEMENT

1. Following the Lisbon Summit, subsequent European Councils adopted e-Europe 2002 and the action plans for e-Europe 2005, with the aim of exploiting the contribution that the new information and communication technologies (ICT) might be able to make to economic growth. 'E-learning' is, in fact, the use of such technologies in education and training. The initiative that the Commission launched in 2000 had four objectives:

- ensuring that all educational entities have access to computer and multimedia equipment and access to the Internet;
- training for teachers with the aim of integrating such instruments into their teaching methods;
- development of high-quality European multimedia content;
- acceleration of links to networked education and training systems.

2. The importance of e-learning was emphasised by the Council of Ministers in July 2001. This stance is also based on the fact that most Member States have their own action plans to encourage the use of ICT in education and training and to promote e-learning as a part of lifelong learning (i.e. education and training for adults). Most of the resources needed to encourage e-learning are provided and used at national level. The most obvious of these are the Structural Funds and the successive framework research programmes, but Socrates and Leonardo da Vinci have also played a part: for instance, Minerva (one of the actions making up the Socrates programme) is intended to support distance learning and the use of ICT in education).

3. It is difficult to say how much the Commission has spent on e-learning. According to one estimate, in 2001 around € 50 million from the budget for education and training was spent on projects which could be considered as promoting e-learning, but the largest amounts have been channelled to the Structural Funds and the framework research programme. However, hitherto only budget line B3-1000 ('e-Learning and preparatory measures to promote cooperation in the fields of education and youth policy') has been dedicated specifically to e-learning.

THE COMMISSION PROPOSAL

4. The overall aim of the proposed multi-annual programme (2004-2006) is to encourage the integration of the new information and communication technologies into European education and training systems, thereby improving their quality and accessibility. In specific terms the programme will promote:

- social cohesion and intercultural dialogue as ways of overcoming the 'digital divide';
- the development of lifelong learning;
- the European dimension in education;

- improved cooperation between Community programmes and national instruments and actions;
- better products and services, exchange and dissemination of best practice.

5. The Commission stresses that the programme is not designed to replace the Member States' actions in this sector, but to support and complement them. It will provide the financial contribution for pilot projects, for research and monitoring, for strategic actions by European networks and partnerships, for European organisations aiming to set up 'platforms', and for technical and administrative assistance in the following areas:

- concerted actions between the Commission, the Member States and other partners in the field of education to examine national experiences and promote best practice regarding the use of e-learning in fighting the digital divide;
- multilateral and multi-annual partnerships in the field of higher education, in order to promote new models for 'European virtual universities' and 'virtual mobility';
- twinned European secondary schools and promotion of awareness of other languages and other cultures in Europe;
- encouragement for the dissemination of good practice and products, cooperation to boost e-learning among the interested parties and, in particular, through public-private partnerships.

6. The Commission is proposing a multi-annual budget of € 36 million. Article 10 of the Commission proposal suggests the following breakdown of that sum:

| | |
|---|------|
| - fighting the digital divide | 25% |
| - European virtual campuses | 30% |
| - e-twinning of European schools | 25% |
| - promotion of good practice | 10% |
| - technical and administrative assistance | 10%. |

7. The entire cost relating to the services purchased (e.g. studies, publications) and the provision of a support structure for school twinning (e.g. a central website) will be borne by the Commission. In addition, the funding in question may cover up to 80% of the costs of other projects carried out under the auspices of the programme.

RAPPORTEUR'S COMMENTS

8. A lot of progress has been made with regard to e-learning since the Lisbon Council in March 2000, and we have moved from the proposal for action to implement new technology in the field of education to a legislative resolution which will give birth to a genuine multi-annual programme.

As the rapporteur previously pointed out during the work on the Commission's first communication 'E-learning - Designing tomorrow's education', particular emphasis has been placed on the question of training teachers. If Europe's teachers are not equipped to make proper, realistic use of the new technologies, this will diminish the value of these instruments,

which may enable us to attain an education system which is finally freed from the chains of a frequently fragmented and confused culture.

This is why the issue of training teachers is an absolute priority, and the endeavours which can be glimpsed in some pages of the Commission proposal must certainly be rewarded and stepped up.

The rapporteur nonetheless considers it advisable to make some changes to the Commission proposal.

9. **Multi-annual budget:** what should be regarded as an 'appropriate' budget for an ambitious multi-annual programme such as this? It is not easy to answer a question like that, on the one hand because resources for culture and education are always limited, and on the other because the Commission's essential role will be to provide support for the promotion of e-learning. Would it not be unusual, however, to spend less each year on a multi-annual programme than on the preparatory actions which preceded it? Budget line B3-1000 has been allocated € 18 million in commitment appropriations in the 2003 budget.

In making a small increase in the level of expenditure by comparison with the preparatory actions, the rapporteur therefore proposes a multi-annual budget of € 54 million for the programme.

10. **Budget breakdown:** the breakdown of the budget among the various actions, as suggested in Article 10 of the proposal, is unsatisfactory.

The appropriate response to the digital divide (attributable to geographical location, social situation or other special needs) should be sought within other Community instruments (particularly the Structural Funds, the European Social Fund and the Leonardo da Vinci programme). Primary and secondary schools have been identified as priority targets. However, it would be beneficial to focus the already limited resources earmarked for this programme on practical targets linked to the school environment. This is why it is deemed appropriate to emphasise the extent to which ICT can complement education in primary schools, in addition to secondary schools and higher education.

Accordingly, the entire *cursus studiorum* should more generally be considered as a priority in terms of the programme's objectives.

11. **E-twinning of European schools:** in line with the objectives adopted in the European Parliament's previous resolution on the initiative 'E-learning - Designing tomorrow's education' (A5-152/2001), the rapporteur wishes to stress that training teachers remains a priority within the programme. In addition, in the annex to the programme the Commission states (p. 25): *'This action line should facilitate school twinnings via the Internet, stimulating European schools to build pedagogical partnerships with schools elsewhere in Europe, fostering language learning and intercultural dialogue. The action will start with secondary schools; extension to other school levels may be considered in the future.'* In fact, it has been clearly shown that ICT can be highly effective in complementing primary education.

12. **Training for teachers:** on average, 90% of primary schools, 98% of secondary schools

and 99% of vocational and technical schools in the Member States were connected to the Internet in 2002. However, only 39% of primary school teachers, 50% of secondary school teachers and 58% of teachers in vocational and technical schools used the Internet as a teaching instrument.

These averages actually conceal dramatic differences between Member States: while the rates of Internet use for teaching purposes in Denmark, for instance, are 70% (primary schools), 81% (secondary schools) and 92% (vocational and technical schools), in Greece the corresponding figures are 7%, 11% and 6%.

These figures, which are clear enough in themselves, point to two conclusions: the first concerns the use of the Internet as a teaching tool. It is not just a matter of the availability of infrastructure or educational equipment; sometimes the problem concerns the training of teachers and educational organisation. The second conclusion concerns the use of technological resources as an instrument of comparison for didactic purposes. The goal can really become that of exchanging methodological and didactic 'good practice' between teachers in various Member States, or the start-up of 'virtual training rooms' for training targeted at teachers who need to update their own professional skills.

For these reasons the rapporteur considers that the Commission proposal should give greater weight to finding the most effective ways for teachers to integrate use of the Internet into their teaching and to encourage the dissemination of 'good practice' in this sector.

FINANCIAL STATEMENT*

* to be attached to the draft report, in accordance with Rule 159(3)(c) of the Rules of Procedure (only if the financial framework proposed differs from the Commission proposal)

Report: A5-0000/2003

Rapporteur: Mario MAURO

1. DESCRIPTION

1.1. Title of action: *Multi-annual programme for the effective integration of Information and Communication Technologies (ICT) in education and training systems in Europe - eLearning Programme*

1.2. Policy area(s): *Education and vocational training*
Activit(y/ies):

1.3 ABB nomenclature (traditional nomenclature)

ABB nomenclature not available. New budget lines B3-1008 & B3-1008A

2. OVERALL FIGURES

2.1. Period of application:

2004 - 2006

2.2. Global cost and multiannual programming:

(Financial intervention + technical assistance + human resources)

€ million

| | 2004 | 2005 | 2006 | 2007 | 2008 | Total |
|-------------|--------|--------|--------|-------|-------|--------|
| Commitments | 18,257 | 19,757 | 21,258 | | | 59,272 |
| Payments | 12,128 | 17,450 | 20,212 | 7,459 | 2,022 | 59,272 |

3. COMPATIBILITY WITH FINANCIAL PROGRAMMING AND FINANCIAL PERSPECTIVE

Version compatibility

Version partial incompatibility

Version total incompatibility

4. FINANCIAL IMPACT

Commitments (in € million)

| Breakdown | 2004 | 2005 | 2006 | 2007 | 2008 | Total |
|-------------------|---------------|---------------|---------------|------|------|-------------|
| Action 1 | 1,436 | 1,822 | 2,142 | | | 5,4 |
| Action 2 | 5,014 | 5,400 | 5,786 | | | 16,2 |
| Action 3 | 6,983 | 7,200 | 7,462 | | | 21,6 |
| Action 4 | 1,757 | 1,757 | 1,887 | | | 5,4 |
| Action 5 | 1,796 | 1,796 | 1,809 | | | 5,4 |
| Action 6 | | | | | | |
| Action 7 | | | | | | |
| New Action | | | | | | |
| TOTAL | 16,941 | 17,975 | 19,086 | | | 54,0 |

19 February 2003

OPINION OF THE COMMITTEE ON BUDGETS

for the Committee on Culture, Youth, Education, the Media and Sport

on the proposal for a European Parliament and Council decision on adopting a multi-annual programme (2004-2006) for the effective integration of Information and Communication Technologies (ICT) in education and training systems in Europe (eLearning Programme) (COM(2002) 751 – C5-0630/2002 – 2002/0303(COD))

Draftsman: Terence Wynn

PROCEDURE

The Committee on Budgets appointed draftsman at its meeting of 11 February 2003.

It considered the draft opinion at its meeting of 19 February 2003.

At the latter meeting it adopted the following amendments unanimously.

The following were present for the vote: Terence Wynn, chairman and draftsman; Reimer Böge, vice-chairman; Anne Elisabet Jensen, vice-chairman; Franz Turchi, vice-chairman; Kathalijne Maria Buitenweg, Joan Colom i Naval, Den Dover, Göran Färm, Markus Ferber, Salvador Garriga Polledo, Anne-Karin Glase (for Ioannis Averoff), Jutta D. Haug, María Esther Herranz García, Constanze Angela Krehl, Armin Laschet (for James E.M. Elles), Jan Mulder, Juan Andrés Naranjo Escobar, Joaquim Píscarreta, Giovanni Pittella, Esko Olavi Seppänen (for Francis Wurtz), Kyösti Tapio Virrankoski and Ralf Walter.

SHORT JUSTIFICATION

1. Background

On the eve of the European Council held in Lisbon on 23-24 March 2000 on "A Europe of Innovation and Knowledge", the Commission announced the launch of E-Learning, as part of the E-Europe initiative.

At that moment the Commission affirmed that the main objectives of E-Learning were:

- 1) to contribute to equipping schools with multimedia computers,
- 2) to train teachers in digital technologies,
- 3) to develop European educational services and software, and
- 4) to speed up the networking of schools and teachers.

On 15 May 2001, the European Parliament adopted a Resolution (A5-152/2001) on the Communication "Designing tomorrow's education" (COM(2000) 318), in which it called on the Commission, among other things, to

- 1) create a task force in order to guarantee integrated implementation of the E-Learning action plan, consistent with other European programmes such as Socrates, the structural funds, and the Research Framework programmes;
- 2) provide a legal base to establish a new E-Learning programme;
- 3) concentrate the limited resources provided by the European Union Budget according to a defined scale of priorities.

It must be stressed that the adoption of a programme on elearning is definitely an important achievement for Parliament.

The Commission's proposal foresees 5 specific objectives (art. 2) concerning E-Learning actions related to:

- a) personal development, social cohesion, inter-cultural dialogue, fighting the digital divide;
- b) lifelong learning
- c) the European dimension in education
- d) co-ordination within and between European and national actions
- e) improvement of quality of products and services

There are 4 areas of intervention indicated in the Commission's proposal (art. 3):

- a) fighting the digital divide
- b) European virtual campus
- c) E-twinning European schools
- d) transversal actions

2. Budget remarks

In 2001, with the full support of the Budgets Committee, Parliament approved a new budget allocation as a "preparation action", as foreseen by article 33 of the IIA of 6 May 1999, in order to implement the E-Learning action plan. This support was renewed in 2002, and for the 2003 budget (Line B3-1000 ABB 15020201 Preparatory cooperation measures in the fields of education and youth policy).

The Commission's proposal foresees a financial envelope of € 36 million for the period 2004-2006, of which € 4 million are foreseen for technical and administrative assistance and support expenditure. The scheduled estimate of commitment on expenditure for a new budget line (B3 - 1008) is as follows:

Commission proposal financial intervention and support expenditure (CA)

million €

| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | TOTAL |
|----------------------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Commission proposal | | | | 11,000 | 12,000 | 13,000 | 36,000 |
| <i>Preparatory action*</i> | <i>6,000</i> | <i>17,100</i> | <i>19,000</i> | | | | |

* of which about 80% for elearning

The Commission's proposal is compatible with heading 3 of financial perspectives. Nevertheless, it is quite deceiving that the per year amount indicated in the Commission proposal is less important than that already allocated in 2002 and 2003.

Although the areas of intervention are all important and reproduce, more or less, indications already contained in Parliament's 2001 Resolution, it would seem that, at the moment of defining a new legislative programme on a legal base and with a modest allocation, there is a risk that the scope of the Programme is too wide when compared with the financial availability.

The responsible committee could perhaps, taking into account this problem, propose an increase in the global amount and/or concentrate the resources from the EU budget according to its main priorities.

AMENDMENT TO THE LEGISLATIVE RESOLUTION

Amendment 1

[The European Parliament]

Considers that the financial statement [of the Commission proposal as modified and] attached to the current report is compatible with the ceiling of heading [3] of the Financial Perspective without restricting existing policies.

Justification:

The financial statement of this programme entails expenditure under the ceiling of heading 3 of the FP. According to the common declaration of 20 July 2000, the budgetary authority is entitled to evaluate the compatibility of new proposals with the expenditure ceilings in place

AMENDMENTS

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

Text proposed by the Commission¹

Amendments by Parliament

Amendment 2
Recital 9a new

The level of appropriations allocated to the preparatory action by the Budgetary Authority should be maintained in order to ensure the continuation of the action, in accordance with political priorities

Justification

The financial support decided by the BA over the past years reflects its political priority and therefore should not be reduced in the new legal basis. Moreover, the administrative structure set up by the Commission to implement the preparatory action with 17 million a year should be continued in the spirit of article 33 of the IIA and of the Common declaration of 20 July which defines the reference of « existing policies » for establishing the financial programming.

¹ Not yet published in OJ..

Amendment 3
Article 1, para 2

2. This programme shall be implemented over a period starting on 1 January 2004 and ending on 31 December 2006.

2. This programme shall be implemented over a period starting on 1 January 2004 and ending on 31 December 2006 ***on the same financial and administrative basis as the one set up for the preparatory action, in accordance with the common declaration of 20 July 2000.***

Justification

Refer to Amendment No 1

Amendment 4
Article 6, para 1

1. The Commission shall be assisted by a Committee composed of representatives of the Member States and chaired by the representative of the Commission.

The Commission shall be assisted by ***an advisory Committee*** composed of ***one representative per*** Member State and chaired by the representative of the Commission.

Justification

This is COBU's usual position on comitology.

Amendment 5
Article 13, para 3a) new

3. The Commission shall submit to the European Parliament, the Council, the Economic and Social Committee and the

3. The Commission shall submit to ***the Committee referred to in Article 6 and also to*** the European Parliament, the

Committee of the Regions:

(b) an ex-post evaluation report by **31 December 2007**.

Council, the Economic and Social Committee and the Committee of the Regions:.

(b) an ex-post evaluation report by **end of June 2007**.

(ba) new Annually, when the Commission presents the Preliminary Draft Budget, it shall forward to the budgetary authority the results of quantitative and qualitative evaluation based on the annual implementation plan and on performance indicators

Justification

It is reasonable to expect a regular assessment on the progress made under this programme in order to justify any possible modification or a prolongation of the act, which in any case would presumably be subject to co-decision.