

Tuesday 15 May 2001

**European Parliament legislative resolution on the amended proposal for a European Parliament and Council decision establishing the list of priority substances in the field of water policy (COM(2000) 47 – COM(2001) 17 – C5-0079/2000 – C5-0021/2001 – 2000/0035(COD))**

(Codecision procedure: first reading)

*The European Parliament,*

- having regard to the Commission proposal to the European Parliament and the Council and the amended proposal (COM(2000) 47 and COM(2001) 17) <sup>(1)</sup>,
  - having regard to Article 251(2) and Article 175(1) of the EC Treaty, pursuant to which the Commission submitted the proposal and the amended proposal to Parliament (C5-0079/2000 – C5-0021/2001),
  - having regard to Rule 67 of its Rules of Procedure,
  - having regard to the report of the Committee on the Environment, Public Health and Consumer Policy and the opinions of the Committee on Agriculture and Rural Development and the Committee on Legal Affairs and the Internal Market (A5-0135/2001),
1. Approves the Commission proposal as amended;
  2. Asks to be consulted 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.

<sup>(1)</sup> OJ C 177 E, 27.6.2000, p. 74, and OJ C ...

## **16. Promoting innovation with new technologies**

**A5-0299/2000**

**European Parliament resolution on the report from the Commission to the Council and the European Parliament on 'Designing tomorrow's education: promoting innovation with new technologies' (COM(2000) 23 – C5-0147/2000 – 2000/2090(COS))**

*The European Parliament,*

- having regard to the Commission report (COM(2000) 23 – C5-0147/2000),
- having regard to Articles 126 and 127 of the EC Treaty,
- having regard to the Commission communication: e-Learning-Designing tomorrow's education (COM(2000) 318),
- having regard to its resolution of 10 October 1985 on new technologies and the school systems in the European Community: work programme for the period 1985 to 1987 <sup>(1)</sup>,
- having regard to its resolution of 11 November 1986 on education and training in new technologies <sup>(2)</sup>,
- having regard to its resolution of 13 March 1997 on the information society, culture and education <sup>(3)</sup>,
- having regard to the conclusions of the Lisbon European Council meeting of 23 and 24 March 2000 on the transition to a competitive, dynamic and knowledge-based economy,

<sup>(1)</sup> OJ C 288, 11.11.1985, p. 128.

<sup>(2)</sup> OJ C 322, 15.12.1986, p. 55.

<sup>(3)</sup> OJ C 115, 14.04.1997, p. 151.

**Tuesday 15 May 2001**

- having regard to the conclusions of the Santa Maria da Feira European Council meeting of 19 and 20 June 2000 on the follow-up to the Lisbon European Council meeting,
  - having regard to Rule 47(1) of its Rules of Procedure,
  - having regard to the report of the Committee on Culture, Youth, Education, the Media and Sport and the opinions of the Committee on Industry, External Trade, Research and Energy, the Committee on Employment and Social Affairs and the Committee on Women's Rights and Equal Opportunities (A5-0299/2000),
- A. whereas we are now living in an information society, which is an inescapable reality and is in constant development, and in which new technologies have an increasingly influential role,
- B. whereas the Lisbon European Council concluded that every citizen must be equipped with the skills needed to live and work in the existing and future information society; whereas it is particularly important to ensure that the education sector has the resources it requires to enable young people to master the new knowledge and communication tools and to adjust to the extremely fast pace of technological change; whereas the eLearning initiative (an educational offshoot of the eEurope initiative) was introduced with this in mind,
- C. whereas the new link between information and communication technology (ICT) and the education sector forms part of a broader process which the Lisbon European Council described as the establishment of a 'learning society', based on the desire to ensure that every member of European society takes part in lifelong learning,
- D. whereas, regardless of the limits imposed by the principle of subsidiarity, citizens should be offered freely available services created by the European Union institutions and providing them with easier access to programmes, methods and content in the field of information and communication technologies,
- E. whereas there is a genuine consensus among the Member States as to the vital need to ensure that all educational establishments in Europe are given access to new technologies (in view of the wide range of opportunities which they offer) and to ensure the spread – and, thereby, a genuine democratisation – of the 'digital culture',
- F. whereas Europe is lagging some way behind the United States in terms of the use of ICT in educational establishments; whereas in today's society it is essential for every European citizen to have a basic understanding of new technologies so as to ensure that Europe can remain competitive and continue to innovate in the future and thereby retain its position as a leading world power,
- G. whereas the development of ICT should cover all aspects, including hardware, software and quality content indicators,
- H. whereas, although it was originally based mainly on economic and agricultural concerns, the European Union can no longer focus exclusively on such matters and must now initiate a drive towards a Europe based on knowledge, culture and values; whereas, in general, the concept of European citizenship has yet to be given concrete form and the best way of doing so is to give the education sector more of a European dimension,
- I. whereas new technologies have many advantages and offer new educational benefits which can be used to fill in the gaps left by traditional methods of learning; whereas those technologies must be used to complement traditional methods rather than clash with them,
- J. whereas, if optimum use is to be made of new technologies in education, students must be taught how to search for and manage content ('being taught how to learn'), rather than memorising it,
- K. whereas ICT are instruments or supports and must be supplemented by policies on the content, uses and quality of education, whose management should be the responsibility of the authorities or the educational establishments,

Tuesday 15 May 2001

- L. whereas information and communication technology can help to improve teaching and training since it can be used continuously and repeatedly, at the user's own pace, and encourages an interactive approach and active learning, which is based on curiosity, discovery and experimentation; whereas above all it makes educational establishments more open to the outside world by fostering a desire to learn foreign languages and building bridges between what is happening in school and what is happening outside, including in other countries (networks for the exchange of information with museums, libraries, research institutes or other schools),
- M. whereas new technologies can be of great help to people with handicaps or learning difficulties; whereas modern technology can enable certain people (such as the children of itinerant workers, the inhabitants of remote areas and the elderly), for whom full-time attendance at traditional educational establishments is impossible, to train and learn on a regular basis,
- N. whereas equal access to new technologies must be ensured in accordance with the principle of fairness, so that no one is deprived of information and knowledge; whereas, on the contrary, new technologies should help to strengthen social cohesion,
- O. whereas the introduction of new technologies in schools provides the education sector with an opportunity to adjust to the realities and needs of the labour market and thus to provide young people with an education that will be of use to them both in their daily lives and in their future professional life,
- P. whereas equipping schools with computers is not an end to itself and whereas a computer is first and foremost a tool – a teaching aid – and therefore cannot take the place of, or even compete with, the special relationship that exists between pupils and teachers and which is based on physical presence and dialogue,
- Q. whereas the ultimate goal of education is to pass on knowledge and know-how that will enable students to become genuinely independent; whereas this applies in particular to the use of new technologies; whereas the presence and guidance of qualified staff who receive specialised, extensive and constantly updated training is required in order to ensure that the use of new technologies for educational purposes is beneficial,
- R. whereas, owing to the wide range of opportunities provided by new technologies and the boundless information available on the Internet, the effectiveness of using ICT in the education sector can only be maximised if the equipment and content made available are reliable and relevant and the necessary preparatory work has been carried out beforehand,
- S. whereas the introduction of ICT affords an opportunity for Member States to conduct an overall review of the education process (curricula, school timetables, the methods used to test knowledge, etc.), with particular reference to priorities and resources,
- T. whereas the information society entails both risks and major opportunities which call for the establishment of a specific regulatory framework, particularly with a view to protecting minors against content which is not aimed at them,
1. Notes the Commission's report and the various causes for concern which it highlights, such as the fact that Europe is lagging behind the United States in terms of innovation and technological advance and that most educational establishments in the EU are still seriously under-equipped;
  2. Calls on the Commission and the Member States to make further efforts to bridge the gulf between the European Union and United States regarding the use and command of IT in education and business;
  3. Welcomes the recommendations in the Commission's report on designing tomorrow's education and promoting innovation with new technologies, especially as regards promoting innovation, developing quality on the supply side, and strengthening social cohesion;
  4. Welcomes the progress made in the Member States' national action plans for introducing information and communication technology (ICT) in schools;

**Tuesday 15 May 2001**

5. Notes that in the employment policy guidelines for 2000 the Member States adopted the objective of equipping their schools with computers and facilitating Internet access by the end of 2002; calls on Member States to define these general objectives by means of practical quantitative and qualitative indicators;
6. Welcomes the stress placed by the Commission on the vital need to promote and foster linguistic and cultural diversity when new technologies are introduced into schools, so as to avoid a situation in which some languages hold sway over others, given that genuine equality between official languages is one of the founding principles of the Union;
7. Welcomes the Council's and Commission's recent initiatives to promote ICT in schools and urges the Commission to monitor closely the effectiveness of the relevant measures, the progress made and the generalisation of best practice;
8. Asks the Commission and the Member States to ensure that women and men have universal access to new technologies, with lower access charges, greater cost efficiency and improved diversity and quality of services, since it is essential to preserve the original features of each country and to reduce disparities in access to ICT while promoting European content and access to it;
9. Notes that there is a wide disparity among the Member States as regards their capacities for exploiting new technologies in schools and their opportunities to do so, and that an effort must be made to reduce, and even eliminate, the disparity in this area;
10. Calls on the Commission to ensure that women and men have equal access to general and vocational training leading to careers in the information society;
11. Observes that in order to create a socially just information society, access to information and communications technologies should be open to citizens of all socio-economic strata and age groups; calls on Member States and the Commission, in this connection:
  - to promote measures to facilitate access to information and communications technologies for all pupils, including outside regular education;
  - to promote exchanges of know-how concerning how to use ICT between pupils and parents;
  - in developing teaching software, to devote special attention to the specific needs of children with learning difficulties or disabilities;
12. Deplores the fact that the Commission's report considers education solely from the traditional angle of children and young people learning in educational establishments, thereby ignoring the essential role played by lifelong learning, which is aimed at adults and all those outside the traditional learning environment who wish to acquire knowledge and receive training and which is wholly in keeping with the goal set by the Lisbon European Council of establishing a 'learning society';
13. Calls for new technologies to be made available to all citizens, including those no longer of school age and no longer on the labour market, through the creation of 'electronic communication centres' situated in local authority areas in every region of Europe;
14. Notes the Commission recommendation that points to the regrettable lack of studies conducted on the use made of ICT in schools, and calls therefore on the relevant bodies to develop and use accurate and appropriate indicators which enable actual practice to be thoroughly assessed and monitored;
15. Calls on the Commission to set the immediate objective of defining the scientific correlation between information and communication technologies and school results by commissioning studies and taking any effective action so that the investment made produces measurable results;

Tuesday 15 May 2001

16. Stresses that the necessary introduction of ICT into the school system must not lead to information overload, that it should be combined with pupils' need for free time and the cultivation of imagination and creativity, and should take account in every way of the psychological aspects of their age and help develop communication within the school group;
17. Calls on the Commission to include the training of teachers in the use of ICT as one of the priority areas in the programmes on lifelong training financed from the Structural Funds;
18. Proposes that educational and teaching systems should be promoted not only through public funds but also through private investment in new technologies in order to speed up the introduction of these new systems;
19. Calls on the Commission, with due regard for the principle of subsidiarity, to assist Member States with implementation of the eLearning initiative and, inter alia, to make their work easier by means of a network for the exchange of experience between Member States;
20. Calls on the Commission to put forward a plan for making optimum use of public investment in ICT; this plan should cover the problems associated with digital libraries and public points of access to digital media with a view to reducing inequalities and better serving the public interest and the interests of European citizens;
21. Points out that a quarter of the jobs created in the 1990s related to activities associated with the information society and that this trend on the employment market has persisted; consequently students need to be properly prepared for a labour market dominated by new technologies;
22. Calls for substantial investment in the education sector so it will be possible to respond to rapid change in the area of new technology;
23. Requests that the Commission, in order to show its support for the Bologna agreements on the creation of a university area of knowledge, should promote joint programmes for the development of ICT, in order to encourage partnerships between different universities to disseminate common knowledge and the voluntary award of the same qualifications;
24. Calls on the Commission to develop programmes to encourage knowledge mobility, scientific and technical cooperation, and technology transfer, and to promote the convergence of ICT languages and supports;
25. Calls on the Commission, together with the Member States, to make use of Community instruments and programmes in pursuing the jointly established goals; the Member States are therefore encouraged to use their Structural Fund allocations for the purpose of equipping schools with computer facilities and training teachers, while a contribution from the educational, cultural and research programmes could be envisaged;
26. Calls on the European Union and the Member States to encourage training in the new technology sectors and to give businesses adequate technical and financial support to deal with the rapid change in the ICT field, including in particular SMEs, micro-businesses and independent skilled workers, as called for by the Multiannual Programme for Enterprise and Entrepreneurship (2001-2005);
27. Stresses the importance of encouraging ICT in education as well as in business so as to meet the challenges of the new economy, combat social exclusion and enable certain regions of the European Union to catch up in their economic development;
28. Points out that ICT can create a transnational social and economic area, a factor that must be taken into account in economic, social, education, training and work policies;
29. Calls on the Council and the Commission to set up state or public information and communication networks for education to ensure that there are technological infrastructures;

**Tuesday 15 May 2001**

30. Calls on the Commission and Council, in accordance with Article 158 (ex Article 130a) of the Treaty, which lays down the objective of 'reducing disparities between the levels of development of the various regions and the backwardness of the least favoured regions or islands, including rural areas', to introduce a programme financed from the Structural Funds setting up a European educational network of information and communication technologies, which public and private educational centres can join voluntarily, in order to create public networks of information and communication infrastructures;
31. Recommends that the Commission undertake a survey of the ICT equipment and how it is used for teaching purposes in the various countries, as this is the only way to complement and allocate aid for learning in information and communication technologies;
32. Calls on the Member States to make the provision of basic and, in particular, continuing training in new technologies compulsory for teachers and future teachers (which is not currently the case in over half the countries of Europe), so as to ensure that all teachers have the skills they require to use new technologies for teaching purposes while taking a critical approach to them, in particular the Internet (teaching young people to distinguish between information and advertising, between fiction and reality, between the virtual and the real, etc.);
33. Encourages the Member States to implement priority measures for less-favoured areas and vulnerable or disadvantaged groups (such as women, the elderly, minorities, the disabled and the low-skilled), involving the provision of carefully targeted assistance aimed at enabling them to attain satisfactory skills levels and ensuring that resources are allocated more effectively;
34. Calls on the Member States to promote the conversion of teaching and training centres into centres for acquiring knowledge that are versatile and accessible to all, as recommended in the conclusions of the Lisbon European Council, and to encourage libraries to play to the full their key role in providing universal access to networks and multimedia content;
35. Requests that the Council and Commission, in the interests of all those who wish to pursue learning in Europe, whatever their nationality and status, develop minimum quantity and quality indicators relating to minimum hardware and software requirements, and the quality and appropriateness of content;
36. Calls for the education sector itself to focus on teaching systems, using new technologies and quality content, as a basis for learning and knowledge;
37. Calls on the Commission to support the production and dissemination of high-quality educational software under the Community programmes relating to research and training and further training;
38. Urges the Member States to foster the establishment of links between educational establishments and social bodies and firms with a view to the joint development of relevant, high-quality software which meets the real needs of learners and can be used effectively in continuous learning, while taking care to ensure that such a partnership does not undermine the objectiveness and reliability of the content;
39. Stresses that the introduction of ICT should not only be a process emanating 'from above', but should take place in interaction with society owing to the extremely wide range of circumstances and the complexity of the problems involved; considers, therefore, that parents associations, teachers, psychologists, etc. should be encouraged to take part in that process;
40. Stresses that, while the Member States have set up varying strategies and policies seeking to promote the dissemination of new technologies in education, and training in their use, cooperation among themselves and with the European Union remains an essential precondition for their success;
41. Calls on the Member States to give tax incentives to suppliers of multimedia equipment and services who offer special rates to educational establishments;

Tuesday 15 May 2001

42. Welcomes the Commission's intention to promote fast Internet access for students, and hopes that it will make an effort to promote coordination with the European Research Area;
43. Calls on the Member States to take action to bring down telecommunications prices, with particular reference to the cost of Internet access, as recommended by the Santa Maria da Feira European Council;
44. Calls on the Community's financial bodies, such as the European Investment Bank (EIB), to contribute to the efforts being made by the Member States to provide equipment and training;
45. Considers that the problem of adapting schools to the extremely rapid advances and changes in ICT should be studied in the light of budget, technological infrastructure and educational continuity;
46. Instructs its President to forward this resolution to the Commission and Council and the governments and parliaments of the Member States.

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## 17. Teaching and learning – Towards the learning society

**A5-0302/2000**

**European Parliament resolution on the Commission report Implementation of the White Paper 'Teaching and learning – Towards the learning society' (COM(1999) 750 – C5-0145/2000 – 2000/2088(COS))**

*The European Parliament,*

- having regard to the Commission report (COM(1999) 750 – C5-0145/2000),
  - having regard to Article 149(4) and Article 150(4) of the EC Treaty,
  - having regard to its resolution of 12 March 1997 on the Commission's White Paper on education and training 'Teaching and learning – towards the learning society' <sup>(1)</sup>,
  - having regard to its resolution of 13 May 1998 on the communication from the Commission 'Towards a Europe of Knowledge' <sup>(2)</sup>,
  - having regard to the conclusions of the Lisbon European Council of 23-24 March 2000;
  - having regard to Rule 47(1) of its Rules of Procedure,
  - having regard to the report of the Committee on Culture, Youth, Education, the Media and Sport and the opinions of the Committee on Industry, External Trade, Research and Energy and the Committee on Employment and Social Affairs (A5-0302/2000),
- A. whereas the emergence of the knowledge society and economy has underlined the link between education and training and economic growth,
- B. whereas the purpose of the Commission's efforts in the education sector should be to promote access to knowledge and contribute to equality of opportunity, as well as to create a favourable environment for innovation and employment and to increase the European Union's competitiveness by bringing educational institutions closer to the world of work,
- C. whereas a necessity of the single market is a flexible labour force with students, young people and adult workers adequately prepared and advised to meet the labour needs across the single market,
- D. whereas the risk of social exclusion is being increased by the new technologies, with the result that the gulf between those with and those without qualifications is constantly widening,

<sup>(1)</sup> OJ C 115, 14.4.1997, p. 85.

<sup>(2)</sup> OJ C 167, 1.6.1998, p. 136.