

COMMISSION OF THE EUROPEAN COMMUNITIES

COM(94) 264 final
Brussels, 07.09.1994
94/0199 (COD)

Proposal for a
EUROPEAN PARLIAMENT AND COUNCIL DECISION
establishing 1996 as the European Year of Lifelong Learning

(presented by the Commission)

1. Background

A very sharp increase in the demand for education has been observed in the Member States in recent decades in both quantitative - particularly as regards higher education - and qualitative terms. There are many reasons for this:

- The recognition of a sound level of basic education as a fundamental right of the individual and, as a corollary, the need for broader access to education and training.
- The face of society is changing rapidly - lifestyles and behavioural patterns are changing, the needs of industry are changing in the wake of the introduction of new technologies and new patterns of work organization - and is generating the need for parallel changes in education systems in order to tailor them to the new requirements of society.
- The Member States have realized the increasing importance of the quality of human resources in economic and social development, and have accordingly given high priority to education and training through the adoption of new legal or statutory provisions and a significant increase in the resources allocated to education and training.
- The prospect of lifelong education and training is steadily emerging as an invaluable instrument for adjusting to technological and social changes.

The adoption of the White Paper on Growth, Competitiveness and Employment echoes this acknowledgment within the European Union: education and training are strategically important for the emergence of a new model of economic and social development which respects the environment and which will be based on knowledge and know-how, will secure the competitiveness of the European economy for the future and will make it possible to make better use of technological advances in creating more and more rewarding jobs and better use of the leisure time generated by these advances.

2. The present situation

The present situation is characterized by the following aspects which are important as regards trends in education and training systems:

- After a period during which the thrust of national reform was directed at the structures of education and training systems and curricula, Member States are laying particular emphasis on the capacity for innovation which exists within schools, firms, regional or local authorities. It is indeed at this level that lie the solutions to the specific needs of a given environment: heterogeneousness of pupils and persons being trained; pupils with specific needs; answers to demand arising from factors to do with local development, employment area, the retraining of certain categories of workers, the adaptation to new work organization configurations, the return to employment after a period of inactivity, etc.

- This concern to improve the quality of education and training is taking place in a context of high unemployment which erodes the confidence of those affected in the point of preparation for working life and occupational integration, even if, as the White Paper stresses: "... all other things being equal, it is the countries with the highest levels of general education and training ... which are the least affected by the problems of competitiveness and employment".
- The Treaty on European Union has consolidated and built on Community action in the area of education and training by providing a new base for European cooperation programmes. It is on this base that the Commission has proposed two new programmes, LEONARDO DA VINCI and SOCRATES. These programmes use the achievements of previous programmes as regards exchanges and mobility and expand the range of cooperation between Member States particularly as regards primary and secondary education, and seek to achieve a greater degree of rationalization of action undertaken and organizational and financial arrangements. Arrangements as regards mobility and right of stay also contribute to the emergence of a European area of education and training which the public must be made more aware of.
- Since the second reform of the structural Funds in 1993 the Community has stepped up its action in the field of education and vocational training with support from these Funds, inter alia through the Community initiatives EMPLOYMENT and ADAPT.

3. The underlying reasons for a promotional drive at European level

Europe is faced with a situation in which its success in terms of economic growth is not matched by an equal capacity to create jobs. In response to this situation, the White Paper proposes a strategy based on a healthy, decentralized and competitive economy anchored by solidarity. The vectors of this collective strategy, education and training approached through the theme of lifelong learning, will enable constant renewal of employment opportunities and will make it easier to keep abreast of technological change.

This strategy, i.e. placing faith in high quality human capital and in the quest for both technological and organizational innovation, implies on the part of the general public an awareness of the opportunities and the benefits but also of the constraints they involve. It implies, thus, a special effort to raise awareness among the general European public which could be based on Community action on education and training (SOCRATES AND LEONARDO programmes) which take over from programmes under way, actions financed from the structural Funds such as the Community initiatives ADAPT and EMPLOYMENT and legislative measures in the field of recognition of vocational training qualifications.

The proclamation of a European Year of Lifelong Learning in 1996 will provide a promotional framework for the action undertaken within the European Union. This will make it possible to get through to a much wider public than that directly affected by such action and the impact in terms of awareness creation will be greater than would be possible through individual actions undertaken by the Member States themselves.

4. Objectives

The objectives of the European Year of Lifelong Learning are to:

- make the European public aware of the importance of lifelong learning as a key factor in the personal development of individuals and for a European model of competitiveness and growth which is employment-intensive;
- foster better cooperation at all levels between education and training structures and the business community, particularly the SMEs;
- help to establish a European area of education and training through the academic and vocational recognition of qualifications within the European Union and through the introduction of a European dimension in education and training;
- stress the importance of improving the equality of opportunities in access to education and training, particularly between men and women.

5. Contents

The actions implemented during this European Year, described in general terms in the Annex, will be designed mainly for the purposes of promotion, raising awareness or demonstration. They might, for instance, include:

- the design and use of a logo and one or more slogans;
- events presenting exemplary achievements in education and training;
- regional, national and European competitions in the areas of common interest;
- communication products (televised, multimedia or telematics) illustrating the priority themes of the Year;
- television programmes on themes such as lifelong learning.

The Commission intends to work in conjunction with the Member States, which presupposes close interworking with the bodies responsible for implementation appointed by the countries. The specific actions which can receive financial aid from the Community will be proposed by the Member State(s) involved and Community financing will be decided on by the Commission which will consult the Advisory Committee.

The Commission will bear the cost of and be responsible for the communication products at Community level, and for surveys and any other action it undertakes to fuel public debate and contribute to the subsequent assessment of the Year.

6. Timetable

Four major areas of activity are involved and these will to some extent overlap in time:

- creation of the legal basis: Commission proposal launched in September 1994, negotiations in autumn in order to arrive at the codecision envisaged in the first half of 1995;
- subject to a positive reception to the principle of this Year from the other institutions, establishment of the administrative structure within the Commission and in the Member States: autumn 1994 - spring 1995;
- selection and implementation of the communication projects: preparation in 1995, public launch in 1996;
- surveys and assessment: from 1995-97.

7. The control structure

The control structure proposed is as follows:

- An advisory committee to assist the Commission, which is responsible for the implementation of the decision.
- For each Member State, a body to select, coordinate and implement actions nationally.

Proposal for a
EUROPEAN PARLIAMENT AND COUNCIL DECISION

establishing 1996 as the European Year of Lifelong Learning

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Articles 126 and 127 thereof,

Having regard to the proposal from the Commission,

Having regard to the opinion of the Economic and Social Committee,

Having regard to the opinion of the Committee of the Regions,

Whereas changes in lifestyles and in individual and collective patterns of behaviour generate new education and training requirements;

Whereas changes in the production cycle as a result of the introduction of new technologies and new configurations of work organization imply radical changes in the knowledge and skills required of workers and entail an effort to favour the emergence of new jobs in order to bridge the widening gap between economic growth and the creation of jobs in Europe;

Whereas the continuing adaptation of education and training systems to these new requirements is of major strategic importance to Europe whose economic competitiveness and social model are based on knowledge and know-how;

Whereas the role of lifelong learning for the individual and the worker is becoming fundamental both in order to secure personal fulfilment and to enhance long-term employment prospects; and whereas the White Paper on Growth, Competitiveness and Employment stresses that education and training will undoubtedly play a crucial role in the renewal of growth, the recovery of competitiveness and the restoring of a socially acceptable level of employment;

Whereas the scale of unemployment affecting young people and adults bring risks of social upheaval and of scepticism as regards training, thus jeopardizing the confidence they should have in the concept of lifelong learning;

Whereas there should be exchanges of experience and information on what the Member States have achieved in their own countries, on the many regional and local initiatives undertaken, and on the work of the Council of Europe and other international organizations involved in education and training;

Whereas 1996 will be the year in which the Leonardo⁽¹⁾ and Socrates⁽²⁾ programmes, which constitute the second generation of Community education and training programmes, come into their own;

Whereas the structural Funds and the European Social Fund, and the Community initiatives which derive therefrom, particularly EMPLOYMENT and ADAPT, do much to enhance quality education and training;

Whereas there is a need to highlight the fundamental importance of education and training for the construction of a Europe which is economically competitive and socially anchored in solidarity and in the encouragement of individual fulfilment, through a series of activities and events concerted at European Union level under the banner of a European Year of Lifelong Learning, and thus achieve a greater impact than that achieved by existing Community programmes and which would not be feasible for actions undertaken singly by Member States,

HAVE DECIDED AS FOLLOWS:

Article 1

1. Actions to provide information on, create awareness of and promote lifelong learning shall be undertaken between 1 January 1995 and 31 December 1996.
2. 1996 shall be proclaimed the "European Year of Lifelong Learning".

Article 2

The objectives of the actions referred to in Article 1 are to:

1. make the European public aware of the importance of lifelong learning as a key factor in the personal development of individuals and for a European model of competitiveness and growth which is employment-intensive;
2. foster better cooperation at all levels between education and training structures and the business community, particularly small and medium-sized enterprises;
3. help to establish a European area of education and training through the academic and vocational recognition of qualifications within the European Union and through the introduction of a European dimension in education and training;
4. stress the contribution made by education and training to the equality of opportunities - and thus the importance of this equality, particularly between men and women - in access to education and training.

(1) Council Decision / /EC; OJ No L

(2) European Parliament and Council Decision .../.../EC; OJ No L

Article 3

1. The actions referred to in Article 1 shall include general or theme-based events, the preparation and dissemination of communication products, and studies and surveys.
2. The criteria, procedures and arrangements for the selection and financing of actions are set out in the Annex.

Article 4

The Commission shall be responsible for the implementation of this Decision.

The Commission shall be assisted by a committee of an advisory nature composed of one representative from each Member State and chaired by the Commission representative.

The representative of the Commission shall submit to the committee a draft of the measures to be taken. The committee shall deliver its opinion on the draft within a time limit which the chairman may lay down according to the urgency of the matter, if necessary by taking a vote.

The opinion shall be recorded in the minutes; in addition, each Member State shall have the right to ask to have its position recorded in the minutes.

The Commission shall take the utmost account of the opinion delivered by the committee. It shall inform the committee of the manner in which its opinion has been taken into account.

Article 5

Decisions on financial support to be awarded by the Community for actions proposed by Member States shall be taken by the Commission in accordance with the procedure set out in Article 4.

Article 6

1. Each Member State shall designate a body to be responsible for the selection, coordination and implementation nationally of the actions provided for in this Decision.
2. Applications for financial support for the actions provided for in Section II.B of the Annex shall be submitted to the Commission by the Member States concerned.

Article 7

The Commission shall submit, by 31 December 1997 at the latest, a report to the European Parliament, to the Council, to the Economic and Social Committee, and to the Committee of the Regions on the implementation, results and overall assessment of the actions provided for in this Decision and shall propose follow-up arrangements.

Done at Brussels,

For the European Parliament
The President

For the Council
The President

I. General

1. Objectives and grounds for the action

The action follows up the White Paper on growth, competitiveness and employment submitted by the Commission to the Brussels European Council in December 1993, in which it is recommended that the Commission should "set firmly and clearly the essential requirements and the long-term objectives for measures and policies" in the areas of education and training, and that "one way of sending an important signal and creating added awareness in this area would be announce and organize a "European Year of Lifelong Learning".

2. Themes

Activities and events undertaken as part of the European Year of Lifelong Learning will focus on the objectives described in Article 2, viz. the development, generalization and systematization of continuing education and training, the importance of cooperation between education and training structures and the business community, the potential of a European education and training area in the context of mobility of people receiving training and of workers, the need to ensure better access to education and training actions - particularly from the point of view of equal opportunities for men and women.

3. Criteria

Priority in the selection of the actions mentioned in Section II will go to those which offer a practical demonstration of the advantages of education and training for individuals, firms and regional development alike; those highlighting education and training actions as part of a lifelong learning approach; those based on Community action on education and training; and those which show the contribution made by transnational cooperation.

II. Contents

A. Actions wholly financed out of the Community budget

1. (a) Organization of European conferences on the abovementioned themes to launch and close the European Year.
- (b) Organization of meetings in the Member States in order to stress the contribution made by the European Union to the abovementioned themes.
2. Community-wide information and promotional campaigns involving:
 - (a) the designing of a logo and a slogan for the European Year of Lifelong Learning;

- (b) preparation of communication products, e.g. video clips describing innovatory experiences in education and training; multimedia points at fairs and exhibitions; brochures and leaflets; packages (texts, pictures, graphs, diagrams, etc.) to facilitate organization of local and regional conferences and seminars around the Year's four themes; interactive systems (CD-ROM, CD-I or telematics) to complement printed material; in addition to raising awareness these products will help to improve access by a wider public to information on the vocational recognition of qualifications, on the conditions of access to higher education in the Union, and on the projects supported by the different Community programmes and initiatives;
 - (c) the use of the major public (television, radio, press) and specialized media (educational TV channels, specialized press) for events and promotional campaigns;
 - (d) organization of European competitions (e.g. for pupils, schools, companies or local authorities) highlighting tangible experiences and achievements on one of the Year's four themes, inter alia, in conjunction with business circles, the social partners and the world of education, particularly as regards access for workers to continuing education and training;
3. Organization of surveys, preparatory and ex-post assessment studies as a function of the target publics for each of the themes, one of the main points being to circumscribe more accurately the expectations of these different publics, including as regards the contribution of the Union.

B. Actions co-financed out of the Community budget

The actions proposed for the European Year by the national authorities could qualify for modulated financing out of the Community budget according to each case, up to a maximum of 50% of the cost. These actions could relate inter alia to:

- (a) national or regional events around the common themes established for the European Year;
- (b) providing information on and disseminating examples of good practice;
- (c) the organization of prizes and competitions at national or regional level.

C. Actions receiving no financial aid from the Community budget

Voluntary actions to be conducted by public or private operators, including authorization to use the logo and priority themes of the European Year in campaigns and events.

FINANCIAL STATEMENT

1 TITLE OF OPERATION

European Year of Lifelong Learning

2 BUDGET HEADING INVOLVED

B3-1008

3 LEGAL BASIS

Proposal for a decision of the European Parliament and the Council on a programme of action for the European Year of Lifelong Learning.

4 DESCRIPTION OF OPERATION

4.1 General objective

Chapter 7 of the White Paper on growth, competitiveness and employment submitted by the Commission to the Brussels European Council in December 1993 recommends that the Commission should "set firmly and clearly the essential requirements and the long-term objectives for measures and policies" in the areas of education and training. "One way of sending an important signal and creating added awareness in this area would be to announce and organize a "European year of education".

This would make it possible to:

- make the European public aware of the importance of lifelong learning as a key factor in the personal development of individuals and for a European model of competitiveness and growth which is employment intensive;
- foster better cooperation at all levels between between education and training structures and the business community, particularly the SMEs;
- help to establish a European area of education and training through the academic and vocational recognition of qualifications within the European Union and through the introduction of a European dimension in education and training;

- stress the importance of improving the equality of opportunities in access to education and training, particularly between men and women.

4.2 Period covered and arrangements for renewal or extension

Action limited in time to the preparation and organization of the event "European Year of Lifelong Learning".

5 CLASSIFICATION OF EXPENDITURE OR REVENUE

5.1 Compulsory/Non-compulsory expenditure

Non-compulsory expenditure.

5.2 Differentiated/Non-differentiated appropriations

Differentiated appropriations.

6 TYPE OF EXPENDITURE OR REVENUE

- Direct expenditure: purchase of communications goods and services.
- 100% subsidy: yes, on occasion.
- Subsidy for joint financing with other sources in the public and/or private sector. The Commission will play the main role in the preparation and organization of the actions envisaged, but in view of the political importance and the nature of the action it is important for genuine cooperation between itself, the Member States and the public and private players concerned to be achieved.

7 FINANCIAL IMPACT

7.1 Method of calculating total cost of operation (relationship between unit costs and total cost)

Some of the actions undertaken during the Year will be wholly financed from the Community budget, some will be jointly financed with public and private partners in the Member States, while others will receive no financial aid from the Community budget.

The first of these categories covers the creation of an immediately recognisable identity for the Year, material for the media and organizers, opening and closing conferences, and events highlighting the work performed by the Union in the field of education and training. The second category will cover actions targeted more specifically at the national,

regional or other publics in the Member States, the latter adapting the common themes of the Year to these publics. The third category essentially concerns the use of the logo, slogan or themes of the Year by public and private players to enhance the impact of the Year.

A. Actions wholly financed out of the Community budget

- A1. Organization of Community-level events:**
Symposia, conferences, and seminars, including the European Year opening and closing conferences.

Cost: ECU 1.5 million

- A2. Community-wide information and promotional campaigns involving:**

- the designing of a logo for the European Year of Lifelong Learning
- the use of the main general public media (TV, radio, magazines, dailies) and specialized media (education and training TV channels of the major public (television, radio, posters, periodicals and dail, posters in schools, universities, with local authorities, specialized press)
- publications
- organization of European competitions.

Cost: ECU 2.5 million

- A3. Preparatory surveys and assessment studies**

The Commission will conduct preparatory surveys and assessment studies as a function of the different target publics (young people, parents, educationalists and trainers).

Cost: ECU 0.5 million

B. Actions co-financed out of the Community budget

- B1. Organization of events (at schools, in firms, in town halls, public and other places where young people and adults gather)**

Cost: ECU 1.5 million

B2. Campaigns to provide information on and disseminate good practice. These campaigns will involve the production of leaflets, videos and other multimedia products and the organization of meetings and exchanges.

Cost: ECU 1.5 million

B3. Prizes and competitions

There will be prizes and competitions regionally and nationally, organized under the responsibility of the regional and national teams responsible. The themes of these prizes and competitions will be decided on by the Commission in conjunction with the committees.

Cost: ECU 0.5 million

C. Actions receiving no financial aid from the Community budget

Voluntary actions to be conducted by public and private operators, and including:

- use of the common logo and slogan for the European Year in publicity campaigns and events
- dissemination of information on the European Year in the media.

7.2 Itemised breakdown of costs

in million current ECUs

Breakdown	1995 Budget	1996 Budget	Total
A1 Conferences	0.3	1.2	1.5
A2 Promotion/publicity	1.5	1.0	2.5
A3 Surveys	0.3	0.2	0.5
B1 Events	0.2	1.3	1.5
B2 Information/dissemination	0.5	1.0	1.5
B3 Prizes and competitions	0.2	0.3	0.5
TOTAL	3.0	5.0	8.0

7.3 Indicative plan

	1995	1996	Total
Commitment appropriations	3.0	5.0	8.0
Payment appropriations			
1995	2.0		2.0
1996	1.0	3.3	4.3
1997		1.7	1.7
Total	3.0	5.0	8.0

8 FRAUD PREVENTION MEASURES; RESULTS OF MEASURES TAKEN

All contracts, agreements and legal commitments undertaken by the Commission allow for the possibility of spot checks by the Commission and the Court of Auditors. Moreover, the recipients of aid in respect of actions are bound by obligations of financial report and accounts which are analysed both from the point of view of contents and from the point of view of eligibility of expenditure in accordance with the objective of Community financing.

9 ELEMENTS OF COST-EFFECTIVENESS ANALYSIS

9.1 Specific and quantified objectives; target population

The objective of the European Year of Lifelong Learning is to make the broadest possible public aware of the vital importance to European society of questions relating to education and training; thus the potential target is the whole of this society in so far as the Year will focus on education and training. The action therefore will concern not only the players and recipients of education but also all players involved in training policies, including employees.

9.2 Grounds for the operation

The strongest arguments in favour come from the approach to the current economic and social problems set out in the White Paper "Growth, competitiveness, employment", which examines how to achieve a pattern of economic growth conducive to widespread job creation and to the preservation of the achievements of the existing European social model. The Commission proposes a strategy based on a healthy, decentralized and competitive economy anchored by solidarity. Education and training approached through the theme of lifelong learning, will enable constant

renewal of employment opportunities and will make it easier to keep abreast of technological change.

This strategy, i.e. placing faith in high quality human capital, implies on the part of the general public an awareness of the opportunities and the benefits but also of the constraints they involve. It implies thus a special effort to raise awareness among the general European public which could be based on Community action on education and training, actions financed from the structural Funds such as the Community initiatives ADAPT and EMPLOYMENT, and legislative measures in the field of recognition of vocational training qualifications.

A European Year of Lifelong Learning in 1996 will provide a promotional framework for the action undertaken within the European Union. This will make it possible to get through to a much wider public than that directly affected by such action and the impact in terms of awareness creation will be greater than would be possible through individual actions undertaken by the Member States themselves.

9.3 Monitoring and evaluation of the operation

- The ex-ante surveys conducted among adults, young people, teachers/trainers will make it possible to have a basis for the ex-post assessment which, in addition to measuring the size of the audience reached by the event, will include an analysis of changes in attitudes among the different players involved. In the field of education and training - and particularly as regards mainstream teaching and lifelong learning - a change in attitudes is a precondition for the modernisation of education and training systems both through reforms or through the dissemination of initiatives.
- The success of the operation will be assessed over the following 5-10 years by examining trends in actual practices followed by the players concerned. The general indicators established by the TFRH in the field of education and training will make it possible to monitor the changes.

9.4 Coherence with financial programming

New action introduced in the wake of the adoption of the White Paper.

10 ADMINISTRATIVE EXPENDITURE (PART A OF THE BUDGET)

No increase in the number of staff is envisaged for the purposes of this action.

ISSN 0254-1475

COM(94) 264 final

DOCUMENTS

EN

16

Catalogue number : CB-CO-94-407-EN-C

ISBN 92-77-80567-6

Office for Official Publications of the European Communities
L-2985 Luxembourg