



Directorate-General for Education and Culture

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Lifelong learning





Shopping around for goods and services in the EU gets easier all the time, thanks to the advent of the e-economy, the single European market and, from next year, the switch-over to the single currency in the euro zone. At the same time, new Europe-wide employment markets are emerging, driven by technological change and globalisation. Yet looking for education and training opportunities, jobs and career development abroad is still too often an obstacle course.

The Commission has recently adopted a strategy to open up pan-European labour markets by 2005, backed by a policy aimed at removing barriers to mobility, raising skill levels and creating a real 'single market' for the talents of both individuals and businesses. This is not due to a belated realisation that people are more than mere consumers – the chance to work in another Member State has been a right since the Treaty of Rome. The initiative derives from the accumulated experience of tackling mobility problems, from the status of students and trainees abroad to the recognition of qualifications, acquired through programmes managed by the Commission on a decentralised basis.

These programmes, such as Socrates – which will record its millionth Erasmus student this year – Leonardo da Vinci and European Voluntary Service, have laid the groundwork for the generalisation of mobility and the acquisition of modern work skills at European level. This can now be built on, in a context of lifelong learning that sets great challenges to our traditional education and training systems. Significantly, mobility in this area is the subject of an action plan endorsed by EU government leaders in December 2000, being followed up this year by action plans for implementing 'eLearning' and lifelong learning strategies. The plans in themselves reflect a change in the way the EU works and a new open method of cooperation.

Whatever forms this new method finally takes, the Commission will continue to play a key role of anticipation, awareness-raising and, critically, creating the mechanisms to put policies into practical effect and making the concept of lifelong learning an everyday reality.

Domenico Lenarduzzi, *Honorary Director-General, Education and Culture DG*

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# Learn, learn, learn

*Although new technologies are constantly forcing us to change the way we work and learn and sometimes play havoc with labour and stock markets, they are a teacher's dream, for they act as a real incentive to keep on learning whatever the age or field. 'Lifelong learning' is now a necessity, and the EU's Heads of State or Government reiterated the importance of this at the European Council in Stockholm in March.*

Making the European Union 'the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion' (1) needs a highly qualified workforce. For this, an outstanding education system and an effective policy of lifelong learning are required.

## Stockholm makes lifelong learning a priority

Full employment, economic stability and a truly open labour market where workers enjoy high mobility were top on the list of priorities agreed at the European Council in Stockholm. The basic thread running through all this is lifelong learning, necessary to achieve these goals and requiring swift, targeted action. Lifelong learning is the cornerstone of the knowledge-based society developing in Europe and must be accompanied by greater transparency on the employment market and a better system for the recognition of diplomas in Europe – issues discussed in Stockholm.

Indeed, it is in this direction that the Directorate-General for Education and Culture has been steering its strategy and all its programmes. In its *Memorandum on lifelong learning*, the Directorate-General outlines six key messages for taking action:

- (1) Europeans need to acquire new basic skills, so it is essential to guarantee universal and continuing access to learning. The Lisbon Conclusions mention five new basic skills: information technology skills, foreign languages, technological culture, entrepreneurship and social skills.
- (2) Levels of investment in human resources need to be raised.

- (3) New teaching and learning methods are needed to develop a continuum of lifelong and lifewide learning.
- (4) The value of learning, particularly informal, needs to be enhanced.
- (5) Everyone should have access to good quality information and advice on lifelong learning opportunities.
- (6) Lifelong learning opportunities need to be provided as close to learners as possible.

Fundamentally, lifelong learning is not imposed from above. The initiative depends on personal motivation and the possibilities available to all. Nonetheless, the European Union is taking action to support the process, and will continue to do so, in partnership with the Member States.

The 2001 draft Guidelines for Employment call on the Member States to develop strategies for lifelong education and training and to incorporate them into their national systems.

In the first half of 2001, a wide consultation was held at European level, involving the key players in each Member State. The results will be analysed in a Commission communication to be published at the end of the year, setting specific objectives and defining specific actions. Meanwhile, the development of indicators and references is continuing, along with the identification of good practices.

On the basis of this data, the Council and Commission will prepare a work programme – to be made public in spring 2002 – on education and training systems from a global perspective. Special attention will be given to two aspects: encouraging young people, particularly women, to study science and technology, and guaranteeing the long-term recruitment of

qualified teachers in these areas (there is a shortage of some 1.4 million qualified IT professionals).

## The eLearning action to link learning and the new communication technologies

On 28 March, five days after the European Council in Stockholm, the Commission adopted the eLearning Action Plan, intended to build pathways between education and the new communication technologies. The initiative, launched by Commissioner Viviane Reding, seeks to promote cooperation between the European Union, Member States, the education and training community, and industry to reinforce the link between lifelong learning, the modernisation of education systems and the use of the new communication technologies. The eLearning Action Plan aims to:

- create a database containing indicators on the use of information and communication technologies for educational purposes in the Member States;
- build a European exchange and research platform to help develop innovative ways to apply new technologies to education and training;
- encourage the development of infrastructure (for example, the installation of digital networks in universities) in less favoured regions;
- include digital literacy in the new basic skills (languages, entrepreneurship, etc.) to be acquired throughout life and recognise these skills across the Community (the Commission is reviewing the idea of a European IT diploma);
- mobilise teachers by offering them training;

(1) This is the 10-year objective the Lisbon European Council set in March 2000. It was discussed in detail at the European Council in Stockholm.



## In their own words...

*'The obstacles preventing people joining the workforce or limiting their mobility must be abolished. This will require (...) more investments in lifelong learning and specific measures to remedy the lack of skills.'*

Romano Prodi, *President of the European Commission, 'State of the Union' speech, February 2001*

*'Education plays a decisive role in economic growth and employment, European citizenship and personal development.'*

Jacques Chirac, *President of the French Republic*

*'Education and research are essential in a knowledge-based economy. They are the foundation of all growth in productivity.'*

Wim Kok, *Prime Minister of the Netherlands*

*'Europeans must be capable of responding quickly to the opportunities offered by information and communication technologies, so as to prevent dropout and exclusion, to learn at any age and to close the skills gap in the European economy.'*

Viviane Reding, *Commissioner for Education and Culture*

*'National education systems need to be redesigned to enable everyone to acquire the new skills he or she needs, in a lifelong learning process. Employers should also be encouraged to develop the skills of their workforce.'*

Contribution of the European Round Table of Industrialists, ERT, to the Stockholm European Council

*'We must facilitate access for all European citizens to quality education and lifelong learning.'*

José María Aznar, *President of the Spanish Government*

- support the development of quality educational content through an inventory of quality certification systems in cooperation with the Member States, provide for the security of educational and cultural sites and ensure copyright protection;
- encourage new education and training services (network learning, virtual mobility) in three areas of particular importance for Europe: languages; art, culture and citizenship; and science, technology and society. Particular emphasis should be on strengthening cooperation between software publishers.

The Commission will mobilise what means and policies it can to support these aims: education and training programmes (Socrates, Leonardo da Vinci, Youth); the research and development framework programme; actions and programmes for promoting new technologies and competitiveness (Ten Telecom, eContent, Go Digital); the Structural Funds, which are already investing in equipment and training in new technologies in less favoured regions (1).

Other actions are converging towards this same objective: eSchola, a European school twinning action based on new technologies, is expected to receive more support from the European Union. So the 'Europe of knowledge', the only guar-

antee of harmonious development where all citizens can learn at any age according to their individual needs of the moment, is on its way to becoming a reality.

### A single web site on mobility in Europe

A recommendation was adopted this June on student mobility, persons in training, young volunteers, teachers and instructors. Meanwhile, the Member States have been asked to adopt their action plans for mobility.

The feasibility of a single Internet site on mobility in Europe is also being studied. It would include a European database presenting job offers and requests and training opportunities.

A task force on skills and mobility is to be set up to take advantage of the expertise of businesses, social partners and teachers. It will examine the obstacles and gaps in the European labour market, in particular with regard to information and communication technologies. At the European Council in spring 2002, the Commission plans to present an action plan for a more open European job market. The plan will include proposals for a more flexible and transparent system of recognition of qualifications and for transferable supplementary pension schemes.

The European Social Fund and the 'Equal' Community Initiative will also support lifelong learning as part of Europe's strategy for employment, and the fifth framework programme for research will promote research on lifelong learning.

(1) For more information on the EIB initiative 'Innovation 2000', see: <http://www.eib.org/>





# 16 indicators to help build on success

## The European report on the quality of school education

*If Europe is to have a society of educated citizens – a society based on knowledge – all its countries must engage in a united effort to share information on national education practices. This means telling it the way it is and not hiding any weaknesses, for the purpose of the exercise is to learn from one another, not to single out the good pupils from the bad. In its report on the quality of school education, the European Commission comes up with 16 indicators to identify successful experiences and promote teamwork, because in this case there is nothing wrong with copying from one's neighbour.*

Making the European Union the most competitive economy in the world is the stated aim of the grand project unveiled at the special summit meeting of the European Council in Lisbon on 23 and 24 March 2000. This is an economy based on innovation and growth, where job creation generates the conditions for greater social cohesion. In the conclusions released at the end of the summit, the Union stressed the need to agree on objectives, indicators and measurable references that could be used to compare practices in the Member States and to evaluate their progress. The report on the quality of education is the Commission's first response to these conclusions.

Following Jacques Delors' White Paper on Growth, Competitiveness and Employment in 1994, the Conclusions of the Lisbon Summit represent the second truly fundamental text setting the general course for education policy. And today, few other European policies have such clearly defined aims and means, namely the introduction of benchmarks, and the invitation to education ministers to engage in a global reflection on common goals for education systems in Europe (1). In the Lisbon Conclusions, the Heads of State or Government identified several objectives. These include substantially increasing the investment in human resources per pupil, cutting in half the drop-out rate among 18 to

24-year-olds who do not complete more than the first three years of secondary school, and establishing a European framework to define the basic skills to be developed through lifelong learning (IT skills, foreign languages, entrepreneurship and social skills).

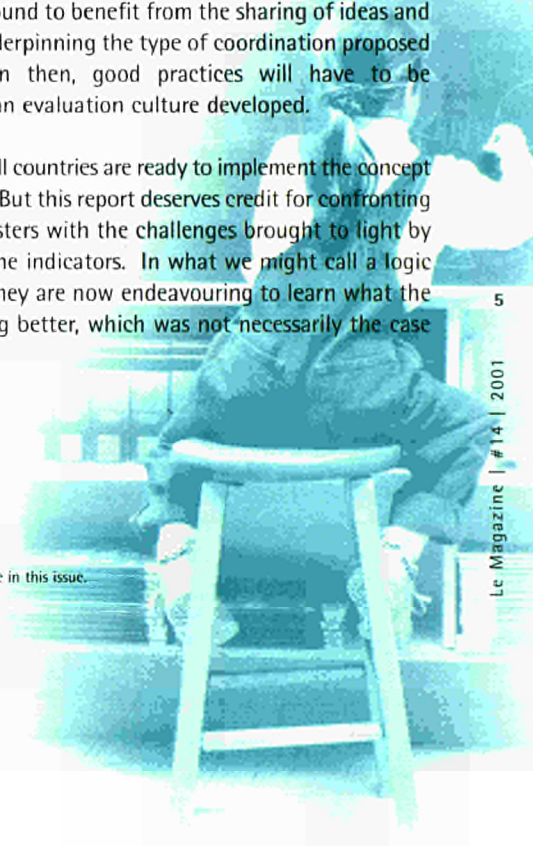
Anders Hingel, head of the education policy unit at the Directorate-General for Education and Culture, comments: 'What has really changed is that education officials are beginning to give thought to common objectives rather than holding forth on their differences. This is not a question of imposing a framework of rules – education is one of the fields where the subsidiarity principle is best applied – but of using the diversity of existing practices to nurture the process, without trying to impose a single model or a typically technocratic approach to European education systems. The indicators selected by the experts of the working committee on the quality of education systems in Europe will help us identify today's difficulties so as to be better prepared for the future.' Mr Hingel adds that 'the indicators reveal two major challenges: first, the average dropout rate is 20.7 % after the first three years of secondary school. This failure reflects gaps in academic learning per se but also, for some, a lack of less formal learning. Here, we're talking about knowledge needed to start a family or to vote, for example. Second, how will

lifelong learning be financed? One would assume that the public rather than the private sector would provide the money in order to avoid inequalities.'

States, regional authorities and social partners will continue to play a decisive role in the choice of education policies, but this choice is bound to benefit from the sharing of ideas and experiences underpinning the type of coordination proposed in Lisbon. Even then, good practices will have to be identified and an evaluation culture developed.

'Of course, not all countries are ready to implement the concept of benchmarks. But this report deserves credit for confronting education ministers with the challenges brought to light by the results of the indicators. In what we might call a logic of emulation, they are now endeavouring to learn what the others are doing better, which was not necessarily the case before.'

(1) See separate article in this issue.



## Quality education accessible to all: the goal of a knowledge society

*In today's socioeconomic context, people are finding they have no choice but to keep updating their knowledge, especially if they want to remain employable. EU countries are having to reshape their education systems. In view of this need to adapt, education ministers, with the support of the European Commission, submitted a report to the European Council setting out the objectives for teaching and training for the next decade.*

On 12 February 2001, the Education Council adopted the report drawn up in cooperation with the Commission. It will be used as a frame of reference for most cooperation actions between the Commission and Member States in the field of education. The report's main observation is that Member States share the same concerns. They want quality education that is accessible and open to the outside world. This is vital for social cohesion, one of the main objectives of the 'knowledge society' project unveiled in Lisbon. All these challenges must be met so that everyone, young or adult, is able to develop his or her full potential in a learning environment more in touch with society's realities and needs.

Improving the quality of education is a challenge that will involve widening the learning environment and improving teaching methods. The Member States agree that more has to be done to ensure that everyone, including the least favoured segments of the population and minorities, has access to lifelong learning. Although precise statistics on illiteracy are not easy to come by, there are many in Europe with some major gaps in basic knowledge.

In this regard, the development of information and communication technologies (ICT) and their importance at the workplace are making the problem worse: jobs that do not require ICT skills are now few and far between. To satisfy the new demand for people trained in these technologies, the educational world will also have to adapt to the realities of the age of communication. And this will mean equipping all schools with computers and training instructors to teach pupils how to use them.

Although lifelong learning gives people a greater opportunity to be integrated in society, education officials will also have to make sure that education policy matches the needs of the job market. Schools, training centres and universities can no longer disregard economic realities and the needs businesses have for certain skills. A recent Commission communication, *Towards a European Research Area*, confirmed the general lack of interest of future students in science and research-related studies. Yet if Europe's economy is to be competitive, it is essential to have people educated in these fields.

Because the European Union is made up of multiple cultural realities, the knowledge society, with the cohesion and understanding between peoples that it promotes, will only become a reality if everyone takes into account the specific identity of the other. However, this must occur within the framework of a common action. If the Commission intends to support Member States in rethinking their education systems, it is because a reform of this kind must necessarily be conducted on a Europe-wide scale.

### Further information

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## Using indicators and benchmarks in policy-making: the case of ICT

The 16 indicators adopted by the Working Committee on Quality Indicators [comprising national experts from 26 countries (1)] are essentially just that: indicators to help guide policy-makers in their decisions. They are a basis for analysis and do not point to any one best practice or serve to lay down binding objectives. As the focal point for the launch of a debate, *Le Magazine* decided to take a look at the indicator measuring achievement in information and communication technologies (ICT).

More and more, European public policy-makers are placing emphasis on ICT. The ICT indicator provides a comparison of European schools and the different ways they have approached new technologies, treating them as a common tool or teaching them as a separate subject in the curriculum. The aim of the indicator is to identify good practices in the countries concerned so that they can be shared. The information compiled by this indicator can be used to launch a policy debate on the place, purpose and the use of ICT in different education systems. There are several ways of including ICT in the curriculum: it can be considered a subject in its own right or a tool for use across all subjects, or both a subject and a tool. In some countries, such as Portugal, Cyprus and Italy, ICT is not taught officially.

In a field where changes are so fast that studies become obsolete almost as soon as they are published, the findings have to be interpreted with extreme care. To say nothing of the fact that some countries are conducting pilot projects not covered by the indicator. This basic data is nonetheless very valuable, as it raises some important questions for the future. Should ICT be taught as a separate discipline or used as an across-the-board tool applicable to all other disciplines? What are the repercussions of this type of decision on teacher training? What are the demands of the labour market? In the longer term, this indicator can provide information on the cost benefits of alternative ways of teaching ICT and provide an idea of how much learning can be independent and how much can be divided between the home, school and other community facilities. An interesting comparison is the one between Sweden and Estonia. In the Scandinavian country, teachers receive extensive training and pupils are provided with a wealth of resources, but the price tag is high. By contrast, in the Baltic State, schools usually have to use 'hidden' resources (the pupils themselves) to keep costs to a minimum and operate more efficiently.

The ICT indicator is also revealing what is fundamentally at stake with new technologies in the curriculum. The first major challenge will be to guarantee universal access to ICT, meaning everyone is able to benefit. But when it comes to gaining access to information, there is a gap between the 'rich' and the 'poor', and this is likely to grow. Already, thought can be given to the kind of support the least favoured segment of the population will need in order to learn these technologies. Another problem that will have to be tackled is the specific educational needs of certain children. What can be done to help these children, their parents and their teachers find out about exemplary experiences and benefit from them? A third issue to be confronted is that some pupils are much more skilled in ICT than their teachers. One reason for this is that certain teachers see the inclusion of ICT in the curriculum as a threat

to their jobs. When cases like this occur, what can be done so that the most advanced pupils share their skills with their fellow classmates or even their teachers?

(1) The Working Committee is made up of experts chosen by the education ministers of the following 26 countries: Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Austria, Portugal, Finland, Sweden, United Kingdom, Cyprus, Hungary, Poland, Romania, Slovakia, Latvia, Estonia, Lithuania, Bulgaria, the Czech Republic and Slovenia.

### The 16 indicators (2)

AREA	INDICATOR
Attainment	(1) Mathematics
	(2) Reading
	(3) Science
	(4) Information and communication technologies
	(5) Foreign languages
	(6) Learning to learn
	(7) Civics
Success and transition	(8) Drop out
	(9) Completion of upper secondary education
	(10) Participation in tertiary education
Monitoring of school education	(11) Evaluation and steering of school education
	(12) Parental participation
Resources and structures	(13) Education and training of teachers
	(14) Participation in pre-primary education
	(15) Number of students per computer
	(16) Educational expenditure per student

(2) The full text of the *European report on the quality of school education* is available on the Internet <http://europa.eu.int/comm/education/indic/rapinen.pdf>.





# Passport for mobility

## Learning abroad: ideas for increasing individual mobility in Europe



*The Commission is publishing a new brochure to increase awareness of opportunities to learn abroad in Europe. Presenting numerous individual and group cases illustrating the potential of such exchanges, the brochure is an assessment of the Commission's initiatives in the area of mobility and suggests ways of expanding these programmes to the greatest number possible.*

For the Commission and the Council of Ministers, the reason for the emphasis on mobility is both political and economic. By encouraging Europeans to discover the diversity of their countries and to build a Europe of knowledge, EU officials hope to stimulate the development of shared cultural references, European citizenship and a political Europe.

In the economic sphere, globalisation is increasingly making individual mobility a necessity. In this respect, 'openness to foreign cultures and the ability to educate oneself and work in a multilingual environment are essential to the competitiveness of the European economy', the brochure points out. What is more, research on a European scale demonstrates that experience in another country improves job and career prospects.

This explains the determination to develop and expand programmes such as Socrates, Leonardo da Vinci and Youth, which have enabled more than one million young people, students, teachers and trainers to study or train in 31 countries between 1987 and 1999. Since 1995, 500 000 students have taken courses in another European country under the Socrates programme. Leonardo da Vinci has given 130 000 persons in training the chance to improve their skills in another country. Some 400 000 young people have taken part in short-term exchanges through the Youth for Europe programme and 5 200 young people have participated in the European Voluntary Service. In addition, 3 200 researchers have been granted Marie Curie grants.

The Commission recognises the flaws of its initiatives, particularly: the unequal access to information; the difference in status for trainees and youth volunteers; administrative difficulties, especially for the jobless seeking training in another Member State; complex residence formalities or disadvantages in terms of status and career for those who choose to take advantage of an opportunity abroad. The programmes essentially still operate on the basis of cooperation between institutions and depend in large measure on the availability of the officials charged with managing mobility.

The Socrates and Leonardo da Vinci programmes entered a new phase at the start of the year 2000. Youth for Europe and European Voluntary Service were consolidated under the new Youth programme. And thanks to new resources, the objective is to double the number of beneficiaries and extend the scope of programmes. They are also being improved qualitatively, with the implementation of cooperation between institutions and the publication of exemplary experiences.

### In the tradition of the Lisbon and Nice European Councils

The 'Passport for mobility' follows on the decisions taken at the European Councils in Lisbon in March 2000 and Nice in December 2000. The new brochure is also in keeping with the Bologna Conference on the creation of a European area of higher education and the meeting of G8 education ministers in Okinawa, which included individual mobility as a priority of international policy.

In accordance with the recommendations of the Lisbon European Council pointing out the importance of defining 'the means for fostering the mobility of students, teachers and training and research staff both through making the best use of existing programmes, by removing obstacles and through greater transparency in the recognition of qualifications and periods of study and training', the representatives of Member State governments pledged at the Nice summit to take whatever steps are needed to 'make mobility truly accessible to the greatest number'. They approved a 'toolbox' of 42 measures giving Member States ways of solving administrative, regulatory, financial or social problems relating to the mobility of students, teachers, training and research staff who wish to experience mobility within the European Union.

### Mobility action plan: a 'toolbox' for more mobile citizens

The real innovation is that these measures are no longer aimed at just students and teachers, but are for anyone who wishes to experience mobility within the Union. Because mobility also concerns those unfamiliar with and/or not eligible for Community programmes. They too want information about their rights in the host country or arrangements for social security and healthcare.

The non-binding recommendations seek to define, increase and make mobility in Europe accessible to all by marshalling the funding needed to expand the target public. In keeping with the principle of subsidiarity, the measures will take account of the specific characteristics of each Member State. The 42 measures are drawn from the 'Action plan for mobility' presented to education ministers on 30 September 2000 at the Sorbonne in Paris. The action plan places emphasis on measures to:

- develop multilingualism;
- set up a portal on the Internet providing access to different sources of information on mobility;
- recognise periods of mobility in certificate-leaving courses;
- train teachers and administrative staff concerned with mobility to provide advice and guidance and draft mobility projects;
- define and adopt a quality charter on advisory services for foreign nationals on training courses;
- take stock of existing mobility exchange programmes and good practices for students, trainees and trainers;
- link mobility funding from the Union, Member States and local authorities, the public sector and the private sector.

The Commission is currently working with the Member States to find ways to help people from one Member State gain recognition of their status or qualifications in another Member State and to make it easier for them to enjoy the same social security rights. The measures they are considering include a common timeframe for all education establishments in the Union, the creation of a European youth mobility card, the development of a model European CV or the general use of a system of recognition of university study in another European country.



# First European eLearning Summit

*The 'digital illiteracy' that still exists in certain schools is an obstacle to sustainable growth and cultural development in Europe. If it is to give way to a digital culture for all, it is essential to coordinate and share successful experiments in integrating new technologies into education. This is what European Schoolnet has been doing for the past three years. From 7 to 11 May 2001, the network presented its efforts at an eSchola week organised in parallel with the eLearning Summit in La Hulpe, Belgium.*

A European 'eLearning Summit' brought together participants from business, politics and education on 10 and 11 May. Initiated by the Commission and hosted in La Hulpe, near Brussels, by IBM Europe in partnership with Cisco Systems, Nokia Corporation, Sanoma WSOY and Smartforce, this was the first high-level meeting designed to follow up the Commission's eLearning Action Plan by exploring possible public-private sector partnerships.

The eLearning Action Plan, put forward by Commissioner Viviane Reding in agreement with her colleagues Erkki Liikanen (responsible for information industries and the information society) and Anna Diamantopoulou (employment and social affairs), is part of the comprehensive eEurope Action Plan adopted in June 2000 to accelerate the take-up of digital technologies in Europe. An overall aim of the eLearning initiative is to act as a platform for cooperation, strengthening links between initiatives at all levels – local, regional, national and European – and involving businesses in the drive to develop education in the Internet era.

A wide variety of companies were represented among the 250 invited participants, including publishing giants and broadcasters. And a wide variety of issues were discussed in a number of workshops, with the conference focusing broadly on the two themes of infrastructure and content. For Mme Reding, the key issue was to create the necessary interface between the public and private sectors, 'starting today'. IBM General Manager Mike Lawrie felt that Europe had 'a historic opportunity to lead' and 'we must act together, on a common agenda, at a much faster pace if we are to achieve long-term, substantive, sustainable change'.

The involvement of the private sector in education is a sensitive issue, but not one that stood in the way of the upbeat atmosphere at the eLearning Summit. As Swedish education minister Ingegård Wärnersson succinctly put it: 'Nowadays, I think it's up to the State to be responsible for the education, not the hardware'.

For Commissioner Reding: 'The participation of the private sector is vital, but that doesn't mean letting companies decide what should be learnt at school'. Emphasising that 'what we are discussing is a fundamental change in the way our society will function', the Commissioner outlined a future of post-school lifelong learning opportunities for all, in which there will be 'knowledge centres all over Europe, with the media playing a primary role and industry assuming its responsibilities'.

Touching on such key issues as the shortage of IT skills, integrating eLearning into new teaching methods, accreditation, and the development and transmission of future educational content, the Commissioner commented: 'This kind of new society cannot be achieved only by the policy-makers'.

As regards the eLearning market, still considered very immature, government intervention was recognised as necessary to ensure common standards and interoperability, for example; against this, there is the risk of State funding distorting the market. Faced with the frank question 'What can business get from this?' besides commercial opportunities, Viviane Reding's prompt answer – 'Social recognition' – was readily echoed by the private sector participants, who also appreciated the value she attached to the role of private sector expertise in helping public authorities to improve training in the use of new technologies. As an academic participant observed wryly, although higher education trains most teachers, colleges and universities themselves are more inclined to be teaching than learning organisations and professional development is often difficult for university professors and middle managers over the age of 45.





## eSchola, an on-line European campus

The results of the eLearning Summit workshops are being taken on board by the Commission. It is clear that they are in line with the analysis and measures proposed in the eLearning Action Plan. A declaration and report on the conclusions of this ground-breaking conference were due to be submitted to EU education and youth affairs ministers at their Council meeting on 28 May, to the European Parliament and to other EU bodies, including the Committee of the Regions. And the process will be carried forward to the Conference of European education ministers to be held in Riga at the end of June.

As Directorate-General for Education and Culture director Jean-Michel Baer said in his closing remarks: 'eLearning is not a passing fad but a profound change'. In this context, designing successful public-private sector partnerships is itself a major challenge, in which the European Investment Bank may play a pivotal role. At the conference, EIB President Philippe Maystadt confirmed that the role of the Bank is to support EU policy objectives, naturally including the eLearning Action Plan, but cautioned that 'a lot of work is needed to clarify the role of public-private sector partnerships in the education sector', particularly as regards the development of content rather than access and connectivity.

For further information on the European eLearning Summit, see: <http://www.ibmweblectureservices.com/eu/elearning-summit/elearningsummit.html>

Created in September 1998, European Schoolnet is both a framework for cooperation on the Internet between the different European education ministries and a service offered to European schools. Initiated by the Swedish ministry, it now comprises 23 European education ministries and has been joined by several private partners in the IT sector. The network has support from the Commission through both the Information Society DG and the Education and Culture DG.

This network of networks ties together different national initiatives on the use of ICT in schools. A 'virtual' campus, it makes available to teachers, school heads, researchers, businesses and policy-makers the findings of research conducted across Europe on how information and communication technologies are improving the quality of education and creating new learning prospects.

From 7 to 11 May, European Schoolnet sponsored eSchola week to highlight on-line educational projects of recognised worth. Organised at the request of the European Commission, which wanted to hold an event of this kind in parallel with the eLearning Summit, the initiative was a showcase for European Schoolnet.

Consisting of a web site <sup>(1)</sup> and several events organised in education establishments in different countries, eSchola focused on four themes.

- **Sharing innovative ideas**

For five days, teachers from Europe and the rest of the world were invited to share and exchange the technological skills acquired in the course of innovative projects. This was an opportunity to demonstrate skills and to draw inspiration from the successes of colleagues.

- **Learning on-line**

eSchola was also designed to demonstrate the potential of virtual educational environments. Throughout the week, teachers participated in a number of on-line workshops and training sessions developed by fellow teachers.

- **Europe across time and space**

More than 400 primary and secondary schools are today part of myEurope, an initiative developed by European Schoolnet <sup>(2)</sup> to promote European citizenship. In the course of the week, participants were invited to submit projects aimed at creating closer ties between European schools, pupils and teachers and to participate in multimedia activities on citizenship, culture and mobility.

- **Rewarding excellence**

In conjunction with eSchola, European Schoolnet also sponsored the eLearning awards, grants of EUR 60 000 for the most innovative European schools in the following three categories:

1. School sites – design and innovation
2. Teaching Europe – understanding Europe
3. Innovative teaching practices – a command of the Internet in the classroom.

In the future, the resources and examples promoted or created by this event will be continued and available for use and expansion throughout the year.

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# Industry pushes for lifelong learning

In March 2001, the ERT (European Round Table of Industrialists) submitted a number of recommendations to EU leaders on improving competitiveness in the knowledge-based economy. This was an opportunity for the world of business to reiterate the importance the Union must attach to lifelong learning.

The ERT communication (1) submitted in Stockholm is a follow-up to the conclusions of the Lisbon Summit in March 2000, when the European Council set the goal of making the European Union 'the most competitive and dynamic knowledge-based economy in the world [...]'. The aim of the ERT paper is to draw the Council's attention to two points. On the one hand, the success of the knowledge economy involves 'a broader cultural requirement for entrepreneurship and risk-taking, and without it the EU's competitiveness could be seriously damaged within a matter of 10 years'. Further, a crisis is looming on the European market: there is an increasing shortage of professionals in new information and communication technologies – 800 000 jobs could not be filled in 2000, a number expected to rise to 1.7 million in 2003 – and this 'is hindering Europe's growth, innovation and productivity'.

There is a need in the 'new Europe' for a 'new European' capable of 'developing a spirit of enterprise as employee and citizen ... with a capacity for creativity, innovation, flexibility, teamwork and intellectual curiosity'. The members of the Round Table therefore stressed the importance of lifelong learning in a set of 10 recommendations for Europe, concerning both education and the economic sector.

For the Round Table industrialists, the new Europe will come into existence through education. *Le Magazine* interviewed Régine Matthijssen, responsible for industrial relations and social policy at the ERT.

– *What was the thinking that led the ERT to make these 10 recommendations?*

**R.M.** – We took into consideration the Lisbon conclusions in preparation for the Stockholm conference and we studied the points that are urgent for industry. Our message to the European Community, the Commission and the national governments is clear: they cannot wait until 2010. There are things that need to be done immediately if we are to avoid seriously lagging behind the global economy. We also observed the United States, where structural developments are taking place. Europe has to catch up with the Americans. The ERT is concentrating on competitiveness, the communication market and the development of technologies. All these elements served as the basis for our recommendations.

– *A new European in the new Europe, and education is the key?*

**R.M.** – Our enterprises complain about the quality of education systems, about what they 'produce' on the market as far as young people and skills are concerned. We recommend a re-examination of our education systems so young people will understand that education for the future is something that must be pursued and improved throughout a lifetime. And doing this means starting as early as possible, in primary school. We had a long discussion about basic skills and observed that the basic skills that we had in the 1960s and 1970s and earlier have almost been lost. Young people have to develop in-depth knowledge but also wider knowledge of subject matters.

Moreover, most of our young people lack communication and social skills, which are extremely important for us. We have introduced courses to teach these skills in several business and adult training programmes.

Lastly, we recommended that the Commission and national governments ensure that all schools, at every level, have the necessary technical capacities. There is a great deal to be done in the ICT sector to increase learning in schools. Initiatives linking schools and businesses are very successful, but they need to be publicised more widely. And they are vital even if e-learning cannot completely replace traditional education.

– *And what about teachers?*

**R.M.** – If we want young people to pursue lifelong learning, the same holds true for teachers. We stated that it is urgent to confer a new status on teachers in our society. We know that they are poorly paid in many European countries. The position of the teaching profession has deteriorated and good teachers turn to the private sector because the pay is higher. In a number of countries, there is a serious teacher shortage, particularly in the more technical subjects. But the tremendous responsibility they bear – the education of our children – has to be acknowledged. For this generation, we can imagine what the results will be ... So there is a need to review the status of teachers in schools and make every possible effort to guarantee that they too have access to lifelong learning.

We would also like businesses to have much more contact with schools and teachers to help them understand what takes place in the world of industry. Any number of possibilities can be imagined: visits, conferences, etc. Teachers have to be given the opportunity to participate in developments in the business world from every point of view. We have a real need for exchanges. Such communication existed in the 1960s and 1970s (open door days, etc.).

– *So there is a need for closer ties between education and industry?*

**R.M.** – We have to make the effort to build bridges between these two worlds. This is not yet being done systematically. Real communication and real cooperation are needed between education and business. They are not in competition with one another. We are absolutely dependent on the quality of our education system, and our education system needs enterprises. Companies must then guarantee that young people can continue learning in their jobs, to enable them to keep up to date and provide the best work possible.

(1) The ERT paper is available at: [www.ert.be](http://www.ert.be).





# Languages open doors



*In this age of the single market and globalisation, knowing foreign languages is an increasingly valuable asset, both personally and professionally. Europe is and will always be multilingual. The European Union and the Council of Europe have declared 2001 the European Year of Languages (EYL), to highlight Europe's linguistic diversity and show that everyone can be multilingual.*

Three hundred and sixty-five days to make Europe a continent of polyglots? The European Year of Languages is not an end in itself but a springboard to an ambitious objective: in time, all young Europeans leaving school should know at least two languages in addition to their mother tongue and should have the possibility of improving their language skills throughout life.

That might sound like an ambitious objective. Yet, according to a recent Eurobarometer survey (see box on page 13), multilingualism is already a reality in the Union. Some 72 % of those polled thought learning languages was useful and 53 % of Europeans said that they knew a second language. In some countries (Luxembourg, Denmark, the Netherlands and Sweden), over 85 % knew more than their native tongue.

The information campaign for the European Year of Languages is getting the message across in all 45 participating countries, each of which has a national coordinating body and a national programme of events. A joint European Commission/Council of Europe web site <sup>(1)</sup> has been set up. There are also national sites in most countries. The Commission has published brochures, posters, guides and a wide range of promotional items. There will be a major European event in Brussels on 7 and 8 December, to mark the end of the year.

The four key themes of the information campaign are:

- everyone is capable of learning a foreign language; there is no such thing as a born polyglot;
- languages can be learned at any time in life, from nursery school to retirement: it is never too soon or too late;
- there are many different methods for learning languages: they are lively and practical, suit all levels and situations and some of them use advanced technology;
- there is always a good reason to learn a language: for travelling, studying in another country, etc.

As well as this campaign, the budget for the European Year of Languages – EUR 11 million – will co-finance a wide range of European, national, regional and local projects encouraging language learning. These projects target not only official languages at EU or national level, but also regional and minority languages, migrant languages and sign languages.

## How can you participate?



The best way of participating, of course, is to start learning a language or brush up your skills. This is first and foremost a personal initiative ... which has a much better chance of success if the learner has access to the appropriate tools. From this perspective, the European Year of Languages offers plenty of help for future polyglots.

- The brochure *How can you learn languages?* offers tips to those who want to master a new language. It is available from the European Year national coordinators.
- The European Year of Languages web site ([www.eurolang2001.org](http://www.eurolang2001.org)) contains, in 11 languages, detailed information on the year and on language learning, along with games and a discussion forum accepting contributions in all languages. It also contains direct links to hundreds of other sites about languages.
- Everyone can participate in the many activities organised in their country or region. The same site lists the national coordinators who can provide information on all these activities, and in particular the European Day of Languages, 26 September 2001: [www.eurolang2001.org](http://www.eurolang2001.org).
- Teachers and pupils can encourage their classes to play an active part in the European Year of Languages by writing articles or poems for the web site, by creating their own site and linking it to the official site or by getting into contact with other schools.
- A logo has been created specifically for the European Year of Languages. It can be downloaded from the official site and used to help promote multilingualism.

(1) Web site: [www.eurolang2001.org](http://www.eurolang2001.org)



# A wide range of local projects

The range of language learning activities receiving funding from the European Commission goes well beyond the European Year of Languages. Here are just a few examples.



## Augsburg speaks French and English

On 11 May, the town of Augsburg (Germany) offered its residents the chance to talk, through a videoconference, with people in its partner towns in Bourges (France) and Inverness (Scotland). The event was part of a one-day festival held to demonstrate both the usefulness and accessibility of language learning.

The town's university and schools worked hand in hand with private language schools and other partners to organise the festival, which was co-financed by the European Commission. Participants were able to try their hand at language quizzes and get a taste of the kind of language courses available.

An information campaign in the media and through the local tourism office helped attract people to the event, which in turn was part of a week-long Festival of Europe held in Augsburg's town square, giving local people the chance to discover the cultural and gastronomic diversity of the Member States.

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## 'Smooth operator'

In the last few years, the new sectors of tele-sales and telephone services have created thousands of new jobs in Europe. In special call centres, teams of operators receive and make calls to locations throughout Europe and must be able to speak a large number of languages. To help job seekers, as well as staff already working in the centres, to improve their basic skills, Ireland's Employment and Training Agency developed the 'Smooth operator' project. Part-financed by the Commission under the Leonardo da Vinci vocational training programme, Smooth operator has produced a CD-ROM (in English, French and Dutch) designed for the specific training needs of call centre operators.

The CD-ROM is divided into five sections, each covering an area of call centre work. It deals with both incoming calls (reservations, sales and customer service) and outgoing calls (canvassing and sales) and uses interactive technology. It offers the choice of several learning approaches, with five hours of sound files per language and gives the user systematic feedback and a progress chart. A printed syllabus and a trainer's guide are also available.

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## The adventures of Hocus and Lotus

Youngsters enjoy using their imagination and love stories with fictional characters. 'The adventures of Hocus and Lotus' help them to learn a foreign language while having fun at the same time. Parents or teachers guiding the learning process do not need to be particularly familiar with the language; they need only follow the story and learn alongside the children. Designed to appeal to all young learners, regardless of their background, Hocus and Lotus are two 'dinocrocs' who lead adventure-filled lives in a park, with all their friends. Once the teacher puts on a 'magic T-shirt', the children enter an imaginary world where the language being learned is the only one spoken.

The project has developed gradually since 1992 and today offers learning kits for children ages 3 to 8. The kits, which include story booklets and audiovisual material, are currently available in English, French, German and Italian and will soon be available in Danish, Dutch, Portuguese and Spanish.

As an integral part of the project, teachers receive 45 hours of training in the use of Hocus and Lotus materials. And the two 'dinocrocs' will soon be coming to television, in a cartoon series for regional and national channels. Broadcast in the afternoon, the programmes will supplement the morning's learning.

The project is being financed through the Lingua part of the Socrates programme. It is being coordinated by *La Sapienza* University in Rome and includes seven other European Union partners: Universität Dortmund, Germany; Universidad del País Vasco, San Sebastian, Spain; Teachers Centre 'Juan de Lanuza', Zaragoza, Spain; Escola Superior de Educaçao da Guarda, Guarda, Portugal; Université de Nantes, France; The Royal Danish School of Education Studies, Aarhus, Denmark; Gemeentelijk Pedologisch Instituut, Amsterdam, The Netherlands.

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## Target export

When they finish their studies, many young people in search of work find themselves in a vicious circle: they have never had a job and most companies prefer applicants with a few years of experience. But unless they can get a job in the first place, young people can never gain any experience.

To tackle this problem, the 'Target export' programme offers language graduates the chance to work as trainees in companies. The scheme benefits all concerned. Businesses get the language skills they need to improve the quality of their contacts with clients and suppliers and to do business more effectively abroad. In exchange, the young trainees acquire useful experience and learn how to adapt their knowledge to the requirements of the business world.

Shona Gibson has been taken on by Alba Diagnostics, which manufactures brake fluid testers: 'I am putting my language skills to good use, contacting European clients each day. Initially, I had problems with the technical jargon, but I'm finding it much easier now that I've learnt more about the business'

'Target export' gives these young people six months of training, which in most cases lead to a permanent job in the host company. The project, financed by the European Social Fund, is being organised at Glenrothes College in Fife, Scotland. Forty companies have already participated over the last five years.

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## Combining content and language learning

Content and Language Integrated Learning, or CLIL, is a concept where general subjects such as history, geography or maths are taught in a foreign language. The technique puts the foreign language in a real and natural context and can accelerate learning.

For David Marsh, of Jyväskylä University in Finland, 'Imagine learning to play a piano without getting your hands on a keyboard. In the same way, it can be hard for some people to learn languages without having 'hands on' opportunities to use it from the very start.'

David Marsh is a member of a team that includes people from five different countries. With the support of Lingua/Socrates, they have published the *CLIL Compendium*, illustrating the different ways in which CLIL is used in education and training across Europe and comparing different approaches.

David Marsh is also heading a related project, part-financed by the Commission under the European Year of Languages. He and his group are writing a booklet to publicise CLIL. Called *Opening doors*, it will be distributed in Finland and Sweden at the start of the school year in August. The campaign hopes to reach some 11 000 schools and 400 000 people.

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University of Nottingham, UK  
University Pompeu Fabra (UPF), Catalonia, Spain  
University of Wuppertal, Germany

## 'El país a l'escola' or learning Catalan the fun way

How can children be introduced to a language and its culture? In Barcelona, books are being set aside and children are taking to the stage, dancing and learning songs. With the support of the Commission and as part of a policy to promote regional and minority languages, 'el país' and its culture have entered the classroom. Singing, 'sardanes' (a Catalan dance) and theatre contests have given some 35 000 young people between the age of 4 and 18 the chance to become more familiar with the Catalan language and culture while working on a common project.

### Contact

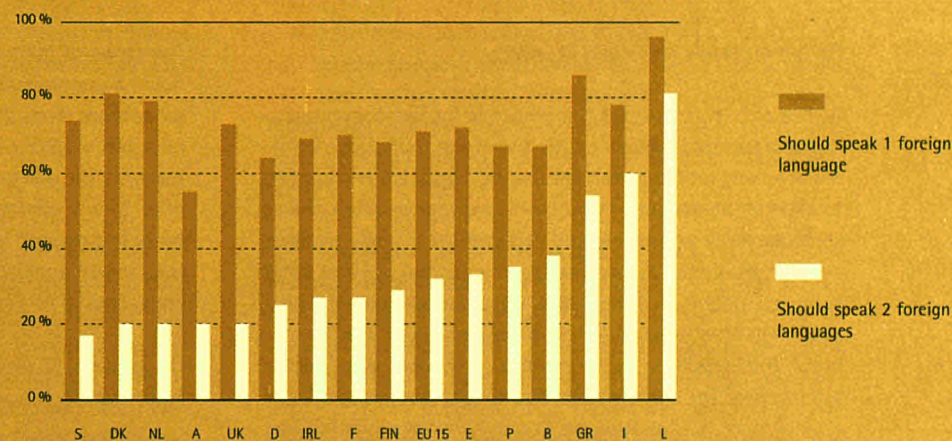
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## Europeans and languages: a survey

To mark the European Year of Languages, the Directorate-General for Education and Culture of the European Commission commissioned a Eurobarometer survey in all the Member States from 6 to 23 December 2000. The poll covered a representative sample of 16 078 people, who expressed their opinions on languages and described their experiences with them. Below are some of the main results:

- 93 % of parents think it is important for their children to learn other European languages;
- 72 % of Europeans are convinced that knowing different languages can be useful;
- 71 % think that all Europeans should be competent in one other European language, in addition to their mother tongue;
- 53 % said they speak at least one other European language, in addition to their mother tongue;
- 26 % said they speak two other European languages;
- 47 % of Europeans only know their mother tongue:
  - (1) German is the most widely used mother tongue (23 % of Europeans);
  - (2) French and Italian are in second place (16 %);
  - (3) English comes a close third (15.9 % of Europeans).
- On average, the first foreign language known is:
  - (1) English (41 % of European non-native speakers have a command of English);
  - (2) French (19 %);
  - (3) German (10 %);
  - (4) Spanish (7 %);
  - (5) Italian (3 %).

### Europeans should speak 1 / 2 foreign languages



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# Learning languages at school

## A European overview

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*A European study on foreign language learning in schools recently published by Eurydice, the information network on education in Europe (1), focuses closely on all aspects of the issue: the way teaching in foreign languages is organised, the time devoted to it, curricular content and approaches, teacher training and recruitment and various kinds of support for children who come from migrant families or speak a minority language. Also reviewed are a wide range of reforms concerned with foreign language teaching which reflect the all-round effort to boost multilingualism.*

### A key political issue

Linguistic diversity is a conspicuous feature of the European cultural heritage. Over 40 indigenous languages have a place in the education systems of Europe, in which they are used as a medium of instruction or taught as subjects in their own right. The promotion and preservation of minority languages has become a priority both nationally and at European level. Yet much still remains to be done if people's personal and professional development is not to be compromised by linguistic barriers.

### Active methods and early learning

At present, the curricular preference is for live communication in a foreign language rather than formal language learning involving grammar and vocabulary. Pupils are encouraged to express themselves in the target language as often and as spontaneously as possible and every effort is made to place them in situations as close as possible to real life. But what is the real potential of these methods at school given the possible limitations imposed by group work, class sizes and timetables? Are teachers in a position to apply such novel approaches? The study reveals that special emphasis is placed on in-service teacher training. Concern for the quality of foreign language teaching is also evident in the many pilot projects and widespread experimental activity which are organised and monitored by the public authorities prior to extending any new measures to all schools.

In virtually all countries, foreign languages are now compulsory school subjects from the age of 10, if not earlier. The success of early foreign language learning appears to depend on the circumstances in which it occurs and, indeed, experts (2) acknowledge the importance of certain preconditions for good progress and motivation on the part of learners. No less important, they say, is continuity in learning activity from one level of education to the next.

### Diversified provision, contrasting policies and practical restrictions

The range of languages liable to be included in school curricula has unquestionably become broader. Yet, in practice, schools are rarely able to offer all of them, because of a lack of pupils motivated by a particular language or of specialist teachers. The obligation to learn one specific foreign language prior to any others is undoubtedly the most restrictive factor in this respect. In 11 of the countries covered by the study, pupils were unable to choose their first language which generally had to be English.

On average, 90 % of pupils in general secondary education learn English, around 30 % French and barely 18 % German.

### Adjusting teacher training to fresh needs

Many countries have devised emergency measures to meet their immediate requirements, particularly in primary education. Indeed, even at this level, national administrators have apparently preferred to entrust teaching to specialists. Yet the current training of specialists is geared essentially to secondary education. It is thus vital to rapidly revise institutional training courses in accordance with fresh needs.

Considerations such as these abundantly demonstrate how crucial it is that all countries covered by the study should continue their efforts to boost foreign language learning. EU action has a vital part to play in this respect, especially through the Lingua programme. As in the past, the Commission will regard the preservation of linguistic diversity in Europe as a priority and encourage and support action in the Member States directed to this end.

(1) The entire study may be accessed on the Eurydice web site. A summary entitled *Profile of foreign language teaching in schools in Europe*. Brussels: Eurydice European Unit, 2001. Available on the world wide web: <http://www.eurydice.org/Documents/ProfileFLT/En/FrameSet.htm>.  
 (2) According to the 1998 study undertaken for the European Commission entitled *Foreign languages in primary and pre-school education: context and outcomes*.





# Socrates

## tomorrow is already here

*The Community action programme for education has attained the main goals of its first phase. The European Commission is now considering increasing available resources to build on these initial results.*

On 12 February 2001, the Commission adopted a report on the implementation of the Socrates programme for the period 1995–99 (phase one). The report is based in large measure on the conclusions of four major external evaluations, conducted over the course of a year (1). Priority is given to qualitative analysis, because the Commission wants to improve the programme and make it even more successful during its second phase (2000–06), with the support of the Council of Education Ministers and the European Parliament.

From 1995 to 1999, the Socrates programme to a large extent achieved its objectives of developing European citizenship and improving the quality of education systems. During phase one, 460 000 students took advantage of mobility opportunities, along with 40 000 university professors and 150 000 pupils and language teachers. Socrates also led to stepped-up cooperation between education establishments at all levels in Europe. In school teaching alone, 15 000 schools took part in 3 700 European cooperative educational projects. Socrates also contributed to the improvement of language learning and the development of distance teaching. But the programme's

ambition of combining mass actions reaching the greatest numbers in education and more targeted innovations proved a bit too ambitious at times, given budgetary constraints. And Socrates needs to become more complementary to other Community programmes. Further, precise measurement of the impact of the programme on national education policies is still difficult. The latter point will have to be addressed, because Socrates only makes sense if it helps improve the quality and openness of Europe's national education systems.

In its report, the Commission announces the intention of increasing programme resources to ensure that the programme remains effective, making it more 'user-friendly'. A threefold effort is already under way to: simplify administrative and financial management; publish an increased number of good practices and results; and ensure more monitoring and evaluation in the second phase. Indeed, it is essential that the many members of the educational community not be discouraged from opening up to Europe through Socrates because of the programme's management.

The report's conclusions urge the Member States and applicant countries to rely more on Socrates to develop the European dimension of their education policies, in line with the declaration by the Heads of State or Government at the Lisbon Council in March 2000 to support a Europe of knowledge.

Greater complementarity with the Leonardo da Vinci programme should make Socrates a key instrument for implementing a lifelong learning policy. Further decentralisation in phase two will certainly make for a stronger partnership between the European and national levels in the field of education.

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(1) All these documents are accessible on the following site:  
<http://europa.eu.int/comm/education/evaluation.html>.

## New Grundtvig action off to a flying start

### Increased support for cooperation in lifelong learning across Europe

One of the main innovations in the second phase of the EU's Socrates education programme, which began in 2000, is the increased emphasis on adult education and alternative methods of learning. The Grundtvig action within the programme, which deals with these, is scheduled to develop into a fully fledged 'third pillar' alongside the well established parts of the programme devoted to higher education (Erasmus) and school education (Comenius). This new emphasis reflects the importance given to lifelong learning by the EU. Alongside the vocational training and youth activities supported by the Leonardo da Vinci and Youth programmes, Grundtvig has been designed to promote cooperation and exchanges of experience on a far wider scale than before, among all the 30 countries currently participating in Socrates. This will strengthen the European dimension of the adult education field, and should in the longer term contribute significantly to improving the quality of learning opportunities for citizens of all ages.

This part of Socrates has been completely overhauled and the range of cooperative activities greatly expanded. Grundtvig will comprise four types of activities:

- European cooperation projects involving participants from at least three countries, designed to produce innovative courses, modules, materials and methodologies (Grundtvig 1);

- learning partnerships, designed to give adult learning providers the chance to link up with partners in other European countries on topics of mutual interest (Grundtvig 2);
- individual training grants to enable people involved in adult education to attend training courses in another European country (Grundtvig 3);
- Grundtvig networks, each in a specific sector of lifelong learning, designed to promote discussion and comparative analysis of key topics, analysis of future needs, and the dissemination of innovative approaches across Europe (Grundtvig 4).

Preparatory visit grants are also available to assist in making the necessary contacts prior to launching a project, network or learning partnership.

### Informal learning opportunities

A particular feature of Grundtvig will be the inclusive nature of the field it addresses. Alongside formal and non-formal establishments providing adult education, it will also embrace the far wider range of informal learning opportunities offered via non-governmental associations, community groups, cultural organisations, libraries, hospitals, prisons and other institutions. Wherever learning opportunities are available, Grundtvig is there to help make the contacts with initiatives taking place elsewhere in Europe.

'Adult learners' comprise all persons over 25 years of age, and all persons below that age who are no longer undergoing formal school or higher education. Though activities may relate to any section of the adult population, thus defined, proposals addressing the needs of learning cer-

tain specific target groups are particularly encouraged. These are:

- adult learners who are disadvantaged for social or economic reasons;
- young adults who have left school without basic qualifications;
- senior citizens;
- disabled persons;
- cultural and ethnic minorities, refugees, asylum-seekers, gypsies and travellers; people with itinerant trades;
- people in outlying rural or deprived urban areas.

Particular importance is attached to reaching sections of the adult population who are generally reluctant to take up learning opportunities, and to motivating them with a view to enhancing their employability, helping them to participate more actively in society, or simply for their personal fulfilment.

This is obviously an ambitious and by definition long-term undertaking. An evaluation will be launched in 2003. At least EUR 170 million will have been spent in this area during the whole period of Socrates II across the participating countries. Thus, although funding for Grundtvig remains modest compared with the expenditure projected for higher education and schools, the foundations are being laid for the new action to become much more visible.

All four Grundtvig strands will be fully launched this year. For Grundtvig 1 (cooperation projects) and 4 (networks), around 50 projects will be selected, in such widely varying areas as basic skills for disadvantaged adult learners, training in the use of the new technologies, improving education in prisons, creating better learning opportunities for ethnic minorities,



# When school offers a second chance

*Introduced in 1996, the 'second chance' schools have brought back into society hundreds of young Europeans who had dropped out of the traditional education system. The assessment of these European Commission pilot projects is encouraging.*



© CE

developing methods for awarding credit for prior experiential learning, supporting parental education, and promoting an 'inter-generational dialogue' between young people and senior citizens.

As for the new learning partnerships under Grundtvig 2, some 750 local providers of learning have come forward with proposals – a figure which augurs well for this grass-roots action. Around 150 partnerships are likely to be supported this year, involving more or less all 30 participating countries. Grundtvig will also provide grants for around 3 000 visits and exchanges between the organisations taking part in the learning partnerships.

Finally, this autumn will see the first award of Grundtvig grants to give teachers, counsellors and managers in adult education organisations the chance to attend further training courses in another European country. Between 500 and 1 000 grants are likely to be awarded this year to the first 'pioneers' selected, whose experiences will be carefully monitored in order to help develop this activity in the years ahead.

#### Further information

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#### Web site

<http://europa.eu.int/comm/education/socrates/adult/home.html>  
(The web site provides detailed information on funding possibilities available through Grundtvig as well as a list of national agencies.)

Marseilles, late May 2001. Hundreds of young people from every corner of Europe are competing in sports of all kinds, including football, volleyball and basketball. In between matches, they attend cultural events. The second chance schools fourth sports tournament is in full swing.

'This event may seem anecdotal, but it's a good example of the philosophy of the second chance schools,' explains Edward Tersmette, project leader at the Directorate-General for Education and Culture. 'It gives socially disadvantaged young people who, in many cases, have never been out of their country, or sometimes even their city, the chance to travel to a distant destination and then to interact in a European environment. It is particularly important in giving them a sense of self-worth. It is a great psychological boost.'

And psychology is one of the pillars of the education system implemented by the second chance schools. 'These schools go well beyond the mere transfer of knowledge characteristic of the traditional education network,' comments Edward Tersmette. 'Their approach integrates all aspects of the human being in the learning process, whether the psychological aspect, health or the family environment.'

#### A different target public

Resulting from the recommendations of the 1995 White Paper on education and follow-up initiatives, particularly in the areas of teaching and combating social exclusion, the second chance schools attract a different audience than the group found in formal education. These are young adults who do not have to stay in school but who have not completed secondary school and are not integrated in the working world or, more broadly, in society. 'These young people are often in revolt because they have suffered a number of setbacks and they find themselves on the fringes of society. They are consequently very mistrustful of adults.'

It is primarily up to teachers to restore confidence. Which is why the second chance schools have to rely on a very mixed staff, not only teachers of subject matter, but also psychologists and social workers. This also means more staff per pupil: the second chance schools have an average of twice the number of staff members per pupil than the traditional education system.

But nothing would be possible without the personal commitment of the teachers. 'The teachers follow each and every one of their pupils, building a close human relationship. Each pupil has a name and a face,' explains Edward Tersmette.

The 13 second chance schools located in 11 Member States (!) represent a new concept in education and in the attitude to the system's 'lost souls'. Edward Tersmette continues: 'When the project was launched, some experts voiced doubts that it could achieve anything worthwhile. Many felt that the group we wanted to bring back to school could not be helped through teaching. They claimed that vocational training programmes, social assistance or simply paid employment were the only way to bring these young people back into the mainstream, regardless of whether any of this offered them a sense of self-worth. The second chance schools are based on the idea that completion of the general learning process is the best guarantee of social reintegration.'

And rapid reintegration means being able to find a job upon leaving a school of this type. In this respect, relations with the business world are crucial. Three models are used. In the first model, ties are created between each pupil and a particular company, based on the pupil's aptitudes and expectations and the company's needs. In the second and more flexible model, the school maintains close ties with chambers of commerce and employment offices, as well as employers in the region. In the third model, a major firm in the region 'takes an option' on a group of pupils from the second chance school. 'The choice of model varies from one culture to the next,' observes Edward Tersmette. 'Regardless of which one is used, the idea of completing the learning process prevails. The second chance schools also want to encourage personal ambition and prefer not to accept offers for jobs without real prospects for personal development.'





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## A high success rate

The meeting in Norrköping, Sweden, in May, officially brought to a close the pilot project phase of the second chance schools. In the future, they should be integrated into the Grundtvig Action under the Socrates programme.

In terms of results, the final report shows that 55 % of the pupils are still participating in second chance school programmes. Of the 3 503 pupils included in the statistics, only 6 % failed and quit, 11 % changed their professional goal because of new expectations or the discovery of specific talents and 27 % successfully concluded their course of studies. It is true that a lot of resources went into this, both human (one teacher for six pupils compared to an average of 12 in the traditional secondary network) and material (fewer than four pupils per computer, compared with an average of 28). Also, a year's study costs an average EUR 7 901 whereas the average cost per pupil in traditional secondary education is estimated at EUR 4 696. The project director concludes: 'The results demonstrate that if the means are available and methods are changed, the young person can be rehabilitated. The question is whether the traditional education system is prepared to invest more in prevention, which would be less costly for society.'

### The school as part of urban and social regeneration

The quality of relations between the school and its topographic and social environment is also crucial for the success of a pilot project of this kind. Some cities or locations, generally in southern Europe, have developed plans for architectural, urban and even socioeconomic regeneration of which the school is an integral part. This is the case, for instance, in Seixal, Portugal, where a second chance school was set up on the site of a former cork factory that had fallen into disuse after the Portuguese colonies gained their independence. In contrast, other towns, like Norrköping, Sweden, prefer to take a different approach, arguing that a project based on the reintegration of less favoured individuals carries the risk of stigmatisation. It is a question of culture.

Conducting a project like this at European level is particularly important because officials in the various countries are able to share their experiences and learn from one another. The 13 schools are part of a transnational network, the European Association of Cities for Second Chance Schools<sup>(1)</sup>. It also provides information to local authorities interested in opening a school of this type.

While it is essential for teachers to share their experiences, it is equally vital for pupils to take part in this process. At the meeting in Norrköping in May, they were given just this chance. There they were able to share their views with other second chance pupils and projected documentary videos they had produced themselves on their neighbourhood and their roots. For them it was an opportunity to express their unique view of their world. 'The European dimension of the project fascinates them. It helps them step back from their personal problems and makes them realise that in other countries in the European Union, people their age are also experiencing the same difficulties and that these problems stem from a more global social problem for which they alone are not responsible,' concludes Edward Tersmette.

(1) Denmark (Svenborg), Finland (Hämeenlinna), France (Marseilles), Germany (Cologne and Halle), Greece (Athens), Italy (Catania), the Netherlands (Heerlen), Portugal (Seixal), Spain (Barcelona and Bilbao), Sweden (Norrköping) and the United Kingdom (Leeds).

(2) European Association of Cities for Second Chance Schools, PO Box 306, 6400 Heerlen, Netherlands – Tel. (31-455) 73 14 44, Fax (31-455) 73 14 40, E-mail: [e2c-europe@worldmail.nl](mailto:e2c-europe@worldmail.nl), web site: <http://www.e2c-europe.org>.





*The world conference on violence at school and public policy, held in Paris last March, gave researchers and policy-makers an unprecedented opportunity to compare the successes and difficulties of different strategies. Although prevention and intervention practices still vary widely, the scientific community nevertheless seems to agree that studies need to focus on the victims and their social environment.*



# Violence at school

## the experts take a closer look

Organised by the European Monitoring Centre on Violence at School, in cooperation with the European Commission's Directorate-General for Education and Culture and the French Ministry of Education, the conference on *Violence at school and public policy* was also the culmination of the first phase of European cooperation in this area. It was in 1997 that the Commission proposed that Member States support cooperation to address the problem of violence in schools, a priority of the then Dutch EU Presidency. Now included in the Socrates programme (Comenius), the prevention of violence at school is the theme of trans-European pilot projects to encourage more information-sharing on policies and practices in all the Member States (1).

The problem of violence at school is approached in a whole variety of ways depending on the national situation and political sensibilities. The very concept of 'combating violence' in a school context is not always interpreted the same way and, depending on the country, the problem may be totally denied or the subject of large-scale action plans. Because statistical instruments are still rather new and methodologies differ, it is hard to quantify the phenomenon and determine whether there has actually been an increase in violence in recent years. Moreover, the aim of the conference, the first to be organised at world level, was not to find a single solution to very diverse situations but to compare theoretical models and strategies and try to set up cooperation networks. However, the participants – experts in the field and institutional and political officials – did highlight certain significant breakthroughs.

### A new 'history' of violence

Most researchers now agree that bullying, meaning the systematic abuse of power in a peer group, similar to harassment and a cause of stress and exclusion, is an important concept. It provides a clearer insight into the phenomenon of violence at school whose more observable forms are physical assault (fights) and verbal aggression (taunting).

The great advantage of introducing the concept of bullying into the scope of research is that studies can focus on the victims, providing a better understanding of the overall phenomenon. Researchers have also discovered a 'history' of violence, a process that builds up slowly through successive 'hits'. Early intervention is crucial in order to prevent young people from eventually – and irreversibly – making a 'career' of being either a victim or a bully.

Behaviouralist approaches concentrating essentially on hostile acts and the notion of delinquency often end up measuring only the degree of activity of the courts and the police, with incomplete statistics that exclude victims. Isolated in their suffering, the victims' impression that the cause is not taken into account is often reinforced and they end up losing consideration for the school and society as a whole. Another shortcoming of approaches based solely on behaviour is that they tend to minimise the role schools play in the socialisation of children, disregarding the school environment as a potential factor of violence.

### The dangers of the security fantasy

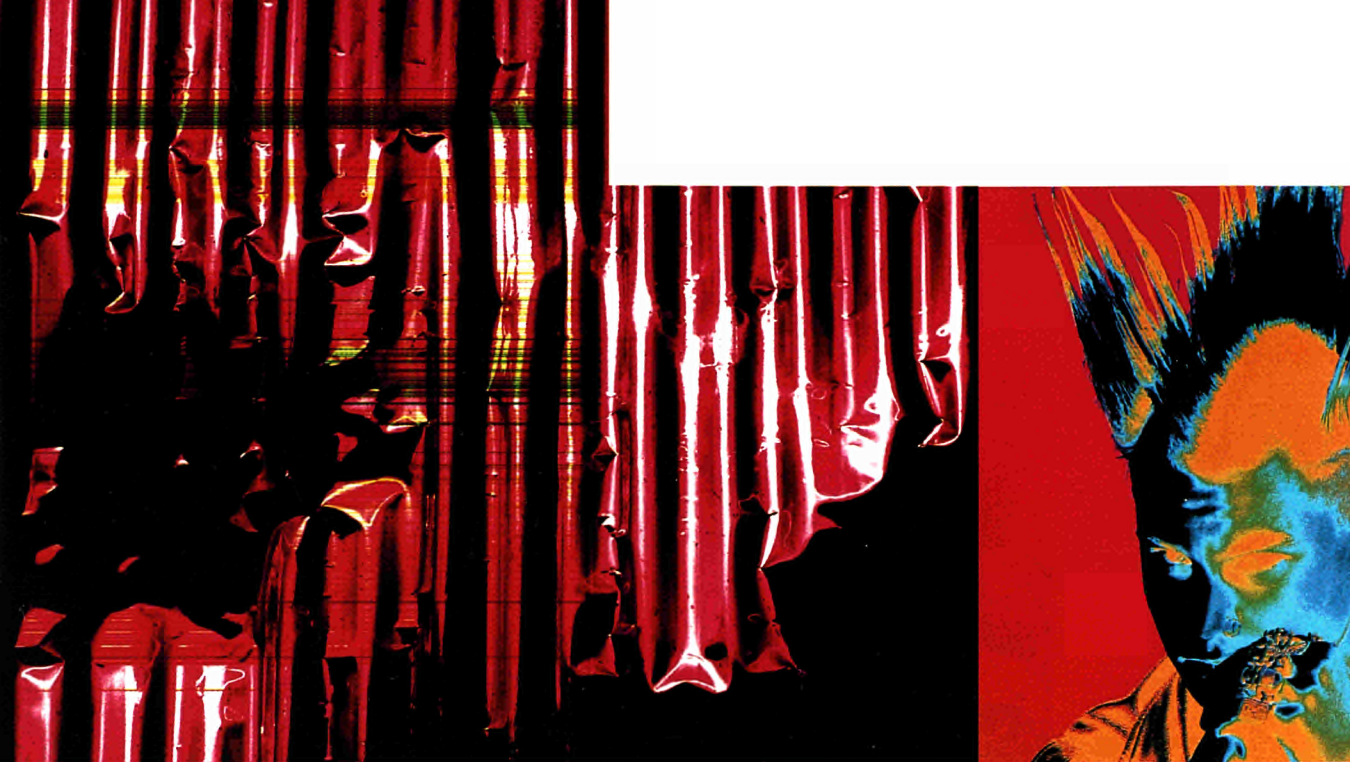
In addition to drawing attention to the victims, this first worldwide consultation also helped dispel a few myths. While most studies have until now only looked at specific aspects of the problem, the overall picture seems to be that school remains a safe place. The impression of insecurity does not necessarily mean that there has been a real increase in violence.

The media's tendency to focus on sensational cases has often deformed reality. And it has triggered in the minds of some the security fantasy of zero tolerance, repressive conservatism and the 'policing' of children, who are considered potentially uncivilised, especially in so-called 'risky' environments assumed to be guilty of the crime of poverty. Such over-simplification would rob public policies of their active role in creating harmonious social conditions for the greatest number, and policing and repression whose limits are already well known would become the norm.

The scientific community, policy-makers, teachers and school heads acknowledge that it will take time to curb violence at school. But at least they now accept that to consider violent practices normal is to deny the problem and are aware that differences exist and therefore no single model of behaviour, enforced by policing, can be imposed, however tempting that may be politically.

(1) The results of the actions supported by the Commission are available on the following site: <http://europa.eu.int/comm/education/violence/home.html>.





## Education at issue

The papers presented by experts and school officials at the world conference on violence at school seem to indicate that if the problem is to be addressed from a social perspective, then the whole concept of education has to be reassessed. Far more than an ivory tower of academic learning, school must be seen as playing a vital role in the socialisation of children. From this perspective, it is education in the broad sense, and not just the act of learning per se that needs to be considered.

### Building a 'school ethos'

The schools with the most success in curbing violence are the ones that have made the effort to develop a school ethos. When teachers and administrative staff work together to establish rules and references in order to exercise real leadership, violence tends to decline. This has been observed time and again, including in so-called difficult districts, and is confirmation of the determining role the environment plays.

The influence teaching practices and the relationship between pupils and teachers have on behavioural problems demonstrates that violence is not dependent on the group of teenagers in school, but on the way the schools themselves operate. Moreover, another avenue explored confirms the importance of educational supervision: when pupils are given the opportunity to participate in the school's social life and, therefore, in the creation of social rules, they are more willing to accept these rules, because they helped define them.

In this broader vision of education, teachers do not just teach but also manage social problems. While they are no longer the only source of knowledge, since children have increasing access to learning resources such as the media and new technologies, they are nevertheless the best guarantee that the educational process will go smoothly. Teachers have experience in dealing with the social interactions and mechanisms in the classroom, something no book or television channel can claim to replace.

### An outward-looking school in tune with its environment

The idea of a school closed to the outside world, compartmentalised into classes and shut behind protective walls, is increasingly archaic. Schools have been trying to be more outward-looking, and their different experiences are demonstrating the advantages of closer contact with the surrounding environment. By cooperating in networks or opening up their resources (gym, library, computers, etc.) to the entire community, schools can expand their role and serve as a link between the different cultural and socioeconomic elements. In contrast, ghetto schools or their more affluent counterpart, fortress schools, have been found to encourage a mentality of exclusion of certain groups.





## The Save project an example of good practice

20

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Implemented between 1996 and 1999 in 26 Spanish schools, Save (Sevilla Anti-Violencia Escolar) gave teachers the opportunity to examine new democratic ways of managing life in school. Based on the principle that solutions to problems of violence in school must come from within, the project's leaders helped teachers put these ideas into practice.

In Spain, like elsewhere, university researchers were the first to examine the problem of violence and justify its social interest as a topic of research. Considered a minor phenomenon and said to be caused by individual behavioural problems in both victims and bullies, violence at school, still timidly referred to as 'poor interpersonal relations at school', did not enter the realm of research until the early 1990s. A survey of pupils conducted for the Spanish and UK Integrated Actions Programme revealed that schools in Spain were also confronted with problems like mistreatment, insults and abuse of power.

Using the findings from this survey and the results of subsequent studies, the research group from Seville University developed a global model for school intervention: Sevilla anti-violencia escolar (Save). More than just providing conceptual and analytical instruments, Save gives academics and the people working in education, ie. teachers and school officials, an opportunity to work together. Defining school as a community of teachers, pupils and their families, the project stresses the need for schools not only to teach and train but also to instil social values in children. Here, where interpersonal relations are an important part of the learning activity at school, social integration is said to have failed if insults, harassment or lack of respect towards teachers or pupils are common occurrences.

Using the curriculum and training possibilities offered by Save, teachers were asked to set up research teams in order to make the school more open to its social environment. Their first concern was to establish a relationship with the families, because teachers often attribute violence at school to the pupil's home environment and parents expect the school to assume responsibility for all aspects of their children's education.

In addition to preventing violence and introducing a framework of rules and cooperation practices with the community for prevention, Save also has specific measures to help pupils already on the fringes. The establishment of 'quality clubs' gives pupils a chance to enhance their status as responsible members of the social community of their school. Made up of children who risk exclusion because of various forms of violence and others who enjoy a more favourable social position, these clubs are a place where pupils can talk about their different situations.

In addition to arbitration programmes where adults intervene to deal with violence between pupils, there are pupil-to-pupil assistance programmes that teach children how to manage interpersonal conflicts. These are conflicts where adults, because of the nature of the dispute, have no relevant role to play. This procedure is more credible in the eyes of pupils and draws their attention to their responsibilities.

Although the most important aspect of the Save project is its emphasis on prevention, it also helps the school set up a system of direct intervention where the victims, who are discredited in the eyes of the community, can quickly regain self-confidence. But neither victims nor bullies are separated from their reference group (friends, class, etc.), for this would only replace one form of exclusion with another.

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# New rules for European football



Is football a victim of its own success? In recent years, the focus has sometimes been more on profits, share prices, television rights and spectacular transfer fees than on the sport itself.

European football is changing. Clubs and federations have to adapt to the new situation, namely the growing power of money.

In 1998, the most prestigious competition between clubs, the Champions League, was reformed. It is the most lucrative football competition and worth EUR 650 million. The champion clubs with the biggest budgets tended to favour a 'super league' option offering billings that would guarantee viewers and set new record TV ratings. Those left out of this elite championship protested and proposed alternatives.

It was in this context of commercial turmoil in December 1998 that the European Commission, in response to complaints, sent a statement of objections to FIFA President Sepp Blatter about the tricky problem of player transfers. The statement denounced the anti-competitive nature of the system in force. In August 2000, still having received no response, Commissioners Mario Monti (competition) and Viviane Reding (education and culture) decided to accelerate things, in the interest of football. The system would be declared illegal if no measures were taken. To find a solution that complied with Community law but took account of the specific characteristics of football, the Commission then organised a number of meetings with FIFA, UEFA and the professional players' union FIF-Pro, the aim being to create a new transfer system. Defining objective criteria for transfer fees, ensuring stable contracts, agreeing on procedures for terminating contracts, protecting training and setting up mechanisms for the settlement of disputes proved to be no easy job.

At the centre of the discussions, which had a positive outcome in Brussels on 5 March, was the future of training clubs whose financial security is linked to the profit made from the 'sale' of young players. Another concern was the stability of existing teams, which were increasingly complaining of fast turnover: more and more players were coming and going, in the middle of a season.

The Commission and the football representatives agreed on three essential points: the introduction of fixed transfer periods, a minimum and maximum duration for contracts (one to five years) and the introduction of systems of 'solidarity' for training clubs.

To avoid what some refer to as the exploitation of very young players, transfers of young people under 18 to a club in another country would be subject to very strict conditions.

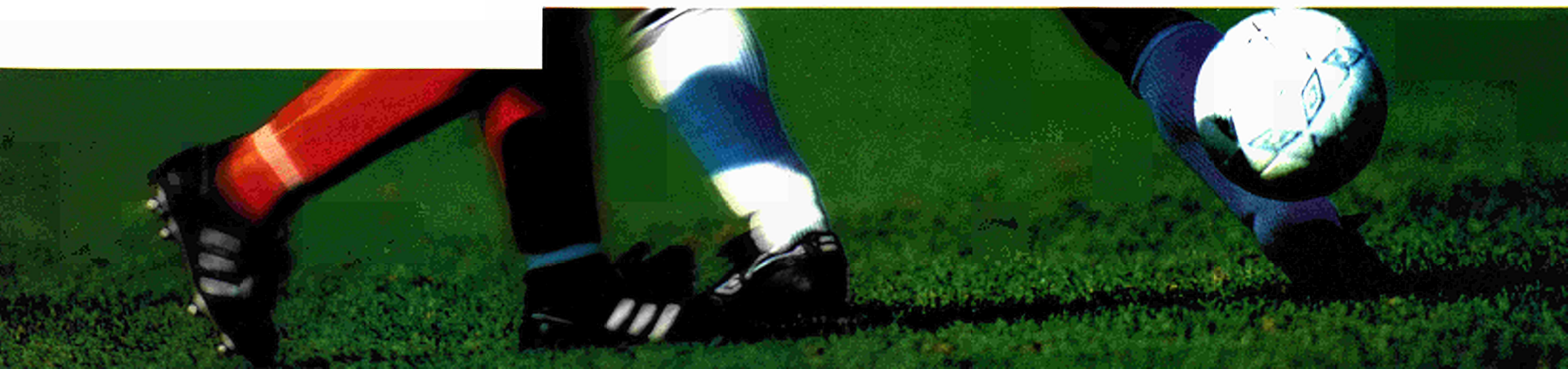
The text lays down a number of principles that are to serve as the basis for the new transfer rules, expected to be adopted by FIFA normally this summer. A few questions still need to be answered. The end of the existing transfer rules could mean that clubs will try to attract the best players on the continent with fabulous salaries. And salary inflation would imperil the less affluent clubs, which keep their books balanced by selling players. 'Until now, we were raided, but we made a financial profit,' explains Girondins (Bordeaux) chairman Jean-Louis Triaud. 'With the new system, we'll be raided, but without compensation. Twenty-five per cent of club earnings come from transfers,' he explained in an interview with the French daily *Libération*.

So the Commission has advised football officials to consider introducing a ceiling on salaries and setting up an independent committee to oversee the accounts of professional clubs, already the case in France and Germany.

In December 2000, the European Council in Nice published a declaration highlighting the need to take account of the 'specific characteristics of sport', a very political term Member States had already used during several meetings of EU ministers of sport, especially in Paderborn (Germany) on 1 and 2 June 1999. For the first time in the history of the European Union, the Heads of State or Government acknowledged that to protect the ethics and social role of sport, Europe could not address sport issues solely from the point of view of free competition and the market. And for the first time, the government officials responsible for sport in the 15 Member States urged that the specific requirements of sport be taken into account when enforcing a number of European rules.

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# Culture 2000, year II

*Launched early last year, the Culture 2000 programme aims to promote culture and tap the wealth of its diversity and shared heritage in Europe. Lending support to 219 projects in its first year, the programme is encouraging transnational cooperation in all fields of culture and art, particularly in music.*



## Network promotes traditional music and dance

The Culture 2000 programme has a budget of EUR 167 million up to the end of 2004 (1). In 2000 alone, it provided over EUR 32 m in funding for experimental, innovative or specific actions lasting one year and for multiannual cooperation agreements and other large-scale European projects lasting a maximum of three years. Despite its modest budget, in facilitating exchanges between national cultures, the programme has considerable European impact.

To be considered for funding in 2001, projects had to deal with Europe's common cultural heritage, artistic and literary creation and the history and culture of Europe's peoples. Nearly all areas are covered in the projects selected: music in its many forms, books and reading, the performing and visual arts. Some projects are limited in time and just involve the organisation of an exhibition or an event, while others are of much longer duration and include the creation of cooperation networks.

Six agreements between music professionals have been signed this year. The networks have a minimum of five partners from five different countries involved in specific actions to develop the European dimension in various fields: contemporary music, opera, traditional music, the dissemination of music in Europe and information on music for those in the trade.

### Further information

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In 1997, Perpignan was host to the European conference on traditional music and dance, which has evolved into the European Network of Traditional Music and Dance. The network has gradually grown in places and regions with clear identities, such as Stockholm, Paris, Brussels, Budapest, Vercelli, Graz, Arles, Serpa and Zaragoza.

From the start, associations, musicians and dancers from over 15 European countries joined the movement. Today, the permanently expanding network is developing relations with associations in central and eastern Europe and, as it does so, becoming more and more diverse: from gypsy violins to the fado music of the Alfama neighbourhood of Lisbon, from Lapp songs to the many sounds of the Mediterranean and Balkans.

With the help of Culture 2000, the Mediterranean countries as well as Germany, Austria, Great Britain and Ireland are now better represented, enhancing the initial presence of France and the Nordic countries. The network tries to promote little-known traditional music, not always found in music shops, by supplying the addresses of sites where more information can be obtained or where it is possible to listen to samples of Norwegian music, ballads or Hardanger violins, for example.

The European Network of Traditional Music and Dance organised two seminars in Zaragoza, Spain on 17 November 2000, during 'Strictly mundial', and is to follow these up with other seminars over the next three years. The first seminar was on the emergence of new places where traditional music and dance are performed in Europe and the participants learned about what was happening in Ireland (pubs), Austria (music cafés) and Hungary (dance centres).

The second seminar looked at the 'Multicultural dimension and blending of sounds in traditional music: the examples of the Provence and the Greater London area'. More in-depth seminars will be organised in Stockholm in October 2001 and in

Provence in October 2002 on the multicultural approach of traditional music in Europe.

A precise and detailed list of traditional music and dance of ethnic communities and of music from around the world is currently being prepared for publication in a guide that will be available on-line. It will be a way of recognising and taking advantage of the many cultural contributions from the communities born of migratory movements. This is to be followed up by a public event and the publication of a CD reflecting the artistic intermingling between the different types of music of these communities.

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(1) For more information on the Culture 2000 programme, consult the site: [http://europa.eu.int/comm/culture/index\\_en.html](http://europa.eu.int/comm/culture/index_en.html).





## Art Nouveau Network saving forgotten heritage



*While posterity has recognised the importance of artistic architects such as Gaudi and Horta, much of today's art nouveau heritage remains little known to the general public. Illustrating all aspects of life through architecture and decoration, this artistic movement was a turning point between the 19th and 20th centuries. Artists across Europe gave it very diverse interpretations: art nouveau, Jugendstil, Modern Style, Nieuwe Kunst, Stile Liberty, Modernismo, each reflecting the innovative nature of the movement. Born of the great optimism of an industrial revolution whose materials it shaped and expressing the tribulations of a closing era, art nouveau is today a reminder of another turning point in time: our own. A European initiative is helping to save this heritage.*

Recognised for the quality of its work and its eagerness to involve as large a public as possible in its actions, the Art Nouveau Network was one of the projects supported in the experimental action leading to the Culture 2000 programme. Manoëlle Wasseige, coordinator of the project at the Department of Monuments and Sites of the Brussels-Capital Region, the government authority behind the initiative, describes how the network began and what it does.

'The idea of setting up a network like this came about gradually. In 1996, the Department of Monuments and Sites of the Brussels-Capital Region launched a campaign to protect the art nouveau heritage at a Europalia exhibition on Belgian architect Victor Horta. Afterwards, during various meetings with several European colleagues, we realised that we shared similar problems in saving and restoring the heritage of a number of cities.'

'The idea of us working together to study, protect and take advantage of our art nouveau heritage quite naturally followed. At the end of 1997, the Department of Monuments and Sites of the Brussels-Capital Region began examining the possibility of creating a network of seven European cities, and in June 1999 a pilot project was presented to the Directorate-General for Education and Culture of the European Commission, which lent its support.'

'Our first concern was to set up a real communications infrastructure and to give ourselves a clear identity. So we established a graphic charter of the network and created a logo. Then, in Glasgow we developed a web site and in Ålesund we designed an exhibition unit that could be transported from one event to another. To raise public awareness, we also asked a Brussels photographer, Serge Brison, to travel to different cities in Europe and photograph little known examples of art nouveau. We wanted people to be surprised when they saw that art nouveau was more than they thought.'

After the project was launched, the organisers laid the groundwork for future actions and succeeded in selling their vision to those in the trade and to the public. Today, the Art Nouveau Network, a partnership of 13 European cities representing 17 organisations, clearly intends to become a real pressure group.

### The network is made up of the following partner cities:

Ålesund (Norway), Barcelona, Reus and Terrassa (Spain), Brussels (Belgium), Glasgow (United Kingdom), Helsinki (Finland), Nancy (France), Palermo (Italy) and Vienna (Austria).

### Three cities of central Europe are also participating in the project as observers:

Ljubljana (Slovenia), Riga (Latvia) and Budapest (Hungary).

The Training Centre for the Rehabilitation of Architectural Heritage in Avignon is a technical partner of the network.

From December 1999 to September 2000, the Art Nouveau Network had a total budget of EUR 492 000, of which half was covered by the Culture 2000 programme.

'The high point of our public relations campaign was our White Paper on the state of art nouveau in Europe. We presented a critical analysis, based on our own cataloguing and surveying, of the situation of art nouveau sites in the major cities and made recommendations for architects, art historians, museum curators and other officials working to protect and restore this heritage. In future, we hope to include the multiannual cooperation actions supported by the European Commission. At any rate, the project is now following a clear course and whatever grants we obtain our objectives will not change. However, with more funds we could widen our action and set up a travelling exhibition, for example. This obviously costs money. The big advantage of organising this project at a European level is the competitive spirit it creates among those in charge of their city's heritage and among restoration professionals. The more the network expands, the more it will encourage the rehabilitation of art nouveau and act as an incentive for politicians and those in the trade, but also for young people who might see the protection of old buildings as a possible future profession.'

In fact, although there are still craftsmen who can reproduce the very special techniques of the artists of the time, it is proving extremely difficult to provide the necessary training for future generations.

'We still have a few craftsmen with some very valuable know-how. The problem is what will happen once they are gone. There are some first-rate schools in Avignon, Nancy and Louvain. Specialised in the restoration of architectural sites, they can help us establish a methodology for restoration and

develop training programmes. They can also give us a hand in spreading the word about existing training opportunities. But this training does not always last: the master craftsmen find it difficult to keep apprentices who more often than not end up pursuing more lucrative activities.'

While most European countries have vowed to protect the finest examples of their heritage, challenges abound, particularly when it comes to creating legal mechanisms and a rigorous framework to save many lesser known, if not forgotten, masterpieces of the art nouveau movement, a resolutely European art of great relevance today.

### Contact

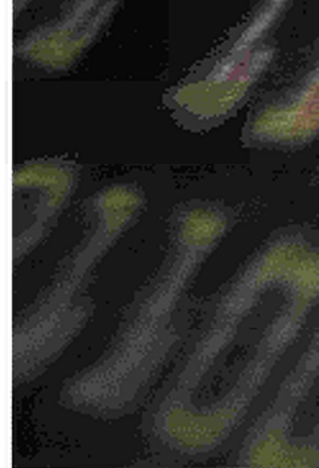
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# Internet

## the Wild West of the recorded music industry



*The record companies are currently caught in a public tug-of-war with distributors of free MP3 files as they try to gain supremacy in the distribution of on-line music. Control of this still largely untapped commercial goldmine is being fought out in the courts between the two sides, which are writing a new chapter in the history of the music industry. But will the future be one of economic cartels or will artists regain control over their work? No one knows yet what tomorrow's predominant system of on-line distribution will be. A cultural industry above all else, music is an important component of the Culture 2000 programme.*

Sales of on-line music are now gradually gaining ground in relation to traditional distribution methods, yet in the beginning the recording studios did not want to see the emergence of MP3 files as the sign of a new form of distribution. After the unexpected mushrooming of free on-line music sites, and a few million exchanged music files later, the big labels went to the courts to stop this flow of unpaid royalties and started thinking up solutions of their own to sell music on the Internet.

While the music industry has been haunted by the prospect of piracy since the appearance of sites like Napster or the Gnutella network, where users can swap music at no cost, the authors of the music do not all see the arrival of free music sites as necessarily bad. Without wanting to portray all the pirates as modern-day Robin Hoods working to free the consumer, it must be said that once you've tasted free music it is hard to cough up over EUR 20 for a CD. The European Commission has, moreover, been concerned about record makers and retailers colluding to keep the price of CDs high and has ordered an inquiry into the matter (1).

### On-line distribution by trial and error

Like other cultural industries, the music industry is turning into a huge laboratory where all kinds of economic models are being tested, from direct billing to free downloads for the user. No final solution for on-line distribution has yet emerged from all this experimenting going on. One solution under consideration is to charge the consumer a flat rate to download an unlimited number of files from a site. A more radical solution would be to offer the music to the consumer free of charge. But if this were the case, where would the money come from to pay the artists and producers? One possibility might be to take the cue from free Internet sites, which already obtain revenue from advertising and complementary pay services.

Whatever model ends up dominating the market, the way in which royalties are managed, currently according to geographical borders, will have to be changed, given the transnational nature of the networks. The Internet allows a more precise and individualised management of royalties, and in a system where a flat fee is charged, the authors could be paid in proportion to how much of their music sells. In the case of financing through advertising and pay services, they would receive a share of this revenue. Under these new arrangements, the holders of the original rights on works and recordings could strengthen their position, to the detriment of the market middlemen who hold secondary rights in the current set-up.

### European funds for independent labels

At the music industry's international trade fair, Midem, in Cannes in January 2001, the Education and Culture DG organised a conference for the Culture 2000 programme on 'The European music industry in the new economy – What is the future for independents?'. The meeting was held in cooperation with Impala, the international federation of independent labels, and was attended by representatives of the music industry and the European Commission.

Solutions to help European independent labels close a growing technological gap were discussed, and particular reference was made to the 'Innovation 2000' initiative, jointly launched by the European Investment Fund and the European Commission on 19 November 2000. This initiative aims to help companies in the cultural sector (television, cinema, music) develop their on-line potential by obtaining funding for them from private and public sources in the 15 Member States. Financial mechanisms like these could be implemented to encourage business ventures and partnerships between record companies and technology ventures.

While few suppliers of on-line music are currently making any real profit, the Internet is looking like the promised land for independent labels because of the lower costs and freedom that it theoretically should provide. However, before the Internet is able to widen access to the market, free competition will have to be ensured. The independents are indeed afraid that today's mergers between Internet service providers and the big labels will mean a return to the oligopoly already operating before the arrival of the web. For this reason, the independent record companies have been urging the public authorities to closely monitor the situation for abuse of dominant position.

### Gap with US widens

Today's music market is rapidly evolving as the multinationals engage in a merger free-for-all and innovations in digital technology proceed at full steam. These trends are not exactly in the interest of the small record companies, mostly European independent labels, whose voice is being drowned by the music's big five, who together control 85 % of the market.

The European independent labels are particularly at a disadvantage on a world market where there is nonetheless great potential. Europe is fragmented into 20 different markets and companies find it extremely difficult to obtain the large amounts of capital they need. In comparison, the United States has substantial advantages: registering a copyright only takes 10 minutes (as opposed to Europe's one year), consumers do not pay VAT on music whereas in Europe this tax is higher than on other cultural products like books or the cinema, and American companies have an easier time getting the capital they need. If current trends continue, the American market is expected to widen

### Projected world music sales to 2004

	1999 (sales USD billion)	% of market share	2002 (sales USD billion)	% of market share	2004 (sales USD billion)	% of market share	Annual increase
North America	14,585	41	16,149	41	18,435	43	+ 4.8
Europe	12,253	35	13,277	34	14,070	33	+ 2.8
Asia and Pacific	8,509	24	9,305	25	10,287	24	+ 3.9
<b>Total</b>	<b>35,347</b>		<b>39,331</b>		<b>42,792</b>		<b>+ 3.9</b>

(1) *Financial Times*, 25 January 2001.

Source: Pricewaterhouse Coopers Entertainment and Media Outlook 2000-04.



## Community adopts legal framework to protect copyright in today's information society

its lead over the next two years as the European market stagnates.

The music industry in Europe is at a crossroads. The Directorate-General for Education and Culture attaches particular importance to this issue and sees the Culture 2000 programme as vital in this respect. The public authorities, the industry and representatives of authors-composers-performers are increasingly examining the issues together to clearly understand the challenges facing the industry and the cultural sector and to see what solutions might be found for Europe.

*An essential requirement for any sale of artistic work, copyright legislation had to be adapted to the realities of the digital era in order to encourage European firms to take the leap into electronic commerce, while guaranteeing authors fair payment. This is now a reality: the European Parliament and the Council, in a co-decision procedure, agreed on 10 April 2001 to adopt a European directive on the protection of copyright in the information society. This directive is an addition to the arsenal of European copyright legislation and a response to the new challenges posed by technology and the information society.*

While the Internet and new technologies have not destroyed the foundations of intellectual property, the new ways they are exploring of using intellectual property and the infinite possibilities they offer for duplicating and circulating works are contributing to the growing phenomenon of pirated works. CDs, films and books are now being copied on a large scale, but there is no system to oversee the process and to pay royalties to the holders of copyright (1).

Whether through books, music or films, those who create and sell content in Europe and are concerned by the management

of these royalties now benefit from a harmonised legal framework, better adapted to the transnational nature of the Internet than national systems which differ from one country to another.

Under the new legislation, the reproduction and encoding of copyrighted works on the Internet will be forbidden. However, the directive does make some exceptions for public services, like schools and libraries whose purpose is to teach and educate, and for individuals who copy information strictly for their own personal use. The Member States now have until October 2003 to transpose this directive into national law.

### Further information

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(1) For example, the International Federation of the Phonographic Industry (IFPI) estimates that over 500 million pirated CDs are now being sold each year throughout the world. According to the IFPI, there are only 19 countries where the sale of 'official' CDs is higher than the sale of pirated CDs, the main centres of this traffic being eastern Europe and Latin America.

CD sales in Europe between 1991 and 1999

	SALES (USD million)	REAL GROWTH (%)
1991	11,037	—
1992	11,192	- 4
1993	10,923	4
1994	12,031	5
1995	13,833	2
1996	13,718	0
1997	12,872	1
1998	13,009	1
1999	12,378 (1)	- 2

The five leading markets in 1999

	SALES (USD billion)	WORLD MARKET SHARE (%)
USA	14,252	37
Japan	6,437	17
United Kingdom	2,909	8
Germany	2,832	7
France	1,983	5

Market shares of the five major record companies in the United States and Europe in 2000 (%)

	USA	EUROPE
Universal Music	28	26
Warner Music	15.4	17.3
Bertelsman Music	19.4	12
Sony Music	13.5	11.5
EMI	8.7	15.2
<b>Total</b>	<b>85</b>	<b>82</b>

Source: Independent Federation of the Phonographic Industry.

Source: Independent Federation of the Phonographic Industry, 1999.

Source: SoundScan, Music and Media, Music and Copyright n. 197.

(1) 1999 sales figures represent an average of 1.6 music albums sold per capita.



# Europe

## and the challenges of the new television era



*Digital TV, the advent of the Internet, the rise of satellite-based channels, the birth of new media giants ... the European TV scene has changed dramatically during the last years. In the face of these new challenges, the Commission has launched a full review of the EU television without frontiers directive, to be completed by 2002.*

Broadcasting, given its huge social impact, has long been subject to regulation in the public interest. When television broadcasting became widespread in the 1950s, memories of how totalitarian regimes had abused the power of radio broadcasting and cinema before and during the World War II were still very fresh. Most European governments therefore put in place regulatory frameworks which subjected this even more powerful medium to the control of democratic bodies. Rules were also drawn up, for example, to protect children from potentially harmful programme content, to protect viewers from excessive or misleading advertising, to ensure programming of local relevance and to guarantee the right of reply. With one exception (the United Kingdom), television broadcasting was kept in the public domain.

Until about 1980, broadcasting remained essentially a national business. Television programmes were transmitted terrestrially, using transmitters and masts on the ground. If you lived near a border, you could perhaps receive signals that 'spilled over' from your neighbour's territory, but otherwise your choice was limited to the broadcasters based in your own country. This began to change in the 1980s, with the arrival of geostationary satellites. For the first time, it became possible to broadcast from one country to another. This period also saw the arrival of commercial broadcasting in most Member States.

The problem for satellite broadcasters, however, was that national rules differed from country to country: although a broadcaster might have a licence to broadcast in country 'A', this did not mean that its programmes necessarily complied with the rules in country 'B', where they could now be received via satellite. For the first time, there was a need for a Community instrument guaranteeing the freedom to provide television services by harmonising the basic rules on television programme content.

### A key directive, going back to 1989 ...

This need was met by the television without frontiers directive, adopted, after much discussion, in 1989. It was revised in 1997 to take account of changes in the market, particularly those arising from technological developments and the need to refine the jurisdictional criteria. The coordinated fields in the directive cover such matters as advertising, European works and works by independent producers, the protection of minors and public order and the right of reply. As the directive is based on the principle of achieving the minimum level

of coordination necessary to ensure the freedom to provide services, each Member State retains the right to impose stricter measures on broadcasters under its jurisdiction.

The directive has played a key role in allowing Europe to develop a thriving satellite broadcasting industry. This in turn has benefitted Europe's audiovisual producers, who, limited by smaller national markets, have struggled to compete with their much more powerful American counterparts.

### ... needs updating in the digital era

Such is the pace of technological and market development in the broadcasting sector, however, that certain aspects of the directive are again called into question. Above all, the impact of digital technology is bringing about a revolution in the broadcasting sector. Current analogue technology allows at most a handful of channels to be received over the air. Cable and satellite networks allow more channels to be received, but severe capacity restraints remain. Digital technology allows far more efficient use of networks, making it possible to receive hundreds of television and radio channels. It also greatly improves picture and sound quality. More than this, digital technology allows new kinds of interactive services to develop, such as, perhaps, direct booking of holidays via the television set. It allows the viewer much more control over what can be viewed and when, a fact which has consequences for how and why television broadcasting should be regulated.

The advent of the Internet poses perhaps the most serious challenge to existing broadcasting regulations. In essence, the Internet allows audiovisual content from almost any point in the world to be accessed at any time. As the capacity of the networks develops, the Internet is becoming increasingly capable of delivering video content too. The fact that televisions and set-top boxes offering the capacity to surf the Internet will soon be on the market is another significant factor. How should television programmes and Internet content be regulated when both can be readily accessed from the armchair in the living room?

### European Commission hard at work

To try to answer these questions, the European Commission has launched a full review of the television without frontiers directive, to be completed by 2002. This is in fact also a requirement contained in the directive itself, the Community legislature having foreseen the possibility of radical developments

in the sector when the directive was last revised in 1997. The Commission has therefore launched three major studies into areas covered by the directive: these include the development of new advertising techniques, measures to promote the production and circulation of audiovisual works, and regulatory needs in the light of market and technological development. These studies include public workshops in Brussels. On the basis of the results of these studies and other related information, the Commission will publish a consultation document in early 2002. This document will serve as a basis for a comprehensive public consultation exercise with all interested parties in the course of 2002. Based on the results of this consultation, the Commission will propose any necessary amendments to the directive.

The Commission will endeavour to put forward proposals which safeguard the important public interest objectives at stake – such as pluralism, cultural diversity and the protection of minors – whilst also creating a framework which allows Europe's audiovisual industry to seize all the opportunities of the digital age.

### Further information

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# Digital television

## gaining in popularity

*Since its introduction in 1996, digital television has been steadily expanding. In 1997, 2 million households were equipped with the technology compared with a little over 13 million at the end of 2000 (1). This represents 4.4 % of households equipped with digital television in 1999 and 8.6 % at the end of 2000. Nearly all channels are broadcast digitally, although in almost all cases there is still simultaneous analogical broadcasting.*

France and the United Kingdom dominate the scene with 72 % of the European market. In the UK, digital television came relatively late but has met with extraordinary success. Between 1999 and 2000, the number of digital households rose from 1 to 4 million.

Whereas France, the UK but also Spain and Italy are leading the way, other countries such as Greece, Portugal, Finland and Luxembourg are having a hard time introducing digital technology. Even so, in some of these countries, projects to create digital television platforms abound.

Pay television is still generally the economic model followed, earning over EUR 2 billion in 1999, twice as much as in 1997. This figure again doubled between 1999 and 2000, to EUR 4.2 billion.

For free non-coded digital television to develop, certain conditions need to exist. Advertisers have to be convinced there will be a large audience. The operators of commercial channels have not yet wanted to make much of a commitment to digital. Nonetheless, a few free services are beginning to be offered to the public in the UK and in Germany, for example, and are often broadcast simultaneously in analogical.

### Transmission

Since late 1999, digital television has been accessible by cable and/or satellite in just about every country in Europe. It is also accessible now by land markers in the UK and Sweden. The other countries also have plans for introducing land markers but their timetables differ. Since the end of 1997, satellites and land markers have been the main vehicles of transmission. Often the two systems exist alongside one another.

### Obstacles to digital television

In some countries digital television has been slow getting off the ground. This is not surprising, given the high rates charged. What digital especially has going for it is the great diversity of channels and services on offer, although it is sometimes hard to see what is so innovative about digitalisation when the so-called new channels just show reruns.

Paradoxically, digital television is making few inroads in countries where cable already has a firm grip. People are happy with the options proposed and with the existing selection

of channels. Also, laws governing the matter tend to be regional, and the relations between cable operators and channel managers are often difficult. Digitalisation is more successful in places where the choice of analogical channels is limited.

In small countries, it is a different matter. The markets are obviously smaller. Here, people are interested in the diversity offered by digital television, but it is not profitable.

### The benefits of digitalisation

The arrival of digital television has brought about a great change in the strategy of television operators. There is now an incredibly dynamic approach to marketing, and strategies are much sharper. The first change is in the choice. Between 1990 and 1995, 150 new channels appeared. Since then, new channels have been emerging at the rate of 10 a year.

Channels devoted solely to sport and cinema were the first to come on the scene. Then came other theme channels where viewers could watch documentaries or programmes on travel or fashion, or switch to a teleshopping channel.

Also, the concept of a whole assortment of services is a thing of the past. Viewers are no longer offered a standard package of channels. Now they can choose from mini-packages, which are simpler and more targeted. They have specific features like 16:9 format, which, although accessible in analogical television, is presented as an advantage of digital television.

There are also new kinds of services that have emerged with digitalisation, like interactive television where the viewer 'holds' the camera. Here, for example, the viewer can choose the angle from which he watches his favourite football team score a goal.

The emergence of interactive services is nonetheless very complex to manage technically, and equipment like digital decoders, for example, will eventually have to be standardised to ensure compatibility. With a system that reflects computer architecture (with its rapid obsolescence) and a lack of common standards, renewing equipment could become a worrisome aspect.

### Restructuring the television market

Since 1998, efforts have been under way to restructure the market. The organisation of packages and their marketing are considered a strategic choice. The digital television industry remains in the hands of the traditionally powerful groups of the world of analogical television. These groups have a firm hold over the industry and they have whatever it takes to digitalise their networks.

However, the national authorities who enforce competition laws are working to pry the market open, and the sector remains competitive. Almost all the telecommunications operators have entered the market. North American channels have even made a discreet entry, along with new truly independent companies from a variety of sectors such as the written press, radio, sport, video games, even banking and sectors of industry.

It is primarily the emergence of interactive multimedia services that is stimulating the entry of new players in television broadcasting.

### The future of digital television

The big question is the extent to which pay television will dominate the market. Today, it is the most dynamic segment of digital television, and private operators are in a better position. But the high rates they charge could put a damper on the growth of digital in some countries.

In some cases, public broadcasters have drawn the attention of the public authorities to the need to enter the pay television market or to develop innovative, mainly interactive services in order to expand the notion of public service.

(1) The statistics used for this article have been taken from 'Development of digital television in the European Union 2000'. For more information, consult: [http://europa.eu.int/comm/avpolicy/stat/studi\\_en.htm#Finalised\\_studies](http://europa.eu.int/comm/avpolicy/stat/studi_en.htm#Finalised_studies).



# Five themes for 50 million young people



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Since the start of 2000, the consultation for the White Paper has brought together tens of thousands of young Europeans who first debated the issues at national conferences. In October 2000, 450 delegates convened in Paris for a European meeting where they had the opportunity to discuss their main ideas. The young people came from over 30 countries, both Member States and other countries involved in EU youth programmes. Debate was lively and intense. The five different themes discussed at the meeting in Paris and the main conclusions reached were the following.

- Participation:**  
 young people are truly eager to participate but they feel that existing channels are insufficient, inaccessible or purely symbolic. To create youth organisations, for example, they have to overcome legal and procedural difficulties. On the other hand, at school or university, young people want to participate in the life of their establishment. They want to put up posters, publish newspapers, organise meetings and in so doing make democracy come alive.
- Welfare, personal autonomy and culture:**  
 young people expressed serious concern for the environment and public health. Individual and general welfare were also a matter of prime importance. They share essential values like opposition to racism and xenophobia, but stressed that development and health are not just a way of improving gross domestic product.
- European values, mobility and relations with the rest of the world:**  
 young people expect a lot from 'Europe', even while realising that it is their job to build it. Europe also means a whole range of actions on the ground, often at local level.
- Employment, vocational training and social integration:**  
 paid employment is one of the prerequisites of economic independence and a key to social recognition and self-fulfilment. But landing the first job can be extremely hard for young people and they would like to see much more stringent social legislation that takes account of their difficulties. They are also concerned about the different forms of discrimination that can occur on the labour market.
- Education:**  
 overall, the official education system is highly criticised. In addition to wanting to be real citizens in their schools, young people insist on education's essential role in opening the door to citizenship. However, they note that there are too many social and economic obstacles to education. They would like education structures in each country to take account of society's diversity.







# Umeå Conference

## debates White Paper on young people



Launched in the spring of 2000, the large-scale consultation that will help shape the EU's youth policy reached a high point at the conference organised by the Swedish Presidency in Umeå from 15 to 18 March. Young people, researchers, youth professionals and policy-makers who until now had worked in parallel came together to compare ideas, debate proposals and define common priorities. The conclusions of the Umeå Conference on young people in Europe will be an important contribution to a White Paper to be presented in autumn 2001.

Education and employment, environmental protection and fundamental rights, access to healthcare and information, immigration policy and housing policy, Third World aid, the circulation of people and ideas are all important issues in the debate. By setting into motion a wide-scale process of consultation to prepare a White Paper on youth policy, Commissioner Viviane Reding launched a formal and informal dynamic that immediately went beyond the topics usually associated with younger people. That is actually the idea of the White Paper, which aims also to examine the interests, hopes and fears of today's youth. 'Young people see themselves as important players in society,' notes Sylvie Vlandas, the principal administrator of the unit responsible for youth affairs at the Education and Culture DG. 'And they consequently feel concerned by its different facets. In fact, although they say they play a specific and important role within society, they do not want to be confined to areas specifically related to young people. What they especially don't want is to be treated like children.'

### No shortage of ideas

By the time the Umeå Conference was held this year, tens of thousands of young Europeans between the ages of 15 and 25 had already met at various national conferences, and some 450 delegates from 30 countries had met in Paris in October 2000 for a European meeting under the French Presidency. Over 200 representatives of civil society – a multitude of non-governmental or public organisations – also voiced their points of view at a hearing organised in February by the Economic and Social Committee of the European Union and the Commission, in collaboration with the European Youth Forum. A group of researchers also contributed, presenting a few key areas to fuel a youth policy. And policy-makers and government officials from the different Member States participated in bilateral talks with the Commission to discuss how they organise youth policy in their country (in a great variety of ways from one end of the Union to the other), to reiterate their own priorities in the matter and to say what they expect from the White Paper.

As expected, all these meetings produced a wealth of ideas and proposals (1). But the different groups still had to confer around a table and debate the future together. That was clearly the objective of the Umeå Conference, where 135 delegates representing the different players examined in detail the five themes they had been working on for the past several months: participation; employment, vocational training and social integration; education (formal and non-formal); welfare, personal autonomy and culture; European values, mobility and relations with the rest of the world.

'All of these debates created a new rapport,' underlines Sylvie Vlandas. 'Not only between certain individuals but more fundamentally between the different types of players. It was really the beginning of a common reflection process. Throughout the consultation, young people discovered that each level of

government has its own limits, from the local authorities to the European institutions. In the workshop discussions in Umeå, this maturity was surprising.'

### Maturity, uncertainty ...

Autonomy, participation, mobility and access are the terms that best sum up the meeting. Young people want to take part in society and have access to the information they need to do so. The experience also showed that young Europeans, despite the different worlds in which they live, all share a set of essential values. They also see eye to eye on what are probably the more delicate aspects. 'All are aware that the road that lies ahead will not be an easy one for them,' says Bénédicte Caremier, administrator of the youth affairs unit. 'Despite their different social backgrounds, they stress their uncertainty and the difficulties they will inevitably encounter along the way. Probably this uncertainty is in part due to their concern for the socially excluded and their desire to fight all forms of discrimination!' This uncertainty is something that is clearly felt by a large percentage of the 50 million young Europeans in the 15–25 age group.

(1) The reports of these various contributions are available at the following address: <http://europa.eu.int/comm/education/youth/ywsp/>



## A first-hand account

*From the German-speaking part of Belgium, Peter Ohn is in his fourth year of law studies at the Catholic University of Louvain. He was one of the 36 young people present in Umeå.*

'When I got there, I was impressed by all the effort that had been made to organise the event: the buses, hotel, various activities on the sidelines. I participated in the workshop on 'welfare, personal autonomy and culture', but within two hours I was feeling frustrated. Despite all the ideas and proposals I was hearing, it didn't seem to me that we were really making much progress. The next day, however, the situation changed and the workshop began to produce some tangible results. We managed to agree on doing certain projects together and understood where we were going.'

*For example?*

'Everyone immediately agreed that information was the cornerstone and that without it nothing could be achieved. But just saying so is not enough. For us, opening an office for young people will in itself not do the trick. We have to get this information directly to young people, using the appropriate means.'

*What have you discovered about the European institutions now that you have actually visited them on several occasions these past few months?*

'One of my law courses is on the European institutions. So I first discovered the actual buildings that house these institutions and I also met the people who work there. Basically, I think it's normal today that the EU decision-making procedure takes so long. It's probably frustrating, because you want issues to be dealt with faster and you want to see tangible results right away. That's got to be possible at local level, but when so many different realities come into play, which is the case at European level, it's better to take the time to examine the problems properly. At the European Meeting of Young People in October, where there were over 450 delegates, I realised how difficult it was to work on such a level, especially when there are so many languages. From a more personal point of view, the process was also very enriching. I met lots of people from all sorts of cultures and countries. From the start we shared ideas and are still communicating with one another by e-mail. With all these contacts, I now feel more European than at the beginning of the process.'

*Some 50 million 15- to 25-year-olds live in Europe. There were tens of thousands of you at the national conferences but only 36 at the Umeå Conference. Did you have the feeling you were representing all the young people of the Union?*

'Obviously we can't claim to represent all of Europe's young people. We even said so on several occasions. But a selection had to be made from among those who wanted to be more closely involved in the process. And we were in touch all the time with the other young people involved in the national conferences and various associations concerned.'

### Further information

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## The White Paper

not an end in itself,  
but a starting point for renewed action

A White Paper is not a law but a Community document that proposes courses of action in a specific area. Given that so much has changed over the past few years, the Commission, the Council of Ministers (in October 1998 under Luxembourg's Presidency) and the European Parliament (with an own-initiative report in February 1999) have expressed an interest in knowing more about young people and their needs. They would like to review the common guidelines on youth policy at Community level and see what strategies might be possible.

'The White Paper will be something of a contract for the future, a reflection on the principles that should underpin closer cooperation at European level. The paper will basically propose terms for cooperation between the States and set out methods to improve different youth policies, determining what the

Community level can contribute on the basis of subsidiarity,' explains Sylvie Vlandas. 'Something we certainly don't want to do is dictate a long list of measures or propose structures. Wherever Europe can make a contribution without affecting the diversity of the sector it must do so. There is no magic cure-all. But with notions like citizenship and mobility, which is also intellectual, it must be possible to promote and improve non-formal education networks,' adds Bénédicte Caremier.

Georges Ternes, member of Viviane Reding's cabinet, reported that all the players, beginning with young people, insisted that the White Paper must not be the conclusion of the process. On the contrary, it has to provide new momentum. Mr Ternes told the delegates in Umeå: 'The White Paper will be a real milestone in this common effort. But once we have finished debating and preparing, we will also have to implement a policy

of European cooperation in youth-related issues, cooperation whose success and credibility largely depend on the commitment and involvement of all.'

The White Paper is to be presented this autumn to EU Commissioners, to the European Parliament and on 29 November, under the Belgian Presidency, to the Council of Ministers.







# A 'unique opportunity'

## for disadvantaged youth

*Launched with the help of the Association of Voluntary Organisations in February 1999 after a series of pilot projects, 'Step-by-Step' has helped nearly 60 young people aged 18 to 25 to embark on their first adventure abroad, applying the principle that a change of scene helps get the excluded back into the mainstream of society.*

'For a young person from a disadvantaged background, doing voluntary work abroad is often an insurmountable obstacle, either because of distance, a language barrier or because of the length of the stay,' says the exchange network Step-by-Step. Organised by the European Voluntary Service (EVS), this project offers the opportunity to go to a foreign country for short periods, with targeted preparation before the departure. Nearly 60 volunteers have already benefited in 10 countries.

The restoration of natural parks, the renovation of neighbourhood homes, the organisation of activities for children or the disabled, or life on a farm are some of the projects enabling young people from disadvantaged backgrounds to be part of a team and participate in the best of conditions. But how does one recognise a 'disadvantaged young person', by the way? 'There is no precise definition for this term,' says Isabelle Rousselet, one of the coordinators of Step-by-Step. 'We ourselves are concerned with young people who would not participate in the European Voluntary Service without help and special attention. These are people who basically receive little support, have often failed at school, have a drinking or drug problem.' So rather than a specific definition, there is a key idea: the problem comes from the context, not the individual.

The Step-by-Step experience abroad usually lasts three months, but the minimum is four to six weeks. The network is currently working with some 30 projects in 10 different countries. Step-by-Step is an intermediary between the organisations sponsoring the young people and those hosting them, but it also gives direct support to the voluntary workers. Well before their departure, the young people participate in a preliminary training seminar where they learn about various aspects of voluntary work.

Meeting for four days, a dozen young people of several nationalities receive the technical knowledge they will need to take full advantage of the future experience. But this is just a beginning. 'We invest a lot of time and resources in this preparation,' says one of the team's coordinators. 'We make young people aware of the difficulties they may encounter in an unfamiliar environment and country. We try to give them confidence, develop their ability to manage a new situation. And as there are several nationalities at the training seminar, they already get a foretaste of what's awaiting them, but within a protective environment.'

Managing intercultural relations, settling conflicts and learning some of the basics of a foreign language are among the main concerns of those running the training seminar. These four days are also an opportunity to understand what each voluntary worker hopes to achieve and therefore to offer each one the project that best matches his or her expectations.

'We are extremely careful about choosing the project. We don't want the young person to have any nasty surprises,' stresses Isabelle Rousselet. 'If the foreign language is going to be too much of a problem or the difference in culture too great, we prefer to say no and find a different project for the young person.'

After the project, the coordinators try to stay in touch with their new 'protégés'. 'In general, it's quite an effort for them to readjust when they come home,' notes the coordinator of Step-by-Step. 'Once they get over that difficult time, most tell us they've gained more self-confidence. Their main success is having taken the step to leave.' A lot want to go again, for a couple of months or even a longer period as part of a long-term project of the European Voluntary Service. 'What's important is to understand where the young person stands in his life,' says Isabelle Rousselet. 'Does the person want to leave just to run away from his problems? Has he reached the following step where he is thinking about building a future? Voluntary work is not an end in itself. Rather, it is a step along the way to a full life. It is a kind of time out, a moment to step back and reflect on one's life.'

### Bringing the disadvantaged into the Youth programme

The people in charge of Community programmes for young people have always clearly stated that they want to include all those who – socially, culturally or even physically in the case of the disabled – are among the most disadvantaged. Despite several steps in this direction, including positive discrimination, a lot remains to be done. That is why the Youth Programme and European youth policies have made the inclusion of disadvantaged young people one of the top priorities this year.

As far as integration goes, the Community dimension is unquestionably a plus. Taking the disadvantaged out of their normal environment confronts them with the inevitable culture shock any expatriation causes, however temporary. It means giving them the possibility to review their scale of values and to reconsider their references in order to set off on a new footing. These are all challenges promising renewal that any disadvantaged person finds difficult to rise to without leaving his marginal existence.

A more comprehensive strategy is also being devised. The Commission has given itself two years to come up with clear objectives, to encourage the development of new activities and to give more exposure to practices that have proven their worth.

'We ask a lot of a voluntary worker who wants to embark on a long-term project,' explains the Belgian official who runs

an exchange programme involving projects for the disabled. 'The person has to have a lot of initiative, gather a lot of information, manage different contacts ... Unfortunately, because we don't have the time, we are seldom able to help with all the formalities, and for a young person everything is harder. For short-term projects, on the other hand, we regularly send and host disadvantaged young people. When we send them, we make sure the partners are reliable and the coordinators properly trained and we also check what kind of work will be offered. In most cases, we stay in touch with the young person afterwards.'

Disadvantaged young people are faced with a whole range of obstacles when it comes to joining a programme. With the projects of the European Voluntary Service, for example, it has been shown that in addition to relatively typical problems like poor access to information, one of the first major stumbling blocks can be the length of the stay abroad. This has led the Commission to develop the concept of short-term projects within the European Voluntary Service. Reserved for young people who have never travelled outside their country or who find it hard to make a long commitment, for cultural, social, economic or personal reasons, this type of project lasts three weeks to three months. In accordance with the programme's criteria, the young people must be offered a chance to be more actively integrated in society and be encouraged to commit to a long-term project at a later stage.

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# Civil society

## NGOs helping to build Europe

*For the past several years, the EU institutions and civil society have been working together on an ever-increasing scale. Civil society has been organising and expressing itself in a more European context and Europe's institutions have been quick to respond. Revision of the Treaty and adoption of the Charter of Fundamental Rights at the summit of EU Heads of State or Government in Nice on 6 December 2000 saw the largest social mobilisation ever – over 70 000 people – for a meeting of this kind. And the Declaration on the Future of the Union, annexed to the Treaty of Nice, calls for a wider debate in the year 2001. What is behind this process and what is at stake? And how are relations between the European institutions and non-governmental organisations (NGOs) developing? Le Magazine takes a brief look at the situation and listens to what two representatives of the world of NGOs have to say.*

In his speech to the European Parliament in Strasbourg on 15 February 2000, Romano Prodi announced the Commission's preparation (1) of a White Paper on European governance and underlined the role of civil society in this governance, calling for the development of new, more democratic forms of partnership and urging a new division of tasks between the Commission, the other institutions, the Member States and civil society.

In March 2000, the European Council in Lisbon also came out in favour of a decentralised approach based on partnerships and gave the Commission the task of developing a method to evaluate experiences in this area, in coordination with NGOs in particular. The Commission had presented a discussion paper on 18 January 2000 on 'The Commission and the non-governmental organisations: strengthening the partnership'. NGOs submitted some 40 contributions that are being taken into account for the White Paper and being discussed by the various departments of the Commission engaged in 'civil dialogue'.

### Declaration on the Future of the Union (excerpt)

"[...] the Conference calls for a deeper and wider debate about the future development of the European Union. In 2001, the Swedish and Belgian Presidencies, in cooperation with the Commission and involving the European Parliament, will encourage wide-ranging discussions with all interested parties; representatives of national Parliaments and all those reflecting public opinion, political, economic and university circles, representatives of civil society, etc. The candidate States will be associated with the process in ways to be defined. Following a report to Göteborg in June 2001, the European Council, at its meeting at Laeken/Brussels in December 2001, will agree on a declaration containing appropriate initiatives for the continuation of this process.

The Economic and Social Committee (ESC), an advisory body of the Union's main institutions, is one of the main European forums for civil society and NGOs. The ESC, which in October 1999 organised the first Civil Society Convention at European level, will be holding an important forum in Brussels from 8 to 10 November 2001 on the role of civil society in European governance.

### NGOs operating on the ground and relaying citizens' views

The term 'civil society' refers to organisations that belong to neither political and administrative institutions nor the education system. It covers a whole range of groups from small local associations to so-called non-governmental organisations that are national, European or worldwide. Civil society includes the social partners – the trade unions and economic organisations – with whom the institutions have already been engaged in 'social dialogue' for some time. 'Civil dialogue' with associations and NGOs is continuing and expanding this democratic dynamic, an essential complement to parliamentary democracy.

NGOs play a key role in this process because of their organisational talents in a whole range of fields and because of their presence on the ground. They are antennae, picking up the poorly expressed needs of society and enabling people without a voice to be heard in the fight against exclusion. They relay the concerns of citizens engaged in actions of solidarity or defending the general interests of society (the environment, consumers, etc.) or minorities. A characteristic of NGOs is their disinterested approach to their objectives and the fact that they often operate with the help of voluntary work. They form networks and platforms according to the fields in which they are active. A list of interest groups can be found on the Commission web site (see 'Discussion paper' in box). These include some 800 non-profit making organisations set up at Community level, covering about 100 sectors of activity. Although NGOs have differing views on European construction, the majority are in favour of a bolder social vision for Europe.

### Discussion paper

The Discussion paper presented to NGOs provides an overview of their relations with the Commission, examines the problems encountered and looks at ways to improve and strengthen these relations. It advocates the creation of a more coherent framework at Commission level to organise cooperation, until now managed sector by sector. It proposes a number of measures in the following areas: dialogue and consultation with NGOs to make procedures more effective and more transparent; budgetary issues, and in particular operating grants, to give more weight to the difficulties a lot of NGOs experience in this area; problems with the management of NGO projects and programmes; information, in particular to create in the different Commission departments a coordinated network of information points for NGOs. The document and the reactions of a number of NGOs and the Economic and Social Committee are accessible on the site:

<[http://www.europa.eu.int/comm/secretariat\\_general/sgc/ong/en/index.htm](http://www.europa.eu.int/comm/secretariat_general/sgc/ong/en/index.htm)>.

(1) On the basis of a working programme accessible on the site: <[http://europa.eu.int/comm/governance/index\\_en.htm](http://europa.eu.int/comm/governance/index_en.htm)>. The calendar of debates (seminars, forums, chats, etc.) and over a hundred contributions are on-line at the following address: <[www.europa.eu.int/futurum](http://www.europa.eu.int/futurum)>.





# Supporting lifelong learning, an endeavour of more than a century

Interview with Giampiero Alhadeff and Jean-Marc Roirant

Giampiero Alhadeff chairs the platform of European social NGOs. Within this platform, he is also Secretary-General of the European network Solidar, an independent alliance of NGOs working to promote continuing education, social welfare, development aid and humanitarian aid and connected with the trade union movement. Jean-Marc Roirant is Secretary-General of the *Ligue française de l'enseignement et de l'éducation permanente* (French League of Basic and Continuing Education), itself a member of Solidar, and the representative for education issues. The two were interviewed at the round table (1) discussion held at the European Parliament in Brussels on 27 March and attended by MEPs and representatives of the Council, the European Commission, Member States and social NGOs.

— Mr Roirant, the *Ligue française de l'enseignement* is not a newcomer to the family of NGOs. How would you sum up its history, its achievements and its current role?

**J. M. R.** — I would have to begin by taking a big leap back in time. The league was founded in 1866 with the objective — which has not changed since — of promoting universal access to education and culture. It is important to remember that at the time, there was no compulsory education; only children from affluent families could go to school. Our founders felt that it was impossible to be an aware and responsible citizen if one was illiterate and uneducated. A fairer and more interdependent society had to allow everyone access to knowledge. The league supported the movements that led to the establishment of compulsory public schooling and contributed to the development of schools by creating evening classes, libraries, parent's associations and school cafeterias. Thus it set up around the school a whole network complementing the State-run system. Of course, instead of focusing on the fundamental need of basic education, the League turned its attention to continuing education, helping to set up a system where people could keep on learning at any point in their life. A network of local associations was set up and one of their goals was the creation of libraries, today practically all run by municipalities, making it possible for everyone to read, not just children who were just learning to read.

And 135 years later, we are still fighting for the same cause. In the beginning our struggle was against illiteracy, for a literate society. Now, in the age of the new information and communication technologies, the League is concerned with narrowing the 'digital divide' between children from advantaged backgrounds and those from less fortunate environments who have less access to new technologies and risk suffering from even greater social inequality. This is a concern shared by the European Commission, which

is addressing the problem in its eLearning Action Plan. In France, for example, small buses equipped with computers ride around poor neighbourhoods so that the children living there can climb aboard and learn to use the Internet. Our action today is pursuing the same objective that was set over a century ago: to make knowledge and culture accessible to all, at school and throughout life. The League is therefore in a good position within the Solidar European network to encourage the development of this concept through the dialogue that the different Commission departments, and in particular Mrs Reding's, have begun with civil society.

— How do you see this 'civil dialogue', Mr Alhadeff, and what do you think about the direction in which relations between NGOs and the European institutions are moving?

**G. A.** — I am extremely happy that the European institutions have reiterated their desire to involve civil society more closely in the development of EU policies: Romano Prodi's declaration, the initiatives taken by the Commission, the Council's repeated invitations to NGOs to participate in its meetings with the right to speak. The Union is setting some important precedents at the moment, and these will lead to real progress and an enlargement of democracy. Its main institutions, but also bodies like the Economic and Social Committee and the Committee of the Regions, understand today that, in this new phase of European construction, organised civil society has to be fully involved in an effective and open manner. As far as the Solidar network is concerned, its eight million members across Europe want this kind of participation. The round table discussion today, where NGO spokesmen had the opportunity to put questions to MEPs and other representatives of the European institutions, is an excellent example: the debates are frank, lively and passionate.

— There are major differences, of course, between NGOs themselves when it comes to their fields of action, approaches, experiences or place in the decision-making process of Member States.

**G. A.** — NGOs intervene from different, but complementary angles in the field of education. This means that at each step along the way there has to be consultation, a networking approach. It would be interesting to compare attitudes according to the type of association, but also according to Member States. NGOs are involved in different ways and at varying degrees in the policies of each country, but in each of these countries they can intervene. Here we are talking about good democratic governance. What should be underlined is that over the past five years, there has been a tremendous change in the way things are done at European level. Mentalities are truly changing and organised civil society is looking totally different.

**J. M. R.** — Through their cultural and historic differences, NGOs reflect the history of the Member States and this can be seen in the relations between the associations themselves and between the associations and the public authorities. In France, since the adoption in 1901 of the Right of Association Act, a long tradition of partnership has evolved between schools and associations for the development of continuing education. Despite this, the public authorities do not seek the opinion of associations in the debate on the education system. They only consult the trade unions. Isn't it surprising that even today no effort is made to involve all those involved in the definition of education policy? And yet, there is vast potential. To give you an example, two years ago, we helped organise the first Education Fair in Paris. It was to serve as a showcase for all the possibilities in education. In addition to teachers' trade unions and representatives of municipalities, there were associations explaining their educational activities and firms showing teaching material or laboratory equipment. In all, there were 2 500 exhibits. Well, the first year, 400 000 people visited the five-day fair. The following year, there were 500 000 visitors. Mrs Reding was invited to attend and she confirmed her conviction that associations play a useful and necessary role in the global debate on education and lifelong learning and in the development of social and civil dialogue.

**G. A.** — One must admit that more and more the Commission is using its right of initiative to consult NGOs, even before it presents a communication. The dialogue it has initiated with the non-governmental sector on the basis of its discussion paper goes even further than we had hoped: a continuing process of consultation is developing between NGOs, the Commission and the other European institutions.

— Lifelong learning has an obvious economic dimension to it. But if it is understood from too narrow an economic perspective, won't the disadvantaged members of society, who are already deprived of the basic knowledge schools are supposed to teach, only continue to be isolated?

**J. M. R.** — That is a question that I basically asked at the round table discussion this morning. I mentioned a few examples. We have set up associations that try to help children with learning problems: they are the ones who are always in the back of the class and bother everyone. The schools alone cannot help these children regain a taste for learning. We came up with the idea of creating a place near school where children could start learning again with playful methods, in a community arts centre or a youth club. Do you know what happened? The private sector saw that there was money to be made, and little by little it copied what the voluntary sector was doing and created associations to compete with ours. The problem is that they are in the affluent neighbourhoods of eastern Paris, whereas in the disadvantaged neighbourhoods of the west end of the city, we continue to do what little we can, but we don't have enough technical and financial support.

**G. A.** — Competition is one thing, but exclusion, marginality and poverty are of course realities that do not interest everyone. In the end, the message is: 'You can take care of the people who don't have any money.'

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(1) The round table was devoted to the Commission Communication on 'Services of general interest in Europe' (2001/C 17/04) (OJ of 19.1.2001).



# Leonardo da Vinci: *greatest hits*



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While some Leonardo da Vinci projects are still in the experimental stage, others have already produced results that can be transferred to other situations and other groups. The projects offer a methodology, a course and an aptitude test that can be used by individuals, businesses or education systems. For Alice Copette, head of unit for the development and dissemination of innovation, 'the Leonardo da Vinci programme is a laboratory for innovation producing finished products that can be used and even marketed right away. Leonardo is a trail-blazer of sorts and has often been in the forefront of progress.'

The European Commission's vocational training directorate is currently preparing a discussion paper presenting the results and impact of the programme. For Alice Copette, 'this will, in a way, be a bridge between the past and the future, since it will lead to specific proposals and recommendations for future vocational training and for the call for proposals 2003-06. It will determine what happens after Leonardo da Vinci II and review the programme's impact on training systems, business practices and people's lives.'

A basic list of 'good products' (standard products with lots of potential for development) will be available and accessible to the public at the end of 2001. In addition to the compendia (catalogues of projects 1995-99), the DG Education and Culture (\*) training site will produce project directories in CD-ROM format and publish brochures presenting good practices and good products by theme and sector. The first brochure will be on tourism and will be produced in collaboration with the Enterprise DG. The others will concern women and technologies, eLearning, teletraining and SMEs. Leonardo da Vinci has to become more visible and demonstrate that its products can and must be used by and developed for as many people as possible. And Leonardo's complementarity with other Community funds also needs to be emphasised.

(1) [http://europa.eu.int/comm/education/index\\_en.html](http://europa.eu.int/comm/education/index_en.html)

## TRANSPARENT QUALIFICATIONS

### European certification of telecommunications skills: Xenophon

The Xenophon(\*) project aims to come up with methods to identify and plan training needs, and to create an effective European system for the certification of skills in order to improve the mobility and flexibility of workers.

Identifying the skills industry lacks helps to identify training needs. In parallel, and in spite of a possible lack of national infrastructures, it was deemed essential in the project to introduce international standards and criteria. A national system of professional qualifications was taken as the reference; applicants should provide proof of their skills in accordance with efficiency criteria defined on a scale of activities.

Establishing a network between three European telecommunications firms and two partners actively involved in training and the certification of acquired skills, the project, coordinated from Greece, has the following objectives:

- (1) to analyse the measures taken by the three firms (at various stages of liberalisation of the sector) to improve the mobility of workers and to provide them with further training in their organisation;
- (2) to develop methods to identify and plan training needs so as to steer existing training systems in this direction;
- (3) to examine the environment of the IT sector in order to understand how these companies' needs for skills tie in with workers' possibilities of moving between these companies, with a special focus on SMEs;
- (4) lastly, to propose a methodology and establish standards in order to introduce skills certification systems and incorporate these in human resource training and development policies.

(2) Improving the mobility of workers by developing basic skills and certifying acquired skills. Development of a methodology based on the experience of the European telecommunications industry.

## NEW TECHNOLOGIES AND EDUCATION

### Distance training of occasional instructors: Interfoc

Whether in a government agency, a company or an association, there are times when people are called upon to teach a subject, even though they normally do an entirely different job. Interfoc is for these occasional instructors, offering them distance-training packages that include application sequences, a personal memo to record personal work already accomplished and a glossary. Via Internet, Interfoc enables the occasional instructor to communicate with a tutor when he needs help. Also, a virtual forum has been created where occasional instructors can communicate with one another in Europe and throughout the world. Interfoc is the result of work by eight bodies in six European countries (France, Italy, Germany, Spain, Czech Republic and Greece).

### Learning differently with NIT for teachers: ReLaTed

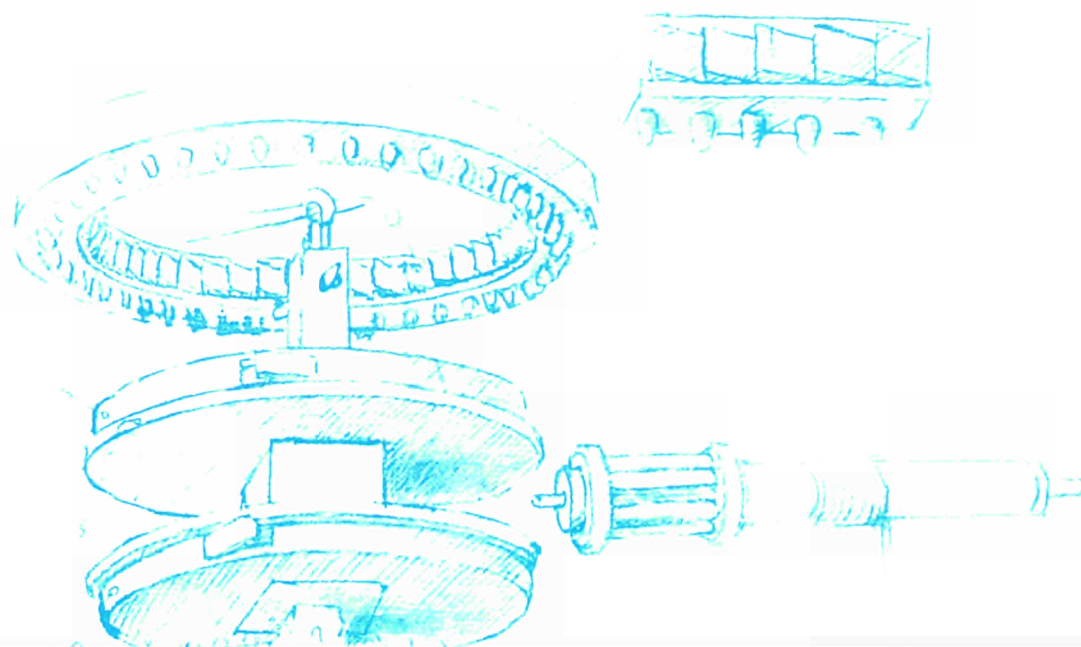
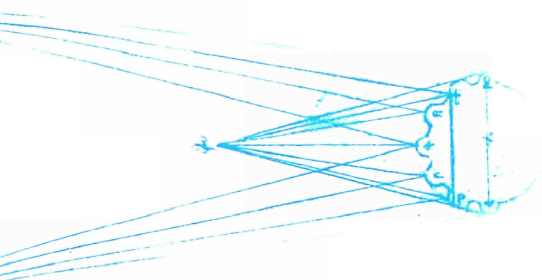
New information technologies (NIT) have caused an upheaval in all areas of life: at home, at work and at school. However, schools of the 21st century still have a long way to go before they can incorporate everything NIT has to offer: first they have to be equipped, new teaching methods have to be devised and teachers have to be trained to use the new technologies. The ReLaTed (Remote Learning and Teacher Development) project is doing just that, helping to train teachers in secondary schools and higher education. Coordinated by the Strategic Planning Team for the Kempen (Belgium), the project is a joint initiative, with partners in Finland, Germany, Spain and Belgium. After first examining how NIT might benefit education, ReLaTed is now developing a number of training courses for teachers (introduction, use of CD-ROMs, the Internet) and elaborating new forms of cooperation between teachers. The project is also training teachers in the use of NIT and publishing the results of its work through different channels.

## GAINING EXPERIENCE ABROAD

### Placements in companies: instructors working to increase student mobility

Instructors of the *Berufspädagogisches Institut de Mödling* (Germany) have travelled to several European countries to exchange good practices in training methodologies, to prepare student placements in companies and to learn more about different training systems in other countries. By working with their colleagues, participating in training sessions in the partner organisations and visiting local businesses, the instructors were able to improve the placement system, share new





ideas on training, motivate staff and incorporate the European dimension in the study programmes of their institute.

### Training Europass<sup>(3)</sup> launched at the Business Institute of Vaasa (Finland)

The Business and Hotel Management Institute of Vaasa (Finland) can boast that it is the first to have used the Training Europass created by the European Commission. The Institute sent students to work in Greece where they were able to gain practical experience and learn about the international applications of law. The students' assignment was clearly defined, and midway through the placement period teachers from the school in Finland came to check that all was going as planned.

(3) The Training Europass, an initiative of the European Commission, is a Community document officially certifying that a student has received training in a European country other than his country of origin. It was created by the Commission's vocational training directorate and became operational in January 2000. The Europass has a standardised content and format in all the participating countries. It is issued in the student's own country by the body responsible for training. Interested schools must contact this organisation, which will evaluate their project and, if accepted, provide them with the number of Europasses needed. The Europass is not an additional qualification in itself, since it is an integral part of a basic course in the home country. But for the prospective employer, the certificate has real meaning.

### LANGUAGES AT THE WORKPLACE AND IN LIFE

#### Compilation of new methods based on language teacher exchanges at the University of Bristol (UK)

The fact that so many different languages are spoken in the EU can obviously be an obstacle to the integration or mobility of its citizens. The University of Bristol developed a project for exchanges of language teachers from 13 countries. The aim was to improve Europeans' language skills by identifying and then encouraging the use of innovative methods in vocational training programmes. The instructors and managers organised exchanges to study new and effective training and management methods used by the host organisations.

### OCCUPATIONAL TRAINING

#### New training methods

The Robotics Centre of the Institute for the Development of New Technologies of Porto has put together a training programme where the workplace is considered a 'place where workers can learn'. The aim is to improve the organisation of work. Making comparisons with former situations, each worker can ask questions about the purpose of a company and why it operates the way it does. When a worker actively participates in a company he may also want to know about the standards governing the jobs to be performed or governing a certain type of organisation.

The Western Sea Fish Industry Training Association (Glasgow) has produced video material and an Internet site to introduce workers to aquaculture or help them learn more about it. This kind of training enables users, most of whom are from SMEs, to improve their knowledge of the subject or launch their own business.

In a similar vein, Adima-Instituto Tecnológico de mueble y afines (Madrid) has developed a multimedia training course on the use of technologies in the wood and furniture industry.

The Technische Universiteit of Delft has created a centre to provide educational and technological assistance to women students pursuing careers in technology. The women continue to receive help when they enter the job market, and contact is maintained to give them support as they develop their career within a company.

#### Euroconsultants for candidates to expatriation

Eures, an initiative of the European Commission, is a network designed to encourage the free movement of workers in Europe, to eliminate obstacles to mobility and to provide better recognition of qualifications. It is made up of some 500 'Euroconsultants' who work in the major EU cities. Their job is to provide advice and guidance to people interested in working in another country and to inform them about working conditions there.

Certain studies reveal that long-term unemployed people who go to another country often regain self-confidence. Living abroad gives them a renewed sense of dignity and enables them to get off to a new start. The Eures database also contains on a permanent basis some 10 000 job vacancies in different countries of the European Economic Area. The vacancies can range from jobs at Eurodisney to work on farms

in southern Europe or anything else. Eures is also concerned with cross-border projects and employment problems in rural areas.

The Eures network is funded by the European Commission.

### TRAINING INSTRUCTORS

#### Learning new technologies in the wood industry

The *Universidad-Empresa* Foundation in Murcia (Spain) has participated in an instructor exchange programme. It sent a group of instructors from technology centres to train abroad to identify new training strategies in the wood and furniture industry. The aim was to offer SMEs in this sector development plans incorporating new technologies and new manufacturing processes in order to cope with the new needs of a changing industry and market demand.

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# Lifelong learning

## the latest initiatives in Europe

Cedefop (European Centre for the Development of Vocational Training) has the important mission of observing vocational training initiatives in Member States and in Norway and Iceland. Its recent work and the efforts made by the ETF (European Training Foundation) in the applicant countries seeking membership in the European Union have revealed that more and more companies and individuals consider continuing training extremely important for the future of work.

As part of a strategy to promote lifelong learning, innovative approaches are emerging across Europe in an effort to satisfy the many needs of today's job market: new continuing education programmes (Germany), reform of vocational training (France), financial contribution to training programmes (Italy and Sweden), reports on the availability of and participation in basic and continuing education (Denmark, France, Ireland, Netherlands and Norway), efforts to involve trade unions in continuing education (United Kingdom) and the use of distance learning and Internet to cover training needs (Lithuania and Slovenia).

### Denmark

#### More opportunities for on-the-job training

In Denmark, the public authorities have taken measures to make on-the-job training and apprenticeships more attractive for employers and to encourage schools to track down training opportunities in companies for their students. One of the measures consists of reimbursing employers the wages paid to apprentices. Furthermore, additional funding is being provided to encourage businesses to offer more training opportunities. Both types of measures are vital if Denmark is to reverse the current decline in training opportunities, a problem specific to work and training programmes. Results are starting to be seen, since the number of training positions in companies rose from 30 980 in 1999 to 31 700 in 2000. The authorities hope to reach the target of 34 000 opportunities in 2004.

### Germany

#### Action plan to promote lifelong learning

The Federal Ministry of Education and Training has launched a new action plan called 'Lifelong education for all'. Designed to make learning opportunities more appealing to as many people as possible, the plan is being funded by the German Government (which is committing EUR 76.7 million) and the European Union (EUR 25.6 million).

For the federal ministry, while the principle of continuing education cannot be imposed, it can nonetheless be encouraged: by targeting children, eliminating discrimination and barriers preventing certain segments of society from having access to education, and by ensuring transparency, recognition and better promotion of the value of training programmes.

### France

#### Reforming vocational training

Major changes in the recognition of vocational training are currently under way in France. The bill on social modernisation presented to the French parliament, the National Assembly, in January 2001, includes a measure aimed at replacing the certification of skills acquired through vocational training by certification of skills acquired through experience. Thus, anyone having worked three years in a specific field (instead of the current five years) may ask that this experience be applied to a degree or qualification related to the work.

Also, a new reference tool, the *Répertoire national des certifications professionnelles* (National Directory of Professional Certifications), is to be published so that employers and trade unions can recognise these qualifications when negotiating wages.

Other proposals include the redistribution of financial resources between training centres for apprentices and a number of measures to guarantee the quality of training provided, including the obligation for training centres to be registered, a quality charter and control over the supply of and demand for training.

A study by France's CEREQ (Centre for Studies and Research on Employment and Qualifications) shows that, in 1999–2000, 9 million people in France participated in a training programme. Of these, 58 % were doing so on their own initiative, 9 % were salaried workers taking training during their free time and 4 % paid for the training themselves. Finally, 15 % of the jobless paid for their own training.

### Italy

#### Credit cards for IT literacy

In Italy, the government has created a special card for the purchase of computer and telecommunications goods and services. Anyone over 18 can apply for the card and charge up to EUR 5,164 worth of computer hardware, services and courses. The amount then has to be paid back, interest-free, and the State covers cases of insolvency. The cost of introducing the card will come to EUR 25.7 million and be financed from a 10 % levy on the revenue generated from the auctioning-off of UMTS licences for the most recent generation of cell phones.

### The Netherlands

#### Report on lifelong learning and vocational training

A new report on continuing education in The Netherlands is raising some questions about the government's current policy on training. 'Lifelong Learning and VET in The Netherlands; the state of the art in 2000'<sup>(1)</sup> considers the extent to which the concept of continuing education influences the development of government policy, affects what is offered by education establishments and stimulates demand for adult education and training.

The first part of the report highlights the extent to which the government's interests are primarily economic in nature. Employability is the key concept and emphasis is still on initial education. However, recent developments show that the importance of additional training and education is increasingly being recognised. Also non-official learning is gaining in importance.

The second part of the report examines how vocational training contributes to the development of continuing education and looks at the balance between technical and general skills. The private sector's role in promoting continuing education by organising on-the-job training remains relatively unknown.

Part three presents the findings of two recent empirical studies: practically half the labour force in The Netherlands has signed up for courses – a sharp rise over previous years – mostly to improve job performance. Employers, more than workers, are encouraging participation in this kind of training. But participation is uneven, with older and less-educated workers less involved. So, although 75 % of the population supports a policy aimed at promoting continuing education, 20 % of the total population still shows no interest in learning, whether for their professional or personal development.

(1) 'Lifelong learning and VET in The Netherlands; the state of the art in 2000'. C. Doets, B. Hake, A. Westerhuis (editors). CINOP, 2000.





## Norway

### More opportunities for continuing education

In Norway, over a million people each year participate in adult education courses. Since autumn 2000, adults born before 1 January 1978 have the right to higher education. A new government coordinating body for adult training, VOX, has been set up to work with public and private establishments and the social partners. VOX will launch and manage research and development projects on adult vocational training. It will also be responsible for setting up skills development programmes and creating networks between various organisations and establishments.

## Sweden

### Personal education accounts to be launched in January 2002

A new instrument has been created to help adults finance their education needs throughout their working life. The new 'personal education accounts' were developed by a government-appointed committee and are slated to become operational in 2002.

With this proposal, all employees and employers will have the opportunity to deposit annually a tax-free amount (about EUR 4 240 in 2002) in a personal education account. About 1 million people between the ages of 30 and 55 will thus receive government aid of about EUR 290 if they begin to save between 2002 and 2004, if they had annual income of EUR 5 680 to 24 500 in the year 2000 and if the taxes they or their employer paid correspond to the sum of EUR 290. The money saved on the account belongs to the individual and may only be used to develop skills.

## United Kingdom

### Working with the trade unions to promote continuing education

In England and Wales, the government is working with the trade union board to promote training through the Union Learning Fund (ULF) <sup>(1)</sup>. This initiative to encourage continuing education began in 1998 and is helping the trade unions in their effort to develop on-the-job training. Some EUR 19.5 million has been earmarked for the period 1998–2002.

Fifty-five trade unions have been involved in 123 apprenticeships affecting over 6 500 apprentices and over 1 000 employers. The trade unions have trained 2 000 representatives to advise workers about possibilities of improving their skills. The representatives have been very effective in encouraging those who normally would not have participated to become apprentices, particularly workers with the least skills.

For additional information, contact: Ministry of National Education and Employment (<http://www.dfes.gov.uk>).

(1) A similar fund also exists in Scotland.

## Lithuania

### Distance learning and non-official adult education

In 2001, the Ministry of National Education and Science launched a programme for the 'Development of modern distance learning and non-official adult education'. It is laying the groundwork for two new major initiatives:

- the development of on-line courses (which requires the adaptation of schools, curricula and teacher training levels);
- the training of people specialised in distance on-line learning.

The ministry has also approved the 'Information Technology for Science and Studies' programme, which consists of three parts:

- a distance on-line learning system (with the development of the infrastructure to organise video classes and video conferences);
- a network of academic libraries;
- an information system for scientific studies.

Funding of the programme is expected to continue in 2002.

## Slovenia

### Adult education via Internet

In Slovenia, matching the skills and abilities of the adult population with the needs of today's labour market is a real problem. Distance learning is being used as an important instrument to help people retrain and bring their skills up to date. The EU's Phare programme is playing a major role in this. Given Slovenians' relatively high access to Internet, particular emphasis is being placed on its use as a distribution mechanism.

The programme already has some impressive results to its credit:

- the development of a certified distance learning programme by the faculty of economics of the University of Ljubljana
- the creation of two Phare study centres for distance learning for the development and distribution of distance learning programmes
- the training of 200 people in the field of distance learning.

**Additional information on this work, on the contributions selected and on related matters can be found on Cedefop's Internet sites – in particular the section dealing with continuing education and training systems ([www.cedefop.eu.int](http://www.cedefop.eu.int) and [www.trainingvillage.gr](http://www.trainingvillage.gr)) – and on the ETF site ([www.etf.eu.int](http://www.etf.eu.int)).**

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# Tempus III programme

## Federal Republic of Yugoslavia embarks on reform of higher education

*The recent inclusion of the Federal Republic of Yugoslavia (FRY) in the Tempus programme is highly political in nature. Above all, it is a mark of approval by Europe's democracies for the reforming intentions of the new regime in Belgrade. For the Republics of Serbia and Montenegro, and for Kosovo, efforts will first have to concentrate on bridging the gaps created by years of academic autarky imposed on the universities.*

Some major changes have been under way these past few months within Serbian universities: after the departure of Slobodan Milosevic and the appointment of Mr Knezevic as Minister of Education and Sport, academic officials faithful to the old regime have little by little been dismissed from their jobs and the universities have been regaining a certain degree of autonomy in their administrative management. By protesting in 1998 against the law on higher education to reduce the independence of universities and later by helping drive Milosevic from power, universities have become some of the most active players in Yugoslavia's political renewal.

The main priority of the Tempus programme is the reform of higher education, seen as a fundamental part of the social, economic and political development of the partner countries. On 5 December 2000, the Council of the European Union decided to include the FRY (comprising the Republics of Serbia and Montenegro and Kosovo) in Tempus. Following this decision and under the impetus of the Directorates-General for Education and Culture and for External Relations, the European Commission went into high gear to include this country in the programme at the beginning of the year.

After a meeting in Brussels with officials in charge of higher education, a fact-finding mission to Belgrade and Podgorica (Montenegro) and various reports issued by the United Nations Mission in Kosovo, the Education and Culture DG drew up an assessment of the situation of higher education in Yugoslavia. It wanted to examine what kinds of action were possible through the FRY's rapid integration in the Tempus programme.

### A fragmented system lacking a strategic vision

In today's academic landscape, universities are more a hotch-potch of autonomous and incongruent faculties, set up as legal entities autonomously managing their own financial resources. The university as such is lacking efficient administrative structures and technical and human means, preventing it from devising or modifying its strategies and from defining priorities as its social, economic and political environment evolves.

Within the different faculties, the quality of courses differs. While some technical and scientific programmes are on a par with international standards, the curriculum in the social sciences needs to be revamped to take account of the market economy. Multidisciplinary studies are virtually non-existent, and courses are taught in a very passive way, without any real demonstration of how the field covered relates to today's world. Furthermore, equipment is often sorely lacking: laboratory and library resources are very limited when not obsolete.

### Teachers and students, the real victims of the system

In these conditions, a large number of highly skilled members of the teaching faculty cannot resist the temptation of leaving to work in the private sector or to join research institutes in other countries. This 'brain drain' primarily concerns middle-aged teachers, with those remaining being either inexperienced or about to retire. This trend is growing and the quality of education looks set to decline substantially in the years ahead. The phenomenon is especially worrisome, because these departures come in the wake of the massive dismissals of teachers opposed to the law reducing the independence of universities under Milosevic. Often appointed because of their political contacts rather than for their ability, those who replaced the dismissed faculty members are today being forced to leave; the pressure of student movements and the democratisation process of civilian life in Yugoslavia are producing results. But the consequences of the former regime's removal of teachers are still being felt.

To paint a complete picture of higher education in the FRY, the situation of students is also cause for concern, to say the least. While teachers are being forced to leave a low-paid profession, many students have to work part time because of the economic situation and, in some cases, full time for the entire duration of their studies. This tends to keep them in school for a much longer period of time: doctoral students are completing their degree at age 35-40, after more than 15 years of studies, often interrupted.

### Making up for lost time

Cut off from the international scientific and academic community, the new authorities in charge of Yugoslavia's higher education want to open up to the world as soon as possible. Reacting favourably to the change in regime, the European Commission was one of the first international institutions to restore contact with the academic authorities.

Suspended in 1992, the Tempus programme remains clearly rooted in the memories of the students who benefited from it at the time in former Yugoslavia. Nearly 600 university officials attended the recent 'Tempus Days', held at the end of January and beginning of February in Belgrade, Nis, Podgorica and Pristina. This success, together with the FRY's 25 project proposals for this year's programme, confirmed the interest of academia and the student community in a more outward-looking approach. To say nothing of the many partnerships with the universities of other Cards countries (1) in which Yugoslav establishments participate. The missing links in the network

of higher education cooperation in south-east Europe, the Republics of Serbia and Montenegro, and Kosovo under the interim administration of the United Nations, can today access the good practices being used in other European countries.

After a period of forced isolation, university officials usually are unaware of the latest developments in education in the West. By training teachers locally and by helping student associations that have played a predominant role in promoting civil society and bringing about democratic changes, the Tempus programme will help make up for lost time.

### Further information

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(1) The Cards (Community Assistance for Reconstruction, Development and Stabilisation) programme covers Albania, Bosnia-Herzegovina, Croatia, the Federal Republic of Yugoslavia and the former Yugoslav Republic of Macedonia. Beneficiary countries are receiving reconstruction aid after the years of war that plagued the Balkans.



# Renewing transatlantic cooperation in a changing international environment

Education and training in general, and international education in particular, have risen to the top of the political agenda on both sides of the Atlantic. This is reflected in the renewal of cooperation agreements in higher education and vocational education and training concluded by the European Community with the USA and Canada.

The new agreements follow on from five-year cooperation programmes launched with the USA in 1995 and Canada in 1996. The renewal of the EC–USA programme was signed at the White House on 18 December last, on the occasion of an EU–USA summit meeting, and the agreement with Canada was signed the next day in Ottawa. With the approval of the European parliament, they came into force on 1 March.

## An international issue

'The internationalisation of education is becoming a key issue in the knowledge-based society', in the view of Commissioner Viviane Reding, who described the programmes as 'exemplary' and 'at the forefront of worldwide developments in this respect'.

The education ministers of the leading industrialised countries took a similar view at the G8 meeting in Tokyo last year, indicating that the search for solutions to emerging needs in education requires close international cooperation, particularly between countries with the most developed education systems.

In April 2000, President Clinton issued a presidential memorandum on international education, the first on education in the last 35 years. It states: 'A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad'. To achieve the memorandum's objectives, a series of initiatives have been launched in partnership by the US Department of Education and the US Department of State on international policy (1).

And Canada's central government is deploying similar efforts to promote international education, combining initiatives to market the Canadian knowledge industry with support for student mobility in general.

In Europe, the conclusions of the Lisbon European Council in March 2000 underline the need to adapt education systems as a vital response to the challenges of the globalisation of knowledge-driven economy. EU education ministers are examining the concrete future objectives of education and systems, focusing on common concerns and priorities while respecting national diversity, and their report to the EU government leaders clearly identifies opening up education and training systems to the world as one of those objectives.

## Model cooperation agreements

In what way are the EC–USA and EC–Canada programmes 'exemplary'? They can be seen as laboratories for international education and training, which is all about acquiring the knowledge and skills required to live and work in a global society characterised by educational, economic and sociocultural diversity. Their main objective is to contribute to the quality of human resources development, i.e. to the quality of education and training provision, in a transatlantic context through activities of mutual benefit to all concerned.

Evaluation has confirmed the validity of cooperation formula established under the programmes, which has become the reference and a model for other educational cooperation arrangements (2). The findings on the educational value of the previous programmes added to the clear political interest of reinforcing transatlantic people-to-people links which has supported the new agreements.

In both cases, they are small-scale operations. Some 400 European higher education and training institutions and 3 000 European students, together with an equivalent number of US institutions and students, have been involved in these programme activities since 1995. However, the programmes provide for the most sophisticated and challenging international cooperation scheme in education and training. At least three institutions from three different EU countries and three from three different states in the US (or provinces in Canada) make a commitment to work together in consortia whose complexity derives not only from the number of institutions involved but also from the difficulty of the tasks to be accomplished.

In each consortium, partners have to deal with most of the issues critical to the development of international education, namely, the development of common curricula, questions related to international quality assurance and certification, recognition of periods of study and training, provision for structured exchanges of and teaching assignments for teachers, and the development of web-based support and dissemination tools.

Most consortia deal with a combination of all of the above; not all necessarily involve student (3) mobility. But they all focus on the reality of students. Projects are more than fora for discussion: they have to give hard and fast answers to students' needs, regardless of mobility.

Even if the programmes should not be seen as simple student mobility schemes, student mobility is encouraged because it is a sort of reality test for cooperation. Credit recognition, tuition and registration fee waivers, visa issuance, and the provision of student services are, among other issues, the subject of arrangements between institutions. Student involvement in transatlantic curricula does not necessarily require student mobility; however, when student mobility is involved the six participating institutions are forced to make cross-arrangements to ensure, among other issues, that the periods of study or

training in hosting institutions across the Atlantic are recognised by the student's institution of origin.

Experience shows that the successful completion of a consortium project is dependent on a number of factors, paramount among which is the institutions' commitment, including backing of the institutions' authorities – not always directly involved in projects – as well as the involvement and full support of the institutions' administrations. This means that, within institutions, consortia fertilise international education developments beyond those departments directly involved.

Because of the complex networking, each consortium is like a sounding box. The impact of a successful project often has a multiplier effect going beyond the participating institutions and beyond the life span of the project in question.

So the cooperation programmes encourage a collaborative response to the challenges of international education and the dramatic growth in the education and training market expected to take place over the next two decades. Above all, the agreements espouse an approach in which benefits are shared by all partners and all participating institutions.

The growing demand for specialised education and the greater mobility of students have prompted some countries' strategies to attract larger numbers of international students as an economic resource. While competition for numbers may still be an important development factor, the response to growing demand for international education and training programmes will necessitate a generalised move towards greater international collaboration. The EC–USA and EC–Canada programmes will have shown the way forward.

## Further information

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(1) Web site: <http://exchanges.state.gov/rep/>

(2) Web site: [http://europa.eu.int/comm/education/ec-usa/eval\\_us.pdf](http://europa.eu.int/comm/education/ec-usa/eval_us.pdf)  
<http://europa.eu.int/comm/education/canada/fmalrec.pdf>

(3) 'Students' means all those persons following learning or training courses or programmes that are run by higher education or vocational education and training institutions



# European languages project for Kildare town

Soon you will be able to order stamps in French, get directions in Italian or buy sausages in German, all without leaving Kildare town.

The town has been selected by the European Commission for a new European languages project starting in September, which involves re-creating the sight, sound and atmosphere of different European towns. The replica main street will be constructed in the Kildare Education Centre and will include a post office, Internet café, tourist information and a variety of shops.

# Die Lust am Lernen fördern

Die Lust am Lernen fördern gelten als größte Fremdsprachen-Muffelburg zu verzeichnen. Mehr als die Hälfte der Bürger sprechen dort mindestens zwei Sprachen. Von denen zwei Drittel lediglich das Deutsche beherrschen.

Die Lust am Lernen fördern gelten als größte Fremdsprachen-Muffelburg zu verzeichnen. Mehr als die Hälfte der Bürger sprechen dort mindestens zwei Sprachen. Von denen zwei Drittel lediglich das Deutsche beherrschen.

European Commission, rue de la Loi / Wetstraat 200, B-1049 Brussels. Tel. (32-2) 299 11 11, Fax (32-2) 295 01 38, Education and Culture DG, Fax (32-2) 296 42 59, E-mail: eac-info@cec.eu.int http://europa.eu.int/comm/dgs/education\_culture/index\_en.htm

# Öffnen die Grenzen für kulturellen Austausch

Die Lust am Lernen fördern gelten als größte Fremdsprachen-Muffelburg zu verzeichnen. Mehr als die Hälfte der Bürger sprechen dort mindestens zwei Sprachen. Von denen zwei Drittel lediglich das Deutsche beherrschen.

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# EU's Sverigebesök ger uppsving för Tolkjournen

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# 1,8 εκ. Ευρωπαίοι μιλούν ελληνικά

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# Année européenne des langues

Inaugurée l'année prochaine à Lund, en Suède, elle doit encourager le plurilinguisme et l'apprentissage des langues.

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# It's good to talk

It used to be said that an Englishman abroad would make himself understood by shouting in his own language. If that did not work he would shout more loudly. Nowadays it is not necessary to shout. The power of the US economy, the pull of Hollywood and the tentacles of the internet have ensured that English is understood almost everywhere. After consolidating its position in science and business, it is increasingly becoming an important part of leisure.

The latest Eurobarometer survey shows that more than a quarter of Europeans speak a second language, with English by far the most popular. Three-quarters think a second language is important and most favour English.

point was reinforced by a finding on the recent survey: that the most effective way of learning a language is to visit the country in which it is spoken or to talk to a native of that country.

So although English is by the most favoured second language in continental Europe, should not be allowed to displace the learning of other languages, particularly German.

The danger in the speaking countries is greater. The British are the worst in Europe: the other languages. And spreads, the incentive them will weaken further. This trend must be stopped. A good way would be to make the school curriculum strong presumptive one subject at a time. foreign language also be