

RE:Start Conversation 2 (16 June 2021): Investing in High Quality Education is Investing in Democracy

Brussels, 24 June 2021

SUMMARY

Recently, the EWC has conducted the follow-up survey "ONE YEAR OF CRISIS: The Economic Impact of the COVID-19 crisis on Writers and Translators in the European Book Sector" to assess the impact of the Pandemic and its consequences on writers and translators, notably in the educational field. 27 organisations from 22 countries have responded to the second survey.

The first report is to find under <https://europeanwriterscouncil.eu/ewc-survey-covid19-2/>

It emerged from the follow-up survey that:

- Amongst two thirds of the responding countries, no financial support was provided to writers and translators who suffered from events and contracts' cancellation;
- In several countries teaching and other educational materials were used without authors' consent and without any remuneration.

The growth of e-schooling and remote teaching has also been noticed during the Pandemic and might continue after it. Consequently, questions arise as to how writers could support or participate to e-schooling? Moreover, care must be taken in the light of the development of educational websites, which use protected materials.

If the public requires the development of e-schooling and educational websites, authors would support such developments. But not at all costs: It is too common to oppose the needs of the public or society to the needs of authors. Such statement is dangerous because it unfortunately leads to a tendency in the society to desire a "for-free culture" which impoverishes democracy.

Our recommendations to meet the needs of authors, to protect their interests and to strengthen the sustainability of the book sector in the educational field would be:

- improve contracts for e-book/ digital exploitation/ e-learning;
- improve contracts for authors who are also teachers;
- support the monitoring of the consequences at an EU level and in each Member State;
- monitor carefully exceptions that are to be implemented with the DSM Directive (article 5 in particular) and the compliance with the DSM Directive and in particular Title IV, Chapter 3, Articles 18 to 23.

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