


Procedure file

Basic information	
INI - Own-initiative procedure	2002/2268(INI)
Procedure completed	
The role of schools and school education in maximizing public access to culture	
Subject 4.40.03 Primary and secondary school, European Schools, early childhood	

Key players			
European Parliament	Committee responsible	Rapporteur	Appointed
	CULT Culture, Youth, Education, Media and Sport	PPE-DE <u>GRAÇA MOURA</u> <u>Vasco</u>	28/11/2002

Key events			
16/01/2003	Committee referral announced in Parliament		
19/02/2004	Vote in committee		Summary
18/02/2004	Committee report tabled for plenary	A5-0080/2004	
25/02/2004	Debate in Parliament		
26/02/2004	Decision by Parliament	T5-0120/2004	Summary
26/02/2004	End of procedure in Parliament		

Technical information	
Procedure reference	2002/2268(INI)
Procedure type	INI - Own-initiative procedure
Procedure subtype	Initiative
Legal basis	Rules of Procedure EP 54
Stage reached in procedure	Procedure completed
Committee dossier	CULT/5/19029

Documentation gateway					
Committee draft report		PE312.590	21/01/2003	EP	
Amendments tabled in committee		PE312.590/AM	10/02/2004	EP	
Committee report tabled for plenary, single reading		A5-0080/2004	19/02/2004	EP	
Text adopted by Parliament, single reading		T5-0120/2004 OJ C 098 23.04.2004, p. 0022-0179 E	26/02/2004	EP	Summary

The role of schools and school education in maximizing public access to culture

The committee adopted the own-initiative report by Vasco GRAÇA MOURA (EPP-ED, P) on the role of schools and public education in maximising access to culture. The report made a number of recommendations to Member States, such as increasing investment in education and ensuring that pupils have the opportunity of learning two languages other than their own. It also criticised the tendency for history lessons to focus exclusively on 20th century events. Another suggestion was that the Commission should develop material on the history of European culture which, if approved by the Council, could be available to all Member States who wished to use it in their education systems. In the context of enlargement, MEPs also pointed out that there was a need to raise awareness within the EU Member States of the history and culture of the countries of Central and Eastern Europe and vice versa. Lastly, the committee stressed that music, fine arts and theatre were a fundamental component of Europe's cultural heritage and should be given a higher priority in school education.?

The role of schools and school education in maximizing public access to culture

The European Parliament adopted a resolution based on the own-initiative report drafted by Vasco GRAÇA MOURA (EPP-ED, Portugal) on schools and access to culture. (Please see the summary of 18/02/04.) Parliament regretted the fact that only 17% of 15-year-old pupils in the EU possess the basic educational skills, namely reading, writing and arithmetic, that conform to the average set by the OECD. It called on Member States, in particular those whose GDP percentage invested in education is lower than the EU average, to increase investment in human resources in the field of education. Furthermore, school education in Europe should place a greater emphasis on achieving a basic fundamental knowledge of the process of European integration. The European dimension should be present in all school disciplines and not only in those directly linked with this subject such as history, philosophy, geography, economics, literature and art. Parliament stressed the importance of Europe's cultural heritage, and felt that access to it is a fundamental precondition to the integration process and a force for the consolidation of a sense of European citizenship. It recommended that the knowledge of Europe's cultural heritage should be a natural component of the syllabus in schools throughout the EU.?