



2017/2009(INI)

15.5.2017

OPINION

of the Committee on Culture and Education

for the Committee on the Environment, Public Health and Food Safety

on EU action for sustainability
(2017/2009(INI))

Rapporteur: Liadh Ní Riada

PA_NonLeg

SUGGESTIONS

The Committee on Culture and Education calls on the Committee on the Environment, Public Health and Food Safety, as the committee responsible, to incorporate the following suggestions into its motion for a resolution:

1. Takes the view that securing a better future for everyone requires the introduction of culture as a fourth pillar of sustainability in the EU and beyond, since culture acts as a driver of innovation and behavioural change through the creation of new lifestyles and sustainable development paradigms and enables the development of the community-based and locally rooted approaches required for a local understanding of sustainable development;
2. Acknowledges the need for innovation and creativity to ensure the more sustainable development of cities, regions and societies as a whole and provide answers to current societal challenges;
3. Notes that active cultural participation encourages environmentally responsible behaviour, improves physical and mental health and wellbeing, facilitates intercultural dialogue, encourages respect for minorities and facilitates their social integration, improves school attendance and performance among young people, and therefore contributes to and facilitates the achievement of many existing Sustainable Development Goals (SDGs);
4. Calls, given the transversal and immensely valuable contribution of culture to individual and collective wellbeing and sustainable urban, rural and regional development, for the inclusion of a self-standing SDG on access to culture and active cultural participation;
5. Recalls the specific role played by culture in external relations and development policy, in particular with regard to conflict resolution and prevention, peace-making and the empowerment of local populations; considers, therefore, that an ambitious and sound cultural strategy, to include cultural diplomacy, is needed to achieve a new consensus on development;
6. Highlights the role played by culture and creativity in innovation, the creation of quality jobs, social cohesion and the development of a sustainable economy, including in terms of the urban regeneration of cities and the revitalisation of rural areas, for example; calls, therefore, for enhanced synergies between ESIF, EFSI and other EU programmes in order to fund culture-based projects and initiatives;
7. Takes the view that cultural institutions and organisations should be innovators and models in the field of sustainability and with regard to green processes, especially in the field of cultural heritage, digitisation, tourism and touring artists; calls for the introduction of a green EU funding incentive to this end;
8. A coherent, sustainable agenda requires the re-orientation of economic strategies and policies towards the creation of quality jobs, the promotion of a circular economy, the reduction of social inequalities and the adoption of a European Pillar of Social Rights; calls, therefore, on the Commission and the Member States to tackle poverty, child poverty in particular, invest in quality formal, informal and non-formal education and training, introduce a Skills Guarantee, and adopt a coherent and bold cultural strategy at

all levels of government;

9. Considers that fulfilling SDG 16 requires the active participation of citizens in decision-making at all levels; highlights in this connection the need to promote the active and civic participation of children and young people;
10. Underlines the importance of inclusive, equitable and quality education, training, research and lifelong learning opportunities in addressing economic, social and environmental challenges and preparing a sustainable future; welcomes, in this connection, the EU's intention to integrate the SDGs, and especially SDG 4 of the 2030 Development Agenda, in the European policy framework;
11. Stresses that education and training are key to setting society on the path to sustainability; highlights the fact that sustainability education develops skills, knowledge and values that promote behaviour in support of a sustainable future; encourages Member States, therefore, to step up their efforts to implement sustainability education at all levels and in all forms of education and training;
12. Recognises the role of civil society in raising awareness of the SDGs among the public and in addressing them at national and international level through global citizenship education and awareness-raising campaigns;
13. Is deeply concerned about the differences in the performance of education systems in Member States, as shown by the latest PISA reports, and about the fact that between 2010 and 2014 investment in education and training fell by 2.5 % in the EU as a whole; stresses that properly resourced public education and training systems, accessible to all, are essential for equality and social inclusion and for meeting the targets set by SDG 4; stresses, nevertheless, that education remains a competence which falls to the Member States;
14. Underlines the need for a more inclusive approach to financing education and training policies; calls, therefore, on the Commission and the Member States to mobilise and put to use all available instruments in order to secure smart investments in innovative teaching, training and learning aimed at improving the quality and relevance of skills and enhancing the performance of education and training systems;
15. Recommends that, in the context of education, training and lifelong learning for inclusion and sustainability, Member States should consider improvements to education and employment policies in cooperation with the EU, in order to raise awareness of sustainable development and to ensure that learning enables people to make responsible decisions and builds capacity for future-oriented thinking; highlights that education and training and skills policies should not only be adjusted to labour market demands but should also promote personal and societal development in a holistic manner;
16. Underlines the need to enhance coordination and to enable and optimise synergies between ESIF, EFSI and other EU programmes in order to improve and modernise the quality of education and training systems in Member States; stresses that populations in rural areas and remote regions shall have equal access to equitable quality education, training, and cultural and lifelong learning opportunities;

17. Stresses that education is key to developing self-sustaining societies; calls for the EU to link quality education, technical and vocational training and cooperation with industry as an essential pre-condition for youth employability and access to qualified jobs; believes that addressing the issue of access to education in emergency and crisis situations in particular is crucial for both the development and protection of children;
18. Regrets the persistent problem of high youth unemployment; recalls the importance of the Youth Guarantee schemes and the Youth Employment Initiative in addressing this problem; calls for their continued improvement and for proper financial support in order to promote the creation of new, high-quality jobs and decent social protection for young people, overcome the existing difficulties in engaging with vulnerable groups and reach non-registered NEETs and low-skilled young people more effectively;
19. Highlights the role of education, both formal and informal, lifelong learning, sport, art and volunteering in learning about sustainability and fostering ecological citizenship, as part of a broader effort to equip young people with the relevant skills, competences and attitudes they need to become open and responsible citizens;
20. Calls on the Commission to increase support for the health and well-being of young people when revising the 2018 EU Youth Strategy, with a particular emphasis on the timely implementation of the Action Plan on Childhood Obesity and the Action Plan on Youth Drinking and on Heavy Episodic Drinking;
21. Calls for the EU and its Member States to protect regional, minority and lesser-used languages and linguistic diversity and to ensure that linguistic discrimination is not tolerated when integrating the SDGs into the European policy framework and current and future Commission priorities;
22. Embraces the opportunities offered by the diversity of learning environments, such as eco-schools, centres for development education and outdoor learning;
23. Calls for sustainability and ecological citizenship education to be mainstreamed across disciplines, in particular entrepreneurship education, including social entrepreneurship, and digital literacy and skills;
24. Believes that cultural diversity and the protection of natural heritage should be promoted across the European policy framework, including through education;
25. Considers that in a fast-changing economy, characterised by the increasing digitisation of societies and the robotisation and automation of jobs, a future-proofed sustainable agenda should be included as part of a broader reflection on occupational literacy;
26. Recalls the power of quality education to empower vulnerable people, minorities, people with special needs and women and girls, in relation to SDG 4 and SDG 5 on gender equality and SDG 16 on promoting inclusive societies;
27. Calls, in relation to SDG 3, for the promotion of further education in social cohesion, intercultural dialogue, and individual and collective wellbeing, including as a means to foster health literacy; highlights the particular opportunities offered by informal and non-formal learning in this field;

28. Calls, in view of the need to promote further synergies between innovation and creativity in science, for the introduction of arts education in STEM subjects to promote STEAM education, particularly for girls, in order to address societal challenges in reaching sustainability goals;
29. Recalls the need to support in addition the training of educators and trainers and to encourage peer-to-peer learning and the exchange of best practices at EU level and worldwide;
30. Calls for financial support in the field of research, including through existing EU programmes such as Horizon 2020, in order to explore further the links between the arts, innovation and science, and the contribution of education and culture to sustainability;
31. Calls for the development of indicators to measure the contribution of culture to existing SDGs and to monitor the new SDG on access to culture and active cultural participation, if introduced;
32. Welcomes the proposal for the creation of a multi-stakeholder group; affirms the need to ensure the diversity of stakeholders actively involved in the group, including civil society, NGOs, grass roots organisations, youth workers, educators and cultural institutions;
33. Underlines the need to provide proper support to local and people-to-people initiatives, as sustainable development must also be implemented at local level.

INFORMATION ON ADOPTION IN COMMITTEE ASKED FOR OPINION

Date adopted	4.5.2017
Result of final vote	+: 24 -: 0 0: 3
Members present for the final vote	Isabella Adinolfi, Andrea Bocskor, Silvia Costa, María Teresa Giménez Barbat, Giorgos Grammatikakis, Petra Kammerevert, Svetoslav Hristov Malinov, Curzio Maltese, Luigi Morgano, John Procter, Michaela Šojdrová, Yana Toom, Helga Trüpel, Sabine Verheyen, Julie Ward, Bogdan Brunon Wenta, Bogdan Andrzej Zdrojewski, Milan Zver
Substitutes present for the final vote	Norbert Erdős, Eider Gardiazabal Rubial, Sylvie Guillaume, Emma McClarkin, Marlene Mizzi, Liadh Ní Riada, Algirdas Saudargas, Remo Sernagiotto
Substitutes under Rule 200(2) present for the final vote	Florent Marcellesi

FINAL VOTE BY ROLL CALL IN COMMITTEE ASKED FOR OPINION

24	+
GUE/NGL	Curzio Maltese, Liadh Ní Riada
PPE	Andrea Boeskor, Norbert Erdős, Svetoslav Hristov Malinov, Algirdas Saudargas, Sabine Verheyen, Bogdan Brunon Wenta, Bogdan Andrzej Zdrojewski, Milan Zver, Michaela Šojdrová
S&D	Silvia Costa, Eider Gardiazabal Rubial, Giorgos Grammatikakis, Sylvie Guillaume, Petra Kammerevert, Marlene Mizzi, Luigi Morgano, Julie Ward
Verts/ALE	Florent Marcellesi, Helga Trüpel
ALDE	María Teresa Giménez Barbat, Yana Toom
EFDD	Isabella Adinolfi

0	-
-	-

3	0
ECR	Emma McClarkin, John Procter, Remo Sernagiotto

Key to symbols:

+ : in favour

- : against

0 : abstention