

# EUROPEAN PARLIAMENT

1999



2004

---

*Session document*

FINAL  
**A5-0080/2004**

20 February 2004

## **REPORT**

on the role of schools and school education in maximizing public access to  
culture  
(2002/2268(INI))

Committee on Culture, Youth, Education, the Media and Sport

Rapporteur: Vasco Graça Moura



## CONTENTS

	<b>Page</b>
PROCEDURAL PAGE .....	4
MOTION FOR A EUROPEAN PARLIAMENT RESOLUTION.....	5
EXPLANATORY STATEMENT .....	10

## PROCEDURAL PAGE

At the sitting of 16 January 2003 the President of Parliament announced that the Committee on Culture, Youth, Education, the Media and Sport had been authorised to draw up an own-initiative report under Rule 163 on the role of schools and school education in maximizing public access to culture.

The committee appointed Vasco Graça Moura rapporteur at its meeting of 28 November 2002.

It considered the draft report at its meeting of 27 January 2004 and 19 February 2004.

At the last meeting it adopted the motion for a resolution by 14 votes, with 1 abstention.

The following were present for the vote: Michel Rocard (chairman), Vasco Graça Moura (vice-chairman and rapporteur), Mario Mauro (vice-chairman), Konstantinos Alyssandrakis (for Alexandros Alavanos), Pedro Aparicio Sánchez, Säid El Khadraoui (for Renzo Imbeni), Cristina Gutiérrez Cortines (for Roy Perry), Ulpu Iivari, Juan Ojeda Sanz, Doris Pack, Christa Prets, Gianni Vattimo, Eurig Wyn, Sabine Zissener and Myrsini Zorba (for Lissy Gröner).

The report was tabled on 20 February 2004.

## MOTION FOR A EUROPEAN PARLIAMENT RESOLUTION

### on the role of schools and school education in maximizing public access to culture (2002/2268(INI))

*The European Parliament,*

- having regard to the Treaty establishing the European Community and, in particular, to Articles 149, 150 and 151 thereof,
  - having regard to the Council Resolution of 28 October 1999 on integrating history into the Community's cultural action<sup>1</sup>,
  - having regard to the conclusions of the Lisbon European Council of 23/24 March 2000,
  - having regard to Decision No. 508/2000/EC of the European Parliament and of the Council of 14 February 2000 on establishing the Culture 2000 Programme<sup>2</sup>,
  - having regard to Decision No. 253/2000/EC of the European Parliament and of the Council of 24 January 2000<sup>3</sup> establishing the second phase of the 'Socrates' programme,
  - having regard to its resolution of 16 January 2001<sup>4</sup> on quality evaluation of school education,
  - having regard to its resolution of 6 February 2002<sup>5</sup> on education and training systems,
  - having regard to its resolution of 5 September 2002 on the third Commission report on Citizenship of the Union<sup>6</sup>,
  - having regard to the report from the Commission to the Spring European Council of 21 January 2004 on 'Delivering Lisbon: reforms for the enlarged Union' (COM(2004)29),
  - having regard to Rule 163 of its Rules of Procedure,
  - having regard to the report of the Committee on Culture, Youth, Education, the Media and Sport (A5-0080/2004),
- A. whereas the Lisbon European Council in March 2000 set a strategic new goal for the European Union to become the most competitive and dynamic knowledge-based economy in the world by 2010,
- B. whereas the Council meeting on Education of 12 February 2001 defined the following

---

<sup>1</sup> OJ C 324, 12.11. 1999, p.1.

<sup>2</sup> OJ L 63, 10.3. 2000, p.1.

<sup>3</sup> OJ L 28, 3.2. 2000, p.1.

<sup>4</sup> OJ C 262, 18.9. 2001, p.44.

<sup>5</sup> OJ C 284 E, 21.11. 2002, p.196.

<sup>6</sup> OJ C 272 E, 13.11. 2003, p. 446.

three strategic objectives to obtain the goals set in Lisbon:

- increase the quality and effectiveness of education and training systems in the European Union
- facilitate the access of all to the education and training systems
- open up education and training systems to the wider world,

- C. whereas the Education Council adopted in May 2003 five European benchmarks for the attainment of these objectives,
- D. whereas the European Commission has pointed out in its Communication "Education and Training 2010" (COM(2003) 685) that there is a shortfall of investment in human resources in the Member States regarding education,
- E. whereas the European Commission has stated in its report 'Delivering Lisbon: reforms for the enlarged Union' to the Spring European Council (COM(2004) 29) that there is a clear need for the Member States to invest more effectively - i.e. to identify and invest in those areas of education and training which produce the greatest results,
- F. whereas the respect for and promotion of cultural and linguistic diversity and the sharing of a common cultural heritage work as a positive force in the integration process and the development of the EU,
- G. whereas the process of European integration and globalisation poses new challenges to the various European cultures and to the educational systems of the different Member States, not least in promoting awareness of other Member States' culture and history, without losing sight of the importance of the national culture,
- H. whereas according to a 2000 Eurobarometer study<sup>1</sup>, the majority of EU citizens do not believe in the existence of a shared European cultural identity,
- I. whereas interest in culture is acquired in childhood and a significant contribution is made to this at the home and at educational establishments, including not only schools but also pre-school and other institutions,
- J. whereas, particularly in densely populated urban areas, many school pupils (or their parents) do not originate from the country in which they are attending school, which means that schools have a major cultural role to play in terms of integration; whereas, at the same time, this provides an excellent opportunity for cultural exchange and the development of intercultural understanding,
- K. whereas it is possible to stimulate cultural interest at school in particular by organising and participating in special events such as painting, photography and film competitions, visits by artists to schools, excursions to places of culture and cultural events in the locality, class trips abroad and pupil exchange schemes,
- L. whereas language teaching in particular plays a central role in acquiring an

---

<sup>1</sup> Eurobarometer Study N° cat. NC-31-00-910-EN-C "How Europeans See Themselves"

understanding of other cultures since contact with other languages initially involves contact with other cultural, literary and artistic works,

1. Regrets the fact that only 17% of 15-year-old pupils in the European Union possess the basic educational skills - reading, writing, arithmetic - that conforms with the average set by the OECD;
2. Calls 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;
3. Points out that school education in Europe should put a greater emphasis on achieving a basic fundamental knowledge of the process of European integration; points out, moreover, that 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;
4. Recalls that languages are the expression of cultural wealth and diversity and confirms its support for the European Community's objective of enabling all pupils to learn two languages other than their own;
5. Calls on the Member States to provide continuous training for teachers in European integration to ensure that students from the various EU Member States are provided with a standard basic knowledge of this subject;
6. Is of the opinion that projects promoting the teaching of European integration in school should be funded not only by cultural and educational EU programmes but also by other relevant programmes;
7. Believes that within the context of history teaching, there is a need to address the tendency to concentrate predominantly on the 20th century, at the expense of preceding stages of civilisation which underpin European culture, literature, philosophy, art and music;
8. Points out that there is 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;
9. Calls on the Commission and the Member States to ensure that in European research programmes encouragement is given to projects concerning the fundamentals of European civilisation such as common law, the history of institutions and education, the rules of coexistence, social and anthropological practices and artistic manifestations;
10. Believes that there is a need for European education systems to foster awareness of the cultures and ways of living of all European peoples and to raise awareness of common European values;
11. Underlines the contribution made within individual Member States for the respect and promotion of cultural and linguistic diversity;

12. Stresses the need to educate young people through cultural activities and structures which are supported financially by the relevant authorities at all levels;
13. Notes that the European Youth Programme already encourages awareness of common European values and works towards developing a sense of European citizenship and recommends that this programme should be expanded for the benefit of school teachers and school children;
14. Notes that access to Europe's cultural heritage is a fundamental precondition to the integration process and a force for the consolidation of a sense of European citizenship;
15. Recommends that the knowledge of Europe's cultural heritage should be a natural component of the syllabus in schools throughout the EU;
16. Asks the Commission to draw up a text on the history of European culture (art, philosophy, science, etc.) which, after adoption by the Council and with due respect for the principle of subsidiarity, might become a standard subject on the school syllabus in the Member States;
17. Points to the numerous opportunities offered by schools and education to promote intercultural and interreligious exchanges between pupils, extending also beyond European cultural borders, thereby contributing to the development of cultural understanding, for example by encouraging children to talk about their country of origin or the country of origin of their parents, together with their customs and traditions, and to describe their experiences as foreigners in an unfamiliar cultural context;
18. Stresses the need to step up active public policies for the conservation of the common cultural heritage; urges associations recognised in Europe to become more actively involved in conservation and educational initiatives in respect of the historic and artistic heritage;
19. Notes that the Commission's action Netd@ys Europe associates European cinema with schools; believes that it would be a good idea in this connection to widen the scope of such projects so as to encourage cooperation for example through school films, introductions to the media professions and invitations to film directors to visit schools as 'guest speakers', etc. Further proposes that the MEDIA Plus programme should contribute in raising pupils' awareness and interest in European cinema; Points out that a Pan-European Children's Network would be an efficient way to raise awareness for and disseminate European films of high quality;
20. Calls on the Member States to promote collaboration between teachers and artists with a view to encouraging pupils to learn about the performing arts at school in a European context;
21. Urges the improvement of quality and access to the pedagogical services of museums, theatres, libraries and other cultural structures; calls on schools to open themselves up to these cultural centres and institutions, contacts and exchanges which can only be



mutually beneficial and that they ensure that posters, catalogue cards and leaflets are worded in a least one of the official languages of the Union;

22. Emphasises that children's participation in artistic and cultural activities is an important factor in developing their creative skills and that the development of creative potential benefits their future personal and professional lives and stresses in this connection the importance of cooperation between schools and homes in greatly helping to achieve this;
23. Welcomes the fact that there is a growing recognition at all levels in the EU that the educational and professional success of individuals depends on development of school curricula which value both academic and creative abilities alike;
24. Urges schools, homes, cultural institutions and creative artists and intellectuals to cooperate more closely in the field of cultural education; urges schools to take greater advantage of the opportunities offered by the diverse cultural backgrounds of their pupils for the purposes of cultural education;
25. Stresses the importance of pupil exchange schemes, class trips to other countries and language teaching in becoming acquainted with and experiencing European and non-European cultures and therefore calls on the Member State and European Union authorities to promote such initiatives to a greater degree;
26. Considers that music, fine arts and theatre are a fundamental component of the cultures and history of the individual Member States and of Europe's cultural heritage and therefore recommends these disciplines are given a higher priority in school education;
27. Instructs its President to forward this resolution to the Council and Commission, and the governments of the Member States.

# EXPLANATORY STATEMENT

## INTRODUCTION

At a time when the role of the school is much debated in the Member States, the European Parliament wants to launch a debate at European level on the role of schools and school education in maximising public access to culture by repositioning the parameters of education and culture, not only in the context of enlargement but also in the context of European identity which derives its strength from the variety of different cultures from which it is composed.

The current climate of rapid technological and economic change and increasing globalisation affects educational and training systems and establishments in a number of different ways. Therefore it is essential to equip the whole population with the skills they need to obtain (and hold down) a job<sup>1</sup>. This goal is reflected in the political priority of the Lisbon Council - to make the EU 'the most competitive and dynamic knowledge-based economy in the world' by 2010 – which in turn requires the modernisation of the educational systems.

## THE CHANGING ROLE OF THE SCHOOL

### 1. Basic knowledge

The school has traditionally been the starting point for giving the pupil the basic elements and tools of knowledge: oral and written expression, reading and mathematics, as well as imparting social, cultural and physical skills and thus contributing to the all-round personal development of the individual. However as a result of the rapid changes in society over the last 25 years, the role of the school has evolved and is becoming more complex.

### 2. European dimension

An important function of school education has been to teach students about their own history and culture. This aspect has traditionally reflected national history and culture but should be extended to reflect changes brought about by the process of European integration and by globalisation and should contribute strongly to a deeper mutual knowledge among Europeans.

A 2003 study on 'The place occupied by the European Union in the secondary education curriculum in the Member States and in the candidate countries'<sup>2</sup>, reflects upon what the European institutions might do in future to promote further knowledge and awareness of this subject among secondary school students and young people in general.

The study demonstrates that in secondary education curricula all over Europe, the place occupied by the European dimension has grown over the years. This is most apparent in

---

<sup>1</sup> Communication from the Commission on investing efficiently in education and training: an imperative for Europe, COM(2002) 779 of 10.1.2003.

<sup>2</sup> Education and Culture Series Working Paper No. EDUC 113, 2003, Directorate-General for Research commissioned by the European Parliament Committee on Culture, Youth, Education, Media and Sport 'The place occupied by the European Union in the secondary education curriculum in the Member States and in the candidate countries'.

subjects such as history, geography, humanities, economics and foreign languages. The European dimension now features prominently in the national curriculum of each Member State and candidate countries too are striving to give the European dimension its proper place in education.

### **3. National identity and European citizenship**

Traditionally one of the primary roles of school and school education has been to provide young people with a sense of national identity and belonging. Some of the principle characteristics of national identity are a common culture and a shared history. Article 17 of the EC Treaty established citizenship of the European Union, which complements but does not replace the national citizenship. However the idea of a European citizenship has not yet been recognised by the majority of Europeans. As stated in the Commission's Strategic Objectives 2000 to 2005, there is a need 'to bring Europe much closer to the people it exists to serve'<sup>1</sup>. The political and economic success of the unification process is not matched by a sense of common European identity among the citizens of the EU.

One reason for this is that the EU is regarded primarily as a political and economic entity and is lacking the traditional myths, symbols and historical memories which make up the national cultures of Europe. School education has a central role to play in combating this problem as, more than any other social structure, the school is an ideal place for the creation of a new generation of European citizens, and can teach active participation, joint responsibility, and rights and duties in a society based on freedom and democracy and respect for other cultures.

A Community programme RIAC – Regional Identity and Active Citizenship – aims to raise awareness of the vital role of the regions in Europe within the context of European citizenship. The basic concept behind RIAC is that a person who understands his or her own region is much better equipped to go out into Europe and to find his or her place as an active European citizen within the expanding European Union. Many successful school projects have already been carried out in the field of RIAC. Youth activities include support of Youth Parliaments and a Youth Committee of the Regions, a sports event and children's and youth meetings<sup>2</sup>.

It is also essential that students and young people in general may become more acquainted with cultural heritage and values that explain the diversity of national identities in such a way that traditional cultural, religious, historical, linguistic, neighbourhood and other differences, oppositions and/or rivalries may be overcome and thought of as representing positive contributions to Europe's immense cultural wealth and dynamics instead of being factors of dissent and aggression, as so often has been the case in the past.

---

<sup>1</sup> Communication from the Commission to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions, Strategic Objectives 2000 to 2005, 'Shaping the New Europe', OJ C 81/01, p. 2.

<sup>2</sup> RIAC is a Socrates Comenius 3 network which runs from October 2002 to September 2005 in 12 countries; <http://www.riac.net>;  
[http://europa.eu.int/comm/education/programmes/socrates/comenius/activities/network2002\\_en.pdf](http://europa.eu.int/comm/education/programmes/socrates/comenius/activities/network2002_en.pdf) 5

#### **4. Cultural Heritage<sup>1</sup>**

Access to Europe's cultural heritage has always been a priority for the European Parliament as already stated in an initial resolution from 1974. The Decision establishing the Culture 2000 programme underlined the importance of promoting cultural heritage with a European dimension. For pupils, the school should be the vehicle for access to the cultural heritage. The Socrates programme for example supports educational projects in the field of cultural heritage involving schools and museums. However there is a need to expand activity in this area.

The Council of Europe has been very active in bringing European Heritage to school children and young people and has initiated European Heritage classes which have been in existence for many years. These classes are conducted during school time but involve field trips to places of historical, architectural, archaeological, literary, artistic, scientific or technical significance. European Heritage classes aim to contribute to European unity by enabling young people to share the same experience in a spirit of citizenship, tolerance and conviviality. These heritage classes are enjoying increasing success in France and Belgium and their development should be supported in other Member States and by the European Union.

#### **5. Arts education and creativity**

As stated several times by the European institutions, it is absolutely essential to develop intellectual and creative skills in order to understand the world we live in and to participate effectively in today's global and rapidly changing society. The ability to learn and to adapt to new situations will be of increased value in the current and future labour market. Research has shown that there is a growing awareness (A must or a-Muse, Arts and Culture in Education – Policy and Practice in Europe<sup>2</sup>) that cultural education from an early age and participation in artistic and cultural activities is an important factor in developing the individual's competencies and life skills. Arts education should not be solely concerned with cultural transmission but also with developing the creative potential of students.

Boosting creativity in school is becoming more of a priority in Member States as shown by the recent government-funded initiative introduced in the UK known as 'Creative Partnerships'. These are intended to develop schoolchildren's potential, ambition, creativity and imagination by building sustainable partnerships that impact upon learning between schools, creative and cultural organisations and individuals. 'Creative Partnerships' respond in part to the widely-held view that, in the UK, creativity has been squeezed out of teaching through the focus on the '3 Rs' (reading, writing and arithmetic). In June 2003, the UK ministers for Education and Culture announced £70 million in additional funding for these partnerships<sup>3</sup>.

#### **EU INITIATIVES**

---

<sup>1</sup>

<http://www.coe.int/T/E/Cultural%5FCo%2Doperation/Heritage/Heritage%5Feducation/Classes.asp#TopOfPage>.

<sup>2</sup> A must or a-Muse Conference Results, Rotterdam, The Netherlands 26-29 September 2001.

<sup>3</sup> <http://www.creative-partnerships.org/creativity/>.

The European Union uses cultural education and training programmes such as **Culture 2000**, **Socrates** and **Leonardo da Vinci** to foster public access to art, culture and education. These programmes encourage cultural creativity and mobility, widespread access to culture and intercultural dialogue, and develop knowledge of the history of the European peoples. Their general objectives are to create a shared cultural area and to bring people together while preserving their national and regional diversity.

## 1. Socrates

The Decision of 14 March 1995 establishing the Socrates programme prioritises projects which focus on the European dimension in general, as well as other themes concerned with cultural heritage, protection of the environment, artistic education, and the promotion of science and technology<sup>1</sup>. In the general call for proposals for 2004 for the Socrates programme (Comenius), priority will be given to networks which focus on interdisciplinary topics, such as basic skills, language learning, science and technology, art education and the stimulation of creative potential<sup>2</sup>.

The examples below show the wide range of Community support through the Comenius programme for the role of culture in school:

- *Interread-Intercultural reading project* - a training programme on intercultural reading education for primary school students in England, Portugal and Flanders in Belgium.
- *Assessment of studio work in the visual arts* - a project to develop adequate assessment procedures for students' work in arts education.
- *Bringing children to the world of art* - training programmes for nursery and elementary school teachers in promoting the European dimension in nursery and elementary schools through a wider knowledge of Europe, and the establishment of exchange projects for teachers.

## 2. Culture 2000 programme

Article 1 of the Decision of the European Parliament and of the Council establishing the Culture 2000 programme outlines as one of the programme's objectives improved access to and participation in culture in the European Union for as many citizens as possible. Culture 2000 involves coordination between the cultural sector and other sectors with common and converging interests, for example, culture, education and youth (in particular, presentations to schools and colleges of audiovisual and multimedia products on European culture, with commentaries by creative or performing artists).

Activities in the framework of Culture 2000 should concentrate more on projects which deal with Europe's cultural diversity, which promote a better reciprocal knowledge of European

---

<sup>1</sup> Decision No. 819/95/EC of the European and of the Council of 14 March 1995 establishing the community programme Socrates, OJ L 087.

<sup>2</sup> Community action programme in the field of education Socrates, General Call for proposals 2004 EAC/41/03, Official Journal C177/3.

citizens and which provides a better understanding of contemporary cultural creation.

## **FINAL REMARKS**

All policy statements on national education emphasise the importance of the cultural dimension, and of promoting creative abilities. The necessity of engaging children in the practice and study of the arts and culture is also emphasised. In practice, however, as a survey of the Member States of the Council of Europe conducted in 1999 indicated, the actual status of culture and provision for the arts is less prominent although increasing. Therefore it seems that there is a need to stimulate a debate on these topics both at national and EU level.