



EUROPEAN PARLIAMENT

2009 – 2014

Committee on Culture and Education

2011/2052(INI)

25.7.2011

OPINION

of the Committee on Culture and Education

for the Committee on Employment and Social Affairs

on the European Platform against poverty and social exclusion
(2011/2052(INI))

Rapporteur: Silvia Costa

PA_NonLeg

SUGGESTIONS

The Committee on Culture and Education calls on the Committee on Employment and Social Affairs, as the committee responsible, to incorporate the following suggestions in its motion for a resolution:

1. Confirms that education and culture significantly contribute to the reduction of poverty and social exclusion, as well as to the promotion of social equity and the elimination of discriminatory attitudes; strongly urges the Member States, therefore, to invest more specifically in the National Reform Plans (NRP); calls on the Member States also to guarantee quality education and training which is accessible to all;
2. Calls on the Member States to maintain among the priorities in the forthcoming structural fund financial programming period investment in broadening the range of education and training opportunities on offer and the training-to-work support strategy;
3. Calls on the Commission and the Member States to make a greater effort to reduce school drop-out rates, paying special attention to children coming from socially disadvantaged families or having serious health problems or disabilities, in addition to promoting the building of bridges between education and work and between training systems, in order to eliminate economic, social, or any other kind of marginalisation;
4. Calls on the Commission and the Member States to set up the basis for the creation and development of policies that would allow for an early identification of those most likely to be affected by school drop-out;
5. Calls on the Member States to implement lifelong learning, distance learning and vocational and informal training programmes, and to ensure equal access to those programmes; further calls on the Member States to provide greater recognition for non-formal education and to step up the implementation of the EQF (European Qualifications Framework), in accordance with the flagship initiative ‘An agenda for new skills and jobs’;
6. Stresses the importance of pre-school education in fighting poverty. In particular, education must include sport and artistic education – including, where necessary, the establishment of the necessary facilities and institutions – in order to develop children’s skills, help them take decisions independently and engender a sense of social responsibility, in order to prevent poverty and ensuing social exclusion being passed on from one generation to the next; insists that free and equal access to such education is ensured irrespective of the place of residence of the children or their families’ financial or social status;
7. Calls on the Member States to recognise the true value of the role of artists in social integration and the fight against poverty, in particular by promoting their working environment and status;
8. Emphasises that all children and young people have a right to education under the UN Convention on the Rights of the Child, including children and young people who do not

have a residence permit in the countries in which they reside;

9. Calls for an intercultural and multilingual education to be endorsed, in order to combat social exclusion, to facilitate the educational and formative inclusion of disadvantaged communities such as the Roma and to foster integration of ethnic minorities and migrants; calls for training courses and workshops for teachers, institutional staff, social workers and NGOs active in this field in order to sensitise them and focus attention in their work on the elimination of exclusion and/or marginalisation;
10. Calls, in particular, for measures aimed at cultural and linguistic integration in the host country in order to overcome social exclusion;
11. Calls on the Member States to make the enjoyment of the cultural heritage accessible to all sections of society and to avoid cutting resources in this sector, which guarantees social inclusion and provides quality jobs;
12. Draws attention to the need to draw up integrated programmes targeted on traveller communities in order to facilitate their access to education, health and social security;
13. Reiterates the crucial role played by volunteering and active citizenship as an instrument of cohesion and action to combat economic, social and environmental disparities, encouraging citizens to get involved in public life through sport, culture, the arts, and social and political activism;
14. Calls for disadvantaged people to be guaranteed access to mobility programmes for education and work, and for the share of the budget set aside for such programmes to be increased; draws attention to the fact that ‘Youth on the move’ should promote mobility for all apprentices, trainees and students and the recognition of non-formally and informally acquired vocational skills;
15. Encourages initiatives that are also intergenerational, to reduce the digital divide of disadvantaged people, by providing them with access to information and communication technologies, in keeping with the European Digital Agenda;
16. Calls on the Member States to encourage the teaching of new technologies from the outset as part of the educational curriculum;
17. Supports the promotion of second-chance education and training projects, as well as the development of semi-boardings programmes and ‘tutoring’ in schools, also in cooperation with NGOs, through the use of the Structural Funds and through forms of extra-curricular help and support for those experiencing the greatest difficulties; reiterates the crucial role of youth organisations in motivating the young to participate in programmes aiming at social inclusion and equality;
18. Calls for the knowledge, experience, and informal competences and skills of disadvantaged people in situations of poverty and social exclusion and/or traditional communities to be valued and for systems validating experience acquired in non-formal and informal training to be promoted, and furthermore for it to be identified how these could contribute to their integration into the labour market;

19. Calls on the Member States to provide opportunities for training and skills upgrading for women following periods out of employment to ensure that they can fully reintegrate into the work environment and to reduce the risk of them losing their jobs;
20. Calls on the Commission and the Member States to step up their cooperation with third countries in the field of education and culture, with a view to reducing poverty and social exclusion in such countries, supporting development and also prevent immigration driven solely by economic factors;

RESULT OF FINAL VOTE IN COMMITTEE

Date adopted	14.7.2011
Result of final vote	+: 23 -: 2 0: 0
Members present for the final vote	Magdi Cristiano Allam, Zoltán Bagó, Lothar Bisky, Piotr Borys, Jean-Marie Cavada, Silvia Costa, Santiago Fisas Aixela, Mary Honeyball, Petra Kammerevert, Morten Løkkegaard, Emma McClarkin, Marek Henryk Migalski, Katarína Neved'alová, Doris Pack, Chrysoula Paliadeli, Marie-Thérèse Sanchez-Schmid, Marco Scurria, Hannu Takkula, László Tőkés, Helga Trüpel, Milan Zver
Substitute(s) present for the final vote	Heinz K. Becker, Ivo Belet, Nadja Hirsch, Seán Kelly, Iosif Matula, Paul Nuttall, Georgios Papanikolaou
Substitute(s) under Rule 187(2) present for the final vote	Sergio Gaetano Cofferati, Olle Schmidt