

**Question for written answer E-000390/2016**  
**to the Commission**  
Rule 130  
**Zoltán Balczó (NI)**

Subject: Cultural diversity and parallel societies

Under Article 6 TFEU, education and culture are two areas over which the EU has no powers, and it may not interfere in the execution of the Member States' powers in these areas. As the EU Member States are immense repositories of cultural, social and linguistic diversity, it is of fundamental importance that these cultural differences are respected and that a process of enforced uniformity is avoided.

The European Parliament adopted its report A8-0373/2015, on the role of intercultural dialogue, cultural diversity and education in promoting EU fundamental values, by a large majority.

According to that report the Member State governments should devise socialisation and education processes for migrant groups so as to create opportunities for them in the Member States' cultural and social leadership and in national political decision-making in this area. The report calls for migrant children to have their own representation body within the school system, and thus for student self-government.

On the basis of the above, I would like to ask the following:

Can the involvement of migrants in the Member States' cultural and social decision-making be an effective integration measure towards protecting their religious and cultural identity, or will it result in the formation or reinforcement of parallel societies?

If migrants' leaders are given the possibility to shape the cultural policy of a Member State, can this possibly constitute an effective part of cultural dialogue?