Basic information

2002/2268(INI) INI - Own-initiative procedure	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	GRAÇA MOURA Vasco (PPE-DE)	28/11/2002

Key events

Date	Event	Reference	Summary
16/01/2003	Committee referral announced in Parliament		
19/02/2004	Vote in committee		Summary
19/02/2004	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 55
Stage reached in procedure	Procedure completed
Committee dossier	CULT/5/19029

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee report tabled for plenary, single reading		A5-0080/2004	19/02/2004	
Text adopted by Parliament, single reading		T5-0120/2004 OJ C 098 23.04.2004, p. 0022-0179 E	26/02/2004	Summary

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

2002/2268(INI) - 26/02/2004 - Text adopted by Parliament, single reading

The European Parliament adopted a resolution based on the own-initiative report drafted by Vasco GRA·A MOURA (EPP-ED, Portugal) on schools and access to culture. (Please see the summary of 18/02/04.) Parliament rregretted 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.