Basic information

2015/2138(INI) INI - Own-initiative procedure	Procedure completed
Learning EU at school **Subject** 4.40.03 Primary and secondary school, European Schools, early childhood	

Key players

European Parliament

Committee responsible	Rapporteur	Appointed
CULT Culture and Education	DRĂGHICI Damian (S&D)	04/05/2015
	Shadow rapporteur MALINOV Svetoslav Hristov (PPE) LEWER Andrew (ECR) GIMÉNEZ BARBAT María Teresa (ALDE) CHOUNTIS Nikolaos (GUE/NGL) MARAGALL Ernest (Verts/ALE) ADINOLFI Isabella (EFDD) BILDE Dominique (ENF)	

European Commission

Commission DG	Commissioner
Education, Youth, Sport and Culture	NAVRACSICS Tibor

Key events

Date	Event	Reference	Summary
09/07/2015	Committee referral announced in Parliament		
25/01/2016	Vote in committee		
03/02/2016	Committee report tabled for plenary	A8-0021/2016	Summary
11/04/2016	Debate in Parliament		
12/04/2016	Decision by Parliament	T8-0106/2016	Summary

12/04/2016	Results of vote in Parliament		
12/04/2016	End of procedure in Parliament		

Technical information	
Procedure reference	2015/2138(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/8/03827

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee draft report		PE567.672	20/10/2015	
Amendments tabled in committee		PE571.715	26/11/2015	
Committee report tabled for plenary, single reading		A8-0021/2016	03/02/2016	Summary
Text adopted by Parliament, single reading		T8-0106/2016	12/04/2016	Summary

European Commission

Document type	Reference	Date	Summary
Commission response to text adopted in plenary	SP(2016)484	20/09/2016	

Learning EU at school

2015/2138(INI) - 03/02/2016 - Committee report tabled for plenary, single reading

The Committee on Culture and Education adopted the own-initiative report by Damian DRĂGHICI (S&D, RO), entitled ‘Learning EU at school’.

According to a 2014 Eurobarometer opinion poll, **44 % of European Union citizens feel that they have limited understanding of how the EU works** and 52 % of Europeans believe that their voice does not count in the EU: only 42.61 % of EU citizens, and only 27.8 % of 18-24 year-olds, voted in the last European Parliament elections.

Members considered that an insufficient knowledge about the EU and poor understanding of its concrete added value might contribute to the perception of a democratic deficit and lead to widespread Euroscepticism. **In order to tackle the growing gap between the voice of European citizens and the EU institutions,** the report recommended the following:

A European dimension in education: Members emphasised that a EU dimension in education is crucial to help citizens **better understand – and reconnect them with – the EU**. An EU dimension in education should enable learners not only to acquire knowledge and **develop a sense of belonging and European citizenship skills**, but also to engage in a **critical reflection** on the EU, through learning about EU fundamental values, based on the rule of law and human rights, EU governance and decision-making processes.

Members encouraged the **use of European Youth Parliament role-play games** to help children and students understand the European processes and raise their awareness of European issues.

The report made the following recommendations, inter alia:

- **the EU should be more visible**, and better integrated, in teaching materials and extracurricular activities;
- **active and participative teaching methods** should be tailored to learners' age, and levels, exploiting fully the opportunities offered by the information and communication technologies and the media, including social media;
- teachers should be provided with **appropriate support and resources** in order to enable them to incorporate an EU dimension into their teaching;
- **multi-lingual and intercultural competences** of educators should be promoted and encouraged, as well as mobility opportunities, peer-to-peer learning and exchanges of best practices among teaching staff, for instance through the organisation of European-level seminars;
- options for **specialised qualification courses** within universities should be provided.

Stressing the importance and the potential of a **European approach to the teaching of history**, Members called on the Commission and the Member States to support history societies and centres for historical research, in order to highlight the value of their scientific contribution to European history and their role in keeping schoolteachers up to date.

The role of the Union: in this regard, the report asked the Commission to:

- continue its support for efforts to develop and promote an **EU dimension in education as well as the mobility** of educational actors;
- actively **disseminate information** – including information on relevant funding opportunities and available studies and reports – to key stakeholders and citizens;
- provide a **common framework**, and to prepare guidelines with concrete examples, for learning about the EU, while respecting Member States' competence in the field of education and training;
- encourage **further research** to ascertain how the EU is currently taught in schools across Europe, and how it features in curricula and exams;
- **facilitate networks** that promote learning about the EU at national, regional and local level, as well as **exchanges of best practice** between these networks at Union level;
- ensure increased and adequate financial support for Erasmus+, Europe for Citizens and Creative Europe, which play an important role in strengthening European citizenship;
- monitor closely the **impact** of all EU programmes on developing participants' sense of citizenship and civic participation.

The report highlighted the role that the **information offices** of the European institutions play in fostering relations with educational institutions, and with youth organisations and media, in order to bring them closer to each other and to ensure that young people understand the role the institutions play in their daily lives.

The role of Member States: the latter were asked to:

- **support, and update their education systems** with a view to strengthening the EU dimension in close collaboration with all relevant actors, while strongly encouraging regions and local authorities to do the same;
- support all possibilities of **conveying more information** about the EU to learners as well as to teachers and other educators through formal, non-formal and informal learning;
- take further action to promote **intercultural, non-discriminatory and inclusive education** and citizenship values in school and university curricula;
- involve **migrants, refuges** and faith communities in respectful and empowering citizenship-building processes, ensuring their participation in civic and cultural life;
- acknowledge and support **social partners** and civil society organisations, in particular youth organisations, in bridging the gap between the EU institutions and the European citizens.

The report asked Member States to encourage high-quality training on EU topics for teachers, by allowing them to spend part of their training in another Member State, and by ensuring the **recognition of their qualification** to teach about the EU, for example by creating and promoting a **'Euro Teacher'** label award.

Learning EU at school

2015/2138(INI) - 12/04/2016 - Text adopted by Parliament, single reading

The European Parliament adopted by 482 votes to 146, with 76 abstentions, a resolution entitled 'Learning EU at school'.

According to a 2014 Eurobarometer opinion poll, **44 % of European Union citizens feel that they have limited understanding of how the EU works** and 52 % of Europeans believe that their voice does not count in the EU: only 42.61 % of EU citizens, and only 27.8 % of 18-24 year-olds, voted in the last European Parliament elections, representing the lowest voter turnout since 1979.

Parliament considered that an insufficient knowledge about the EU and poor understanding of its concrete added value might contribute to the perception of a democratic deficit and lead to widespread Euroscepticism. **In order to tackle the growing gap between the voice of European citizens and the EU institutions**, the resolution recommended the following:

An enhanced European dimension in education: Members emphasised that an EU dimension in education is crucial to help citizens **better understand – and reconnect them with – the EU** and strengthen the voice of the Union in an interdependent world.

An EU dimension in education should enable learners not only to acquire knowledge and **develop a sense of belonging and European citizenship skills**, but also to engage in a **critical reflection** on the EU, through learning about EU fundamental values, based on the rule of law and human rights, EU governance and decision-making processes.

Members encouraged the **use of European Youth Parliament role-play games** to help children and students understand the European processes and raise their awareness of European issues

The resolution made the following recommendations, inter alia:

- **the EU should be more visible**, and better integrated, in teaching materials and extracurricular activities;
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- options for **specialised qualification courses** within universities should be provided.

Stressing the importance and the potential of a **European approach to the teaching of history**, Parliament called on the Commission and the Member States to support history societies and centres for historical research, in order to highlight the value of their scientific contribution to European history and their role in keeping schoolteachers up to date.

The role of the Union: Parliament noted that the Union is currently undergoing a crisis in its democratic legitimacy, not only because Europeans have insufficient knowledge about the EU mechanisms, but also because their voices are removed from decision-making processes. It stressed that, in order to regain its legitimacy, the Union must halt the breakdown of its democratic structures and re-establish the link with its citizens.

In this regard, Parliament asked the Commission to:

- continue its support for efforts to develop and promote an **EU dimension in education as well as the mobility** of educational actors;
- actively **disseminate information** – including information on relevant funding opportunities and available studies and reports – to key stakeholders and citizens;
- provide a **common framework**, and to prepare guidelines with concrete examples, for learning about the EU, while respecting Member States' competence in the field of education and training;
- encourage **further research** to ascertain how the EU is currently taught in schools across Europe, and how it features in curricula and exams;
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