

**PROPOSAL FOR A RESOLUTION [4.1] OF THE UEF FEDERAL COMMITTEE ON THE EUROPEAN DIMENSION OF EDUCATION AND CULTURE**

Presented by Domenèc Ruiz Devesa, Pilar Llorente Ruiz de Azua, François Mennerat, Michele Ciavarini-Azzi, Catherine Vieilledent, Piervirgilio Dastoli

- 1 The UEF Federal Committee, meeting in Berlin on 22 April 2018,
- 2 Having regard to the UEF Federal Committee Resolution on European Cultural Identity adopted on
- 3 the 28-29<sup>th</sup> March 2011;
- 4 Having regard to the UEF Federal Committee resolution on establishing Spinelli Chairs adopted on
- 5 the 27<sup>th</sup> March 2011;
- 6 Having regard to the UEF Federal Committee Resolution in support of the establishment of the
- 7 Spinelli Chairs adopted on the 5<sup>th</sup> November 2016;
- 8 Having regard to the UEF Federal Committee Resolution in support of a network of Spinelli
- 9 volunteers adopted on the 22<sup>nd</sup> October 2017;
- 10 Having regard to articles 165-167 of the Treaty on the Functioning of the European Union (TFEU),
- 11 which provide a basis for EU action in the field of education and culture, including of legislative
- 12 nature;
- 13 Having regard to the United Nations Alliance of Civilizations Initiative launched by prime minister
- 14 José Luis Rodríguez Zapatero in 2005;
- 15 Having regard to the European Parliament Resolution on Learning EU at School, of 12 April 2016,
- 16 which “emphasises that an EU dimension in education is crucial to help citizens better understand -
- 17 and reconnect them with- the EU”.
- 18 Having regard to the ICCS 2016 Survey on Citizenship;
- 19 Having regard to the Commission proposal of a Council Recommendation on promoting common
- 20 values, inclusive education, and the European dimension of teaching, of 17 January 2018;
- 21 Having regard to the Euro Mediterranean University of Slovenia (EMUNI), established by the Union
- 22 for the Mediterranean;
- 23 Recalling that European Congress of the Hague of May 1948 had a Cultural Commission, chaired by
- 24 Salvador de Madariaga;
- 25 Noting that education and culture are fundamental for enjoying “the good life”, and essential for
- 26 mutual respect, understanding and enrichment, within and amongst Member States and with the
- 27 world at large;
- 28 Noting the invaluable and divers cultural richness of Europe, the result of thousands of years of
- 29 shared history and geography and of the influences derived from the rest of the world, including
- 30 those derived from contemporary migration flows;
- 31 Noting that it is possible to identify a shared European cultural heritage in an open and non-
- 32 exclusive, non-nationalistic fashion vis-a-vis the rest of the world;
- 33 Noting successful EU programs in this field, including Erasmus Plus (which includes Erasmus,
- 34 Comenius, Grundvigt, Leonardo, etc.), the European Voluntary Service, the newly established
- 35 European Solidarity Corps, and Creative Europe, among others;

36 Noting nonetheless that the European dimension of education and culture remains underdeveloped,  
37 while Member States continue to promote nationalistic biases in this field, for example in the design  
38 of history school curricula;

39 Noting that limiting the European construction and its correlative debates, and UEF advocacy, to  
40 institutional, economic and foreign affairs issues may reduce the interest, and support, from  
41 potential sectors of society to further European integration;

42 Noting that the lack of a European dimension of Education is greatly contributing to the citizen's  
43 "knowledge deficit" on EU origins, history, institutions, policies and citizenship rights, thereby  
44 fostering misperceptions, misunderstandings, and ultimately Euroscepticism, Europhobia and  
45 nationalisms;

46 Noting that education and culture have great potential for the developing of a post-national  
47 citizenship, an open, pan-European feeling of belonging to a common destiny, and an overall  
48 cosmopolitan outlook, which is particularly need in an increasingly diverse, inclusive, multilingual,  
49 female-friendly, and intercultural European society;

50 Noting the great potential of educational and cultural cooperation programs for the fostering of  
51 peace, political and social dialogue and closer links with the rest of the world, and in particular with  
52 the Mediterranean, Africa and Middle East regions, Europe's immediate neighbourhood and home  
53 to ancient civilizations such as the Arab-Islamic one, of fundamental historic, cultural, political and  
54 strategic importance;

55 Noting that European Parliament Resolution on Learning EU at School, of 12 April 2016, calls "the  
56 Commission to provide a common framework, and to prepare guidelines with concrete examples,  
57 for learning about the EU" and "stresses the importance of a European approach to the teaching of  
58 history";

59 Noting that the Commission proposal for a Council Recommendation on promoting common values,  
60 inclusive education, and the European dimension of teaching of 17 January 2018 calls for promoting  
61 a "European dimension of teaching by encouraging an understanding of the European context and  
62 common heritage and awareness of the diversity of the Member States of the Union, and  
63 understanding of the origins and functioning of the Union";

64 Noting that the proposed citizen's consultations on the future of Europe will not be productive if the  
65 participants do not receive prior basic training on EU affairs;

66 Considering that the educational and cultural dimension of the European construction is as  
67 important as the social, institutional and economic ones;

68 Calls for:

- 69 1) The urgent undertaking of a Special Eurobarometer Survey on citizens' knowledge of EU;
- 70 2) The swift adoption by Council of the proposal of a Council Recommendation on promoting  
71 common values, inclusive and multilingual education, and the European dimension of teaching,  
72 notwithstanding the its narrow scope and the generic nature of the implementing measures  
73 proposed;
- 74 3) The full use of the TFEU, in particular articles 165-167, for the promotion of a European  
75 dimension of education and culture, by *inter alia* resorting to Commission proposing legislative  
76 acts in this field, as allowed by the TFEU;

- 77 4) The elaboration by the Commission of indicative primary and secondary school modules on EU  
78 and global civic education, and European and global history, for its voluntary adoption by  
79 Member States;
- 80 5) The introduction of a training stage on the EU within the framework of the proposed citizens'  
81 consultations on the future of Europe, supported by civil society trainers and local councillors,  
82 in accordance with the Spinelli Chairs proposal;
- 83 6) The support of EMUNI experience, and the concept of Euro-Mediterranean higher education  
84 institutions, and the establishment of Averroes program for educational and cultural exchange  
85 with the North African and Middle Eastern countries;
- 86 7) The establishment of the Ibn Battuta Euro-Mediterranean and Middle Eastern Cultural  
87 Itinerary, based on the travels of this famous thinker;
- 88 8) The support to the Via Charlemagne project as a European Cultural Itinerary of the Council of  
89 Europe;
- 90 9) The creation of a European Education Area' by 2025, which would include a 'Sorbonne  
91 Process' for mutual recognition of university and school diplomas, the creation of a School of  
92 European and Transnational Governance joining existing French, German and EU  
93 administration colleges, and a more general network of European universities;
- 94 10) An increase of 20 per cent for the financing of EU education and culture programmes in the  
95 post-2020 Multi-Annual Financial Framework;
- 96 11) The strengthening of the educational and cultural dimension of our federalist movement's  
97 policies, proposals and actions;
- 98 12) Its Executive Bureau and national sections to forward this resolution to the European  
99 Commission, the European Parliament and national Education and Culture ministers, and to  
100 undertake specific advocacy actions vis-à-vis the said institutions.

## AMENDMENTS TO PROPOSAL FOR A RESOLUTION 4.1.

Amendment n.	<b>1</b>	<i>submitted by</i> Enrique Calvet Chambon
Line number(s):	13-14	
<b>Original text</b>		<b>Amended text</b>
Having regard to the United Nations Alliance of Civilizations Initiative launched by prime minister José Luis Rodríguez Zapatero in 2005;		Delete
Explanatory statement:  There is no need to be so specific with this initiative. Framework of UN not the UE.		

Amendment n.	<b>2</b>	<i>submitted by</i> Domènec Ruiz Devesa
Line number(s):	23	
<b>Original text</b>		<b>Amended text</b>
Recalling that European Congress		Recalling that <b>the</b> European Congress

Amendment n.	<b>3</b>	<b>3</b>
Line number(s):	28	
<b>Original text</b>		<b>Amended text</b>
Noting the invaluable and divers cultural richness		Noting the invaluable and diverse cultural richness

Amendment n.	<b>4</b>	<i>submitted by</i> Domènec Ruiz Devesa
Line number(s):	30	
<b>Original text</b>		<b>Amended text</b>
Those derived from contemporary migration flows		Those <b>coming</b> from contemporary migration flows

Amendment n.	<b>5</b>	<i>submitted by</i> Domènec Ruiz Devesa
Line number(s):	40	
<b>Original text</b>		<b>Amended text</b>
May reduce the interest		May <b>not sufficiently arouse</b> the interest

Amendment n.	<b>6</b>	<i>submitted by</i> Domènec Ruiz Devesa
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Line number(s):	43	
	<b>Original text</b>	<b>Amended text</b>
	On EU origins	On <b>the</b> EU origins

Amendment n.	<b>7</b>	<i>submitted by Domènec Ruiz Devesa</i>
Line number(s):	48	
	<b>Original text</b>	<b>Amended text</b>
	Which is particularly need	Which is particularly <b>needed</b>

Amendment n.	<b>8</b>	<i>submitted by Domènec Ruiz Devesa</i>
Line number(s):	69	
	<b>Original text</b>	<b>Amended text</b>
	Knowledge of EU	Knowledge of <b>the</b> EU

Amendment n.	<b>9</b>	<i>submitted by Domènec Ruiz Devesa</i>
Line number(s):	83	
	<b>Original text</b>	<b>Amended text</b>
	The support of EMUNI experience, and the concept of Euro-Mediterranean	The support of <b>the</b> EMUNI experience, and the <b>overall</b> concept of Euro-Mediterranean

Amendment n.	<b>10</b>	<i>submitted by Domènec Ruiz Devesa</i>
Line number(s):	88	
	<b>Original text</b>	<b>Amended text</b>
	European Cultural Itinerary	European Cultural Route

Amendment n.	<b>11</b>	<i>submitted by Domènec Ruiz Devesa</i>
Line number(s):	90	
	<b>Original text</b>	<b>Amended text</b>
	European Education Area	European Education Area