

Brussels,  
 19 November 2018

AMN/DN/fm

**Draft opinion by Yana Toom**

**on education in the digital era: challenges, opportunities and lessons for EU policy design  
 (2018/2090(INI))**

**Documents:** CULT draft report: PA\1155167 - PE623.621v01-00  
CULT amendments: AM.\1162060 - PE627.587v01-00 (Am. 1-183)  
ITRE opinion: AD\1165105 - PE623.921v02-00

**FINAL VOTING LIST**

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 1	COMP 8	Rapporteur	+	<i>If adopted, Am. 77, Am. 78, Am. 80, Am. 81 and Am. 79 fall</i>  ▶ Go to <b>Am. 82</b>	
	77	Svetoslav Hristov Malinov Eva Maydell	-	<i>If adopted, Am. 78, Am. 80, Am. 81 and Am. 79 fall</i>  ▶ Go to Am. 82	
	78	Isabella Adinolfi Dario Tamburrano	-		
	80 <sup>1</sup>	Sabine Verheyen	-		
	81	Jill Evans	+		
	79	Dominique Bilde	-		
Paragraph 1 a (new)	<b>82</b>	Jill Evans	+		

<sup>1</sup> AM 80 falls if any of COMP 8, AM 77 or COMP 26 is adopted.

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 3 a (new)	COMP 11	Rapporteur	+	<i>If adopted, Am. 84, Am 99, Am. 106, Am. 154 and Am. 178 fall</i>  ► Go to <b>Am. 85</b>	
Paragraph 1 b (new)	84	Svetoslav Hristov Malinov Eva Maydell	+		
Paragraph 3 b (new)	99	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 4 a (new)	106	Remo Sernagiotto Angel Dzhambazki Rupert Matthews Emma McClarkin	+		
Paragraph 11 a (new)	154 <sup>2</sup>	Silvia Costa	+		
Paragraph 18 a (new)	178	Martina Michels	+		
Paragraph 1 c (new)	<b>85</b>	Svetoslav Hristov Malinov Eva Maydell	+		

<sup>2</sup> AM 154 falls if either COMP 11 or COMP 25 is adopted.

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 2	COMP 9	Rapporteur	+	<i>If adopted, Am. 86, ITRE 2, Am. 87, Am. 89, Am. 88, Am. 91, ITRE 1 and ITRE 6 fall</i>  ► Go to <b>Am. 90</b>	
	86	Isabella Adinolfi Dario Tamburrano	+	<i>If adopted, ITRE 2, Am. 87 and Am. 89 fall</i>  ► Go to Am. 88	
Suggestion 2	ITRE 2	ITRE	+		
Paragraph 2	87	Dominique Bilde	-	<i>If adopted, Am. 89 falls</i>  ► Go to Am. 88	
	89	Martina Michels	-		
	88	Jill Evans	+		
Paragraph 2 a (new)	91	Isabella Adinolfi Dario Tamburrano	+		
Suggestion 1	ITRE 1	ITRE	+	<i>Do not put to the vote as covered by para 2</i>	
Suggestion 6	ITRE 6	ITRE	+	<i>Do not put to the vote as covered by Recital K and paras 2 and 10</i>	
Paragraph 2 a (new)	<b>90</b>	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 2 a (new)	92	Remo Sernagiotto Angel Dzhambazki Rupert Matthews Emma McClarkin	-		
Paragraph 2 b (new)	93	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 2 c (new)	95	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 3	COMP 10	Rapporteur	+	<i>If adopted, Am. 96, Am. 97, Am. 98, Am. 108, Am. 145 and Am. 136 fall</i>  ▶ Go to <b>Am. 137</b>	
	96	Dominique Bilde	-	<i>If adopted, Am 97 falls</i>  ▶ Go to Am. 98	
	97	Isabella Adinolfi Dario Tamburrano	-		
Paragraph 3 a (new)	98	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 4 b (new)	108	Isabella Adinolfi Dario Tamburrano	+		
Paragraph 9 e (new)	145	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 9	136	Jill Evans	+	<i>If adopted, Am. 137, Am. 138, Am. 139 and Am. 140 fall</i>  ▶ Go to COMP 13	
	<b>137</b>	Dominique Bilde	-	<i>If adopted, Am. 138 and Am. 139 fall</i>  ▶ Go to COMP 13	
	138	Isabella Adinolfi Dario Tamburrano	+	<i>If adopted, Am. 139 falls</i>  ▶ Go to COMP 13	
	139	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 4 a (new)	COMP 13	Rapporteur	+	<i>If adopted, Am. 140, Am. 83 and Am. 105 fall</i>  ▶ Go to <b>COMP 12</b>	
Paragraph 9	140 <sup>3</sup>	Silvia Costa	+		
Paragraph 1 a (new)	83	Svetoslav Hristov Malinov Eva Maydell	+		
Paragraph 4 a (new)	105	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 4	COMP 12	Rapporteur	+	<i>If adopted, Am. 100, Am. 101, Am. 102, Am. 104, Am. 103 and ITRE 4 fall</i>  ▶ Go to <b>Am. 107</b>	
	100	Dominique Bilde	-	<i>If adopted, Am. 101, Am. 102 and Am. 104 fall</i>  ▶ Go to Am. 103	
	101	Isabella Adinolfi Dario Tamburrano	-	<i>If adopted, Am. 102 falls</i>  ▶ Go to Am. 104	
	102	Silvia Costa	+	<i>If adopted, Am. 104 falls</i>  ▶ Go to Am. 103	
	104	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
	103	Svetoslav Hristov Malinov Eva Maydell	+		
Suggestion 4	ITRE 4	ITRE	+	<i>Do not put to vote as covered by recital K and para 4</i>	

<sup>3</sup> AM 140 falls if either AM 136 or COMP 13 is adopted.

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 4 a (new)	107	Isabella Adinolfi Dario Tamburrano	+		
Paragraph 5	COMP 14	<b>Rapporteur</b>	+	<i>If adopted, Am. 109, Am. 111, Am. 112, Am. 110, Am. 134 and Am. 141 fall</i>  ▶ Go to <b>Am. 113</b>	
	109	Sabine Verheyen	+		
	111	Julie Ward	+	<i>If adopted, Am. 112 falls</i>  ▶ Go to Am. 110	
	112	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial	+		
	110	Dominique Bilde	+		
Paragraph 8 a (new)	134	Jill Evans	+	<i>If adopted, Am. 141 falls</i>  ▶ Go to Am. 113	
Paragraph 9 a (new)	141	Liliana Rodrigues Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 5 a (new)	113	Jill Evans	+		
Paragraph 5 a (new)	114	Remo Sernagiotto Angel Dzhambazki Rupert Matthews Emma McClarkin	+		

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 6	COMP 15	Rapporteur	+	<i>If adopted, Am. 115, Am. 116, Am. 120, Am. 117, Am. 119 and Am. 118 fall</i>  ▶ Go to <b>Am. 122</b>	
	115	Dominique Bilde	-	<i>If adopted, Am. 116, Am. 120, Am. 117 and Am. 119 fall</i>  ▶ Go to Am. 118	
	116	Jill Evans	+	<i>If adopted, Am. 120 falls</i>  ▶ Go to Am. 117	
	120	Sabine Verheyen	+		
	117	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
	119	Svetoslav Hristov Malinov Eva Maydell	+		
	118	Silvia Costa	+		
Paragraph 6 a (new)	<b>122</b>	Svetoslav Hristov Malinov Eva Maydell	+		
Paragraph 6 a (new)	123	Remo Sernagiotto Angel Dzhambazki Rupert Matthews Emma McClarkin	+		
Paragraph 6 b (new)	125	Rupert Matthews Emma McClarkin	+		
Paragraph 6 c (new)	126	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 7	127	Dominique Bilde	-	<i>If adopted, Am. 128 falls</i>  ▶ Go to <b>COMP 17</b>	
	128	Isabella Adinolfi Dario Tamburrano	+		

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 8	COMP 17	Rapporteur	+	<i>If adopted, Am. 129, Am. 130, Am. 132 and Am. 131 fall</i>  ▶ Go to <b>COMP 16</b>	
	129	Robert Rochefort	+	<i>If adopted, Am. 130 and Am. 132 fall</i>  ▶ Go to Am. 131	
	130	Dominique Bilde	-		
	132	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
	131	Silvia Costa	+		
Paragraph 7 a (new)	COMP 16	Rapporteur	+	<i>If adopted, Am. 180 and Am. 124 fall</i>  ▶ Go to <b>Am. 133</b>	
Paragraph 18 b (new)	180	Martina Michels	-	<i>If adopted, Am. 124 falls</i>  ▶ Go to Am. 133	
Paragraph 6 b (new)	124	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 8 a (new)	133	Liliana Rodrigues Eider Gardiazabal Rubial Julie Ward	-		
Paragraph 8 b (new)	135	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		



Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 9 a (new)	COMP 26	Rapporteur	+	<i>If adopted, Am. 80, Am. 94 and Am.142 falls</i>  ► Go to <b>Am. 143</b>	
Paragraph 1	80 <sup>4</sup>	Sabine Verheyen	-		
Paragraph 2 b (new)	94	Isabella Adinolfi Dario Tamburrano	+		
Paragraph 9 b (new)	142	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	-		
Paragraph 9 c (new)	<b>143</b>	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 9 d (new)	144	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 9 e (new)	145	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		

<sup>4</sup> AM 80 falls if any of COMP 8, AM 77 or COMP 26 is adopted.

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 10	<b>COMP 18</b>	<b>Rapporteur</b>	+	<i>If adopted, Am. 146, Am. 147, Am. 148, Am. 149, ITRE 6 and ITRE 7 fall</i>  ▶ Go to <b>COMP 19</b>	
	146	Jill Evans	+	<i>If adopted, Am. 147 falls</i>  ▶ Go to Am. 148	
	147	Isabella Adinolfi Dario Tamburrano	+	<i>If adopted, Am. 148 falls</i>  ▶ Go to Am. 149	
	148	Robert Rochefort	+		
	149	Dominique Bilde	-		
Suggestion 6	ITRE 6	ITRE	+	<i>Do not put to the vote as covered by Recital K and paras 2 and 10</i>	
Suggestion 7	ITRE 7	ITRE	+	<i>Do not put to the vote as covered by para 10</i>	
Paragraph 11	<b>COMP 19</b>	<b>Rapporteur</b>	+	<i>If adopted, Am. 150, Am. 151 Am. 152 and Am. 153 fall</i>  ▶ Go to <b>Am. 155</b>	
	150	Isabella Adinolfi Dario Tamburrano	+		
	151	Liliana Rodrigues Eider Gardiazabal Rubial Julie Ward	+		
	152	Martina Michels	-		
	153	Dominique Bilde	-		
Paragraph 11 a (new)	<b>155</b>	Isabella Adinolfi Dario Tamburrano	+		
Paragraph 11 a (new)	156	Svetoslav Hristov Malinov Eva Maydell	+		
Paragraph 11 a (new)	157	Remo Sernagiotto Angel Dzhambazki Rupert Matthews Emma McClarkin	+		
Paragraph 11 b (new)	158	Silvia Costa	+		

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 12	<b>COMP 20</b>	<b>Rapporteur</b>	+	<i>If adopted, Am. 161 and Am. 162 fall</i>  ▶ Go to <b>COMP 21</b>	
	161	Svetoslav Hristov Malinov Eva Maydell	+		
	162	Jill Evans	+		
Paragraph 13	<b>COMP 21</b>	<b>Rapporteur</b>	+	<i>If adopted, Am. 163, Am. 164 and Am. 165 fall</i>  ▶ Go to <b>Am. 166</b>	
	163	Dominique Bilde	-	<i>If adopted, Am. 164 falls</i>  ▶ Go to <b>Am. 165</b>	
	164	Silvia Costa	+		
	165	Svetoslav Hristov Malinov Eva Maydell	+		
Paragraph 13 a (new)	<b>166</b>	Remo Sernagiotto Angel Dzhambazki Rupert Matthews Emma McClarkin	+		
Paragraph 15	<b>COMP 22</b>	<b>Rapporteur</b>	+	<i>If adopted, Am. 167, Am. 168, Am. 169 and Am. 170 fall</i>  ▶ Go to <b>Am. 171</b>	
	167	Dominique Bilde	-	<i>If adopted, Am. 168 and Am. 169  fall</i>  ▶ Go to <b>Am. 170</b>	
	168	Svetoslav Hristov Malinov Eva Maydell	+		
	169	Jill Evans	+		
	170	Silvia Costa	+		
Paragraph 16	<b>171</b>	Dominique Bilde	-	<i>deletion</i>	

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 17	COMP 24	Rapporteur	+	<i>If adopted, Am. 172, Am. 173, Am. 160, Am. 174, Am. 121 and ITRE 6 fall</i>  ▶ Go to <b>COMP 23</b>	
	172	Dominique Bilde	-	<i>If adopted, Am. 173 falls</i>  ▶ Go to Am. 160	
	173	Jill Evans	-	<i>If adopted,  ▶ Go to Am. 160</i>  <i>If both Am. 172 and Am. 173 are rejected, Am. 160 falls</i>  ▶ Go to Am. 174	
Paragraph 12	160	Dominique Bilde <sup>5</sup>	-		
Paragraph 17	174	Robert Rochefort	+		
Paragraph 6 a (new)	121	Liliana Rodrigues Eider Gardiazabal Rubial Julie Ward	+		
Suggestion 6	ITRE 6	ITRE	+	<i>Do not put to the vote as covered by Recital K and paras 2 and 10</i>	
Paragraph 15 a (new)	COMP 23	Rapporteur	+	<i>If adopted, Am. 159, ITRE 8 and Am. 175 fall</i>  ▶ Go to <b>Am. 176</b>	
Paragraph 11 b (new)	159	Isabella Adinolfi Dario Tamburrano	+		
Suggestion 8	ITRE 8	ITRE	+		
Paragraph 17 a (new)	175	Silvia Costa	+		
Paragraph 18	176	Dominique Bilde	-	<i>If adopted, Am. 177 falls</i>  ▶ Go to Am. 179	
	177	Jill Evans	+		
Paragraph 18 a (new)	179	Julie Ward	+		

<sup>5</sup> AM 160 also relates to paragraph 17 and so is voted on in conjunction with the other related amendments. If adopted, it will be incorporated into the text in paragraph 12.

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Paragraph 19 a (new)	181	Jill Evans	+		
Paragraph 19 b (new)	182	Jill Evans	+		
Paragraph 19 c (new)	183	Jill Evans	+		
Recital A	5	Dominique Bilde	-	<i>If adopted, Am. 6 and Am. 7 fall</i>  ▶ Go to Am. 8	
	6	Svetoslav Hristov Malinov Eva Maydell	+	<i>If adopted, Am. 7 falls</i>  ▶ Go to Am. 8	
	7	Isabella Adinolfi Dario Tamburrano	+		
Recital A a (new)	8	Svetoslav Hristov Malinov Eva Maydell	+		
<b>Recital B</b>	<b>COMP 1</b>	<b>Rapporteur</b>	+	<i>If adopted, Am. 9, Am. 10 and Am. 11 fall</i>  ▶ Go to <b>Am. 12</b>	
	9	Dominique Bilde	-	<i>If adopted, Am. 10 and Am. 11 fall</i>  ▶ Go to Am. 12	
	10	Isabella Adinolfi Dario Tamburrano	+		
	11	Julie Ward	+		
Recital C	<b>12</b>	Dominique Bilde	-		
Recital D	13	Dominique Bilde	-		
Recital D a (new)	14	Martina Michels	+		
Recital E	15	Julie Ward	+		
Recital E a (new)	16	Dominique Bilde	-		
Recital F	17	Silvia Costa	+		
Recital F a (new)	18	Dominique Bilde	-		
Recital F b (new)	19	Dominique Bilde	-		

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Recital F c (new)	20	Dominique Bilde	-		
Recital G	21	Dominique Bilde	-	<i>deletion</i>  <i>If adopted, Am. 22 falls</i>  ► <i>Go to Am. 23</i>	
	22	Silvia Costa	+		
Recital G a (new)	23	Julie Ward	+		
Recital H	COMP 2	Rapporteur	+	<i>If adopted, Am. 24, Am. 25, Am. 26 and Am. 27 fall</i>  ► <i>Go to Am. 28</i>	
	24	Dominique Bilde	-	<i>deletion</i>  <i>If adopted, Am. 25, Am. 26 and Am. 27 fall</i>  ► <i>Go to Am. 28</i>	
	25	Isabella Adinolfi Dario Tamburrano	+		
	26	Julie Ward	+	<i>If adopted, Am. 27 falls</i>  ► <i>Go to Am. 28</i>	
	27	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
	28	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Recital H a (new)	28	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Recital H a (new)	29	Svetoslav Hristov Malinov Eva Maydell	+		
Recital H b (new)	30	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Recital I	COMP 3	Rapporteur	+	<i>If adopted, Am. 31, Am. 32, Am. 33, Am. 34, Am. 35, Am. 37 and Am. 36 fall</i>  ▶ Go to <b>Am. 38</b>	
	31	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial	-	<i>deletion</i>  <i>If adopted, Am. 32, Am. 33, Am. 34, Am. 35, Am. 37 and Am. 36 fall</i>  ▶ Go to Am. 38	
	32	Dominique Bilde	-	<i>If adopted, Am. 33, Am. 34, Am. 35, Am. 37 and Am. 36 fall</i>  ▶ Go to Am. 38	
	33	Silvia Costa	-	<i>If adopted, Am. 34, Am. 35, Am. 37 and Am. 36 fall</i>  ▶ Go to Am. 38	
	34	Isabella Adinolfi Dario Tamburrano	-	<i>If adopted, Am. 35, Am. 37 and Am. 36 fall</i>  ▶ Go to Am. 38	
	35	Martina Michels	-	<i>If adopted, Am. 37 falls</i>  ▶ Go to Am. 36	
	37	Sabine Verheyen	+		
	36	Jill Evans	+		
Recital I a (new)	<b>38</b>	Dominique Bilde	-		
Recital I b (new)	39	Dominique Bilde	-		
Recital J	40	Isabella Adinolfi Dario Tamburrano	-		
Recital J a (new)	41	Dominique Bilde	-		
Recital J b (new)	42	Dominique Bilde	-		

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Recital J c (new)	43	Dominique Bilde	-		
Recital K	COMP 4	Rapporteur	+	<i>If adopted, Am. 45, Am. 46, Am. 44, Am. 48, Am. 49, Am. 50, Am. 47, Am. 52, Am. 51, ITRE 5 fall</i>  ▶ Go to <b>Am. 53</b>	
	45	Jill Evans	+	<i>If adopted, Am. 46, Am. 44, Am. 48, Am. 49 and Am. 50 fall</i>  ▶ Go to Am. 47	
	46	Sabine Verheyen	+		
	44	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+	<i>If adopted, Am. 48, Am. 49, Am 50, Am. 47 and Am. 52 fall</i>  ▶ Go to Am. 51	
	48	Isabella Adinolfi Dario Tamburrano	+	<i>If adopted, Am. 49 and Am. 50 fall</i>  ▶ Go to Am. 47	
	49	Remo Sernagiotto	+	<i>If adopted, Am. 50 falls</i>  ▶ Go to Am. 47	
	50	Silvia Costa	+		
	47	Svetoslav Hristov Malinov Eva Maydell	+		
	52	Dominique Bilde	-		
	51	Martina Michels	+		
Suggestion 5	ITRE 5	ITRE	+		
Recital K a (new)	<b>53</b>	Dominique Bilde	-		



Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Recital L	COMP 5	Rapporteur	+	<i>If adopted, Am. 54, Am. 55 and Am. 56 fall</i>  ▶ Go to <b>Am. 57</b>	
	54	Dominique Bilde	-	<i>If adopted, Am. 55 and Am. 56 fall</i>  ▶ Go to <b>Am. 57</b>	
	55	Isabella Adinolfi Dario Tamburrano	+		
	56	Julie Ward	+		
Recital L a (new)	<b>57</b>	Dominique Bilde	-		
Recital L a (new)	58	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Recital M	COMP 6	Rapporteur	+	<i>If adopted, Am. 59, Am. 60 and Am. 61 fall</i>  ▶ Go to <b>Am. 62</b>	
	59	Dominique Bilde	-	<i>If adopted, Am. 60 falls</i>  ▶ Go to <b>Am. 61</b>	
	60	Julie Ward	+		
	61	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Recital M a (new)	<b>62</b>	Jill Evans	+		
Recital N	63	Dominique Bilde	-		
Recital N a (new)	64	Liliana Rodrigues Eider Gardiazabal Rubial Julie Ward	+		
Recital N a (new)	65	Silvia Costa	+		
Recital N a (new)	66	Isabella Adinolfi Dario Tamburrano	+		

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
<b>Recital N a (new)</b>	<b>COMP 25</b>	<b>Rapporteur</b>	+	<i>If adopted, Am. 67, Am. 71 and Am. 154 fall</i>  ▶ Go to <b>Am. 68</b>	
Recital N a (new)	67	Remo Sernagiotto Angel Dzhambazki Rupert Matthews Emma McClarkin	+		
Recital P a (new)	71	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		
Paragraph 11 a (new)	154 <sup>6</sup>	Silvia Costa	+		
Recital O	<b>68</b>	Dominique Bilde	-		
Recital O a (new)	69	Dominique Bilde	-		
Recital P	70	Dominique Bilde	-		
Recital P a (new)	72	Sabine Verheyen	-	<i>If adopted, Am. 74 falls</i>  ▶ Go to <b>COMP 7</b>	
Recital P b (new)	74	Jill Evans	-		
<b>Recital P a (new)</b>	<b>COMP 7</b>	<b>Rapporteur</b>	+	<i>If adopted, Am. 73 and Am. 75 fall</i>  ▶ Go to <b>Am. 76</b>	
Recital P a (new)	73	Jill Evans	+	<i>If adopted, Am. 75 falls</i>  ▶ Go to <b>Am. 76</b>	
Recital P b (new)	75	Sabine Verheyen	+		
Recital P c (new)	<b>76</b>	Jill Evans	+		
Citation 7 a (new)	1	Liliana Rodrigues Momchil Nekov Eider Gardiazabal Rubial Julie Ward	+		

<sup>6</sup> AM 154 falls if either COMP 11 or COMP 25 is adopted.

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Citation 7 a (new)	COMP 27	Rapporteur	+		
Suggestion 6	ITRE 6	ITRE	+	<i>Do not put to the vote as covered by Recital K and paras 2 and 10</i>	
Citation 9	2	Svetoslav Hristov Malinov Eva Maydell	+		
Citation 18 a (new)	3	Svetoslav Hristov Malinov Eva Maydell	+		
Citation 23 a (new)	4	Jill Evans	+		

### ITRE

Concerned text	AM.	Tabled by	Rapp.	Remarks	Vote
Suggestion 3	ITRE 3	ITRE		<i>Do not put to vote as covered by paras 1, 3 13, 15</i>	

Final vote on the draft report as a whole (roll call vote)		
for	against	abstentions

## 1. COMPROMISE AMENDMENTS

### **Compromise 1 by the Rapporteur on Recital B covering Am. 10 (Adinolfi, Tamburrano) and Am. 11 (Ward)**

B. whereas the innovative capacity of technology is conditioned, *inter alia*, by *critical thinking*, the level of *people's* digital *and creative* skills *and the quality and reach of internet connectivity*;

### **Compromise 2 by the Rapporteur on Recital H covering Am. 25 (Adinolfi, Tamburrano), Am. 26 (Ward) and Am. 27 (Rodrigues, Nekov, Gardiazabal Rubial, Ward)**

H. whereas it is essential that educational institutions prepare pupils and students *to confront social and economic challenges* brought about by rapid technological *and social* developments *by equipping them with the appropriate skills to be able to adapt to the challenges of the digital world*;

### **Compromise 3 by the Rapporteur on Recital I covering Am. 33 (Costa), Am. 34 (Adinolfi, Tamburrano), Am. 35 (Michelis), Am. 36 (Evans) and Am. 37 (Verheyen)**

I. whereas *digital technologies* should be an *integral part* of *a learner-focused, age-appropriate approach* to education *and can offer* new and innovative *approaches to teaching and learning*; *whereas it is vital to maintain personal contact between students and teachers and to prioritise the well-being and healthy development of children and adult learners*;

### **Compromise 4 by the Rapporteur on Recital K covering Am. 44 (Rodrigues, Nekov, Gardiazabal Rubial, Ward), Am. 45 (Evans), Am. 46 (Verheyen), Am. 47 (Malinov, Maydell), Am. 48 (Adinolfi, Tamburrano), Am. 49 (Sernagiotto), Am. 50 (Costa), Am. 51 (Michels) and ITRE 5**

K. whereas basic education in cyber hygiene, cyber safety, *data protection* and media literacy *needs to be age- and development-oriented* to help children become critical *learners, active citizens, Internet users and shapers of a democratic digital society*, *to* make informed decisions and to be aware of *and able to counter the* risks associated with the Internet, *such as online disinformation harassment and personal data breaches*; *whereas cybersecurity-related teaching programmes should be introduced in academic and vocational training curricula*;

### **Compromise 5 by the Rapporteur on Recital L covering Am. 55 (Adinolfi, Tamburrano) and Am. 56 (Ward)**

L. whereas *quality, innovative*, digital learning can be captivating *and interactive*, *thus complementing* lecture-style teaching methods, *and* providing platforms for collaboration and knowledge creation;

### **Compromise 6 by the Rapporteur on Recital M covering Am. 60 (Ward) and Am. 61 (Rodrigues, Nekov, Gardiazabal Rubial, Ward)**

M. whereas, to better deliver on the promise of technology, Member States need *effective* strategies to build teachers' capacity and policymakers need to *be stronger in* building support for this agenda;

### **Compromise 7 by the Rapporteur on Recital P a (new) covering Am. 73 (Evans) and Am. 75 (Verheyen)**

P a. *whereas mastering basic transversal skills, such as numeracy, critical thinking and social communication skills, is a fundamental prerequisite for the acquisition of digital skills and competences*;

**Compromise 8 by the Rapporteur on Paragraph 1 covering Am. 77 (Malinov, Maydell), Am. 78 (Adinolfi, Tamburrano) and Am. 81 (Evans)**

1. Underlines that digital skills acquisition requires a *coherent lifelong-learning* approach anchored in formal, non-formal and *informal* education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners;

**Compromise 9 by the Rapporteur on Paragraph 2 covering Am. 86 (Adinolfi, Tamburrano), Am. 88 (Evans), Am. 89 (Michels), Am. 91 (Adinolfi, Tamburrano), ITRE 1 and ITRE 2**

2. Stresses that a transformation of the educational and training systems at all levels is necessary to *make full use of the opportunities offered by information and communication technologies and the media and to develop the skills and competences required* to meet the demands of the society and labour market of the future; *reiterates that such a transformation must continue to guarantee the right to personal fulfilment, strike the right balance between the relevant digital skills and life skills and support individual resilience, critical thinking, and innovation potential*;

**Compromise 10 by the Rapporteur on Paragraph 3 covering Am. 97 (Adinolfi, Tamburrano), Am. 98 (Rodrigues, Nekov, Gardiazabal Rubial, Ward), Am. 108 (Adinolfi, Tamburrano), Am. 136 (Evans) and Am. 145 (Rodrigues, Nekov, Gardiazabal Rubial, Ward)**

3. Regrets that, despite the potential of digitalisation for enhancing and fostering *different and personalised learning methods*, the impact of digital technologies on education itself has been limited; expresses, in particular, its concern that investments in ICT in schools and training centres have not yet resulted in the hoped-for transformation of educational practices; *recalls that schools and other learning environments need to support all students and learners and respond to their specific needs, by developing appropriate and effective measures to foster digital skills, especially among students with disabilities, minority groups, migrant communities, early school leavers, the long-term unemployed and the elderly*; *believes that such support can be facilitated through the use of new technologies*;

**Compromise 11 by the Rapporteur on Paragraph 3 a (new) covering Am. 84 (Malinov, Maydell), Am. 99 (Rodrigues, Nekov, Gardiazabal Rubial, Ward), Am. 106 (Sernagiotto, Dzhambazki, Matthews, McClarkin), Am. 154 (Costa) and Am. 178 (Michels)**

3a. *Notes the growing gap between men and women's participation in the digital sector with respect to education, career and entrepreneurship*; *stresses that it is key to ensure a gender-balanced approach in promoting ICT and digital careers and that more female students and women should be supported in pursuing a career in the digital field*; *underlines the importance of ensuring digital literacy and the participation of women and girls in ICT education and training*; *encourages the Member States to introduce age-appropriate ICT education in the early stages of school, with a particular focus on measures to overcome the digital gender gap and provide alternative avenues of access for women to STEAM subjects since gender stereotypes surrounding these subjects and the lack of female role models tend to be a barrier to access for girls*; *considers that a fine-tuned Women in Digital Strategy, coupled with the Commission's forthcoming action plan to reduce the gender divide in tech, can help to boost efforts in this field*;

**Compromise 12 by the Rapporteur on Paragraph 4 covering Am. 101 (Adinolfi, Tamburrano), Am. 102 (Costa), Am. 103 (Malinov, Maydell), Am. 104 (Rodrigues, Nekov, Gardiazabal Rubial, Ward) and ITRE**

**4**

4. Stresses that a lack of *digital equipment and* connectivity in schools across Member States comes at the cost of the digital skills education of students *and the availability of digital teaching tools*; calls on the Member States to *make substantial public investments to provide all schools with high-capacity broadband* and to make use of existing EU programmes for this purpose, *notably the Connecting Europe Facility, which*

*can support the physical infrastructure for high-capacity broadband networks, and the WiFi4EU voucher scheme; emphasises that connectivity efforts and funding should pay particular attention to rural and disadvantaged areas and to the outermost and mountain regions;*

**Compromise 13 by the Rapporteur on Paragraph 4 a (new) covering Am. 83 (Malinov, Maydell), Am. 105 (Rodrigues, Nekov, Gardiazabal Rubial, Ward) and Am. 140 (Costa)**

*4a. Highlights that inclusiveness and innovation should be the leading principles for education and training in the digital age; believes that digital technologies should not reinforce existing inequalities, but instead be used to close the digital divide between students from different socio-economic backgrounds and regions of the EU; stresses that an inclusion-driven approach must take advantage of the full potential of the resources provided by new digital technologies, including personalised education and partnerships between educational institutions, and, in so doing, can enable access to quality education and training for people from disadvantaged groups and those with fewer opportunities and can also support the integration of migrants and refugees.*

**Compromise 14 by the Rapporteur on Paragraph 5 covering Am. 111 (Ward), Am. 112 (Rodrigues, Nekov, Gardiazabal Rubial, Ward), Am. 109 (Verheyen), Am. 134 (Evans) and Am. 141 (Rodrigues, Nekov, Gardiazabal Rubial, Ward)**

*5. Points out that education and training institutions require assistance from the Union and Member States, as well as close cooperation between all stakeholders, industry, local and regional authorities, communities and civil society, to develop their ICT and media education in accordance with their specific pedagogical approach and to make the difficult transition to a more digitalised learning environment; underlines, in this regard, the need for a whole-school and interdisciplinary approach towards digital change in education;*

**Compromise 15 by the Rapporteur on Paragraph 6 covering Am. 117 (Rodrigues, Nekov, Gardiazabal Rubial, Ward), Am. 116 (Evans), Am. 120 (Verheyen) and Am. 118 (Costa)**

*6. Stresses that teachers and trainers should be at the core of the digital transformation and therefore require adequate initial preparation and continuous training, which must include modules on age- and development-oriented teaching practices; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need suitable, flexible and high-quality continuous professional development that corresponds to their needs; takes a positive view, in this regard, of the use of European online platforms to increase professional development opportunities and encourage the exchange of best practice;*

**Compromise 16 by the Rapporteur on Paragraph 6 a (new) covering Am. 124 (Rodrigues, Nekov, Gardiazabal Rubial, Ward) and Am. 180 (Michels)**

*6a. Calls on the Commission and the Member States to offer appropriate guidance on the legally secure application of exceptions to copyright law in the education sphere and straightforward access to licences for public, non-profit-making establishments in formal and informal education; takes the view that teachers and pupils need security when using digitally accessible resources and imparting and learning skills; recommends, in this regard, that the Commission provide guidance for educational institutions, educators and students;*

**Compromise 17 by the Rapporteur on Paragraph 8 covering Am. 129 (Rochefort), Am. 131 (Costa) and Am. 132 (Rodrigues, Nekov, Gardiazabal Rubial, Ward)**

8. *Points out that the lack of digital tools for mobile students can undermine the quality of educational experiences in Europe; encourages the Commission to continue its pilot initiatives on European Student e-Cards and Erasmus without Papers, with a view to launching them during the next multiannual programming period; calls on the Member States to make **responsible and effective** use of Union financial support **and to promote funding opportunities among the wider public and educational institutions to make access to digital learning content**, tools and solutions a reality for all;*

**Compromise 18 by the Rapporteur on Paragraph 10 covering Am. 148 (Rochefort), Am. 146 (Evans), Am. 147 (Adinolfi, Tamburrano), ITRE 6 and ITRE 7**

10. *Calls for a shift towards more **non-formal learning and workplace training opportunities** and insists on the need to have **quality, inclusive and well-resourced** education and training systems; believes that opportunities for re-skilling and upskilling are essential, with relevant digital skills components mainstreamed in workplace training programmes, **with special training solutions for people working in small and medium-sized enterprises (SMEs)**; **stresses the importance of strengthening connections between education and employment and the role of lifelong career guidance and counselling in supporting access to suitable, flexible and high-quality training and career paths**;*

**Compromise 19 by the Rapporteur on Paragraph 11 covering Am. 150 (Adinolfi, Tamburrano), Am. 151 (Rodrigues, Nekov, Gardiazabal Rubial, Ward) and Am. 152 (Michels)**

11. ***Calls on** Member States, in collaboration with businesses, **local and regional communities**, education and training centres and civil society stakeholders to identify existing skills gaps, expand digital **and Internet** literacy, enhance media literacy, **in particular among minors**, and establish a high level of digital connectivity and inclusion;*

**Compromise 20 by the Rapporteur on Paragraph 12 covering Am. 161 (Malinov, Maydell) and Am. 162 (Evans)**

12. *Recalls that proper assessment and monitoring of digital skills is essential to achieve progress; welcomes the development of EU-level tools for organisations (e.g. the Digital Competences Framework **and the Reference Framework for Key Competences for Lifelong Learning**) and for individuals (e.g. SELFIE); insists, however, that effective digital skills assessment methods must be dynamic, **flexible**, constantly updated **and tailored to learners' needs** and must also achieve much broader up-take across the Union at national, regional and local levels;*

**Compromise 21 by the Rapporteur on Paragraph 13 covering Am. 165 (Malinov, Maydell) and Am. 164 (Costa)**

13. *Welcomes the Union's increased policy focus on digital skills and education, as evidenced notably by the Digital Education Action Plan of January 2018, which builds on a number of successful small-scale policy initiatives, like EU Code Week, the Digital Skills and Jobs Coalition and **the Sofia Call for Action on Digital Skills and Education**; **takes the view that the teaching of programming should be part of a broader educational approach to information technology and critical and computational thinking**;*

**Compromise 22 by the Rapporteur on Paragraph 15 covering Am. 168 (Malinov, Maydell), Am. 169 (Evans) and Am. 170 (Costa)**

15. *Supports the increased funding available for digital skills across the next generation of Multiannual Financial Framework programmes; insists on the need **for the European Commission to promote** synergies across **and ensure coordination between** these programmes, **including Erasmus+, Horizon Europe, InvestEU and Digital Europe**, to maximise the effectiveness of funding for **quality** digital skills development and deliver lasting results **for learners of all ages and backgrounds**; **stresses, furthermore, the need to identify within***

*those programmes and the Structural Funds financial support for the digitalisation of libraries, archives and museums to increase and improve their use in education and culture;*

**Compromise 23 by the Rapporteur on Paragraph 15 a (new) covering Am. 159 (Adinolfi, Tamburrano), Am. 175 (Costa) and ITRE 8**

*15a. Highlights that open data and collaborative digital technology tools and methods can enable innovation in education and further develop Open Science, thus contributing to the prosperity and entrepreneurial spirit of the European economy; points out, moreover, that data collection on digitalisation in education and training institutions and on the use of digital technologies in learning are vital policy-making inputs; recommends, therefore, that the Commission and the Member States collect data on the degree of connectivity of education and training institutions and the arrangements for issuing digitally-certified qualifications and validating digitally-acquired skills, which is an objective of the Digital Education Action Plan;*

**Compromise 24 by the Rapporteur on Paragraph 17 covering Am. 121 (Rodrigues, Nekov, Gardiazabal Rubial, Ward), Am. 173 (Evans), Am. 174 (Rochefort) and ITRE 6**

*17. Emphasises that recommendations for a minimum level of digital competencies that students should acquire during their studies should be drawn up; calls, therefore, for the introduction across Member States of a specific ICT module, for example based on the PISA ICT module, involving teachers in its design and implementation; stresses that the ICT module would be designed to ensure that educational establishments in Member States are aiming for the same level of digital skills through ongoing assessment, rather than a test-driven approach, and to pinpoint any problems quickly; encourages Member States to share lessons and best practices, in particular in the area of educational innovation;*

**Compromise 25 by the Rapporteur on Recital N a (new) covering Am. 67 (Sernagiotto, Dzhambazki, Matthews, McClarkin), Am. 71 (Rodrigues, Nekov, Gardiazabal Rubial, Ward) and Am. 154 (Costa)**

*Na. whereas women make up only 20% of professionals in the field of science, only 27% of engineering graduates<sup>1-A</sup> and only 20% of computer science graduates<sup>1-B</sup>; whereas the share of men working in the digital sector is 3.1 times greater than the share of women and only 19% of workers in ICT have a female boss, compared to 45% of workers in other sectors;*

<sup>1-A</sup> [https://ec.europa.eu/education/et-monitor-2017\\_en](https://ec.europa.eu/education/et-monitor-2017_en)

<sup>1-B</sup> [http://ec.europa.eu/newsroom/dae/document.cfm?doc\\_id=50224](http://ec.europa.eu/newsroom/dae/document.cfm?doc_id=50224)

**Compromise 26 by the Rapporteur on Paragraph 9 a (new) covering Am. 80 (Verheyen), Am. 94 (Adinolfi, Tamburrano) and Am. 142 (Rodrigues, Nekov, Gardiazabal Rubial, Ward)**

*9a. Stresses, while recognising the need for more digital skills, that the impact of digital technologies on education is not at present easy to assess, meaning that it is vital to take into account neurological research into the effects of digital technology on brain development; calls, therefore, for investment in unbiased and interdisciplinary research into the various impacts of digital technologies on education, linking education sciences, pedagogy, psychology, sociology, neuroscience and computer science so as to achieve as deep an understanding as possible of how the minds of children and adults are responding to the digital environment, with a view to maximising the benefits of using digital technology in education and minimising its risks; stresses the need to promote a responsible use of digital tools, which protects the physiological, neurosensory and behavioural development of learners, especially during childhood and strikes the right balance in the daily use of technological and digital equipment, both in educational institutions and in private life;*



**Compromise 27 by the Rapporteur on Citation 7 a (new) covering ITRE 6**

- *Having regard to its resolution of 8 September 2015 on "promoting youth entrepreneurship through education and training"*