



EUROPEAN PARLIAMENT

2014 - 2019

Committee on Culture and Education

2014/2250(INI)

1.4.2015

AMENDMENTS

1 - 42

Draft opinion
Ernest Maragall
(PE549.185v01-00)

Empowering girls through education in the EU
(2014/2250(INI))

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PE549.186v01-00

EN

United in diversity

EN

AM_Com_NonLegOpinion

Amendment 1
Jadwiga Wiśniewska

Draft opinion
Paragraph 1

Draft opinion

1. Recalls that gender stereotyping and sexism remain the greatest obstacles to achievement of gender equality, and highlights the importance of combating gender stereotypes in terms of field of studies, academic curricula and performance in and through formal and informal education at all educational levels; also recalls that gendered perception of field of studies and career choices is a main factor of decision on training options; highlights the importance of further enhancing girls' participation in science, engineering, technology and ICT, and welcomes all initiatives and programmes aiming to attract girls to those areas of study and the corresponding research careers;

Amendment

deleted

Or. pl

Amendment 2
Enrico Gasbarra

Draft opinion
Paragraph 1

Draft opinion

1. Recalls that gender stereotyping and sexism remain the greatest obstacles to achievement of gender equality, and highlights the importance of combating gender stereotypes in terms of field of studies, academic curricula and performance in and through formal and informal education at all educational

Amendment

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levels; also recalls that gendered perception of field of studies and career choices is a main factor of decision on training options; highlights the importance of further **enhancing** girls' participation in science, engineering, technology and ICT, and welcomes all initiatives and programmes aiming to attract girls to those areas of study and the corresponding research careers;

levels; also recalls that gendered perception of field of studies and career choices is a main factor of decision on training options; highlights the importance of **providing motivation to** further **enhance** girls' participation in science, engineering, technology, **agriculture** and ICT, and welcomes all initiatives and programmes aiming to attract girls to those areas of study and the corresponding research careers;

Or. it

Amendment 3 **Andrea Bocskor**

Draft opinion **Paragraph 1**

Draft opinion

1. Recalls that gender stereotyping and sexism remain the greatest obstacles to achievement of gender equality, and highlights the importance of combating gender stereotypes in terms of field of studies, academic curricula and performance in and through formal and informal education at all educational levels; also recalls that gendered perception of field of studies and career choices is a main factor of decision on training options; highlights the importance of further enhancing girls' participation in science, engineering, technology **and** ICT, and welcomes all initiatives and programmes aiming to attract girls to those areas of study and the corresponding research careers;

Amendment

1. Recalls that gender stereotyping and sexism remain the greatest obstacles to achievement of gender equality, and highlights the importance of combating gender stereotypes in terms of field of studies, academic curricula and performance in and through formal and informal education at all educational levels; also recalls that gendered perception of field of studies and career choices is a main factor of decision on training options; highlights the importance of further enhancing girls' participation in science, engineering, technology, ICT, **arts and creative industries**, and welcomes all initiatives and programmes aiming to attract girls to those areas of study and the corresponding research careers;

Or. en

Amendment 4
Ernest Maragall

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1a. Calls on Member States to develop or reinforce national regulations with a view to counter the negative influence on stereotyped gender roles, coming from values transported through media and advertising, and which too often undermine the school work on these topics;

Or. en

Amendment 5
Jadwiga Wiśniewska, Angel Dzhambazki, Zdzisław Krasnodębski, Andrew Lewer

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1a. Stresses that women and girls are free to decide on their choice of educational path, professional life and career, including when the decision they take is to devote themselves to family and motherhood;

Or. pl

Amendment 6
Jadwiga Wiśniewska, Angel Dzhambazki, Zdzisław Krasnodębski

Draft opinion
Paragraph 2

Draft opinion

2. Stresses the importance of informal education *when it comes to tackling the issue of beliefs and traditional practices imposing limitations on girls in education*, and calls on the Member States to ensure equal access to education *for boys and girls* regardless of *their* ethnic, national, cultural or religious framework, *in order to achieve real gender equality in education*;

Amendment

2. Stresses the importance of informal education and calls on the Member States to ensure equal access to education regardless of ethnic, national, cultural or religious framework;

Or. pl

Amendment 7

Fernando Maura Barandiarán, Juan Carlos Girauta Vidal, Ilhan Kyuchyuk

**Draft opinion
Paragraph 2**

Draft opinion

2. Stresses the importance of informal education when it comes to tackling the issue of beliefs *and* traditional practices imposing limitations on girls in education, and calls on the Member States to ensure equal access to education for boys and girls regardless of their ethnic, national, cultural or religious framework, in order to achieve real gender equality in education;

Amendment

2. Stresses the importance of *formal and* informal education when it comes to tackling the issue of beliefs, traditional practices *and social norms* imposing limitations on girls in education, and calls on the Member States to ensure equal access to education *of the same quality* for boys and girls regardless of their *economic, social*, ethnic, national, cultural or religious framework, *including actions to reduce drop-out rates among girls*, in order to achieve real gender equality in education;

Or. en

Amendment 8

Michaela Šojdrová, Bogdan Brunon Wenta

**Draft opinion
Paragraph 2**

Draft opinion

2. Stresses the importance of informal education when it comes to tackling the issue of beliefs and traditional practices imposing limitations on girls in education, and calls on the Member States to ensure equal access to education for boys and girls regardless of their ethnic, national, cultural or religious framework, in order to achieve real gender equality in education;

Amendment

2. Stresses the importance of informal education **and *intercultural dialogue*** when it comes to tackling the issue of beliefs and traditional practices imposing limitations on girls in education, and calls on the Member States to ensure equal access to education for boys and girls regardless of their ethnic, national, cultural or religious framework, in order to achieve real gender equality in ***access to quality*** education;

Or. cs

Amendment 9
Enrico Gasbarra

Draft opinion
Paragraph 2

Draft opinion

2. Stresses the importance of informal education when it comes to tackling the issue of beliefs and traditional practices imposing limitations on girls in education, and calls on the Member States to ensure equal access to education for boys and girls regardless of their ethnic, national, cultural or religious framework, in order to achieve real gender equality in education;

Amendment

2. Stresses the importance of informal education when it comes to tackling the issue of beliefs and traditional practices imposing limitations on girls in education, and calls on the Member States to ensure equal access to education for boys and girls, ***particularly those with disabilities***, regardless of their ethnic, national, ***social***, cultural or religious framework, in order to achieve real gender equality in education;

Or. it

Amendment 10
Julie Ward, Eider Gardiazabal Rubial, Mary Honeyball, Krystyna Łybacka, Sylvie Guillaume, Silvia Costa, Giorgos Grammatikakis, Ernest Maragall

Draft opinion
Paragraph 2

Draft opinion

2. Stresses the importance of informal education when it comes to tackling the issue of beliefs and traditional practices imposing limitations on girls in education, and calls on the Member States to ensure equal access to education for boys and girls regardless of their ethnic, national, cultural or religious framework, in order to achieve real gender equality in education;

Amendment

2. Stresses the importance of informal education when it comes to tackling the issue of beliefs and traditional practices imposing limitations on girls in education, and calls on the Member States to ensure equal access to education for boys and girls regardless of their ethnic, national, cultural or religious framework, in order to achieve real gender equality in education; ***stresses the need for a special focus on groups suffering from multiple forms of discrimination, including migrants, refugees, people with disabilities, young carers and others;***

Or. en

Amendment 11
Ernest Maragall

Draft opinion
Paragraph 2

Draft opinion

2. Stresses the importance of informal education when it comes to tackling the issue of beliefs and traditional practices imposing limitations on girls in education, and calls on the Member States to ensure equal access to education for boys and girls regardless of their ethnic, national, cultural or religious framework, in order to achieve real gender equality in education;

Amendment

2. Stresses the importance of informal education when it comes to tackling the issue of beliefs and traditional practices imposing limitations on girls in education, and calls on the Member States to ensure equal access to education for boys and girls regardless of their ethnic, national, cultural or religious framework, in order to achieve real gender equality in education; ***highlights the utmost importance for girls not to be forced by a family decision to give up school before completing secondary level studies;***

Or. en

Amendment 12
Therese Comodini Cachia, Andrea Bocskor

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Calls for a revamped impetus to accredit informal education as a certificate of competence, as well as ensure a high standard certificate of work-based learning in relation to vocational education, as this will assist girls in finding better jobs and re-integrate in the labour market ensuring that females are equated to males through dignity and competence;

Or. en

Amendment 13
Julie Ward, Eider Gardiazabal Rubial, Mary Honeyball, Marlene Mizzi, Petra Kammerevert, Sylvie Guillaume, Silvia Costa, Giorgos Grammatikakis, Ernest Maragall

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Considers that gender equality in education must include a range of issues, such as literacy including media-literacy, bullying including cyber-bullying, homophobic violence, hate speech, human rights and civic education;

Or. en

Amendment 14
Julie Ward, Mary Honeyball, Eider Gardiazabal Rubial, Krystyna Łybacka, Sylvie Guillaume, Silvia Costa, Ernest Maragall

Draft opinion
Paragraph 2 b (new)

Draft opinion

Amendment

2b. Stresses the need to provide a rights-based and gender-sensitive learning environment for all learners both in terms of curriculum and pedagogy, where children (and girls in particular) can learn about their rights and experience democratic processes in schools as well as informal learning environments;

Or. en

Amendment 15
Silvia Costa

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Stresses that education must help to develop identities in both boys and girls that are aware, balanced, respectful of other people and capable of empathy and mutual respect, in order to prevent discrimination, aggression and bullying;

Or. it

Amendment 16
Silvia Costa

Draft opinion
Paragraph 2 b (new)

Draft opinion

Amendment

2b. Stresses that schools should help to develop the intercultural approach to education, in preference to an approach

geared to assimilation or multiculturalism, in order to promote openness, mutual respect and intercultural and inter-religious dialogue;

Or. it

Amendment 17

Fernando Maura Barandiarán, Juan Carlos Girauta Vidal, Ilhan Kyuchyuk

Draft opinion

Paragraph 2 a (new)

Draft opinion

Amendment

2a. Emphasises the importance of learning about child rights in schools, with special attention to gender equality, non-discrimination and European Citizenship; highlights that child rights education aims to foster learning among both girls and boys about equal opportunities, empowering them in taking action as adults to advocate for principles in line with Article 3 of the Lisbon Treaty and the UN Convention on the Rights of the Child;

Or. en

Amendment 18

Fernando Maura Barandiarán, Juan Carlos Girauta Vidal, Ilhan Kyuchyuk

Draft opinion

Paragraph 2 b (new)

Draft opinion

Amendment

2b. Recalls that poverty and low economic status have a strong impact on gender equality in education, that disproportionately affect girls' access to schools and universities; therefore, encourages Member States' initiatives

aiming to reduce direct and indirect educational costs for families in need;

Or. en

Amendment 19

Fernando Maura Barandiarán, Juan Carlos Girauta Vidal

Draft opinion

Paragraph 2 c (new)

Draft opinion

Amendment

2c. Stresses the need of a school-based sensitive sexuality education as an essential tool to promote gender equality and sexual knowledge, especially among girls;

Or. en

Amendment 20

Jadwiga Wiśniewska, Zdzisław Krasnodębski

Draft opinion

Paragraph 3

Draft opinion

Amendment

3. Emphasises that teachers play a major role in the formation of educational identities and have a significant impact on aspects of gendered behaviour in school; recalls that much has still to be done to empower teachers on how to promote gender equality; insists, therefore, on the need to ensure comprehensive initial and ongoing equality training to teachers at all levels of formal and informal education; stresses that girls need to have positive female role models in schools and universities;

3. Stresses that girls need to have positive female role models in schools and universities, as well as in the important female role of being a mother;

Or. pl

Amendment 21
Marc Joulaud

Draft opinion
Paragraph 3

Draft opinion

3. Emphasises that teachers play a major role in the formation of educational identities and have a **significant** impact **on aspects of gendered behaviour in school**; recalls that much has still to be done to empower teachers on how to promote gender equality; insists, therefore, on the need to ensure **comprehensive initial and ongoing equality training to** teachers at all levels of formal and informal education; **stresses that girls need to have positive female role models in schools and universities**;

Amendment

3. Emphasises that teachers play a major role in the formation of educational identities and have a **major** impact **in determining, at the schooling stage, what behaviour is tolerable and what is not, particularly in the case of girls**; recalls that much has still to be done to empower teachers on how to promote gender equality; insists, therefore, on the need to ensure **that awareness of equality issues is cultivated among** teachers at all levels of formal and informal education;

Or. fr

Amendment 22
Michaela Šojdrová, Bogdan Brunon Wentz

Draft opinion
Paragraph 3

Draft opinion

3. Emphasises that teachers play a major role in the formation of educational identities and have a significant impact on aspects of gendered behaviour in school; recalls that much has still to be done to empower teachers on how to promote gender equality; insists, therefore, on the need to ensure comprehensive initial and ongoing equality training to teachers at all levels of formal and informal education; **stresses that girls need to have positive female role models in schools and**

Amendment

3. Emphasises that teachers play a major role in the formation of educational identities and have a significant impact on aspects of gendered behaviour in school; recalls that much has still to be done to empower teachers on how to promote gender equality; insists, therefore, on the need to ensure comprehensive initial and ongoing equality training to teachers at all levels of formal and informal education; **stresses that the predominance of women in the teaching profession is not a decisive**

universities;

factor in this regard, since it is not an expression of increased respect for women, but rather a reflection of their willingness to take on responsibility, of their understanding of the value of education, and of their willingness to work hard, even when the salary is smaller;

Or. cs

Amendment 23

Julie Ward, Eider Gardiazabal Rubial, Mary Honeyball, Marlene Mizzi, Petra Kammerevert, Sylvie Guillaume, Silvia Costa, Ernest Maragall

Draft opinion Paragraph 3

Draft opinion

3. **Emphasises** that teachers play a major role in the formation of educational identities and have a significant impact on aspects of gendered behaviour in school; recalls that much has still to be done to empower teachers **on how to** promote gender equality; insists, therefore, on the need to ensure comprehensive initial and ongoing equality training **to** teachers at all levels of formal and informal education; stresses that girls need to have positive female role models in schools and universities;

Amendment

3. **Acknowledges** that teachers play a major role in the formation of educational identities and have a significant impact on aspects of gendered behaviour in school; recalls that much has still to be done to empower teachers **with regard to how they can best** promote gender equality; insists, therefore, on the need to ensure comprehensive initial and ongoing equality training **for** teachers at all levels of formal and informal education, **including peer-learning and cooperation with external organisations and agencies**; stresses that girls need to have positive female role models in schools and universities;

Or. en

Amendment 24

Fernando Maura Barandiarán, Juan Carlos Girauta Vidal

Draft opinion Paragraph 3

Draft opinion

3. Emphasises that teachers play a major role in the formation of educational identities and have a significant impact on aspects of gendered behaviour in school; recalls that much has still to be done to empower teachers on how to promote gender equality; insists, therefore, on the need to ensure comprehensive initial and ongoing equality training to teachers at all levels of formal and informal education; stresses that girls need to have positive female role models in schools and universities;

Amendment

3. Emphasises that teachers play a major role in the formation of educational identities and have a significant impact on aspects of gendered behaviour in school; recalls that much has still to be done to empower teachers on how to promote gender equality; insists, therefore, on the need to ensure comprehensive initial and ongoing equality training to teachers at all levels of formal and informal education ***to build awareness on the impact of gender roles and stereotypes on their students' self-confidence and their subject choices during their studies***; stresses that girls need to have positive female role models in schools and universities;

Or. en

Amendment 25
Enrico Gasbarra

Draft opinion
Paragraph 3

Draft opinion

3. Emphasises that teachers play a major role in the formation of educational identities and have a significant impact on aspects of gendered behaviour in school; recalls that much has still to be done to empower teachers on how to promote gender equality; insists, therefore, on the need to ensure comprehensive initial and ongoing equality training to teachers at all levels of formal and informal education; stresses that girls need to have positive female role models in schools and universities;

Amendment

3. Emphasises that teachers play a major role in the formation of educational identities and have a significant impact on aspects of gendered behaviour in school; recalls that much has still to be done to empower teachers on how to promote gender equality; insists, therefore, on the need to ensure comprehensive initial and ongoing equality training to teachers at all levels of formal and informal education; stresses that girls need to have positive female ***and male*** role models in schools and universities ***which can identify and make the best use of their potential without fear of any discrimination or ambiguity on grounds of gender***;

Amendment 26

Julie Ward, Eider Gardiazabal Rubial, Mary Honeyball, Krystyna Łybacka, Petra Kammerevert, Sylvie Guillaume, Ernest Maragall

Draft opinion

Paragraph 3 a (new)

Draft opinion

Amendment

3a. Emphasises the importance of health and sexuality education which must include teaching boys and girls about relationships based on equality, consent, respect and reciprocity, as well as teaching about women's and girls' rights, including reproductive and sexual health and rights, as a tool to prevent stereotypes and violence against women and girls;

Or. en

Amendment 27

Jadwiga Wiśniewska

Draft opinion

Paragraph 3 a (new)

Draft opinion

Amendment

3a. Recalls that parents have the right to ensure that their children are raised and educated in accordance with their own religious, philosophical and educational convictions, in accordance with Article 14(3) of the Charter of Fundamental Rights;

Or. pl

Amendment 28
Jadwiga Wiśniewska, Zdzisław Krasnodębski

Draft opinion
Paragraph 3 b (new)

Draft opinion

Amendment

3b. Calls for Article 10(1) of the Charter of Fundamental Rights to be respected, pursuant to which private schools and schools run by churches or other religious organisations are not required to include content based on concepts of socio-cultural gender and combating stereotypes in their curricula;

Or. pl

Amendment 29
Silvia Costa

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3a. Stresses the importance of including in development cooperation projects measures concerned with the education of girl children, girls and women;

Or. it

Amendment 30
Enrico Gasbarra

Draft opinion
Paragraph 4

Draft opinion

Amendment

4. Recalls the need to ensure access to vocational education and training and adult

4. Recalls the need to ensure access to vocational education and training and adult

education, both formal and non-formal, for women who have been obliged to stop their education or quit their jobs in order to take care of family members, regardless of their level of competence (referring to both high- and low-skilled women); insists that such training should be attractive and flexible.

education, both formal and non-formal, for women who have been obliged to stop their education or quit their jobs in order to take care of family members, *or single mothers*, regardless of their level of competence (referring to both high- and low-skilled women); insists that such training should be attractive and flexible.

Or. it

Amendment 31
Jean-François Jalkh

Draft opinion
Paragraph 4

Draft opinion

4. Recalls the need to ensure access to vocational education and training and adult education, both formal and non-formal, for women who have been obliged to stop their education or quit their jobs in order to take care of family members, regardless of their level of competence (referring to both high- and low-skilled women); insists that such training should be attractive and flexible.

Amendment

4. Recalls the need to ensure access to vocational education and training and adult education, both formal and non-formal, for women who have been obliged to stop their education or quit their jobs in order to take care of family members, regardless of their level of competence (referring to both high- and low-skilled women); insists that such training should be attractive and flexible; *stresses that education develops the personality, just as instruction prepares students for professional life; stresses the vital importance of maternity in women's lives; recalls the need to give women the option of a family career just as much as a professional career.*

Or. fr

Amendment 32
Fernando Maura Barandiarán, Juan Carlos Girauta Vidal, Ilhan Kyuchyuk

Draft opinion
Paragraph 4

Draft opinion

4. Recalls the need to ensure access to vocational education and training and adult education, both formal and non-formal, for women who have been obliged to stop their education or quit their jobs in order to take care of family members, regardless of their level of competence (referring to both high- and low-skilled women); insists that such training should be attractive and flexible.

Amendment

4. Recalls the need to ensure access to vocational education and training and adult education, both formal and non-formal, for women who have been obliged to stop their education or quit their jobs in order to take care of family members, regardless of their level of competence (referring to both high- and low-skilled women); insists that such training should be attractive and flexible; ***and encourages any measure that concretely helps women to conciliate family and work or training.***

Or. en

Amendment 33

Julie Ward, Eider Gardiazabal Rubial, Mary Honeyball, Marlene Mizzi, Krystyna Lybacka, Petra Kammerevert, Sylvie Guillaume, Silvia Costa, Giorgos Grammatikakis, Ernest Maragall

Draft opinion

Paragraph 4 a (new)

Draft opinion

Amendment

4a. Calls on the Member States and the Commission to remove barriers to access to formal and informal education, as well as to lifelong learning, by improving awareness and guidance, providing financial support as well as support such as childcare and care for the elderly to enable women and men to participate in lifelong learning, adopting an intergenerational approach and fostering the role played by European Institutions;

Or. en

Amendment 34

Julie Ward, Eider Gardiazabal Rubial, Mary Honeyball, Marlene Mizzi, Krystyna

Lybacka, Sylvie Guillaume, Silvia Costa, Ernest Maragall

Draft opinion
Paragraph 4 b (new)

Draft opinion

Amendment

4b. Calls on the European Institute for Gender Equality (EIGE) and Member States to collect comparable gender disaggregated data (both quantitative and qualitative) in the field of education in all Member States;

Or. en

Amendment 35

Julie Ward, Eider Gardiazabal Rubial, Mary Honeyball, Petra Kammerevert, Sylvie Guillaume, Ernest Maragall

Draft opinion
Paragraph 4 c (new)

Draft opinion

Amendment

4c. Considers that the EU structural funds and particularly the European Social Fund must support educational projects with a gender-specific nature as well as gender-sensitive educational structures;

Or. en

Amendment 36

Julie Ward, Eider Gardiazabal Rubial, Mary Honeyball, Marlene Mizzi, Petra Kammerevert, Sylvie Guillaume, Ernest Maragall

Draft opinion
Paragraph 4 d (new)

Draft opinion

Amendment

4d. Recalls that educational strategies aiming at ensuring gender equality must

actively include boys and men.

Or. en

Amendment 37

Therese Comodini Cachia, Andrea Bocskor

Draft opinion

Paragraph 4 a (new)

Draft opinion

Amendment

4a. Emphasises that education is an important tool to assist women to fully participate in social and economic development; calls on the Commission to ensure that education at all levels is accessible to girls and women, that obstacles to accessing education are addressed through the financing of targeted measures; stresses that lifelong learning measures are key in providing women with skills that enable them to return to employment, to better their job, their income and job conditions;

Or. en

Amendment 38

Therese Comodini Cachia, Andrea Bocskor

Draft opinion

Paragraph 4 b (new)

Draft opinion

Amendment

4b. Recalls that education is a tool to empower women towards attaining economic independence thereby often providing them with a platform to be survivors rather than victims of domestic violence;

Or. en

Amendment 39
Therese Comodini Cachia, Andrea Bocskor

Draft opinion
Paragraph 4 c (new)

Draft opinion

Amendment

4c. Stresses that measures are to be taken to ensure that girls with disabilities are given equal opportunity to access education at all levels, thereby providing them with better opportunities when seeking employment and empowering them to overcome multiple forms of discrimination; emphasises that education is an important tool towards giving girls from disadvantaged groups the possibility of living a life free from marginalisation and as active members of society.

Or. en

Amendment 40
Ernest Maragall

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4a. Calls on Member States to integrate childcare and early childhood education in their educational systems to enable children to receive gender equality based education from an early age onwards and to enable parents to balance work and family life.

Or. en

Amendment 41
Marc Joulaud

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4a. Recalls the role of educational teams in assisting and advising families in relation to children's school careers with the aim of setting them on a path which accords with their skills, talents and tastes; stresses that the stage at which advice on school careers is given is a decisive one and a time when gender stereotypes may find expression, which can lastingly affect girls' ability to pursue a professional career which will ensure their personal development and emancipation.

Or. fr

Amendment 42
Jadwiga Wiśniewska

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4a. Feels that society should accept the differences between men and women in their choice of professional training and careers;

Or. pl