



2015/2063(INI)

13.8.2015

AMENDMENTS

1 - 87

Draft opinion
Angel Dzhambazki
(PE557.258v01-00)

The prevention of radicalisation and recruitment of European citizens
by terrorist organisations

(2015/2063(INI))

Amendment 1
Yana Toom

Draft opinion
Paragraph 1

Draft opinion

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, democracy, human rights, the rule of law, social inclusion, and active citizenship through the education *of children and young people*;

Amendment

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, democracy, human rights, the rule of law, social inclusion, and active citizenship through the education *at all levels*;

Or. en

Amendment 2
Isabella Adinolfi

Draft opinion
Paragraph 1

Draft opinion

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, democracy, human rights, the rule of law, social inclusion, and active citizenship through the education of children and young people;

Amendment

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, *including freedom of expression*, democracy, human rights, the rule of law, social inclusion, and active citizenship through the education of children and young people; *reminds that these values are considered common to the Member States in a European society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail*;

Amendment 3
Zdzisław Krasnodębski

Draft opinion
Paragraph 1

Draft opinion

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, democracy, human rights, the rule of law, social inclusion, and active citizenship through the education of children and young people;

Amendment

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote ***a framework of equal opportunities***, respect for human dignity, freedom, democracy, human rights, the rule of law, social inclusion, and active citizenship through the ***personal development and*** education of children and young people, ***particularly those from a disadvantaged background***;

Or. en

Amendment 4
Kashetu Kyenge

Draft opinion
Paragraph 1

Draft opinion

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, democracy, human rights, the rule of law, social inclusion, and active citizenship through the education of children and young people;

Amendment

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, ***including freedom of expression***, democracy, human rights, the rule of law, social inclusion, and active citizenship through the education of children and young people;

Or. it

Amendment 5

Angel Dzhambazki, Emma McClarkin, Andrew Lewer

Draft opinion

Paragraph 1

Draft opinion

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, democracy, human rights, the rule of law, social inclusion, and active citizenship through the education of children and young people;

Amendment

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, democracy, human rights, ***equality***, the rule of law, social inclusion, and active citizenship through the education of children and young people;

Or. en

Amendment 6

Jill Evans

Draft opinion

Paragraph 1

Draft opinion

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, democracy, human rights, the rule of law, social inclusion, and active citizenship through the education of children and young people;

Amendment

1. Recalls the Paris Declaration adopted by the EU Education Ministers on 17 March 2015, calling for enhanced cooperation by Member States to promote respect for human dignity, freedom, democracy, human rights, the rule of law, social inclusion, and active citizenship through the education of children and young people; ***recalls that it is the EU's responsibility to respect the fundamental rights, freedoms, and security of its citizens, as enshrined in the EU Charter on Fundamental Rights, including freedom of expression and information, assembly and association, and respect for linguistic, cultural, and religious diversity;***

Or. en

Amendment 7
Sylvie Guillaume, Kashetu Kyenge

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1a. Takes the view that the prevention of the radicalisation and recruitment of European citizens by terrorist organisations is part of a series of measures that cover numerous areas and aim to promote security, justice and equal opportunities for all; reaffirms that other factors that may be conducive to the radicalisation and recruitment of European citizens by terrorist organisations include, in particular, inequality, marginalisation, social exclusion and difficult access to quality education;

Or. fr

Amendment 8
Kashetu Kyenge

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1a. Stresses the importance of investing in lifelong learning programmes, both as a preventive measure against radicalisation and as an instrument of choice for de-radicalising individuals;

Or. it

Amendment 9
Zdzisław Krasnodębski, Angel Dzhambazki

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, **teacher training**, youth policies **and** interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Amendment

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; ***stresses the crucial role of early identification of people at risk of being exposed to radicalisation and emphasises that responsible social and educational institutions should be adequately equipped through training to perform these tasks***; reiterates the fundamental role of education, **social and** youth policies, interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Or. en

Amendment 10
Dominique Bilde

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for **a multifaceted** approach to address the root causes of terrorism; reiterates the fundamental role of education, **teacher training**, youth policies **and interfaith and intercultural dialogue** to prevent radicalisation leading to violent extremism;

Amendment

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for **an offensive** approach to address the root causes of terrorism; reiterates the fundamental role of education, **the training of teachers, educators, the police, magistrates and prison guards, and** youth **and cultural** policies to prevent radicalisation leading to violent extremism;

Or. fr

Amendment 11
Sabine Verheyen, Milan Zver

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for *a multifaceted* approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Amendment

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for *an integrated* approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, youth policies, *the social environment, alternative leisure activities* and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Or. de

Amendment 12
Isabella Adinolfi

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes *of* terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Amendment

2. Notes that the prevention of terrorism and countering *all types* of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the *cultural, economic, social and political* root causes *that foster* terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Or. en

Amendment 13
Jill Evans

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Amendment

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted ***and multi-agency*** approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism; ***emphasises the importance of building trust within and between communities, promoting a better understanding of each other's sensitivities and problems, and engaging different sections of society; underlines the importance of building up effective social measures in order to prevent conditions that might marginalise sectors of society that could facilitate radicalisation and recruitment; emphasises that tackling society's vulnerabilities to radicalisation should be prioritised, and young people should be given safe spaces in which to discuss and challenge cited causes of radicalisation, such as foreign policy, with those responsible for creating the policies; recalls that radicalisation is a process that transcends the individual level, and that groups can also be radicalised, and recognises that the development and response to individual and group radicalisation can be quite different;***

Or. en

Amendment 14
Sylvie Guillaume, Kshetu Kyenge

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Amendment

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted, ***multistakeholder and multisectoral*** approach to address the root causes of terrorism; ***highlights the need to make all actors aware of their responsibility to prevent radicalisation, whether at local, national, European or international level***; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism; ***stresses the importance of dialogue and cooperation between all actors in education (families, parents and associations)***; ***calls on the Member States to encourage educational establishments to provide course modules on citizenship, cultural diversity, combating discrimination and prejudice, multicultural understanding and democratic values***;

Or. fr

Amendment 15
Marlene Mizzi

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European

Amendment

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European

Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Agenda for Security, **but regrets that despite the recent reforms Europe is still unable to adequately respond to the new challenges**, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Or. en

Amendment 16
Julie Ward

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Amendment

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted, **holistic, social** approach to address the root causes of terrorism; reiterates the fundamental role of **both formal and informal** education, **lifelong learning**, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Or. en

Amendment 17
Santiago Fisas Aixelà

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism

Amendment

2. Notes that the prevention of terrorism

and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, ***culture and sport***, teacher training, youth policies and interfaith and intercultural dialogue to ***help young people integrate and thus*** prevent radicalisation leading to violent extremism;

Or. es

Amendment 18
Michaela Šojdrová

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, ***teacher*** training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Amendment

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education ***and specialist training for teachers, who should serve as role models and authority figures***, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Or. cs

Amendment 19
Milan Zver, Sabine Verheyen, Andrea Bocskor, Bogdan Brunon Wenta, Marc Joulaud, Norbert Erdős

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism

Amendment

2. Notes that the prevention of terrorism

and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted, ***holistic preventive*** approach to address the root causes of terrorism; reiterates the fundamental role of ***family***, education, teacher training, youth policies and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Or. en

Amendment 20
Silvia Costa, Kashetu Kyenge

Draft opinion
Paragraph 2

Draft opinion

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, teacher training, ***youth policies*** and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Amendment

2. Notes that the prevention of terrorism and countering of radicalisation is one of the key priorities within the European Agenda for Security, and stresses the need for a multifaceted approach to address the root causes of terrorism; reiterates the fundamental role of education, ***culture***, teacher training, policies ***for young people and their families*** and interfaith and intercultural dialogue to prevent radicalisation leading to violent extremism;

Or. it

Amendment 21
Marlene Mizzi

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Notes that young people without opportunities and jobs with idle time on

their hands are more vulnerable and prone to be attracted to the perceived excitement of recruitment by terrorist organisations; calls on the Commission and Member States to address the social inequalities and social aspects that continue to stand on the way of opportunities of the younger generations and to promote youth employment and the promotion of civil society as a prominent features of any policy addressing the issue of prevention of radicalisation and recruitment of European citizens by terrorist organisations;

Or. en

Amendment 22
Marc Joulaud

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Stresses that the initial stages of radicalisation are marked by the isolation of the individual from traditional social circles, in particular the family and school; underlines the importance of suitable communication between parents, teachers and the authorities to detect signs of radicalisation in young people;

Or. fr

Amendment 23
Michaela Šojdrová

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Points out that adolescents are a

particularly vulnerable group, as they are at the difficult stage in their lives when they are developing their value system and seeking meaning, and are at the same time highly impressionable and easily manipulated; emphasises the role society has to play in giving young people better prospects and a purpose in life, in particular by means of high-quality education and training;

Or. cs

Amendment 24
Julie Ward

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Emphasises that Europe's diversity and its multicultural communities are integral to its social fabric, and are an essential cultural asset; notes the risk that certain counter-terrorism policies pose in exacerbating social tensions, and prejudices; holds that any policy on tackling radicalisation must be sensitive and proportionate, so as to respect and strengthen the diverse social fabric of communities;

Or. en

Amendment 25
Julie Ward

Draft opinion
Paragraph 2 b (new)

Draft opinion

Amendment

2b. Highlights that action to tackle radicalisation must also focus on social inclusion and empowerment in vulnerable

communities, promoting community engagement through dialogue, encouraging and cultivating active citizenship, and reinforcing the role of grass-roots civil society organisations; calls on the Commission and Member States to share best practices, formulate recommendations, and develop networks at local, national, and European levels in order to provide a positive social response to radicalisation along these lines;

Or. en

Amendment 26
Julie Ward

Draft opinion
Paragraph 2 c (new)

Draft opinion

Amendment

2c. Expresses concern that counter-terrorism and anti-radicalisation policies run the risk of limiting freedom of expression, either directly, or through a chilling effect; notes that the definition of such terms as radicalisation or extremism must be set out clearly and in detail, so as to prevent any negative impact of these policies on legitimate expression; stresses that a diversity of voices is needed in communities vulnerable to radicalisation, so that moderate and progressive ideas and narratives can overcome extremism, and as such a diversity of views should be encouraged in open debate;

Or. en

Amendment 27
Ilhan Kyuchyuk, Juan Carlos Girauta Vidal, Fernando Maura Barandiarán, Yana Toom

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Emphasises that schools can build students' resilience to radicalisation by providing safe environment and time for debating and exploring controversial and sensitive issues, equipping youth with the knowledge and skills to understand and manage difficult situations; underlines the role of educational institutions in teaching youth to recognise and manage risk and make safer choices, and in promoting a strong sense of belonging, shared community, care, support and responsibility for others;

Or. en

Amendment 28
Ilhan Kyuchyuk, Juan Carlos Girauta Vidal, Fernando Maura Barandiarán, Yana Toom

Draft opinion
Paragraph 2 b (new)

Draft opinion

Amendment

2b. Stresses the need to use the various opportunities within vocational education and academic courses offer in order to create and widen students' knowledge, address information prejudice and engage them with diverse national, regional, religious and ethnic identities in Europe; stresses also the need for mutual respect and understanding;

Or. en

Amendment 29
Silvia Costa, Kashetu Kyenge

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Stresses the importance of the role of women in the prevention of radicalisation within family units;

Or. it

Amendment 30
Silvia Costa, Kashetu Kyenge

Draft opinion
Paragraph 2 b (new)

Draft opinion

Amendment

2b. Highlights the importance of interfaith and intercultural dialogue as a tool for social cohesion and inclusion, mediation and reconciliation;

Or. it

Amendment 31
Silvia Costa, Kashetu Kyenge

Draft opinion
Paragraph 2 c (new)

Draft opinion

Amendment

2c. Calls on the Member States to review their educational models in order to promote an intercultural approach, to allow for reciprocal knowledge and mutual respect in the sharing of common values;

Or. it

Amendment 32
Kashetu Kyenge

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Stresses, in addition, the importance of the role of non-formal education and social and cultural association facilities for young people, to prevent the risk of individual radicalisation;

Or. it

Amendment 33
Kashetu Kyenge

Draft opinion
Paragraph 2 b (new)

Draft opinion

Amendment

2b. Recognises the importance of, and supports, meetings and public dialogue between different key religious figures, which can contribute significantly to overcoming stereotypes and phobias relating to individual religions;

Or. it

Amendment 34
Yana Toom

Draft opinion
Paragraph 3

Draft opinion

Amendment

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, ***and***

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations;

underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including educators, role models and community groups, to develop effective counter-messages;

encourages Member States and stakeholders to agree upon common standards of journalism ethics in order to fight hate speech in media materials and in online commentaries of the general public;

Or. en

Amendment 35
Isabella Adinolfi

Draft opinion
Paragraph 3

Draft opinion

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of *a wide range of stakeholders, including* educators, role models and community groups, to develop effective counter-messages;

Amendment

3. Notes with concern the *distort* use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; *requests that measures to counter terrorism and the escalation of all types of radicalisation cannot be detrimental to the full respect of citizens civil liberties and fundamental rights as embedded in the Charter of Fundamental Rights of the European Union;* emphasises the crucial role of educators, role models and community groups, to develop effective *and credible* counter-messages;

Or. en

Amendment 36
Jill Evans

Draft opinion
Paragraph 3

Draft opinion

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including educators, role models **and** community groups, to develop effective **counter-messages**;

Amendment

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including educators, role models, community groups, **citizens, victims, and former extremists** to develop effective **and credible messages**; **stresses the fact that it is the extremist propaganda that is the counter-message, and not the mainstream narrative**;

Or. en

Amendment 37
Liisa Jaakonsaari

Draft opinion
Paragraph 3

Draft opinion

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, **and** underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including educators, role models and community groups, to develop effective counter-messages;

Amendment

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations; **stresses that social media providers have a responsibility to communicate against radicalisation and eliminate material which is inciting to violence**; underlines the need to develop innovative online counter-communication with Member States **including social media providers** and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range

of stakeholders, including educators, role models and community groups, to develop effective counter-messages;

Or. en

Amendment 38
Sylvie Guillaume, Kashetu Kyenge

Draft opinion
Paragraph 3

Draft opinion

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, *and* underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including educators, role models and community groups, to develop effective counter-messages;

Amendment

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations; *calls for the implementation of youth awareness programmes on online hate speech and the risks that it represents and of programmes promoting media and internet education; supports the organisation of training programmes with a view to mobilising, training and creating networks of young activists to defend human rights online;* underlines *therefore* the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including educators, role models and community groups, to develop effective counter-messages;

Or. fr

Amendment 39
Julie Ward

Draft opinion
Paragraph 3

Draft opinion

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including educators, role models and community groups, to develop effective counter-messages;

Amendment

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need to develop innovative online counter-communication with Member States and to stimulate **media literacy and** critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including **social, youth, and community workers**, educators, role models, and community groups, to develop effective counter-messages; **reiterates the importance of the empowerment of marginalised communities in order to fight radicalisation**;

Or. en

Amendment 40
Aldo Patriciello

Draft opinion
Paragraph 3

Draft opinion

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need to develop innovative online counter-communication with Member States **and** to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including educators, role models and community groups, to develop effective counter-messages;

Amendment

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need **both** to develop innovative online counter-communication with Member States **that is also able** to stimulate critical digital judgement skills among all vulnerable internet users **and to develop technologies which could pre-emptively curb and combat this phenomenon**; emphasises the crucial role of a wide range of stakeholders, including educators, role models and community groups, to develop effective counter-messages;

Amendment 41
Marc Joulaud

Draft opinion
Paragraph 3

Draft opinion

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including educators, role models and community groups, to develop effective counter-messages;

Amendment

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the crucial role of a wide range of stakeholders, including educators, role models, *on-line service providers* and community groups, to develop *and put across* effective counter-messages;

Amendment 42
Milan Zver, Sabine Verheyen, Andrea Bocskor, Bogdan Brunon Wenta, Marc Joulaud, Norbert Erdős

Draft opinion
Paragraph 3

Draft opinion

3. Notes with concern the use of the internet and social media for the dissemination of propaganda material and recruitment by terrorist organisations, and underlines the need to develop innovative online counter-communication with Member States and to stimulate critical digital judgement skills among all vulnerable internet users; emphasises the

Amendment

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crucial role of a wide range of stakeholders, including educators, role models and community groups, to develop effective counter-messages;

crucial role of a wide range of stakeholders, including educators, *media*, *political organisations*, role models and community groups, to develop effective counter-messages;

Or. en

Amendment 43
Marlene Mizzi

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3a. Stresses that increasing engagement with young people, including through educational exchanges and other networks, is a core element aimed at building bridges, overcoming prejudice and fostering religious dialogue and respect for cultural diversity; is of the opinion that cross-cutting programmes for action based on alternative education and cultural interface, noting the existing cultural diversity and the need for this to be understood, can play a major role in developing a common vision of the future based on respect for human rights and dignity, international standards and the values on which the EU is built;

Or. en

Amendment 44
Krystyna Łybacka

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3a. Emphasises the need to direct efforts towards helping young people develop

their own identity, sense of self-worth, community spirit and acceptance of multicultural and multinational societies, given that young people who are searching for an identity and a sense of belonging are particularly vulnerable to extremist rhetoric;

Or. pl

Amendment 45
Angel Dzhambazki

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3a. Notes with great concern the presence of books and other materials translated in EU languages in shops and private Muslim schools within the EU that contain radicalisation propaganda and that potentially spread into the broad educational system; underlines that such methods of recruitment of European citizens by terrorist organisations should be pursued with persistence and adequate means;

Or. en

Amendment 46
Sabine Verheyen, Milan Zver

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3a. Calls on the Member States to place more stress in their education systems on instruction in media use so that children and young people can learn how to understand and properly evaluate

*information which they often encounter
in unfiltered form on the internet.*

Or. de

Amendment 47

Ilhan Kyuchyuk, Juan Carlos Girauta Vidal, Fernando Maura Barandiarán

Draft opinion

Paragraph 3 a (new)

Draft opinion

Amendment

3a. Underlines the need of reaching greater understanding of radicalisation and extremism from both students and educators as well as spreading awareness of the use of social media for radicalisation and promoting extremist ideologies; encourages Member States to implement internet safety in school's ICT curriculum in order to prevent online radicalisation;

Or. en

Amendment 48

Kashetu Kyenge

Draft opinion

Paragraph 3 a (new)

Draft opinion

Amendment

3a. Calls for a European plan to be adopted to curb the spread of campaigns instigating racial hatred, particularly in the social media (hate speeches), acknowledging the positive impact of the measures already taken;

Or. it

Amendment 49
Isabella Adinolfi

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3a. Calls for a clear definition in EU and Member States legislation and initiatives for countering terrorism and all types of radicalisation of what constitutes undesirable content to be removed from the internet; calls for the EU and Member States to prevent any form of discretionary censorship and large-scale and undemocratic surveillance of communications;

Or. en

Amendment 50
Isabella Adinolfi

Draft opinion
Paragraph 3 b (new)

Draft opinion

Amendment

3b. Calls for the EU and Member States to effectively tackle counterproductive stereotypes that wrongly link radicalisation, almost entirely, to Islam; considers crucial the effective implementation of educational tools, such as the jointly UNESCO, OSCE and Council of Europe 'Guidelines for Educators on Countering Intolerance and Discrimination against Muslims - Addressing Islamophobia through Education';

Or. en

Amendment 51
Marc Joulaud

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3a. Stresses that social and internet networks are just one part of the radicalisation process and that combating the digital purveyors of radicalisation must be only one part of the fight against radicalisation;

Or. fr

Amendment 52
Marc Joulaud

Draft opinion
Paragraph 3 b (new)

Draft opinion

Amendment

3b. Encourages active cooperation between the Member States, the EU and online service providers to combat the dissemination of radicalising material and propaganda on the internet;

Or. fr

Amendment 53
Marc Joulaud

Draft opinion
Paragraph 3 c (new)

Draft opinion

Amendment

3c. Reminds the media of the educational aim of the Creative Europe programme, which enables projects aimed at constructing a critical dialogue with

media – especially digital media – to obtain financing in the context of the fight against radicalisation;

Or. fr

Amendment 54

Zdzisław Krasnodębski, Angel Dzhambazki

Draft opinion

Paragraph 4

Draft opinion

4. Recalls the importance of EU programmes in *the field of* education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

Amendment

4. Recalls the importance of EU programmes *and funding instruments such as the Horizon 2020 programme, the Erasmus+ programme and the Education and Training 2020 strategic framework* in education *related areas*, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities, *intolerance, discrimination* and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

Or. en

Amendment 55

Isabella Adinolfi

Draft opinion

Paragraph 4

Draft opinion

4. Recalls the importance of *EU programmes* in the field of education, culture and sport, *as crucial vectors* for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on *the Commission* to implement *its*

Amendment

4. Recalls the importance of *delivering targeted EU policies* in the field of education, culture and sport for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on *the EU and Member States* to

commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

wider disseminate and implement educational best practices to promote concrete actions to challenge extremist ideologies and *all types of* radicalisation;

Or. en

Amendment 56
Dominique Bilde

Draft opinion
Paragraph 4

Draft opinion

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding *to promote concrete actions to challenge extremist ideologies and radicalisation;*

Amendment

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding *in order to avoid terrorist abuses;*

Or. fr

Amendment 57
Sylvie Guillaume, Kashetu Kyenge

Draft opinion
Paragraph 4

Draft opinion

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

Amendment

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; *points to the opportunities offered to Member States and to media education experts by the 'Creative Europe' programme; stresses the importance of developing new actions to promote*

European values, as part of the European strategic framework for cooperation in education and training; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation; welcomes in particular the Commission's announcement that it will, by the end of the year, present recommendations to strengthen the idea of inclusion, diversity and civic values in schools on the basis of the Erasmus+ programme;

Or. fr

Amendment 58

Milan Zver, Sabine Verheyen, Andrea Bocskor, Bogdan Brunon Wenta, Marc Joulaud, Norbert Erdős

Draft opinion

Paragraph 4

Draft opinion

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

Amendment

4. Recalls the importance of EU programmes in the field of education, culture and sport, *such as Erasmus+, Creative Europe and Europe for Citizens*, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

Or. en

Amendment 59

Silvia Costa, Kashetu Kyenge

Draft opinion

Paragraph 4

Draft opinion

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

Amendment

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation, ***aiming at the integration of minorities into the social fabric of individual Member States***; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

Or. it

Amendment 60

Jill Evans

Draft opinion

Paragraph 4

Draft opinion

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

Amendment

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation; ***suggests that civil society groups that might benefit from the support of the authorities should be able to demonstrate several degrees of separation from government funding, should not be marketed as part of the anti-extremism agenda, and should include diverse participants***;

Or. en

Amendment 61
Yana Toom

Draft opinion
Paragraph 4

Draft opinion

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

Amendment

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation ***through dialogue with the most targeted audiences;***

Or. en

Amendment 62
Aldo Patriciello

Draft opinion
Paragraph 4

Draft opinion

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation;

Amendment

4. Recalls the importance of EU programmes in the field of education, culture and sport, as crucial vectors for supporting Member States' efforts to tackle inequalities and prevent marginalisation; calls on the Commission to implement its commitment to mobilise targeted funding to promote concrete actions to challenge extremist ideologies and radicalisation, ***also in relation to migrants;***

Or. it

Amendment 63
Yana Toom

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4a. Highlights the crucial importance of support services in educational establishments provided by decently trained psychologists and social workers; calls on the Commission to promote exchange of best practices in education of recent immigrants and refugees to prevent their social exclusion; emphasises the importance of mutual training and common activities of religious leaders, also to influence positively the public discourse;

Or. en

Amendment 64
Krystyna Lybacka

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4a. Calls on the Commission to find new, creative ways of preventing and combating radicalisation, including schemes for parents whose children could be vulnerable to extremist recruitment;

Or. pl

Amendment 65
Marc Joulaud

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4a. Calls for financing from the Horizon

2020 programme to be used to increase research into radicalisation and deradicalisation;

Or. fr

Amendment 66

Ilhan Kyuchyuk, Juan Carlos Girauta Vidal, Fernando Maura Barandiarán, Yana Toom

Draft opinion

Paragraph 4 a (new)

Draft opinion

Amendment

4a. Encourages Member States to implement teaching and learning strategies which explore controversial issues in a way that promotes critical analysis, social values and a shared culture of openness and pluralism in schools and with community;

Or. en

Amendment 67

Kashetu Kyenge

Draft opinion

Paragraph 4 a (new)

Draft opinion

Amendment

4a. Calls on the Commission to look into the feasibility of establishing a common university in the Euro-Mediterranean area, a University of the Mediterranean, as a new hub of culture, dialogue and a communion of cultures which radicalism would prefer to see in opposition and irreconcilable;

Or. it

Amendment 68
Kashetu Kyenge

Draft opinion
Paragraph 4 b (new)

Draft opinion

Amendment

4b. Highlights the role and importance of NGOs and civil society organisations in processes to prevent radicalisation and de-radicalisation;

Or. it

Amendment 69
Dominique Bilde

Draft opinion
Paragraph 5

Draft opinion

Amendment

5. Calls on the Commission to further strengthen the Radicalisation Awareness Network (RAN), inter alia by enhancing access to information and concrete cooperation between stakeholders on anti-radicalisation.

deleted

Or. fr

Amendment 70
Isabella Adinolfi

Draft opinion
Paragraph 5

Draft opinion

Amendment

5. Calls on the Commission to further strengthen the Radicalisation Awareness Network (RAN), inter alia by enhancing access to information **and concrete cooperation between stakeholders on anti-**

5. Calls on the Commission to further strengthen the Radicalisation Awareness Network (RAN), inter alia by enhancing access to information.

radicalisation.

Or. en

Amendment 71

Jill Evans

Draft opinion

Paragraph 5

Draft opinion

5. Calls on the Commission to further strengthen the Radicalisation Awareness Network (RAN), inter alia by enhancing access to information and concrete cooperation between stakeholders on anti-radicalisation.

Amendment

5. Calls on the Commission to further strengthen the Radicalisation Awareness Network (RAN), inter alia by enhancing access to information and concrete cooperation between stakeholders on anti-radicalisation *and support the EU/Member States in setting up de-radicalisation and disengagement programmes and in developing "exit strategies" to help individuals leave violent extremism; stresses that in strengthening and promoting the RAN, groups and individuals should be vetted and have a proven track record of working against extremism and radicalisation; recognises that the most obvious current manifestation of radicalisation is terrorist violence and combatants leaving for Syria, and recognises that an accurate assessment of the war in Syria and migration to that country will help us to better describe the phenomenon of the radicalisation process in society and to develop an effective policy response to it.*

Or. en

Amendment 72

Dominique Bilde

Draft opinion

Paragraph 5 a (new)

Draft opinion

Amendment

5a. Calls on the Commission to make external flows of funds transparent and therefore traceable in order to break up terrorist networks by drying up their financing.

Or. fr

Amendment 73
Rikke Karlsson

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5a. Recommends that the Member States make the establishment of any place of worship conditional on the ceremonial signature of a civic charter confirming, in particular, respect for: (1) equality between men and women; (2) the absolute primacy of the rule of law over any other rules, including religious rules; (3) religious freedom, including the freedom to change religion; (4) the prohibition of financing from abroad; (5) the architectural characteristics of the surrounding area.

Or. fr

Amendment 74
Kashetu Kyenge

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5a. Stresses the importance of targeted educational projects in prisons, which are more exposed to the risk of radicalisation.

Or. it

Amendment 75
Zdzisław Krasnodębski, Angel Dzhambazki

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5a. Notes the importance of empowering teachers to take an active stand against all forms of discrimination and racism; notes the essential role of education and competent and supportive teachers to strengthen social ties as well as generate a sense of belonging, to develop knowledge, skills, competences and to embed fundamental values, but also to help young people - in close cooperation with parents and families - to become active, responsible, open-minded members of society and to enhance social, civic and intercultural competences, critical thinking and media literacy;

Or. en

Amendment 76
Zdzisław Krasnodębski, Angel Dzhambazki

Draft opinion
Paragraph 5 b (new)

Draft opinion

Amendment

5b. Stresses the role of education in helping young people to understand and accept differences of opinion, of conviction, of belief and of lifestyle, while respecting diversity and the rule of law, in promoting critical thinking and good judgement so that, particularly in the context of the internet and social media, they are able to grasp realities, to distinguish fact from opinion, to recognise propaganda, and to resist all forms of indoctrination, hate speech and online extremism;

Amendment 77
Zdzisław Krasnodębski, Angel Dzhambazki

Draft opinion
Paragraph 5 c (new)

Draft opinion

Amendment

5c. Stresses the importance to develop comprehensive policies based on a cross-sectoral approach between different areas such as culture, sports, employment and welfare policies, and other channels of work on social inclusion and on safeguarding diversity, plurality and common fundamental values at European, national, regional and local levels;

Or. en

Amendment 78
Zdzisław Krasnodębski, Angel Dzhambazki

Draft opinion
Paragraph 5 d (new)

Draft opinion

Amendment

5d. Stresses the importance to facilitate the involvement of young people in voluntary activities within integrative youth organisations and grassroots sport, in order to strengthen interaction and to help young people acquire social and communicative competences that complement formal education;

Or. en

Amendment 79
Zdzisław Krasnodębski

Draft opinion
Paragraph 5 e (new)

Draft opinion

Amendment

5e. Notes that the cause of extremism and radicalism can be linked to axiological disorientation and to the crisis of European culture; stresses the importance of social inclusion, economic empowerment, educational development and a comprehensive value system;

Or. en

Amendment 80
Zdzisław Krasnodębski, Angel Dzhambazki

Draft opinion
Paragraph 5 f (new)

Draft opinion

Amendment

5f. Notes that a campaign against radicalism through cultural and human development should emerge as a new public narrative and long-term objective for a smarter effort at strategic counter-terrorism.

Or. en

Amendment 81
Milan Zver, Andrea Bocskor, Marc Joulaud, Norbert Erdős

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5a. Notes that a low political participation of young people in the democratic life of

Europe as well as the recent outburst of political radicalisation are a consequence of the lack of democratic culture, especially among the youth;

Or. en

Amendment 82

Milan Zver, Sabine Verheyen, Andrea Bocskor, Bogdan Brunon Wenta, Marc Joulaud, Norbert Erdős

Draft opinion

Paragraph 5 b (new)

Draft opinion

Amendment

5b. Recalls the importance of education for democracy, active citizenship and democratic political culture and the importance of values that are at the heart of the European Union – freedom, tolerance, equality and rule of law;

Or. en

Amendment 83

Milan Zver, Sabine Verheyen, Andrea Bocskor, Bogdan Brunon Wenta, Marc Joulaud, Norbert Erdős

Draft opinion

Paragraph 5 c (new)

Draft opinion

Amendment

5c. Notes that a highly inclusive education, one of the strategic objectives of the Education and Training 2020 framework, can counterbalance disadvantages that many children and young people face at home and in this way help to prevent the radicalisation;

Or. en

Amendment 84

Milan Zver, Sabine Verheyen, Andrea Bocskor, Bogdan Brunon Wenta, Marc Joulaud, Norbert Erdős

Draft opinion

Paragraph 5 d (new)

Draft opinion

Amendment

5d. Reiterates the importance of promotion of equality, social cohesion and active citizenship through education and training and the importance of providing the children and young people with a chance to develop skills and competencies needed for active citizenship, intercultural and interreligious dialogue;

Or. en

Amendment 85

Milan Zver, Sabine Verheyen, Andrea Bocskor, Bogdan Brunon Wenta, Marc Joulaud, Norbert Erdős

Draft opinion

Paragraph 5 e (new)

Draft opinion

Amendment

5e. Stresses that participation in the Erasmus+ programme increases the level of active citizenship among youth; recalls that the former Erasmus students show greater sense of European identity, increased sense of belonging and positive perception of the EU which can all diminish the possibility of radicalisation and tackle problems of intolerance and discrimination;

Or. en

Amendment 86

Milan Zver, Sabine Verheyen, Andrea Bocskor, Marc Joulaud, Norbert Erdős

Draft opinion
Paragraph 5 f (new)

Draft opinion

Amendment

5f. Stresses the need to find a balance between the freedom of expression and the objectives of security and prevention of radicalisation;

Or. en

Amendment 87

Milan Zver, Sabine Verheyen, Andrea Bocskor, Bogdan Brunon Wenta, Norbert Erdős

Draft opinion
Paragraph 5 g (new)

Draft opinion

Amendment

5g. Notes the role of non-formal and informal learning as well as grassroots sports in developing critical thinking and problem solving skills as well as increasing sense of belonging, positive self-perception of young people and increasing the social inclusion and cohesion.

Or. en