



2017/2224(INI)

2.3.2018

AMENDMENTS

1 - 223

Draft report
Krystyna Łybacka
Modernisation of Education in the EU
(2017/2224(INI))

Amendment 1

Andrea Bocskor, Michaela Šojdrová, Bogdan Brunon Wenta, Krystyna Łybacka, Milan Zver, Francis Zammit Dimech

Motion for a resolution

Citation 1 a (new)

Motion for a resolution

Amendment

- *having regard to the right to education as defined in article 14 of the Charter of fundamental rights of the European Union,*

Or. en

Amendment 2

Luigi Morgano, Krystyna Łybacka

Motion for a resolution

Citation 1 a (new)

Motion for a resolution

Amendment

– *having regard to the right to education set out in Article 14 of the EU Charter of Fundamental Rights,*

Or. it

Amendment 3

Momchil Nekov, Krystyna Łybacka

Motion for a resolution

Citation 1 a (new)

Motion for a resolution

Amendment

- *having regard to the Council conclusions of 20 May 2014 on effective teacher education,*

Or. en

Amendment 4

Curzio Maltese, Nikolaos Chountis, Eleonora Forenza, Martina Michels

Motion for a resolution

Citation 1 a (new)

Motion for a resolution

Amendment

- *having regards to Article 2 of the Treaty on the Functioning of the European Union,*

Or. en

Amendment 5

Momchil Nekov, Krystyna Łybacka

Motion for a resolution

Citation 1 b (new)

Motion for a resolution

Amendment

- *having regard to the Council conclusions of 20 May 2014 on quality assurance supporting education and training,*

Or. en

Amendment 6

Momchil Nekov, Krystyna Łybacka

Motion for a resolution

Citation 1 c (new)

Motion for a resolution

Amendment

- *having regard to the Council recommendation of 20 December 2012 on the validation of non-formal and informal learning,*

Or. en

Amendment 7

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Momchil Nekov, Krystyna Łybacka

Motion for a resolution

Citation 1 d (new)

Motion for a resolution

Amendment

- *having regard to the Council conclusions on the role of early childhood education and primary education in fostering creativity, innovation and digital competence,*

Or. en

Amendment 8

Momchil Nekov, Krystyna Łybacka

Motion for a resolution

Citation 2

Motion for a resolution

Amendment

— having regard to the Commission's Communication of 10 June 2016 entitled 'A New Skills Agenda for Europe' (COM(2016)0381),

— having regard to the Commission's Communication of 10 June 2016 entitled 'A New Skills Agenda for Europe' (COM(2016)0381) *and the European Parliament own-initiative report 'A New Skills Agenda for Europe' (A8-0276/2017) adopted on 14 September 2017,*

Or. en

Amendment 9

Luigi Morgano, Krystyna Łybacka

Motion for a resolution

Citation 2 a (new)

Motion for a resolution

Amendment

– *having regard to Article 2 of the Protocol to the Council of Europe Convention for the Protection of Human Rights and Fundamental Freedoms, concerning the right to education,*

Amendment 10

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Citation 2 a (new)

Motion for a resolution

Amendment

- *having regard to the European Convention on Human Rights, Protocol 1, Article 2,*

Or. en

Amendment 11

Luigi Morgano, Krystyna Lybacka

Motion for a resolution

Citation 3 a (new)

Motion for a resolution

Amendment

– *having regard to Council of Europe Resolution 1904 (2012) on the right to freedom of choice in education,*

Or. it

Amendment 12

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Curzio Maltese, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

Motion for a resolution

Citation 4 a (new)

Motion for a resolution

Amendment

- *having regard to the Paris Declaration of 17 March 2015 on promoting citizenship and the common values of freedom, tolerance and non-*

discrimination through education;

Or. en

Amendment 13

Andrea Bocskor, Michaela Šojdrová, Bogdan Brunon Went, Krystyna Łybacka, Francis Zammit Dimech, Milan Zver

Motion for a resolution

Citation 4 a (new)

Motion for a resolution

Amendment

- *having regard to its resolution of 28 April 2015 on the follow-up of the implementation of the Bologna process,*

Or. en

Amendment 14

Andrea Bocskor, Michaela Šojdrová, Bogdan Brunon Went, Krystyna Łybacka, Milan Zver, Francis Zammit Dimech

Motion for a resolution

Citation 5 a (new)

Motion for a resolution

Amendment

- *having regard to its resolution of 18 January 2017 on the implementation of Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing ‘Erasmus+’: the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC,*

Or. en

Amendment 15

Momchil Nekov, Krystyna Łybacka

Motion for a resolution

Citation 5 a (new)

Motion for a resolution

Amendment

- ***having regard to the Council recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults,***

Or. en

Amendment 16

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

Motion for a resolution

Citation 8 a (new)

Motion for a resolution

Amendment

- ***having regard to the Council Recommendation on tracking graduates (COM (2017)249)^{1a}***

1a

<http://data.consilium.europa.eu/doc/document/ST-13361-2017-INIT/en/pdf>

Or. en

Amendment 17

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Curzio Maltese, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

Motion for a resolution

Citation 9 a (new)

Motion for a resolution

Amendment

- ***having regard to the opinion of the Committee of the Regions of 30 November 2017 on Modernising school and higher education,***

Or. en

Amendment 18

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Curzio Maltese, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wentă

Motion for a resolution

Citation 9 b (new)

Motion for a resolution

Amendment

- *having regard to the opinion of the European Economic and Social Committee of 19 October 2017 on New EU education strategy,*

Or. en

Amendment 19

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Citation 11 a (new)

Motion for a resolution

Amendment

- *having regard of Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01),*

Or. en

Amendment 20

Remo Sernagiotto, Morten Messerschmidt, Angel Dzhambazki

Motion for a resolution

Citation 14 a (new)

Motion for a resolution

Amendment

- *having regard to the Resolution of the European Parliament of 14 March 1984 on freedom of education in the European Community (C 104/70),*

Amendment 21

Remo Sernagiotto, Angel Dzhambazki, Morten Messerschmidt

Motion for a resolution

Citation 14 b (new)

Motion for a resolution

Amendment

- *having regard to the right to education as defined in Article 14 of the Charter of Fundamental Rights of the European Union,*

Or. en

Amendment 22

Silvia Costa

Motion for a resolution

Citation 14 a (new)

Motion for a resolution

Amendment

- *having regard to the Council conclusions of 11 May 2010 on the internationalisation of higher education,*

Or. en

Amendment 23

Silvia Costa

Motion for a resolution

Citation 14 b (new)

Motion for a resolution

Amendment

- *having regard to the Joint Communication to the European Parliament and the Council of 8 June 2016 "Towards an EU strategy for international cultural relations" JOIN(2016)29, and to the European*

Amendment 24
Isabella Adinolfi

Motion for a resolution
Citation 14 a (new)

Motion for a resolution

Amendment

- *having regard to Article 26 of the Universal Declaration of Human Rights (UDHR);*

Amendment 25
Isabella Adinolfi

Motion for a resolution
Citation 14 b (new)

Motion for a resolution

Amendment

- *having regard to the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education adopted in the framework of Recommendation CM/Rec(2010)7,*

Amendment 26
Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution
Citation 16 a (new)

Motion for a resolution

Amendment

- *having regards to Article 10 of the 1979 Convention on the Elimination of*

All Forms of Discrimination against Women,

Or. en

Amendment 27

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Citation 16 b (new)

Motion for a resolution

Amendment

- *having regards to Strategic Objective B of the Beijing Declaration and Platform for Action (1995),*

Or. en

Amendment 28

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Citation 16 c (new)

Motion for a resolution

Amendment

- *having regards to Articles 28 and 29 of the Convention on the Rights of the Child,*

Or. en

Amendment 29

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Citation 16 d (new)

Motion for a resolution

Amendment

- *having regards to the 2030 Agenda for Sustainable Development, adopted in September 2015 and entered into force on 1 January 2016, and in particular to its*

Amendment 30

Remo Sernagiotto, Morten Messerschmidt, Angel Dzhambazki, Rupert Matthews

Motion for a resolution

Recital A

Motion for a resolution

A. whereas, ***while the main responsibility*** for education and training lies within Member States, the European Union has a ***vital*** supportive role;

Amendment

A. whereas, ***according to Article 6 e) of the TFEU the competence*** for education and training lies within Member States ***while*** the European Union has a supportive role;

Amendment 31

Dominique Bilde

Motion for a resolution

Recital A

Motion for a resolution

A. whereas, while the main responsibility for education and training lies within Member States, the European Union ***has a vital*** supportive role;

Amendment

A. whereas, while the main responsibility for education and training lies within Member States, the European Union ***can offer an occasional*** supportive role ***when the Member States collectively call on it to do so***;

Amendment 32

Isabella Adinolfi

Motion for a resolution

Recital A

Motion for a resolution

Amendment

A. whereas, while the main responsibility for education and training lies within Member States, the European Union has a vital supportive role;

A. whereas, while the main responsibility for education and training lies within Member States, the European Union has a vital supportive role *in setting challenging goals, giving outreach to virtuous examples and exchanging best practices*;

Or. en

Amendment 33
Isabella Adinolfi

Motion for a resolution
Recital –A (new)

Motion for a resolution

Amendment

-A. whereas the right to education is a fundamental human right that needs to be universally guaranteed;

Or. en

Amendment 34
Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution
Recital A a (new)

Motion for a resolution

Amendment

A a. whereas everyone has the right to free and accessible education, which enables all persons to participate effectively in a free society, promote understanding, tolerance and friendship and whereas education in all its forms and at all levels shall exhibit the following interrelated and essential features: a) availability b) accessibility c) acceptability and d) adaptability;^{1a}

^{1a} Art. 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR)

Amendment 35

Krystyna Łybacka, Sylvie Guillaume, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Giorgos Grammatikakis, Petra Kammerevert, Marlene Mizzi, Julie Ward, Jill Evans

Motion for a resolution

Recital A a (new)

Motion for a resolution

Amendment

A a. whereas diversity is an important aspect of European education systems, at the same time Member States share similar educational goals and challenges which can be better addressed at the European level;

Or. en

Amendment 36

Momchil Nekov, Krystyna Łybacka

Motion for a resolution

Recital A a (new)

Motion for a resolution

Amendment

A a. whereas, access to education, training and gaining of skills must be accessible for all and more efforts are needed to include the most vulnerable;

Or. en

Amendment 37

Liliana Rodrigues

Motion for a resolution

Recital A a (new)

Motion for a resolution

Amendment

Aa. whereas education institutions should promote democracy and European

values;

Or. pt

Amendment 38
Dominique Bilde

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the ability of education systems to meet societal, economic and personal needs depends on their quality, efficiency and *equity*, as well as on the availability of adequate human, financial and material resources;

Amendment

B. whereas the ability of education systems to meet societal, economic and personal needs depends on their quality *and* efficiency and *the equal treatment of all pupils*, as well as on the availability of adequate human, financial and material resources;

Or. fr

Amendment 39
Santiago Fisas Ayxelà

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the ability of education systems to meet societal, economic and personal needs depends on their quality, efficiency and equity, as well as on the availability of adequate human, financial and material resources;

Amendment

B. whereas the ability of education systems to meet societal, economic and personal needs depends on their quality, *diversity*, efficiency and equity, as well as on the availability of adequate human, financial and material resources;

Or. es

Amendment 40
Isabella Adinolfi

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the ability of education systems to meet societal, economic and personal needs depends on their quality, efficiency and equity, as well as on the availability of adequate human, financial and material resources;

Amendment

B. whereas the ability of education systems to meet societal, economic and personal needs depends on their quality, ***accessibility***, efficiency and equity, as well as on the availability of adequate human, financial and material resources;

Or. en

Amendment 41

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Recital B a (new)

Motion for a resolution

Amendment

B a. whereas the common values that hold together our societies, such as freedom, social justice, equality and non-discrimination, democracy, human rights, the rule of law, tolerance and solidarity, are crucial; whereas European education systems represent an immense richness of cultural, social, linguistic diversity while at the same time Member States share similar challenges, such as ensuring equal access to education for all;

Or. en

Amendment 42

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Recital C

Motion for a resolution

C. whereas it is essential that education, as a fundamental human right and a public good, ***is focused not only on the labour market, but also on human, societal and cultural needs;***

Amendment

C. whereas it is essential that education, as a fundamental human right and a public good, ***receives adequate public funding and whereas continuous and increased public financial support for education, knowledge and research is***

crucial to acknowledge the vital importance of free, equal and public education which is accessible to everyone and acts as powerful force for individual and collective empowerment;

Or. en

Amendment 43
Dominique Bilde

Motion for a resolution
Recital C

Motion for a resolution

C. whereas it is essential that education, as *a* fundamental human *right* and a public good, *is* focused not only on the labour market, but *also on human, societal and cultural needs*;

Amendment

C. whereas it is essential that education *and instruction*, as fundamental human *rights* and a public good, *are* focused not only on the labour market, but *that they also help to cultivate men and women who are well integrated into our societies, and that they pass on the culture of each Member State*;

Or. fr

Amendment 44
Momchil Nekov, Krystyna Łybacka

Motion for a resolution
Recital C a (new)

Motion for a resolution

C a. *whereas education and training should contribute to the personal development and growth of young people in order to make them proactive and responsible citizens ready to live and work in a technologically advanced and globalised world and provide them with the key set of competences for lifelong learning, defined as a combination of knowledge, skills and attitudes necessary for personal fulfilment and development, active citizenship and employment*;

Amendment

Amendment 45
Momchil Nekov, Krystyna Łybacka

Motion for a resolution
Recital C b (new)

Motion for a resolution

Amendment

C b. whereas, it is important to remind that education, including teachers education has been significantly affected by the economic and financial crises;

Or. en

Amendment 46
Bogdan Brunon Wenta, Agnieszka Kozłowska-Rajewicz

Motion for a resolution
Recital C a (new)

Motion for a resolution

Amendment

C a. whereas open method of coordination used in education allow Member States to create and implement common strategy on education and training and on-line platform ET2020 (Education and Training 2020); whereas benchmarks of this strategy are analysed and evaluated every year in Monitor on Education and Training for Member States and the whole EU;

Or. en

Amendment 47
Santiago Fisas Aixelà

Motion for a resolution
Recital C a (new)

Motion for a resolution

Amendment

Ca. whereas the right to education includes the freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure that their children are educated and taught according to their religious, philosophical and pedagogical convictions;

Or. es

Amendment 48
Isabella Adinolfi

Motion for a resolution
Recital C a (new)

Motion for a resolution

Amendment

C a. whereas there is a still high number of European citizens with poor literacy skills or literacy difficulties, including functional and media illiteracy, which poses grave concerns in terms of adequate participation into the public life and in the labour market;

Or. en

Amendment 49
Isabella Adinolfi

Motion for a resolution
Recital C b (new)

Motion for a resolution

Amendment

C b. whereas access to and completion of education must be ensured to all sectors of society, with particular regard to people with disabilities and from difficult backgrounds;

Or. en

Amendment 50

Jill Evans

Motion for a resolution

Recital C a (new)

Motion for a resolution

Amendment

C a. whereas pupils and students from disadvantaged groups, especially those from socio-economically disadvantaged and migrant backgrounds, are at increased risk of underachievement and their chances of accessing and completing higher education are reduced;

Or. en

Amendment 51

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wentă

Motion for a resolution

Recital C a (new)

Motion for a resolution

Amendment

C a. whereas the European Pillar of Social Rights places as its main priority the provision of quality and inclusive education, training and lifelong learning;

Or. en

Amendment 52

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Isabella Adinolfi, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wentă

Motion for a resolution

Recital C b (new)

Motion for a resolution

Amendment

C b. whereas teaching quality is an

important determinant of pupil and student outcomes, therefore strong support for excellence in teaching and educators is one of the priorities of EU cooperation in education and training;

Or. en

Amendment 53

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

Motion for a resolution

Recital C c (new)

Motion for a resolution

Amendment

C c. whereas the quality of the ECEC staff is a fundamental factor of the early childhood education and care services;

Or. en

Amendment 54

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Liliana Rodrigues, Marlene Mizzi, Julie Ward, Jill Evans

Motion for a resolution

Recital C d (new)

Motion for a resolution

Amendment

C d. whereas gender inequality in education affects productivity, growth, development, employment as well as many socio-cultural fields;

Or. en

Amendment 55

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Liliana Rodrigues, Marlene Mizzi, Julie Ward, Jill Evans

Motion for a resolution
Recital C e (new)

Motion for a resolution

Amendment

C e. whereas, despite the fact that women account for three fifths (57.6 %) of all graduates in higher education, the gender employment gap was 11.6 p.p. in 2015;^{1a}

^{1a} http://ec.europa.eu/eurostat/statistics-explained/index.php/Gender_statistics

Or. en

Amendment 56

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, María Teresa Giménez Barbat, Isabella Adinolfi, Petra Kammerevert, Momchil Nekov, Liliana Rodrigues, Marlene Mizzi, Julie Ward

Motion for a resolution
Recital C f (new)

Motion for a resolution

Amendment

C f. whereas pupils and students from disadvantaged groups are at increased risk of underachievement and their chances of accessing and completing higher education are reduced;

Or. en

Amendment 57

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Isabella Adinolfi, Giorgos Grammatikakis, Petra Kammerevert, Liliana Rodrigues, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wentta

Motion for a resolution
Recital C g (new)

Motion for a resolution

Amendment

C g. whereas, despite continuous progress in reducing the number of early leavers from education and training, their number remains higher for non-native people, young people in rural areas and younger men^{1a};

1a

http://ec.europa.eu/education/sites/education/files/monitor2017_en.pdf

Or. en

Amendment 58

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Isabella Adinolfi, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

Motion for a resolution

Recital C h (new)

Motion for a resolution

Amendment

C h. whereas, according to the PISA results, 20,6 % of European pupils face problems in the acquisition of basic skills such as reading, mathematics and science;^{1a}

1a

https://ec.europa.eu/education/sites/education/files/pisa-2015-eu-policy-note_en.pdf

Or. en

Amendment 59

Liliana Rodrigues

Motion for a resolution

Recital C a (new)

Motion for a resolution

Amendment

Ca. whereas education institutions

*should promote knowledge mobility
within the EU;*

Or. pt

Amendment 60
Liliana Rodrigues

Motion for a resolution
Recital C b (new)

Motion for a resolution

Amendment

Cb. whereas knowledge can facilitate occupational and geographical mobility, thus promoting economic and social progress as well as employment and sustainable development;

Or. pt

Amendment 61
Silvia Costa

Motion for a resolution
Recital C a (new)

Motion for a resolution

Amendment

Ca. whereas it is to be welcomed that in its communication on the Social Summit for Fair Jobs and Growth, held in Göteborg on 17 November 2017, the Commission recognised the need to expand student mobility under the Erasmus+ programme by raising the programme budget from the current EUR 14.7 billion (2014-2020) to some EUR 29.4 billion for the period from 2021 to 2027; whereas, however, an increase on that scale might still not be enough to bring about a significant rise in the number of young people taking advantage of mobility;

Or. it

Amendment 62
Silvia Costa

Motion for a resolution
Recital C b (new)

Motion for a resolution

Amendment

Cb. whereas, in addition to the quantitative increase in financial support, there needs to be a qualitative improvement if students are to overcome the constraints imposed by socio-economic factors, limited funding, growing inequalities between and within Member States, and the complexity of application procedures and the related administrative processing;

Or. it

Amendment 63
Silvia Costa

Motion for a resolution
Recital C b (new)

Motion for a resolution

Amendment

Cb. whereas the convergence of national university higher education systems began with the implementation of the Bologna Process, and whereas it is now necessary to embark on a new phase in order to develop and consolidate a European higher education area with a view to enhancing the social dimension of higher education and encouraging student and teacher mobility and lifelong learning, for instance by providing for a specific funding programme to support the establishment of European universities and higher education institutions or of structured partnerships to facilitate joint study programmes and research and training activities;

Amendment 64

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Recital C a (new)

Motion for a resolution

Amendment

C a. whereas the latest Education and Training Monitor 2017^{3a} of the European Commission, recognizes that social-economic inequality is a fast growing trend affecting all Member States and data on early school leaving and training remains very high across the EU, whereas educational system should ensure all students, including those from disadvantaged groups, enjoy the same chances of accessing and completing higher education;

^{3a}

http://ec.europa.eu/education/sites/education/files/monitor2017_en.pdf

Or. en

Amendment 65

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Recital C b (new)

Motion for a resolution

Amendment

C b. whereas education is a powerful instrument to overcome deeply-rooted gender-based stereotypes and discrimination, while on the contrary it often reproduce or exacerbate existing discrimination; whereas also gender inequality in education hinders personal empowerment and affects many socio-cultural fields;

Amendment 66

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Recital C c (new)

Motion for a resolution

Amendment

C c. whereas methodological and digital technology innovations are a potential instrument for expanding access to contents and knowledge, but they shall not substitute the personal contact and exchange among students and between students and teachers nor become the priority of educational systems;

Or. en

Amendment 67

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Recital C d (new)

Motion for a resolution

Amendment

C d. whereas ensuring access to quality early childhood education and care services for every children is key to enjoy a positive start in life and in educational paths;

Or. en

Amendment 68

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Subheading 1

Motion for a resolution

Amendment

*Knowledge as a key economic resource
and a source of citizens' well-being*

Quality and inclusive education

Or. en

Amendment 69

Remo Sernagiotto, Morten Messerschmidt, Rupert Matthews, Angel Dzhambazki

Motion for a resolution

Subheading 1

Motion for a resolution

Amendment

Knowledge as a key economic resource
and a *source of citizens' well-being*

Knowledge as a key economic resource
and a *condition of individual and civic
development*

Or. en

Amendment 70

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Paragraph 1

Motion for a resolution

Amendment

1. *Declares* that universal quality
education is *a crucial* component of
personal, professional *and societal*
development *in a knowledge-based
society*;

1. *Affirms* that universal quality
education is *an essential* component of
personal, *social and* professional
development;

Or. en

Amendment 71

Remo Sernagiotto, Angel Dzhambazki, Morten Messerschmidt

Motion for a resolution

Paragraph 1

Motion for a resolution

Amendment

1. Declares that universal quality
education is a crucial component of

1. Declares that universal quality
education is a crucial component of

personal, professional and societal development in a knowledge-based society;

personal, **cultural**, professional and societal development in a knowledge-based society;

Or. en

Amendment 72

Andrea Bocskor, Michaela Šojdrová, Bogdan Brunon Wenta, Krystyna Łybacka, Milan Zver, Francis Zammit Dimech

Motion for a resolution

Paragraph 1

Motion for a resolution

1. Declares that universal quality education is a crucial component of personal, professional and societal development in a knowledge-based society;

Amendment

1. Declares that universal quality education is a crucial component of personal, professional, **cultural** and societal development in a knowledge-based society;

Or. en

Amendment 73

Sabine Verheyen, Jeroen Lenaers

Motion for a resolution

Paragraph 1 a (new)

Motion for a resolution

Amendment

1 a. ***Notes that access to education must be made non-discriminatory, in particular by facilitating access to education for persons from disadvantaged backgrounds and those with special needs;***

Or. de

Amendment 74

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Paragraph 2

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Motion for a resolution

2. Considers that the ***attainment of the European Union's economic and societal objectives depend on*** quality education;

Amendment

2. Considers that the ***respect of European Union's common values as well as the realization of a more inclusive and equitable society and a truly sustainable growth is crucially linked to*** quality education ***as a vector of democratic values, social cohesion and integration***^{4a};

^{4a} ***Art 2 TFEU and The Paris declaration adopted on 17 march 2015.***

Or. en

Amendment 75

Remo Sernagiotto, Morten Messerschmidt, Angel Dzhambazki, Rupert Matthews

Motion for a resolution

Paragraph 2

Motion for a resolution

2. Considers that ***the attainment of*** the European Union's economic and ***societal*** objectives depend on quality education;

Amendment

2. Considers that the European Union's economic and ***social*** objectives depend on quality education ***aiming the success of each child and the promotion of the best;***

Or. en

Amendment 76

Dominique Bilde

Motion for a resolution

Paragraph 2

Motion for a resolution

2. Considers that the attainment of the European Union's economic and societal objectives depend on quality education;

Amendment

2. Considers that the attainment of the European Union's economic and societal objectives depend on quality education ***and instruction, but also on the aspirations of our societies to preserve their individual cultures and the civilisational traits they***

share;

Or. fr

Amendment 77
Silvia Costa

Motion for a resolution
Paragraph 2

Motion for a resolution

2. Considers that the attainment of the European Union's economic and societal objectives depend on quality education;

Amendment

2. Considers that the attainment of the European Union's economic and societal objectives depend on quality education ***able to tackle challenges posed by the society and the job market;***

Or. en

Amendment 78
Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

Motion for a resolution
Paragraph 2

Motion for a resolution

2. Considers that the attainment of the European Union's economic and societal objectives depend on quality education;

Amendment

2. Considers that the attainment of the European Union's economic and societal objectives ***as well as its competitiveness and sustained growth*** depend on quality education;

Or. en

Amendment 79
Isabella Adinolfi

Motion for a resolution
Paragraph 2 a (new)

Motion for a resolution

Amendment

2 a. *Underlines the fundamental role of education in shaping the future of the European Union, in particular in view of building a community of citizens united in diversity by the ties of solidarity;*

Or. en

Amendment 80
Liliana Rodrigues

Motion for a resolution
Paragraph 2 a (new)

Motion for a resolution

Amendment

2a. *Considers that human rights education should be treated as a priority in all Member States;*

Or. pt

Amendment 81
Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution
Paragraph 3

Motion for a resolution

Amendment

3. Underlines that quality education and training systems *form the basis of* an open, inclusive, prosperous, democratic and tolerant society, *while promoting active citizenship and common values;*

3. Underlines that quality education and training systems *are key institutions promoting active citizenship and common values, and as such they help shaping* an open, inclusive, prosperous, democratic and tolerant society;

Or. en

Amendment 82
Dominique Bilde

Motion for a resolution

Paragraph 3

Motion for a resolution

3. Underlines that quality education and training systems form the basis of an open, inclusive, prosperous, **democratic and tolerant** society, **while promoting active citizenship and common values**;

Amendment

3. Underlines that quality education and training systems form the basis of an open, inclusive, prosperous **and democratic** society **and contribute to well-being in the Member States**;

Or. fr

Amendment 83

Remo Sernagiotto, Angel Dzhambazki, Morten Messerschmidt

Motion for a resolution

Paragraph 3

Motion for a resolution

3. Underlines that quality education and training systems form the basis of an open, inclusive, **prosperous**, democratic and tolerant society, while promoting active citizenship and common values;

Amendment

3. Underlines that quality education and training systems form the basis of an open, inclusive, **pluralist**, democratic and tolerant society, while promoting active citizenship and common values;

Or. en

Amendment 84

Isabella Adinolfi

Motion for a resolution

Paragraph 3

Motion for a resolution

3. Underlines that quality education and training systems form the basis of an open, inclusive, prosperous, democratic and tolerant society, while promoting active citizenship and common values;

Amendment

3. Underlines that quality education and training systems form the basis of an open, inclusive, prosperous, democratic and tolerant society, while promoting active **and critical** citizenship and common values;

Or. en

Amendment 85
Isabella Adinolfi

Motion for a resolution
Paragraph 3 a (new)

Motion for a resolution

Amendment

3 a. Believes that educational systems should aim to empower learners to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active role in democratic life, not only by equipping them with knowledge, skills and understanding but as well as developing their attitudes, behaviour, critical thinking as well as the capacity of autonomous evaluation of complex phenomena;

Or. en

Amendment 86
Luigi Morgano, Krystyna Lybacka

Motion for a resolution
Paragraph 3 a (new)

Motion for a resolution

Amendment

3a. Maintains that education is the key to guaranteeing social cohesion and combating poverty, social exclusion, and gender stereotypes, and continues to be the principal 'social elevator';

Or. it

Amendment 87
Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Jill Evans

Motion for a resolution
Paragraph 3 a (new)

Motion for a resolution

Amendment

3 a. *Underlines the crucial role of education in shaping the future of Europe both economically and socially, while providing for the needs of its citizens;*

Or. en

Amendment 88

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Petra Kammerevert, Momchil Nekov, Liliana Rodrigues, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

**Motion for a resolution
Paragraph 3 b (new)**

Motion for a resolution

Amendment

3 b. *Emphasises that quality education is vital to equipping young people with knowledge, skills, and attitudes that will help them to confront challenges and shape the world's future;*

Or. en

Amendment 89

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, María Teresa Giménez Barbat, Isabella Adinolfi, Giorgos Grammatikakis, Petra Kammerevert, Liliana Rodrigues, Marlene Mizzi, Julie Ward, Silvia Costa, Jill Evans

**Motion for a resolution
Paragraph 3 c (new)**

Motion for a resolution

Amendment

3 c. *Underlines that education is the key to continued social cohesion by combatting poverty, social exclusion and gender stereotypes;*

Or. en

Amendment 90

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Isabella Adinolfi, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Liliana Rodrigues, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

**Motion for a resolution
Paragraph 3 d (new)**

Motion for a resolution

Amendment

3 d. Recognises the importance of education in developing cultural competences, encouraging cultural development and promoting civic attitudes;

Or. en

Amendment 91

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Isabella Adinolfi, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

**Motion for a resolution
Paragraph 3 e (new)**

Motion for a resolution

Amendment

3 e. Notes the role that education plays in developing lifelong learning attitudes which help people to adapt to the changing demands of the modern world;

Or. en

Amendment 92

Krystyna Lybacka, Sylvie Guillaume, Milan Zver, María Teresa Giménez Barbat, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

**Motion for a resolution
Paragraph 3 f (new)**

Motion for a resolution

Amendment

3 f. Notes that quality education

fosters innovation and research;

Or. en

Amendment 93

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Isabella Adinolfi, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Liliana Rodrigues, Marlene Mizzi, Julie Ward, Jill Evans

Motion for a resolution

Paragraph 3 g (new)

Motion for a resolution

Amendment

3 g. Emphasises that achieving equal opportunities, especially for vulnerable and disadvantaged groups, is an important function of education;

Or. en

Amendment 94

Liliana Rodrigues

Motion for a resolution

Paragraph 3 a (new)

Motion for a resolution

Amendment

3a. Maintains that the quality of education and lifelong learning help to lower the percentages of NEETs in Member States;

Or. pt

Amendment 95

Liliana Rodrigues

Motion for a resolution

Paragraph 3 b (new)

Motion for a resolution

Amendment

3b. Believes that European education

will need to pave the way for experience of the world of work, and hence encourage career guidance and vocational training for young people, by laying the technical and technological groundwork necessary for employment;

Or. pt

Amendment 96
Liliana Rodrigues

Motion for a resolution
Paragraph 3 c (new)

Motion for a resolution

Amendment

3c. Considers it necessary to educate for the hidden curriculum, which boils down to the deconstruction of social representations in non-formal learning in educational contexts;

Or. pt

Amendment 97
Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution
Paragraph 3 a (new)

Motion for a resolution

Amendment

3 a. Emphasises that quality and inclusive education is vital to equipping young women and men with knowledge, critical thinking, skills, media literacy and democratic attitudes that will help them to confront and shape the world;

Or. en

Amendment 98
Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution
Paragraph 3 b (new)

Motion for a resolution

Amendment

3 b. *Stresses the role of schools in helping learners to develop ethical and civic values and become active, responsible, open-minded members of society; underlines that ensuring equal access to quality inclusive education constitutes the fundamental basis to strengthen social cohesion, by combatting poverty, social exclusion and gender stereotypes, as well as contributing to prevent the marginalisation of people with disadvantaged and vulnerable socio-economic backgrounds;*

Or. en

Amendment 99

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution
Paragraph 3 c (new)

Motion for a resolution

Amendment

3 c. *Regrets that gender prejudices and stereotypes throughout the education cycle are still present in Member States; in this regards expresses concern for bias that constitutes an impediment on the road to gender equality in education, such as persisting stereotypes in learning materials and, too often, differing teachers' expectations of girls and boys;*

Or. en

Amendment 100

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution
Paragraph 3 d (new)

Motion for a resolution

Amendment

3 d. Encourages closer synergies between education and cultural sector, by supporting an active role of culture and the arts in formal, informal and non-formal educational contexts; recalls in this respect the need to give sufficient support to the professional training of artists, managers, teachers, facilitators, social workers and other professionals engaged in these contexts;

Or. en

Amendment 101

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Paragraph 3 e (new)

Motion for a resolution

Amendment

3 e. Reminds that schools and education institutions play a key role in creating and nourishing a positive attitude towards learning, including through the whole life;

Or. en

Amendment 102

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Paragraph 3 f (new)

Motion for a resolution

Amendment

3 f. Notes that quality education could foster research and innovation in Europe, relevant for and benefitting society; to this end encourages Member States and the European Commission to allocate the adequate financial resources and calls therefore them to exclude education related expenditure from the calculation

Amendment 103

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Paragraph 4

Motion for a resolution

4. Believes that an all-encompassing approach to education policy, with strong **political** support, is **central** to the educational reform process and **requires the cooperation of** all relevant stakeholders;

Amendment

4. Believes that an all-encompassing approach to education policy, with strong **public** support, is **vital** to the educational reform process and **to guarantee equal access to education for all; in order to achieve these objectives, it is key to involve society as a whole and** all relevant actors: students, youth groups, education providers as well as families;

Amendment 104

Andrea Bocskor, Michaela Šojdrová, Milan Zver, Francis Zammit Dimech

Motion for a resolution

Paragraph 4

Motion for a resolution

4. Believes that an all-encompassing approach to education policy, with strong political support, is central to the educational reform process and requires the cooperation of all **relevant** stakeholders;

Amendment

4. Believes that an all-encompassing approach to education policy, with strong political support, is central to the educational reform process and requires the cooperation of all **interested** stakeholders **including parents**;

Amendment 105

Dominique Bilde

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Believes that an all-encompassing approach to education policy, with strong political support, is central to the educational reform process and requires the cooperation of all relevant stakeholders;

Amendment

4. Believes that an all-encompassing approach to education policy, with strong political support, is central to the educational reform process and requires the cooperation of all relevant stakeholders, ***and could be complemented with collaborative policies between willing Member States;***

Or. fr

Amendment 106
Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution
Paragraph 4 a (new)

Motion for a resolution

Amendment

4 a. Affirms the need that education systems at all levels keep a gender perspective that takes into account the needs of people suffering multiple forms of discrimination, including people with disabilities, people identifying themselves as LGBTI and people from marginalised communities;

Or. en

Amendment 107
Dominique Bilde

Motion for a resolution
Paragraph 5

Motion for a resolution

Amendment

5. Considers that effective governance and adequate funding, modern quality educational resources and teaching, motivated and competent teachers, and

5. Considers that effective governance and adequate funding, modern quality educational resources and teaching, motivated and competent teachers ***with all***

lifelong learning are crucial for achieving equity and excellence in education;

the resources they need to ensure that their role is taken seriously by pupils, and lifelong learning are crucial for achieving equity and excellence in education;

Or. fr

Amendment 108
Santiago Fisas Aixelà

Motion for a resolution
Paragraph 5

Motion for a resolution

5. Considers that effective governance and adequate funding, modern quality educational resources and teaching, motivated and competent teachers, *and* lifelong learning are crucial for achieving equity and excellence in education;

Amendment

5. Considers that effective governance and adequate funding *of state, private and state-subsidized schools*, modern quality educational resources and teaching, motivated and competent teachers, *together with* lifelong learning *and the involvement of families* are crucial for achieving equity and excellence in education;

Or. es

Amendment 109
Andrea Bocskor, Milan Zver, Francis Zammit Dimech

Motion for a resolution
Paragraph 5

Motion for a resolution

5. Considers that effective governance and adequate funding, modern quality educational resources and teaching, motivated and competent teachers, and lifelong learning are crucial for achieving equity and excellence in education;

Amendment

5. Considers that effective governance and adequate funding *for public and independent education settings*, modern quality educational resources and teaching, motivated and competent teachers, and lifelong learning are crucial for achieving equity, *diversity* and excellence in education;

Or. en

Amendment 110

María Teresa Giménez Barbat, Yana Toom, Ilhan Kyuchyuk, Krystyna Łybacka

Motion for a resolution

Paragraph 5 a (new)

Motion for a resolution

Amendment

5 a. Acknowledges that, in a competitive world, it is crucial to identify and promote European talent as early as possible;

Or. en

Amendment 111

María Teresa Giménez Barbat, Yana Toom, Ilhan Kyuchyuk, Krystyna Łybacka, Robert Rochefort

Motion for a resolution

Paragraph 5 b (new)

Motion for a resolution

Amendment

5 b. Acknowledges the reality of individual differences in cognitive abilities and personality traits that interact with social and environmental factors for influencing educational outcomes; highlights, in this context, that education is more efficient, equalitarian and fair when these differences are taken into account;

Or. en

Amendment 112

María Teresa Giménez Barbat, Ilhan Kyuchyuk, Krystyna Łybacka

Motion for a resolution

Paragraph 5 c (new)

Motion for a resolution

Amendment

5 c. Stresses that enhancing educational outcomes on average is compatible with the stimulation of

excellence among talented students; notes, in this context, the importance of designing appropriate intervention programmes for enhancing psychological traits relevant for maximizing people's potential;

Or. en

Amendment 113
Dominique Bilde

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Highlights *the potential of* new technologies *to improve* the quality of education *by meeting learners' needs, increasing flexibility in learning and teaching, and creating new forms of cooperation;*

Amendment

6. Highlights *that* new technologies *have never proved effective in improving* the quality of education, *as the OECD noted in a 2015 report, and that they may give young children attention difficulties, which are becoming more prevalent in Western countries - especially in the United States - and that increased use of new technologies tends to decrease the amount of time students spend reading;*

Or. fr

Amendment 114
Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Highlights the potential of new technologies *to improve the quality of education by meeting* learners' needs, increasing flexibility in learning and teaching, and *creating new* forms of cooperation;

Amendment

6. Highlights the potential of new *information and communication* technologies *as instruments to meet individual* learners' needs, *including when it comes to special educational* needs, increasing flexibility in learning and teaching, and *fostering interactive* forms of cooperation; *notes that effective learning and teaching through modern*

technologies requires a competent level of digital skills, access to high-quality learning resources and training in order to make best use of such instruments for pedagogical purposes and for meeting learning objectives;

Or. en

Amendment 115

Remo Sernagiotto, Morten Messerschmidt, Angel Dzhambazki, Rupert Matthews

Motion for a resolution

Paragraph 6

Motion for a resolution

6. Highlights the potential of new technologies to **improve** the quality of education by meeting learners' needs, increasing **flexibility** in learning and teaching, and creating new forms of cooperation;

Amendment

6. Highlights the potential of new technologies to **contribute to** the quality of education by meeting learners' needs, **own's talent and capacities**, increasing **personalization and responsibility** in learning and teaching, and creating new forms of cooperation;

Or. en

Amendment 116

Bogdan Brunon Wenta, Agnieszka Kozłowska-Rajewicz

Motion for a resolution

Paragraph 6

Motion for a resolution

6. Highlights the potential of new technologies to improve the quality of education by meeting learners' needs, increasing flexibility in learning and teaching, and creating new forms of **cooperation**;

Amendment

6. Highlights the potential of new technologies to improve the quality of education by meeting **more effectively individual** learners' needs, increasing flexibility in learning and teaching, and creating new forms of **communication between teachers, students, parents and other stakeholders within education policy**;

Or. en

Amendment 117

María Teresa Giménez Barbat, Yana Toom, Ilhan Kyuchyuk, Robert Rochefort

Motion for a resolution

Paragraph 6

Motion for a resolution

6. Highlights the potential of *new* technologies to improve the quality of education by meeting learners' needs, increasing flexibility in learning and teaching, and creating new forms of cooperation;

Amendment

6. Highlights the potential of *digital* technologies *and distance learning* to improve the quality of education by meeting learners' needs, increasing flexibility in learning and teaching, and creating new forms of cooperation;

Or. en

Amendment 118

Momchil Nekov

Motion for a resolution

Paragraph 6

Motion for a resolution

6. Highlights the potential of new technologies to improve the quality of education by meeting learners' needs, increasing flexibility in learning and teaching, and creating new forms of cooperation;

Amendment

6. Highlights the potential of new technologies to improve the quality of education by meeting learners' needs, increasing flexibility in learning and teaching, and creating new forms of cooperation *while highlighting the need for age-appropriate ICT and media curricula that respect child development and wellbeing and emphasises the importance of both responsible use and critical thinking*;

Or. en

Amendment 119

Theodoros Zagorakis

Motion for a resolution

Paragraph 6

Motion for a resolution

6. Highlights the potential of new technologies to improve the quality of education by meeting learners' needs, increasing flexibility in learning and teaching, and creating new forms of cooperation;

Amendment

6. Highlights the potential of new technologies **and innovation** to improve the quality of **education but also to offer new opportunities in** education by meeting learners' needs, increasing flexibility in learning and teaching, and creating new forms of cooperation;

Or. el

Amendment 120

Sabine Verheyen, Jeroen Lenaers

Motion for a resolution

Paragraph 6 a (new)

Motion for a resolution

Amendment

6 a. ***Notes that it is vital to keep up with the breakneck pace of technological change, and stresses the opportunities that digitisation offers for modern education, especially in terms of distance learning, distance education, blended learning and continuing education and notes that the importance of digitisation for the modernisation of education cannot be sufficiently emphasised;***

Or. de

Amendment 121

Sabine Verheyen, Jeroen Lenaers

Motion for a resolution

Paragraph 6 b (new)

Motion for a resolution

Amendment

6 b. ***Stresses that the use of emerging technologies will allow more flexibility for education, especially in the field of distance learning and blended learning, and points out that digitisation and the establishment of common***

educational platforms can make a significant contribution to tailoring education more closely to learners' individual living conditions;

Or. de

Amendment 122
Isabella Adinolfi

Motion for a resolution
Paragraph 6 a (new)

Motion for a resolution

Amendment

6 a. Believes that literacy skills, in particular media and digital ones, should be an essential part of education policies and schools curricula, due to their fundamental role to provide learners, especially children, with the capacity to develop, among others, critical thinking skills, to understand how media shape our culture and influence our beliefs and to recognise biased messages, misinformation and lies;

Or. en

Amendment 123
Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution
Paragraph 6 a (new)

Motion for a resolution

Amendment

6 a. Considers that education related to digitalization should include civic competencies and critical thinking, while developing a proactive approach towards new technologies; stresses the importance to raise awareness on critically assessing sources and their reliability and the importance of media literacy projects in this respect;

Amendment 124

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Isabella Adinolfi, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wentă

Motion for a resolution

Paragraph 6 a (new)

Motion for a resolution

Amendment

6 a. Notes that effective learning and teaching through modern technologies requires a competent level of digital skills, access to high-quality learning resources and training in adapting technology for pedagogical purposes;

Or. en

Amendment 125

Francis Zammit Dimech, Andrea Bocskor

Motion for a resolution

Paragraph 6 a (new)

Motion for a resolution

Amendment

6 a. Highlights the need to give importance to visual literacy as a new life-skill, acknowledging that in this day and age, people are far more communicating through images rather than through traditional means;

Or. en

Amendment 126

María Teresa Giménez Barbat, Yana Toom, Ilhan Kyuchyuk, Robert Rochefort

Motion for a resolution

Paragraph 7

Motion for a resolution

7. Notes that increased efforts are needed to ***shift the educational paradigm to be more learner- and understanding-centred, thus strengthening the personalisation of the educational process and increasing retention rates;***

Amendment

7. Notes that increased efforts are needed to ***balance both a teacher and content centered approach - together with a more learner- and understanding-centered one, thus combining learning methods adapted to traditional and online learning models, and strengthening personalisation of the educational process and increasing retention rates;***

Or. en

Amendment 127
Dominique Bilde

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Notes that increased efforts are needed to shift the educational paradigm to be more ***learner- and understanding-centred, thus strengthening the personalisation of the educational process and increasing retention rates;***

Amendment

7. Notes that increased efforts are needed to shift the educational paradigm to be more understanding-centred, thus strengthening the educational process and increasing retention rates;

Or. fr

Amendment 128
Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Notes that increased efforts are needed to shift the educational paradigm to be more learner- and understanding-centred, thus strengthening the personalisation of the educational process and increasing retention rates;

Amendment

7. Notes that increased efforts are needed to shift the educational paradigm to be more learner- and understanding-centred, thus strengthening the personalisation of the educational process and increasing retention rates; ***advocates for schools to remain the place where potentialities are developed, where each***

individual can find space and time for personal and social growth;

Or. en

Amendment 129
Sabine Verheyen, Jeroen Lenaers

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Notes that *increased* efforts are needed *to shift* the educational paradigm *to be more learner- and* understanding-centred, thus strengthening the personalisation of the educational process and increasing retention rates;

Amendment

7. Notes that efforts are needed *adapt* the educational paradigm *so that it is more individually and specifically attuned to learners and their living circumstances and is more* understanding-centred, thus strengthening the personalisation of the educational process and *thereby* increasing retention *and completion* rates;

Or. de

Amendment 130
Dominique Bilde

Motion for a resolution
Paragraph 7 a (new)

Motion for a resolution

7a. Notes that academic success is closely linked with personal motivation, and that students' motivation for certain subjects should be increased by drawing their attention to the job opportunities those subjects can open up; stresses, in particular, that European pupils need to develop an interest in science and mathematics and the associated career opportunities;

Amendment

Or. fr

Amendment 131

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Paragraph 7 a (new)

Motion for a resolution

Amendment

7 a. Recognises that in the increasingly globalised and digitalised world, innovative and relevant methods of learning, teaching and assessment are necessary; advocates for tailor-made assessment tools and techniques, as they can better reflect the complexity of results in specific social context; recalls the importance of involving teachers, students and school staff in assessing if and how learning objectives have been met;

Or. en

Amendment 132

Stefano Maullu

Motion for a resolution

Paragraph 7 a (new)

Motion for a resolution

Amendment

7a. Maintains that learning has to span the entire breadth of a person's experience by alternating between classroom training and work-based learning;

Or. it

Amendment 133

Liliana Rodrigues

Motion for a resolution

Paragraph 7 a (new)

Motion for a resolution

Amendment

7a. Considers it essential to ensure

that the diversification of education models and subsystems does not serve to pigeon-hole pupils, teachers, programmes, curricula, and education institutions;

Or. pt

Amendment 134

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Paragraph 8

Motion for a resolution

8. Highlights that educational systems should promote interdisciplinary approaches and team work aimed at equipping pupils and students with knowledge and skills, as well as with **professional**, transversal, social and civic competences;

Amendment

8. Highlights that educational systems should promote **and further develop** interdisciplinary approaches and team work aimed at equipping pupils and students with knowledge and skills, as well as with transversal, social and civic competences **which are meaningful also in their professional life; recalls that delivering quality teaching and learning is a continuous process encompassing dialogue, sense of sharing and questioning;**

Or. en

Amendment 135

Dominique Bilde

Motion for a resolution

Paragraph 8

Motion for a resolution

8. Highlights that educational systems should **promote** interdisciplinary approaches and team work aimed at equipping pupils and students with knowledge and skills, as well as with professional, transversal, social and civic competences;

Amendment

8. Highlights that educational systems should **first ensure that students have the basic skills, in particular reading and numeracy, before promoting** interdisciplinary approaches and team work aimed at equipping pupils and students with knowledge and skills, as well as with professional, transversal, social and

civic competences;

Or. fr

Amendment 136
Silvia Costa

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Highlights that educational systems should promote interdisciplinary approaches and team work aimed at equipping pupils and students with knowledge and skills, as well as with professional, transversal, social and civic competences;

Amendment

8. Highlights that educational systems should promote interdisciplinary approaches and team work aimed at equipping pupils and students with knowledge and skills, as well as with professional, transversal, social and civic competences, *also in light of strengthening the common European citizenship*;

Or. en

Amendment 137
Liliana Rodrigues

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Highlights that educational systems should promote interdisciplinary approaches *and team work* aimed at equipping pupils and students with knowledge and skills, as well as with professional, transversal, social and civic competences;

Amendment

8. Highlights that educational systems should promote interdisciplinary approaches, *creativity, and teamwork* aimed at equipping pupils and students with knowledge and skills, as well as with professional, transversal, social and civic competences;

Or. pt

Amendment 138
Robert Rochefort

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Highlights that educational systems should promote interdisciplinary approaches and team work aimed at equipping pupils and students with knowledge and skills, as well as with professional, transversal, social and civic competences;

Amendment

8. Highlights that educational systems should promote interdisciplinary approaches, ***cooperation*** and team work aimed at equipping pupils and students with knowledge and skills, as well as with professional, transversal, social and civic competences;

Or. fr

Amendment 139
Bogdan Brunon Wenta, Agnieszka Kozłowska-Rajewicz

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8 a. Notes that a learner-centred teaching, team-teaching, group working and other methods of progressive style of teaching need adequate organisation of space in schools and universities; notes that classrooms with traditional desk rows seating arrangements facing a teacher still prevail in European schools and universities; is of the opinion that new arrangements of school space, which encourage students to creative thinking, problem-solving and group working require financial support;

Or. en

Amendment 140
Dominique Bilde

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8a. Stresses that education establishments are important places to learn social skills and moral values, but that their primary function is the transmission of basic skills, in particular reading and numeracy;

Or. fr

Amendment 141

María Teresa Giménez Barbat, Yana Toom, Ilhan Kyuchyuk, Krystyna Łybacka, Robert Rochefort

**Motion for a resolution
Paragraph 8 a (new)**

Motion for a resolution

Amendment

8 a. Stresses the need to give an expanded role to sport and outdoor activities in educational curricula at all levels with enhanced possibilities for developing cooperation between education establishments and local sports organisations;

Or. en

**Amendment 142
Momchil Nekov**

**Motion for a resolution
Paragraph 8 a (new)**

Motion for a resolution

Amendment

8 a. Points out the need to address the digital divide and to ensure equal opportunities for all to obtain access to digital technologies, as well as competences, attitudes and motivation needed for meaningful digital participation;

Or. en

Amendment 143

Remo Sernagiotto, Angel Dzhambazki, Morten Messerschmidt

Motion for a resolution

Paragraph 9

Motion for a resolution

Amendment

9. Acknowledges *with interest* the proposal to create a European Education Area based on enhanced cooperation, mutual recognition and increased mobility and growth;

deleted

Or. en

Amendment 144

Curzio Maltese, Martina Michels, Eleonora Forenza, Nikolaos Chountis

Motion for a resolution

Paragraph 9

Motion for a resolution

Amendment

9. Acknowledges *with interest* the proposal to create a European Education Area *based on enhanced* cooperation, mutual recognition and *increased* mobility *and growth*;

9. Acknowledges the proposal to create a European Education Area, *which should foster* cooperation, mutual recognition and mobility;

Or. en

Amendment 145

Dominique Bilde

Motion for a resolution

Paragraph 9

Motion for a resolution

Amendment

9. Acknowledges *with interest* the proposal to create a European Education Area based on enhanced cooperation, mutual recognition and increased mobility and growth;

9. Acknowledges the proposal to create a European Education Area based on enhanced cooperation, mutual recognition and increased mobility and growth *without accepting it in its entirety*;

Or. fr

Amendment 146

Michaela Šojdrová, Sabine Verheyen, Andrea Bocskor

Motion for a resolution

Paragraph 9

Motion for a resolution

9. Acknowledges with interest the proposal to create a European Education Area based on enhanced cooperation, mutual recognition and increased mobility and growth;

Amendment

9. Acknowledges with interest the proposal to create a European Education Area ***set out at the Social Summit for Fair Jobs and Growth, held in Gothenburg; recalls this initiative should be*** based on enhanced cooperation, mutual recognition ***of diplomas and qualifications*** and increased mobility and growth;

Or. en

Amendment 147

Milan Zver

Motion for a resolution

Paragraph 9

Motion for a resolution

9. Acknowledges with interest the proposal to create a European Education Area based on enhanced cooperation, mutual recognition and increased mobility and growth;

Amendment

9. Acknowledges with interest the proposal to create a European Education Area ***set out at the Social Summit for Fair Jobs and Growth, held in Gothenburg; recalls this initiative should be*** based on enhanced cooperation, mutual recognition ***of diplomas and qualifications*** and increased mobility and growth;

Or. en

Amendment 148

Giorgos Grammatikakis

Motion for a resolution

Paragraph 9 a (new)

Motion for a resolution

Amendment

9 a. *Underlines that youth unemployment is a Union-wide phenomenon which is reported to stand at around twice the average overall unemployment rate; and expresses its concern with regards to the alarmingly high rates within Mediterranean countries, with peaks in Greece (47.3% and 30,5% of young people neither in employment nor in education and training), Spain (44,4%) and Italy (37,8%) according to Eurostat;*

Or. en

Amendment 149

Silvia Costa

Motion for a resolution

Paragraph 9 a (new)

Motion for a resolution

Amendment

9a. *Believes, given that the non-employment rate among those leaving education and training is a cause of concern in many Member States, that it is necessary to have more readily available and better national data on the activities of graduates after they have completed their studies, and welcomes the proposal to set up a European graduate tracking system by 2020;*

Or. it

Amendment 150

Andrea Bocskor, Michaela Šojdrová, Bogdan Brunon Wenta, Krystyna Łybacka, Milan Zver, Francis Zammit Dimech

Motion for a resolution

Paragraph 9 a (new)

Motion for a resolution

Amendment

9 a. *Emphasises that inclusion of children/ pupils with disability in education is necessary so they can lead an independent life and be fully integrated in society as active participants and real contributors; acknowledges the fact that due to current technological development pupils with disabilities are offered new possibilities to acquire knowledge through formal and non-formal way;*

Or. en

Amendment 151

Andrea Bocskor, Bogdan Brunon Wenta, Krystyna Lybacka, Francis Zammit Dimech

Motion for a resolution

Paragraph 9 b (new)

Motion for a resolution

Amendment

9 b. *Calls on the Member States to facilitate access to mainstream inclusive quality education for all students with disabilities; schools need to differentiate and provide extra support for those who need it and cater to the needs of all learners;*

Or. en

Amendment 152

Andrea Bocskor, Bogdan Brunon Wenta, Krystyna Lybacka, Francis Zammit Dimech

Motion for a resolution

Paragraph 9 c (new)

Motion for a resolution

Amendment

9 c. *Calls on the Commission to monitor schools on their non-rejection policy and set disability-specific indicators in the Europe 2020 Strategy;*

Or. en

Amendment 153

Michaela Šojdrová, Sabine Verheyen, Andrea Bocskor

Motion for a resolution

Paragraph 9 a (new)

Motion for a resolution

Amendment

9 a. Believes Erasmus+ is the EU flagship programme in the field of education and its impact and popularity have proved over the years to a very large extent; calls, therefore, for a substantial increase of its funds in the next MFF 2021-2027 in order to make the programme more accessible and inclusive and reach out to more students and teachers;

Or. en

Amendment 154

Milan Zver

Motion for a resolution

Paragraph 9 a (new)

Motion for a resolution

Amendment

9 a. Believes Erasmus+ is the EU flagship programme in the field of education and its impact and popularity have proved over the years to a very large extent; calls, therefore, for a substantial increase of its funds in the next MFF 2021-2027 in order to make the programme more accessible and inclusive and reach out to more students and teachers;

Or. en

Amendment 155

María Teresa Giménez Barbat, Yana Toom, Ilhan Kyuchyuk, Robert Rochefort

Motion for a resolution

Paragraph 9 a (new)

Motion for a resolution

Amendment

9 a. *Supports the Council conclusions of 14 December 2017 calling for enhanced student mobility and participation in education and cultural activities, including through a ‘European Student Card’, that should facilitate recognition of university credits obtained in other Member States;*

Or. en

Amendment 156

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Liliana Rodrigues, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

**Motion for a resolution
Paragraph 9 a (new)**

Motion for a resolution

Amendment

9 a. *Recognises that in the increasingly globalised and digitalised world, innovative and relevant methods of learning, teaching and assessment are necessary;*

Or. en

Amendment 157

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

**Motion for a resolution
Paragraph 9 b (new)**

Motion for a resolution

Amendment

9 b. *Notes that delivering quality teaching and learning is a continuous process and should be given priority when modernising education;*

Amendment 158

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Petra Kammerevert, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

Motion for a resolution

Paragraph 9 c (new)

Motion for a resolution

Amendment

9 c. Notes that contemporary education is not just the transfer of knowledge and learning, but also the ability to select information and put it into practice;

Or. en

Amendment 159

Liliana Rodrigues

Motion for a resolution

Paragraph 9 a (new)

Motion for a resolution

Amendment

9a. Believes that a greater degree of mobility among European education institutions will also foster closer political and social integration within the EU;

Or. pt

Amendment 160

Liliana Rodrigues

Motion for a resolution

Paragraph 9 b (new)

Motion for a resolution

Amendment

9b. Maintains that European education must seek above all to develop reasoning, reflection, and scientific curiosity; that it has to be capable of

building on the foundations of an artistic, scientific, and technical humanistic culture; and that, proceeding from the practical reality of local, regional, national, and European life, it must impart the training necessary to resolve national and European problems and raise awareness of problems within the international community;

Or. pt

Amendment 161

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution Paragraph 10

Motion for a resolution

10. Stresses that quality ECEC creates a foundation for more equitable and effective education systems as well as ensures the individuals' personal development, lifelong learning and well-being;

Amendment

10. Stresses that quality ***and accessible*** ECEC creates a foundation for more equitable and effective education systems as well as ensures the individuals' personal development, lifelong learning and well-being; ***calls in this respect on ECEC that supports young girls and boys to develop to their full potential while also challenging standardized gender socialisation processes;***

Or. en

Amendment 162

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution Paragraph 10 a (new)

Motion for a resolution

Amendment

10 a. Stresses the importance to guarantee every child can access ECEC; notes with concern that in several countries the demand for ECEC places is higher than supply, especially for younger children ^{4a}; encourages Member States to

take necessary measures to ensure material and financial conditions are met to ensure every child can access to early childhood education without discrimination;

4a

*European Commission/EACEA/Eurydice, 2015. Early Childhood Education and Care Systems in Europe. National Information Sheets – 2014/15
<http://eacea.ec.europa.eu/education/eurydice>*

Or. en

Amendment 163

Milan Zver, Agnieszka Kozłowska-Rajewicz, Romana Tomc

Motion for a resolution

Paragraph 10 a (new)

Motion for a resolution

Amendment

10 a. Notes that early education (age 0-3) increases ability and effectiveness of further learning and that it is especially important while learning foreign languages;

Or. en

Amendment 164

Dominique Bilde

Motion for a resolution

Paragraph 11

Motion for a resolution

Amendment

11. Considers that preschools should promote children's development more holistically with a view to facilitating the transition to compulsory schooling;

11. Considers that preschools should promote children's development more holistically with a view to facilitating the transition to compulsory schooling, *and should equip students with the basic skills, in particular reading skills, to better*

prepare them for the first few years of primary school;

Or. fr

Amendment 165

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Paragraph 11

Motion for a resolution

11. Considers that preschools should promote children's development more holistically with a view to facilitating the transition to compulsory schooling;

Amendment

11. *Underlines that early childhood is a fundamental phase of development of a person's life, as cognitive, social and emotional skills are learned;* considers that preschools should promote children's development more holistically with a view to facilitating the transition to compulsory schooling;

Or. en

Amendment 166

Francis Zammit Dimech, Andrea Bocskor

Motion for a resolution

Paragraph 12

Motion for a resolution

12. Underlines the importance of monitoring the quality of ECEC in order to determine whether the best interests of children are being met;

Amendment

12. Underlines the importance of monitoring the quality of ECEC *so as to allow children to develop their cognitive skills and* in order to determine whether the best interests of children are being met;

Or. en

Amendment 167

Bogdan Brunon Wenta, Agnieszka Kozłowska-Rajewicz

Motion for a resolution

Paragraph 12 a (new)

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Motion for a resolution

Amendment

12 a. *Notes that early education is the most effective method of social inclusion, equal chances and social mobility; calls on Member States to offer opportunity of early education to every child, especially to children from underprivileged families;*

Or. en

Amendment 168
Luigi Morgano

Motion for a resolution
Paragraph 12 a (new)

Motion for a resolution

Amendment

12a. *Maintains that ECEC brings great benefits to all children, especially those belonging to disadvantaged groups, and therefore recommends that Member States encourage and support participation on as broad a basis as possible;*

Or. it

Amendment 169
Jill Evans

Motion for a resolution
Paragraph 12 a (new)

Motion for a resolution

Amendment

12 a. *Recognises that the benefits of attending ECEC are greatest for children from disadvantaged groups, especially those from socio-economically disadvantaged and migrant backgrounds;*

Or. en

Amendment 170

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Petra Kammerevert, Marlene Mizzi, Julie Ward, Andrea Bocskor, Bogdan Brunon Wentă

**Motion for a resolution
Paragraph 12 a (new)**

Motion for a resolution

Amendment

12 a. Recognises that the benefits of attending ECEC are greatest for children from disadvantaged groups;

Or. en

**Amendment 171
Dominique Bilde**

**Motion for a resolution
Paragraph 13**

Motion for a resolution

Amendment

13. Sees schools as *centres of critical and creative* thinking;

13. Sees schools as *places for learning new skills that will help to foster creativity and critical thinking in children;*

Or. fr

Amendment 172

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

**Motion for a resolution
Paragraph 13**

Motion for a resolution

Amendment

13. Sees schools as centres *of* critical and creative thinking;

13. Sees schools as centres *to foster* critical and creative thinking *and the foundation for democratic formation and active citizenship; schools focus on helping young people to critically read, understand and use available information as well as develop their learning autonomy; recognizes the importance that schools promote self-development by*

developing cognitive and non-cognitive skills and competences, capacity to deal with different opinions, anti-discrimination and intercultural skills as tools to address contemporary challenges;

Or. en

Amendment 173

Krystyna Lybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, Giorgos Grammatikakis, Petra Kammerevert, Liliana Rodrigues, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

**Motion for a resolution
Paragraph 13**

Motion for a resolution

13. Sees schools as centres of critical and creative thinking;

Amendment

13. Sees schools as centres of critical and creative thinking *that focus on helping young people to understand and use available information as well as develop their learning autonomy;*

Or. en

Amendment 174

Remo Sernagiotto, Morten Messerschmidt, Angel Dzhambazki, Rupert Matthews

**Motion for a resolution
Paragraph 13**

Motion for a resolution

13. Sees schools as centres of critical and creative thinking;

Amendment

13. Sees *all* schools as centres of *basic skills acquisition, ensuring in particular a better mastery of language, as a precondition for any* critical and creative thinking *development;*

Or. en

Amendment 175

Andrea Bocskor, Michaela Šojdrová, Milan Zver, Francis Zammit Dimech

Motion for a resolution
Paragraph 13

Motion for a resolution

13. Sees schools as centres of critical and creative thinking;

Amendment

13. Sees schools as centres of critical and creative thinking, ***also to promote democratic values and active citizenship;***

Or. en

Amendment 176
Santiago Fisas Ayxelà

Motion for a resolution
Paragraph 13

Motion for a resolution

13. Sees schools as centres of critical and creative thinking;

Amendment

13. Sees schools as ***autonomous*** centres of critical and creative thinking;

Or. es

Amendment 177
Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution

Amendment

13 a. Points out that all school students and their specific needs should be at the centre of effective school functioning, which requires setting up joint objectives and a clear agenda for their implementation as well as close collaboration of the entire school community and stakeholders, where appropriate; encourages educational initiatives and extra-curricular activities outside the school to support the fulfilment of students' individual needs and interests while also building bridges with local communities where the schools are based;

Amendment 178

Krystyna Lybacka, Sylvie Guillaume, Milan Zver, María Teresa Giménez Barbat, Petra Kammerevert, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

Motion for a resolution

Paragraph 13 a (new)

Motion for a resolution

Amendment

13 a. Points out that all pupils and their specific needs should be at the centre of effective school functioning, which requires setting up joint objectives and a clear agenda for their implementation as well as close collaboration of the entire school community and related stakeholders;

Or. en

Amendment 179

Curzio Maltese, Martina Michels, Eleonora Forenza, Nikolaos Chountis

Motion for a resolution

Paragraph 14

Motion for a resolution

Amendment

14. Underlines that ***mastering basic skills*** is fundamental ***for pupils*** to ensure ***their further learning and*** personal development;

14. Underlines that is fundamental to ensure ***students'*** personal development; ***to this end teachers should be provided with all possible public means to perform adequately their role and responsibilities;***

Or. en

Amendment 180

Remo Sernagiotto, Morten Messerschmidt, Rupert Matthews, Angel Dzhambazki

Motion for a resolution

Paragraph 14

Motion for a resolution

14. Underlines that mastering basic skills *is* fundamental *for* pupils *to ensure their* further learning and personal development;

Amendment

14. Underlines that mastering basic ***literacy and numeracy*** skills ***and humanities are*** fundamental *to* pupils' further learning and personal development; ***stresses that the Strategic framework for European cooperation in education and training (ET2020) and the Commission's New Skills Agenda should complement national actions and support Member States in this regard;***

Or. en

Amendment 181
Dominique Bilde

Motion for a resolution
Paragraph 14

Motion for a resolution

14. Underlines that mastering basic skills *is* fundamental for pupils to ensure their further learning and personal development;

Amendment

14. Underlines that ***perfectly*** mastering basic skills ***and knowledge, in particular numeracy,*** is fundamental for pupils to ensure their further learning and personal development;

Or. fr

Amendment 182
Andrea Bocskor, Michaela Šojdrová, Bogdan Brunon Wenta, Krystyna Łybacka, Francis Zammit Dimech, Milan Zver

Motion for a resolution
Paragraph 14

Motion for a resolution

14. Underlines that mastering basic skills *is* fundamental for pupils to ensure their further learning and personal development;

Amendment

14. Underlines that mastering basic skills *is* fundamental for pupils to ensure their further learning and personal development ***and the acquisition of digital competence;***

Or. en

Amendment 183
Dominique Bilde

Motion for a resolution
Paragraph 14 a (new)

Motion for a resolution

Amendment

14a. Stresses, in this connection, that regular exercises and rote learning, such as mental arithmetic, the learning of multiplication tables and the syllabic method for reading, have already proven effective as they help children to master the basic skills, which helps them in their future studies;

Or. fr

Amendment 184
Milan Zver, Agnieszka Kozłowska-Rajewicz, Romana Tomc

Motion for a resolution
Paragraph 14 a (new)

Motion for a resolution

Amendment

14 a. Notes that regardless of obligatory, long and free of charge education in all Member States, over 20% of young Europeans according to PISA, lack basic skills and similar number of adults are functionally illiterate, which unable their further learning, working and personal development;

Or. en

Amendment 185
Dominique Bilde

Motion for a resolution
Paragraph 15

Motion for a resolution

15. Notes that modern curricula should be **competence driven**, should enhance personal skills and should focus on formative assessment and on the pupils' well-being;

Amendment

15. Notes that modern curricula should be **assessed on a regular basis, in particular by means of a fair and meritocratic system for assessing pupils that measures their progress regularly and objectively, but that curricula** should also enhance personal skills and should focus on formative assessment and on the pupils' well-being;

Or. fr

Amendment 186

Andrea Bocskor, Bogdan Brunon Wenta, Krystyna Łybacka, Milan Zver, Francis Zammit Dimech

Motion for a resolution

Paragraph 15

Motion for a resolution

15. Notes that modern curricula should be competence driven, should enhance personal skills and **should** focus on formative assessment and on the pupils' well-being;

Amendment

15. Notes that modern curricula should be competence driven, should enhance personal skills, **health-conscious, future-oriented life management competence** and focus on formative assessment and on the pupils' well-being;

Or. en

Amendment 187

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Paragraph 15

Motion for a resolution

15. Notes that modern curricula should be competence driven, should enhance personal skills and should focus on formative assessment and on the pupils' well-being;

Amendment

15. Notes that modern curricula should be competence driven, should enhance personal skills and should focus on formative assessment and on the pupils' well-being; **every student should have the possibility to completely use her/his own intellectual potential;**

Amendment 188
Santiago Fisas Aixelà

Motion for a resolution
Paragraph 15

Motion for a resolution

15. Notes that modern curricula should be competence driven, should enhance personal skills and should focus on formative assessment and on the pupils' well-being;

Amendment

15. Notes that modern curricula should be competence driven, should enhance personal skills and should focus on formative assessment and on the pupils' well-being, *emphasising the need to lead an active life through sport*;

Or. es

Amendment 189
Dominique Bilde

Motion for a resolution
Paragraph 15

Motion for a resolution

15. Notes that modern curricula should be competence driven, should enhance personal skills and should focus on formative assessment and on the pupils' well-being;

Amendment

15. Notes that modern curricula should be competence driven, should enhance personal skills and should focus on formative assessment and on the pupils' well-being *and personality development*;

Or. fr

Amendment 190
Luigi Morgano, Krystyna Łybacka

Motion for a resolution
Paragraph 15 a (new)

Motion for a resolution

Amendment

15a. Maintains that dual education systems (including work-based learning) are of the utmost value both in terms of

holistic personal growth in all its dimensions (cultural, professional, civic, etc.) and in terms of developing skills for lifelong learning;

Or. it

Amendment 191

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Paragraph 15 a (new)

Motion for a resolution

Amendment

15 a. Stresses the need to make schools more open in order to enable recognition of non-formal and informal learning, smoother transitions between different education paths such as technical and academic;

Or. en

Amendment 192

Dominique Bilde

Motion for a resolution

Paragraph 16

Motion for a resolution

Amendment

16. Takes note of the positive impact of *school multilingualism* on pupils' linguistic and cognitive development, as well as on *the promotion of culture awareness, understanding and diversity*;

16. Takes note of the positive impact of *early foreign language learning at school* on pupils' linguistic and cognitive development, as well as on *their openness to other cultures*;

Or. fr

Amendment 193

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

Motion for a resolution

Paragraph 16

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Motion for a resolution

16. ***Takes note of*** the positive impact of ***school*** multilingualism on pupils' linguistic and cognitive development, as well as on the promotion of ***culture*** awareness, ***understanding and diversity***;

Amendment

16. ***Emphasizes*** the positive impact of ***cultural diversity and*** multilingualism ***in schools*** on pupils' linguistic and cognitive development as well as on the promotion of ***intercultural*** awareness ***and respect***;

Or. en

Amendment 194

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, María Teresa Giménez Barbat, Petra Kammerevert, Liliana Rodrigues, Marlene Mizzi, Curzio Maltese, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wentă, Claude Rolin

Motion for a resolution

Paragraph 16

Motion for a resolution

16. ***Takes note of*** the positive impact of ***school*** multilingualism on pupils' linguistic and cognitive development, as well as on the promotion of ***culture*** awareness, understanding ***and diversity***;

Amendment

16. ***Stresses*** the positive impact of ***cultural diversity and*** multilingualism ***in schools*** on pupils' linguistic and cognitive development as well as on the promotion of ***intercultural*** awareness ***and*** understanding;

Or. en

Amendment 195

Remo Sernagiotto, Morten Messerschmidt, Angel Dzhambazki, Rupert Matthews

Motion for a resolution

Paragraph 16

Motion for a resolution

16. Takes note of the positive impact of school multilingualism on pupils' linguistic and cognitive development, as well as on the promotion of culture awareness, understanding and ***diversity***;

Amendment

16. Takes note of the positive impact of school multilingualism on pupils' linguistic and cognitive development, as well as on the promotion of culture awareness, understanding and ***pluralism***; ***invites in this regard the Commission and the Member States to create pupils exchanges programmes following the example of the long established Franco-German Youth***

Amendment 196

Dominique Bilde

Motion for a resolution

Paragraph 16

Motion for a resolution

16. Takes note of the positive impact of *school multilingualism* on pupils' linguistic and cognitive development, as well as on the promotion of culture awareness, understanding and diversity;

Amendment

16. Takes note of the positive impact of *early foreign language learning at school* on pupils' linguistic and cognitive development, as well as on the promotion of culture awareness, understanding and diversity, *and notes that before learning one or more foreign languages, pupils must have already mastered the official language of their country of residence;*

Or. fr

Amendment 197

Dominique Bilde

Motion for a resolution

Paragraph 16

Motion for a resolution

16. Takes note of the positive impact of *school multilingualism* on pupils' linguistic and cognitive development, as well as on the promotion of culture awareness, understanding and diversity;

Amendment

16. Takes note of the positive impact of *early foreign language learning at school* on pupils' linguistic and cognitive development, as well as on the promotion of culture awareness, understanding and diversity;

Or. fr

Amendment 198

Francis Zammit Dimech, Andrea Bocskor

Motion for a resolution

Paragraph 16

Motion for a resolution

16. Takes note of the positive impact of school multilingualism on pupils' linguistic and cognitive development, as well as on the promotion of culture awareness, understanding and diversity;

Amendment

16. Takes note of the positive impact of school multilingualism on pupils' linguistic and cognitive development, as well as on the promotion of culture awareness, understanding and diversity ***in an ever increasing multi-cultural and multi-ethnic environment in schools;***

Or. en

Amendment 199 Julie Ward

Motion for a resolution Paragraph 16 a (new)

Motion for a resolution

Amendment

16 a. Highlights that social entrepreneurship is a growing field that can boost the economy whilst simultaneously alleviating deprivation, social exclusion and other societal problems; considers therefore that entrepreneurship education should include a social dimension, and address such subjects as fair trade, social enterprises, social responsibility of enterprises, and alternative business models, such as co-operatives, in order to strive towards a more social, inclusive and sustainable economy;

Or. en

Amendment 200

Krystyna Lybacka, Sylvie Guillaume, Milan Zver, Remo Sernagiotto, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

Motion for a resolution Paragraph 16 a (new)

Motion for a resolution

Amendment

16 a. Draws attention to the fact that granting schools more autonomy regarding curricula, assessment and finance has been shown to result in increased pupil performance, provided that there is effective school governance and school-based accountability for pupil learning;

Or. en

Amendment 201

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Isabella Adinolfi, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wentă

**Motion for a resolution
Paragraph 16 b (new)**

Motion for a resolution

Amendment

16 b. Notes that in a digital society the school should remain a fundamental and attractive learning environment;

Or. en

Amendment 202

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Isabella Adinolfi, Giorgos Grammatikakis, Petra Kammerevert, Momchil Nekov, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wentă

**Motion for a resolution
Paragraph 16 c (new)**

Motion for a resolution

Amendment

16 c. Encourages educational initiatives and extra-curricular activities outside the school to support the fulfilment of students' individual needs and interests and contribute to their development;

Or. en

Amendment 203

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Luigi Morgano, Milan Zver, Petra Kammerevert, Marlene Mizzi, Julie Ward, Andrea Bocskor, Silvia Costa, Jill Evans, Bogdan Brunon Wenta

**Motion for a resolution
Paragraph 16 d (new)**

Motion for a resolution

Amendment

16 d. Is of the opinion that graduates of vocational education should be able to transition easily to higher and other types of education and training; notes, in this context, the importance of providing flexible paths between different types of education, and the advantages and growing attractiveness of the hybrid VET system which combines in equal measure strong school-based and work-based paths;

Or. en

Amendment 204

Krystyna Łybacka, Sylvie Guillaume, Luigi Morgano, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Petra Kammerevert, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

**Motion for a resolution
Paragraph 16 e (new)**

Motion for a resolution

Amendment

16 e. Highlights the importance of quality education and vocational training in raising the status of work-based vocations;

Or. en

Amendment 205

María Teresa Giménez Barbat, Yana Toom, Ilhan Kyuchyuk, Robert Rochefort

Motion for a resolution

Paragraph 16 a (new)

Motion for a resolution

Amendment

16 a. *Stresses the need to enhance the learning of languages with a view to speak two languages in addition to the mother tongue and to promote in secondary schools the teaching of at least two subjects in a non-native language;*

Or. en

Amendment 206

Silvia Costa

Motion for a resolution

Paragraph 16 a (new)

Motion for a resolution

Amendment

16 a. *Underlines the importance of quality education, vocational training and community and voluntary activities in contributing to the raising of work-based vocations;*

Or. en

Amendment 207

Liliana Rodrigues

Motion for a resolution

Paragraph 16 a (new)

Motion for a resolution

Amendment

16a. *Points out that extracurricular activities are good for young people's personal, cognitive, and social development;*

Or. pt

Amendment 208

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Liliana Rodrigues

**Motion for a resolution
Paragraph 16 b (new)**

Motion for a resolution

Amendment

16b. *Points out that secondary school exchanges do much both to encourage pupils to acquire the abilities, skills, attitudes, and values intrinsic to dynamic European citizenship and to develop constructive critical thinking;*

Or. pt

**Amendment 209
Dominique Bilde**

**Motion for a resolution
Paragraph 16 a (new)**

Motion for a resolution

Amendment

16a. *Stresses that the European School model could be democratised and extended to a national level in Member States that have the financial capacity to do this; stresses, however, that schools have a duty to give pupils grounding in the national culture, and that mastery of the national language should be a prerequisite and a priority before pupils learn any other language;*

Or. fr

**Amendment 210
Dominique Bilde**

**Motion for a resolution
Paragraph 16 b (new)**

Motion for a resolution

Amendment

16b. *Stresses that Member States alone determine their language policies and*

may choose to encourage the learning of certain foreign languages over others in primary and secondary education on the basis of their own criteria, including the economic utility of those languages in the Member State concerned; stresses, in particular, that Member States may choose to focus on the teaching of languages spoken in areas of high economic potential, such as Portuguese, Russian, Mandarin or Japanese, as these languages are still considered rare languages in the state primary and secondary education systems of some Member States;

Or. fr

Amendment 211
Dominique Bilde

Motion for a resolution
Paragraph 16 c (new)

Motion for a resolution

Amendment

16c. Stresses that a shortage of foreign language skills can restrict Member States' economic competitiveness; encourages each Member State to determine what language skills are needed for their own economies, so that they can redefine their priorities for language learning in primary and secondary education; stresses that studies such as the British Council's 'Languages for the Future' (2013) can provide useful guidance for language teaching in state primary and secondary education, and encourages Member States to carry out similar studies at national level so that they can redefine their own language policies;

Or. fr

Amendment 212
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Dominique Bilde

**Motion for a resolution
Paragraph 16 d (new)**

Motion for a resolution

Amendment

16d. *Stresses that, while the teaching of regional languages or ethnic minority languages may bring certain benefits, the teaching of these languages should not take precedence over the teaching of the national language of the Member State or foreign languages that could have a greater economic benefit for the pupil;*

Or. fr

Amendment 213

Curzio Maltese, Martina Michels, Nikolaos Chountis, Eleonora Forenza

**Motion for a resolution
Paragraph 16 a (new)**

Motion for a resolution

Amendment

16 a. *Underlines that school remains the fundamental learning environment, whilst striving to gradually adapt to the emerging digital technologies;*

Or. en

Amendment 214

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

**Motion for a resolution
Paragraph 16 b (new)**

Motion for a resolution

Amendment

16 b. *Advocates for an increased focus on inter-disciplinary study programmes and encourages the promotion, in tandem, of TEAM disciplines and human and social sciences; highlights the need to remove all material and immaterial*

obstacles preventing equitable access to curricula, completion of studies and access to relevant professions for women and underrepresented groups;

Or. en

Amendment 215

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Paragraph 16 c (new)

Motion for a resolution

Amendment

16 c. Recognises the pivotal role played by academics and students in disseminating knowledge, empirical findings and facts to the wider public; encourages, in this respect independent and especially economically and politically independent research, relevant for and benefiting society;

Or. en

Amendment 216

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Paragraph 16 d (new)

Motion for a resolution

Amendment

16 d. Recalls the importance of pedagogical training for teaching staff in higher education institutions and of considering pedagogical competencies at least equally important to research competencies in the recruitment process; highlights the role of research based education and pedagogical research as a means of stimulating a student-centred approach to learning and teaching, active learning, enhancing skills development, and improving teaching methodology;

Amendment 217

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Paragraph 16 e (new)

Motion for a resolution

Amendment

16 e. Underlines that learners should be encouraged to use self-assessment techniques to measure their learning progress; advocates for education institutions to ensuring good intelligence of the feedback tools by using a mix of several instruments, such as student questionnaires, focus groups, suggestions boxes;

Or. en

Amendment 218

Dominique Bilde

Motion for a resolution

Paragraph 17

Motion for a resolution

Amendment

17. Emphasises, ***within the context of creating a European Educational Area***, the importance of supporting, and building on, the potential of all European universities;

17. Emphasises the importance of supporting, and building on, the potential of all European universities;

Or. fr

Amendment 219

Curzio Maltese, Nikolaos Chountis, Martina Michels, Eleonora Forenza

Motion for a resolution

Paragraph 17

Motion for a resolution

Amendment

17. Emphasises, within the context of creating a European Educational Area, the importance of supporting, and building on, the potential of all European *universities*;

17. Emphasises, within the context of creating a European Educational Area, the importance of supporting, and building on, the potential of all European *higher education institutions and of students*; stresses that students are part of the academic community as well as society and must be engaged in the learning process; believes that a high quality higher education is characterized by removing all obstacles to access, facilitating progress and completion of school cycles;

Or. en

Amendment 220

Krystyna Łybacka, Sylvie Guillaume, Damian Drăghici, Milan Zver, María Teresa Giménez Barbat, Remo Sernagiotto, Petra Kammerevert, Momchil Nekov, Liliana Rodrigues, Marlene Mizzi, Julie Ward, Andrea Bocskor, Jill Evans, Bogdan Brunon Wenta

Motion for a resolution Paragraph 17

Motion for a resolution

17. Emphasises, within the context of creating a European Educational Area, the importance of supporting, and building on, the potential of all European universities;

Amendment

17. Emphasises, within the context of creating a European Educational Area, the importance of supporting and building on the potential of all European universities *in order to stimulate networking, international cooperation and competition*;

Or. en

Amendment 221

Robert Rochefort

Motion for a resolution Paragraph 17

Motion for a resolution

17. Emphasises, within the context of creating a European Educational Area, the
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Amendment

17. Emphasises, within the context of creating a European Educational Area, the

importance of supporting, and building on, the potential of all European universities;

importance of supporting *cooperation between university establishments* and building on the potential of all European universities;

Or. fr

Amendment 222
Liliana Rodrigues

Motion for a resolution
Paragraph 17 a (new)

Motion for a resolution

Amendment

17a. *Supports the Commission proposal, concerning the European Education Area, to set a 25% target for the numbers of people engaging in lifelong learning; maintains that, in order to reach that target, higher education institutions will have to open themselves up to adults who do not have the compulsory minimum schooling, but wish to be admitted to higher education courses;*

Or. pt

Amendment 223
Stefano Maullu

Motion for a resolution
Paragraph 17 a (new)

Motion for a resolution

Amendment

17a. *Points to the importance of non-academic technical tertiary education;*

Or. it