



EUROPEAN PARLIAMENT

2014 - 2019

Committee on Women's Rights and Gender Equality

2014/2250(INI)

21.5.2015

AMENDMENTS

1 - 206

Draft report
Liliana Rodrigues
(PE554.814v01-00)

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

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United in diversity

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Amendment 1
Marijana Petir

Motion for a resolution
Citation 1 a (new)

Motion for a resolution

Amendment

– having regard to Articles 14, 18, 28, and 29 of the UN Convention on the Rights of the Child,

Or. hr

Amendment 2
Malin Björk

Motion for a resolution
Citation 1 a (new)

Motion for a resolution

Amendment

- having regard to its resolution of 29 May 2008 on how marketing and advertising affect equality between women and men,

Or. en

Amendment 3
Sophia in 't Veld, Sirpa Pietikäinen, Terry Reintke, Ulrike Lunacek, Monika Vana

Motion for a resolution
Citation 20 a (new)

Motion for a resolution

Amendment

- having regard to the LGBT survey "European Union lesbian, gay, bisexual and transgender survey" by the European Union Agency for Fundamental Rights (FRA), 2013

Amendment 4
Daniela Aiuto

Motion for a resolution
Citation 20 a (new)

Motion for a resolution

Amendment

**- having regard to the Universal
Declaration of Human Rights (Art. 26);**

Or. it

Amendment 5
Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution
Recital A

Motion for a resolution

Amendment

A. whereas education is the foundation of responsible citizenship **and is** essential to ensure **the** equality and empowerment of girls through education **arising from the rights of children and human rights**;

A. whereas education is the foundation of responsible citizenship, essential to ensure **gender** equality and empowerment of girls through education, **a fundamental human right, and the right of every child**;

Or. en

Amendment 6
Jana Žitňanská

Motion for a resolution
Recital A a (new)

Motion for a resolution

Amendment

Aa. whereas poverty, social exclusion and the inadequacy or poor availability of preschool, school and out-of-school

networks are among the biggest obstacles preventing girls from gaining access to education; whereas the ways in which children spend their free time give rise to inequality in formal education;

Or. sk

Amendment 7
Inês Cristina Zuber, Malin Björk

Motion for a resolution
Recital A a (new)

Motion for a resolution

Amendment

Aa. whereas only states are able to provide free compulsory universal education, a sine qua non for guaranteeing equal opportunities for both sexes;

Or. pt

Amendment 8
Malin Björk

Motion for a resolution
Recital A a (new)

Motion for a resolution

Amendment

Aa. whereas education – especially that of girls and women – saves lives, reduces inequality and transforms communities;

Or. en

Amendment 9
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir, Constance Le Grip

Motion for a resolution
Recital A a (new)

Motion for a resolution

Amendment

Aa. whereas education and training of girls and women is an important European value, a fundamental human right and an essential element for the empowerment of girls and women at social, cultural and professional level, as well as for the full enjoyment of all other social, economic, cultural and political rights;

Or. en

Amendment 10
Inês Cristina Zuber

Motion for a resolution
Recital A b (new)

Motion for a resolution

Amendment

Ab. whereas budget cuts in the education sector, stemming to a large extent from the austerity policies advocated by the EU, are jeopardising free high-quality public education and thus serving to exacerbate inequalities;

Or. pt

Amendment 11
Malin Björk

Motion for a resolution
Recital A b (new)

Motion for a resolution

Amendment

Ab. whereas a good quality, public education should be available to all

children, without any discrimination;

Or. en

Amendment 12

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir

Motion for a resolution

Recital A b (new)

Motion for a resolution

Amendment

Ab. whereas poverty has a strong influence on equal access to education due to both direct and indirect costs of sending children to school, and access to education, in particular higher education, is especially difficult for young people from low-income families, which leads to a reinforcement of the traditional preference for education for boys;

Or. en

Amendment 13

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir, Anna Maria Corazza Bildt, Marijana Petir

Motion for a resolution

Recital A c (new)

Motion for a resolution

Amendment

Ac. whereas according to a study conducted by the Directorate General for Internal Policies of the European Parliament, 30 million females of primary school age are globally out of the education system;

Or. en

Amendment 14
Daniela Aiuto

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the concept of gender is a social construct linked to issues of social class, ethnicity, religion, culture, sexuality and age which lead to economic, cultural and educational injustices, and that social representations of gender are replicated at school;

Amendment

deleted

Or. it

Amendment 15
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir, Constance Le Grip

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the concept of gender is a social construct linked to issues of social class, ethnicity, religion, culture, sexuality and age which lead to economic, cultural and educational injustices, and that social representations of gender are replicated at school;

Amendment

B. whereas gender stereotypes assign different, determined and limited roles to men and women and these roles are shaped through a multiplicity of social variables and disseminated or reproduced by parents, education and media; whereas these gender roles are integrated by individuals during the socialisation phases of childhood and adolescence and therefore influence their lives and might limit women's and men's personal development;

Or. en

Amendment 16
Aldo Patriciello

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the concept of gender is a social construct linked to *issues* of social class, ethnicity, religion, culture, sexuality and age *which lead* to economic, cultural and educational injustices, and that social representations of gender are *replicated* at school;

Amendment

B. whereas the concept of gender is a social construct linked to *a limited view* of social class, ethnicity, religion, culture, sexuality and age; *whereas this leads* to economic, cultural and educational injustices, and that social representations of gender are *brought together extremely effectively* at school;

Or. it

Amendment 17
Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the concept of gender is a social construct linked to issues of social class, ethnicity, religion, culture, sexuality and age which lead to economic, cultural and educational injustices, and that social representations of gender are replicated *at school*;

Amendment

B. whereas the concept of gender is a social construct linked to issues of social class, ethnicity, religion, culture, sexuality and age which lead to economic, cultural and educational injustices, and that social representations of gender are replicated *throughout formal and informal education systems at all levels*;

Or. en

Amendment 18
Mary Honeyball, Clare Moody, Julie Ward

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the concept of gender is a

Amendment

B. whereas the concept of gender is a

social construct linked to issues of social class, ethnicity, religion, culture, sexuality and age which lead to economic, cultural and educational injustices, and that social representations of gender are replicated at school;

social construct linked to issues of social class, ethnicity, religion, culture, *disability*, sexuality and age which lead to economic, cultural and educational injustices, and that social representations of gender are replicated at school;

Or. en

Amendment 19
Malin Björk

Motion for a resolution
Recital B a (new)

Motion for a resolution

Amendment

Ba. whereas education can transform a society and contribute to social, economic, political and gender equality;

Or. en

Amendment 20
Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution
Recital B a (new)

Motion for a resolution

Amendment

Ba. whereas the decisions made by students at school can impact on choices throughout their life, and therefore contributes to wider gender-based segregation in the job market;

Or. en

Amendment 21
Jana Žitňanská

Motion for a resolution
Recital B a (new)

Motion for a resolution

Amendment

Ba. whereas the situation of girls can only be improved if pupils and students with a disability have equal access to high-quality education fully in keeping with the principles of inclusion;

Or. sk

Amendment 22
Malin Björk

Motion for a resolution
Recital B b (new)

Motion for a resolution

Amendment

Bb. whereas a good quality, public education should be free and available to all children regardless of their residence status;

Or. en

Amendment 23
Marijana Petir

Motion for a resolution
Recital C

Motion for a resolution

Amendment

C. considering the significant influence of family attitudes, of peers and teachers in the selection of students' study areas and changing gender stereotypes, and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of gender

C. given that teachers *are* agents of social change, *through* their attitudes and teaching practices, *and* are essential to the promotion of gender equality;

equality;

Or. hr

Amendment 24
Daniela Aiuto

Motion for a resolution
Recital C

Motion for a resolution

C. considering the significant influence of family attitudes, of peers and teachers in the selection of students' study **areas and changing gender stereotypes**, and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of **gender equality**;

Amendment

C. considering the significant influence of family attitudes, of peers and teachers in the selection of students' study and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of **mutual respect between boys and girls**;

Or. it

Amendment 25
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel

Motion for a resolution
Recital C

Motion for a resolution

C. **considering** the significant influence of family **attitudes**, of peers and teachers in the selection of students' study areas and changing gender stereotypes, and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of gender equality;

Amendment

C. **whereas** the significant influence of family **members' opinions**, of peers and teachers in the selection of students' study areas and changing gender stereotypes, and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of gender equality, **also considering that school teachers can reach out to parents and raise their awareness on gender equality and their children's potential regardless of their gender**;

Amendment 26
Louis Michel

Motion for a resolution
Recital C

Motion for a resolution

C. considering the significant influence of family attitudes, *of* peers **and** teachers in the selection of students' study areas and changing gender stereotypes, and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of gender equality;

Amendment

C. considering the significant influence of ***the social environment***, family attitudes, peers, teachers ***and centres for tutoring and advice on course choice*** in the selection of students' study areas and changing gender stereotypes, and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of gender equality;

Or. nl

Amendment 27
Sophia in 't Veld, Sirpa Pietikäinen, Terry Reintke, Ulrike Lunacek, Monika Vana

Motion for a resolution
Recital C

Motion for a resolution

C. considering the significant influence of family attitudes, of peers and teachers in the selection of students' study areas and changing gender stereotypes, and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of gender equality;

Amendment

C. considering the significant influence of family attitudes, of peers and teachers in the selection of students' study areas and changing gender stereotypes, and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of gender equality, ***diversity and mutual understanding and respect***;

Or. en

Amendment 28
Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution
Recital C

Motion for a resolution

C. considering the significant influence of family attitudes, of peers and teachers in the selection of students' study areas and changing gender stereotypes, and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of gender equality;

Amendment

C. considering the significant influence of family attitudes, of peers, ***role models***, and teachers in the selection of students' study areas and changing gender stereotypes, and given that teachers as agents of social change, by their attitudes and teaching practices, are essential to the promotion of gender equality;

Or. en

Amendment 29
Daniela Aiuto

Motion for a resolution
Recital D

Motion for a resolution

D. whereas ***a gender perspective and gender equality should be incorporated into all levels of education in order to promote***, among girls and boys, women and men, the values of justice and democratic citizenship, in order to ***build a genuine partnership between the genders with regard to*** public and private spheres;

Amendment

D. whereas gender equality ***must be promoted*** among girls and boys, women and men, the values of justice and democratic citizenship, in order to ***provide equal opportunities in*** public and private spheres;

Or. it

Amendment 30
Louis Michel

Motion for a resolution
Recital D

Motion for a resolution

D. whereas a gender perspective and gender equality should be incorporated into all levels of education in order to promote, among girls and boys, women and men, the values of justice and democratic citizenship, in order to build a genuine partnership between the genders with regard to public and private spheres;

Amendment

D. whereas a gender perspective and gender equality should be incorporated into all levels *and facets* of education in order to promote, among girls and boys, women and men, the values of justice and democratic citizenship, in order to build a genuine partnership between the genders with regard to public and private spheres;

Or. nl

Amendment 31

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir

Motion for a resolution

Recital D

Motion for a resolution

D. whereas *a gender perspective and* gender equality should be incorporated into all levels of education in order to promote, among girls and boys, women and men, the values of justice and democratic citizenship, in order to build a genuine partnership between the genders with regard to public and private spheres;

Amendment

D. whereas gender equality should be incorporated into all levels of education in order to promote, among girls and boys, women and men, the values of justice and democratic citizenship, in order to build a genuine partnership between the genders with regard to public and private spheres;

Or. en

Amendment 32

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Recital D a (new)

Motion for a resolution

Amendment

Da. Whereas there is a need for more women role models in male-dominated fields such as science, engineering,

technology, mathematics, and entrepreneurship, and mentoring networks and peer-to-peer learning are effective in empowering girls in this field;

Or. en

Amendment 33
Daniela Aiuto

Motion for a resolution
Recital E

Motion for a resolution

E. whereas unskilled and poorly paid work is commonly attributed to women and they continue to be responsible for most of the care within the family, which limits access to paid full-time employment, and that gender equality cannot be reduced to providing women with the standard of success defined by men, but involves the recognition of all the work done by women *and the education of boys and men in the tasks from which they are traditionally excluded;*

Amendment

E. whereas unskilled and poorly paid work is commonly attributed to women and they continue to be responsible for most of the care within the family, which limits access to paid full-time employment, and that gender equality cannot be reduced to providing women with the standard of success defined by men, but involves the recognition of all the work done by women;

Or. it

Amendment 34
Jana Žitňanská

Motion for a resolution
Recital E

Motion for a resolution

E. whereas unskilled and poorly paid work is commonly attributed to women and they continue to be responsible for most of the care within the family, which limits access to paid full-time employment, and that gender equality *cannot be reduced to*

Amendment

E. whereas unskilled and poorly paid work is commonly attributed to women and they continue to be responsible for most of the care within the family, which limits access to paid full-time employment, and that gender equality *should involve* the

providing women with the standard of success defined by men, but involves the recognition of all the work done by women and the education of boys and men in the tasks from which they are traditionally excluded;

recognition of all the work done by women and the education of boys and men in the tasks from which they are traditionally excluded;

Or. sk

Amendment 35

Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution

Recital E

Motion for a resolution

E. whereas unskilled and poorly paid work is commonly attributed to women and they continue to be responsible for most of the care *within the family*, which limits access to paid full-time employment, and that gender equality cannot be reduced to providing women with the standard of success defined by men, but involves the recognition of all the work done by women and the education of boys and men in the tasks from which they are traditionally excluded;

Amendment

E. whereas unskilled and poorly paid work is commonly attributed to women and they continue to be responsible for most of the care *of family and other dependents*, which limits access to paid full-time employment, and that gender equality cannot be reduced to providing women with the standard of success defined by men, but involves the recognition of all the work done by women and the education of boys and men in the tasks from which they are traditionally excluded;

Or. en

Amendment 36

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Recital E

Motion for a resolution

E. whereas unskilled and poorly paid work is commonly attributed to women and they continue to be responsible for most of the

Amendment

E. whereas unskilled and poorly paid work is commonly attributed to women and they continue to be responsible for most of the

care within the family, which limits access to paid full-time employment, and that gender equality cannot be reduced to providing women with the standard of success defined by men, but involves the recognition of all the work done by women and the education of boys and men in the tasks from which they are traditionally excluded;

care within the family, which limits access to paid full-time employment, and that gender equality cannot be reduced to providing women with the standard of success defined by men, but involves the recognition of all the work done by women and the education of boys and men in the tasks from which they are traditionally excluded; *whereas progress on childcare support and maternity and paternity leave policies throughout Europe will contribute to women's employment prospects, economic empowerment, and the fight against gender stereotypes, thus empowering girls at all levels of education;*

Or. en

Amendment 37

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir, Constance Le Grip

Motion for a resolution

Recital E

Motion for a resolution

E. whereas *unskilled and poorly paid work is commonly attributed to women* and they continue to be responsible for most of the care within the family, which limits access to paid full-time employment, and that gender equality cannot be reduced to providing women with the standard of success defined by men, but involves the recognition of all the work done by women and the education of boys and men in the tasks *from* which *they* are traditionally *excluded*;

Amendment

E. whereas *data available attest that women are less well rewarded financially for their qualifications and experience than men* and they continue to be responsible for most of the care within the family, which limits access to paid full-time employment, and that gender equality cannot be reduced to providing women with the standard of success defined by men, but involves the recognition of all the work done by women and the education of boys and men in the tasks which are traditionally *feminised*;

Or. en

Amendment 38
Nicola Caputo

Motion for a resolution
Recital E a (new)

Motion for a resolution

Amendment

Ea. whereas single-parent households are usually headed by women who, consistently lacking social support, are reliant on the assistance of a wider circle relatives extended family, which is not always conducive to the development of independence and self-reliance;

Or. it

Amendment 39
Nicola Caputo

Motion for a resolution
Recital E b (new)

Motion for a resolution

Amendment

Eb. whereas there is a need for greater attention to policies combining family life with work or education, involving men more closely in caring for children, resulting in a redistribution of tasks relating to the provision of such care within the family;

Or. it

Amendment 40
Louis Michel

Motion for a resolution
Recital F

Motion for a resolution

F. whereas, even though women *have* more secondary and university *education*, their professional activity is mainly related to tasks aimed at reproducing and extending traditional social and economic structures and there is a need to increase the presence of women both in vocational education and in *Mathematics*, Science, *Engineering* and Technology;

Amendment

F. whereas, even though women *obtain* more secondary and university *diplomas*, their professional activity is mainly related to tasks aimed at reproducing and extending traditional social and economic structures and there is a need to increase the presence of women both in vocational education and in Science and Technology *courses*;

Or. nl

Amendment 41
Beatriz Becerra Basterrechea

Motion for a resolution
Recital F

Motion for a resolution

F. whereas, even though women have more secondary and university education, their professional *activity is* mainly *related* to tasks aimed at reproducing and extending traditional social and economic structures and there is a need to increase the presence of women both in vocational education and in Mathematics, Science, Engineering and Technology;

Amendment

F. whereas, even though women have more secondary and university education, *both the educational fields and* their professional *activities* mainly *relate* to tasks aimed at reproducing and extending traditional social and economic structures and there is a need to increase the presence of women both in vocational education and in Mathematics, Science, Engineering and Technology;

Or. es

Amendment 42
Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution
Recital F

Motion for a resolution

F. whereas, even though women have *more* secondary and university education, their professional activity is *mainly* related to tasks aimed at reproducing and extending traditional social and economic structures and there is a need to increase the presence of women both in vocational education and in Mathematics, Science, Engineering and Technology;

Amendment

F. whereas, even though *on average* women have *a higher level of* secondary and university education, their professional activity is *often* related to tasks aimed at reproducing and extending traditional social and economic structures and there is a need to increase the presence of women both in vocational education and in *the growing and essential sectors of* Mathematics, Science, Engineering and Technology;

Or. en

Amendment 43

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir, Constance Le Grip

Motion for a resolution

Recital F

Motion for a resolution

F. whereas, even though women have *more* secondary and university education, their professional activity is mainly related to tasks aimed at reproducing and extending traditional social and economic structures and there is a need to increase the presence of women both in vocational education and in Mathematics, Science, Engineering and Technology;

Amendment

F. whereas, even though *more* women have *access to* secondary and university education, their professional activity is mainly related to tasks aimed at reproducing and extending traditional social and economic structures and there is a need to increase the presence of women both in vocational education and in Mathematics, Science, Engineering and Technology;

Or. en

Amendment 44

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir, Constance Le Grip

Motion for a resolution

Recital F a (new)

Motion for a resolution

Amendment

Fa. whereas a more equal allocation of educational resources would result in a greater access of girls to the labour market and a balanced participation of women and men in the working market could foster the economic perspectives of the European Union;

Or. en

Amendment 45

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir

Motion for a resolution

Recital F b (new)

Motion for a resolution

Amendment

Fb. whereas the impact of gender stereotypes on education and training has strong implications for the labour market, where women still face both horizontal and vertical segregation, and whereas this contributes to certain sectors still being considered 'male' (with more than 85% men) and their pay levels consequently being higher than those of sectors considered 'female' (with more than 70% women);

Or. en

Amendment 46

Daniela Aiuto

Motion for a resolution

Recital G

Motion for a resolution

G. whereas European and national authorities should encourage gender equality in educational institutions by all means possible, ***and gender education should be a fundamental part of the curriculum and school programmes, and teaching materials may contain discriminatory content;***

Amendment

G. whereas European and national authorities should encourage gender equality in educational institutions by all means possible;

Or. it

Amendment 47

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir

Motion for a resolution

Recital G

Motion for a resolution

G. whereas European and national authorities should encourage gender equality in educational institutions by all means possible, and gender education should be a fundamental part of the curriculum and school programmes, ***and teaching materials may contain discriminatory content;***

Amendment

G. whereas European and national authorities should encourage gender equality in educational institutions by all means possible, and gender education should be a fundamental part of the curriculum and school programmes;

Or. en

Amendment 48

Jana Žitňanská

Motion for a resolution

Recital G

Motion for a resolution

G. whereas ***European and*** national authorities should encourage gender equality in educational institutions ***by all***

Amendment

G. whereas national authorities should encourage gender equality in educational institutions, and gender education should

means possible, and gender education should be *a fundamental* part of the curriculum and school programmes, *and teaching materials may contain discriminatory content*;

be part of the curriculum and school programmes, *the content of which falls within the remit of the Member States only*;

Or. sk

Amendment 49

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Recital G

Motion for a resolution

G. whereas European and national authorities should encourage gender equality in educational institutions by all means possible, and gender education should be a fundamental part of the curriculum and school programmes, *and teaching materials may* contain discriminatory content;

Amendment

G. whereas European and national authorities should encourage gender equality in educational institutions by all means possible, and gender education should be a fundamental part of the curriculum and school programmes, *whereas European and national authorities must ensure that* teaching materials *do not* contain discriminatory content;

Or. en

Amendment 50

Marijana Petir

Motion for a resolution

Recital H

Motion for a resolution

H. whereas the formal curriculum reflects the cultural and social perspective of each Member State in the construction of girls' and boys' identity, the informal curriculum is a complement to the formal curriculum and the hidden curriculum is common to all the situational definitions

Amendment

deleted

of the curriculum and all of these are important in the construction of girls' and boys' identity, and local authorities, through their proximity to educational institutions, have a key role to play in informal education;

Or. hr

Amendment 51

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel

Motion for a resolution

Recital H

Motion for a resolution

H. whereas the formal curriculum *reflects* the cultural and social perspective of each Member State in the construction of girls' and boys' identity, the informal curriculum is a complement to the formal curriculum and the hidden curriculum is common to all the situational definitions of the curriculum and all of these are important in the construction of girls' and boys' identity, and local authorities, through their proximity to educational institutions, have a key role to play in informal education;

Amendment

H. whereas the formal curriculum *influences* the cultural and social perspective of each Member State in the construction of girls' and boys' identity, the informal curriculum is a complement to the formal curriculum and the hidden curriculum is common to all the situational definitions of the curriculum and all of these are important in the construction of girls' and boys' identity, and local authorities, through their proximity to educational institutions, have a key role to play in informal education;

Or. en

Amendment 52

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Recital H

Motion for a resolution

H. whereas the formal curriculum reflects the cultural and social perspective of each Member State in the construction of girls'

Amendment

H. whereas the formal curriculum reflects the cultural and social perspective of each Member State in the construction of girls'

and boys' identity, the informal curriculum *is a complement to* the formal curriculum *and* the hidden curriculum is common to all the situational definitions of the curriculum *and* all of these are important in the construction of girls' and boys' identity, and local authorities, through their proximity to educational institutions, have a key role to play in informal education;

and boys' identity, the informal curriculum *complements* the formal curriculum; *whereas* the hidden curriculum is common to all the situational definitions of the curriculum; *whereas* all of these *types of curricula* are important in the construction of girls' and boys' identity, and local authorities, through their proximity to educational institutions, have a key role to play in informal education;

Or. en

Amendment 53
Daniela Aiuto

Motion for a resolution
Recital I

Motion for a resolution

I. whereas, in order to fight gender inequality, constant pedagogical supervision of curricula, objectives, content, strategies, materials, evaluation, disciplinary programmes and lesson plans is essential, as well as monitoring and evaluation by educational research centres and specialists in gender equality;

Amendment

deleted

Or. it

Amendment 54
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir

Motion for a resolution
Recital I

Motion for a resolution

I. whereas, in order to fight gender inequality, *constant* pedagogical supervision of curricula, objectives, content, strategies, materials, evaluation,

Amendment

I. whereas, in order to fight gender inequality, pedagogical supervision of curricula, objectives, content, strategies, materials, evaluation, disciplinary

disciplinary programmes and lesson plans is essential, *as well as monitoring and evaluation by educational research centres and specialists in gender equality*;

programmes and lesson plans is essential;

Or. en

Amendment 55
Jana Žitňanská

Motion for a resolution
Recital I

Motion for a resolution

I. whereas, in order to fight gender inequality, constant pedagogical supervision of curricula, objectives, content, strategies, materials, evaluation, disciplinary programmes and lesson plans is essential, as well as monitoring and evaluation by *educational research centres and specialists in gender equality*;

Amendment

I. whereas, in order to fight gender inequality, constant pedagogical supervision of curricula, objectives, content, strategies, materials, evaluation, disciplinary programmes and lesson plans is essential, as well as monitoring and evaluation by *the appropriate national bodies only*;

Or. sk

Amendment 56
Louis Michel

Motion for a resolution
Recital I

Motion for a resolution

I. whereas, in order to fight gender inequality, constant pedagogical supervision of curricula, *objectives*, content, strategies, materials, evaluation, disciplinary programmes and lesson plans is essential, as well as monitoring and evaluation by educational research centres and specialists in gender equality;

Amendment

I. whereas, in order to fight gender inequality, constant pedagogical supervision of curricula, *development aims and learning outcomes*, content, strategies, materials, evaluation, disciplinary programmes and lesson plans is essential, as well as monitoring and evaluation by educational research centres and specialists in gender equality;

Amendment 57

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir

Motion for a resolution

Recital J

Motion for a resolution

J. whereas not all EU countries have ratified the Istanbul Convention and the EU has responsibilities in the initiative and funding of projects that promote gender equality;

Amendment

J. whereas violence against women is the main impediment to equality between men and women and can be combatted through education; whereas not all EU countries have ratified the Istanbul Convention and the EU has responsibilities in the initiative and funding of projects that promote gender equality;

Or. en

Amendment 58

Iratxe García Pérez

Motion for a resolution

Recital J a (new)

Motion for a resolution

J. whereas not all EU countries have ratified the Istanbul Convention and the EU has responsibilities in the initiative and funding of projects that promote gender equality;

Amendment

Ja. whereas women and girls with a disability are exposed to multiple discrimination which both determines and hinders their access to education and training;

Or. es

Amendment 59

Daniela Aiuto

Motion for a resolution
Recital J a (new)

Motion for a resolution

Amendment

Ja. whereas education is one of the keys to improving the life of girls, their families and the community as a whole; whereas, according to expert studies, each additional year that a girl invests in secondary education increases her income by over 15 %;

Or. it

Amendment 60
Daniela Aiuto

Motion for a resolution
Recital J b (new)

Motion for a resolution

Amendment

Jb. whereas better educated girls are able to obtain better jobs, are likely to enjoy better health and are able progressively pass on these benefits to their children as they grow up;

Or. it

Amendment 61
Mary Honeyball, Clare Moody, Julie Ward

Motion for a resolution
Recital J a (new)

Motion for a resolution

Amendment

Ja. Whereas school-related gender-based violence (SRGBV) includes acts of sexual, physical and/or psychological violence inflicted on children because of gendered stereotypes and social norms; whereas

*SRGBV is a major barrier to access,
participation and attainment;*

Or. en

Amendment 62
Mary Honeyball, Julie Ward, Clare Moody

Motion for a resolution
Recital J b (new)

Motion for a resolution

Amendment

*Jb. Whereas significant
disproportionalities exist in the
identification of special educational needs
(SEN); whereas boys are universally more
likely to be identified as having special
needs, especially 'non-normative'
difficulties such as ASD and dyslexia
where professional judgment plays a
larger role in identification;*

Or. en

Amendment 63
Daniela Aiuto

Motion for a resolution
Recital J c (new)

Motion for a resolution

Amendment

Jc. whereas there is a strong link between guaranteed levels of education for girls in a country and its economic strength, while the fact that education gives more power to women is even more important ^{1a}

^{1a} <http://www.unicef.it/doc/1197/lunicef-nella-giornata-della-donna-listruzione-femminile-base-dellemancipazione.htm>

Or. it

Amendment 64
Daniela Aiuto

Motion for a resolution
Recital J d (new)

Motion for a resolution

Amendment

Jd. whereas the education is a fundamental human right that is essential in order to exercise all other rights^{2a};

^{2a} <https://europa.eu/eyd2015/it/eu-european-parliament/posts/every-girl-and-woman-has-right-education>

Or. it

Amendment 65
Daniela Aiuto

Motion for a resolution
Recital J e (new)

Motion for a resolution

Amendment

Je. whereas 17% of adults worldwide, two-thirds (493 million) of them women, are unable to read or write;^{3a}

^{3a} ***<https://europa.eu/eyd2015/it/eu-european-parliament/posts/every-girl-and-woman-has-right-education>***

Or. it

Amendment 66
Daniela Aiuto

Motion for a resolution
Recital J f (new)

Motion for a resolution

Amendment

Jf. whereas giving more women an education helps to reduce poverty and promote economic development ^{4a} ;

^{4a} ***<https://europa.eu/eyd2015/it/eu-european-parliament/posts/every-girl-and-woman-has-right-education>***

Or. it

Amendment 67
Daniela Aiuto

Motion for a resolution
Recital J g (new)

Motion for a resolution

Amendment

Jg. whereas the EU foresees a decrease of 24 million workers by 2040 if the percentage of women in the labour force

remains at the current level and, even today, a 40% increase in productivity per worker would be possible if all forms of discrimination between men and women were eliminated;

Or. it

Amendment 68
Daniela Aiuto

Motion for a resolution
Recital J h (new)

Motion for a resolution

Amendment

Jh. whereas, while women in the European Union are well educated and generally perform better than men in terms of attendance and academic results, an enormous disparity remains between their level of education and the professional opportunities available to them: 31.9 % of women work part time as opposed to 8.4% of men and they are still underrepresented in certain sectors and at managerial level^{5a}

^{5a} *<http://www.bloggirl.it/le-donne-e-la-loro-istruzione-la-situazione-nella-ue/>*

Or. it

Amendment 69
Daniela Aiuto

Motion for a resolution
Paragraph 1

Motion for a resolution

Amendment

1. Calls on the Commission and the Member States to implement measures to

1. Calls on the Commission and the Member States to implement measures to

apply **gender** equality at all levels of the education system and in teacher training and the creation of mechanisms, **throughout the education system, to facilitate the promotion, implementation, monitoring and evaluation of gender equality** in educational institutions;

apply equality **between men and woman, girls and boys** at all levels of the education system and in teacher training and the creation of mechanisms **to uphold these principles** in educational institutions;

Or. it

Amendment 70

Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution Paragraph 1

Motion for a resolution

1. Calls on the Commission and the Member States to implement measures to apply gender equality at all levels of the education system **and** in teacher training and the creation of mechanisms, throughout the education system, to facilitate the promotion, implementation, monitoring and evaluation of gender equality in educational institutions;

Amendment

1. Calls on the Commission and the Member States to implement **and improve** measures to apply gender equality at all levels of the education system, **and to fully integrate improving awareness of gender issues** in teacher training, and the creation of mechanisms throughout the education system to facilitate the promotion, implementation, monitoring and evaluation of gender equality in educational institutions;

Or. en

Amendment 71

Malin Björk

Motion for a resolution Paragraph 1

Motion for a resolution

1. Calls on the Commission and the Member States to implement measures to apply gender equality at all levels of the

Amendment

1. Calls on the Commission and the Member States to implement measures to apply gender equality at all levels of the

education system and in teacher training and the creation of mechanisms, throughout the education system, to facilitate the promotion, implementation, monitoring and evaluation of gender equality in educational institutions;

education system and in teacher training, ***but also all categories of school professionals e.g. school doctors, nurses, psychologists, social workers and pedagogues*** and the creation of mechanisms, throughout the education system, to facilitate the promotion, implementation, monitoring and evaluation of gender equality in educational institutions;

Or. en

Amendment 72

Inês Cristina Zuber, Malin Björk

Motion for a resolution

Paragraph 1 a (new)

Motion for a resolution

Amendment

1a. Calls on the Member States to encourage the promotion of public networks of nurseries and crèches, the preschool education system, and public leisure services for children;

Or. pt

Amendment 73

Inês Cristina Zuber, Malin Björk

Motion for a resolution

Paragraph 1 a (new)

Motion for a resolution

Amendment

1a. Calls on the Member States to promote the democratisation of education and the other conditions necessary in order to ensure that education, provided through schools and by other means of instruction, helps to bring about gender equality and equal opportunities,

overcome economic, social, and cultural inequalities, foster personal development and a spirit of tolerance, solidarity, and responsibility, and facilitate social progress and democratic participation in the life of the community;

Or. pt

Amendment 74
Jana Žitňanská

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Amendment

1a. Calls on the Member States to use ESI funds to increase the capacity of pre-school and school networks as needed, and in particular to guarantee the provision of high-quality pre-school, school and out-of-school care which complies with the principles of inclusion for children living in poverty or in danger of falling into poverty;

Or. sk

Amendment 75
Malin Björk

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Amendment

1a. Calls on the EU and the international community to take strong actions to promote girls' rights by highlighting the violations, inequalities, discrimination and exclusion they are suffering across the world;

Amendment 76
Marijana Petir

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Amendment

Ia. Calls on Member States to enable full effect to be given, when curricula are drawn up and implemented, to the principle that parents share the responsibility for the upbringing and development of their children; notes that parents or legal guardians bear the prime responsibility for their children's upbringing and development and the children's well-being is their essential concern; considers, therefore, that national authorities should allow and encourage parents to exercise the right to select curriculum content and should provide appropriate assistance to enable parents and legal guardians to fulfil their obligations to their children;

Or. hr

Amendment 77
Iratxe García Pérez

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Amendment

Ia. Calls on the Member States to ensure that the goals of their education systems include education in respect for fundamental rights and freedoms and in equal rights and opportunities for women and men and that their systems' quality

principles include elimination of the obstacles to genuine equality between women and men and the promotion of full equality between them;

Or. es

Amendment 78
Daniela Aiuto

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Amendment

Ia. Stresses that the fundamental right to choose the kind of education to be given to boys and girls must be exercised by parents and family;

Or. it

Amendment 79
Jana Žitňanská

Motion for a resolution
Paragraph 1 b (new)

Motion for a resolution

Amendment

Ib. Calls on the Member States to observe the principles of inclusive education, placing particular emphasis on the active inclusion of pupils and students with a disability and on improving the quality of teacher training without delay, in keeping with the increasingly diverse needs of pupils and students;

Or. sk

Amendment 80
Aldo Patriciello

Motion for a resolution
Paragraph 2

Motion for a resolution

2. Calls on educational policy makers to ensure that gender equality goes beyond the level of political intentions and becomes a reality **by substantially changing** the efforts and resources invested in it;

Amendment

2. Calls on educational policy makers to ensure that gender equality goes beyond the level of political intentions and becomes a reality, **achieving substantial change in line with** the efforts and resources invested in it;

Or. it

Amendment 81
Beatriz Becerra Basterrechea

Motion for a resolution
Paragraph 2

Motion for a resolution

2. Calls on educational policy makers to ensure that gender equality goes beyond the level of political intentions and becomes a reality by substantially changing the efforts and resources invested in it;

Amendment

2. Calls on educational policy makers to ensure that gender equality goes beyond the level of **declarations of principles and** political intentions and becomes a reality by substantially changing the efforts and resources invested in it;

Or. es

Amendment 82
Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution
Paragraph 2

Motion for a resolution

2. Calls on educational policy makers to ensure that gender equality goes beyond

Amendment

2. Calls on educational policy makers to ensure that gender equality goes beyond

the level of political intentions and becomes a reality by substantially changing the efforts and resources invested in it;

the level of political intentions and becomes a reality by substantially changing the efforts and resources invested in it, ***noting the primary importance of education in effecting cultural change;***

Or. en

Amendment 83
Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution
Paragraph 2

Motion for a resolution

2. Calls on educational policy makers to ensure that gender equality goes beyond ***the level of*** political intentions ***and becomes a reality by substantially changing*** the efforts and resources invested in it;

Amendment

2. Calls on educational policy makers ***in the Commission and Member States*** to ensure that ***the commitment to*** gender equality goes beyond political intentions, ***and is manifested in substantial increases in*** the efforts and resources invested in it;

Or. en

Amendment 84
Daniela Aiuto

Motion for a resolution
Paragraph 2

Motion for a resolution

2. Calls on educational policy makers to ensure that ***gender*** equality goes beyond the level of political intentions and becomes a reality by substantially changing the efforts and resources invested in it;

Amendment

2. Calls on educational policy makers to ensure that equality ***between the sexes*** goes beyond the level of political intentions and becomes a reality by substantially changing the efforts and resources invested in it;

Or. it

Amendment 85
Agnieszka Kozłowska-Rajewicz

Motion for a resolution
Paragraph 2 a (new)

Motion for a resolution

Amendment

2a. Points out that while women represent the majority (60%) of university graduates in European Union, their employment rate and promotion trajectories do not reflect their full potential; stresses that the achievement of inclusive and long-term economic growth depends on closing the gap between women's educational attainment and their position in the labour market, primarily through overcoming horizontal and vertical segregation.

Or. en

Amendment 86
Inês Cristina Zuber, Malin Björk

Motion for a resolution
Paragraph 2 a (new)

Motion for a resolution

Amendment

2a. Calls on the Member States to increase the essential investment in education in order that everyone may benefit from free public education of high quality;

Or. pt

Amendment 87
Angelika Mlinar, Catherine Bearder, Beatriz Becerra Basterrechea

Motion for a resolution
Paragraph 2 a (new)

Motion for a resolution

Amendment

2a. Calls on the Commission to organize awareness raising campaigns targeting girls about going to university in order to encourage them to pursue career options which have been traditionally male-dominated, and to boost the self-confidence of the new generation of women;

Or. en

Amendment 88
Iratxe García Pérez

Motion for a resolution
Paragraph 2 a (new)

Motion for a resolution

Amendment

2a. Calls on the Member States to ensure that their education authorities guarantee an equal right to education for women and men by actively incorporating the principle of equal treatment into educational goals and actions, thus preventing the emergence of inequalities between women and men as a result of sexist conduct and associated social stereotyping;

Or. es

Amendment 89
Marijana Petir

Motion for a resolution
Paragraph 3

Motion for a resolution

Amendment

3. Asks the Commission that this

3. Asks the Commission that this

recommendation be taken to the *political* institutions responsible for implementing *central, regional and local* education policies, *school management bodies and regional and local authorities*;

recommendation be taken to the institutions responsible for implementing education policies;

Or. hr

Amendment 90
Daniela Aiuto

Motion for a resolution
Paragraph 3

Motion for a resolution

3. Asks the Commission that this recommendation be taken to the political institutions responsible for implementing central, regional and local education policies, *school management bodies and regional and local authorities*;

Amendment

3. Asks the Commission that this recommendation be taken to the political institutions responsible for implementing central, regional and local education policies;

Or. it

Amendment 91
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir

Motion for a resolution
Paragraph 3

Motion for a resolution

3. Asks the Commission that this recommendation be taken to the *political* institutions responsible for implementing central, regional and local education policies, school management bodies and regional and local authorities;

Amendment

3. Asks the Commission that this recommendation be taken to the *national* institutions responsible for implementing central, regional and local education policies, school management bodies and regional and local authorities;

Or. en

Amendment 92

Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution

Paragraph 4

Motion for a resolution

4. Stresses the need to promote equal gender representation in terms of leadership, especially among school managers *and heads*;

Amendment

4. Stresses the need to promote equal gender representation in terms of leadership, especially among school managers, *heads and where there is under-representation as in STEM subjects, as this will provide role models for girls*;

Or. en

Amendment 93

Daniela Aiuto

Motion for a resolution

Paragraph 4

Motion for a resolution

4. Stresses the need to promote equal *gender* representation in terms of leadership, especially among school managers and heads;

Amendment

4. Stresses the need to promote equal representation *of men and women* in terms of leadership, especially among school managers and heads;

Or. it

Amendment 94

Iratxe García Pérez

Motion for a resolution

Paragraph 4

Motion for a resolution

4. Stresses the need to promote equal gender representation in terms of

Amendment

4. Stresses the need to promote equal gender representation in terms of

leadership, especially among school managers and heads;

leadership *on educational establishments' oversight and governance bodies*, especially among school managers and heads;

Or. es

Amendment 95
Beatriz Becerra Basterrechea

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Stresses the need to promote equal gender representation in terms of leadership, especially among school managers and heads;

Amendment

4. Stresses the need to promote equal gender representation in terms of leadership *and direction*, especially among school managers and heads;

Or. es

Amendment 96
Iratxe García Pérez

Motion for a resolution
Paragraph 4 a (new)

Motion for a resolution

Amendment

4a. Stresses the importance of focusing particular attention on the principle of equality between women and men within curricula and at all stages within education;

Or. es

Amendment 97
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt

Motion for a resolution
Paragraph 5

Motion for a resolution

5. Urges that all EU countries, and the EU itself as an institution, sign the Istanbul Convention and work together for gender equality in countries outside the EU, on a trans-European basis;

Amendment

5. Reiterates its call on the Commission to initiate as soon as possible the procedure for EU accession to the Istanbul Convention, as well as to encourage Member States to ratify it; underlines the close links between gender stereotypes, bullying, cyber bullying and violence against women, and the need to fight these from an early age;

Or. en

Amendment 98

Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Linnéa Engström, Maria Arena, Marc Tarabella, Sophia in 't Veld, Angelika Mlinar, Malin Björk

Motion for a resolution
Paragraph 5

Motion for a resolution

5. Urges that all EU countries, and the EU itself as an institution, sign the Istanbul Convention and work together for gender equality in countries outside the EU, on a trans-European basis;

Amendment

5. Urges that all EU countries, and the EU itself as an institution, sign the Istanbul Convention and work together for gender equality in countries outside the EU, on a trans-European basis; stresses that the Istanbul Convention calls for signatories to include teaching material on issues such as non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence and the right to personal integrity, adapted to evolving the capacity of learners, in formal curricula and at all levels of education;

Or. en

Amendment 99

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir, Constance Le Grip

Motion for a resolution

Paragraph 6

Motion for a resolution

6. ***Calls for*** all EU countries to invest consistently in ***the production of*** information and ***motivational*** campaigns ***for girls and boys to choose non-stereotyped professions, as well as reflecting on the influence of gender identities and perceptions on girls' life plans***, promoting discussion of educational and career choices in the classroom;

Amendment

6. ***Encourages*** all EU countries to invest consistently in information and ***awareness raising*** campaigns ***in order to address gender stereotypes in the process of professional orientation, notably on sciences and new technologies, with a view to fully benefitting from the human capital represented by European girls and women***, promoting discussion of educational and career choices in the classroom;

Or. en

Amendment 100

Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution

Paragraph 6

Motion for a resolution

6. Calls for all EU countries to invest consistently in ***the production of information and motivational*** campaigns for girls and boys to choose non-stereotyped professions, as well as reflecting on the influence of gender identities and perceptions on girls' life plans, promoting discussion of educational and career choices in the classroom;

Amendment

6. Calls for all EU countries to invest consistently in ***awareness-raising and educational*** campaigns for girls and boys to choose non-stereotyped professions, as well as reflecting on the influence of gender identities and perceptions on girls' life plans, promoting discussion of educational and career choices in the classroom; ***calls on member states to improve the provision of career guidance for girls and boys as a way of encouraging non-traditional roles***;

Or. en

Amendment 101
Louis Michel

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for all EU countries to invest consistently in the production of information and motivational campaigns *for* girls and boys to choose non-stereotyped professions, as well as reflecting on the influence of gender identities and perceptions on girls' life plans, promoting discussion of *educational* and *career choices* in the classroom;

Amendment

6. Calls for all EU countries to invest consistently in the production of information and motivational campaigns *to reduce gender segregation on the labour market, to encourage* girls and boys to choose non-stereotyped professions, as well as reflecting on the influence of gender identities and perceptions on girls' life plans, promoting discussion of *course choices* and *careers advice* in the classroom;

Or. nl

Amendment 102
Beatriz Becerra Basterrechea

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for all EU countries to invest consistently in *the production of* information and motivational campaigns for girls and boys *to* choose *non-stereotyped* professions, as well as reflecting on the influence of gender *identities and* perceptions on girls' life plans, promoting discussion of educational and career choices in the classroom;

Amendment

6. Calls for all EU countries to invest consistently in *producing* information and motivational campaigns for girls and boys *so that they do not* choose *courses or* professions *on the basis of gender stereotypes*, as well as reflecting on the influence of *female and male* gender perceptions on girls' *identity construction and* life plans, promoting discussion of educational and career choices *and changes* in *establishments and* the classroom;

Or. es

Amendment 103
Agnieszka Kozłowska-Rajewicz

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for all EU countries to invest consistently in the production of information and motivational campaigns for girls and boys to choose non-stereotyped professions, as well as reflecting on the influence of **gender identities and perceptions** on girls' life plans, promoting discussion of educational and career choices in the classroom;

Amendment

6. Calls for all EU countries to invest consistently in the production of information and motivational campaigns for girls and boys to choose non-stereotyped professions, **in case of girls ICT and engineering professions in particular**, as well as reflecting on the influence of **stereotyped perceptions of gender roles** on girls' life plans **and later on their position in the labour market**, promoting discussion of educational and career choices in the classroom;

Or. en

Amendment 104
Daniela Aiuto

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for all EU countries to invest consistently in the production of information and motivational campaigns for girls and boys to choose non-stereotyped professions, **as well as reflecting on the influence of gender identities and perceptions** on girls' life plans, promoting discussion of educational and career choices in the classroom;

Amendment

6. Calls for all EU countries to invest consistently in the production of information and motivational campaigns for girls and boys to choose non-stereotyped professions **and** on girls' life plans, promoting discussion of educational and career choices in the classroom;

Or. it

Amendment 105
Eleftherios Synadinos

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Urges that all EU countries, and the EU itself as an institution, sign the Istanbul Convention and work together for gender equality in countries outside the EU, on a trans-European basis; Calls for all EU countries to invest consistently in the production of information and motivational campaigns for girls and boys to choose non-stereotyped professions, as well as reflecting on the influence of gender identities and perceptions on girls' life plans, promoting discussion of educational and career choices in the classroom;

Amendment

6. Urges that all EU countries, and the EU itself as an institution, sign the Istanbul Convention and work together for gender equality in countries outside the EU, on a trans-European basis; Calls for all EU countries to invest consistently in the production of information and motivational campaigns for girls and boys to choose non-stereotyped professions, ***with a view to combining harmoniously pursuit of a career and starting a family***, as well as reflecting on the influence of gender identities and perceptions on girls' life plans, promoting discussion of educational and career choices in the classroom;

Or. el

Amendment 106
Jana Žitňanská

Motion for a resolution
Paragraph 6 a (new)

Motion for a resolution

6a. Calls on the Member States to draw on ESI funds to support programmes which work actively with the parents of children from excluded communities and to encourage meaningful and stimulating activities outside school hours and during the school holidays;

Or. sk

Amendment 107
Daniela Aiuto

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Calls for the promotion of a holistic approach to formal and informal education in schools, a sensitive approach to the inclusion of human rights, human dignity, **gender** equality and the development of self-esteem, encouraging informed decision-making for girls and women, both at a personal and professional level;

Amendment

7. Calls for the promotion of a holistic approach to formal and informal education in schools, a sensitive approach to the inclusion of human rights, human dignity, equality **between women and men** and the development of self-esteem, encouraging informed decision-making for girls and women, both at a personal and professional level;

Or. it

Amendment 108
Eleftherios Synadinos

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Calls for the promotion of a holistic approach to formal and informal education in schools, a sensitive approach to the inclusion of human rights, human dignity, gender equality and the development of self-esteem, encouraging informed decision-making for girls and women, both at a personal and professional level;

Amendment

7. Calls for the promotion of a holistic approach to formal and informal education in schools, a sensitive approach to the inclusion of human rights, human dignity, gender equality, **the starting of families**, and the development of self-esteem, encouraging informed decision-making for girls and women, both at a personal, **family** and professional level;

Or. el

Amendment 109
Beatriz Becerra Basterrechea

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Calls for the promotion of a holistic approach to formal and informal education in schools, a sensitive approach to the inclusion of human rights, human dignity, gender equality and the development of self-esteem, encouraging informed decision-making for girls and women, both at a personal and professional level;

Amendment

7. Calls for the promotion of a holistic approach to formal and informal education in schools, a sensitive approach to the inclusion of human rights, human dignity, gender equality and the development of self-esteem, encouraging ***autonomy and*** informed decision-making for girls and women, both at a personal and ***at a*** professional level;

Or. es

Amendment 110
Mary Honeyball, Clare Moody, Julie Ward

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Calls for the promotion of a holistic approach to formal and informal education in schools, a sensitive approach to the inclusion of human rights, human dignity, gender equality and the development of self-esteem, ***encouraging*** informed decision-making for girls and women, both at a personal and professional level;

Amendment

7. Calls for the promotion of a holistic approach to formal and informal education in schools, a sensitive approach to the inclusion of human rights, human dignity, gender equality and the development of self-esteem ***and assertiveness which encourages*** informed decision-making for girls and women, both at a personal and professional level;

Or. en

Amendment 111
Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Calls for the promotion of a holistic approach to formal and informal education in schools, a sensitive approach to the inclusion of human rights, human dignity, gender equality and the development of self-esteem, encouraging informed decision-making for girls and women, both at a personal and professional level;

Amendment

7. Calls for the promotion of a holistic approach to formal and informal education in schools, a sensitive approach to the inclusion of human rights, human dignity, gender equality and the development of self-esteem, encouraging informed decision-making for girls and women, both at a personal and professional level;
Recognises that education for gender equality must complement civic education for democratic values, and be embedded in a rights-based gender sensitive learning environment, where boys and girls learn about their rights and experience democratic process by, for example, participating in the democratic governance of their schools;

Or. en

Amendment 112

Malin Björk

Motion for a resolution

Paragraph 7 a (new)

Motion for a resolution

Amendment

7a. Calls for a good quality, public, and non-discriminatory education system, underlining the importance of education being free at the primary, secondary and higher levels, and free from profit making ventures;

Or. en

Amendment 113

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir, Constance Le Grip

Motion for a resolution
Paragraph 7 a (new)

Motion for a resolution

Amendment

7a. Stresses that girls who are not allowed to attend school are more exposed to domestic violence;

Or. en

Amendment 114
Malin Björk

Motion for a resolution
Paragraph 7 b (new)

Motion for a resolution

Amendment

7b. Calls on the Member States to introduce gender-sensitive educational programmes as well as actions on girl's and women's rights, gender equality, gender identities and gender relations at all levels of educational systems; calls also for the necessity of peace, anti-discrimination and anti-racism education for both girls and boys in schools at an early stage;

Or. en

Amendment 115
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir

Motion for a resolution
Paragraph 8

Motion for a resolution

Amendment

8. Emphasises the need for national and local institutions to promote programmes to integrate migrant communities in schools and all minorities that make up

deleted

the European social space, as well as financial assistance programmes for needy families in order to prevent students dropping out, particularly girls;

Or. en

Amendment 116

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Paragraph 8

Motion for a resolution

8. Emphasises the need for national and local institutions to promote programmes to integrate *migrant* communities in schools and all minorities that make up the European social space, *as well as* financial assistance programmes for *needy* families in order to prevent students dropping out, particularly girls;

Amendment

8. Emphasises the need for *European*, national, and local institutions to promote programmes to integrate *marginalised* communities in *general, and girls from those communities specifically, in* schools, *including immigrants, asylum seekers, and refugees, Roma, persons with disabilities or special needs, persons identifying as LGBTI* and all minorities that make up the European social space, *who face multiple discrimination; Emphasises the need for* financial assistance programmes for *economically disadvantaged* families in order to prevent students dropping out *of school*, particularly girls;

Or. en

Amendment 117

Beatriz Becerra Basterrechea

Motion for a resolution

Paragraph 8

Motion for a resolution

8. Emphasises the need for national and local institutions to promote programmes

Amendment

8. Emphasises the need for national and local institutions to promote *specific*

to integrate migrant communities in schools and **all** minorities that make up the European social space, as well as financial assistance programmes for needy families in order to prevent students dropping out, particularly girls;

programmes to integrate migrant communities in schools, **together with groups discriminated against** and minorities that make up the European social space, **in the light of factors such as age, gender, socioeconomic status, cultural background and religion**, as well as financial assistance programmes for needy families in order to prevent students dropping out, particularly girls;

Or. es

Amendment 118
Eleftherios Synadinos

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Emphasises the need for national and local institutions to promote programmes to integrate migrant communities in schools and all minorities that make up the European social space, as well as financial assistance programmes for needy families in order to prevent students dropping out, particularly girls;

Amendment

8. Emphasises the need for national and local institutions to promote programmes to integrate **legal** migrant communities in schools and all minorities **that are legally making a living within the respective countries and** that make up the European social space, as well as financial assistance programmes for needy families in order to prevent students dropping out, particularly girls;

Or. el

Amendment 119
Agnieszka Kozłowska-Rajewicz

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Emphasises the need for national and local institutions to promote programmes

Amendment

8. Emphasises the need for national and local institutions to promote programmes

to integrate migrant communities in schools and all minorities that make up the European social space, as well as financial assistance programmes for *needy families* in order to prevent students dropping out, particularly girls;

to integrate migrant communities in schools and all minorities that make up the European social space, as well as financial assistance programmes for *families in need of support* in order to prevent students dropping out, particularly girls;

Or. en

Amendment 120
Inês Cristina Zuber, Malin Björk

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8a. Calls on the Member States to provide the active support necessary to ensure that migrant women and their families can be taught the language of their host country in locally based free public education services;

Or. pt

Amendment 121
Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8a. Calls on Member States and the Commission to take an inter-generational approach to education, and remove barriers to access to formal and informal education, including life-long learning, by improving childcare and care for the elderly, as well as maternity and paternity leave, to enable men and women to participate in lifelong learning and vocational training; Recognises that

improving women's access to lifelong learning and vocational training will also lead to further empowerment of girls at all levels of education by increasing the number of role-models in girls' environments;

Or. en

Amendment 122
Iratxe García Pérez

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8a. Calls on the Member States to develop specific programmes to ensure that Roma girls and young women stay in primary, secondary and higher education, and also to put in place special measures for teenage mothers and early school leaver girls, to support uninterrupted education in particular, subsidising their entry onto the labour market, and providing work-based training; further calls on Member States and the Commission to take these measures into account when coordinating and evaluating the National Roma Integration Strategies;

Or. es

Amendment 123
Daniela Aiuto

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8a. Calls on European, national and local institutions to raise awareness on the part

of women and girls of their rights and their potential by providing them with comprehensive training and information about courses of study and job opportunities on the basis of their aptitudes;

Or. it

Amendment 124
Iratxe García Pérez

Motion for a resolution
Paragraph 8 b (new)

Motion for a resolution

Amendment

8b. Notes with concern that, in some Member States, education and professional training for disabled people are separate and inadequate; stresses the importance of integrating women with a disability into standard education and professional systems wherever the disability is not such as to prevent integration; also underscores the importance of developing specific education programmes which are gender-mainstreamed and tailored to the degree of disability of the individuals concerned;

Or. es

Amendment 125
Daniela Aiuto

Motion for a resolution
Paragraph 8 b (new)

Motion for a resolution

Amendment

8b. Calls on the institutions to ensure that girls learn to stand up for their own rights to life and health by providing them with

proper education about all the instruments they can draw on to safeguard their own well-being;

Or. it

Amendment 126
Iratxe García Pérez

Motion for a resolution
Paragraph 8 c (new)

Motion for a resolution

Amendment

8c. Notes that current education and training systems do not in general manage to prevent a high dropout rate among people with disabilities, and therefore calls on Member States to pay special attention to boys and girls with disabilities or special needs in an educational context, in order to improve their integration and help reduce the school dropout rate to less than 10%;

Or. es

Amendment 127
Daniela Aiuto

Motion for a resolution
Paragraph 9

Motion for a resolution

Amendment

9. Insists on giving special attention to the *gender dimension in all its forms, in curricula, content, school programmes and lesson plans, as well as the need to assess* the place of women in school curricula in various disciplines, highlighting their role in the content taught;

9. Insists on giving special attention to the place of *and respect for* women in school curricula in various disciplines, highlighting their role in the content taught;

Amendment 128
Louis Michel

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Insists on giving special attention to the gender dimension in all its forms, in curricula, content, school programmes and lesson plans, as well as the need to assess the place of women in school curricula in various disciplines, highlighting their role in the content taught;

Amendment

9. Insists on giving special attention to the gender dimension in all its forms, in curricula, ***development aims and learning outcomes***, content, school programmes and lesson plans, as well as the need to assess the place of women in school curricula in various disciplines, highlighting their role in the content taught;

Amendment 129
Inês Cristina Zuber, Malin Björk

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Insists on giving special attention to the gender dimension in all its forms, in curricula, content, school programmes and lesson plans, as well as the need to assess the place of women in school curricula in various disciplines, highlighting their role in the content taught;

Amendment

9. Insists on giving special attention to the gender dimension in all its forms, in curricula, ***which should explicitly spell out the principle of equality***, content, school programmes and lesson plans, as well as the need to assess the place of women in school curricula in various disciplines, highlighting their role in the content taught;

Amendment 130
Marijana Petir

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Insists on giving *special* attention to the gender dimension in all its forms, in curricula, content, school programmes and lesson plans, as well as the need to assess the place of women in school curricula in various disciplines, highlighting their role in the content taught;

Amendment

9. Insists on giving *proper* attention to the gender *equality* dimension in all its forms, in curricula, content, school programmes and lesson plans, as well as the need to assess the place of women in school curricula in various disciplines, highlighting their role in the content taught;

Or. hr

Amendment 131
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Insists on giving special attention to *the* gender *dimension* in all its forms, in curricula, content, school programmes and lesson plans, as well as the need to assess the place of women in school curricula in various disciplines, highlighting their role in the content taught;

Amendment

9. Insists on giving special attention to gender *equality* in all its forms, in curricula, content, school programmes and lesson plans, as well as the need to assess the place of women in school curricula in various disciplines, highlighting their role in the content taught;

Or. en

Amendment 132
Malin Björk

Motion for a resolution
Paragraph 9 a (new)

Motion for a resolution

Amendment

9a. Recommends the introduction of feminist self-defence and assertiveness training programmes into the school curricula in order to prevent sexual assault and other acts of interpersonal violence aimed at girls;

Or. en

Amendment 133
Marijana Petir

Motion for a resolution
Paragraph 10

Motion for a resolution

Amendment

10. Calls *for the promotion of a gender perspective in education on sexuality and the emotions*, in sport and leisure activities, where stereotypes *and expectations based on gender* can affect *the* self-image, health, acquisition of skills, intellectual development, social integration *and identity construction of girls*;

10. Calls *on the appropriate institutions in the Member States to encourage equality and equal participation by girls and boys* in sport and leisure activities, where stereotypes can affect self-image, health, *the* acquisition of skills, intellectual development, *and* social integration;

Or. hr

Amendment 134
Daniela Aiuto

Motion for a resolution
Paragraph 10

Motion for a resolution

Amendment

10. Calls for the promotion of *a gender perspective in* education on sexuality and the emotions, in sport and leisure activities, *where stereotypes and expectations based on gender can affect the self-image*,

10. Calls for the promotion of education on sexuality and the *related* emotions, in sport and leisure activities, *where there is greater scope for inequalities to emerge between men and women as regards*

health, acquisition of skills, intellectual development, social integration *and identity construction of girls*;

health, acquisition of skills, intellectual development *and* social integration;

Or. it

Amendment 135

Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Linnéa Engström, Maria Arena, Marc Tarabella, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution

Paragraph 10

Motion for a resolution

10. Calls for the promotion of a gender perspective in *education on sexuality and the emotions*, in sport and leisure activities, where stereotypes and expectations based on gender can affect the self-image, health, acquisition of skills, intellectual development, social integration and identity construction of girls;

Amendment

10. Calls for the promotion of a gender perspective in *comprehensive sex and relationship education, and* in sport and leisure activities, where stereotypes and expectations based on gender can affect the self-image, health, acquisition of skills, intellectual development, social integration and identity construction of girls;

Or. en

Amendment 136

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel

Motion for a resolution

Paragraph 10

Motion for a resolution

10. *Calls for the promotion of a* gender perspective in education on sexuality and the emotions, in sport and leisure activities, where stereotypes and expectations based on gender can affect the self-image, health, acquisition of skills, intellectual development, social integration and identity construction of girls;

Amendment

10. *Encourages the competent authorities in the Member States to promote* gender equality in their sexual education program when provided, as well as in sport and leisure activities, where stereotypes and expectations based on gender can affect the self-image, health, acquisition of skills, intellectual development, social integration and identity construction of girls;

Amendment 137
Michaela Šojdrová

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Calls for the promotion of a gender perspective in education on sexuality and the emotions, in sport and leisure activities, where stereotypes and expectations based on gender can affect the self-image, health, acquisition of skills, intellectual development, social integration and identity construction of girls;

Amendment

10. Calls for the promotion of a gender perspective in education on sexuality and the emotions, in sport and leisure activities, where stereotypes and expectations based on gender can affect the self-image, health, acquisition of skills, intellectual development, social integration and identity construction of girls; ***calls for schools, in the context of education on ethics and the family, to prepare girls and boys for their respective roles in the family, whilst promoting equality, a fair division of responsibilities and a good balance between working life and family life;***

Amendment 138
Mary Honeyball, Clare Moody, Julie Ward

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Calls for the promotion of a gender perspective in education on sexuality and the emotions, in sport and leisure activities, where stereotypes and expectations based on gender can affect the self-image, health, acquisition of skills, intellectual development, social integration and identity construction of girls;

Amendment

10. Calls for the promotion of a gender perspective in education on sexuality and the emotions, in sport and leisure activities, where stereotypes and expectations based on gender can affect the self-image, health, acquisition of skills, intellectual development, social integration and identity construction of girls; ***stresses the importance of foregrounding consent as***

the basis of a healthy relationship;

Or. en

Amendment 139

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Paragraph 10

Motion for a resolution

10. Calls for the promotion of a gender perspective in ***education on*** sexuality and ***the emotions***, in sport and leisure activities, where stereotypes and expectations based on gender can affect the self-image, health, acquisition of skills, intellectual development, social integration and identity construction of girls;

Amendment

10. Calls for the promotion of a gender perspective in sexuality and ***relationship education, and*** in sport and leisure activities, where stereotypes and expectations based on gender can affect the self-image, health, acquisition of skills, intellectual development, social integration and identity construction of girls ***and boys***;

Or. en

Amendment 140

Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Linnéa Engström, Maria Arena, Marc Tarabella, Sophia in 't Veld, Angelika Mlinar, Malin Björk

Motion for a resolution

Paragraph 10 a (new)

Motion for a resolution

Amendment

10a. Recognises that sensitive, age-appropriate, and scientifically accurate sex and relationship education is an essential tool in the empowerment of girls and boys, helping them to make well-informed choices and contributing to wider public health priorities such as the reduction in unplanned pregnancies, reduced maternal and infant mortality, prevention and earlier treatment of sexually transmitted infections and

reduced gap in health inequality;

Or. en

Amendment 141
Malin Björk

Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution

Amendment

10a. Calls on the EU and the Member States to introduce into the school curriculum a compulsory subject entitled 'quality comprehensive sexuality education';

Or. en

Amendment 142
Sophia in 't Veld, Sirpa Pietikäinen, Terry Reintke, Ulrike Lunacek, Monika Vana

Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution

Amendment

10a. Calls on the Commission to combat discrimination on the grounds of sexual orientation, gender identity, gender expression and sex characteristics in educational settings; urges the Commission to support the inclusion of objective information on LGBTI issues in school curricula; urges the Commission to facilitate peer learning amongst EU Member States in tackling homophobic and transphobic bullying and harassment;

Or. en

Amendment 143
Malin Björk

Motion for a resolution
Paragraph 10 b (new)

Motion for a resolution

Amendment

10b. Calls on the Member States to make age appropriate quality comprehensive sexuality education classes compulsory for all primary and secondary school children and to ensure that space is made available for this subject in school curricula; stresses the importance of regularly reviewing and updating the teaching of sex education and of placing special emphasis on respect for girls, women and on gender equality;

Or. en

Amendment 144
Malin Björk

Motion for a resolution
Paragraph 10 c (new)

Motion for a resolution

Amendment

10c. Calls on the teachers and educational bodies in the Member States to strive for achieving a right balance between the concerns about the sexualisation of girls and its negative consequences on one hand, and ensuring a positive view on sexuality and sexual and reproductive health and rights for girls, on the other hand, when defining the contents and objectives of their quality comprehensive sexuality education programmes;

Or. en

Amendment 145
Malin Björk

Motion for a resolution
Paragraph 10 d (new)

Motion for a resolution

Amendment

10d. Stresses that sexuality education must include the fight against stereotypes, prejudices, all forms of gender violence and violence against women and girls, shed light on and denounce any discrimination on the grounds of gender and, sexual orientation, and structural barriers to substantive equality, in particular equality between women and men, as well as emphasise mutual respect and shared responsibility;

Or. en

Amendment 146
Malin Björk

Motion for a resolution
Paragraph 10 e (new)

Motion for a resolution

Amendment

10e. Underlines that sexual education must include non-discriminatory information and convey a positive view of LGBTI persons, in order to underpin and protect in an effective manner the rights of young LGBTI people;

Or. en

Amendment 147
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir, Constance Le Grip

Motion for a resolution
Paragraph 11

Motion for a resolution

11. Encourages girls and boys *to try new roles, activities and educational areas*, encouraging equal participation *of girls and boys* in collective decision-making and school management as well as in all extracurricular activities;

Amendment

11. Encourages girls and boys *in the education process to take an equal interest in all subjects, in particular as regards scientific and technical subjects*, *also* encouraging *their* equal participation in collective decision-making and school management, as well as in all extracurricular activities;

Or. en

Amendment 148
Beatriz Becerra Basterrechea

Motion for a resolution
Paragraph 11

Motion for a resolution

11. Encourages girls and boys to try new roles, activities and educational areas, encouraging equal participation of girls and boys in collective decision-making and school management as well as in all extracurricular activities;

Amendment

11. Encourages girls and boys to try new roles, activities and educational areas *beyond gender stereotypes, promoting and attaching importance to boys' learning about values regarded as female, in areas such as domestic work and care*, and encouraging equal participation of girls and boys in collective decision-making and school management as well as in all extracurricular activities;

Or. es

Amendment 149
Louis Michel

Motion for a resolution
Paragraph 11

Motion for a resolution

11. Encourages girls and boys to try new roles, activities and educational areas, encouraging equal participation of girls and boys in collective decision-making and school management as well as in all extracurricular activities;

Amendment

11. Encourages girls and boys to try new roles, activities and educational areas, encouraging equal participation ***and representation*** of girls and boys in collective decision-making and school management as well as in all extracurricular activities;

Or. nl

Amendment 150

Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution

Paragraph 11

Motion for a resolution

11. Encourages girls and boys to try new roles, activities and educational areas, encouraging equal participation of girls and boys in collective decision-making and school management as well as in all extracurricular activities;

Amendment

11. Encourages girls and boys to try new roles, activities and educational areas, encouraging equal participation of girls and boys in collective decision-making and school management as well as in all extracurricular activities, ***and calls on those involved to ensure that funding for these effective activities is protected;***

Or. en

Amendment 151

Louis Michel

Motion for a resolution

Paragraph 12

Motion for a resolution

12. Calls for the development of equal access and use of Information and Communication Technologies for girls and

Amendment

12. Calls for the development of equal access and use of Information and Communication Technologies for girls and

boys from pre-school education upwards, paying special attention to children and young people from rural areas, to improve digital literacy, and disseminate effective *methodologies* to increase *and improve the presence of women* in the areas of *Mathematics*, Science, *Engineering* and Technology;

boys from pre-school education upwards, paying special attention to children and young people from rural areas, to improve digital literacy, and disseminate effective *policy instruments* to increase *the number of female students and graduates* in the areas of Science and Technology;

Or. nl

Amendment 152

Beatriz Becerra Basterrechea

Motion for a resolution

Paragraph 12

Motion for a resolution

12. Calls for the development of equal access and use of Information and Communication Technologies for girls and boys from pre-school education upwards, paying special attention to children and young people from rural areas, to improve digital literacy, and disseminate effective methodologies to increase and improve the presence of women in the areas of Mathematics, Science, Engineering and Technology;

Amendment

12. Calls for the development of equal access and use of Information and Communication Technologies for girls and boys from pre-school education upwards, paying special attention to children and young people from rural areas, to improve digital literacy, and disseminate effective *educational* methodologies to increase and improve the presence of women in the areas of Mathematics, Science, Engineering and Technology;

Or. es

Amendment 153

Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution

Paragraph 12

Motion for a resolution

12. Calls for the development of equal access and use of Information and

Amendment

12. Calls for the development of equal access and use of Information and

Communication Technologies for girls and boys from pre-school education upwards, paying special attention to children and young people from rural areas, to improve digital literacy, **and** disseminate effective methodologies to increase and improve the presence of women in the areas of Mathematics, Science, Engineering and Technology;

Communication Technologies for girls and boys from pre-school education upwards, paying special attention to children and young people from rural areas, to improve digital literacy, **to** disseminate effective methodologies **and to improve teacher training in order** to increase and improve the presence of women in the areas of Mathematics, Science, Engineering and Technology;

Or. en

Amendment 154

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Paragraph 12

Motion for a resolution

12. Calls for the development of equal access **and** use of Information and Communication Technologies for girls and boys from pre-school education upwards, paying special attention to children and young people from rural areas, to improve digital literacy, and disseminate effective methodologies to increase and improve the presence of women in the areas of Mathematics, Science, Engineering and Technology;

Amendment

12. Calls for the development of equal access, use of, **and education on** Information and Communication Technologies for girls and boys from pre-school education upwards, paying special attention to children and young people from rural areas, **marginalised communities, or with special needs**, to improve digital literacy, and disseminate effective methodologies to increase and improve the presence of women in the areas of Mathematics, Science, Engineering and Technology;

Or. en

Amendment 155

Marijana Petir

Motion for a resolution

Paragraph 13

Motion for a resolution

Amendment

13. Calls for complementary activities which strengthen the formal curriculum with regard to gender equality and training for entrepreneurship, as well as the implementation of informal education programmes for gender education in the community via local authorities;

deleted

Or. hr

Amendment 156

Jana Žitňanská

Motion for a resolution

Paragraph 13

Motion for a resolution

Amendment

13. Calls for complementary activities which strengthen the formal curriculum with regard to gender equality and training for entrepreneurship, as well as the implementation of informal education programmes for gender education in the community via local authorities;

deleted

Or. sk

Amendment 157

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir

Motion for a resolution

Paragraph 13 a (new)

Motion for a resolution

Amendment

13a. Notes that informal education also plays a key role in confidence building for girls and young women;

Or. en

Amendment 158

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir

Motion for a resolution

Paragraph 14

Motion for a resolution

Amendment

14. Calls on the authors and publishers of educational materials to be aware of the need to make gender equality a criterion for the production of these materials, recommending the use of teams of teachers and students in the creation of training materials on gender equality; *deleted*

Or. en

Amendment 159

Daniela Aiuto

Motion for a resolution

Paragraph 14

Motion for a resolution

Amendment

14. Calls on the authors and publishers of educational materials to be aware of the need to make **gender** equality a criterion for the production of these materials, **recommending the use of** teams of teachers and students in the creation of training materials **on gender equality;**

14. Calls on the authors and publishers of educational materials to be aware of the need to make equality **between men and women** a criterion for the production of these materials, **using** teams of teachers and students in the creation of training materials;

Or. it

Amendment 160

Louis Michel

Motion for a resolution

Paragraph 14

Motion for a resolution

14. Calls on the authors and publishers of educational materials to be aware of the need to make gender equality a criterion for the production of these materials, recommending the use of teams of teachers and students in the creation of training materials on gender equality;

Amendment

14. Calls on the authors and publishers of educational materials to be aware of the need to make gender equality a criterion for the production of these materials, recommending the use of teams of teachers and students in the creation of training materials on gender equality, ***and to seek advice from experts in the field of gender equality and gender-aware tutoring;***

Or. nl

Amendment 161

Beatriz Becerra Basterrechea, Catherine Bearder, Angelika Mlinar, Izaskun Bilbao Barandica, Sophia in 't Veld

Motion for a resolution

Paragraph 14 (new)

Motion for a resolution

Amendment

14a. Calls for the implementation of sexual and relationship education in curricular programmes aimed at empowering girls through awareness and control over their own bodies, while calling for all other curricular subjects to maintain coherence with these principles;

Or. en

Amendment 162

Daniela Aiuto

Motion for a resolution

Paragraph 15

Motion for a resolution

Amendment

15. Underlines the need to prepare and disseminate guidelines for schools,

deleted

teachers and those responsible for setting the curriculum in order to embrace a gender perspective and gender equality, and asks teachers to analyse and eliminate stereotypes and sexist distortions that the teaching materials may include in their content, language and illustrations, encouraging them also to combat this sexism in literature, film, music, games and other areas that contribute decisively to changing the attitudes, behaviour and identity of boys and girls;

Or. it

Amendment 163
Iratxe García Pérez

Motion for a resolution
Paragraph 15

Motion for a resolution

15. Underlines the need to prepare and disseminate guidelines for schools, teachers and those responsible for setting the curriculum in order to embrace a gender perspective and gender equality, **and** asks teachers to analyse and eliminate stereotypes and sexist distortions that the teaching materials may include in their content, language and illustrations, encouraging them also to combat this sexism in literature, film, music, games and other areas that contribute decisively to changing the attitudes, behaviour and identity of boys and girls;

Amendment

15. Underlines the need to prepare and disseminate guidelines for schools, teachers and those responsible for setting the curriculum in order to embrace a gender perspective and gender equality; asks **education policymakers and** teachers to analyse and eliminate stereotypes and sexist distortions that the **textbooks and** teaching materials may include in their content, language and illustrations, encouraging them also to combat this sexism in literature, film, music, games, **media, advertising** and other areas that contribute decisively to changing the attitudes, behaviour and identity of boys and girls;

Or. es

Amendment 164

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir

Motion for a resolution

Paragraph 15

Motion for a resolution

15. Underlines the need to prepare and disseminate guidelines for schools, teachers and those responsible for setting the curriculum in order to embrace *a gender perspective and gender equality, and asks teachers to analyse and eliminate stereotypes and sexist distortions that the teaching materials may include in their content, language and illustrations, encouraging them also to combat this sexism in literature, film, music, games and other areas that contribute decisively to changing the attitudes, behaviour and identity of boys and girls;*

Amendment

15. Underlines the need to prepare and disseminate guidelines for schools, teachers and those responsible for setting the curriculum in order to embrace *gender equality, and recommends that the training of teachers and other educational workers be directed towards fulfilling the requirements of a balanced gender policy in schools and in the academic curriculum; insists on the importance of training of young teachers as well as experienced teachers - through life-long and regular trainings - which must aim at a deep understanding of the reproduction of gender stereotypes at school and the necessary efforts to overcome them;*

Or. en

Amendment 165

Jana Žitňanská

Motion for a resolution

Paragraph 15

Motion for a resolution

15. Underlines the need to prepare and disseminate guidelines for schools, teachers and those responsible for setting the curriculum in order to embrace a gender perspective and gender equality, *and asks teachers to analyse and eliminate stereotypes and sexist distortions that the teaching materials may include in their content, language and illustrations, encouraging them also to combat this sexism in literature, film,*

Amendment

15. Underlines the need to prepare and disseminate guidelines for schools, teachers and those responsible for setting the curriculum in order to embrace a gender perspective and gender equality, encouraging them also to combat this sexism in literature, film, music, games and other areas that *may* contribute to changing the attitudes, behaviour and identity of boys and girls;

music, games and other areas that contribute *decisively* to changing the attitudes, behaviour and identity of boys and girls;

Or. sk

Amendment 166
Eleftherios Synadinos

Motion for a resolution
Paragraph 15

Motion for a resolution

15. Underlines the need to prepare and disseminate guidelines for schools, teachers and those responsible for setting the curriculum in order to embrace a gender perspective and gender equality, and asks teachers to analyse and eliminate stereotypes and sexist distortions that the teaching materials may include in their content, language and illustrations, encouraging them also to combat this sexism in literature, film, music, games and other areas that contribute decisively to changing the attitudes, behaviour and identity of boys and girls;

Amendment

15. Underlines the need to prepare and disseminate guidelines for schools, teachers and those responsible for setting the curriculum in order to embrace a gender perspective and gender equality, and asks teachers to analyse and eliminate stereotypes and sexist distortions that the teaching materials may include in their content, language and illustrations, encouraging them also to combat this sexism in literature, film, music, games and other areas that contribute decisively to changing the attitudes, behaviour and identity of boys and girls, *while respecting and taking care not to detract from or undermine the specific cultural characteristics of each language*

Or. el

Amendment 167
Inês Cristina Zuber, Malin Björk

Motion for a resolution
Paragraph 15

Motion for a resolution

15. *Underlines the need* to prepare and disseminate guidelines for schools,

Amendment

15. *Calls on the Member States* to prepare and disseminate guidelines for schools,

teachers and those responsible for setting the curriculum in order to embrace a gender perspective and gender equality, and *asks teachers to analyse and eliminate* stereotypes and sexist distortions that the teaching materials may include in their content, language and illustrations, encouraging them also to combat this sexism in literature, film, music, games and other areas that contribute decisively to changing the attitudes, behaviour and identity of boys and girls;

teachers and those responsible for setting the curriculum in order to embrace a gender perspective and gender equality, and *the elimination of* stereotypes and sexist distortions that the teaching materials may include in their content, language and illustrations, encouraging them also to combat this sexism in literature, film, music, games and other areas that contribute decisively to changing the attitudes, behaviour and identity of boys and girls;

Or. pt

Amendment 168

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Paragraph 15 a (new)

Motion for a resolution

Amendment

15a. Recognises that formal and informal education programmes must address and fight against gender-based violence, gender discrimination, harassment, homophobia and transphobia, in all their forms, including forms of cyber-bullying or online harassment;

Or. en

Amendment 169

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir

Motion for a resolution

Paragraph 16

Motion for a resolution

Amendment

16. Calls for the need to include, both in the initial and ongoing training of teachers, strategies to reflect on their own identity, beliefs, values, prejudices,

deleted

expectations, attitudes and gender representations, as well as on their teaching practices, in order to remove any obstacles to realising girls' full potential;

Or. en

Amendment 170
Iratxe García Pérez

Motion for a resolution
Paragraph 16

Motion for a resolution

16. *Calls for* the need to *include, both in* the initial and ongoing training of teachers, strategies *to reflect on their* own identity, beliefs, values, prejudices, expectations, attitudes and gender representations, as well as on their teaching practices, in order to remove any obstacles to realising girls' full potential;

Amendment

16. *Stresses* the need to *integrate study and application of the principle of equality between women and men into both* the initial and ongoing training of teachers, *including* strategies *for reflection on teachers'* own identity, beliefs, values, prejudices, expectations, attitudes and gender representations, as well as on their teaching practices, in order to remove any obstacles to realising girls' full potential;

Or. es

Amendment 171
Eleftherios Synadinos

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Calls for the need to include, both in the initial and ongoing training of teachers, strategies to reflect on their own identity, beliefs, values, prejudices, expectations, attitudes and gender representations, as well as on their teaching practices, in order to remove any obstacles to realising girls' full potential;

Amendment

16. Calls for the need to include, both in the initial and ongoing training of teachers, strategies to reflect on their own identity, beliefs, values, prejudices, expectations, attitudes and gender representations, *within the family, society and the workplace*, as well as on their teaching practices, in order to remove any obstacles to realising girls'

full potential;

Or. el

Amendment 172

Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar

Motion for a resolution

Paragraph 16

Motion for a resolution

16. Calls for the need to include, both in the initial and ongoing training of teachers, strategies to reflect on their own identity, beliefs, values, prejudices, expectations, attitudes and gender representations, as well as on their teaching practices, in order to remove any obstacles to realising **girls'** full potential;

Amendment

16. Calls for the need to include, both in the initial and ongoing training of teachers, strategies to reflect on their own identity, beliefs, values, prejudices, expectations, attitudes and gender representations, as well as on their teaching practices, in order to remove any obstacles to realising **students'** full potential, **irrespective of gender**;

Or. en

Amendment 173

Mary Honeyball, Clare Moody, Julie Ward

Motion for a resolution

Paragraph 16 a (new)

Motion for a resolution

Amendment

16a. Acknowledges the gender discrepancies in rates of diagnosis and identification of learning difficulties and special educational needs (SEN); stresses the need for a gender-sensitive and intersectional approach to identifying SEN and meeting the specific needs of all learners; supports the development of gender-sensitive screening tools;

Or. en

Amendment 174
Daniela Aiuto

Motion for a resolution
Paragraph 17

Motion for a resolution

Amendment

17. Stresses the need to organise awareness-raising initiatives, training and integration of the gender perspective for all involved in education policy and also for parents and employers;

deleted

Or. it

Amendment 175
Iratxe García Pérez

Motion for a resolution
Paragraph 17 a (new)

Motion for a resolution

Amendment

17a. Notes the need for measures to encourage the specific promotion of women in the fields of culture and the production and dissemination of artistic and intellectual works, combating the structural and widespread discrimination experienced by women in this sphere, fostering a balanced representation of women and men in public artistic and cultural activities, and providing for financial support and positive actions to correct situations of inequality in these areas;

Or. es

Amendment 176
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt,

Marijana Petir

**Motion for a resolution
Paragraph 18**

Motion for a resolution

18. Calls for every effort to be made to ensure that employment in the area of early childhood education, primary education and care is promoted as *valid* work for both women and men, *reflecting on the relevance of using a system of quotas for men in these areas in the transitional arrangements*;

Amendment

18. Calls for every effort to be made to ensure that employment in the area of early childhood education, primary education and care is promoted as *valuable* work for both women and men;

Or. en

**Amendment 177
Eleftherios Synadinos**

**Motion for a resolution
Paragraph 18**

Motion for a resolution

18. Calls for every effort to be made to ensure that employment in the area of early childhood education, primary education and care is promoted as valid work for both women and men, *reflecting on the relevance of using a system of quotas for men in these areas in the transitional arrangements*;

Amendment

18. Calls for every effort to be made to ensure that employment in the area of early childhood education, primary education and care is promoted as valid work for both women and men;

Or. el

**Amendment 178
Daniela Aiuto**

**Motion for a resolution
Paragraph 18**

Motion for a resolution

18. Calls for every effort to be made to ensure that employment in the area of early childhood education, primary education and care is promoted as valid work for both women and men, *reflecting on the relevance of using a system of quotas for men in these areas in the transitional arrangements;*

Amendment

18. Calls for every effort to be made to ensure that employment in the area of early childhood education, primary education and care is promoted as valid work for both women and men;

Or. it

Amendment 179

Mary Honeyball, Clare Moody, Julie Ward

Motion for a resolution

Paragraph 18 a (new)

Motion for a resolution

Amendment 180

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Paragraph 18 a (new)

Motion for a resolution

Amendment

18a. Strongly believes that the transformative potential of education to champion gender equality and challenge violence against women and girls depends upon school environments which are safe and free from violence; stresses that anti-bullying strategies should take full account of gender dimensions;

Or. en

Amendment

18a. Emphasises that any strategy for promoting gender equality and for the empowerment of girls and women must

actively involve and engage boys and men;

Or. en

Amendment 181
Iratxe García Pérez

Motion for a resolution
Paragraph 18 a (new)

Motion for a resolution

Amendment

18a. Stresses the importance of putting in place educational measures with a view to recognising, and teaching people about, the role of women in history, science, politics, literature, the arts, education, etcetera;

Or. es

Amendment 182
Mary Honeyball, Clare Moody, Julie Ward

Motion for a resolution
Paragraph 18 b (new)

Motion for a resolution

Amendment

18b. Recognises that teachers' trade unions can play an important role in ensuring that curricula and classroom environments promote gender equality;

Or. en

Amendment 183
Iratxe García Pérez

Motion for a resolution
Paragraph 18 b (new)

Motion for a resolution

Amendment

18b. Highlights the importance of public authorities' promoting courses about and research into the significance and scope of gender equality, as part of third-level education, notably by including gender-equality-related subjects in the syllabuses, introducing specific postgraduate courses and furthering specialised studies and research in the field;

Or. es

Amendment 184
Iratxe García Pérez

Motion for a resolution
Paragraph 18 c (new)

Motion for a resolution

Amendment

18c. Underscores the importance of adequate provision at affordable prices – including free provision for poor families – of high-quality support and care services for children and elderly and other dependent persons, so that women can reconcile family life with continuing education and training;

Or. es

Amendment 185
Iratxe García Pérez

Motion for a resolution
Paragraph 18 d (new)

Motion for a resolution

Amendment

18d. Calls on the EU institutions and on Member States to make progress on the

mutual recognition of diplomas, certificates and other evidence of vocational qualifications issued in the various Member States, and on coordinating and harmonising national rules on access to various professions, so that emigrant women from within or outside the Union can get jobs appropriate to their training and qualifications;

Or. es

Amendment 186
Daniela Aiuto

Motion for a resolution
Paragraph 19

Motion for a resolution

Amendment

19. Notes the need for monitoring and evaluation by independent bodies of progress made as a result of the adoption of gender equality policies in educational institutions, ongoing communication of information to the relevant authorities on all measures taken and progress made in this area, and the urgent need to convert the gender perspective into an internal and external evaluation element of educational institutions;

deleted

Or. it

Amendment 187
Beatriz Becerra Basterrechea

Motion for a resolution
Paragraph 19

Motion for a resolution

Amendment

19. Notes the need for monitoring and

19. Notes the need for monitoring and

evaluation by independent bodies of progress made as a result of the adoption of gender equality policies in educational institutions, ongoing communication of information to the relevant authorities on all measures taken and progress made in this area, and the urgent need to convert the gender perspective into ***an internal and external evaluation*** element of educational institutions;

evaluation by independent bodies of progress made as a result of the adoption of gender equality policies in educational institutions, ongoing communication of information to the relevant authorities on all measures taken and progress made in this area, and the urgent need to convert the gender perspective into ***a standard element in the*** internal and external evaluation of educational institutions;

Or. es

Amendment 188

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Paragraph 19

Motion for a resolution

19. Notes the need for monitoring and evaluation by independent bodies of progress made as a result of the adoption of gender equality policies in educational institutions, ongoing communication of information to ***the relevant authorities*** on all measures taken and progress made in this area, and the urgent need to convert the gender perspective into an internal and external evaluation element of educational institutions;

Amendment

19. Notes the need for monitoring and evaluation by independent bodies of progress made as a result of the adoption of gender equality policies in educational institutions, ***as well as the need for local, regional, national and European policy-makers***, on all measures taken and progress made in this area, and the urgent need to convert the gender perspective into an internal and external evaluation element of educational institutions;

Or. en

Amendment 189

Iratxe García Pérez

Motion for a resolution

Paragraph 19 a (new)

Motion for a resolution

Amendment

19a. Highlights the important function of cooperation among different educational administrative bodies and of exchanges of good practice in terms of developing projects and programmes for promoting awareness of the principles of coeducation and meaningful equality between women and men, and disseminating them, among members of the education community;

Or. es

Amendment 190

Marijana Petir

Motion for a resolution

Paragraph 20

Motion for a resolution

20. Reiterates the importance of conducting impact studies for educational policies on gender, providing qualitative and quantitative instruments for the assessment of this impact, ***and using a budgetary strategy based on gender to promote both access and the right to educational resources;***

Amendment

20. Reiterates the importance of conducting impact studies for educational policies on gender ***equality***, providing qualitative and quantitative instruments for the assessment of this impact;

Or. hr

Amendment 191

Daniela Aiuto

Motion for a resolution

Paragraph 20

Motion for a resolution

20. Reiterates the importance of

Amendment

20. Reiterates the importance of

conducting impact studies for educational policies on *gender*, providing qualitative and quantitative instruments for the assessment of this impact, *and using a budgetary strategy based on gender to promote both access and the right to educational resources*;

conducting impact studies for educational policies on *the emancipation of women and girls*, providing qualitative and quantitative instruments for the assessment of this impact;

Or. it

Amendment 192

Beatriz Becerra Basterrechea

Motion for a resolution

Paragraph 20

Motion for a resolution

20. Reiterates the importance of conducting impact studies for educational policies *on gender*, providing qualitative and quantitative instruments for the assessment of this impact, and using a budgetary strategy based on gender to promote both access and the right to educational resources;

Amendment

20. Reiterates the importance of conducting impact studies for educational policies *to address gender inequalities*, providing qualitative and quantitative instruments for the assessment of this impact, and using a budgetary strategy based on gender to promote both access and the right to educational resources;

Or. es

Amendment 193

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt

Motion for a resolution

Paragraph 20

Motion for a resolution

20. Reiterates the importance of conducting impact studies for educational policies on gender, providing qualitative and quantitative instruments for the assessment of this impact, and using a budgetary strategy based on gender to promote both access and the right to educational resources;

Amendment

20. *Calls on the EIGE to continue its work on putting together gender specific data and scoreboards in all policy areas* and reiterates the importance of conducting impact studies for educational policies on gender, providing qualitative and quantitative instruments for the assessment of this impact, and using a budgetary

strategy based on gender to promote both access and the right to educational resources;

Or. en

Amendment 194
Marijana Petir

Motion for a resolution
Paragraph 21

Motion for a resolution

Amendment

21. Recognises it as fundamental to assess the impact of future education legislation on gender equality and, where necessary, to revise existing laws in accordance with this principle;

deleted

Or. hr

Amendment 195
Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution
Paragraph 21

Motion for a resolution

Amendment

21. Recognises *it as* fundamental to assess the impact of future education legislation on gender equality and, where necessary, to revise existing laws in accordance with this principle;

21. Recognises *that it is* fundamental to assess the impact of future education legislation on gender equality and, where necessary, to revise existing laws in accordance with this principle;

Or. en

Amendment 196
Daniela Aiuto

Motion for a resolution
Paragraph 21

Motion for a resolution

21. Recognises it as fundamental to assess the impact of future education legislation on **gender equality** and, where necessary, to revise existing laws in accordance with this principle;

Amendment

21. Recognises it as fundamental to assess the impact of future education legislation on **the emancipation of women and girls** and, where necessary, to revise existing laws in accordance with this principle;

Or. it

Amendment 197

Daniela Aiuto

Motion for a resolution

Paragraph 22

Motion for a resolution

22. Stresses that the monitoring procedures for implementing **gender equality** programmes and respective assessment be carried out by **educational research centres** in **close** cooperation with **experts in gender issues**, the bodies set up by the EU and local authorities;

Amendment

22. Stresses that the monitoring procedures for implementing programmes **on equality between men and women** and respective assessment **must** be carried out by **the Member States** in cooperation with the bodies set up by the EU and local authorities;

Or. it

Amendment 198

Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution

Paragraph 22

Motion for a resolution

22. Stresses that the monitoring procedures for implementing gender equality programmes and respective assessment be carried out by educational research centres in close cooperation with experts in gender issues, the bodies set up by the EU and local authorities;

Amendment

22. Stresses that the monitoring procedures for implementing gender equality programmes and respective assessment be carried out by educational research centres in close cooperation with experts in gender issues, the bodies set up by the EU and local authorities; ***Calls for quantitative and***

qualitative gender-disaggregated data to be collected by Member States and the Commission;

Or. en

Amendment 199
Eleftherios Synadinos

Motion for a resolution
Paragraph 22 a (new)

Motion for a resolution

Amendment

22a. Points out that any policies designed to achieve gender equality must also seek to consolidate the notion of the family as the core component of society and, if they fail to do so, must be must be adjusted accordingly.

Or. el

Amendment 200
Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir

Motion for a resolution
Paragraph 23

Motion for a resolution

Amendment

23. Suggests the creation of an Annual European Award for Gender Equality for educational institutions and encourages Member States to do the same at national level;

deleted

Or. en

Amendment 201
Louis Michel

Motion for a resolution
Paragraph 23

Motion for a resolution

23. Suggests the creation of an Annual European Award for Gender Equality for educational institutions and encourages Member States to do the same at national level;

Amendment

23. Suggests the creation of an Annual European Award for Gender Equality for educational institutions ***which have excelled in attaining this objective*** and encourages Member States to do the same at national level;

Or. nl

Amendment 202
Daniela Aiuto

Motion for a resolution
Paragraph 23

Motion for a resolution

23. Suggests the creation of an Annual European Award for ***Gender Equality*** for educational institutions and encourages Member States to do the same at national level;

Amendment

23. Suggests the creation of an Annual European Award for ***the Emancipation of Women through Education*** for educational institutions and encourages Member States to do the same at national level;

Or. it

Amendment 203
Julie Ward, Mary Honeyball, Clare Moody

Motion for a resolution
Paragraph 24

Motion for a resolution

24. Stresses the need to draw up plans of action and to allocate resources for the implementation of a gender equality programme, recommending the use of European instruments available for this purpose, namely the Investment Plan, the

Amendment

24. Stresses the need to draw up plans of action and to allocate resources for the implementation of a gender equality programme, recommending the use of European instruments available for this purpose, namely the Investment Plan, the

Horizon 2020 Programme and Community funds;

Horizon 2020 Programme and Community funds; ***Calls for EU Structural Funds, and particularly the European Social Fund to be used for gender-specific educational projects, and gender-sensitive educational structures;***

Or. en

Amendment 204

Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir

Motion for a resolution

Paragraph 24

Motion for a resolution

24. Stresses the need to draw up plans of action and to allocate resources for the implementation of a gender equality programme, recommending the use of European instruments available for this purpose, namely the Investment Plan, the Horizon 2020 Programme ***and Community*** funds;

Amendment

24. Stresses the need to draw up plans of action and to allocate resources for the implementation of a gender equality programme, recommending the use of European instruments available for this purpose, namely the Investment Plan, the Horizon 2020 Programme, ***the European Social Fund, as well as structural*** funds;

Or. en

Amendment 205

Daniela Aiuto

Motion for a resolution

Paragraph 24

Motion for a resolution

24. Stresses the need to draw up plans of action and to allocate resources for the implementation of a ***gender equality*** programme, recommending the use of European instruments available for this purpose, namely the Investment Plan, the Horizon 2020 Programme and Community funds;

Amendment

24. Stresses the need to draw up plans of action and to allocate resources for the implementation of a programme ***on the emancipation of women and girls through education***, recommending the use of European instruments available for this purpose, namely the Investment Plan, the Horizon 2020 Programme and Community funds;

Or. it

Amendment 206
Daniela Aiuto

Motion for a resolution
Paragraph 24 a (new)

Motion for a resolution

Amendment

24a. Emphasises the need for institutions to invest in suitable programmes, including financing programmes, which facilitate the integration of women into working life, on the basis of meritocratic principles and equality with men;

Or. it