



2014/2250(INI)

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COMPROMISE AMENDMENTS

1 - 20

Draft report

Liliana Rodrigues

(PE554.814v01-00)

Empowering girls through education in the EU

(2014/2250(INI))

Amendment 1

Liliana Rodrigues, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir, Constance Le Grip, Daniela Aiuto
Compromise amendment replacing Amendments 9 & 64 & CULT 18

Motion for a resolution

Recital A a (new)

Motion for a resolution

Amendment

A a. 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 a social, cultural and a professional level, as well as for the full enjoyment of all other social, economic, cultural and political rights and subsequently the prevention of violence against women and girls;

Or. en

Amendment 2

Liliana Rodrigues, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir, Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar
Compromise amendment replacing Amendments 45 & 20

Motion for a resolution

Recital B a (new)

Motion for a resolution

Amendment

B a. whereas the impact of gender stereotypes on education and training and decisions made by students at school can influence choices throughout their lives and subsequently has strong implications for the labour market where women still face both horizontal and vertical segregation; whereas this contributes to certain sectors still being considered 'male' and their pay levels consequently being higher than those of sectors

considered 'female';

Or. en

Amendment 3

Liliana Rodrigues, Iratxe García Pérez, Jana Žitňanská

Compromise amendment replacing Amendments 58 & 21

Motion for a resolution

Recital B a (new)

Motion for a resolution

Amendment

B a. whereas women and girls with disabilities and/or special educational needs are exposed to multiple discrimination; whereas the situation of girls can only be improved when access to high-quality education and training is equal and not determined or hindered by this discrimination and fully in keeping with the principles of inclusion;

Or. en

Amendment 4

Liliana Rodrigues, Louis Michel, Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar , Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Marijana Petir, Constance Le Grip

Compromise amendment replacing Amendments 40, 41, 42, 43

Motion for a resolution

Recital F

Motion for a resolution

Amendment

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;

F. whereas, even though **more** women have **higher levels of** secondary and **higher education degrees, both their educational fields and** their professional **activities** are mainly related to tasks aimed at reproducing and extending existing social and economic structures and there is a need to increase the presence of women both in vocational education and in **STEM** (Science, Technology, Engineering & Mathematics)-related **sectors**;

Or. en

Amendment 5

Liliana Rodrigues, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Julie Ward, Mary Honeyball, Clare Moody

Compromise amendment replacing Amendments 51 & 52

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 reflects the cultural and social perspective of each Member State **and influences** the construction of girls' 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 6

Liliana Rodrigues, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Linnéa Engström, Maria Arena, Marc Tarabella, Sophia in 't Veld, Angelika Mlinar, Malin Björk

Compromise amendment replacing Amendments 97 & 98

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 the **Commission to initiate as soon as possible the procedure for EU accession to** the Istanbul Convention, **as well as Member States to ratify it and calls as well on the EU and MS to work together for gender equality in EU external relations, underlines the close links between gender stereotypes, bullying, cyber bullying and violence against women, and the need to fight these from an early age; 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 7

Liliana Rodrigues, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Constance Le Grip, Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Sophia in 't Veld, Angelika Mlinar, Louis Michel, Agnieszka Kozłowska-Rajewicz

Compromise amendment replacing Amendments 99, 100, 101, 102 & 103

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 Member States to invest consistently in information-, **awareness-raising and educational campaigns and to improve the provision of career guidance for girls and boys, to address stereotyped perceptions of gender roles, as well as gender stereotypes in vocational and professional orientation, notably in science and new technologies; recalls that this would reduce gender segregation on the labour market and strengthen the position of women, whilst permitting them to fully benefit from the human capital represented by girls and women in the EU and promoting discussions** of educational and career choices **in schools and** in the classroom;*

Or. en

Amendment 8

Liliana Rodrigues, Angelika Mlinar, Catherine Bearder, Beatriz Becerra Basterrechea, Daniela Aiuto, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel

Compromise amendment replacing Amendments 87, 123 & 157

Motion for a resolution
Paragraph 6 a (new)

Motion for a resolution

Amendment

6 a. Calls on the Commission to organise through the Members States specific awareness trainings targeting girls about their participation in higher education and possible courses of study with corresponding job opportunities on the basis of their aptitudes, 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; underlines that informal education plays a key role in confidence building for girls and young women;

Or. en

Amendment 9

Liliana Rodrigues, Beatriz Becerra Basterrechea, Mary Honeyball, Clare Moody, Julie Ward

Compromise amendment replacing Amendments, 109, 110, 111 & CULT 5

Motion for a resolution
Paragraph 7

Motion for a resolution

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;

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 autonomous and** informed decision-making for girls and women, both at a personal and **at a** 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 girls and boys can learn about their rights and experience**

democratic processes at schools and in informal learning environments by, for example, participating in the democratic governance of their schools;

Or. en

Amendment 10

Liliana Rodrigues, Julie Ward, Mary Honeyball, Clare Moody, Beatriz Becerra Basterrechea, Agnieszka Kozłowska-Rajewicz

Compromise amendment replacing Amendments 116, 117, 119 & CULT 3

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. Calls on the Member States to ensure equal access to education for girls and boys, regardless of their age, gender, socioeconomic status, cultural background or religion, and emphasises the need for European, national, and local institutions to promote specific programmes to integrate marginalised communities in general in schools as well as girls from those communities specifically, which often face multiple discrimination, , and all minorities that make up European society; highlights the importance of ensuring that girls complete their secondary education and 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 11

Liliana Rodrigues, Jana Žitňanská, Iratxe García Pérez, Mary Honeyball, Clare Moody, Julie Ward

Compromise amendment replacing Amendments 79, 124, 126, 173 & CULT 20

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8 a. Calls on the Member States to improve the quality of education and professional training for people with disabilities and/or special educational needs (SEN), as well as reducing their high dropout rates, and to respect the principles of inclusive education, with an emphasis on these pupils active participation, and to improve their integration in society and in the general education system where possible; calls for the immediate improvement of teacher training to this purpose and the integration of a gender perspective into this training, as well as in the identification of learning difficulties, including the development of gender-sensitive screening tools and of specific gender-mainstreamed education programs in order to provide these women and girls with better opportunities when seeking employment and to empower them to overcome multiple discrimination;

Or. en

Amendment 12

Liliana Rodrigues, Louis Michel, Inês Cristina Zuber, Malin Björk, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt
Compromise amendment replacing Amendments 128, 129, 130, 131 & CULT 6

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 **proper** attention to gender **equality** in all its forms, in curricula **that 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; **Considers that**

gender equality in education should explicitly address the principle of equality and must include a range of issues, such as literacy, bullying, violence, hate speech, human rights and civic education;

Or. en

Amendment 13

Liliana Rodrigues, Catherine Bearder, Izaskun Bilbao Barandica, Beatriz Becerra Basterrechea, Linnéa Engström, Maria Arena, Marc Tarabella, Sophia in 't Veld, Angelika Mlinar, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Julie Ward, Mary Honeyball, Clare Moody

Compromise amendment replacing Amendments 135, 136, 138, 139 & CULT 10

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 comprehensive sex and relationship education programmes, including teaching girls and boys about relationships based on consent, respect and reciprocity, 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 the identity construction of girls and boys;

Or. en

Amendment 14

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

Compromise amendment replacing Amendments 140, 141 & 143

Motion for a resolution

Paragraph 10 a (new)

10 a. 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; encourages Member States to consider making age-appropriate comprehensive sex and relationship education compulsory in their school curricula for all primary and secondary school children and stresses the importance of training of teachers with a special emphasis on respect for girls and women as well as on gender equality;

Or. en

Amendment 15

Liliana Rodrigues, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt, Marijana Petir, Constance Le Grip, Beatriz Becerra Basterrechea, Louis Michel, Catherine Bearder, Izaskun Bilbao Barandica, Sophia in 't Veld, Angelika Mlinar

Compromise amendment replacing Amendments 147, 148, 149 & 150

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, beyond gendered stereotypes, in particular as regards scientific and technical subjects, including boys' learning about activities regarded as female, in areas such as domestic work and care, whilst also*** encouraging equal participation ***and representation*** in collective decision-

making and school management, as well as in all extracurricular activities; ***calls on those involved to ensure that funding for these effective activities is protected;***

Or. en

Amendment 16

Liliana Rodrigues, Louis Michel, Beatriz Becerra Basterrechea, Catherine Bearder, Izaskun Bilbao Barandica, Sophia in 't Veld, Angelika Mlinar, Julie Ward, Mary Honeyball, Clare Moody

Compromise amendment replacing Amendments 151, 152, 153, 154 and CULT 1

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, ***to*** disseminate effective ***educational policy instruments and to improve teacher training in order*** to increase ***the number of female students and graduates*** in the areas of Science, Technology, Engineering & Mathematics; ***in this context, welcomes all initiatives and programmes aiming to attract girls to those areas of study and the corresponding research careers;***

Or. en

Amendment 17

Liliana Rodrigues, Julie Ward, Mary Honeyball, Clare Moody

Compromise amendment replacing Amendments 168 & 179

Motion for a resolution

Paragraph 15 a (new)

Motion for a resolution

Amendment

15 a. Strongly believes in the

transformative potential of education in championing gender equality; 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; recognises that education for gender equality and against gender-based violence depends upon school environments that are safe and free from violence;

Or. en

Amendment 18

Liliana Rodrigues, Jana Žitňanská, Julie Ward, Mary Honeyball, Clare Moody, Iratxe García Pérez

Compromise amendment replacing Amendments 74, 121, 184, CULT 12, CULT 13 & CULT 21 & CULT 19

Motion for a resolution

Paragraph 18 a (new)

Motion for a resolution

Amendment

18 a. Calls on the Member States to take an intergenerational approach to education, and to ensure equal access to formal and informal education by integrating the supply of affordable and quality childcare in their educational systems , as well as the care for the elderly and other dependents; calls on the Member States to engage in initiatives that reduce direct and indirect educational costs and to increase the capacity of all nurseries and crèches, pre-school, school and after-school networks, in due respect of the principles of inclusion for children living in poverty or at risk of poverty; emphasises the importance of this in order to help all women and men, including single parents, balance family life with work, and

guarantee women's participation in lifelong learning and vocational education and training whilst subsequently creating role-models for girls' empowerment;

Or. en

Amendment 19

Liliana Rodrigues, Beatriz Becerra Basterrechea, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel, Anna Maria Corazza Bildt

Compromise amendment replacing Amendments 192, 193, CULT 14

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 European Institute for Gender Equality (EIGE) to continue its work on putting together comparable gender disaggregated data and scoreboards in all policy areas, including in the field of education, and* 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. en

Amendment 20

Liliana Rodrigues, Julie Ward, Mary Honeyball, Clare Moody, Ildikó Gáll-Pelcz, Barbara Matera, Mariya Gabriel,

Compromise amendment replacing Amendments 203, 204 & CULT15

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 ***gender-specific educational projects as well as gender-sensitive educational structures***, recommending the use of European instruments available for this purpose, namely the Investment Plan, the Horizon 2020 Programme, ***European Structural*** funds and ***the European Social Fund***;

Or. en