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*Committee on Culture and Education*

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**2013/2182(INI)**

7.2.2014

# **AMENDMENTS**

## **1 - 138**

**Draft report**  
**Cătălin Sorin Ivan**  
(PE524.493v01-00)

on new technologies and open educational resources  
(COM(2013)0654 – 2013/2182(INI))

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PE528.138v01-00

**EN**

*United in diversity*

**EN**

AM\_Com\_NonLegReport

**Amendment 1**  
**Jean-Pierre Audy**

**Motion for a resolution**  
**Citation 1 a (new)**

*Motion for a resolution*

*Amendment*

– *having regard to Article 14 of the Charter of Fundamental Rights of the European Union,*

Or. fr

**Amendment 2**  
**Rui Tavares**

**Motion for a resolution**  
**Recital A**

*Motion for a resolution*

*Amendment*

A. whereas education and training systems need to be geared towards an increasing need for the continuous updating of knowledge and skills;

A. whereas education and training systems need to be geared towards ***achieving equal opportunities in learning and towards meeting*** an increasing need for the continuous updating of knowledge and skills;

Or. en

**Amendment 3**  
**Cătălin Sorin Ivan**

**Motion for a resolution**  
**Recital A**

*Motion for a resolution*

*Amendment*

A. whereas education and training systems need to be geared towards an increasing need for the continuous updating of

A. whereas education and training systems need to be geared towards an increasing need for the continuous updating of

knowledge and skills;

knowledge and skills *while aiming at more efficiency and equity*;

Or. en

#### **Amendment 4**

**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

#### **Motion for a resolution**

##### **Recital A**

###### *Motion for a resolution*

A. whereas education and training systems need to be geared towards an increasing need for the continuous updating of knowledge and skills;

###### *Amendment*

A. whereas education and training systems need to be geared towards an increasing need for the continuous updating of knowledge and skills *and an increasingly international labour market*;

Or. en

#### **Amendment 5**

**Rui Tavares**

#### **Motion for a resolution**

##### **Recital B**

###### *Motion for a resolution*

B. whereas the Europe 2020 strategy aims to boost *competitiveness and* growth in the EU through a highly skilled workforce;

###### *Amendment*

B. whereas the Europe 2020 strategy aims to boost *innovation, create new employment positions, improve social cohesion and set firm foundations for a sustainable and inclusive* growth in the EU through a highly skilled workforce *that enjoys equal access to education*;

Or. en

#### **Amendment 6**

**Rui Tavares**

**Motion for a resolution**  
**Recital C**

*Motion for a resolution*

C. whereas high unemployment levels ***coincide with a significant number of vacancies that cannot be filled***, pointing to a skills gap;

*Amendment*

C. whereas high unemployment levels ***are the result of both structural and cyclical macroeconomic factors, some of which are engendered or exacerbated by the economic and financial crisis, while others may relate to microeconomic, sectoral mismatches of the demand and supply for human capital***, pointing to ***occasional*** skills gaps;

Or. en

**Amendment 7**  
**Heinz K. Becker**

**Motion for a resolution**  
**Recital C**

*Motion for a resolution*

C. whereas high unemployment levels coincide with a significant number of vacancies that cannot be filled, pointing to a skills gap;

*Amendment*

C. whereas high unemployment levels coincide with a significant number of vacancies ***in Europe*** that cannot be filled, pointing to a ***marked*** skills gap ***that could best be overcome through dual vocational training models***;

Or. de

**Amendment 8**  
**Adam Bielan**

**Motion for a resolution**  
**Recital C**

*Motion for a resolution*

C. whereas high unemployment levels coincide with a significant number of

*Amendment*

C. whereas high unemployment levels, ***particularly among young people***,

vacancies that cannot be filled, pointing to a skills gap;

*including university graduates*, coincide with a significant number of vacancies that cannot be filled, pointing to a skills gap;

Or. pl

**Amendment 9**  
**Inese Vaidere**

**Motion for a resolution**  
**Recital C**

*Motion for a resolution*

C. whereas high unemployment levels coincide with a significant number of vacancies that cannot be filled, pointing to a skills gap;

*Amendment*

C. whereas high unemployment levels coincide with a significant number of vacancies that cannot be filled, pointing to a skills gap; *whereas in 2012 15.8% of young people in the EU were neither in employment nor in education or training (NEET) and thus at risk of being excluded from the labour market due to increased skills mismatch;*

Or. en

**Amendment 10**  
**Lorenzo Fontana**

**Motion for a resolution**  
**Recital D**

*Motion for a resolution*

D. whereas by 2020, 90 % of jobs will require digital skills, and whereas by 2015 there will be up to 900 000 unfilled ICT-related vacancies in the EU;

*Amendment*

D. whereas *it is expected that*, by 2020, 90 % of jobs will require digital skills, and whereas by 2015 there will be up to 900 000 unfilled ICT-related vacancies in the EU;

Or. it

**Amendment 11**  
**Jean-Pierre Audy**

**Motion for a resolution**  
**Recital D**

*Motion for a resolution*

D. whereas by 2020, 90 % of jobs will require digital skills, and whereas by 2015 there will be up to 900 000 unfilled **ICT-related** vacancies in the EU;

*Amendment*

D. whereas by 2020, 90 % of jobs will require digital skills, and whereas by 2015 there will be up to 900 000 unfilled **information and communication technologies (ICT)-related** vacancies in the EU;

Or. fr

**Amendment 12**  
**Monika Panayotova**

**Motion for a resolution**  
**Recital E**

*Motion for a resolution*

E. whereas 18-28 % of students in the EU have few possibilities to access and use the internet either at school or at home; whereas only 30 % of students in the EU can be considered as digitally competent;

*Amendment*

E. whereas 18-28 % of students in the EU have few possibilities to access and use the internet either at school or at home; whereas only 30 % of students in the EU can be considered as digitally competent **and 70% of teachers do not consider themselves digitally confident;**

Or. en

**Amendment 13**  
**Cătălin Sorin Ivan, Milan Zver**

**Motion for a resolution**  
**Recital E**

*Motion for a resolution*

E. whereas 18-28 % of students in the EU

*Amendment*

E. whereas 18-28 % of students in the EU

have few possibilities to access and use the internet either at school or at home; whereas only 30 % of students in the EU can be considered as digitally competent;

have few possibilities to access and use the internet either at school or at home; whereas only 30 % of students in the EU can be considered as digitally competent; ***whereas 48% of Europeans aged 16 - 74 have low or no ICT skills;***

Or. en

**Amendment 14**  
**Lorenzo Fontana**

**Motion for a resolution**  
**Recital E a (new)**

*Motion for a resolution*

*Amendment*

***Ea. whereas, therefore, it is vital for broadband to become more widespread (also in the rural, mountain and outlying areas of the Member States);***

Or. it

**Amendment 15**  
**Marie-Thérèse Sanchez-Schmid**

**Motion for a resolution**  
**Recital E a (new)**

*Motion for a resolution*

*Amendment*

***Ea. whereas the modernisation of education systems in Europe requires investment in education facilities that are well equipped in terms of information and communication technologies;***

Or. fr

**Amendment 16**  
**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**



**Motion for a resolution**  
**Recital E a (new)**

*Motion for a resolution*

*Amendment*

***Ea. whereas only 20% of students in the EU are taught by digitally confident and supportive teachers and 70% of teachers in the EU would like to further develop their ICT skills<sup>1 a</sup>;***

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***<sup>1 a</sup> European Schoolnet and University of Liège, Survey of Schools: ICT in Education (2013),  
<https://ec.europa.eu/digital-agenda/sites/digital-agenda/files/KK-31-13-401-EN-N.pdf>***

Or. en

**Amendment 17**  
**Rui Tavares**

**Motion for a resolution**  
**Recital F**

*Motion for a resolution*

*Amendment*

F. whereas open educational resources (OER) can play a crucial role in facilitating lifelong learning for all learners;

F. whereas open educational resources (OER) can play a crucial role in facilitating lifelong learning for all learners ***and in improving the quality of content and distribution of both formal and informal education providers;***

Or. en

**Amendment 18**  
**Marie-Thérèse Sanchez-Schmid**

**Motion for a resolution**  
**Recital F**

*Motion for a resolution*

F. whereas open educational resources (OER) can play a crucial role in facilitating lifelong learning for all learners;

*Amendment*

F. whereas open educational resources (OER) can play a crucial role in facilitating lifelong learning for all learners ***and whereas, at the same time, a digitally inadequate education system can hamper the development of learners' knowledge and skills;***

Or. fr

**Amendment 19**  
**Petra Kammerevert**

**Motion for a resolution**  
**Recital F a (new)**

*Motion for a resolution*

*Amendment*

***Fa. whereas the number of university graduates is predicted to quadruple by 2030;***

Or. de

**Amendment 20**  
**Marie-Thérèse Sanchez-Schmid**

**Motion for a resolution**  
**Recital F a (new)**

*Motion for a resolution*

*Amendment*

***Fa. whereas the European Union has still not fully grasped the potential of ITC in terms of cultural and educational wealth and diversity, access to information and exchange of good practices;***

Or. fr

**Amendment 21**  
**Silvia Costa**

**Motion for a resolution**  
**Recital F a (new)**

*Motion for a resolution*

*Amendment*

***Fa. whereas schools should also train children and young people in the practical and critical use of digital technologies and the internet;***

Or. it

**Amendment 22**  
**Marie-Thérèse Sanchez-Schmid**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

*Amendment*

1. Welcomes the Commission Communication which sets out a Union agenda in the field of OER, and which focuses on the potential of these resources to widen access to and equity in education;

1. Welcomes the Commission Communication which sets out a Union agenda in the field of OER, and which focuses on the potential of these resources to widen access to and equity in education ***and make it more diversified; believes that the emergence of a European framework for the development of OER may allow for improvement in the Member States' education systems;***

Or. fr

**Amendment 23**  
**Jean-Pierre Audy**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. Welcomes the Commission Communication which sets out a Union agenda in the field of OER, and which focuses on the potential of these resources to widen access to and equity in education;

*Amendment*

1. Welcomes the Commission Communication which sets out a Union agenda in the field of OER, and which focuses on the potential of these resources to widen access to and equity in education, ***while regretting that OER are not fully exploited in education and training systems in Europe;***

Or. fr

**Amendment 24**

**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

**Motion for a resolution**

**Paragraph 1**

*Motion for a resolution*

1. Welcomes the Commission Communication which sets out a Union agenda in the field of OER, and which focuses on the potential of these resources to widen access to and equity in education;

*Amendment*

1. Welcomes the Commission Communication which sets out a Union agenda in the field of OER, and which focuses on the potential of these resources to widen access to and equity in education, ***as well as its relevance in an increasingly digital society;***

Or. en

**Amendment 25**

**Joanna Katarzyna Skrzydlewska**

**Motion for a resolution**

**Paragraph 1 a (new)**

*Motion for a resolution*

*Amendment*

***1a. Notes that, in order to realise the benefits of OER, action leading to universal digital education should be supported, with the focus on good***

*practices and their promotion in various environments;*

Or. pl

**Amendment 26**  
**Marco Scurria**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

2. Emphasises that OER create opportunities *for education and training institutions, teachers, students and pupils* to teach and learn in innovative ways; *calls on* educational institutions *to create an organisational environment in which such innovation is welcomed;*

*Amendment*

2. Emphasises that OER create opportunities to teach and learn in innovative ways, *both for individuals (teachers and students of all kinds and at all levels) and for* educational *and training* institutions: *schools, universities, associations, training agencies and university halls of residence;*

Or. it

**Amendment 27**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students and pupils to teach and learn in innovative ways; calls on educational institutions to *create an organisational environment in which such innovation is welcomed;*

*Amendment*

2. Emphasises that OER *could* create opportunities for education and training institutions, teachers, students and pupils to teach and learn in innovative ways; calls on educational institutions to *further assess the potential benefits of OER and their possible integration in the respective educational systems;*

Or. en

## Amendment 28

Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa, Doris Pack

### Motion for a resolution

#### Paragraph 2

##### *Motion for a resolution*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students and pupils to teach and learn in innovative ways; calls on educational institutions to **create an organisational environment in which such innovation is welcomed**;

##### *Amendment*

2. Emphasises that OER **could** create opportunities for education and training institutions, teachers, students and pupils to teach and learn in innovative ways; calls on educational institutions to **further assess the potential benefits of OER and their possible integration in the respective educational systems**;

Or. en

## Amendment 29

Marek Henryk Migalski

### Motion for a resolution

#### Paragraph 2

##### *Motion for a resolution*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students and pupils to teach and learn in innovative ways; **calls on** educational institutions **to** create an organisational environment in which such innovation is welcomed;

##### *Amendment*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students and pupils to teach and learn in innovative ways; **proposes that** educational institutions create an organisational environment in which such innovation is welcomed;

Or. pl

## Amendment 30

Rui Tavares

### Motion for a resolution

#### Paragraph 2

*Motion for a resolution*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students and pupils to teach and learn in innovative ways; calls on educational institutions to create an organisational environment in which such innovation is *welcomed*;

*Amendment*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students and pupils to teach and learn in innovative ways; calls on educational institutions to create an organisational environment in which such innovation is *internalised, applied and expanded upon*;

Or. en

**Amendment 31**  
**Heinz K. Becker**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students *and* pupils to teach and learn in innovative ways; calls on educational institutions to create an organisational environment in which such innovation is welcomed;

*Amendment*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students, pupils *and older learners* to teach and learn in innovative ways; calls on educational institutions to create an organisational environment in which such innovation is welcomed;

Or. de

**Amendment 32**  
**Raimon Obiols**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students and pupils to

*Amendment*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students and pupils to

teach and learn in innovative ways; calls on educational institutions to create an organisational environment in which such innovation is welcomed;

teach and learn in innovative ways; calls on educational institutions to create an organisational environment in which such innovation is welcomed **and promoted**;

Or. es

**Amendment 33**  
**Marie-Thérèse Sanchez-Schmid**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students and pupils to teach and learn in innovative ways; calls on educational institutions to create an organisational environment in which such innovation is welcomed;

*Amendment*

2. Emphasises that OER create opportunities for education and training institutions, teachers, students and pupils to teach and learn in innovative ways; calls on educational institutions to create an organisational environment in which such innovation is welcomed; ***calls, in this connection, on Member States and regions, as part of smart specialisation strategies, to establish innovation and start-up centres of excellence which make full use of the potential of ICT;***

Or. fr

**Amendment 34**  
**Monika Panayotova**

**Motion for a resolution**  
**Paragraph 2 a (new)**

*Motion for a resolution*

***2a. Notes that new technologies and OERs allow for a more interactive learning experience and are valuable instruments for placing the learner at the centre of the educational process;***

Or. en



**Amendment 35**  
**Heinz K. Becker**

**Motion for a resolution**  
**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

***2a. Highlights the advantages of inter-generational learning and points to the great educational potential offered by digital learning and open educational resources, also as regards wider access to education and training for all age groups;***

Or. de

**Amendment 36**  
**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa, Doris Pack**

**Motion for a resolution**  
**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

***2a. Deplores the lack of differentiation in the Commission Communication between school levels as regards the deployment of new technologies and digital content for learning and teaching purposes; stresses that learners acquire different skills and competences depending on their age and that curricula and learning methods consequently vary according to the school level;***

Or. en

**Amendment 37**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

***2a. Deplores the lack of differentiation in the Commission Communication between school levels as regards the deployment of new technologies and digital content for learning and teaching purposes; stresses that learners acquire different skills and competences depending on their age and that curricula and learning methods consequently vary according to the school level;***

Or. en

**Amendment 38**

**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa, Doris Pack**

**Motion for a resolution**  
**Paragraph 2 b (new)**

*Motion for a resolution*

*Amendment*

***2b. Stresses that education policies should primarily aim at assisting learners in the development of crucial cognitive and social skills; calls on the Commission to further assess the impact on learners of deploying digital devices and contents for pedagogical purposes while ensuring their physical and psychological integrity;***

Or. en

**Amendment 39**

**Milan Zver**

**Motion for a resolution**  
**Paragraph 2 b (new)**

*Motion for a resolution*

*Amendment*

**2b. Stresses that education policies should primarily aim at assisting learners in the development of crucial cognitive and social skills; calls on the Commission to further assess the impact on learners of deploying digital devices and contents for pedagogical purposes while ensuring their physical and psychological integrity;**

Or. en

**Amendment 40**  
**Marco Scurria**

**Motion for a resolution**  
**Paragraph 3**

*Motion for a resolution*

*Amendment*

3. Notes that quality assurance plays a crucial role in increasing the trust in and use of OER; encourages research **on** methods of **quality assessment, such as** peer **and user reviews** in communities of practice;

3. Notes that quality assurance plays a crucial role in increasing the trust in and use of OER; encourages research **and the dissemination of good practices to facilitate the effective use of OER, investing in particular in the area of methodological experimentation, meta-skills (reflexive, proactive and critical thinking skills) and soft skills; research should also be encouraged with regard to methods of assessing the skills acquired on these courses, which cannot be restricted to peer assessment or automated systems, as occurs** in communities of practice;

Or. it

**Amendment 41**  
**Inese Vaidere**

**Motion for a resolution**  
**Paragraph 3**

*Motion for a resolution*

3. Notes that quality assurance plays a crucial role in increasing the trust in and use of OER; encourages research on methods of quality assessment, such as peer and user reviews in communities of practice;

*Amendment*

3. Notes that quality assurance plays a crucial role in increasing the trust in and use of OER; encourages research on methods of ***evaluation and*** quality assessment, such as peer and user reviews in communities of practice;

Or. en

**Amendment 42**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 3**

*Motion for a resolution*

3. Notes that quality assurance plays a crucial role in increasing the trust in and use of OER; encourages research on methods of quality assessment, such as peer and user reviews in communities of practice;

*Amendment*

3. Notes that quality assurance plays a crucial role in increasing the trust in and use of OER; encourages research on methods of quality assessment, such as peer and user reviews in communities of practice ***and the involvement of interested parties and stakeholders in helping to shape quality online content;***

Or. en

**Amendment 43**  
**Rui Tavares**

**Motion for a resolution**  
**Paragraph 4**

*Motion for a resolution*

4. Acknowledges the fact that OER are generally produced in a limited number of languages and mainly by higher education

*Amendment*

4. Acknowledges the fact that OER are generally produced in a limited number of languages and mainly by higher education

institutions; encourages education and training institutions at all levels across the Member States to **produce** OER in their own languages in order to exploit the full potential of digital technology and multilingualism;

institutions; encourages education and training institutions at all levels across the Member States to **make use of free and open source software, customised to their specific needs, to better develop** OER in their own languages in order to exploit the full potential of digital technology and multilingualism;

Or. en

**Amendment 44**  
**Marco Scurria**

**Motion for a resolution**  
**Paragraph 4**

*Motion for a resolution*

4. Acknowledges the fact that OER are generally produced in a limited number of languages and mainly by higher education institutions; encourages education and training institutions at all levels across the Member States to produce OER in their own languages in order to exploit the full potential of digital technology and multilingualism;

*Amendment*

4. Acknowledges the fact that OER are generally produced in a limited number of languages and mainly, **although not exclusively**, by higher education institutions (**especially as regards massive open online courses [MOOCs]**); encourages education and training institutions at all levels across the Member States to produce OER in their own languages in order to exploit the full potential of digital technology and multilingualism;

Or. it

**Amendment 45**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 4**

*Motion for a resolution*

4. Acknowledges the fact that OER are generally produced in a limited number of

*Amendment*

4. Acknowledges the fact that OER are generally produced in a limited number of

languages and mainly by higher education institutions; encourages education and training institutions at all levels across the Member States to produce OER in their own languages in order to exploit the full potential of digital technology and multilingualism;

languages and mainly by higher education institutions; encourages education and training institutions at all levels across the Member States *as well as other relevant stakeholders* to produce OER in their own languages in order to exploit the full potential of digital technology and multilingualism;

Or. en

**Amendment 46**  
**Hannu Takkula**

**Motion for a resolution**  
**Paragraph 4**

*Motion for a resolution*

4. Acknowledges the fact that OER are generally produced in a limited number of languages and mainly by higher education institutions; encourages education and training institutions at all levels across the Member States to produce OER in their own languages in order to exploit the full potential of digital technology and multilingualism;

*Amendment*

4. Acknowledges the fact that OER are generally produced in a limited number of languages and mainly by higher education institutions; encourages education and training institutions at all levels across the Member States to produce OER in their own languages in order to exploit the full potential of digital technology and multilingualism; *reminds that the availability, accessibility and innovativeness of materials plays a key role in terms of using e-learning materials in education;*

Or. en

**Amendment 47**  
**Rui Tavares**

**Motion for a resolution**  
**Paragraph 5**

*Motion for a resolution*

5. Points out that ICT and OER are

*Amendment*

5. Points out that ICT and OER are

currently mainly used in higher education;  
encourages their use in primary and  
secondary education;

currently mainly used in higher education;  
encourages their use in primary and  
secondary education, *as well as in other  
informal learning settings*;

Or. en

#### **Amendment 48**

**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

#### **Motion for a resolution**

##### **Paragraph 5**

###### *Motion for a resolution*

5. Points out that ICT and OER are  
currently mainly used in higher education;  
encourages their use in primary and  
secondary education;

###### *Amendment*

5. Points out that ICT and OER are  
currently mainly used in higher education;  
encourages their use in primary and  
secondary education, *as well as in  
vocational education*;

Or. en

#### **Amendment 49**

**Hannu Takkula**

#### **Motion for a resolution**

##### **Paragraph 5**

###### *Motion for a resolution*

5. Points out that ICT and OER are  
currently mainly used in higher education;  
encourages their use in primary and  
secondary education;

###### *Amendment*

5. Points out that ICT and OER are  
currently mainly used in higher education;  
encourages their use in primary and  
secondary education, *where student-  
centred learning combined with ICT has  
huge potential as well*;

Or. en

#### **Amendment 50**

**Marie-Thérèse Sanchez-Schmid**

**Motion for a resolution**  
**Paragraph 5**

*Motion for a resolution*

5. Points out that ICT and OER are currently mainly used in higher education; encourages their use in primary and secondary education;

*Amendment*

5. Points out that ICT and OER are currently mainly used in higher education; encourages their use ***from a very early age*** in primary and secondary education;

Or. fr

**Amendment 51**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 5**

*Motion for a resolution*

5. Points out that ICT and OER are currently mainly used in higher education; encourages their use in primary and secondary education;

*Amendment*

5. Points out that ICT and OER are currently mainly used in higher education; encourages their use in primary and secondary education ***when appropriate and aligned with necessary quality specifications;***

Or. en

**Amendment 52**  
**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa, Doris Pack**

**Motion for a resolution**  
**Paragraph 5**

*Motion for a resolution*

5. Points out that ICT and OER are currently mainly used in higher education; encourages their use in primary and secondary education;

*Amendment*

5. Points out that ICT and OER are currently mainly used in higher education; encourages, ***where appropriate,*** their use in primary and secondary education;



**Amendment 53**  
**Hannu Takkula**

**Motion for a resolution**  
**Paragraph 5 a (new)**

*Motion for a resolution*

*Amendment*

***5a. Notes that proper contextualisation becomes decisive when making educational software effective; points out that this process must be suitably embedded into teaching and learning processes and take into account pedagogical and curriculum objectives, tools and individual learning paths;***

Or. en

**Amendment 54**  
**Lorenzo Fontana**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

*Amendment*

6. Stresses the need to ***facilitate*** the recognition of knowledge and skills acquired through OER, ***and calls on the Member States to incorporate appropriate measures in their national qualification frameworks for the validation of such learning;***

6. Stresses the need to ***assess*** the recognition of knowledge and skills acquired through OER;

Or. it

**Amendment 55**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

6. Stresses the need to facilitate the recognition of knowledge and skills acquired through OER, and calls on the Member States to incorporate appropriate measures in their national qualification frameworks for the validation of such learning;

*Amendment*

6. Stresses the need to facilitate the recognition of knowledge and skills acquired through OER ***through further dialogue with stakeholders*** and calls on the Member States to incorporate appropriate measures in their national qualification frameworks for the validation of such learning;

Or. en

**Amendment 56**  
**Petra Kammerevert**

**Motion for a resolution**  
**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

***6a. Points to the need to make it easier to obtain recognition for skills acquired abroad, boosting and facilitating the use of OER (online educational resources) and MOOC (massive open online courses) by pruning bureaucratic structures;***

Or. de

**Amendment 57**  
**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

**Motion for a resolution**  
**Paragraph 7**

*Motion for a resolution*

7. Highlights that availability of and access to free online teaching material is crucial; ***calls on the Commission to monitor and***

*Amendment*

7. Highlights that availability of and access to free online teaching material is crucial;

*analyse the copyright and licensing issues surrounding the use of OER;*

Or. en

**Amendment 58**  
**Marco Scurria**

**Motion for a resolution**  
**Paragraph 7**

*Motion for a resolution*

7. Highlights that availability of ***and access to free online*** teaching material is crucial; calls on the Commission to monitor and analyse the copyright and licensing issues surrounding the use of OER;

*Amendment*

7. Highlights that availability of teaching material ***that is free to access online*** is crucial; calls on the Commission to monitor and analyse the copyright ***compliance*** and licensing issues surrounding the use of OER;

Or. it

**Amendment 59**  
**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa, Doris Pack**

**Motion for a resolution**  
**Paragraph 7**

*Motion for a resolution*

7. Highlights that availability of and access to free online teaching material is crucial; calls on the Commission to monitor and analyse the copyright and licensing issues surrounding the use of OER;

*Amendment*

7. Highlights that availability of and access to free ***high-quality and suitable*** online teaching material is crucial; calls on the Commission to monitor and analyse the copyright and licensing issues surrounding the use of OER;

Or. en

**Amendment 60**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 7**

*Motion for a resolution*

7. Highlights that availability of and access to **free** online teaching material is crucial; calls on the Commission to monitor and analyse the copyright and licensing issues surrounding the use of OER;

*Amendment*

7. Highlights that availability of and access to online teaching material is crucial; calls on the Commission to monitor and analyse the copyright and licensing issues surrounding the use of OER **and to address teachers' uncertainty over rights for producing, using, re-using and sharing content through its initiative on transparency announced in the Communication;**

Or. en

**Amendment 61**  
**Petra Kammerevert**

**Motion for a resolution**  
**Paragraph 7 a (new)**

*Motion for a resolution*

*Amendment*

**7a. Recommends setting up a college of experts at Union level with the power to assess and certify the quality of professional services on a peer-to-peer basis;**

Or. de

**Amendment 62**  
**Cătălin Sorin Ivan**

**Motion for a resolution**  
**Paragraph 7 a (new)**

*Motion for a resolution*

*Amendment*

**7a. Encourages Member States to explore**

*the expected potential of OER for reducing public and private costs of education, especially with the education materials, without neglecting quality;*

Or. en

**Amendment 63**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 7 a (new)**

*Motion for a resolution*

*Amendment*

*7a. Acknowledges that OER adoption should be done in a manner that fosters development of 21st century learning solutions, and creates new business opportunities for small and medium-size innovative European learning solutions providers;*

Or. en

**Amendment 64**  
**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

**Motion for a resolution**  
**Paragraph 7 a (new)**

*Motion for a resolution*

*Amendment*

*7a. Stresses the need for a harmonization of existing limitations and exceptions in copyright for the purpose of illustration for non-commercial teaching, in order to facilitate OER and distance learning across borders and to allow European platforms to compete globally by creating economies of scale;*

Or. en

**Amendment 65**  
**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

**Motion for a resolution**  
**Paragraph 7 b (new)**

*Motion for a resolution*

*Amendment*

**7b. Urges the Commission to put forward a proposal to review Directive 2001/29/EC, with the aim of establishing a harmonized and flexible system of copyright and related rights in the EU, fit for the digital age and with acknowledgement of the public value of access to knowledge;**

Or. en

**Amendment 66**  
**Monika Panayotova**

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

*Amendment*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting **parents**, thereby strengthening the role of parental mediation; insists that the protection of the individual integrity and personal data of teachers and learners using OER must be assured;

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; **notes that parents should be regarded as partners in ensuring web safety and** recommends that complementary strategies be developed targeting **them**, thereby strengthening the role of parental mediation; insists that the protection of the individual integrity and personal data of teachers and learners using OER must be assured;

Or. en

**Amendment 67**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting parents, thereby strengthening the role of parental mediation; insists that the protection of the *individual* integrity and personal data of teachers and learners using OER must be assured;

*Amendment*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting parents, thereby strengthening the role of parental mediation; insists that the protection of the *physical and psychological* integrity, *in particular as regards mental health*, and personal data of teachers and learners using OER must be assured;

Or. en

**Amendment 68**  
**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa, Doris Pack**

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting parents, thereby strengthening the role of parental mediation; insists that the protection of the *individual* integrity and personal data of teachers and learners using OER must be assured;

*Amendment*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting parents, thereby strengthening the role of parental mediation; insists that the protection of the *physical and psychological* integrity, *in particular as regards mental health*, and personal data of teachers and learners using OER must be assured;

Or. en

**Amendment 69**  
**Joanna Katarzyna Skrzydlewska**

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting parents, thereby strengthening the role of parental mediation; insists that the protection of the individual integrity and personal data of teachers and learners using OER must be assured;

*Amendment*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting parents ***and legal guardians***, thereby strengthening the role of parental mediation; insists that the protection of the individual integrity and personal data of teachers and learners using OER must be assured;

Or. pl

**Amendment 70**  
**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting parents, thereby strengthening the role of parental mediation; insists that the protection of the individual integrity and personal data of teachers and learners using OER must be assured;

*Amendment*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting parents, thereby strengthening the role of parental mediation; ***stresses that these efforts should be aimed at strengthening young people's independence in order for them to take ownership of their actions and responsibilities on the web and to develop e-skills***; insists that the protection of the individual integrity and personal data of teachers and learners using OER must be assured;

Or. en



**Amendment 71**  
**Lorenzo Fontana**

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting parents, thereby strengthening the role of parental mediation; insists that the protection of the individual integrity and personal data of teachers and learners using OER must be assured;

*Amendment*

8. Calls on the Member States to ensure coordinated and progressive education on internet safety in schools; recommends that complementary strategies be developed targeting parents, thereby strengthening the role of parental mediation; insists that the protection of the individual integrity, ***privacy*** and personal data of teachers and learners using OER must be assured;

Or. it

**Amendment 72**  
**Marek Henryk Migalski**

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

*Motion for a resolution*

8a. Stresses that OER can contribute to improving the quality of European education; encourages, in that context, cooperation with educational institutions around the world, particularly in the United States;

*Amendment*

***8a. Stresses that OER can contribute to improving the quality of European education; encourages, in that context, cooperation with educational institutions around the world, particularly in the United States;***

Or. pl

**Amendment 73**  
**Silvia Costa**

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

*Motion for a resolution*

*Amendment*

**8a. Calls on the Commission to support the exchange of good practices between Member States in the formal and informal education sector with regard to online safety, the creation of relevant educational content and the formation of public-private partnerships with the aim of involving young people, their parents and teachers and all those who work with young people, including the NGOs involved in the Safer Internet network;**

Or. it

**Amendment 74**  
**Milan Zver**

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

*Motion for a resolution*

*Amendment*

**8a. Notes the importance of ensuring sustainable models for the creation of OERs and MOOCs; calls on the Commission to support further research into their formation, usage and uptake, in dialogue with stakeholders;**

Or. en

**Amendment 75**  
**Marco Scurria**

**Motion for a resolution**  
**Paragraph 9**

*Motion for a resolution*

*Amendment*

9. Stresses that teachers at all levels of education have a key role in facilitating

9. Stresses that teachers at all levels of education have a key role in facilitating

access to, and use of, online learning materials and in ***making*** digital skills a ***reality for all learners***;

access to, and use of, online learning materials and in ***encouraging the development of*** digital skills ***and meta-skills that are necessary for lifelong learning***;

Or. it

**Amendment 76**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 9**

*Motion for a resolution*

9. Stresses that teachers at all levels of education have a ***key role in facilitating*** access to, and use of, online learning materials ***and in making digital skills a reality for all learners***;

*Amendment*

9. Stresses that teachers at all levels of education have a ***fundamental role as regards monitoring the*** access to, and use of, online learning materials ***by learners and in assisting them in acquiring digital skills***;

Or. en

**Amendment 77**  
**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa, Doris Pack**

**Motion for a resolution**  
**Paragraph 9**

*Motion for a resolution*

9. Stresses that teachers at all levels of education have a ***key role in facilitating*** access to, and use of, online learning materials and in ***making*** digital skills a ***reality for all learners***;

*Amendment*

9. Stresses that teachers at all levels of education have a ***fundamental role as regards monitoring the*** access to, and use of, online learning materials ***by learners*** and in ***assisting them in acquiring*** digital skills;

Or. en

**Amendment 78**  
**Heinz K. Becker**

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

*Motion for a resolution*

*Amendment*

**9a. Stresses the urgent need for all learners to have the fastest and best possible technical equipment, as well as vital access to broadband Internet;**

Or. de

**Amendment 79**  
**Lorenzo Fontana**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

*Amendment*

10. Urges the Member States to support teachers in their professional development **by offering modern curricula in their initial education, and** by providing in-service training geared to help them acquire a high level of digital competence;

10. Urges the Member States to support **the continuing training of** teachers in their professional development **also** by providing in-service training geared to help them acquire a high level of digital competence;

Or. it

**Amendment 80**  
**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

*Amendment*

10. Urges the Member States to support teachers **in their professional development** by offering modern curricula in their initial education, and by providing in-service

10. Urges the Member States to support teachers' **digital skills** by offering modern curricula in their initial education, and by providing in-service training geared to help

training geared to help them acquire a high level of digital competence;

them acquire *and maintain* a high level of digital competence;

Or. en

## **Amendment 81**

**Milan Zver**

### **Motion for a resolution**

#### **Paragraph 10**

##### *Motion for a resolution*

10. Urges the Member States to support teachers in their professional development by offering modern curricula in their initial education, and by providing in-service training geared to *help them acquire a high level of digital competence*;

##### *Amendment*

10. Urges the Member States to support teachers in their professional development by offering modern curricula in their initial education, and by providing in-service training geared to *provide them with the necessary competences for the deployment of digitally-supported teaching methods*;

Or. en

## **Amendment 82**

**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa**

### **Motion for a resolution**

#### **Paragraph 10**

##### *Motion for a resolution*

10. Urges the Member States to support teachers in their professional development by offering modern curricula in their initial education, and by providing in-service training geared to *help them acquire a high level of digital competence*;

##### *Amendment*

10. Urges the Member States to support teachers in their professional development by offering modern curricula in their initial education, and by providing in-service training geared to *provide them with the necessary competences for the deployment of digitally-supported teaching methods*;

Or. en

**Amendment 83**  
**Joanna Katarzyna Skrzydlewska**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

10. Urges the Member States to support teachers in their professional development by offering modern curricula in their initial education, and by providing in-service training geared to help them acquire a high level of digital competence;

*Amendment*

10. Urges the Member States to support teachers in their professional development by offering modern curricula in their initial education, and by providing in-service training geared to help them acquire a high level of digital competence; ***encourages the use of EU funds for this purpose;***

Or. pl

**Amendment 84**  
**Petra Kammerevert**

**Motion for a resolution**  
**Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

***10a. Points out that the high-quality educational application of new digital content must be guaranteed, and vocational and teacher training must be improved so that teachers are not overwhelmed by the challenges posed by developments in ICT and OER;***

Or. de

**Amendment 85**  
**Heinz K. Becker**

**Motion for a resolution**  
**Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

***10a. Recalls the crucial importance of high-quality training for teachers and trainers that needs to be complemented with mandatory career-long professional training with a focus on innovative teaching methods and instructing learners about approaches to education ('learning how to learn');***

Or. de

**Amendment 86**  
**Heinz K. Becker**

**Motion for a resolution**  
**Paragraph 10 b (new)**

*Motion for a resolution*

*Amendment*

***10b. Emphasises, in particular, the proven benefits of mandatory European experience abroad for teachers and trainers, e.g. through the Erasmus+ programme, and calls for a massive expansion of these programmes;***

Or. de

**Amendment 87**  
**Lorenzo Fontana**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

*Amendment*

11. Points out that basic literacy and numeracy skills are a prerequisite for developing digital skills and using OER effectively;

11. Points out that ***more-than***-basic literacy and numeracy skills are a prerequisite for developing digital skills and using OER effectively;

Or. it

**Amendment 88**  
**Cătălin Sorin Ivan**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Points out that basic literacy and numeracy skills are a prerequisite for developing digital skills and using OER effectively;

*Amendment*

11. Points out that basic literacy and numeracy skills, ***as well as transversal skills such as critical thinking and learning to learn***, are a prerequisite for developing digital skills and using OER effectively;

Or. en

**Amendment 89**  
**Marco Scurria**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Points out that basic literacy and numeracy skills are a prerequisite for developing digital skills and using OER effectively;

*Amendment*

11. Points out that basic literacy and numeracy skills are a prerequisite for developing digital skills and using OER effectively, ***in addition to meta-skills and soft skills***;

Or. it

**Amendment 90**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 11**



*Motion for a resolution*

11. Points out that basic literacy and numeracy skills are a prerequisite for developing digital skills and using OER effectively;

*Amendment*

11. Points out that basic literacy and numeracy skills are a prerequisite for developing digital skills and using ***online educational material, including*** OER, effectively; ***in this context, calls on the Commission to further assess the impact of digital and/or online learning materials on the learning performance of learners according to their age and school level;***

Or. en

**Amendment 91**

**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa, Doris Pack**

**Motion for a resolution**

**Paragraph 11**

*Motion for a resolution*

11. Points out that basic literacy and numeracy skills are a prerequisite for developing digital skills and using OER effectively;

*Amendment*

11. Points out that basic literacy and numeracy skills are a prerequisite for developing digital skills and using OER effectively; ***in this context, calls on the Commission to further assess the impact of digital and/or online learning materials on the learning performance of learners according to their age and school level;***

Or. en

**Amendment 92**

**Cătălin Sorin Ivan, Milan Zver**

**Motion for a resolution**

**Paragraph 11 a (new)**

*Motion for a resolution*

*Amendment*

***11a. Points out that OER geared towards***

*the need of adult learners should be developed to ensure more lifelong learning opportunities for low-skilled European citizens, keeping in mind that many learners have low ICT skills;*

Or. en

**Amendment 93**  
**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

**Motion for a resolution**  
**Paragraph 11 a (new)**

*Motion for a resolution*

*Amendment*

*11a. Notes that OER enables personalised learning, including by allowing better analysis of teaching outcomes, thereby fostering new learner-centred teaching methods;*

Or. en

**Amendment 94**  
**Monika Panayotova**

**Motion for a resolution**  
**Paragraph 11 a (new)**

*Motion for a resolution*

*Amendment*

*11a. Underlines that digital skills and knowledge are vital for citizens in an information-driven society that has the ambition to become the most dynamic knowledge-based economy;*

Or. en

**Amendment 95**  
**Monika Panayotova**

**Motion for a resolution**  
**Paragraph 11 b (new)**

*Motion for a resolution*

*Amendment*

***11b. Notes that digital literacy by opening up new channels for communication and education reflects positively on strengthening social cohesion, personal development, intercultural dialogue and active citizenship;***

Or. en

**Amendment 96**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 12**

*Motion for a resolution*

*Amendment*

12. Highlights that ICT and OER can ***enrich*** the teaching and learning of foreign languages at all levels of education and training;

12. Highlights that ICT and ***online educational material, including*** OER, can ***support*** the teaching and learning of foreign languages at all levels of education and training; ***stresses that social interaction is a prerequisite for learning a foreign language;***

Or. en

**Amendment 97**  
**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa, Doris Pack**

**Motion for a resolution**  
**Paragraph 12**

*Motion for a resolution*

*Amendment*

12. Highlights that ICT and OER can ***enrich*** the teaching and learning of foreign

12. Highlights that ICT and OER can ***support*** the teaching and learning of

languages at all levels of education and training;

foreign languages at all levels of education and training; *stresses that social interaction is a prerequisite for learning a foreign language;*

Or. en

**Amendment 98**  
**Monika Panayotova**

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

*Motion for a resolution*

*Amendment*

*12a. Reminds that innovative teaching methods enabled through ICT and OER contribute to developing soft and transversal skills such as critical thinking, decision-making, communication skills and problem-solving, which are crucial for employability and job market realization;*

Or. en

**Amendment 99**  
**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

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

*Motion for a resolution*

*Amendment*

*12a. Urges the Member States to improve and deepen digital skills also by including coding and programming in their respective curricula, in order to foster economic competitiveness and equip students with the right skills for the job market of the future;*

Or. en

**Amendment 100**  
**Marek Henryk Migalski**

**Motion for a resolution**  
**Paragraph 13**

*Motion for a resolution*

13. Reiterates that continuous updating of knowledge and skills is essential for successful labour market integration, and notes that OER can contribute to facilitate learning alongside a job; ***encourages a more gender-balanced use of ICT with a view to future employment possibilities for women;***

*Amendment*

13. Reiterates that continuous updating of knowledge and skills is essential for successful labour market integration, and notes that OER can contribute to facilitate learning alongside a job;

Or. pl

**Amendment 101**  
**Marco Scurria**

**Motion for a resolution**  
**Paragraph 13**

*Motion for a resolution*

13. Reiterates that continuous updating of knowledge and skills is essential for successful labour market integration, and notes that OER can contribute to facilitate learning ***alongside a job***; encourages a more gender-balanced use of ICT with a view to ***future employment possibilities for women***;

*Amendment*

13. Reiterates that continuous updating of knowledge and skills is essential for successful labour market integration, and notes that OER can contribute to facilitate ***the lifelong learning that is necessary in order to remain competitive on the labour market***; encourages a more gender-balanced use of ICT with a view to ***ensuring that women who remain outside the labour market for a given period (for maternity or other family care tasks) are also able to benefit from this type of training to update their skills and educate themselves, thereby improving their future re-employment opportunities on the labour market***;

Or. it

**Amendment 102**  
**Cătălin Sorin Ivan**

**Motion for a resolution**  
**Paragraph 13 a (new)**

*Motion for a resolution*

*Amendment*

**13a. Points out that public libraries and education centres can offer free access to computers and internet and training on internet resources;**

Or. en

**Amendment 103**  
**Lorenzo Fontana**

**Motion for a resolution**  
**Paragraph 14**

*Motion for a resolution*

*Amendment*

14. Recognises the importance of traditional ways of teaching and learning, and calls on the Commission to support further research into the question of whether and how OER and massive open online courses (MOOCs) can enhance **individuals'** learning outcomes **compared to** traditional methods;

14. Recognises the importance of traditional ways of teaching and learning, and calls on the Commission to support further research into the question of whether and how OER and massive open online courses (MOOCs) can **help to** enhance **the** learning outcomes **of individuals using** traditional methods;

Or. it

**Amendment 104**  
**Marco Scurria**

**Motion for a resolution**  
**Paragraph 14**

*Motion for a resolution*

14. Recognises the importance of traditional ways of teaching and learning, and calls on the Commission to support further research into the question of whether and how OER and massive open online courses (MOOCs) can enhance individuals' learning outcomes **compared to** traditional methods;

*Amendment*

14. Recognises the importance of traditional ways of teaching and learning, and calls on the Commission to support further research into the question of whether and how OER and massive open online courses (MOOCs) can enhance individuals' learning outcomes **by supplementing** traditional methods;

Or. it

**Amendment 105**

**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

**Motion for a resolution**

**Paragraph 14**

*Motion for a resolution*

14. Recognises the importance of traditional ways of teaching and learning, and calls on the Commission to support further research into the question of whether and how OER and massive open online courses (MOOCs) can enhance individuals' learning outcomes **compared to** traditional methods;

*Amendment*

14. Recognises the importance of traditional ways of teaching and learning, and calls on the Commission to support further research into the question of whether and how OER and massive open online courses (MOOCs) can enhance individuals' learning outcomes **as an addition to, or integral part of,** traditional **teaching** methods;

Or. en

**Amendment 106**

**Milan Zver**

**Motion for a resolution**

**Paragraph 14**

*Motion for a resolution*

14. Recognises the importance of traditional ways of teaching and learning,

*Amendment*

14. Recognises the importance of traditional ways of teaching and learning,

and calls on the Commission to support further research into the question of whether and how OER and massive open online courses (MOOCs) can enhance individuals' learning outcomes *compared to* traditional methods;

and calls on the Commission to support further research into the question of whether and how OER and massive open online courses (MOOCs) can enhance individuals' learning outcomes *alongside* traditional methods;

Or. en

**Amendment 107**  
**Silvia Costa**

**Motion for a resolution**  
**Paragraph 14 a (new)**

*Motion for a resolution*

*Amendment*

**14a. Calls on the Member States to strengthen informal education on online safety and to provide for online safety policies in schools by providing appropriate training for teachers;**

Or. it

**Amendment 108**  
**Heinz K. Becker**

**Motion for a resolution**  
**Paragraph 15**

*Motion for a resolution*

*Amendment*

15. Stresses the importance of access to education and training for all learners, **including** those with disabilities, those from disadvantaged backgrounds and those from geographically remote regions;

15. Stresses the importance of access to education and training for all learners **in all age groups, as well as** those with disabilities, those from disadvantaged backgrounds and those from geographically remote regions;

Or. de



**Amendment 109**  
**Piotr Borys**

**Motion for a resolution**  
**Paragraph 15**

*Motion for a resolution*

15. Stresses the importance of access to education and training for all learners, including those with disabilities, those from disadvantaged backgrounds and those from geographically remote regions;

*Amendment*

15. Stresses the importance of access to education and training **and to IT equipment** for all learners, including those with disabilities, those from disadvantaged backgrounds and those from geographically remote regions;

Or. pl

**Amendment 110**  
**Inese Vaidere**

**Motion for a resolution**  
**Paragraph 15**

*Motion for a resolution*

15. Stresses the importance of access to education and training for all learners, including those with disabilities, those from disadvantaged backgrounds and those from geographically remote regions;

*Amendment*

15. Stresses the importance of access to education and training for all learners, including those with disabilities, those from disadvantaged backgrounds, **young people currently not in education employment or training (NEET)** and those from geographically remote regions;

Or. en

**Amendment 111**  
**Adam Bielan**

**Motion for a resolution**  
**Paragraph 15**

*Motion for a resolution*

15. Stresses the importance of access to

*Amendment*

15. Stresses the importance of access to

education and training for all learners, including those with disabilities, those from disadvantaged backgrounds and those from geographically remote regions;

education and training for all learners, including those with disabilities, those from disadvantaged backgrounds and those from geographically remote regions, *as well as anyone wishing to improve their qualifications*;

Or. pl

**Amendment 112**  
**Jean-Pierre Audy**

**Motion for a resolution**  
**Paragraph 15 a (new)**

*Motion for a resolution*

*Amendment*

*15a. Notes, once again, that not everyone has access to information and communication technologies under equivalent pricing arrangements and service quality, and that, in general, urban areas are better served than rural areas, which creates a digital divide that undermines the notion of equal opportunities for all citizens wherever they may be in the European Union;*

Or. fr

**Amendment 113**  
**Heinz K. Becker**

**Motion for a resolution**  
**Paragraph 15 a (new)**

*Motion for a resolution*

*Amendment*

*15a. Stresses the growing importance of adult education, particularly in the context of lifelong vocational training, and calls for Europe-wide recognition, strengthening and promotion of all adult education organisations;*

**Amendment 114**  
**Adam Bielan**

**Motion for a resolution**  
**Paragraph 16**

*Motion for a resolution*

16. Acknowledges that new technologies and OER (particularly MOOCs) have made it possible for education and training institutions to reach thousands of learners in the Union, including in its outermost regions, and around the world; recognises that education and knowledge now travels easily across borders, which increases the potential for international cooperation;

*Amendment*

16. Acknowledges that new technologies and OER (particularly MOOCs) have made it possible for education and training institutions to reach thousands of learners in the Union, including in its outermost regions, and around the world; recognises that education and knowledge now travels easily across borders, which increases the potential for international cooperation ***and helps to promote European educational institutions as centres for innovation and development of new technologies;***

Or. pl

**Amendment 115**  
**Monika Panayotova**

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

*Motion for a resolution*

***16a. Notes that it is important to keep a fair balance between quality and accessibility of education; highlights that new technologies can be used to make sure that more accessible education does not mean reduced quality of education;***

Or. en

**Amendment 116**  
**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

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

*Motion for a resolution*

*Amendment*

***16a. Reiterates that successful OER strategies and MOOCs can support internationalisation strategies by raising the quality and visibility of European (higher) education institutions and attracting students and researchers in an increasingly global competition for talent;***

Or. en

**Amendment 117**  
**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou**

**Motion for a resolution**  
**Paragraph 17**

*Motion for a resolution*

*Amendment*

***17. Notes that the European Union risks falling behind other regions of the world, such as the United States or Asia, where heavy investments are made in new technologies and OER;***

***deleted***

Or. en

**Amendment 118**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 17**

*Motion for a resolution*

*Amendment*

***17. Notes that the European Union **risks** falling behind other regions of the world,***

***17. Notes that the European Union **must** build on its strength in cultural and***

*such as the United States or Asia, where heavy investments are made in new technologies and OER;*

*linguistic diversity and adapt investments in e-learning material, including OER, and in new technologies to best support its population;*

Or. en

**Amendment 119**  
**Lorenzo Fontana**

**Motion for a resolution**  
**Paragraph 17**

*Motion for a resolution*

17. Notes that the European Union risks falling behind other regions of the world, such as the United States or Asia, where heavy investments are made in new technologies and OER;

*Amendment*

17. Notes that the European Union risks falling behind other regions of the world, such as the United States or Asia, where heavy investments are made in **research and development**, new technologies and OER;

Or. it

**Amendment 120**  
**Heinz K. Becker**

**Motion for a resolution**  
**Paragraph 17 a (new)**

*Motion for a resolution*

*Amendment*

***17a. Calls on the Member States to promote cooperation and synergies in the field of lifelong learning, in particular to make it as easy as possible to access learning and to adapt and modernise the curricula of educational institutions to the rapidly developing potential and possibilities of digital learning and open educational resources, in order to address the new challenges of the contemporary world as effectively as possible;***

**Amendment 121**  
**Monika Panayotova**

**Motion for a resolution**  
**Paragraph 18 a (new)**

*Motion for a resolution*

*Amendment*

***18a. Stresses that the use of new technologies in education should be well targeted to respond to the needs of the job market and overcome the present skills gap; stresses the need of improved communication and cooperation between educational and training institutions and the business sector;***

Or. en

**Amendment 122**  
**Monika Panayotova**

**Motion for a resolution**  
**Paragraph 18 b (new)**

*Motion for a resolution*

*Amendment*

***18b. Reminds that new technologies can contribute to the competitiveness of European education on the global stage, offer opportunities for the internationalization of European higher education, and respectively increase Europe's attractiveness as an educational destination;***

Or. en

**Amendment 123**  
**Monika Panayotova**

**Motion for a resolution**  
**Paragraph 18 c (new)**

*Motion for a resolution*

*Amendment*

***18c. Notes that new technologies and e-learning have the added-value of providing an international learning experience for those who do not participate in mobility schemes;***

Or. en

**Amendment 124**  
**Rui Tavares**

**Motion for a resolution**  
**Paragraph 19**

*Motion for a resolution*

*Amendment*

19. Points out that digital technologies are not fully exploited in education and training across the Union; fears that this ***situation may*** lead to a ***further*** fragmentation of approaches and markets;

19. Points out that digital technologies are not fully exploited in education and training across the Union; fears that this ***phenomenon, apart from preventing the full exploitation of an opportunity to improve the inclusiveness of education, may, among others,*** lead to a ***certain*** fragmentation of approaches and markets;

Or. en

**Amendment 125**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 19**

*Motion for a resolution*

*Amendment*

19. Points out that digital technologies are not fully exploited in education and training across the Union; fears that this situation may lead to a further

19. Points out that digital technologies are not fully exploited in education and training across the Union; fears that this situation may lead to a further

fragmentation of *approaches and markets*;

fragmentation of *teaching and learning approaches*;

Or. en

#### **Amendment 126**

**Raffaele Baldassarre, Marco Scurria, Piotr Borys, Georgios Papanikolaou, Silvia Costa, Doris Pack**

#### **Motion for a resolution Paragraph 19**

##### *Motion for a resolution*

19. Points out that digital technologies are not fully exploited in education and training across the Union; fears that this situation may lead to a further fragmentation of *approaches and markets*;

##### *Amendment*

19. Points out that digital technologies are not fully exploited in education and training across the Union; fears that this situation may lead to a further fragmentation of *teaching and learning approaches*;

Or. en

#### **Amendment 127**

**Cătălin Sorin Ivan**

#### **Motion for a resolution Paragraph 19**

##### *Motion for a resolution*

19. Points out that digital technologies are not fully exploited in education and training across the Union; fears that this situation may lead to a further fragmentation of approaches and markets;

##### *Amendment*

19. Points out that digital technologies are not fully exploited in education and training across the Union; fears that this situation may lead to a further fragmentation of approaches and markets; ***calls on the Member States to apply principles of equity to the new markets as OERs should remain a tool to broaden access to education and not become a purely economic endeavour.***;

Or. en



**Amendment 128**  
**Silvia Costa**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

***19a. Stresses that digital technology is an important learning tool for citizenship, facilitating the participation of many citizens living in peripheral areas and especially of young audiences, allowing them to fully benefit from freedom of expression and online communication;***

Or. it

**Amendment 129**  
**Piotr Borys**

**Motion for a resolution**  
**Paragraph 20**

*Motion for a resolution*

*Amendment*

20. Welcomes the launch of the Open Education Europa portal, providing a single gateway to European OER;

20. Welcomes the launch of the Open Education Europa portal ***in all EU languages***, providing a single gateway to European OER;

Or. pl

**Amendment 130**  
**Joanna Katarzyna Skrzydlewska**

**Motion for a resolution**  
**Paragraph 20**

*Motion for a resolution*

*Amendment*

20. Welcomes the launch of the Open

20. Welcomes the launch of the Open

Education Europa portal, providing a single gateway to European OER;

Education Europa portal, providing a single gateway to European OER, **and calls for the portal to be strongly developed and promoted in the Member States**;

Or. pl

**Amendment 131**  
**Adam Bielan**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

21. Notes that an appropriate digital infrastructure is a prerequisite for reaching the highest possible number of learners with OER;

*Amendment*

21. Notes that an appropriate digital infrastructure **based on commonly used, popular technologies** is a prerequisite for reaching the highest possible number of learners with OER;

Or. pl

**Amendment 132**  
**Marco Scurria**

**Motion for a resolution**  
**Paragraph 22**

*Motion for a resolution*

22. Points out that local and regional authorities have a key role to play in developing infrastructures and disseminating and implementing the relevant European initiatives on national, regional and local level;

*Amendment*

22. Points out that local and regional authorities have a key role to play in developing infrastructures, **disseminating and publicising various measures to a wider public, involving other local stakeholders** and disseminating and implementing the relevant European initiatives on national, regional and local level;

Or. it

**Amendment 133**  
**Jean-Pierre Audy**

**Motion for a resolution**  
**Paragraph 23**

*Motion for a resolution*

23. Calls on the Member States to ***use the available funding through the European Structural and Investment Funds for improving the digital infrastructure***, taking into account the needs of educational institutions, in particular in rural and remote regions;

*Amendment*

23. Calls on the Member States to ***tackle the digital divide and to require operators to provide 100% territorial coverage***, taking into account the needs of educational institutions, in particular in rural and remote regions;

Or. fr

**Amendment 134**  
**Marie-Thérèse Sanchez-Schmid**

**Motion for a resolution**  
**Paragraph 23**

*Motion for a resolution*

23. Calls on the Member States to use the available funding through the European Structural and Investment Funds for improving the ***digital infrastructure***, taking into account the needs of educational institutions, in particular in rural and remote regions;

*Amendment*

23. Calls on the Member States ***and the local and regional authorities*** to use the available funding through the European Structural and Investment Funds for ***overcoming the territorial digital divide by improving infrastructure and networks and promoting training in ICT and their effective use***, taking into account the needs of educational institutions, in particular in rural and remote regions;

Or. fr

**Amendment 135**  
**Monika Panayotova**

**Motion for a resolution**  
**Paragraph 23**

*Motion for a resolution*

23. Calls on the Member States to use the available funding through the European Structural and Investment Funds for improving the digital infrastructure, taking into account the needs of educational institutions, in particular in rural and remote regions;

*Amendment*

23. Calls on the Member States to use the available funding through the European Structural and Investment Funds for improving the digital infrastructure, taking into account the needs of educational institutions, in particular in rural and remote regions; ***notes that a smart and comprehensive use of EU funding requires synergy between the different programmes and instruments - Erasmus+, Horizon 2020 and the Structural and Investment Funds;***

Or. en

**Amendment 136**  
**Silvia Costa**

**Motion for a resolution**  
**Paragraph 25 a (new)**

*Motion for a resolution*

25a. Calls on the Commission to promote and extend the network and action of Euroschoolnet;

*Amendment*

***25a. Calls on the Commission to promote and extend the network and action of Euroschoolnet;***

Or. it

**Amendment 137**  
**Marietje Schaake, Hannu Takkula, Morten Løkkegaard**

**Motion for a resolution**  
**Paragraph 26**

*Motion for a resolution*

26. Appreciates that all educational materials drawn up with support from Erasmus+ will be available to the public under open licenses; encourages similar practices for other Union programmes;

*Amendment*

26. Appreciates that all educational materials drawn up with support from Erasmus+ will be available to the public under open licenses; encourages similar practices for other Union programmes,

*including a broad roll-out of open access  
under the Horizon2020 programme;*

Or. en

**Amendment 138**  
**Jean-Pierre Audy**

**Motion for a resolution**  
**Paragraph 27 a (new)**

*Motion for a resolution*

*Amendment*

*27a. Calls on the Commission to organise  
an annual European regional planning  
conference to ensure that all citizens have  
access to ICT services wherever they may  
be in the European Union;*

Or. fr