



**2018/2090(INI)**

28.9.2018

# **AMENDMENTS**

## **1 - 183**

**Draft report**  
**Yana Toom**  
(PE623.621v01-00)

Education in the digital era: challenges, opportunities and lessons for EU  
policy design  
(2018/2090(INI))



**Amendment 1**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Citation 7 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to its resolution of 9 September 2015 on empowering girls through education in the EU<sup>4-A</sup>,*

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<sup>4-A</sup> *Text adopted, P8\_TA(2015)0312*

Or. pt

**Amendment 2**

**Svetoslav Hristov Malinov, Eva Maydell**

**Motion for a resolution**

**Citation 9**

*Motion for a resolution*

*Amendment*

— *having regard to the Recommendation of **the European Parliament and of the Council of 18 December 2006** on key competences for lifelong learning<sup>6</sup>,*

— *having regard to the **Council** recommendation of **22 May 2018** on key competences for lifelong learning<sup>6</sup>,*

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<sup>6</sup> *OJ L 394, 30.12.2006, p. 10.*

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<sup>6</sup> *OJ C 189, 4.6.2018, p. 1-13.*

Or. en

**Amendment 3**

**Svetoslav Hristov Malinov, Eva Maydell**

**Motion for a resolution**

**Citation 18 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 2 May 2012 on European Strategy for a Better Internet for Children,*

Or. en

**Amendment 4**  
**Jill Evans**

**Motion for a resolution**  
**Citation 23 a (new)**

*Motion for a resolution*

*Amendment*

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

Or. en

**Amendment 5**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

A. whereas, with technology developing at an accelerating rate, the digital society and economy are now a fact of life, meaning that digital skills are *essential*;

A. whereas, with technology developing at an accelerating rate, the digital society and economy are now a fact of life, meaning that digital skills are *ever more useful in a large number of jobs*;

Or. fr

**Amendment 6**  
**Svetoslav Hristov Malinov, Eva Maydell**

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

*Motion for a resolution*

A. whereas, with technology developing at an accelerating rate, the digital society and economy are now a fact of life, meaning that digital skills are essential;

*Amendment*

A. whereas, with technology developing at an accelerating rate, the digital society and economy are now a fact of life, meaning that digital skills are essential ***for the successful professional realisation and personal development of all citizens***;

Or. en

**Amendment 7**  
**Isabella Adinolfi, Dario Tamburrano**

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

*Motion for a resolution*

A. whereas, with technology developing at an accelerating rate, the digital society and economy are now a fact of life, meaning that digital skills are essential;

*Amendment*

A. whereas, with technology developing at an accelerating rate, the digital society and economy are now a fact of life, meaning that digital skills are essential ***for citizens to actively participate to public life and access to the labour market***;

Or. en

**Amendment 8**  
**Svetoslav Hristov Malinov, Eva Maydell**

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

*Motion for a resolution*

*Amendment*

*A a. whereas digital competence is one of the key competences for lifelong learning, as defined in the Reference Framework in the Council Recommendation of 22 May 2018;*

Or. en

**Amendment 9**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital B**

*Motion for a resolution*

B. whereas the innovative capacity of technology is conditioned by the *level of digital skills of the population*;

*Amendment*

B. whereas the innovative capacity of technology is conditioned by the *training of a sufficient number of high-calibre specialists in the areas of science and technology, and by the quality of teaching in higher education in the Member States and professional training in these areas*;

Or. fr

**Amendment 10**  
**Isabella Adinolfi, Dario Tamburrano**

**Motion for a resolution**  
**Recital B**

*Motion for a resolution*

B. whereas the innovative capacity of technology is conditioned *by* the level of digital skills of the population;

*Amendment*

B. whereas the innovative capacity of technology is conditioned, *among others, by critical thinking and* the level of digital *and creative* skills of the population;

Or. en

**Amendment 11**

**Julie Ward**

**Motion for a resolution**

**Recital B**

*Motion for a resolution*

B. whereas the innovative capacity of technology is conditioned by the level of digital skills of the population;

*Amendment*

B. whereas the innovative capacity of technology is conditioned by the level of digital skills of the population **and the quality and reach of internet connectivity**;

Or. en

**Amendment 12**

**Dominique Bilde**

**Motion for a resolution**

**Recital C**

*Motion for a resolution*

C. whereas a basic knowledge of digital technologies is vital for completing essential administrative **and** everyday tasks;

*Amendment*

C. whereas a basic knowledge of digital technologies is **becoming** vital for completing essential administrative **tasks, given that a growing number of administrative services are being dematerialised, as are certain everyday - but relatively simple -** tasks;

Or. fr

**Amendment 13**

**Dominique Bilde**

**Motion for a resolution**

**Recital D**

*Motion for a resolution*

D. whereas it is estimated that approximately half of the current jobs worldwide – and 30 % in the European Union – will disappear over the next 25 years<sup>9</sup>, **with** new professions requiring

*Amendment*

D. whereas it is estimated that approximately half of the current jobs worldwide – and 30 % in the European Union – will disappear over the next 25 years<sup>9</sup>, **and even** new professions requiring

advanced digital skills *emerging*;

advanced digital skills *will disappear, given the advances made in artificial intelligence*;

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<sup>9</sup> [http://eskills-scale.eu/fileadmin/eskills\\_scale/all\\_final\\_deliverables/scale\\_digitalisation\\_report.pdf](http://eskills-scale.eu/fileadmin/eskills_scale/all_final_deliverables/scale_digitalisation_report.pdf)

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<sup>9</sup> [http://eskills-scale.eu/fileadmin/eskills\\_scale/all\\_final\\_deliverables/scale\\_digitalisation\\_report.pdf](http://eskills-scale.eu/fileadmin/eskills_scale/all_final_deliverables/scale_digitalisation_report.pdf)

Or. fr

#### **Amendment 14** **Martina Michels**

#### **Motion for a resolution** **Recital D a (new)**

*Motion for a resolution*

*Amendment*

*Da. whereas digital skills which go well beyond the requirements of the labour market offer people better opportunities to participate in the life of society, both today and in the future, facilitate information and cultural exchange and give people a greater say in political decision-making;*

Or. de

#### **Amendment 15** **Julie Ward**

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

*Motion for a resolution*

*Amendment*

E. whereas the technological transformation across industries means that digital tools are frequently used even in traditionally non-technical professions, with nine out of 10 jobs in the future estimated to require digital skills;

E. whereas the technological transformation across industries means that digital tools are frequently used even in traditionally non-technical professions, with nine out of 10 jobs in the *near or immediate* future estimated to require



digital skills;

Or. en

**Amendment 16**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

*Ea. whereas, however, according to a Cedefop publication dated June 2018, growth growth projections point to a sharp rise in demand for ‘lower-skilled jobs’, particularly in the sales, security and cleaning sectors and catering and care professions, and a stable number of jobs in certain fields, including person-centred services such as hospitality; whereas in spite of the rapid progress made in digital technologies, which should also affect these sectors and in particular the health sector, there will also be a need to meet the increased demand in person-based and manual occupations, which require a very moderate level of digital skills, in particular by means of a suitable policy to steer people towards apprenticeship;*

Or. fr

**Amendment 17**  
**Silvia Costa**

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

*Motion for a resolution*

*Amendment*

F. whereas currently 44 % of the EU population aged between 16 and 74 lack

F. whereas currently 44 % of the EU population aged between 16 and 74 lack

basic digital skills, with substantial disparities across the Member States, a situation that risks creating a new social divide;

basic digital skills *while 19% have totally insufficient digital skills*, with substantial disparities across the Member States, a situation that risks creating a new social divide;

Or. it

**Amendment 18**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

*Fa. whereas, however, gaps in digital knowledge are often associated with general learning gaps, and the number of pupils with difficulties in mathematics and science in particular has increased between the 2012 and 2015 PISA assessments in most Member States, reaching about 22% for mathematics, and even approximately 40% in Bulgaria, Romania and Cyprus in 2015;*

Or. fr

**Amendment 19**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

*Fb. whereas 40% of employers in the European Union are finding it difficult to recruit a workforce with the proper qualifications, and whereas this high proportion can be partly attributed to a lack of basic skills in the European workforce, given that, according to the*

*OECD (2012) PIAAC study, among the working-age population of the European Union (16 to 65), only 43% had a medium or high level of reading and comprehension (literacy), a number that is significantly lower than that of the OECD (49%), and that, in addition, one in five Europeans had insufficient skills in reading and comprehension (literacy) and one in four in mathematics;*

Or. fr

**Amendment 20**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

*Fc. whereas in spite of the predominance of technology in the daily life of the ‘Y’ generation, born after 1980, a study by the Educational Testing Services of the prestigious US-based University of Princeton noted that this generation showed the poorest level of all age groups in the United States in the basic skills - reading and comprehension (literacy), basic mathematics and problem-solving in a technology-rich environment - which shows that there is no causal link between the omnipresence of digital technologies and the acquisition of a high level of digital skills; whereas, in the same study, some European countries had the same or lower scores than the US for Generation Y skills in reading and comprehension (Italy and Spain) and problem-solving in a technological environment (Slovakia, Ireland and Poland);*

Or. fr

**Amendment 21**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital G**

*Motion for a resolution*

*Amendment*

**G.** *whereas the importance of digital skills, the current skills gap and disparities in digital skills across the Member States demand a joined-up policy response;*

*deleted*

Or. fr

**Amendment 22**  
**Silvia Costa**

**Motion for a resolution**  
**Recital G**

*Motion for a resolution*

*Amendment*

G. whereas the importance of digital skills, the **current** skills gap and disparities in digital skills across the Member States demand a joined-up policy response;

G. whereas the importance of digital skills, the skills gap, **which is particularly significant between men and women, but also between generations and different social categories**, and disparities in digital skills across the Member States demand a joined-up policy response;

Or. it

**Amendment 23**  
**Julie Ward**

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

*Motion for a resolution*

*Amendment*

*G a. whereas it is essential to reclaim the internet as a common good and promote active e-citizenship;*

Or. en

**Amendment 24**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital H**

*Motion for a resolution*

*Amendment*

*H. whereas it is essential that educational institutions prepare pupils and students for rapid economic and social changes brought about by rapid technological development;*

*deleted*

Or. fr

**Amendment 25**  
**Isabella Adinolfi, Dario Tamburrano**

**Motion for a resolution**  
**Recital H**

*Motion for a resolution*

*Amendment*

H. whereas it is essential that educational institutions prepare pupils and students *for rapid economic and social changes* brought about by rapid technological development;

H. whereas it is essential that educational institutions prepare pupils and students *to confront social and economic challenges* brought about by rapid technological *and social* development;

Or. en

**Amendment 26**  
**Julie Ward**

**Motion for a resolution**

## Recital H

### *Motion for a resolution*

H. whereas it is essential that educational institutions prepare pupils and students for rapid economic and social changes brought about by rapid technological development;

### *Amendment*

H. whereas it is essential that educational institutions prepare pupils and students for rapid economic and social changes brought about by rapid technological development, ***giving them adequate skills to be able to adapt to the challenges of the digital era, such as occupational literacy and media literacy;***

Or. en

## Amendment 27

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

### **Motion for a resolution**

#### **Recital H**

### *Motion for a resolution*

H. whereas it is essential that educational institutions prepare pupils and students for rapid economic and social changes brought about by rapid technological development;

### *Amendment*

H. whereas it is essential that educational institutions prepare pupils and students for rapid economic and social changes brought about by rapid technological development, ***endowing them with skills suited to the challenges of the digital world;***

Or. pt

## Amendment 28

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

### **Motion for a resolution**

#### **Recital H a (new)**

### *Motion for a resolution*

### *Amendment*

***H a. whereas access to and the use of the internet and of technological and digital equipment have transformed social behaviour and relationships, especially***

*among the younger sections of society;*

Or. pt

**Amendment 29**

**Svetoslav Hristov Malinov, Eva Maydell**

**Motion for a resolution**

**Recital H a (new)**

*Motion for a resolution*

*Amendment*

*H a. whereas the goal that by 2025 all schools in the EU should have access to internet connections with download/upload speeds of 1 gigabit of data per second is yet to be reached;*

Or. en

**Amendment 30**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Recital H b (new)**

*Motion for a resolution*

*Amendment*

*H b. whereas excessive use of technological and digital equipment, such as computers and tablets, can cause health and well-being problems, including sleep deprivation, a sedentary lifestyle and addiction;*

Or. pt

**Amendment 31**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Recital I**

*Motion for a resolution*

*Amendment*

**I.** *whereas a new and innovative approach should place technology at the heart of education;*

*deleted*

Or. pt

**Amendment 32**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital I**

*Motion for a resolution*

*Amendment*

**I.** *whereas a new and innovative approach should place technology at the heart of education;*

**I.** *whereas there is a need to reconnect with tried and tested methods of teaching, in particular systematic learning and repeated exercises for mathematics and traditional methods for learning to read: the syllabic method, homework, and, if necessary, a repeated year if the pupil fails at school;*

Or. fr

**Amendment 33**  
**Silvia Costa**

**Motion for a resolution**  
**Recital I**

*Motion for a resolution*

*Amendment*

**I.** *whereas a new and innovative approach should place technology at the heart of education;*

**I.** *whereas the new technologies require a different and innovative form of teaching and change the relationship between teachers and learners;*

Or. it



**Amendment 34**  
**Isabella Adinolfi, Dario Tamburrano**

**Motion for a resolution**  
**Recital I**

*Motion for a resolution*

I. whereas **a** new and innovative **approach** should **place technology at the heart of** education;

*Amendment*

I. whereas **technology can offer** new and innovative **approaches to teaching and** should **therefore have an adequate role in** education;

Or. en

**Amendment 35**  
**Martina Michels**

**Motion for a resolution**  
**Recital I**

*Motion for a resolution*

I. whereas a new and innovative approach **should** place **technology** at the heart of education;

*Amendment*

I. whereas a new and innovative approach **can** place **digital technologies and connectivity** at the heart of **holistic, humanist** education **which focuses on pupils**;

Or. de

**Amendment 36**  
**Jill Evans**

**Motion for a resolution**  
**Recital I**

*Motion for a resolution*

I. whereas a new and innovative approach should place technology at the heart of education;

*Amendment*

I. whereas a new and innovative approach should place technology at the heart of education, **while maintaining the personal contact between students and teachers and prioritising the wellbeing and healthy development of children and**

*adult learners;*

Or. en

**Amendment 37**  
**Sabine Verheyen**

**Motion for a resolution**  
**Recital I**

*Motion for a resolution*

I. whereas a new and innovative approach should place technology *at the heart* of education;

*Amendment*

I. whereas a new and innovative approach should place technology *in an age appropriate manner as an integral part* of education;

Or. en

**Amendment 38**  
**Dominique Bilde**

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

*Motion for a resolution*

*Ia. whereas, according to an OECD study of 15 September 2015, schools which have invested more heavily in new technologies than the other countries studied have not seen a significant improvement in school performance; whereas new technologies at school could even have helped to exacerbate existing inequalities between students, according to the OECD director of education Andreas Schleicher, quoted by the BBC (15.09.2015);*

Or. fr

**Amendment 39**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital I b (new)**

*Motion for a resolution*

*Amendment*

***Ib. whereas the most successful education systems, particularly in Asia (and in particular South Korea, Japan and Singapore), make limited use of new technologies in schools; whereas in contrast, in seven of the states studied, where the use of new technologies was the most intensive, there was a deterioration in school performance in reading, in particular in Australia, New Zealand and Sweden;***

Or. fr

**Amendment 40**  
**Isabella Adinolfi, Dario Tamburrano**

**Motion for a resolution**  
**Recital J**

*Motion for a resolution*

*Amendment*

J. whereas technologies ***should*** be better used to support new pedagogies that focus on learners as active participants with tools for inquiry-based learning and collaborative workspaces;

J. whereas technologies ***could*** be better used to support new pedagogies that focus on learners as active participants with tools for inquiry-based learning and collaborative workspaces;

Or. en

**Amendment 41**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

***Ja.*** *whereas the ‘active participation’ of pupils should not change the teacher-pupil hierarchy and whereas, in this respect, the PISA tests include an assessment of the disciplinary climate in classes, which - according to the test - is a key condition for academic success; whereas France, in particular, has experienced a steady decline in the disciplinary climate in classes since the year 2000, and school results have deteriorated accordingly;*

Or. fr

**Amendment 42**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital J b (new)**

*Motion for a resolution*

*Amendment*

***Jb.*** *whereas some of the best-performing states in the PISA tests, in particular South Korea and Singapore, are implementing educational methods based on strict hierarchy and discipline within classes, and this educational model should be reconsidered in Europe in view of the excellent academic results it yields;*

Or. fr

**Amendment 43**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital J c (new)**

*Motion for a resolution*

*Amendment*

*Jc. whereas the models generally invoked in support of ‘participatory’ teaching methods - the Scandinavian models, in particular Finland - have not necessarily proven effective, given that a comparison of Finland’s results in the PISA tests in 2012 and 2015 shows a notable decline in mathematics and science;*

Or. fr

#### **Amendment 44**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

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

##### **Recital K**

##### *Motion for a resolution*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become *critical consumers*, make informed decisions and be aware of risks associated with the Internet;

##### *Amendment*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become *active citizens*, make informed decisions and be aware of risks associated with the Internet, *such as fake news, intimidation and online harassment*;

Or. pt

#### **Amendment 45**

**Jill Evans**

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

##### **Recital K**

##### *Motion for a resolution*

K. whereas basic education in cyber hygiene, cyber safety and media literacy *is necessary from an early age* to help children become *critical consumers*, make informed decisions and be aware of risks

##### *Amendment*

K. whereas basic education in cyber hygiene, cyber safety and media literacy *needs to be age-and development oriented* to help children become *critical learners*, make informed decisions and be aware of

associated with the Internet;

risks associated with the Internet;

Or. en

**Amendment 46**  
**Sabine Verheyen**

**Motion for a resolution**  
**Recital K**

*Motion for a resolution*

K. whereas basic education in cyber hygiene, cyber safety and media literacy *is necessary from an early age* to help children become critical consumers, make informed decisions and be aware of risks associated with the Internet;

*Amendment*

K. whereas basic education in cyber hygiene, cyber safety and media literacy *needs to be age and development oriented* to help children become critical consumers, make informed decisions and be aware of risks associated with the Internet;

Or. en

**Amendment 47**  
**Svetoslav Hristov Malinov, Eva Maydell**

**Motion for a resolution**  
**Recital K**

*Motion for a resolution*

K. whereas basic education in *cyber hygiene*, cyber safety and media literacy is necessary from an early age to help children become critical consumers, make informed decisions and be aware of risks associated with the Internet;

*Amendment*

K. whereas basic education in cyber safety and media literacy is necessary from an early age to help children become critical consumers, *build resilience to disinformation, propaganda and filter bubbles*, make informed decisions and be aware of risks associated with the Internet; *whereas the skills needed for using digital technologies and the internet are key for the well-being and for the civic participation of all citizens*;

Or. en

## Amendment 48

Isabella Adinolfi, Dario Tamburrano

### Motion for a resolution

#### Recital K

##### *Motion for a resolution*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become critical **consumers**, make informed decisions and be aware of risks associated with the Internet;

##### *Amendment*

K. whereas basic education in cyber hygiene, cyber safety, **data protection** and media literacy is necessary from an early age to help children become critical **citizens, meaningfully participate to public life**, make informed decisions and be aware of risks associated with the Internet;

Or. en

## Amendment 49

Remo Sernagiotto

### Motion for a resolution

#### Recital K

##### *Motion for a resolution*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become critical **consumers**, make informed decisions and be aware of risks associated with the Internet;

##### *Amendment*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become critical **users**, make informed decisions and be aware of risks associated with the Internet;

Or. it

## Amendment 50

Silvia Costa

### Motion for a resolution

#### Recital K

*Motion for a resolution*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become critical *consumers*, make informed decisions and be aware of risks associated with the Internet;

*Amendment*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become critical *citizens*, make informed decisions and be aware of risks associated with the Internet;

Or. it

**Amendment 51**  
**Martina Michels**

**Motion for a resolution**  
**Recital K**

*Motion for a resolution*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become critical consumers, make informed decisions and be aware of risks associated with the Internet;

*Amendment*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become critical consumers, *content producers and shapers of a democratic digital society*, make informed decisions and be aware of *the opportunities and* risks associated with the Internet;

Or. de

**Amendment 52**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital K**

*Motion for a resolution*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become critical consumers, make informed decisions and be aware of risks

*Amendment*

K. whereas basic education in cyber hygiene, cyber safety and media literacy is necessary from an early age to help children become critical consumers, make informed decisions and be aware of risks



associated with the Internet;

associated with the Internet, *in particular cyber-bullying and access to pornography*;

Or. fr

**Amendment 53**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

*Ka. whereas parents should be made aware of the risks associated with early use of the Internet and social networks, in particular access to pornography and cyber-bullying, but also the impact of exposure to screens on cognitive development and academic results;*

Or. fr

**Amendment 54**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital L**

*Motion for a resolution*

*Amendment*

L. whereas digital learning *can be a more captivating, less passive, and more personalised way of teaching than* lecture-style teaching methods, *providing platforms for collaboration and knowledge creation*;

L. whereas digital learning *cannot replace* lecture-style teaching methods *and students' consistent attendance of classes*;

Or. fr

**Amendment 55**

**Isabella Adinolfi, Dario Tamburrano**

**Motion for a resolution**

**Recital L**

*Motion for a resolution*

L. whereas digital learning can be a *more captivating, less passive, and more personalised way of teaching than* lecture-style teaching methods, providing platforms for collaboration and knowledge creation;

*Amendment*

L. whereas digital learning can be a *valid complement to* lecture-style teaching methods, *stimulating a more active and personalised way of teaching and* providing platforms for collaboration and knowledge creation;

Or. en

**Amendment 56**

**Julie Ward**

**Motion for a resolution**

**Recital L**

*Motion for a resolution*

L. whereas digital learning can be a more captivating, less passive, and more personalised way of teaching than lecture-style teaching methods, providing platforms for collaboration and knowledge creation;

*Amendment*

L. whereas *quality innovative* digital learning can be a more captivating, less passive, and more personalised way of teaching than lecture-style teaching methods, providing platforms for collaboration and knowledge creation;

Or. en

**Amendment 57**

**Dominique Bilde**

**Motion for a resolution**

**Recital L a (new)**

*Motion for a resolution*

*La. whereas a number of professors in the French universities and higher education institutions, in particular the President of the Association of Teachers*

*Amendment*

*of Economic and Commercial Preparatory Classes (France), advise against the ongoing use of computers and advocate a return to paper-based methods; whereas some prestigious institutions, like the preparatory classes at the Lycée Janson-de-Sailly, have banned the ongoing use of the computer in view of its negative impact on academic results caused by the low involvement of the student and the distraction caused by Wi-Fi, and whereas, for this reason, the use of computers in higher education should be minimised to what is strictly necessary for the academic content being covered and to encourage students to take notes in the traditional way;*

Or. fr

**Amendment 58**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Recital L a (new)**

*Motion for a resolution*

*Amendment*

*La. whereas we are seeing the growing commercial use of education by large digital companies, trying to influence teaching practices by introducing equipment, providing software and educational resources or providing training for teachers;*

Or. pt

**Amendment 59**

**Dominique Bilde**

**Motion for a resolution**

**Recital M**

*Motion for a resolution*

M. whereas, to better deliver on the promise of technology, Member States need convincing strategies *to build teachers' capacity and policymakers need to become better at building support for this agenda;*

*Amendment*

M. whereas, to better deliver on the promise of technology, Member States need convincing strategies *for the digitisation of teaching that take account of the harmful effect of exposure to new technologies, in particular screens, on cognitive development, mental health and academic results;*

Or. fr

**Amendment 60**  
**Julie Ward**

**Motion for a resolution**  
**Recital M**

*Motion for a resolution*

M. whereas, to better deliver on the promise of technology, Member States need convincing strategies to build teachers' capacity and policymakers need to *become better* at building support for this agenda;

*Amendment*

M. whereas, to better deliver on the promise of technology, Member States need convincing strategies to build teachers' capacity and policymakers need to *be stronger* at building support for this agenda;

Or. en

**Amendment 61**  
**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**  
**Recital M**

*Motion for a resolution*

M. whereas, to better deliver on the promise of technology, Member States need *convincing* strategies to build teachers' capacity and policymakers need to become better at building support for this agenda;

*Amendment*

M. whereas, to better deliver on the promise of technology, Member States need *effective* strategies to build teachers' capacity and policymakers need to become better at building support for this agenda;

**Amendment 62**  
**Jill Evans**

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

*Motion for a resolution*

*Amendment*

*Ma. whereas public libraries participate in the common effort of familiarizing citizens with digital skills, by providing open services for digital support in a social and helpful environment;*

Or. en

**Amendment 63**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital N**

*Motion for a resolution*

*Amendment*

N. whereas adults who are out of work or in jobs that do not require digital skills tend to fall quickly behind their more digitally proficient peers, *thus hampering* their job prospects and *exacerbating* social and economic disparities;

N. whereas *the fact that* adults who are out of work or in jobs that do not require digital skills tend to fall quickly behind their more digitally proficient peers *probably reflects an overall lack of general skills, in particular basic skills such as mathematics and reading, which hampers* their job prospects and *exacerbates* social and economic disparities; *whereas primary and secondary-level teaching should be improved to reduce the number of people leaving the school system with or without qualifications but without having obtained basic skills in the key disciplines;*

Or. fr

**Amendment 64**

**Liliana Rodrigues, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Recital N a (new)**

*Motion for a resolution*

*Amendment*

*Na. whereas the progressive digitisation of work will result in the disappearance of many professions and an increase in unemployment; whereas the new professions that will emerge with digitisation may compensate for some of the lost jobs;*

Or. pt

**Amendment 65**

**Silvia Costa**

**Motion for a resolution**

**Recital N a (new)**

*Motion for a resolution*

*Amendment*

*Na. whereas digital technologies can facilitate access to knowledge and learning and their use enables all training facilities at various levels to be easily accessible and inclusive;*

Or. it

**Amendment 66**

**Isabella Adinolfi, Dario Tamburrano**

**Motion for a resolution**

**Recital N a (new)**

*Motion for a resolution*

*Amendment*

*Na. whereas elderly and people with disabilities, without appropriate and targeted policies, are likely to suffer the most from the digital transformation;*

Or. en

### **Amendment 67**

**Remo Sernagiotto, Angel Dzhambazki, Rupert Matthews, Emma McClarkin**

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

##### **Recital N a (new)**

*Motion for a resolution*

*Amendment*

*Na. whereas the share of men working in the digital sector is 3.1 times greater than the share of women;*

Or. en

### **Amendment 68**

**Dominique Bilde**

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

##### **Recital O**

*Motion for a resolution*

*Amendment*

O. whereas lifelong learning opportunities tend to be far more available to already highly-skilled workers<sup>10</sup>;

O. whereas lifelong learning opportunities tend to be far more available to already highly-skilled workers; *whereas lifelong learning should be promoted as a way of boosting social mobility, in particular for low- or medium-skilled workers, which could help to increase motivation and productivity*<sup>10</sup>;

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<sup>10</sup> Joint Employment Report 2018, <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1519897788119&uri=CELEX%3A52017DC0674>

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<sup>10</sup> Joint Employment Report 2018, <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1519897788119&uri=CELEX%3A52017DC0674>

**Amendment 69**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

***Oa. whereas 30% of higher education graduates in the European Union hold jobs that do not match their formal qualifications, and they are very often over-qualified, which can lead to a loss of productivity in the long term; whereas, therefore, professional reorientation or retraining schemes should also be introduced for workers with a higher education diploma with a view to tackling this phenomenon;***

Or. fr

**Amendment 70**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital P**

*Motion for a resolution*

*Amendment*

**P. whereas ongoing monitoring and assessment of digital skills proficiency both in organisations and among individuals *is a prerequisite for effective policy delivery;***

**P. whereas ongoing monitoring and assessment of digital skills proficiency both in organisations and among individuals *could be a good way to develop suitable policies in this area;***

Or. fr

**Amendment 71**  
**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**



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

*Motion for a resolution*

*Amendment*

*Pa. whereas women make up only 20% of professionals in the field of science and only 27% of engineering graduates<sup>1-A</sup>, only 29 out of 1 000 graduates, compared to 95 out of 1 000 for men, have a degree in ICT, only 3% of all female graduates hold a bachelor's degree in this discipline (compared to almost 10% in the case of male graduates), and only 4 out of 1 000 women end up working in the ICT sector;*

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<sup>1-A</sup> [https://ec.europa.eu/education/et-monitor-2017\\_en](https://ec.europa.eu/education/et-monitor-2017_en)

Or. pt

**Amendment 72**  
**Sabine Verheyen**

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

*Motion for a resolution*

*Amendment*

*Pa. whereas digital learning strategies also need to take into account research on the detrimental effects that an early use of digital technology may have on the development of the brain of young children;*

Or. en

**Amendment 73**  
**Jill Evans**

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

*Motion for a resolution*

*Amendment*

***Pa.*** *whereas mastering basic transversal skills such as numeracy, critical thinking, social skills and intercultural skills is a fundamental prerequisite for the acquisition of digital skills;*

Or. en

**Amendment 74**  
**Jill Evans**

**Motion for a resolution**  
**Recital P b (new)**

*Motion for a resolution*

*Amendment*

***Pb.*** *whereas digital learning strategies should take into account neurological research on the effects that an early use of digital technology may have on young children;*

Or. en

**Amendment 75**  
**Sabine Verheyen**

**Motion for a resolution**  
**Recital P b (new)**

*Motion for a resolution*

*Amendment*

***Pb.*** *whereas mastering basic skills is a fundamental prerequisite for acquiring of digital competence;*

Or. en

**Amendment 76**

**Jill Evans**

**Motion for a resolution**  
**Recital P c (new)**

*Motion for a resolution*

*Amendment*

***Pc. whereas technological development is increasingly language-based and has consequences for growth and society; whereas there is an urgent need for more language-aware policies and for technological research and education on digital communication and language technologies and their relationship to society;***

Or. en

**Amendment 77**  
**Svetoslav Hristov Malinov, Eva Maydell**

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

*Motion for a resolution*

*Amendment*

1. Underlines that digital skills acquisition requires a ‘***cradle to grave***’ approach anchored in ***lifelong learning across*** formal and non-formal education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners;

1. Underlines that digital skills acquisition requires a ***lifelong-learning*** approach anchored in formal and non-formal education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners;

Or. en

**Amendment 78**  
**Isabella Adinolfi, Dario Tamburrano**

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

*Motion for a resolution*

*Amendment*

1. Underlines that digital skills acquisition requires a *'cradle to grave'* approach anchored in lifelong learning across formal and non-formal education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners;

1. Underlines that digital skills acquisition requires a *coherent* approach anchored in lifelong learning across formal and non-formal education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners;

Or. en

**Amendment 79**  
**Dominique Bilde**

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

*Motion for a resolution*

1. Underlines that digital skills acquisition requires a 'cradle to grave' approach anchored in lifelong learning across formal and non-formal education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners;

*Amendment*

1. Underlines that digital skills acquisition requires a 'cradle to grave' approach anchored in lifelong learning across formal and non-formal education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners, *especially given that non-specialised digital skills are generally acquired spontaneously over the course of one's professional life, in particular at the beginning - higher education students carrying out their first internships in companies, for example;*

Or. fr

**Amendment 80**  
**Sabine Verheyen**

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

*Motion for a resolution*

1. Underlines that digital skills

*Amendment*

1. Underlines that digital skills

acquisition requires a ‘cradle to grave’ approach anchored in lifelong learning across formal and non-formal education settings, with a policy response *and* targeted interventions appropriate to the needs of different age groups and learners;

acquisition requires a ‘cradle to grave’ approach anchored in lifelong learning across formal and non-formal education settings, with a policy response *that also reflects the latest findings of neurological research on the effects of digital technology on brain development and provides* targeted interventions appropriate to the needs of different age groups and learners;

Or. en

## **Amendment 81**

**Jill Evans**

### **Motion for a resolution**

#### **Paragraph 1**

##### *Motion for a resolution*

1. Underlines that digital skills acquisition requires a ‘cradle to grave’ approach anchored in lifelong learning across formal *and* non-formal education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners;

##### *Amendment*

1. Underlines that digital skills acquisition requires a ‘cradle to grave’ approach anchored in lifelong learning across formal non-formal *and informal* education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners;

Or. en

## **Amendment 82**

**Jill Evans**

### **Motion for a resolution**

#### **Paragraph 1 a (new)**

##### *Motion for a resolution*

*1a. Underlines the potential of digital technologies to support a shift towards more learner-centred pedagogical approaches if incorporated into the*

##### *Amendment*

*learning process in a planned and purposeful way; believes that learners need to be guided towards innovative, bottom-up practices of knowledge creation for genuine educational transformation to happen;*

Or. en

**Amendment 83**  
**Svetoslav Hristov Malinov, Eva Maydell**

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

*Motion for a resolution*

*Amendment*

*1a. Highlights that inclusiveness and innovation should be the leading principles for education and training in the digital age; believes that digital technologies should not be reinforcing existing inequalities, but instead be used in order to close the digital divide;*

Or. en

**Amendment 84**  
**Svetoslav Hristov Malinov, Eva Maydell**

**Motion for a resolution**  
**Paragraph 1 b (new)**

*Motion for a resolution*

*Amendment*

*1b. Stresses that it is key to ensure a gender balanced approach in promoting ICT careers and that more female students and women should be supported in pursuing a career in the digital field;*

Or. en

**Amendment 85**  
**Svetoslav Hristov Malinov, Eva Maydell**

**Motion for a resolution**  
**Paragraph 1 c (new)**

*Motion for a resolution*

*Amendment*

***1c. Recommends that Member States in close cooperation with local communities and education and training providers to offer adults with a low level of digital skills access to upskilling pathways which provide them with the opportunity to acquire a minimum level of digital competence;***

Or. en

**Amendment 86**  
**Isabella Adinolfi, Dario Tamburrano**

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

*Motion for a resolution*

*Amendment*

**2. Stresses, *therefore, that a transformation of the* educational and training systems *at all levels is* necessary to *meet the demands of the society* and labour market *of the future*;**

**2. Stresses *that quality* educational and training systems *are fundamental to empower learners to play an active role in democratic life, supporting individual's resilience, critical thinking, wellbeing, inclusion and innovation potential, as well as develop the skills and competences* necessary to *confront future social* and labour market *challenges*;**

Or. en

**Amendment 87**  
**Dominique Bilde**

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

*Motion for a resolution*

2. Stresses, therefore, that a transformation of the educational and training systems at all levels is necessary **to meet the demands of the society and labour market of the future;**

*Amendment*

2. Stresses, therefore, that a transformation of the educational and training systems at all levels is necessary **if we are to ensure that no European completes secondary or higher education without mastering the basic skills, in particular in the areas of reading, maths and sciences, that are key to finding a place on the labour market;**

Or. fr

**Amendment 88**

**Jill Evans**

**Motion for a resolution**

**Paragraph 2**

*Motion for a resolution*

2. Stresses, therefore, that a transformation of the educational and training systems at all levels is necessary to meet the demands of the society and labour market of the future;

*Amendment*

2. Stresses, therefore, that a transformation of the educational and training systems at all levels is necessary to meet the demands of the society and labour market of the future, **recommends using interactive, participative and practical teaching methods tailored to learners' age, educational levels, needs and interests, and to make full use of the opportunities offered by the information and communication technologies and the media, including social media;**

Or. en

**Amendment 89**

**Martina Michels**

**Motion for a resolution**

**Paragraph 2**



*Motion for a resolution*

2. Stresses, therefore, that a transformation of the educational and training systems at all levels is necessary to meet the demands of the society and labour market of the future;

*Amendment*

2. Stresses, therefore, that a transformation of the educational and training systems at all levels is necessary to meet the demands of the society and labour market of the future, *the latter to be developed further on the basis of stringent social and environmental standards, whilst guaranteeing the right to personal fulfilment through participation in education;*

Or. de

**Amendment 90**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

*2a. Believes that educational institutions cannot afford to neglect the all-round training of their students involving the cultivation and development of a critical and holistic outlook that allows them to assert themselves as active citizens and understands that critical thinking cannot be strengthened only by teaching digital skills, and that a comprehensive education is also needed;*

Or. pt

**Amendment 91**

**Isabella Adinolfi, Dario Tamburrano**

**Motion for a resolution**

**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

*2a. Underlines that a synergy between relevant digital skills and life skills, as well as the boosting of key competences (especially personal, social and entrepreneurial) needs to be sought;*

Or. en

**Amendment 92**

**Remo Sernagiotto, Angel Dzhambazki, Rupert Matthews, Emma McClarkin**

**Motion for a resolution**

**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

*2a. Stresses the value of school autonomy to achieving innovation in education;*

Or. en

**Amendment 93**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Paragraph 2 b (new)**

*Motion for a resolution*

*Amendment*

*2b. Recalls that, as the Commission acknowledges in its Action Plan for Digital Education, the necessary adaptation of educational institutions to new technologies and innovative pedagogical approaches should never be seen as an end in itself, but rather as a tool for improving the quality and inclusivity of education;*

Or. pt

**Amendment 94**  
**Isabella Adinolfi, Dario Tamburrano**

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

*Motion for a resolution*

*Amendment*

**2b.** *Stresses that, while recognising the need for more digital skills, the education and training systems must be at the forefront for promoting a responsible use of digital tools, as well as for protecting the physiological neurosensory and behavioural development of learners, especially during childhood;*

Or. en

**Amendment 95**  
**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

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

*Motion for a resolution*

*Amendment*

**2c.** *Stresses that, in order to achieve better learning experiences and outcomes, digital tools must be adapted to the needs of students, that this is a way for students to become active citizens and not merely passive consumers of technology;*

Or. pt

**Amendment 96**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

3. Regrets that, *despite the potential*

3. Regrets that *the increased use of*

*of digitalisation for fostering and enhancing learning, the impact of digital technologies on education itself has been limited; expresses, in particular, its concern that investments in ICT in schools and training centres have not yet resulted in the hoped-for transformation of educational practices;*

digital technologies *in* education *has not proven useful to learning*; expresses, in particular, its concern that investments in ICT in schools and training centres have not *led to a significant improvement in academic results, as the above-mentioned OECD study shows*;

Or. fr

**Amendment 97**  
**Isabella Adinolfi, Dario Tamburrano**

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

*Motion for a resolution*

3. Regrets that, despite the potential of digitalisation for fostering *and enhancing* learning, the impact of digital technologies on education itself has been limited; *expresses, in particular, its concern that investments in ICT in schools and training centres have not yet resulted in the hoped-for transformation of educational practices;*

*Amendment*

3. Regrets that, despite the potential of digitalisation for *stimulating and* fostering *different and personalised* learning *methods*, the impact of digital technologies on education itself has been limited;

Or. en

**Amendment 98**  
**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

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

*Motion for a resolution*

*3a Recalls that schools need to support all students and respond to their specific needs, in particular with regard to gender differences, students with disabilities, minorities or migrants and*

*Amendment*

*that such support can be facilitated through the use of new technologies;*

Or. pt

**Amendment 99**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Paragraph 3 b (new)**

*Motion for a resolution*

*Amendment*

**3b. *Underlines the importance of ensuring digital literacy and the participation of women and girls in ICT education and training; encourages the Member States to introduce age-appropriate ICT education in the early stages of school, with a particular focus on inspiring girls to develop an interest and talent in the digital field, given that girls move away from STEAM disciplines earlier in their educational careers due to the gender stereotypes surrounding these subjects and the lack of female role models;***

Or. pt

**Amendment 100**

**Dominique Bilde**

**Motion for a resolution**

**Paragraph 4**

*Motion for a resolution*

*Amendment*

4. Stresses that a lack of connectivity in schools across Member States comes at the cost of the digital ***skills education of students***; calls on the Member States to ***connect all remaining schools*** and to ***make use of existing EU programmes for***

4. Stresses that a lack of connectivity in schools across Member States comes at the cost of the ***availability of digital teaching tools***; ***stresses, in particular, that the use of digital teaching tools presupposes the adaptation of all the***

*this purpose;*

*necessary school materials and educational content and not just making computers available to pupils, which would involve considerable public investment, and would probably require financial contributions from parents; calls on the Member States to ensure universal access to broadband across the country, and to take account, in their educational strategies, of the full impact of the digitisation of education;*

Or. fr

**Amendment 101**  
**Isabella Adinolfi, Dario Tamburrano**

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

*Motion for a resolution*

4. Stresses that a lack of connectivity in schools across Member States comes at the cost of the digital skills education of students; calls on the Member States to **connect all remaining schools and to make** use of existing EU programmes for this purpose;

*Amendment*

4. Stresses that a lack of connectivity in schools across Member States comes at the cost of the digital skills education of students; calls on the Member States to **make strong public investments aimed at providing all schools with high-capacity broadband networks with access to at least 100 Mbps connectivity, making also** use of existing EU programmes for this purpose; **recalls that while connectivity is essential for the modernisation of the education system, a careful assessment of the potential negative effect on human health, including due to electromagnetic pollution, must be taken into account during the planning infrastructure phase;**

Or. en

**Amendment 102**  
**Silvia Costa**

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

*Motion for a resolution*

4. Stresses that a lack of **connectivity** in schools across Member States comes at the cost of the digital skills education of students; calls on the Member States to connect all remaining schools and to make use of existing EU programmes for this purpose;

*Amendment*

4. Stresses that a lack of **digital equipment** in schools across Member States comes at the cost of the digital skills education of students; calls on the Member States to connect all remaining schools and to make use of existing EU programmes for this purpose, **by implementing, for instance, a voucher scheme and giving priority to rural and disadvantaged areas;**

Or. it

**Amendment 103**  
**Svetoslav Hristov Malinov, Eva Maydell**

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

*Motion for a resolution*

4. Stresses that a lack of connectivity in schools across Member States comes at the cost of the digital skills education of students; calls on the Member States to connect all remaining schools and to make use of existing EU programmes for this purpose;

*Amendment*

4. Stresses that a lack of connectivity in schools across Member States comes at the cost of the digital skills education of students; calls on the Member States to connect all remaining schools and to make use of existing EU programmes for this purpose; **encourages the relevant local authorities to make the best possible use of the WiFi4EU initiative for their schools;**

Or. en

**Amendment 104**  
**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

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

*Motion for a resolution*

4. Stresses that a lack of connectivity in schools across Member States comes at the cost of the digital skills education of students; calls on the Member States to connect all remaining schools and to make use of existing EU programmes for this purpose;

*Amendment*

4. Stresses that a lack of connectivity in schools across Member States comes at the cost of the digital skills education of students; calls on the Member States to connect all remaining schools and to make use of existing EU programmes for this purpose, ***paying particular attention to the outermost regions and mountainous and less developed regions***;

Or. pt

**Amendment 105**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

***4a. Considers it essential to reduce the learning gap between students from different socio-economic backgrounds and regions of the EU, in particular the less developed ones, by taking advantage of the full potential of the resources provided by new digital technologies, including personalised education and partnerships between educational institutions;***

Or. pt

**Amendment 106**

**Remo Sernagiotto, Angel Dzhambazki, Rupert Matthews, Emma McClarkin**

**Motion for a resolution**

**Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

***4a. Notes the growing gap between***



*men and women's participation in the digital sector in education, career and entrepreneurship; and emphasises that women have the highest margin for improvement in take-up of digital skills; welcomes in this context the Commission's forthcoming action plan to reduce the gender divide in tech;*

Or. en

**Amendment 107**  
**Isabella Adinolfi, Dario Tamburrano**

**Motion for a resolution**  
**Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

*4a. Stresses that while it is essential to increase learners' basic and advanced digital skills, classical and humanistic skills should nevertheless continue to be nurtured;*

Or. en

**Amendment 108**  
**Isabella Adinolfi, Dario Tamburrano**

**Motion for a resolution**  
**Paragraph 4 b (new)**

*Motion for a resolution*

*Amendment*

*4b. Calls on Member States to develop appropriate and effective measures to foster digital skills among the elderly and people with disabilities;*

Or. en

**Amendment 109**  
**Sabine Verheyen**

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

*Motion for a resolution*

5. Points out that education and training institutions require assistance from the Union and Member States, as well as from stakeholders and industry, to ***make the difficult transition to a more digitalised learning environment;***

*Amendment*

5. Points out that education and training institutions require assistance from the Union and Member States, as well as from stakeholders and industry, to ***develop their ICT and media education in accordance with their specific pedagogical approach;***

Or. en

**Amendment 110**  
**Dominique Bilde**

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

*Motion for a resolution*

5. Points out that education and training institutions require assistance from the Union and Member States, as well as from stakeholders and industry, to make the difficult transition to a more digitalised learning environment;

*Amendment*

5. Points out that education and training institutions require assistance from the Union and Member States, as well as from stakeholders and industry, to make the difficult transition to a more digitalised learning environment, ***but that this assistance would probably be insufficient given that digitisation necessarily involves considerable investment to guarantee the compatibility of learning materials with the network and the availability of high-quality educational content; stresses that the digitisation of schools should not create additional expenditure for pupils' parents in addition to the expenses they already pay;***

Or. fr

**Amendment 111**  
**Julie Ward**

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

*Motion for a resolution*

5. Points out that education and training institutions require assistance from the Union and Member States, as well as from stakeholders **and** industry, to make the difficult transition to a more digitalised learning environment;

*Amendment*

5. Points out that education and training institutions require assistance from the Union and Member States, as well as from stakeholders, industry, **local and regional authorities, communities and civil society**, to make the difficult transition to a more digitalised learning environment;

Or. en

**Amendment 112**  
**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial**

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

*Motion for a resolution*

5. Points out that education and training institutions require assistance from the Union and Member States, as well as from stakeholders **and industry**, to make the difficult transition to a more digitalised learning environment;

*Amendment*

5. Points out that education and training institutions require assistance from the Union and Member States, as well as from stakeholders, **industry and local and regional communities and players**, to make the difficult transition to a more digitalised learning environment;

Or. pt

**Amendment 113**  
**Jill Evans**

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

*Motion for a resolution*

*Amendment*

**5a. Underlines the key role played by libraries in providing citizens with digital services, and the availability of online learning, online services, in a safe environment open to all; recommends therefore that these efforts shall be duly funded under European, national, regional and local schemes, complementary to one another and that the libraries get a broader recognition for their essential role in developing media literacy;**

Or. en

**Amendment 114**

**Remo Sernagiotto, Angel Dzhambazki, Rupert Matthews, Emma McClarkin**

**Motion for a resolution**

**Paragraph 5 a (new)**

*Motion for a resolution*

*Amendment*

**5a. Stresses that traineeships in the digital sector can help students and young adults acquire practical digital skills on-the-job; welcomes in this context the new pilot project for Digital Opportunity traineeships under Erasmus+ and Horizon 2020; calls for a renewed impetus in this direction under the new MFF programmes;**

Or. en

**Amendment 115**

**Dominique Bilde**

**Motion for a resolution**

**Paragraph 6**

*Motion for a resolution*

*Amendment*

6. Stresses that teachers and trainers

6. Stresses that teachers and trainers

*should be at the core of the digital transformation and therefore require adequate preparation and training themselves; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need proper and ongoing support;*

themselves *do not always see the point of digitising teaching methods*; highlights that, *as with* the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need proper and ongoing support;

Or. fr

## **Amendment 116**

**Jill Evans**

### **Motion for a resolution**

#### **Paragraph 6**

##### *Motion for a resolution*

6. Stresses that teachers and trainers should be at the core of the digital transformation and therefore require adequate preparation and training themselves; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need *proper and ongoing support*;

##### *Amendment*

6. Stresses that teachers and trainers should be at the core of the digital transformation and therefore require adequate preparation and training themselves *that includes modules on age and development oriented teaching practices*; insists that this training requires time, *flexibility* and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need *suitable, flexible and high-quality continuous professional development that corresponds to their needs*;

Or. en

## **Amendment 117**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

### **Motion for a resolution**

#### **Paragraph 6**

##### *Motion for a resolution*

6. Stresses that teachers and trainers should be at the core of the digital transformation and therefore require adequate preparation and training themselves; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need proper and ongoing support;

##### *Amendment*

6. Stresses that teachers and trainers should be at the core of the digital transformation and therefore require adequate preparation and ***initial and continuous*** training themselves; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need proper and ongoing support, ***an essential condition for achieving any substantial innovation in the education system***;

Or. pt

## **Amendment 118**

**Silvia Costa**

### **Motion for a resolution**

#### **Paragraph 6**

##### *Motion for a resolution*

6. Stresses that teachers and trainers should be at the core of the digital transformation and therefore require adequate preparation and training themselves; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their

##### *Amendment*

6. Stresses that teachers and trainers should be at the core of the digital transformation and therefore require adequate preparation and training themselves; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their

knowledge and skills on a continuous basis; argues, therefore, that teachers need proper and ongoing support;

knowledge and skills on a continuous basis; argues, therefore, that teachers need proper and ongoing support *and has a positive view, in this regard, of the use of European online platforms to increase professional development opportunities and encourage the exchange of best practice*;

Or. it

### **Amendment 119**

**Svetoslav Hristov Malinov, Eva Maydell**

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

##### **Paragraph 6**

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

6. Stresses that teachers and trainers should be at the core of the digital transformation and therefore require adequate preparation and training themselves; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need proper and ongoing support;

###### *Amendment*

6. Stresses that teachers and trainers should be at the core of the digital transformation *and are among the professions that will retain their central role for society in the future* and therefore require adequate preparation and training themselves; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need proper and ongoing support;

Or. en

### **Amendment 120**

**Sabine Verheyen**

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

##### **Paragraph 6**

*Motion for a resolution*

6. Stresses that teachers and trainers should be at the core of the digital transformation and therefore require adequate preparation and training themselves; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need proper and ongoing support;

*Amendment*

6. Stresses that teachers and trainers should be at the core of the digital transformation and therefore require adequate preparation and training themselves ***that includes modules on age and development oriented teaching practices***; insists that this training requires time and should not come as an extra task on top of their daily activities; highlights that, even more than the teaching of other basic skills, such as numeracy and literacy, digital skills teaching requires teachers to update their knowledge and skills on a continuous basis; argues, therefore, that teachers need proper and ongoing support;

Or. en

**Amendment 121**

**Liliana Rodrigues, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

***6a. Considers it vital that teachers should be involved in the implementation by Member States and their higher education institutions of a specific ICT module in curricula which also includes programmatic content on teaching and learning materials protected by copyright;***

Or. pt

**Amendment 122**

**Svetoslav Hristov Malinov, Eva Maydell**

**Motion for a resolution**

**Paragraph 6 a (new)**



*Motion for a resolution*

*Amendment*

**6a.** *Supports and encourages the implementation of actions concerning the digitisation of the administrative processes carried out by schools in order to further reduce the administrative burden at all levels;*

Or. en

**Amendment 123**

**Remo Sernagiotto, Angel Dzhambazki, Rupert Matthews, Emma McClarkin**

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

*Motion for a resolution*

*Amendment*

**6a.** *Notes that the skills shortage poses real problems for recruiting teachers and teacher trainers with high proficiency in ICT;*

Or. en

**Amendment 124**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

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

*Motion for a resolution*

*Amendment*

**6b.** *Recommends that the Commission create an online copyright discussion and information platform on copyright with the aim of assisting educational institutions, educators and students;*

Or. pt

**Amendment 125**  
**Rupert Matthews, Emma McClarkin**

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

*Motion for a resolution*

*Amendment*

**6b.** *Stresses that differentiated and performance-based pay can help schools acquire teachers with high proficiency in ICT;*

Or. en

**Amendment 126**  
**Liliana Rodriguez, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

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

*Motion for a resolution*

*Amendment*

**6c.** *Notes that those entrusted with education now have increased responsibilities because of the increased use of digital applications in school work, that they must be involved in the learning process and in the use of technology, since if they do not have the necessary digital skills, it will be more difficult to involve their students in the learning process and this may result in more social exclusion;*

Or. pt

**Amendment 127**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

7. Encourages the Member States to promote and finance regional and local initiatives that support *the transformation of teaching practices to enhance innovation*;

7. Encourages the Member States to promote and finance regional and local initiatives that support *any initiative that can improve European educational systems, in particular to match the performance of systems in certain East Asian countries*;

Or. fr

**Amendment 128**  
**Isabella Adinolfi, Dario Tamburrano**

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

*Motion for a resolution*

7. Encourages the Member States to promote and finance regional and local initiatives that support *the transformation of teaching practices to enhance innovation*;

*Amendment*

7. Encourages the Member States to promote and finance regional and local initiatives that support *quality* teaching practices *aimed at enhancing* innovation;

Or. en

**Amendment 129**  
**Robert Rochefort**

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

*Motion for a resolution*

8. Calls on the Member States to make good use of *Union financial support* to make access to digital learning content, tools and solutions a reality for all;

*Amendment*

8. Calls on the Member States to *promote Union financial support among the wider public and educational institutions and to* make good use of *it* to make access to digital learning content, tools and solutions a reality for all;

Or. fr

**Amendment 130**  
**Dominique Bilde**

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

*Motion for a resolution*

8. Calls on the Member States to make good use of Union financial support **to make** access to digital learning content, tools and solutions **a reality for all**;

*Amendment*

8. Calls on the Member States to make good use of Union financial support **in the area of** access to digital learning content, tools and solutions;

Or. fr

**Amendment 131**  
**Silvia Costa**

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

*Motion for a resolution*

8. Calls on the Member States to make good use of Union financial support to make access to digital learning content, tools and solutions a reality for all;

*Amendment*

8. **Points out that the lack of digital tools for mobile students is an issue that can undermine the quality of the enjoyment of educational experiences in Europe; encourages the Commission to continue with its pilot projects on European Student e-Cards and Erasmus without Papers, with a view to launching them as from the next multiannual programming period;** calls on the Member States, **therefore**, to make good use of Union financial support to make access to digital learning content, tools and solutions a reality for all;

Or. it

**Amendment 132**  
**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

## Paragraph 8

### *Motion for a resolution*

8. Calls on the Member States to make **good** use of Union financial support to make access to digital learning content, tools and solutions a reality for all;

### *Amendment*

8. Calls on the Member States to make **responsible and effective** use of Union financial support to make access to digital learning content, tools and solutions a reality for all;

Or. pt

## Amendment 133

**Liliana Rodrigues, Eider Gardiazabal Rubial, Julie Ward**

### **Motion for a resolution**

#### **Paragraph 8 a (new)**

### *Motion for a resolution*

### *Amendment*

**8a. Expresses its concern that private interests and the use of digital technologies are becoming devices for subjecting educational provision to the needs of the economy, at the risk of turning students into consumers, neglecting their genuine needs and hindering the long-term vision of the full potential of digital technologies in education as well as in society; recommends, where possible, hardware and software interoperability and the systematic use of free software solutions; calls also for the implementation of measures to ensure the pedagogical freedom of teachers and educators, as well as measures to safeguard privacy and data security;**

Or. pt

## Amendment 134

**Jill Evans**

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

*Motion for a resolution*

*Amendment*

**8a.** *Underlines the need for a whole-school approach towards digital change in education; calls, in that regard, for close cooperation between all stakeholders – education providers, teachers and educators, school leaders, learners, parents and civil society – in order to embed digital technologies and the development of digital skills and competences into learning environments in a meaningful and strategic way;*

Or. en

**Amendment 135**  
**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

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

*Motion for a resolution*

*Amendment*

**8b.** *Expresses concern about the storage of the personal data of pupils and teachers by private operators, often relocated to another country; draws attention to the need for these private operators to sign user agreements which safeguard the privacy and security of personal data with the local, regional and national authorities;*

Or. pt

**Amendment 136**  
**Jill Evans**

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

*Motion for a resolution*

9. Points out that, in line with the lifelong learning approach required for digital skills, governments, in cooperation with stakeholders such as companies and civil society organisations, and through both formal and non-formal settings, should ensure that ***nobody is left behind and that all can find a place in the new order***;

*Amendment*

9. Points out that, in line with the lifelong learning approach required for digital skills, governments, in cooperation with stakeholders such as companies and civil society organisations, and through both formal and non-formal settings, should ensure that ***targeted measures are introduced to reach out to disadvantaged groups including people with disabilities, the long-term unemployed, early school leavers and people from low socio-economic backgrounds; emphasises, in that regard, the relevance of non-formal and informal learning, including its recognition and validation, and the value of cooperation between education institutions and civil society***;

Or. en

**Amendment 137**  
**Dominique Bilde**

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

*Motion for a resolution*

9. Points out that, in line with the lifelong learning approach required for digital skills, governments, in cooperation with stakeholders such as companies and civil society organisations, and through both formal and non-formal settings, should ensure that nobody is left behind and that all can find a place ***in the new order***;

*Amendment*

9. Points out that, in line with the lifelong learning approach required for digital skills ***and other skills***, governments, in cooperation with stakeholders such as companies and civil society organisations, and through both formal and non-formal settings, should ensure that nobody is left behind and that all can find a place ***on the job market, in particular by maintaining a healthy and level playing field, which means protecting against unfair competition***;

Or. fr

### **Amendment 138**

**Isabella Adinolfi, Dario Tamburrano**

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

##### **Paragraph 9**

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

9. Points out that, in line with the lifelong learning approach required for digital skills, governments, in cooperation with stakeholders such as companies and civil society organisations, and through both formal and non-formal settings, should ensure *that* nobody *is* left behind *and that all can find a place in the new order*;

###### *Amendment*

9. Points out that, in line with the lifelong learning approach required for digital skills, governments, in cooperation with stakeholders such as companies and civil society organisations, and through both formal and non-formal settings, should ensure *a sustainable digital transformation with* nobody left behind;

Or. en

### **Amendment 139**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

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

##### **Paragraph 9**

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

9. Points out that, in line with the lifelong learning approach required for digital skills, governments, in cooperation with stakeholders such as companies and civil society organisations, and through both formal and non-formal settings, should ensure that nobody is left behind and that all can find a place in *the new order*;

###### *Amendment*

9. Points out that, in line with the lifelong learning approach required for digital skills, governments, in cooperation with stakeholders such as companies and civil society organisations, and through both formal and non-formal settings, should ensure that nobody is left behind and that all can find a place in *a Union which is increasingly digital*;

Or. pt

### **Amendment 140**

**Silvia Costa**



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

*Motion for a resolution*

9. Points out that, in line with the lifelong learning approach required for digital skills, governments, in cooperation with stakeholders such as companies and civil society organisations, and through both formal and non-formal settings, should ensure that nobody is left behind and that all can find a place in the new order;

*Amendment*

9. Points out that, in line with the lifelong learning approach required for digital skills, governments, in cooperation with stakeholders such as companies and civil society organisations, and through both formal and non-formal settings, should ensure that nobody is left behind and that all can find a place in the new order; ***stresses, therefore, that digital technologies, if properly used, are enabling tools for many groups with reduced opportunities for access to quality education (even at a distance), including persons with disabilities and individuals with specific learning difficulties, as well as people who live in more isolated areas and areas which provide fewer quality training opportunities; they can also facilitate the integration of migrants and refugees by providing them with skills and including them in the training facilities of the Member States;***

Or. it

**Amendment 141**  
**Liliana Rodrigues, Eider Gardiazabal Rubial, Julie Ward**

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

*Motion for a resolution*

*Amendment*

***9a. Recalls that in order to effectively integrate digital technology into education systems, it is necessary to improve and strengthen cooperation between all stakeholders, ensuring the convergence, synergies and interdisciplinarity that reflect student needs and enable the***

*transformation of school culture in partnership with local and regional communities and players;*

Or. pt

**Amendment 142**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Paragraph 9 b (new)**

*Motion for a resolution*

*Amendment*

**9b.** *Points out that the impact of digital technologies on education is not at present easy to assess; calls for investment in unbiased and interdisciplinary research into the various impacts of digital technologies on education, linking education sciences, pedagogy, psychology, sociology, neuroscience and computer science so as to achieve as deep an understanding as possible of how the minds of children and adults are responding to the digital environment, maximising the benefits of using digital technology in education and minimising its risks; stresses the need for a balance in the daily use of technological and digital equipment, both in educational institutions and in private life;*

Or. pt

**Amendment 143**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Paragraph 9 c (new)**

*Motion for a resolution*

*Amendment*

**9c.** *Stresses that the promotion of*

*digital access in education does not necessarily imply equal access to learning opportunities and that, while technologies are becoming increasingly accessible, the acquisition of basic digital skills remains a barrier and the digital divide persists; points out that Eurostat data show that the digital divide is not closing and that 45% of people in the European Union do not have basic digital skills<sup>1-A</sup>;*

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<sup>1-A</sup> <https://ec.europa.eu/digital-single-market/en/news/european-digital-progress-report-edpr-country-profiles>

Or. pt

**Amendment 144**

**Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward**

**Motion for a resolution**

**Paragraph 9 d (new)**

*Motion for a resolution*

*Amendment*

**9d.** *Points out that the complex digital skills required for the efficient use of ICT depend on the acquisition of basic skills and that not everyone is on equal footing, with major gaps remaining at basic levels and particularly affecting disadvantaged groups and a large number of adults, that more educated people are three times more likely to use the Internet to acquire new skills and create new opportunities than those with lower levels of education<sup>1-B</sup> and that we run the risk of technology becoming a training tool for the privileged rather than an opportunity for all;*

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<sup>1-B</sup> COM SEC(2008)2629 FIN

Or. pt

## Amendment 145

Liliana Rodrigues, Momchil Nekov, Eider Gardiazabal Rubial, Julie Ward

### Motion for a resolution

#### Paragraph 9 e (new)

*Motion for a resolution*

*Amendment*

**9c. Stresses the need for a change in the institutional and pedagogical practices of schools, but also other learning environments, including non-formal learning environments, in order to make them more equitable, by providing substantially diversified and in-depth support structures for all, in particular those belonging to groups at risk of exclusion, such as the unemployed, migrants, the low-skilled, those with disabilities and the elderly;**

Or. pt

## Amendment 146

Jill Evans

### Motion for a resolution

#### Paragraph 10

*Motion for a resolution*

*Amendment*

10. Calls for a shift towards more on-the-job learning and insists on the need to have ***the right*** education and training frameworks in place, ***and to ensure that vocational education systems are properly resourced***; believes that opportunities for re-skilling and upskilling are essential, with relevant digital skills components mainstreamed in workplace training programmes;

10. Calls for a shift towards more on-the-job learning and insists on the need to have ***quality, inclusive and well-resourced*** education and training frameworks in place, ***including in vocational education and training***; believes that opportunities for re-skilling and upskilling are essential, with relevant digital skills components mainstreamed in workplace training programmes; ***stresses the importance of lifelong career guidance and counselling in order to support access to suitable, flexible and high-quality training and***

*career paths;*

Or. en

#### **Amendment 147**

**Isabella Adinolfi, Dario Tamburrano**

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

##### **Paragraph 10**

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

10. *Calls for a shift towards more on-the-job learning* and insists on the need to have the right education and training frameworks in place, and to ensure that vocational education systems are properly resourced; believes that opportunities for re-skilling and upskilling are essential, with relevant digital skills components mainstreamed in workplace training programmes;

###### *Amendment*

10. *Underlines the need to strengthen connections between education and employment* and insists on the need to have the right education and training frameworks in place, and to ensure that vocational education systems are properly resourced; believes that opportunities for re-skilling and upskilling are essential, with relevant digital skills components mainstreamed in workplace training programmes;

Or. en

#### **Amendment 148**

**Robert Rochefort**

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

##### **Paragraph 10**

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

10. Calls for a shift towards more *on-the-job* learning and insists on the need to have the right education and training frameworks in place, and to ensure that vocational education systems are properly resourced; believes that opportunities for re-skilling and upskilling are essential, with relevant digital skills components mainstreamed in workplace training programmes;

###### *Amendment*

10. Calls for a shift towards more *non-formal and informal* learning and insists on the need to have the right education and training frameworks in place, and to ensure that vocational education systems are properly resourced; believes that opportunities for re-skilling and upskilling are essential, with relevant digital skills components mainstreamed in workplace training programmes;

**Amendment 149**  
**Dominique Bilde**

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

*Motion for a resolution*

10. Calls for a shift towards more on-the-job learning and insists on the need to have the right education and training frameworks in place, and to ensure that vocational education systems are properly resourced; believes that opportunities for re-skilling and upskilling are essential, with relevant digital skills components mainstreamed in workplace training programmes;

*Amendment*

10. Calls for a shift towards more on-the-job learning and insists on the need to have the right education and training frameworks in place, and to ensure that vocational education systems are properly resourced; believes that opportunities for re-skilling and upskilling are essential, ***including in certain low-skilled manual professions so that social mobility is a real possibility***, with relevant digital skills components mainstreamed in workplace training programmes;

**Amendment 150**  
**Isabella Adinolfi, Dario Tamburrano**

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

*Motion for a resolution*

11. ***Encourages*** Member States ***to take steps***, in collaboration with businesses, education and training centres and civil society stakeholders to identify existing skills gaps, expand digital literacy, enhance media literacy and establish a high level of digital connectivity and inclusion;

*Amendment*

11. ***Calls on*** Member States, in collaboration with businesses, education and training centres and civil society stakeholders to identify existing skills gaps, expand digital literacy, enhance media literacy, ***in particular among minors***, and establish a high level of digital connectivity and inclusion;

## **Amendment 151**

**Liliana Rodrigues, Eider Gardiazabal Rubial, Julie Ward**

### **Motion for a resolution**

#### **Paragraph 11**

##### *Motion for a resolution*

11. Encourages Member States to take steps, in collaboration with *businesses*, education and training centres and civil society stakeholders to identify existing skills gaps, expand digital literacy, enhance media literacy and establish a high level of digital connectivity and inclusion;

##### *Amendment*

11. Encourages Member States to take steps, in collaboration with *local and regional communities and players*, education and training centres and civil society stakeholders to identify existing skills gaps, expand digital literacy, enhance media literacy and establish a high level of digital connectivity and inclusion;

Or. pt

## **Amendment 152**

**Martina Michels**

### **Motion for a resolution**

#### **Paragraph 11**

##### *Motion for a resolution*

11. Encourages Member States to take steps, in collaboration with businesses, education and training centres and civil society stakeholders to identify existing skills gaps, expand digital literacy, enhance media literacy and establish a high level of digital connectivity and inclusion;

##### *Amendment*

11. Encourages Member States to take steps, in collaboration with businesses, education and training centres and civil society stakeholders to identify existing skills gaps, expand digital literacy, enhance media *and Internet* literacy and establish a high level of digital connectivity and inclusion;

Or. de

## **Amendment 153**

**Dominique Bilde**

### **Motion for a resolution**

## Paragraph 11

### *Motion for a resolution*

11. Encourages Member States to take steps, in collaboration with businesses, education and training centres and civil society stakeholders to identify existing skills gaps, expand digital literacy, enhance media literacy and establish a high level of digital connectivity and inclusion;

### *Amendment*

11. Encourages Member States to take steps, in collaboration with businesses, education and training centres and civil society stakeholders to identify existing skills gaps, ***in particular in certain manual professions accessible through professional training, limit restrictions to professional reorientation, in particular those relating to age***, expand digital literacy, enhance media literacy and establish a high level of digital connectivity and inclusion;

Or. fr

## Amendment 154

Silvia Costa

### Motion for a resolution

#### Paragraph 11 a (new)

### *Motion for a resolution*

### *Amendment*

***11a. Regrets that up to now girls have been less likely to pursue a career in the ICT sector, or to attain senior management positions (only 19% of workers in ICT have a female boss, compared to 45% of workers in other sectors) and that the percentage of women with degrees in computer sciences does not exceed 20%, which means they are actually under-represented among the total number of employees in the ICT sector; calls on the Commission, therefore, to fine-tune its Women in Digital strategy, launched in March 2018, which aims to implement measures to facilitate women's participation in the digital sector, starting with educational opportunities;***



**Amendment 155**  
**Isabella Adinolfi, Dario Tamburrano**

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

*Motion for a resolution*

*Amendment*

***11a. Regrets that while the use of online and mobile applications and new technologies such as Internet for Things has become more massive than ever, citizens, in particular minors, are often unaware of the risks associated with the use of Internet and ICT tools, such as personal data breaches, pervasive end users' tracking and cyber-crimes; calls therefore on Member States to assign an appropriate role to data protection and basic cyber hygiene in schools curricula;***

Or. en

**Amendment 156**  
**Svetoslav Hristov Malinov, Eva Maydell**

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

*Motion for a resolution*

*Amendment*

***11a. Calls on the Member States, the Commission and the educational institutions to improve children safety online and address the issues of cyberbullying, exposure to harmful and disturbing content, and other cybersecurity threats by developing and implementing prevention programmes and awareness-raising campaigns; encourages the Member States to further promote the “#SafeInternet4EU”***

*Campaign;*

Or. en

**Amendment 157**

**Remo Sernagiotto, Angel Dzhambazki, Rupert Matthews, Emma McClarkin**

**Motion for a resolution**

**Paragraph 11 a (new)**

*Motion for a resolution*

*Amendment*

*11a. Welcomes the participation of business in founding and funding schools;*

Or. en

**Amendment 158**

**Silvia Costa**

**Motion for a resolution**

**Paragraph 11 b (new)**

*Motion for a resolution*

*Amendment*

*11b. Welcomes the establishment of strategic partnerships between academic and research institutions and public and private partners as part of Key Action 2 of the Erasmus+ programme, with a view to setting up ICT centres of excellence and fostering the development of technological start-ups;*

Or. it

**Amendment 159**

**Isabella Adinolfi, Dario Tamburrano**

**Motion for a resolution**

**Paragraph 11 b (new)**

*Motion for a resolution*

*Amendment*

**11b.** *Highlights the importance of open data and collaborative digital technology tools and methods for the prosperity of the European economy and its entrepreneurship, hence considers a priority boosting advanced digital skills in this direction for current and future generations;*

Or. en

**Amendment 160**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

12. Recalls that proper assessment and monitoring of digital skills is essential to achieve progress; welcomes the development of EU-level tools for organisations (e.g. the Digital Competences Framework) and for individuals (e.g. SELFIE); insists, however, that effective digital skills assessment methods must be dynamic and constantly updated and must also achieve much broader up-take across the Union at national, regional and local levels;

12. Recalls that proper assessment and monitoring of digital skills is essential to achieve progress; welcomes the development of EU-level tools for organisations (e.g. the Digital Competences Framework) and for individuals (e.g. SELFIE); insists, however, that effective digital skills assessment methods must be dynamic and constantly updated and must also achieve much broader up-take across the Union at national, regional and local levels, **but points out that there should not be a generalised ICT module in the PISA test;**

Or. fr

**Amendment 161**  
**Svetoslav Hristov Malinov, Eva Maydell**

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

*Motion for a resolution*

12. Recalls that proper assessment and monitoring of digital skills is essential to achieve progress; welcomes the development of EU-level tools for organisations (e.g. the Digital Competences Framework) and for individuals (e.g. SELFIE); insists, however, that effective digital skills assessment methods must be dynamic and constantly updated and must also achieve much broader up-take across the Union at national, regional and local levels;

*Amendment*

12. Recalls that proper assessment and monitoring of digital skills is essential to achieve progress; welcomes the development of EU-level tools for organisations (e.g. the Digital Competences Framework **and the Reference Framework for Key Competences for Lifelong Learning**) and for individuals (e.g. SELFIE); insists, however, that effective digital skills assessment methods must be dynamic and constantly updated and must also achieve much broader up-take across the Union at national, regional and local levels;

Or. en

**Amendment 162**  
**Jill Evans**

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

*Motion for a resolution*

12. Recalls that proper assessment and monitoring of digital skills is essential to achieve progress; welcomes the development of EU-level tools for organisations (e.g. the Digital Competences Framework) and for individuals (e.g. SELFIE); insists, however, that effective digital skills assessment methods must be dynamic **and** constantly updated and must also achieve much broader up-take across the Union at national, regional and local levels;

*Amendment*

12. Recalls that proper assessment and monitoring of digital skills is essential to achieve progress; welcomes the development of EU-level tools for organisations (e.g. the Digital Competences Framework) and for individuals (e.g. SELFIE); insists, however, that effective digital skills assessment methods must be dynamic, **flexible**, constantly updated, **tailored to learners' needs** and must also achieve much broader up-take across the Union at national, regional and local levels;

Or. en

**Amendment 163**  
**Dominique Bilde**

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

*Motion for a resolution*

13. **Welcomes** the Union's increased policy focus on digital skills and education, as evidenced notably by the Digital Education Action Plan of January 2018, which builds on a number of successful small-scale policy initiatives, like EU Code Week and the Digital Skills and Jobs Coalition;

*Amendment*

13. **Notes** the Union's increased policy focus on digital skills and education, as evidenced notably by the Digital Education Action Plan of January 2018, which builds on a number of successful small-scale policy initiatives, like EU Code Week and the Digital Skills and Jobs Coalition; **notes, however, that some initiatives have not proven effective, and that, in particular, the insistence on the early teaching of computer programming has not shown added value in the countries where it has been brought in, but could instead lead to an overloading of school curricula in favour of computer skills that have become obsolete by the time students enter the labour market, in particular given the rapid progress made in the area of artificial intelligence;**

Or. fr

**Amendment 164**  
**Silvia Costa**

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

*Motion for a resolution*

13. Welcomes the Union's increased policy focus on digital skills and education, as evidenced notably by the Digital Education Action Plan of January 2018, which builds on a number of successful small-scale policy initiatives, like EU Code Week and the Digital Skills and Jobs Coalition;

*Amendment*

13. Welcomes the Union's increased policy focus on digital skills and education, as evidenced notably by the Digital Education Action Plan of January 2018, which builds on a number of successful small-scale policy initiatives, like EU Code Week and the Digital Skills and Jobs Coalition; **takes the view, however, that**

*the teaching of programming cannot be separated from a broader, more well-structured education in information technology and critical and computational thinking;*

Or. it

#### **Amendment 165**

**Svetoslav Hristov Malinov, Eva Maydell**

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

##### **Paragraph 13**

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

13. Welcomes the Union's increased policy focus on digital skills and education, as evidenced notably by the Digital Education Action Plan of January 2018, which builds on a number of successful small-scale policy initiatives, like EU Code Week and the Digital Skills and Jobs Coalition;

###### *Amendment*

13. Welcomes the Union's increased policy focus on digital skills and education, as evidenced notably by the Digital Education Action Plan of January 2018, which builds on a number of successful small-scale policy initiatives, like EU Code Week and the Digital Skills and Jobs Coalition *and the Sofia Call for Action on Digital Skills and Education;*

Or. en

#### **Amendment 166**

**Remo Sernagiotto, Angel Dzhambazki, Rupert Matthews, Emma McClarkin**

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

##### **Paragraph 13 a (new)**

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

###### *Amendment*

*13a. Emphasises the need for the Union to develop capabilities in areas such as artificial intelligence, big data, software engineering, quantum computing, and web design; in this context welcomes the digital skills component of the Digital Europe Programme;*

**Amendment 167**  
**Dominique Bilde**

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

*Motion for a resolution*

15. ***Supports the increased funding available for digital skills across the next generation of Multiannual Financial Framework programmes;*** insists on the need to deliver synergies across programmes to maximise the effectiveness of funding for digital skills development and deliver lasting results;

*Amendment*

15. Insists on the need to deliver synergies across programmes to maximise the effectiveness of funding for digital skills development and deliver ***measurable and*** lasting results ***that show the added value of these digital skills development programmes, in particular as concerns employability;***

Or. fr

**Amendment 168**  
**Svetoslav Hristov Malinov, Eva Maydell**

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

*Motion for a resolution*

15. Supports the increased funding available for digital skills across the next generation of Multiannual Financial Framework programmes; insists on the need ***to deliver*** synergies across programmes to maximise the effectiveness of funding for digital skills development and deliver lasting results;

*Amendment*

15. Supports the increased funding available for digital skills across the next generation of Multiannual Financial Framework programmes; insists on the need ***for the European Commission to promote*** synergies across programmes to maximise the effectiveness of funding for digital skills development and deliver lasting results;

Or. en

**Amendment 169**  
**Jill Evans**

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

*Motion for a resolution*

15. Supports the increased funding available for digital skills across the next generation of Multiannual Financial Framework programmes; insists on the need to deliver synergies across programmes to maximise the effectiveness of funding for digital skills development and deliver lasting results;

*Amendment*

15. Supports the increased funding available for digital skills across the next generation of Multiannual Financial Framework programmes; insists on the need to deliver synergies across ***and ensure coordination between these programmes including Erasmus+, Horizon Europe, Digital Europe and structural funds*** to maximise the effectiveness of funding for ***quality*** digital skills development and deliver lasting results ***for learners of all ages and backgrounds***;

Or. en

**Amendment 170**  
**Silvia Costa**

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

*Motion for a resolution*

15. Supports the increased funding available for digital skills across the next generation of Multiannual Financial Framework programmes; insists on the need to deliver synergies across programmes to maximise the effectiveness of funding for digital skills development and deliver lasting results;

*Amendment*

15. Supports the increased funding available for digital skills across the next generation of Multiannual Financial Framework programmes; insists on the need to deliver synergies across programmes to maximise the effectiveness of funding for digital skills development and deliver lasting results; ***stresses the need, in particular, to identify, within the new InvestEU and Digital Europe programmes as well as the Structural Funds, financial support for the digitisation of libraries, archives and museum centres, to increase and improve their use in education and culture***;



**Amendment 171**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

**16. Regrets that no over-arching digital skills strategy has been developed at EU level, while the implications of the digital transformation for the EU's internal market are clear; believes that disparities among Member States illustrate the need for such a strategy;**

**deleted**

Or. fr

**Amendment 172**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

**17. Calls for the introduction of *the* PISA ICT module *across* Member States *to ensure that they are aiming for the same level of digital skills and to pinpoint any problems quickly*; encourages Member States *to share lessons and best practices*;**

**17. Warns against the introduction of a *generalised* PISA ICT module *in all* Member States, *having regard to the results of previous results for PISA skills tests in the areas of mathematics, science and literacy*; encourages Member States *first to step up efforts to reduce the number of pupils that have difficulties in these subjects, keeping the 15% goal established in the Europe 2020 programme in mind*;**

Or. fr

**Amendment 173**

**Jill Evans**

**Motion for a resolution**

**Paragraph 17**

*Motion for a resolution*

17. Calls for the introduction of the PISA ICT module across Member States to ensure that they are aiming for the same level of digital skills and to pinpoint any problems quickly; encourages Member States to share lessons and best practices;

*Amendment*

17. Calls for *the exploration of alternatives to* the introduction of the PISA ICT module across Member States, to ensure that they are aiming for the same level of digital skills *through more formative assessment rather than teaching for the test* and to pinpoint any problems quickly; encourages Member States to share lessons and best practices;

Or. en

**Amendment 174**

**Robert Rochefort**

**Motion for a resolution**

**Paragraph 17**

*Motion for a resolution*

17. Calls for the introduction of the PISA ICT module across Member States to ensure that they are aiming for the same level of digital skills and to pinpoint any problems quickly; encourages Member States to share lessons and best practices;

*Amendment*

17. Calls for the introduction of the PISA ICT module across Member States to ensure that they are aiming for the same level of digital skills and to pinpoint any problems quickly; encourages Member States to share lessons and best practices, *in particular in the area of educational innovation*;

Or. fr

**Amendment 175**

**Silvia Costa**

**Motion for a resolution**

**Paragraph 17 a (new)**

**17a. Points out that data collection on digitisation in education and training institutions and on the use of digital technologies in learning are vital inputs to policymaking; recommends that the Commission and the Member States, therefore, in agreement with their respective ministries of education, launch a systematic collection of data on the real connectivity of schools and the arrangements for and quality of digital skills certificates;**

Or. it

**Amendment 176**  
**Dominique Bilde**

**Motion for a resolution**  
**Paragraph 18**

18. Believes that the Digital Education Action Plan should ***be viewed as the first step towards a fully-fledged EU strategy on digital education and skills, which can provide both a more coordinated policy framework*** and simultaneously be adaptable to changing realities; ***calls***, therefore, ***on*** the Commission ***to*** critically evaluate the 11 actions under the Plan to prepare for the 2020 mid-term review; recalls that a proper review should imply a willingness to focus only on the best-performing actions, to jettison those that are not delivering and to develop new actions as required; stresses that enhancing digital skills in the harder-to-reach adult population is currently a glaring gap in the Plan;

18. Believes that the Digital Education Action Plan should ***not be prescriptive, given that school curriculae are a sole Member State competence, but that it can serve as a source of inspiration to the Member States*** and simultaneously be adaptable to changing realities; ***suggests***, therefore, ***that*** the Commission ***should*** critically evaluate the 11 actions under the Plan to prepare for the 2020 mid-term review; recalls that a proper review should imply a willingness to focus only on the best-performing actions, to jettison those that are not delivering and to develop new actions as required; stresses that enhancing digital skills in the harder-to-reach adult population is currently a glaring gap in the Plan, ***as is the recognition of the harmful effects of digital technologies, in particular on young children;***

**Amendment 177****Jill Evans****Motion for a resolution****Paragraph 18***Motion for a resolution*

18. Believes that the Digital Education Action Plan should be viewed as the first step towards a fully-fledged EU strategy on digital education and skills, which can provide both a more coordinated policy framework and simultaneously be adaptable to changing realities; calls, therefore, on the Commission to critically evaluate the 11 actions under the Plan to prepare for the 2020 mid-term review; recalls that a proper review should imply a willingness to focus only on the best-performing actions, to jettison those that are not delivering and to develop new actions as required; stresses that enhancing digital skills in the harder-to-reach adult population *is* currently a glaring *gap* in the Plan;

*Amendment*

18. Believes that the Digital Education Action Plan should be viewed as the first step towards a fully-fledged EU strategy on digital education and skills *based on a lifelong learning approach*, which can provide both a more coordinated policy framework and simultaneously be adaptable to changing realities; calls, therefore, on the Commission to critically evaluate the 11 actions under the Plan, *including their social inclusiveness*, to prepare for the 2020 mid-term review; recalls that a proper review should imply a willingness to focus only on the best-performing actions, to jettison those that are not delivering and to develop new actions as required; stresses that enhancing digital skills *through collaborations with non-formal education providers and* in the harder-to-reach adult population *are* currently a glaring *gaps* in the Plan;

Or. en

**Amendment 178****Martina Michels****Motion for a resolution****Paragraph 18 a (new)***Motion for a resolution**Amendment*

**18a. Calls, in connection with the Digital Education Action Plan, for special attention to be paid to measures to**

*overcome the digital gender gap, for alternative avenues of access for women to STEAM subjects and skills to be tested and for projects in this area to be given long-term support;*

Or. de

**Amendment 179**

**Julie Ward**

**Motion for a resolution**

**Paragraph 18 a (new)**

*Motion for a resolution*

*Amendment*

*18a. Encourages greater synergy between EU Member states and the wider world in the field of internet education and active e-citizenship through various EU external actions mechanisms and programme including Erasmus Mundus;*

Or. en

**Amendment 180**

**Martina Michels**

**Motion for a resolution**

**Paragraph 18 b (new)**

*Motion for a resolution*

*Amendment*

*18b. Calls on the Commission and the Member States to offer appropriate guidance on the legally secure application of derogations from copyright law in the education sphere and straightforward access to licences for public, non-profit-making establishments in the formal and informal education sphere, combined with rules specifying that the Member States are responsible for compensating publishers and rights-holders who make*

*educational and teaching material available; takes the view that teachers and pupils need security when using digitally accessible resources and imparting and learning the skills which are fundamental to democratic Internet use, along with knowledge about data protection and modern copyright laws which attach just as much importance to the rights of creatives to fair remuneration as to the rights of individual and institutional users to engage in free online communication;*

Or. de

**Amendment 181**  
**Jill Evans**

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

*Motion for a resolution*

*Amendment*

*19a. Recommends that Member States develop digital literacy programmes in Europe's minority and regional languages and introduce language technology training and tools in the curricula of their schools, universities and vocational colleges; further stresses the fact that literacy remains a significant factor and an absolute prerequisite for progress in the digital inclusion of communities;*

Or. en

**Amendment 182**  
**Jill Evans**

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

*Motion for a resolution*

*Amendment*

**19b.** *Stresses that the Member States should provide the support that educational institutions need in order to improve the digitalisation of languages in the EU; recommends that schools across the EU make use of digital technologies to increase the use of cross-border educational exchanges, through video conferences and virtual classrooms; stresses that schools across the EU could benefit from cross-border access to digital content;*

Or. en

**Amendment 183**

**Jill Evans**

**Motion for a resolution**

**Paragraph 19 c (new)**

*Motion for a resolution*

*Amendment*

**19c.** *Calls on the Member States to work with the Commission to ensure the SELFIE self-reflection tool is available in Member States' regional and minority languages;*

Or. en