

# BUDGETARY AMENDMENTS

## Committee on Culture and Education

### *Rapporteur: Morten Løkkegaard*

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#### Amendment 1

Tabled by Andrea Bocskor, Milan Zver

#### SECTION III – HEADING 1

**Budget line 01 02** – Horizon Europe

*Type of amendment (EP note): Above CSL / Reserve / Remarks*

#### Appropriations (EUR):

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
01 02	11 998 920 975	11 019 597 632			<b>11 926 927 449</b>	<b>10 966 374 574</b>
<i>Difference</i>	- 71 993 526	- 53 223 058	+11 926 927 449	+10 966 374 574		
Reserve					<b>71 993 526</b>	<b>53 223 058</b>
<i>Difference</i>	+ 71 993 526	+ 53 223 058	+ 71 993 526	+ 53 223 058		

#### Remarks:

Amend as follows

Conditions for releasing the reserve:

The reserve of 2% of the appropriations of Horizon Europe will be released when the European Commission withdraws its decision of December 2022 to exclude the Hungarian universities and researchers from the research and innovation framework program.

#### Justification:

The use and accountability of EU funds has been transparent and seamless for decades at Hungarian universities. This is why the decision excluding Hungarian universities from European innovation and research program is inexplicable and devastating. Since last December, Hungarian universities has suffered enormous loss both in reputation and financially due to the inability to contract for tenders already won or submitted. This puts Hungarian students and researchers at a competitive disadvantage compared to students of other universities.

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#### Amendment 2

Tabled by Andrea Bocskor, Milan Zver

#### SECTION III – HEADING 2b

**Budget line 07 03 01 01** – Promoting learning mobility of individuals and groups, and cooperation, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training — Indirect management

*Type of amendment (EP note): Above CSL / Reserve / Remarks*

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 03 01 01	2 566 731 926	2 498 750 000			2 530 797 679	2 463 767 500
<i>Difference</i>	- 35 934 247	- 34 982 500	+2 530 797 679	+2 463 767 500		
Reserve					35 934 247	34 982 500
<i>Difference</i>	+ 35 934 247	+ 34 982 500	+ 35 934 247	+ 34 982 500		

**Remarks:**

Amend as follows

Conditions for releasing the reserve:

The reserve of 2% of the appropriations of Erasmus+ will be released when the European Commission withdraws its decision of December 2022 to exclude the Hungarian universities, students, teachers and researchers from the mobility programs.

**Justification:**

According to Article 165 of the Treaty on the Functioning of the European Union, the Union's action in the field of education aims to encourage the mobility of students and teachers and to promote cooperation between educational institutions. The realization of this goal is obviously opposed by EU decisions that exclude the vast majority of students from a Member State from mobility.

Moreover it is the Erasmus+ Programme Guide which states that it strengthens its efforts to increase the opportunities offered to more participants and to a wider range of organisations.

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**Amendment 3**

Tabled by Morten Lokkegaard, Ilana Cicurel, Christian Ehler, Tomasz Frankowski, Hannes Heide, Diana Riba i Giner

**SECTION III – HEADING 2b**

**Budget line 07 03 01 01** – Promoting learning mobility of individuals, as well as cooperation, inclusion, excellence, creativity and innovation at the level of organisations and policies in the field of education and training - Indirect management

*Type of amendment (EP note): Above DB / Remarks*

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 03 01 01	2 566 731 926	2 498 750 000	0	0	2 598 731 926	2 530 750 000
<i>Difference</i>	+ 32 000 000	+ 32 000 000	+2 598 731 926	+2 530 750 000		

**Remarks:**

Add the following

This reinforcement is needed to address the clear needs in 2024, linked to the obligations resulting from inclusion measures and the greening of the Erasmus+ programme, as well as continuing to support learning, skills development, mobility projects and young people, while also promoting sport. National agencies have received increased demands of mobility projects, which could not be financed in 2023. The Erasmus+ programme continues to be essential for the achievement of the European Education Area and needs to be protected especially in the current inflationary context.

**Justification:**

A reinforcement is needed to contribute to addressing the goals of the Erasmus+ Programme. Erasmus+ is one of best-known funding programmes of the EU, which allows EU citizens to form European identities through education and learning in different Member States. Furthermore, it contributes to addressing the impact of the war in Ukraine by supporting the education and training systems, learners and teachers, schools, youth organisations and NGOs.

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**Amendment 4**

Tabled by Andrea Bocskor, Milan Zver

**SECTION III – HEADING 2b**

**Budget line 07 03 01 02** – Promoting learning mobility of individuals and groups, and cooperation, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training — Direct management

*Type of amendment (EP note): Above CSL / Reserve / Remarks*

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 03 01 02	656 107 886	413 700 000			<b>646 922 376</b>	<b>407 908 200</b>
<i>Difference</i>	- 9 185 510	- 5 791 800	+ 646 922 376	+ 407 908 200		
Reserve					<b>9 185 510</b>	<b>5 791 800</b>
<i>Difference</i>	+ 9 185 510	+ 5 791 800	+ 9 185 510	+ 5 791 800		

**Remarks:**

Amend as follows

Conditions for releasing the reserve:

The reserve of 2% of the appropriations of Erasmus+ will be released when the European Commission withdraws its decision of December 2022 to exclude the Hungarian universities, students, teachers and researchers from the mobility programs.

**Justification:**

According to Article 165 of the Treaty on the Functioning of the European Union, the Union's action in the field of education aims to encourage the mobility of students and teachers and to promote cooperation between educational institutions. The realization of this goal is obviously opposed by EU decisions that exclude the vast majority of students from a Member State from mobility.

Moreover it is the Erasmus+ Programme Guide which states that it strengthens its efforts to increase the opportunities offered to more participants and to a wider range of organisations.

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## Amendment 5

Tabled by Morten Lokkegaard, Ilana Cicurel, Christian Ehler, Tomasz Frankowski, Hannes Heide, Diana Riba i Giner

### SECTION III – HEADING 2b

**Budget line 07 03 01 02** – Promoting learning mobility of individuals, as well as cooperation, inclusion, excellence, creativity and innovation at the level of organisations and policies in the field of education and training — Direct management

*Type of amendment (EP note): Above DB*

### Appropriations (EUR):

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 03 01 02	656 107 886	413 700 000			<b>662 107 886</b>	<b>419 700 000</b>
<i>Difference</i>	+ 6 000 000	+ 6 000 000	+ 662 107 886	+ 419 700 000		

### Remarks:

Add the following

### Justification:

A significant increase is needed in 2024 in view of the obligations resulting from the various objectives of the Erasmus+ programme, ensuring its proper implementation. In particular, there is a need to support the continuation of the European Universities Initiative as well as of university alliances.

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## Amendment 6

Tabled by Andrea Bocskor, Milan Zver

### SECTION III – HEADING 2b

**Budget line 07 03 02** – Promoting non-formal and informal learning mobility and active participation among young people, and cooperation, inclusion, creativity and innovation at the level of organisations and policies in the field of youth

*Type of amendment (EP note): Above CSL / Reserve / Remarks*

### Appropriations (EUR):

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 03 02	384 913 639	369 700 000			<b>379 524 848</b>	<b>364 524 200</b>
<i>Difference</i>	- 5 388 791	- 5 175 800	+ 379 524 848	+ 364 524 200		
Reserve					<b>5 388 791</b>	<b>5 175 800</b>
<i>Difference</i>	+ 5 388 791	+ 5 175 800	+ 5 388 791	+ 5 175 800		

### Remarks:

Amend as follows

Conditions for releasing the reserve:

The reserve of 2% of the appropriations of Erasmus+ will be released when the European Commission withdraws its decision of December 2022 to exclude the Hungarian universities, students, teachers and researchers from the mobility programs.

#### **Justification:**

According to Article 165 of the Treaty on the Functioning of the European Union, the Union's action in the field of education aims to encourage the mobility of students and teachers and to promote cooperation between educational institutions. The realization of this goal is obviously opposed by EU decisions that exclude the vast majority of students from a Member State from mobility.

Moreover it is the Erasmus+ Programme Guide which states that it strengthens its efforts to increase the opportunities offered to more participants and to a wider range of organisations.

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#### **Amendment 7**

Tabled by Morten Lokkegaard, Ilana Cicurel, Christian Ehler, Tomasz Frankowski, Hannes Heide, Diana Riba i Giner

#### **SECTION III – HEADING 2b**

**Budget line 07 03 02** – Promoting non-formal learning mobility and active participation among young people, as well as cooperation, inclusion, creativity and innovation at the level of organisations and policies in the field of youth

*Type of amendment (EP note): Above DB / Remarks*

#### **Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 03 02	384 913 639	369 700 000			<b>399 913 639</b>	<b>384 700 000</b>
<i>Difference</i>	<i>+ 15 000 000</i>	<i>+ 15 000 000</i>	<i>+ 399 913 639</i>	<i>+ 384 700 000</i>		

#### **Remarks:**

Add the following

A significant increase is needed in view of the obligations resulting from the various objectives of the Erasmus+ programme linked to projects targeted to youth.

#### **Justification:**

It is very important to reinforce the level of operating grants for youth organisations and to encourage the participation of young people in Europe's democratic life for example through activities contributing to citizenship education.

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#### **Amendment 8**

Tabled by Morten Lokkegaard, Ilana Cicurel, Christian Ehler, Tomasz Frankowski, Hannes Heide, Diana Riba i Giner

#### **SECTION III – HEADING 2b**

**Budget line 07 03 03** – Promoting learning mobility of sport coaches and staff, as well as cooperation, inclusion, creativity and innovation at the level of sport organisations and sport policies

*Type of amendment (EP note): Above DB*

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 03 03	71 239 186	56 700 000			<b>78 239 186</b>	<b>63 700 000</b>
<i>Difference</i>	+ 7 000 000	+ 7 000 000	+ 78 239 186	+ 63 700 000		

**Justification:**

A reinforcement is needed to support the mobility of sport coaches and the cooperation among organisations and institutions in order to support -non-profit sport events to promote the role of sport for social inclusion, to improve health among young Europeans, and fighting discrimination.

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**Amendment 9**

Tabled by Morten Lokkegaard, Ilana Cicurel, Christian Ehler, Tomasz Frankowski, Hannes Heide, Diana Riba i Giner

SECTION III – HEADING 2b

**Budget line 07 04 01** – European Solidarity Corps

*Type of amendment (EP note): Above DB / Remarks*

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 04 01	136 985 873	128 570 000			<b>139 985 873</b>	<b>131 570 000</b>
<i>Difference</i>	+ 3 000 000	+ 3 000 000	+ 139 985 873	+ 131 570 000		

**Remarks:**

Add the following

A reinforcement is needed to increase the support to young people and organisations engaged in solidarity actions and civic engagement, and in view of the necessary strengthening of the humanitarian strand of the ESC as in 2023, taking also into account the high level of oversubscription and the humanitarian efforts related to the consequences of the war in Ukraine

**Justification:**

A reinforcement is needed to strengthen the European civic mobility and cooperation in the framework of the ESC, focussing on young people and contributing to the development of their civic engagement.

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**Amendment 10**

Tabled by Morten Lokkegaard, Ilana Cicurel, Christian Ehler, Tomasz Frankowski, Hannes Heide, Diana Riba i Giner, Andrey Slabakov

SECTION III – HEADING 2b

**Budget line 07 05 01 – Creative Europe - Culture***Type of amendment (EP note): Above DB / Remarks***Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 05 01	101 802 039	96 050 000			<b>116 802 039</b>	<b>111 050 000</b>
<i>Difference</i>	+ 15 000 000	+ 15 000 000	+ 116 802 039	+ 111 050 000		

**Remarks:**

Add the following

Creative Europe is the only EU Programme aiming to support the European cultural and creative sector and industries. The programme needs a significant reinforcement to fulfil its goals in 2024, including contributing to the recovery of the sector after the pandemic as well as the cross-cutting actions of the Programme linked to inclusiveness and reduction of environmental impact among others. Due to the long-lasting effects of the Covid 19 pandemic, as well as additional problems related to high inflation and loss of purchasing power of citizens, a significant increase is essential.

**Justification:**

A reinforcement of the Culture Strand is requested to help the cultural and creative sector to continue to produce valuable performances, products and/or content for the benefit of European citizens and the whole Union, especially in the current inflationary context.

More specifically, the programme should get the necessary resources to become aligned to the objectives of the 2018 New European Agenda for Culture and the EU Work Plan for Culture 2023-2026 priorities and corresponding actions.

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**Amendment 11**

Tabled by Morten Lokkegaard, Ilana Cicurel, Christian Ehler, Tomasz Frankowski, Hannes Heide, Diana Riba i Giner, Andey Slabakov

**SECTION III – HEADING 2b****Budget line 07 05 02 – Creative Europe - Media***Type of amendment (EP note): Above DB / Remarks***Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 05 02	178 754 402	207 523 435			<b>191 754 402</b>	<b>220 523 435</b>
<i>Difference</i>	+ 13 000 000	+ 13 000 000	+ 191 754 402	+ 220 523 435		

**Remarks:**

Add the following

Creative Europe is the only EU Programme aiming to support the European cultural and creative sector and industries and needs a significant reinforcement. There are clear needs in 2024, especially in the current inflationary context as well in view of supporting those sub-sectors not having yet fully recovered.

**Justification:**

A reinforcement of the Media Strand is requested to help the audio-visual sector continue to produce valuable products and content for the benefit of European citizens and to continue fostering European media talents, including by promoting diversity and supporting media start-ups and strengthening media literacy actions.

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**Amendment 12**

Tabled by Morten Lokkegaard, Ilana Cicurel, Christian Ehler, Tomasz Frankowski, Hannes Heide, Diana Riba i Giner, Andrey Slabakov

## SECTION III – HEADING 2b

**Budget line 07 05 03** – Creative Europe - Cross-sectoral Strand

*Type of amendment (EP note): Above DB / Remarks*

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
07 05 03	27 603 081	25 430 875			42 603 081	40 430 875
<i>Difference</i>	+ 15 000 000	+ 15 000 000	+ 42 603 081	+ 40 430 875		

**Remarks:**

Add the following

Creative Europe is the only EU Programme aiming to support the European cultural and creative sector and industries and needs a significant reinforcement.

Furthermore, the cross-sectoral strand focusses specifically on activities that aim at adjusting to the structural and technological changes faced by the media sector, which is vital to counter the global information warfare, constantly targeting EU Member States and our citizens with systematic disinformation and ultimately driving people away from news altogether. The media sector is under pressure, including from declining revenues from advertisement, and therefore, the cross-sectoral strand needs a significant increase. There are clear needs in 2024, especially given the inflationary context and the major challenges ahead in the media sector.

**Justification:**

A reinforcement is requested to support the news media sector in producing democratically invaluable content for the benefit of EU citizens, reducing news deserts, regaining interest from younger audiences. The current context highlights the need for journalists to be adequately trained, having the means to collaborate via platforms and partnerships and to counter disinformation. It shows the importance of media literacy. High quality project proposals are rejected simply due to oversubscription and lack of funds.

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**Amendment 13**

Tabled by Morten Lokkegaard

## SECTION III – HEADING 2b



**Budget line PA 07 23 01** – Preparatory action - Network of European fact-checkers to fight disinformation

*Type of amendment (EP note): Ongoing PA / Above DB / Change of line title / Remarks updated*

**Line title:**

Network of European fact-checkers to fight disinformation

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PA 07 23 01					<b>1 637 500</b>	<b>500 000</b>
<i>Difference</i>	+ 1 637 500	+ 500 000	+ 1 637 500	+ 500 000		

**Remarks:**

Add the following

The objective of this preparatory action is to provide European fact-checking organisations with a concrete package of resources that can help them identify and debunk disinformation campaigns, which is an increasing problem for European democracies. The scope of this preparatory action should be wide and focus on all disinformation campaigns that have an effect on public opinion, including climate and environmental issues and disasters. The proposal will build on other initiatives that foster the cooperation among fact-checking organisations in Europe such as the new European Fact-checking Standards Network (EFCSN, part of the ongoing Pilot Project CNECT/2020/3029907 Integrity of Social Media) and the work of the European Digital Media Observatory (EDMO-Smart 2019/1087).

The project must go beyond easy-to-debunk claims like "climate change doesn't exist" that are increasingly residual, and focus on more complex narratives that are on the rise, such as disinformation about the EU, key political figures on European and national level, proposed solutions (especially those carried out by individuals that imply a change of habits) or that science behind them is unreliable

The proposal will:

- assess the challenges and needs of Union fact-checkers with regard to near real-time debunking of disinformation campaigns, general crisis response and collecting learnings from recent crises;
- provide fact-checkers with a toolkit-a package of resources-that can help them boost their abilities to act urgently and in near real-time on disinformation campaigns and to boost their crisis-readiness and response:
- provide training materials and courses on effective crisis communication
- provide guidance on how to quickly build a community of experts and practitioners on a disinformation and crisis topic
- provide a mapping of the available fact-checking networks in the Union and a guide on how to leverage them effectively in a crisis situation
- provide visualisation and other technical tools, e.g. showing spread of disinformation on a map, that can act as ready-made building blocks for fact-checkers websites and communication tools (with due consideration for existing tools and avoiding duplication)
- test the package of resources with a group of European fact-checkers using debunked disinformation campaigns and previous crises as an example.

Contact:

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Morten Løkkegaard

**Justification:**

Disinformation and the ongoing information warfare is an increasing problem for modern democracies. Disinformation campaigns actively aim to undermine European elections by spreading false and manipulating content on online platforms. To protect European elections in 2024 and in the future, the EU needs to strengthen the network of fact-checkers to counter disinformation campaigns focussing on all topics, ranging from climate issues to false narratives about the EU and key political figures.

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#### **Amendment 14**

Tabled by Tomasz Frankowski, Sabine Verheyen, Michaela Sojdrova, Hannes Heide, Dace Melbarde, Laurence Farreng, Massimiliano Smeriglio, Peter Pollak, Milan Zver, Theodoros Zagorakis

#### **SECTION III – HEADING 2b**

**Budget line PA 07 24 XX** – Preparatory action - European Students At Risk Hub

*Type of amendment (EP note): New PA*

#### **Line title:**

Preparatory action - European Students At Risk Hub

#### **Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PA 07 24 XX	0	0	0	0	1 500 000	750 000
<i>Difference</i>	+ 1 500 000	+ 750 000	+ 1 500 000	+ 750 000		

#### **Remarks:**

Add the following

‘Students at Risk’ is a programme, initially conceived in Norway, to allow student activists and human rights defenders whose right to education is denied in their home country to receive higher education in Norway with a fully funded scholarship. The programme was then adapted by Germany (Hilde Domin programme) and incipient projects are being introduced in Finland and Switzerland. However, the lack of coordination between the programmes, as well as the lack of support for the different actors that would be interested in establishing similar schemes in their country, is hampering the European potential of such an endeavour. Taking stock of the InspirEurope project, which is targeted for researchers at risk and therefore does not cover students, to close this gap a 3 year Preparatory Action is proposed, under the supervision of DG EAC.

The ‘European Students At Risk Hub’ aims at the consolidation of a network of stakeholders that are interested in supporting students at risk, i.e. students that cannot finish their educational pathway due to political repression and/or persecution. The Hub is to be based on three pillars: Firstly, in line with the Team Europe idea the allocation of funds to support stakeholders with the implementation and (further) development of national programmes. Secondly, to provide capacity building for stakeholders, including the establishment of a peer learning support system. And, thirdly, following a civil society approach, to provide capacity building activities and the promotion of Student at Risk schemes via outreach activities towards relevant organisations and stakeholders across the globe. The Hub should be open to European and national higher education stakeholders, public authorities, higher education institutions (HEI) and civil society organisations with experience in running similar programmes and/or with the interest in contributing to the establishment of such programmes. As a user-friendly add-on to the Hub, a dedicated section within the Study in Europe portal about the Hub and the possibility of scholarships for students at risk could be envisaged. As a long term vision the Hub would also allow for a European approach to Students at Risk, with the possibility of coordinated action in times of crisis (e.g. Ukraine, Iran, Afghanistan, Belarus). In such a context, the educational dimension of the crisis may be forgotten,

especially for higher education (as it is non-compulsory and therefore the countries do not have a duty to ensure continuation in education). Such a programme would therefore strengthen Europe's role in timely and efficient response to sudden educational crises and ensure the future development of the countries affected in the post-crisis recovery, thereby underpinning the European understanding of democracy, global citizenship and responsibility helping to reach the European Union's geopolitical priorities, as indicated in the Commission's Communication on achieving the European Education Area by 2025 and in the Council resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030). Furthermore, it would implement the commitment, taken via the Council Conclusions on a European Strategy empowering HEIs for the future of Europe: 'In order to position the European Union as a safe haven for the freedom of scientific research and democratic values, HEIs should be supported through European and national schemes, fully respecting the excellence principle, to welcome students, researchers and academics whose freedom is under threat.'

A Preparatory Action is proposed as better suited due to the timeline and the final aim of the project. The timeline would allow in year 1 to establish the Hub and the consortium managing it, while in year 2 seed funding to support the establishment of new and the enhancement of existing students at risk programmes could be allocated, while in year 3 a feasibility study on the long-term sustainability of a European Students At Risk programme could be carried out. The final aim of the project would be to prepare its inclusion within the next Multiannual Financial Framework, and the three-year period 2024-2026 would allow that.

#### **Justification:**

Academic freedom has been rapidly declining, paralleling the authoritarianisation of countries and an increase of education in emergencies, leaving scholars who support democratic values at risk. While a European approach has been established to coordinate support for researchers at risk through InspirEurope+, there is currently no such instrument for students. To fill this gap, the "European Students At Risk Hub" is proposed to strengthen Europe's role as a safe haven for the freedom of academia and democratic values by enabling students at risk to complete their education.

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#### **Amendment 15**

Tabled by Massimiliano Smeriglio, Marcos Ros Sempere, Ibán Garcia del Blanco

#### **SECTION III – HEADING 2b**

**Budget line PA 07 24 XX** – Preparatory action - "European Festival of Journalism and Media Information Literacy"

*Type of amendment (EP note): New PA*

#### **Line title:**

Preparatory action - "European Festival of Journalism and Media Information Literacy"

#### **Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PA 07 24 XX	3 000 000	1 500 000	3 000 000	1 500 000	<b>3 000 000</b>	<b>1 500 000</b>
<i>Difference</i>	0	0	0	0		

**Remarks:**

Add the following

New technologies are dramatically and constantly changing the opinion-making dynamics and the media landscape. While they allow easy distribution of information of public interest to wider audiences, fostering plurality, the way information is created, searched and distributed online, may also accentuate polarisation as a person is exposed to news, sources and ideas that adhere to her expressed preferences. This in combination with the profit driven platforms, who share data for purely commercial reasons, can significantly undermine the potential to encounter and debate opposing viewpoints, and, as such, may pose a risk for ethical journalism, media pluralism and European democracy itself.

At the same time, journalists and other media actors face violence, threats, harassment or public shaming in the European Union mainly because of their investigative activities to protect the public interest from the misuse of power, corruption, human rights violations or criminal activities, and according to the Council of Europe Platform for the Protection of Journalism and Safety of Journalists, more than half of the cases of abuses against media professionals are committed by state actors.

We have witnessed a tidal wave of disinformation and propaganda rapidly disseminated through internet and other media. Given the social and political consequences, it is more crucial than ever that our citizens be critical users of both media and social media. It is necessary to invest adequate financial resources in media and digital literacy and in developing common EU strategies, together with journalists, academics, international and civil society organisations, in order to empower citizens and online users to recognise and be aware of dubious sources of information and to spot and expose deliberately false content and propaganda.

The proposal of a “European Festival of Journalism and Media Information Literacy” is aimed at reinforcing dialogue, cooperation and partnership in the EU, among journalists, media outlets including public service media, civil society organizations and media literacy professionals, focusing on the crucial questions of our time. The Festival should dedicate special attention to young generations, including journalism students, and the use of social media by young people, when dealing with the question of how to tackle disinformation in the age of post-truth.

The “European Festival of Journalism and Media Information Literacy” should become a powerful tool to facilitate exchanges between media professionals from across Europe, and an occasion to raise awareness on the valuable but ever more difficult work of journalists and press freedom violations in the EU.

A strengthened role of the EU support is pivotal at this time, also in light of the recent proposal for a Regulation relating to the European Media Freedom Act, to promote media pluralism and support the sector of news media in its challenging transition in the digital environment. Therefore, stable financial support to this project as a preparatory action would allow the proposal to reach its full potential and achieve the expected results for the benefit of the media sector.

**Justification:**

Candidate countries must prove to respect, according to article 49 TEU, the EU values listed in article 2 TEU. The proposed preparatory action would be in line with the objectives pursued by the European Democracy Action Plan, which is based on the assumption that informed and empowered citizens are the best guarantee for the resilience of the the European democracy.

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**Amendment 16**

Tabled by Tomasz Frankowski, Sabine Verheyen, Michaela Sojdrova, Hannes Heide, Dace Melbarde, Laurence Farreng, Massimiliano Smeriglio, Peter Pollak, Milan Zver, Theodoros Zagorakis

### SECTION III – HEADING 2b

**Budget line PP 07 23 03** – Pilot project - Sport Supports - emergency sport actions for youth

*Type of amendment (EP note): Ongoing PP / Above DB*

#### Appropriations (EUR):

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 07 23 03					2 000 000	2 500 000
<i>Difference</i>	+ 2 000 000	+ 2 500 000	+ 2 000 000	+ 2 500 000		

#### Justification:

In the context of the war in the Ukraine, many refugees arriving in the EU, especially children and young people, are scarred and traumatized by their individual experiences of suffering and forced migration. This post-war trauma, confrontation with a foreign culture, lack of stability, stress of the legal procedures can prevent them from participating in a social life outside of their closest circle. By improving their mental well-being through dedicated sport interventions, these individuals will eventually become ready to re-build their life.

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#### Amendment 17

Tabled by Dace MELBARDE, Tomasz FRANKOWSKI, Sabine VERHEYEN, Michaela SOJDROVA, Hannes HEIDE, Laurence FARRENG, Alexis GEORGOULIS, Peter POLLAK, Milan ZVER, Theodoros ZAGORAKIS

### SECTION III – HEADING 2b

**Budget line PP 07 23 04** – Pilot project - The European Union - the media freedom hub

*Type of amendment (EP note): Ongoing PP / Above DB*

#### Appropriations (EUR):

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 07 23 04					3 000 000	3 750 000
<i>Difference</i>	+ 3 000 000	+ 3 750 000	+ 3 000 000	+ 3 750 000		

#### Justification:

A conventional war is being waged by Russia in Ukraine, but an information war for minds is being waged in the EU and in Russia and Belarus themselves. Europe's long-term security depends on the ability of the peoples of Russia and Belarus to bring about democratic changes. This critically requires a free media, which Russia and Belarus have eradicated. The EU has to become a hub for independent Ukrainian media fleeing war and Russian and Belarussian media in exile. By helping impartial and truthful information to reach the people, we will be defending our democratic world.

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#### Amendment 18

Tabled by Tomasz Frankowski, Sabine Verheyen, Michaela Sojdrova, Hannes Heide, Dace Melbarde, Laurence Farreng, Massimiliano Smeriglio, Peter Pollak, Milan Zver, Theodoros Zagorakis

### SECTION III – HEADING 2b

**Budget line PP 07 24 XX** – Pilot project - EduPowered: helping youth identify and develop competences for their future success

*Type of amendment (EP note): New PP*

**Line title:**

Pilot project - EduPowered: helping youth identify and develop competences for their future success

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 07 24 XX	0	0	0	0	2 000 000	1 000 000
<i>Difference</i>	+ 2 000 000	+ 1 000 000	+ 2 000 000	+ 1 000 000		

**Remarks:**

Add the following

The interdisciplinary project aims to provide students with a range of opportunities to prove themselves in different roles, tasks and challenges to gain a better understanding of their strengths, interests, ambitions and preferred future direction of development. By doing so, it gives students an alternative source of information, self-assessment and self-image to teacher's quantitative and often narrow, one-sided, standardized evaluation.

The project will be conducted using modern teaching methods and educational tools. In order to make that possible, it will address school administration and teachers in the first place. Teachers who facilitate, assist, and support students, rather than simply steer and provide answers, are the essential foundation for the whole process to take place. That's why the project will start with the development of teachers' competencies in modern teaching methods and the use of technology and educational tools. Students will be given clear instructions on how to assess their own performance using self-reflection tools and feedback from their peers and teachers. They will learn to set goals, take initiative, and embrace new challenges, leading to a better understanding of their abilities and potential.

Giving students the opportunity to see the ultimate goal of the education process, test themselves in diverse ways and then reflect on their performance will result in a more proactive, engaged, knowledgeable and motivated attitude toward one's education and development.

The school system often fails to help students develop their self-awareness and reflect on their competencies and interests, leaving them unaware of their strengths, weaknesses, academic interests, ambitions and areas for development. Furthermore, the lack of exposure to modern equipment and technology commonly used in the professional workplace leaves many students unprepared for the workforce upon completing their educational path. Many schools continue to rely on traditional teaching methods such as lectures and textbook reading, with limited emphasis on independent work and critical thinking. In a world where we are constantly immersed in information, with millions of sources available at our fingertips, the emphasis on memorizing "raw" data is nonsensical. Despite the increasingly recognized importance of emotional intelligence (EQ) in personal and professional success, the education system fails to provide adequate training in this area.

The objective of the pilot project is to establish a set of learning outcomes criteria and a measurement process with a focus on developing 21st-century skills, specifically those related to self-reflection, self-evaluation, defining one's role in the educational process, and teamwork. Those skills seem crucial in order to develop knowledgeable, motivated, open-minded, confident young people.

The project will be based on three pillars:

-modern educational methods and tools,

- thorough training process and implementation of newly acquired knowledge to the practice of working with students,
- interdisciplinary project in which students will have the opportunity to prove themselves in different roles and contexts.

The process will be tested in primary schools in the selected EU countries. The realization of objectives related to the enhancement of teachers' competencies and knowledge in modern educational tools and methods should be evaluated through ex-ante and ex-post assessments. This approach will enable to assess the project's impact on the respondents' knowledge levels.

The realization of objectives related to the students' soft skills will be evaluated: the study will include ex-ante and ex-post evaluation.

The realization of the goals related to the implementation of modern tools and methods and carrying out the whole educational project with students will be measured in an ex-post survey - a report on the activities carried out jointly and independently by teachers. In order for the programme to achieve the goals it should start in August and last the whole school year.

Expected results:

1. Creating curriculum digital content that enables primary school students to test and prove themselves in different roles, different tasks, challenges and contexts
2. Designing educational materials on the relevance of the self-reflection and self-evaluation in the holistic development of the students
3. Evaluation of learning outcomes - the student + teacher perspective
4. Designing effective training process for teachers (selection of materials, training technique)
5. Implementation of modern teaching methods and educational tools in the pilot schools

### **Justification:**

The school's approach fails to foster students' ability to self-reflect on their competencies and interests, relying instead on external sources like the grading system or standardized exams. This approach severely restricts the potential for internal motivation, hindering a sense of responsibility for the learning process and resulting in negative psychological effects on students. Moreover, it creates inequalities and discrepancies in the labor market.

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### **Amendment 19**

Tabled by Tomasz Frankowski, Sabine Verheyen, Michaela Sojdrova

#### **SECTION III – HEADING 2b**

**Budget line PP 07 24 XX** – Pilot project - ELPAS-Enhanced Learning through Physical Activity and Sport

*Type of amendment (EP note): New PP*

### **Line title:**

Pilot project - ELPAS-Enhanced Learning through Physical Activity and Sport

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 07 24 XX	0	0	0	0	2 000 000	1 000 000
<i>Difference</i>	+ 2 000 000	+ 1 000 000	+ 2 000 000	+ 1 000 000		

**Remarks:**

Add the following

Europe is currently grappling with a crisis of physical inactivity, alongside an education system that is in need of radical innovation and digitalization. However, by leveraging the power of sport and movement, it is possible to tackle all of these challenges simultaneously. The appeal of sports, play, and physical activity can provide a key to unlock a sustainable solution for future generations.

There is much more that needs to be done on how to best use digital means to reach education objectives. The education system, which we are all familiar with, was created over 200 years ago. Many things have changed since then. Old fashioned school bells have been replaced by electronic ones, books have become more colourful and widely available, and multimedia boards have replaced chalkboards. Despite the technological leap, one thing that has not changed is the passive form of teaching and the basic premise that in order to learn kids need to sit still at their desks.

And even if back then it was ok, as kids got plenty of physical activity outside of school, it definitely does not work nowadays because the level of physical fitness of children has dramatically decreased and their health is deteriorating due to sedentarism (overweight and obesity crisis are just the two examples of challenges EU is facing). Children are not meeting 24hour movement guidelines and other WHO recommendations.

As children spend a long time at schools and while studying at homes, there is a need for disruption within the current, existing system.

We need to reinvent it by building an entire school curriculum which would allow kids to learn (math, geography etc) while and by being active – in classrooms, outdoors and at homes, using high-quality digital education content. This project will use the huge potential of digital technology to improve education through physical activity/sport to build more resilient European communities. Digital online “education on the move” platforms will then become school textbooks of the future.

Recent public consultations stressed the need for more dedicated EU action to support the adoption of innovative approaches and digital technologies in education. 68 % of respondents recognised that innovation is ‘extremely relevant’ to meeting the education sector's needs. How can education make better use of innovation and digital technology? We should reach out to children using the multimedia forms which they are familiar with, offering them the attractive screen time in a smart version. Making better use of digital technology for teaching and learning is also one of the priorities of the Digital Education Action Plan (2021-2027). Digital technology would definitely enrich learning in a variety of ways.

The aim of the project is to:

- The project aims to establish an innovative EU sport and physical activity Hub for the development and promotion of enhanced learning through sports and physical activities.
- Increase the general awareness of the benefits of sport and physical activity and harmful consequences of its absence (sedentary lifestyle). Insufficient physical activity is the 4th leading risk factor for mortality.
- Increase the awareness of the benefits of education combined with physical activity.



- Increase the awareness of the positive impact of physical activity embedded into the learning process, on the improvement of various brain functions in. concentration, better learning outcomes etc.
- Put physical activity in schools and kindergartens higher up on the agenda.
- Demonstrate how education can encourage kids to be active beyond the typical physical activity taking place during their usual school day.
- Demonstrate that physical activity can take place anywhere and anytime. Also, in “unusual” places like classrooms, homes etc.
- Build an active education environment.

Actions to be taken:

- To request a feasibility study for Enhanced Learning through Physical Activity and Sport (ELPAS) with its goal to assess the practicality and potential effectiveness and ways of integrating sports and physical activity into the academic curriculum to enhance learning outcomes.
- To establish an innovative hub for the exchange of good practices of enhanced learning through sports and physical activities

The expected outcomes include:

- Different resources to help bring education on the move closer to students in an interactive, digital way.
- New methods to increase sport and physical activity participation by innovation in education.
- A number of tested innovative programmes ready to be integrated in schools and kindergartens.

#### **Justification:**

One of the strategic European Education Area (EEA) initiatives to be adopted by 2025 involves factors conducive to digital education. It is necessary to accelerate a work towards achieving this action, so the purpose of this project is to create an innovative program of digital education through sport, so that physical activity accompanies children every day even when they study - at school, kindergarten or home. High-quality digital education is crucial to boost the attractiveness of learning among children.

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#### **Amendment 20**

Tabled by Hannes HEIDE, Tomasz FRANKOWSKI

#### **SECTION III – HEADING 2b**

**Budget line PP 07 24 XX** – European Youth Games - Pilot project on series of sports competitions for young people from different European regions

*Type of amendment (EP note): New PP*

#### **Line title:**

European Youth Games - Pilot project on series of sports competitions for young people from different European regions

#### **Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 07 24 XX	0	0	0	0	600 000	300 000

<i>Difference</i>	+ 600 000	+ 300 000	+ 600 000	+ 300 000		
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### **Remarks:**

Add the following

Sport is one of the best instruments to bring people from different nations and different cultures together and contributes significantly to the exchange and intensification of relations between people. Especially at games, the athletes enliven the spirit of fairness and friendship.

In order to create a resilient European sense of belonging, it is essential to complement policies with citizen-driven bottom-up projects to promote European values. Community organised sport events provides an additional infrastructure for town twinning and mobility programmes by strengthening citizens' bonds with the Union, European values, good governance and the European Project on several levels.

Therefore, the series of sports competitions need to be as inclusive and divers as possible: The recruitment of young participants needs to be realised especially in rural areas. Besides that, the accessibility of people with disabilities has to be taken into account.

The organisation of the sports competitions has a dynamic and expanded nature by involving local and European people. The venue needs to reach out to existing partnerships and networks.

In addition, areas, spaces and places need to be created that serve verbal exchange. The meeting place must be open to all young people and free of consumption in order to promote international, intercultural exchange and to support exchange in other languages.

The promotion of sporting activities for young people builds on existing Commission activities such as the European Week of Sport, #BeInclusive EU Sport Awards and HealthyLifestyle4All initiative.

The unique character of sport events aiming to create a European sense of belonging is the active, emotional participation that creates positive memories and implements a secondary approach alongside the fun of the game and the competition.

The sustainable character is not only the sport event by itself, but also the organization of the many actors involved leads to an exchange at working level and thus involves even more people.

The project promoter specify the venue of the competitions, is the main organiser and inviter. Competitions are planned in 4-6 sports that count as Olympic disciplines.

The project promoter covers the costs for the organisation, accommodation and catering of the young people travelling to the event as well as the costs for the evening events. Travel costs are not included in the budget of a max. 300,000 Euro.

### **Justification:**

In line with its supranational and pan-European self-understanding, the EP has been at the forefront of strengthening European identity. A series of sports competitions will help to increase the interest of young people in international cultural policy and recognises the importance of sport and cosmopolitanism in European youth culture. As a complement to mobility programs, sport events function as a catalyst to reach out young people in rural areas in an inclusive manner. Sports competitions motivate people to exercise regularly, which has a positive effect on mental health.

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## Amendment 21

Tabled by Hannes HEIDE, Domènec RUIZ DEVESA

### SECTION III – HEADING 2b

**Budget line PP 07 24 XX** – Pilot project - School Visits to Nazi death and concentration camps

*Type of amendment (EP note): New PP*

#### Line title:

Pilot project - School Visits to Nazi death and concentration camps

#### Appropriations (EUR):

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 07 24 XX	0	0	0	0	2 000 000	800 000
<i>Difference</i>	+ 2 000 000	+ 800 000	+ 2 000 000	+ 800 000		

#### Remarks:

Add the following

The UN General Assembly resolution 60/7 encourages the development of educational programs to remember the Holocaust and to prevent further genocides. All Europeans and, in particular, future generations, must be fully aware of these despicable acts and crimes, as well as the socio-political conditions that enabled them.

To this end, nothing can substitute a visit to a death and concentration camps, where the painful memory of the Holocaust becomes tangible. This pilot project proposes the development of a dedicated EU action to ensure that all European youth have the opportunity to visit one of these sites. While such educational visits are common in some countries, not all EU countries do so. This is despite the fact that the history of the Holocaust is one of European victims and executioners, thus part of European history, and all Europeans should know about it.

Youth mobility is one of the greatest and most cherished achievements of the European Union. Building on its expertise, and on the basis of our shared European values, we are convinced that an self standing EU action for secondary schools, enabling students to visit at least one Nazi or Nazi-allied death and concentration camp in Europe during their schooling years, should become a staple of EU action.

#### Justification:

Six million Jewish victims and millions of other victims of Nazism, targeted due to their ethnicity, disability, race, sexual orientation or beliefs. Europe, as a project of peace, must reinforce EU values, including through the promotion of the remembrance, study and analysis of the holocaust as an European phenomenon. To this end, it is important that younger generations visit a death or a concentration camp with their school to ensure that the memory of the holocaust doesn not fade with generations to come.

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## Amendment 22

Tabled by Hannes HEIDE

### SECTION III – HEADING 2b

**Budget line PP 07 24 XX** – Pilot project - "spice it up" Art event to visualise the EU in public spaces

*Type of amendment (EP note): New PP*

**Line title:**

Pilot project - "spice it up" Art event to visualise the EU in public spaces

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 07 24 XX	0	0	0	0	2 000 000	1 000 000
<i>Difference</i>	+ 2 000 000	+ 1 000 000	+ 2 000 000	+ 1 000 000		

**Remarks:**

Add the following

There is no doubt that autocratic, national and anti-European tendencies are on the rise - Brexit or Russia's attack on Ukraine are only a concrete expression.

Given the numerous internal and external crises, the EU is currently facing, it is essential to strengthen citizens' attachment to the Union and the European project in general.

The EU-wide call for the art event "spice it up" aims to visualise the EU in public spaces to raise awareness of the EU, to contribute to a positive connotation, to strengthen cohesion in the EU and to create a visual memory.

During the European week from 05 May to 09 May, individual art events will take place all over the EU.

The art event will be implemented by mobilising citizens in each city/region of the EU through higher-level associations, institutions, organisations, etc. according to the snowball principle. The open call relies on networking, where all actors voluntarily, low-threshold, self-initiated and self-responsible carry out the art event in their sphere of influence - as their resources allow.

The implementation of the art event is individually created - but with a visible reference to the EU theme.

Inspiring ideas: Community exhibition after a group work in art classes, outdoor action by museum clubs/youth institutions, murals, street art, art presentation in cultural institutions, performance/concert by music school/municipal orchestra, a mob or dance by individual clubs, TikTok dances / Insta-Reels.

The participants choose the rooms, depending on ideas and the possibilities. E.g. walls released by the city for spraying/ tagging/ stencils, "open days" of schools, art facilities, institutions etc. to present the created art objects, creative art actions in public space/ on public squares.

**Justification:**

Promoting the idea of the EU, as a cultural community with shared values and common democratic practices, and emphasising citizen-led initiatives, are essential to build a resilient sense of European belonging.

Public relations, actions and campaigns are bottom-up measures that involve citizens, create low-level awareness, foster a sense of community and belonging and create a shared memory. The art event "spice it up" is a tool for EU-identification on an emotional level and based on strengthening loyalty.

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**Amendment 23**

Tabled by Sabine VERHEYEN, Monika HOHLMEIER, Tomasz FRANKOWSKI

### SECTION III – HEADING 2b

**Budget line PP 07 24 XX** – Pilot project - 'E-Twinning' for Public Libraries - A Peer Learning and Collaboration Platform for Europe's Public Library Sector

*Type of amendment (EP note): New PP*

**Line title:**

Pilot project - 'E-Twinning' for Public Libraries - A Peer Learning and Collaboration Platform for Europe's Public Library Sector

**Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 07 24 XX	0	0	0	0	1 000 000	500 000
<i>Difference</i>	+ 1 000 000	+ 500 000	+ 1 000 000	+ 500 000		

**Remarks:**

Add the following

Across the European Union, there are over 65,000 public libraries, in big cities and in small villages, serving Europe's diverse citizens with books, information, training, and working as Community hubs. Ranging from early literary to lifelong learning activities, libraries play a key role in the social fabric of their community and foster social cohesion and digital inclusion. Whilst libraries are diverse and each one unique, they all share an essential DNA of serving their populations. The goals of bringing access to books, literature and information and most importantly, building a strong community, are shared by libraries.

These open, trusted spaces are almost entirely funded and run at municipal level, which can sometimes hamper outreach and network building. The landscape of library associations varies widely across the EU and levels of support and service vary from country to country. Moreover, Europe's libraries currently do not access EU funds particularly well (mostly Erasmus+ and Creative Europe) due to lack of cross-border connections to build strong partnerships as well as multiple administrative barriers.

A peer learning and cooperation platform for the public library sector in Europe, supported by national associations and other partners, such as public support structures to the educational and cultural sector and ministries, would deliver a step-change in the continuing development of the sector. Building a strong and unified library sector anchored in mutual understanding can be achieved through a multi-language platform that offers library professionals common resources, spaces for exchange and partner search to build European projects, and European-level standards for service provisions.

On the one hand, a peer learning and collaboration platform has many advantages for library professionals. A library e-Twinning community could reach thousands of library professionals who share a vision of inclusive libraries, using information and communication technology in a meaningful way, and making the most of 21st-century skills. A library e-Twinning platform could offer project kits, practice examples, testimonials, and an online environment where library e-Twinners can communicate, create projects, share, and learn together at their own pace in line with their interests. Lifelong learning is essential for library professionals and library e-Twinning community members could benefit from webinars, short and long online courses (including MOOCs), shared materials, conferences, and other on-site professional development opportunities where they meet experts in many fields and improve their skills. These events encourage professions to network, learn together, and feel part of the same community.

These advantages for library professionals would, on the other hand, create synergies and thus benefits for library users. Public libraries are bridgebuilders between societal groups, communities, and political

decision makers and they transmit cultural contents and skills. As such, they are part of the European democratic infrastructure at a local level and play an important role in the field of non-formal education. Therefore, their position can become stronger if opportunities are created for them to learn from one another. A European platform can start to set standards of excellence in public library service provisions as with the e-Twinning, shared leadership, collaboration and sharing, citizens as agents of change, inclusion, and innovation.

Consequently, a European platform can start to set standards of excellence in public library service provisions as with the e-Twinning model. A European label could be awarded to libraries that inspire e-Twinning, shared leadership, collaboration and sharing, citizens as agents of change, inclusion, and innovation. Finally, it would have a great impact on the outcomes of the European Education Area and the European Skills Agenda. E-Twinning for libraries will help increase the number of participants in Erasmus+ mobility actions and general grants.

The implementation of a peer learning and collaboration platform could be facilitated by building on an existing platform. The e-Twinning or gateway to school education platform hosted by European Schoolnet offers an excellent model for a similar platform for the library field and has demonstrated its value over its many years of operation. A European library gateway would enable library professions to collaborate with and get inspired by other colleagues in Europe. Librarians could organise and run on-site and online activities with library patrons as well as with colleagues from countries participating in the EU programmes. The online Platform for Adult Learning in Europe EPAL will complete the opportunities of e-Twinning for libraries.

#### **Justification:**

The EU Work Plan for Culture 2023 - 2024 recognises the role of libraries to enhance cultural participation, being inclusive access points to the book value chain and cultural content. They are an essential element of the non-formal education infrastructure. A European collaboration exchange platform will strengthen the power of libraries and create greater added value for their users.

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#### **Amendment 24**

Tabled by Salima Yenbou

#### **SECTION III – HEADING 2b**

#### **Budget line PP 07 24 XX – European Music Award**

*Type of amendment (EP note): New PP*

#### **Line title:**

European Music Award

#### **Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 07 24 XX	0	0	0	0	1 000 000	500 000
<i>Difference</i>	+ 1 000 000	+ 500 000	+ 1 000 000	+ 500 000		

#### **Remarks:**

Add the following

The European institutions regard the music sector as essential for preserving and developing cultural diversity in Europe. Music is a universal language and can connect individuals and societies all over the

world. For this reason, and even more in the context of the pandemic that has strongly affected the cultural sectors, supporting artistic creation is essential.

The proposed pilot project would consist in the creation of a European Music Award, to be awarded by the European Parliament and EU citizens. MEPs and citizens could award this prize following a selection and then voting procedure, on the example of the successful LUX Audience Award. It would mainly target emerging artists in the music sector in different musical categories and genres, and would particularly reward European co-productions.

Such an initiative would encourage cultural diversity and cooperation between actors in the music sector across borders, but would also support the music sector and its actors, especially those in greatest difficulty. The project would also highlight the diversity of European music and give visibility to European talents, until now little known to the general public, and to promote European cultural identity in and outside the European Union. Moreover, by integrating European citizens in the voting procedure, the project would also support access to culture for all, strengthen the interest in the European music sector and build bridges between people.

#### **Justification:**

The European Union must continue to show and strengthen its commitment to culture, particularly in the post-pandemic context and the new challenges faced by actors in these sectors. The establishment of a European Music Award would provide concrete support to the European music sector and promote its recovery, encouraging creation and giving visibility to artists.

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#### **Amendment 25**

Tabled by Salima Yenbou

#### **SECTION III – HEADING 2b**

#### **Budget line PP 07 24 XX – School and cinema**

*Type of amendment (EP note): New PP*

#### **Line title:**

School and cinema

#### **Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 07 24 XX	0	0	0	0	1 000 000	500 000
<i>Difference</i>	+ 1 000 000	+ 500 000	+ 1 000 000	+ 500 000		

#### **Remarks:**

Add the following

Cinema is today an essential vector of art and culture in our societies. Cinematographic works are sources of exchange and discovery of different values, cultures and languages. They make it possible to learn and to get to know each other, to debate and to exchange. Thus, the film sector is a way to build bridges between our societies and cultures, and further promoting it would benefit our societies in Europe.

The proposed pilot project would consist in setting up a ‘School and Cinema’ programme, similar to the French model, at European level. This programme, aimed at primary, middle and high school classes, would allow them to attend the projection of cinematographic works accompanied by a team of pedagogy

and film professionals. The movies presented should be varied, in order to promote the diversity of European cinema, and could include in particular the movies nominated for the Lux Audience Award. Beyond the theoretical learning that will be done around these screenings, more practical workshops would be organised by the pedagogical teams, in the form of debates or the realisation of artistic projects such as cinematographic posters or short films. At the end of the school year, and for classes wishing, it would also be possible to offer exchanges between students from different countries so that they can work together around a project related to cinema. Finally, classes would also be offered to participate in a film competition: a week during which students would attend the screening of different films and could award a film of their choice.

Cinema is an artistic format easily accessible to the youngest. Integrating cinema into school curricula from an early age would meet different objectives:

- to provide access to culture and cultural practice to all, regardless of age or socio-economic backgrounds;
- to promote the social and cultural engagement of young people, their debate and the construction of critical thinking;
- to enable young people to acquire the foundations of a cinematic culture, giving them the means to study different cinematographic works;
- to promote art and culture, and especially European cinema among European youth
- to promote the discovery and cultural and linguistic exchanges between young Europeans through art, and in particular cinema

#### **Justification:**

Giving access to young people to a wide variety of cinematographic works and fostering learning and exchanges around them could respond more precisely and concretely to European cultural and artistic objectives. This would in particular promote access to culture, build a European society around shared values, cultures and identities through cinematographic works and promote and make the seventh art comprehensible to all.

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#### **Amendment 26**

Tabled by Salima Yenbou

#### **SECTION III – HEADING 6**

#### **Budget line PP 14 24 XX – EU Pavilion at World Expo 2025**

*Type of amendment (EP note): New PP*

#### **Line title:**

EU Pavilion at World Expo 2025

#### **Appropriations (EUR):**

	Draft Budget		Council Position		New EP amount	
	Commitments	Payments	Commitments	Payments	Commitments	Payments
PP 14 24 XX	0	0	0	0	1 000 000	500 000
<i>Difference</i>	+ 1 000 000	+ 500 000	+ 1 000 000	+ 500 000		

#### **Remarks:**

Add the following



The World Expo is one of the most visible and highly successful global events, in which countries and international organisations, alongside other public and private entities, showcase technologic innovation as well as their own cultures, and exchange innovative and creative ideas and best practices around a key theme. Expos constitute a platform for international dialogue, promoting progress and international cooperation, and offer a unique stage for public cultural diplomacy and nation branding. Ensuring the EU's presence to such events is therefore crucial to promote and strengthen the image of the EU abroad, going beyond the image of different particular EU Member States' cultures or an aggregate of those cultures, in line with the Team Europe approach.

The EU already participated as “official participant” during the Expo2020 in Dubai, without a stand-alone Pavilion. Previously, the EU was represented in Expo2010 Shanghai and Expo2015 Milan, where it shared a pavilion with Belgium and Italy respectively. As stated in the final report of Expo2020, the decision to not have a physical pavilion at the time was made “following consultations among EU services and within the College and in line with available human and financial resources”, and it was recommended to carry out a strategic reflection on future physical EU Pavilions, including through dedicated human and financial resources.

A pilot project could therefore be envisaged to create these human and financial resources in the Commission and the EEAS in order to design and set up a purely EU pavilion to participate in the Expo2025 in Osaka, from April 13 to October 13, 2025.

The project could be initially implemented in 2 phases throughout 2024.

- A reflection and consultation phase, in which the Commission and the EEAS, together with civil society and other actors in the field of European international cultural relations, define the strategic objectives and key messages to be promoted during Expo2025, and desired outcomes;
- A call for designs and selection process, incentivising the participation of young European architects, designers and concept creators, who submit concrete project proposals including exhibit design and possible visitors experiences, respecting the criteria of creativity and innovation, inclusion and accessibility, and sustainability.

Should the PP be renewed through the 2024 PPAs procedure, the realisation and fabrication of the Pavilion shall be carried out, in view of the EU's participation to Expo2025.

Expected outcomes:

- To carry out a first reflection on the unique and own cultural image, identity and branding of the EU to be portrayed on the global scene, in such a way that it goes beyond the image of different EU Member States' cultures or an aggregate of those cultures, in line with the Team Europe approach.
- To include civil society and young professionals in the construction of a cultural branding for the EU, while at the same time implementing the principles of the New European Bauhaus and of the Green Deal.
- To strengthen the role of the EU in international cultural relations and affirm its presence on the multilateral fora as an independent actor, and not as a simple emanation of Member States.
- To establish, in the future, a dedicated budget line in the MFF to account for the participation of the EU in World Expos and other international events of such level around the world, including by envisioning hosting the World Expo as EU in its own right.

### **Justification:**

World Expos are the largest and most visited global events, gathering countries and international actors dedicated to finding solutions to today's most pressing challenges, and serve as a bridge between governments, companies, international organisations, and citizens. They are therefore strategic events in which the EU should strive to participate through physical presence of an autonomous EU Pavilion. The

request was also made by the European Parliament in its Resolution on the Implementation of the NEAC and the Strategy for International Cultural Relations (A9-0279/2022).