



**2021/2209(INI)**

16.12.2021

# **AMENDMENTS**

## **1 - 135**

**Draft report**

**David Lega**

(PE698.973v01-00)

Towards an EU strategy to promote education for children in the world:  
mitigating the impact of the COVID-19 pandemic  
(2021/2209(INI))



**Amendment 1**  
**György Hölvényi**

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

*Motion for a resolution*

*Amendment*

— *having regard to the Universal Declaration of Human Rights (Article 26), the International Covenant on Civil and Political Rights (Article 18) and the International Covenant on Economic, Social and Cultural Rights (Articles 13 and 14);*

Or. en

**Amendment 2**  
**Janina Ochojska**

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

*Motion for a resolution*

*Amendment*

— *having regard to Article 26 of the Universal Declaration of Human Rights 1948;*

Or. en

**Amendment 3**  
**Janina Ochojska**

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

*Motion for a resolution*

*Amendment*

— *having regard to Article 13 of the International Covenant on Economic, Social and Cultural Rights 1996;*

Or. en

**Amendment 4**  
**György Hölvényi**

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

*Motion for a resolution*

*Amendment*

— *having regard to the UNESCO Convention against Discrimination in Education, adopted on 14 December 1960;*

Or. en

**Amendment 5**  
**Janina Ochojska**

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

*Motion for a resolution*

*Amendment*

— *having regard to Article 49 of the Charter of the Organisation of American States 1967;*

Or. en

**Amendment 6**  
**Janina Ochojska**

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

*Motion for a resolution*

*Amendment*

— *having regard to Article 11 of the African Charter on the Rights and Welfare of the Child 1980;*

Or. en

**Amendment 7**  
**Janina Ochojska**

**Motion for a resolution**  
**Citation 7 c (new)**

*Motion for a resolution*

*Amendment*

— *having regard to Articles 17 and 25 of the African Charter on Human and Peoples Rights 1981;*

Or. en

**Amendment 8**  
**Janina Ochojska**

**Motion for a resolution**  
**Citation 7 d (new)**

*Motion for a resolution*

*Amendment*

— *having regard to Article 31 of the ASEAN Human Rights Declaration 2012;*

Or. en

**Amendment 9**  
**Janina Ochojska**

**Motion for a resolution**  
**Citation 7 e (new)**

*Motion for a resolution*

*Amendment*

— *having regard to Article 14 of the Charter of Fundamental Rights of the European Union;*

Or. en

**Amendment 10**  
**Marisa Matias, Stelios Kouloglou**

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

*Motion for a resolution*

*Amendment*

— *having regard the Sustainable Development Goals adopted by the United Nations in 2015;*

Or. en

**Amendment 11**  
**Marisa Matias, Stelios Kouloglou**

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

*Motion for a resolution*

*Amendment*

— *having regard the UNDP publication entitled "Leaving No One Behind: Impact COVID-19 on Sustainable Development Goals (SDGs)";*

Or. en

**Amendment 12**  
**Marisa Matias, Stelios Kouloglou**

**Motion for a resolution**  
**Citation 8 c (new)**

*Motion for a resolution*

*Amendment*

— *having regard the UN Sustainable Development Goals Report 2021;*

Or. en

**Amendment 13**  
**Janina Ochojska**

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

*Motion for a resolution*

*Amendment*

— *having regard to the European  
Child Guarantee;*

Or. en

**Amendment 14**

**Javier Nart**

**Motion for a resolution**

**Citation 10 a (new)**

*Motion for a resolution*

*Amendment*

— *having regard to its resolution of  
11 March 2021 on the Syrian conflict – 10  
years after the uprising;*

Or. en

**Amendment 15**

**Bettina Vollath**

**Motion for a resolution**

**Recital A**

*Motion for a resolution*

*Amendment*

A. whereas almost five million people globally have died because of the COVID-19 pandemic, prompting governments all over the world to enact extraordinary measures to contain the spread of the COVID-19 virus, including closing schools and limiting access to educational facilities;

A. whereas almost five million people globally have died because of the COVID-19 pandemic, prompting governments all over the world to enact extraordinary measures to contain the spread of the COVID-19 virus, including closing schools and limiting access to educational facilities; *whereas there are other crises, such as the climate crisis, which still need to be addressed;*

Or. de

**Amendment 16**

**Dragoş Tudorache**

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

*Motion for a resolution*

*Amendment*

***A a. whereas almost two years into the COVID-19 pandemic, with new virus variants intensifying the health crisis, children around the world are still at an increased risk of falling below the minimum proficiency levels;***

Or. en

**Amendment 17**  
**György Hölvényi**

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

*Motion for a resolution*

*Amendment*

B. whereas ***access to*** education is a fundamental human right;

B. whereas education is ***internationally recognised as*** a fundamental human right, ***having parents a prior right to choose the kind of education that shall be given to their children (Article 26 of the Universal Declaration of Human Rights);***

Or. en

**Amendment 18**  
**Janina Ochojska**

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

*Motion for a resolution*

*Amendment*

B. whereas access to education is a fundamental human right;

B. whereas access to education is a fundamental human right, ***which entails that primary education is free, compulsory and universal and that,***



*secondary education is accessible to all  
and progressively free;*

Or. en

**Amendment 19**  
**Fabio Massimo Castaldo**

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

*Motion for a resolution*

B. whereas access to education is a fundamental human right;

*Amendment*

B. whereas access to education is a fundamental human right *indispensable for the exercise of other human rights*;

Or. en

**Amendment 20**  
**Hannah Neumann**

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

*Motion for a resolution*

C. whereas since March 2020, around 194 countries have closed schools nationwide because of the COVID-19 pandemic, impacting more than 1.8 billion school learners globally and cutting off their access to education and to other vital benefits that schools provide; whereas one third of children globally do not have access to the internet;

*Amendment*

C. whereas since March 2020, around 194 countries have closed schools nationwide because of the COVID-19 pandemic, impacting more than 1.8 billion school learners globally and cutting off their access to education and to other vital benefits that schools provide; whereas *the pandemic, leading to school closures worldwide, has had an acute and long-lasting impact on the mental health of children including anxiety, fear and depressive symptoms*; whereas one third of children globally do not have access to the internet;

Or. en

## Amendment 21

Bettina Vollath

### Motion for a resolution

#### Recital C

##### *Motion for a resolution*

C. whereas since March 2020, around 194 countries have closed schools nationwide because of the COVID-19 pandemic, impacting more than 1.8 billion school learners globally and cutting off their access to education and to other vital benefits that schools provide; whereas one third of children globally do not have access to the internet;

##### *Amendment*

C. whereas since March 2020, around 194 countries have closed schools nationwide because of the COVID-19 pandemic, impacting more than 1.8 billion school learners globally and cutting off their access to education and to other vital benefits that schools provide; whereas one third of children globally do not have access to the internet ***and digital learning and teaching methods;***

Or. de

## Amendment 22

Fabio Massimo Castaldo

### Motion for a resolution

#### Recital C

##### *Motion for a resolution*

C. whereas since March 2020, around 194 countries have ***closed*** schools nationwide because of the COVID-19 pandemic, impacting more than 1.8 billion school learners globally and cutting off their access to education and to other vital benefits that schools provide; whereas one third of children globally do not have access to the internet;

##### *Amendment*

C. whereas since March 2020, around 194 countries have ***been forced to close*** schools nationwide because of the COVID-19 pandemic, impacting more than 1.8 billion school learners globally and cutting off their access to education and to other vital benefits that schools provide; whereas one third of children globally do not have access to the internet;

Or. en

## Amendment 23

Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans

### Motion for a resolution

## Recital C

### *Motion for a resolution*

C. whereas since March 2020, around 194 countries have closed schools nationwide because of the COVID-19 pandemic, impacting more than 1.8 billion school learners globally and cutting off their access to education and to other vital benefits that schools provide; whereas ***one third of children globally do not have access to the internet;***

### *Amendment*

C. whereas since March 2020, around 194 countries have closed schools nationwide because of the COVID-19 pandemic, impacting more than 1.8 billion school learners globally and cutting off their access to education and to other vital benefits that schools provide; whereas ***in some regions schools are still closed;***

Or. en

## Amendment 24 Dragoş Tudorache

### Motion for a resolution Recital C d (new)

### *Motion for a resolution*

### *Amendment*

***C d. whereas when schools close, children are often increasingly exposed to violence and exploitation, experience social isolation and increased anxiety;***

Or. en

## Amendment 25 Dragoş Tudorache

### Motion for a resolution Recital C a (new)

### *Motion for a resolution*

### *Amendment*

***C a. whereas partial or total school closures impact mostly the vulnerable and marginalised children and their families by increasing the already existing disparities within the education system and disrupting all aspects of their daily live;***

**Amendment 26**  
**Hannah Neumann**

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

*Motion for a resolution*

*Amendment*

***C a.   whereas according to UNICEF, 1,3 billion (or two thirds) of the world's school-age children lack internet connection at home, creating a key barrier for remote learning;***

Or. en

**Amendment 27**  
**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

*Motion for a resolution*

*Amendment*

***C c.   whereas the COVID-19 pandemic and fast-tracked innovative measures used to ensure continuous learning for children provides an opportunity to reimagine education and build systems that are more forward-looking, inclusive, flexible and resilient;***

Or. en

**Amendment 28**  
**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

*Motion for a resolution*

*Amendment*

***C a. whereas during the emergency school closure more than 90 percent of countries have implemented some form of remote learning policy; whereas remote learning mostly benefited children in primary and secondary education levels, leaving pre-primary level children at risk of being unprepared for primary school;***

Or. en

**Amendment 29**

**Fabio Massimo Castaldo**

**Motion for a resolution**

**Recital C a (new)**

*Motion for a resolution*

*Amendment*

***C a. whereas prior to the pandemic, educational performance already varied significantly based on socioeconomic backgrounds; whereas the huge disruption has affected disproportionately children from poorer backgrounds, with long-term effects on their educational progression and labour market performance;***

Or. en

**Amendment 30**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

**Motion for a resolution**

**Recital C b (new)**

*Motion for a resolution*

*Amendment*

***C b. whereas at least 463 million or over 30 percent of schoolchildren remain cut off from education mostly because of lack of remote learning programmes,***

*access to the internet or equipment needed for learning at home; whereas a need for remote education will remain after the COVID-19 pandemic, especially in countries vulnerable to environmental risks leading to emergency school closure; whereas remote learning programmes need to be designed around modalities that are accessible to all children and adapted for households that do not have access to broadcast or digital media;*

Or. en

**Amendment 31**  
**Emmanuel Maurel**

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

*Motion for a resolution*

*Amendment*

*Ca. whereas the economic impact of the COVID-19 pandemic on parents has a definite impact on the access to education, health and well-being of their children;*

Or. fr

**Amendment 32**  
**Dragoş Tudorache**

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

*Motion for a resolution*

*Amendment*

*C b. whereas the schools closure has found parents unprepared for distance and home schooling; working parents without financial means or alternatives, have been forced to leave their children home alone; and others, mostly women, were forced to leave the workforce, pushing families into poverty;*

**Amendment 33**  
**Dragoş Tudorache**

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

*Motion for a resolution*

*Amendment*

***C c. whereas e- learning has created new challenges for teachers to facilitate student learning and maintain social interaction;***

Or. en

**Amendment 34**  
**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

*Motion for a resolution*

*Amendment*

E. whereas well before the COVID-19 pandemic, the world was already facing a global learning crisis, ***with more than half (53 %) of children in low- and middle-income countries unable to read; whereas in low-income countries, the learning crisis is even more acute, with the ‘learning poverty’ rate reaching over 87 % – 90 % in Sub-Saharan Africa***; whereas ***an estimated 617 million children between the ages of 6 and 14 do not have*** minimum proficiency levels in reading<sup>4</sup> ;

E. whereas well before the COVID-19 pandemic, the world was already facing a global learning crisis ***caused not only by hampered access to education due to poverty, long commute to the nearest school, harmful gender norms, discrimination of vulnerable groups, environmental risks and conflicts, but also by schooling that does not necessarily lead to learning***; whereas 617 million children ***and adolescents worldwide are unable to reach*** minimum proficiency levels in reading ***and mathematics, even though two thirds of them are in school***;

---

<sup>4</sup> UNESCO (September 2017), Fact Sheet No. 46, More Than One-Half of Children and Adolescents Are Not Learning Worldwide.

**Amendment 35**  
**Hannah Neumann**

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

*Motion for a resolution*

*Amendment*

***E a. whereas the pandemic has compounded the critical situation of children in a number of conflict regions, often characterised inter alia by increasing insecurity, higher vulnerability to the impacts of climate change and attacks on educational institutions, leaving children at a heightened risk of being recruited into conflict, posing a serious violation of children's rights and international humanitarian law***

Or. en

**Amendment 36**  
**Marisa Matias, Stelios Kouloglou**

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

*Motion for a resolution*

*Amendment*

***E a. whereas COVID-19 has wiped out 20 years of education gains and an additional 101 million or 9% of children in grades 1 through 8 fell below minimum reading proficiency levels in 2020;***

Or. en

**Amendment 37**  
**Marisa Matias, Stelios Kouloglou**



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

*Motion for a resolution*

*Amendment*

***E b. whereas UNICEF estimates that more than 168 million children have lost a full year of education because of school closures due the COVID-19 lockdowns, while data from UNESCO shows that education has been significantly disrupted for 800 million students worldwide who lost two thirds of an academic year on average;***

Or. en

**Amendment 38**  
**Bettina Vollath**

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

*Motion for a resolution*

*Amendment*

F. whereas an estimated additional 825 million children will not reach adulthood with the secondary-level skills they need for work and life by 2030; whereas millions of children and young people who regularly attended schools are not developing the skills they need to get a job, start a business and contribute to their communities;

F. whereas an estimated additional 825 million children will not reach adulthood with the secondary-level skills they need for work and life by 2030; whereas millions of children and young people who regularly attended schools are not developing the skills they need to get a job, start a business and contribute to their communities; ***whereas millions of children are deprived of desirable future prospects;***

Or. de

**Amendment 39**  
**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

*Motion for a resolution*

F. whereas an estimated additional 825 million children will not reach adulthood with the secondary-level skills they need for work and life by 2030; whereas millions of children and young people who regularly attended schools are not developing the skills they need to ***get a job, start a business*** and contribute to their communities;

*Amendment*

F. whereas an estimated additional 825 million children will not reach adulthood with the secondary-level skills they need for work and life by 2030; whereas millions of children and young people who regularly attended schools are not developing the skills they need to ***successfully enter the labour market*** and contribute to their communities;

Or. en

**Amendment 40**  
**Hannah Neumann**

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

*Motion for a resolution*

F. whereas an estimated additional 825 million children will not reach adulthood with the secondary-level skills they need for work and life by 2030; whereas millions of children and young people who regularly attended schools are not developing the skills ***they need to get a job, start a business and contribute to*** their ***communities***;

*Amendment*

F. whereas an estimated additional 825 million children will not reach adulthood with the secondary-level skills they need for work and life by 2030; whereas millions of children and young people who regularly attended schools are not developing the skills ***and knowledge to achieve*** their ***full potential***;

Or. en

**Amendment 41**  
**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

*Motion for a resolution*

G. whereas school closures have a large economic impact as they prevent children and youth from ***developing***

*Amendment*

G. whereas school closures have a large economic impact as they prevent children and youth from ***reaching*** their ***full***

*necessary skills and accessing higher and/or tertiary education, which leads to them entering the labour market upon completion of their education without the required skills*, giving rise to learning losses and increases in inequality;

*potential and preparing for life and work*, giving rise to learning losses and increases in inequality;

Or. en

## **Amendment 42**

**Bettina Vollath**

### **Motion for a resolution**

#### **Recital G**

##### *Motion for a resolution*

G. whereas school closures have a large economic impact as they prevent children and youth from developing necessary skills and accessing higher and/or tertiary education, which leads to them entering the labour market upon completion of their education without the required skills, giving rise to *learning losses and* increases in inequality;

##### *Amendment*

G. whereas school closures have a large economic impact as they prevent children and youth from developing necessary skills and accessing higher and/or tertiary education, which leads to them entering the labour market upon completion of their education without the required skills *and with fewer opportunities, frequently* giving rise to *unemployment and hence* increases in inequality;

Or. de

## **Amendment 43**

**Bettina Vollath**

### **Motion for a resolution**

#### **Recital G a (new)**

##### *Motion for a resolution*

**G a.** *whereas school closures have a significant social and psychological impact – since children have less contact and interaction with their peers – and also undermine the right to education;*

Or. de

**Amendment 44**  
**Hannah Neumann**

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

*Motion for a resolution*

H. whereas according to UN, there are 11 million primary and secondary school learners worldwide – 5.2 million of whom are girls – at risk of not returning to education following COVID-19-related school closures<sup>5</sup> ;

---

<sup>5</sup> UNESCO (30 July 2020), How many students are at risk of not returning to school?.

*Amendment*

H. whereas according to UN, there are 11 million primary and secondary school learners worldwide – 5.2 million of whom are girls – at risk of not returning to education following COVID-19-related school closures<sup>5</sup>; ***whereas this situation risks undermining the results obtained in the area of girls' education and towards the achievement of the Sustainable Development Goals, in particular those related to poverty reduction, health and well-being, quality education and gender equality;***

---

<sup>5</sup> UNESCO (30 July 2020), How many students are at risk of not returning to school?.

Or. en

**Amendment 45**  
**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

*Motion for a resolution*

H. whereas according to UN, there are 11 million primary and secondary school learners worldwide – 5.2 million of whom are girls – at risk of not returning to education following COVID-19-related school closures<sup>5</sup> ;

*Amendment*

H. whereas according to UN, there are 11 million primary and secondary school learners worldwide – 5.2 million of whom are girls – at risk of not returning to education following COVID-19-related school closures<sup>5</sup> ; ***whereas the longer children are out of school, the greater the risk that they will drop out of education***

*altogether;*

---

<sup>5</sup> UNESCO (30 July 2020), How many students are at risk of not returning to school?.

---

<sup>5</sup> UNESCO (30 July 2020), How many students are at risk of not returning to school?.

Or. en

## **Amendment 46** **Hannah Neumann**

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

#### *Motion for a resolution*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy of as much as 65 %<sup>6</sup> ; whereas girls out of school are disproportionately exposed to the risk of child marriage; whereas it is estimated that one million girls in Sub-Saharan Africa may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school;

---

<sup>6</sup> World Vision (2020), COVID-19 Aftershocks: Access Denied.

#### *Amendment*

I. ***whereas school closures have distinct gendered impacts with risks of widening inequalities;*** whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy of as much as 65 %<sup>6</sup> ; whereas girls out of school are disproportionately exposed to the risk of child marriage; whereas it is estimated that one million girls in Sub-Saharan Africa may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school; ***whereas the UN Committee on the Elimination of All Forms of Discrimination against Women and the Committee on the Rights of the Child have warned that two million more cases of female genital mutilation could occur over the next decade because COVID-19 is forcing schools to close and disrupting programmes that help protect girls from these harmful practices;***

---

<sup>6</sup> World Vision (2020), COVID-19 Aftershocks: Access Denied.

Or. en

**Amendment 47**  
**Bettina Vollath**

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

*Motion for a resolution*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy of as much as 65 %<sup>6</sup>; whereas girls out of school are disproportionately exposed to the risk of child marriage; whereas it is estimated that one million girls in Sub-Saharan Africa may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school;

---

<sup>6</sup> World Vision (2020), COVID-19 Aftershocks: Access Denied.

*Amendment*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy of as much as 65 %<sup>6</sup>; whereas girls out of school are disproportionately exposed to the risk of child marriage; whereas it is estimated that one million girls in Sub-Saharan Africa may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school; ***whereas out-of-school children are at a higher risk of domestic violence;***

---

<sup>6</sup> World Vision (2020), COVID-19 Aftershocks: Access Denied .

Or. de

**Amendment 48**  
**Dragoş Tudorache**

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

*Motion for a resolution*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy of as much as 65 %<sup>6</sup> ; whereas girls out of school are disproportionately exposed to the risk of child marriage; whereas it is estimated that one million girls in Sub-Saharan Africa may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school;

*Amendment*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy of as much as 65 %<sup>6</sup> ; whereas girls out of school are disproportionately exposed to the risk of child marriage ***and sexual exploitation***; whereas it is estimated that one million girls in Sub-Saharan Africa may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school;

---

<sup>6</sup> World Vision (2020), COVID-19  
Aftershocks: Access Denied.

---

<sup>6</sup> World Vision (2020), COVID-19  
Aftershocks: Access Denied.

Or. en

**Amendment 49**  
**Fabio Massimo Castaldo**

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

*Motion for a resolution*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy of as much as 65 %<sup>6</sup> ; whereas girls out of school are disproportionately exposed to the risk of child marriage; whereas it is estimated that one million girls in Sub-Saharan Africa may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school;

---

<sup>6</sup> World Vision (2020), COVID-19  
Aftershocks: Access Denied.

*Amendment*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy of as much as 65 %<sup>6</sup> ; whereas girls out of school are disproportionately exposed to the risk of child marriage; whereas it is estimated that one million girls in Sub-Saharan Africa may be blocked from returning to schools once they reopen given the existence of certain *discriminatory* policies that ban pregnant girls and young mothers from school;

---

<sup>6</sup> World Vision (2020), COVID-19  
Aftershocks: Access Denied.

Or. en

**Amendment 50**  
**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

*Motion for a resolution*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy of as much as 65 %<sup>6</sup> ; whereas girls out of school are

*Amendment*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy of as much as 65 %<sup>6</sup> ; whereas girls out of school are

disproportionally exposed to the risk of **child** marriage; whereas it is estimated that **one million** girls **in Sub-Saharan Africa** may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school;

---

<sup>6</sup> World Vision (2020), COVID-19 Aftershocks: Access Denied.

disproportionally exposed to the risk of ***forced transactional sex and early and forced*** marriage; whereas it is estimated that girls may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school;

---

<sup>6</sup> World Vision (2020), COVID-19 Aftershocks: Access Denied.

Or. en

## **Amendment 51** **György Hölvényi**

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

#### *Motion for a resolution*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy ***of as much as 65 %***<sup>6</sup>; whereas girls out of school are disproportionately exposed to the risk of child marriage; whereas it is estimated that one million girls in Sub-Saharan Africa may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school;

---

<sup>6</sup> World Vision (2020), COVID-19 Aftershocks: Access Denied.

#### *Amendment*

I. whereas it is estimated that school closures during crises may lead to increases in teenage pregnancy; whereas girls out of school are disproportionately exposed to the risk of child marriage; whereas it is estimated that one million girls in Sub-Saharan Africa may be blocked from returning to schools once they reopen given the existence of certain policies that ban pregnant girls and young mothers from school;

Or. en

## **Amendment 52** **Marisa Matias, Stelios Kouloglou**

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



*Motion for a resolution*

*Amendment*

***I a. whereas according to the UN almost half of countries with data did not reach gender parity in primary school completion and that growing poverty and the shift to remote learning make children from the poorest households and other vulnerable groups less equipped to participate and more likely to drop out permanently or for extended periods;***

Or. en

**Amendment 53**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

**Motion for a resolution**

**Recital I a (new)**

*Motion for a resolution*

*Amendment*

***I a. whereas 129 million girls worldwide are out of school, including 32 million of primary school age, 30 million of lower-secondary school age, and 67 million of upper-secondary school age; whereas only 49 % of countries have achieved gender parity in participation in primary education, 42 % of countries have achieved gender parity in lower secondary education and only 24 % in upper secondary education;***

Or. en

**Amendment 54**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

**Motion for a resolution**

**Recital I b (new)**

***I b. whereas nine of the top 10 most difficult nations for girls to be educated are in sub-Saharan Africa and the remaining one is Afghanistan, where Taliban have effectively deprived girls from education past primary school by ordering re-opening of secondary schools only for boys; whereas an unclear Taliban policy, vague and unfulfilled promises about girls education makes millions of Afghan girls understandably fearful for their education; whereas several international initiatives by universities and private individuals emerged offering remote education for Afghan girls and women;***

Or. en

**Amendment 55**  
**Bettina Vollath**

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

*Motion for a resolution*

J. whereas according to several national and regional law enforcement authorities, children out of school – in particular girls and children from disadvantaged backgrounds, such as children of minorities, children with disabilities and children in care, among others – are disproportionately vulnerable to exploitation, child labour and domestic violence, including the witnessing of violence, online bullying and other crimes such as sexual exploitation and abuse<sup>7</sup>;

---

<sup>7</sup> Press release of 19 June 2020 by Europol entitled 'Exploiting Isolation: Sexual

*Amendment*

J. whereas according to several national and regional law enforcement authorities, children out of school – in particular girls and children from disadvantaged backgrounds, such as children of minorities, children with disabilities and children in care ***and children who have lost their parents and grandparents as a result of the pandemic***, among others – are disproportionately vulnerable to exploitation, child labour and domestic violence, including the witnessing of violence, online bullying and other crimes such as sexual exploitation and abuse<sup>7</sup>;

---

<sup>7</sup> Press release of 19 June 2020 by Europol entitled 'Exploiting Isolation: Sexual

Predators Increasingly Targeting Children during COVID Pandemic’.

Predators Increasingly Targeting Children during COVID Pandemic’.

Or. de

**Amendment 56**  
**Hannah Neumann**

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

*Motion for a resolution*

J. whereas according to several national and regional law enforcement authorities, children out of school – in particular girls and children from disadvantaged backgrounds, such as children of minorities, children with disabilities and children in care, among others – are disproportionately vulnerable to exploitation, child labour and domestic violence, including the witnessing of violence, online bullying and other crimes such as sexual exploitation and abuse<sup>7</sup> ;

---

<sup>7</sup> Press release of 19 June 2020 by Europol entitled ‘Exploiting Isolation: Sexual Predators Increasingly Targeting Children during COVID Pandemic’.

*Amendment*

J. whereas according to several national and regional law enforcement authorities, children out of school – in particular girls and children from disadvantaged backgrounds, such as children of minorities, ***rural, indigenous and migrant children***, children with disabilities and children in care, among others – are disproportionately vulnerable to exploitation, child labour and domestic violence, including the witnessing of violence, online bullying and other crimes such as sexual exploitation and abuse<sup>7</sup> ;

---

<sup>7</sup> Press release of 19 June 2020 by Europol entitled ‘Exploiting Isolation: Sexual Predators Increasingly Targeting Children during COVID Pandemic’.

Or. en

**Amendment 57**  
**Janina Ochojska**

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

*Motion for a resolution*

J. whereas according to several national and regional law enforcement authorities, children out of school – in

*Amendment*

J. whereas according to several national and regional law enforcement authorities, children out of school – in

particular girls and children from disadvantaged backgrounds, such as children of minorities, children with disabilities and children in care, among others – are disproportionately vulnerable to exploitation, child labour and domestic violence, including the witnessing of violence, online bullying and other crimes such as sexual exploitation and abuse<sup>7</sup> ;

---

<sup>7</sup> Press release of 19 June 2020 by Europol entitled ‘Exploiting Isolation: Sexual Predators Increasingly Targeting Children during COVID Pandemic’.

particular girls and children from disadvantaged backgrounds, such as children of minorities, **refugee children**, children with disabilities and children in care, among others – are disproportionately vulnerable to exploitation, child labour and domestic violence, including the witnessing of violence, online bullying and other crimes such as sexual exploitation and abuse<sup>7</sup> ;

---

<sup>7</sup> Press release of 19 June 2020 by Europol entitled ‘Exploiting Isolation: Sexual Predators Increasingly Targeting Children during COVID Pandemic’.

Or. en

**Amendment 58**  
**Janina Ochojska**

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

*Motion for a resolution*

*Amendment*

***J a. whereas according to the UNHCR Education Report 2021 half of all refugee children remain out of school; whereas state and private sector responses to the pandemic have not been equally available to the most marginalized communities; whereas refugee children are excluded from remote learning opportunities; whereas the conditions in which live refugees, especially refugees living in refugee camps, are often facilitating the spread of the virus;***

Or. en

**Amendment 59**  
**Fabio Massimo Castaldo**

**Motion for a resolution**

## Recital K

### *Motion for a resolution*

K. whereas the World Bank estimates that a global school shutdown of five months could generate learning losses that have a present value of USD 10 trillion; whereas loss of learning may cost economies up to USD 161 million per day;

### *Amendment*

K. whereas ***on top of the enormous social costs***, the World Bank estimates that a global school shutdown of five months could generate learning losses that have a present value of USD 10 trillion; whereas loss of learning may cost economies up to USD 161 million per day;

Or. en

## Amendment 60 Bettina Vollath

### Motion for a resolution Recital L

### *Motion for a resolution*

L. whereas school closures have been essential to limit the spread of COVID-19, in particular to elderly people and other vulnerable people in contact with children and youth; whereas schools are more than places where children can learn, as they also constitute hubs for mental health and psychosocial support; whereas according to UNESCO and UNICEF, school closures do not only affect the right to education but also the right to health, with more than 80 million children missing primary vaccinations as a result of school closures; whereas school closures also impact the right to good nutrition as 304 million children have no access to a daily meal when schools are closed; whereas school closures seriously affect children's mental wellbeing as children can be exposed to violence and stress in the home;

### *Amendment*

L. whereas school closures have been essential to limit the spread of COVID-19, in particular to elderly people and other vulnerable people in contact with children and youth; whereas schools are more than places where children can learn, as they also constitute hubs for mental health and psychosocial support ***and meeting places***; whereas according to UNESCO and UNICEF, school closures do not only affect the right to education but also the right to health, with more than 80 million children missing primary vaccinations as a result of school closures ***and teachers are not able to notice any particular abnormalities***; whereas school closures also impact the right to good nutrition as 304 million children have no access to a daily meal when schools are closed; whereas school closures seriously affect children's mental wellbeing as children can be exposed to violence and stress in the home; ***whereas school closures can have psychosocial consequences, including depression and suicide, as children are unable to maintain social contacts***;

## **Amendment 61**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

### **Motion for a resolution**

#### **Recital L**

##### *Motion for a resolution*

L. ***whereas school closures have been essential to limit the spread of COVID-19, in particular to elderly people and other vulnerable people in contact with children and youth***; whereas schools are more than places where children can learn, as they also constitute hubs for mental health and psychosocial support; whereas according to UNESCO and UNICEF, school closures do not only affect the right to education but also the right to health, with more than 80 million children missing primary vaccinations as a result of school closures; whereas school closures also impact the right to good nutrition as 304 million children have no access to a daily meal when schools are closed; whereas school closures seriously affect children's mental wellbeing as children can be exposed to violence and stress in the home;

##### *Amendment*

L. whereas schools are more than places where children can learn, as they also constitute hubs for mental health and psychosocial support; whereas according to UNESCO and UNICEF, school closures do not only affect the right to education but also the right to health, with more than 80 million children missing primary vaccinations as a result of school closures; whereas school closures also impact the right to good nutrition as 304 million children have no access to a daily meal when schools are closed; whereas school closures seriously affect children's mental wellbeing as children can be exposed to violence and stress in the home;

Or. en

## **Amendment 62**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

### **Motion for a resolution**

#### **Recital L a (new)**

##### *Motion for a resolution*

##### *Amendment*

***L a. whereas according to UNICEF Office of Research – Innocenti and the World Food Programme, 9 billion in-***

*school meals have been missed globally since the start of the COVID-19 pandemic due to school closure; whereas school feeding programmes can provide incentives for the most vulnerable children to return to school;*

Or. en

#### **Amendment 63**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

##### **Recital M**

##### *Motion for a resolution*

M. whereas dropping out of school reinforces social inequality and may affect a country's stability and prosperity;

##### *Amendment*

M. whereas dropping out of school reinforces social inequality and may affect a country's stability and prosperity *jeopardizing the futures of millions of the world's poorest children and risking the loss of a whole generation;*

Or. en

#### **Amendment 64**

**Dragoș Tudorache**

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

##### **Recital M a (new)**

##### *Motion for a resolution*

##### *Amendment*

*M a. whereas disruptions in the school year and school closure due to the pandemic have caused an increase in the dropout rates;*

Or. en

#### **Amendment 65**

**Javier Nart**

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

*Motion for a resolution*

*Amendment*

***M a. whereas EU children are imprisoned in seven detention camps run by the Syrian Democratic Forces (SDF) in north-east Syria; where current living conditions are highly alarming; whereas the COVID-19 crisis in the camps constitutes a children's crisis, as many children are already presenting weakened immune systems or underlying health conditions because of living in desperate conditions during their formative years, and may hence struggle to cope with this deadly virus. Suitable health services are not available to adequately respond to children and their family's needs;***

Or. en

**Amendment 66**  
**Marisa Matias, Stelios Kouloglou**

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

*Motion for a resolution*

*Amendment*

***M a. whereas the unequal distribution of Covid vaccines worldwide disproportionately affects low-income countries, notably in Africa where only 7% of the population is fully vaccinated;***

Or. en

**Amendment 67**  
**Marisa Matias, Stelios Kouloglou**

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



*Motion for a resolution*

*Amendment*

***M b. whereas no one is safe until the entire world population has been fully vaccinated, since, as shown again with Omicron variant, new variants will continue to emerge;***

Or. en

**Amendment 68**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

**Motion for a resolution**

**Paragraph -1 (new)**

*Motion for a resolution*

*Amendment*

***-1 Acknowledges and expresses appreciation for the work of teachers, all kinds of educators and supporting staff, who rapidly adjusted to the COVID-19 pandemic situation and ensured continuation of learning process for children and adolescents; also, commends initiatives by international and local civil society organisations, private citizens and businesses to provide children with information and communication technology, remote learning courses and other learning materials, especially in countries where children have limited access to remote learning or no access to learning at all;***

Or. en

**Amendment 69**

**Hannah Neumann**

**Motion for a resolution**

**Paragraph -1 (new)**

*Motion for a resolution*

*Amendment*

***-1. Urges the EU to promote a child rights-based approach to global efforts to mitigate the impact of the COVID-19 pandemic on access to education for children, and which is based on the principles of non-discrimination, best interests of the child and child participation;***

Or. en

## **Amendment 70**

**Bettina Vollath**

### **Motion for a resolution**

#### **Paragraph 1**

##### *Motion for a resolution*

1. Stresses the importance of giving every child the opportunity to go back to school and calls on the Commission, the European External Action Service (EEAS) and the Member States to support the authorities of third countries in prioritising school reopening in their recovery plans, including support for teachers to help children catch up with lost learning and support for children's wellbeing, as schools are critical for children's learning, safety, health, nutrition and overall wellbeing;

##### *Amendment*

1. Stresses the importance of giving every child the opportunity to go back to school and calls on the Commission, the European External Action Service (EEAS) and the Member States to support the authorities of third countries in prioritising school reopening in their recovery plans, including support for teachers to help children catch up with lost learning and support for children's wellbeing, as schools are critical for children's learning, safety, health, nutrition and overall wellbeing; ***calls, furthermore, on the Commission, the EEAS and the Member States to support third-country authorities in developing and implementing digital teaching and learning methods and to guarantee publicly funded internet access for all;***

Or. de

## **Amendment 71**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

### **Motion for a resolution**

## Paragraph 1

### *Motion for a resolution*

1. Stresses the importance of giving every child the opportunity to go back to school and calls on the Commission, the European External Action Service (EEAS) and the Member States to support the authorities of third countries in prioritising school reopening in their recovery plans, including support for teachers to help children catch up with lost learning and support for children's wellbeing, as schools are critical for children's learning, safety, health, nutrition and overall wellbeing;

### *Amendment*

1. Stresses the **key** importance of ***guaranteeing children's rights to education and*** giving every child the opportunity to go back to school and calls on the Commission, the European External Action Service (EEAS) and the Member States to support the authorities of third countries in prioritising school reopening in their recovery plans, including support for teachers to help children catch up with lost learning and support for children's wellbeing, as schools are critical for children's learning, safety, health, nutrition and overall wellbeing;

Or. en

## Amendment 72

Bettina Vollath

### Motion for a resolution

#### Paragraph 1 a (new)

### *Motion for a resolution*

### *Amendment*

***1 a. Considers that, even during a crisis and the COVID-19 pandemic, schools, parents and NGOs need to work closely together and be in constant contact with each other; calls for partnerships to be supported;***

Or. de

## Amendment 73

Hannah Neumann

### Motion for a resolution

#### Paragraph 2

### *Motion for a resolution*

### *Amendment*

2. Considers that improving domestic resource mobilisation, protecting and increasing domestic expenditure on education, and improving the quality of this expenditure *is essential* in national recovery plans worldwide; insists, in this context, on ensuring equitable allocation and financing so that *marginalised* children and young people are not left behind;

2. Considers that improving domestic resource mobilisation, protecting and increasing domestic expenditure on *social sectors, notably education and health, lowering barriers to girl's education* and improving the quality of this expenditure *must be prioritized* in national recovery plans *and assistance programmes by European and International Financial Institutions* worldwide; insists, in this context, on ensuring equitable allocation and financing so that children and young people *especially girls and children from disadvantaged backgrounds* are not left behind;

Or. en

#### **Amendment 74**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

##### *Motion for a resolution*

2. Considers that improving domestic resource mobilisation, protecting and increasing domestic expenditure on education, and improving the quality of this expenditure is essential in national recovery plans worldwide; insists, in this context, on ensuring equitable allocation and financing so that marginalised children and young people are not left behind;

##### *Amendment*

2. Considers that improving domestic resource mobilisation, protecting and increasing domestic expenditure on education, and improving the quality of this expenditure is essential in national recovery plans worldwide; insists, in this context, on ensuring equitable allocation and financing so that *impoverished,* marginalised children and young people are not left behind;

Or. en

#### **Amendment 75**

**Fabio Massimo Castaldo**

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

*Motion for a resolution*

2. Considers that improving domestic resource mobilisation, protecting and increasing domestic expenditure on education, and improving the quality of this expenditure is essential in national recovery plans worldwide; insists, in this context, on ensuring equitable allocation and financing so that marginalised children and young people are not left behind;

*Amendment*

2. Considers that improving domestic resource mobilisation, protecting and ***strongly*** increasing domestic expenditure on education, and improving the quality of this expenditure is essential in national recovery plans worldwide; insists, in this context, on ensuring equitable allocation and financing so that marginalised children and young people are not left behind;

Or. en

**Amendment 76**  
**Hannah Neumann**

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

*Motion for a resolution*

*Amendment*

***2 a. Underscores that the best interests of the child must guide all efforts to mitigate the impact of the COVID-19 pandemic on access to education and that such measures must respect the children's rights to be informed, empowered and provided with opportunities to have their voices heard and to participate on an equal footing in all decision-making processes affecting them, in their communities and in society at large;***

Or. en

**Amendment 77**  
**Dragoş Tudorache**

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

*Motion for a resolution*

*Amendment*

***2 a. Calls on Member States to continue to provide free education***

*resources and open access to digital tools to teachers, parents, and students through accelerated catch-up programmes in order to allow them to recover lost learning;*

Or. en

**Amendment 78**  
**Emmanuel Maurel**

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

*Motion for a resolution*

*Amendment*

*2a. Stresses that it is essential to take into account the social situation of parents and to support families whose income has been reduced as a result of the economic impact of the COVID-19 pandemic;*

Or. fr

**Amendment 79**  
**Hannah Neumann**

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

*Motion for a resolution*

*Amendment*

3. Calls on the Member States to increase their contributions to the UN COVAX programme to ensure access to COVID-19 vaccines for third countries in order to allow them to put national COVID-19 vaccination campaigns in place that are in line with the guidelines set by competent national public health authorities and the World Health Organization, so as to ensure a speedy return to schools;

3. *Reiterates its call for a temporary waiver of the WTO TRIPS Agreement on COVID vaccines, aiming to enhance global access to affordable COVID-19-related medical products and to address global production constraints and supply shortages;* calls *also* on the Member States to increase their contributions to the UN COVAX programme to ensure access to COVID-19 vaccines for third countries in order to allow them to put national COVID-19 vaccination campaigns in place that are in line with the guidelines set by

competent national public health authorities and the World Health Organization, so as to ensure a speedy return to schools;

Or. en

**Amendment 80**  
**Jytte Guteland**

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

*Motion for a resolution*

3. Calls on the Member States to increase their contributions to the UN COVAX programme to ensure access to COVID-19 vaccines for third countries in order to allow them to put national COVID-19 vaccination campaigns in place that are in line with the guidelines set by competent national public health authorities and the World Health Organization, so as to ensure a speedy return to schools;

*Amendment*

3. Calls on the Member States to increase their contributions to the UN COVAX programme to ensure access to COVID-19 vaccines for third countries in order to allow them to put national COVID-19 vaccination campaigns in place that are in line with the guidelines set by competent national public health authorities and the World Health Organization, so as to ensure a speedy return to schools; ***Urges the European Union to work closely with its transatlantic partner and its allies in order to boost the global supply of COVID-19 vaccines, ensuring a fair distribution to the countries and the populations that are most in need;***

Or. en

**Amendment 81**  
**Marisa Matias, Stelios Kouloglou**

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

*Motion for a resolution*

3. Calls on the Member States to increase their contributions to the UN COVAX programme to ensure access to

*Amendment*

3. ***Without prejudice to the provisions of the preceding paragraphs*** calls on the Member States to increase their

COVID-19 vaccines for third countries in order to allow them to put national COVID-19 vaccination campaigns in place that are in line with the guidelines set by competent national public health authorities and the World Health Organization, so as to ensure a speedy return to schools;

contributions to the UN COVAX programme to ensure access to COVID-19 vaccines for third countries in order to allow them to put national COVID-19 vaccination campaigns in place that are in line with the guidelines set by competent national public health authorities and the World Health Organization, so as to ensure a speedy return to schools;

Or. en

## **Amendment 82** **Emmanuel Maurel**

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

#### *Motion for a resolution*

3. Calls on the Member States to increase their contributions to the UN COVAX programme *to ensure access to* COVID-19 vaccines for third countries in order to allow them to put national COVID-19 vaccination campaigns in place that are in line with the guidelines set by competent national public health authorities and the World Health Organization, so as to ensure a speedy return to schools;

#### *Amendment*

3. Calls on the Member States to increase their contributions to the UN COVAX programme *and to promote the waiving of patents for* COVID-19 vaccines *in order to guarantee sufficient access to them* for third countries in order to allow them to put national COVID-19 vaccination campaigns in place that are in line with the guidelines set by competent national public health authorities and the World Health Organization, so as to ensure a speedy return to schools;

Or. fr

## **Amendment 83** **Fabio Massimo Castaldo**

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

#### *Motion for a resolution*

3. Calls on the Member States to increase their contributions to the UN COVAX programme to ensure access to

#### *Amendment*

3. Calls on the Member States to increase their contributions to *and the overall efficiency of* the UN COVAX



COVID-19 vaccines for third countries in order to allow them to put national COVID-19 vaccination campaigns in place that are in line with the guidelines set by competent national public health authorities and the World Health Organization, so as to ensure a speedy return to schools;

programme to ensure access to COVID-19 vaccines for third countries in order to allow them to put national COVID-19 vaccination campaigns in place that are in line with the guidelines set by competent national public health authorities and the World Health Organization, so as to ensure a speedy return to schools;

Or. en

**Amendment 84**  
**Marisa Matias, Stelios Kouloglou**

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

*Motion for a resolution*

*Amendment*

***3 a. Urges the EU, in cooperation with the US and other WTO Members, to work on concrete ways to support the request from a majority of WTO members of granting a temporary waiver from certain provisions of the WTO Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS Agreement) for COVID 19 health products including their materials and components, method of manufacture at MC12 to scale up production and diversity supply options to ensure equitable access to diagnostics, vaccines, therapeutics, and other relevant health products required for the containment, prevention, and treatment of COVID-19 and to ensure the delivery of these results by MC12;***

Or. en

**Amendment 85**  
**Bettina Vollath**

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

*Motion for a resolution*

*Amendment*

**3 a.** *Highlights the massive inequity in the fight against the pandemic owing to unequal access to vaccines, resulting in unequal protection capabilities; emphasises that the pandemic can only be brought to an end globally and that vaccines must be accessible to all;*

Or. de

**Amendment 86**  
**Bettina Vollath**

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

*Motion for a resolution*

*Amendment*

**3 b.** *Stresses that there is a mutual interaction between education and poverty and that children from financially weak families have less access to school materials and a balanced diet, both of which are essential for their concentration and social participation; stresses that these disadvantages can lead to lower educational opportunities and, in turn, to poverty through reduced future prospects;*

Or. de

**Amendment 87**  
**Bettina Vollath**

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

*Motion for a resolution*

*Amendment*

**3 c.** *Calls on the Commission, the EEAS and the Member States to support third-country authorities in ensuring that all children can enjoy their right to free*

*primary education and to take immediate action to ensure that secondary education is available and accessible;*

Or. de

#### **Amendment 88**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

##### **Paragraph 4**

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

4. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in implementing ‘safe school’ operations, including providing hygiene supplies and sharing information on handwashing and other hygiene measures; highlights, in this regard, the key role that teachers can play in health promotion;

###### *Amendment*

4. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in implementing ‘safe school’ operations, including providing hygiene supplies and sharing information on handwashing and other hygiene measures *as well as on maintaining the continuity of nutrition services for school-age children and adolescents; highlights, in this regard, the key role that teachers can play in health promotion;*

Or. en

#### **Amendment 89**

**György Hölvényi**

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

##### **Paragraph 4**

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

4. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in implementing ‘safe school’ operations, including providing hygiene supplies and sharing information on handwashing and other hygiene measures; highlights, in this regard, the key role that teachers can play

###### *Amendment*

4. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in implementing ‘safe school’ operations, including providing hygiene supplies and sharing information on handwashing and other hygiene measures; highlights, in this regard, the key role that teachers can play

in health promotion;

in health promotion *as well as civil society actors, including Churches, Faith Based Organizations and NGOs*;

Or. en

#### **Amendment 90**

**Bettina Vollath**

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

##### **Paragraph 4**

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

4. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in implementing ‘safe school’ operations, including providing hygiene supplies and sharing information on handwashing and other hygiene measures; highlights, in this regard, the key role that teachers can play in health promotion;

###### *Amendment*

4. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in *financing and* implementing ‘safe school’ operations, including providing hygiene supplies and sharing information on handwashing and other hygiene measures; highlights, in this regard, the key role that teachers can play in health promotion;

Or. de

#### **Amendment 91**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

##### **Paragraph 4 a (new)**

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

###### *Amendment*

*4 a. Stresses that schools meals are not only vital in ensuring children’s nutrition, growth and development, they also provide a strong incentive for children – especially girls and those from the poorest and most marginalized communities – to return to school once restrictions are lifted;*

Or. en

**Amendment 92**  
**Bettina Vollath**

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

*Motion for a resolution*

*Amendment*

**4 a. Stresses the importance of sufficient clean water to cope with everyday life, all the more so as a result of the pandemic; Calls for access to sufficient clean water and a healthy diets for children in their homes and in schools to be guaranteed;**

Or. de

**Amendment 93**  
**György Hölvényi**

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

*Motion for a resolution*

*Amendment*

5. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in establishing risk mitigation and management plans through resilience planning; highlights the importance of developing contingency planning and crisis response plans now to reduce the risk of COVID-19 transmission in schools and to better anticipate the impact of school closures on children, especially on the poorest and most marginalised children;

5. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in establishing risk mitigation and management plans through resilience planning; highlights the importance of developing contingency planning and crisis response plans now to reduce the risk of COVID-19 transmission in schools and to better anticipate the impact of school closures on children **and on their families**, especially on the poorest and most marginalised children **as well as those who suffer severe disabilities; considers crucial to pay attention to the impact in family life, in particular in parents' responsibilities, of the closing of schools and therefore having their children at home;**

**Amendment 94**  
**Hannah Neumann**

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

*Motion for a resolution*

5. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in establishing risk mitigation and management plans through resilience planning; highlights the importance of developing contingency planning and crisis response plans now to reduce the risk of COVID-19 transmission in schools and to better anticipate the impact of school closures on children, especially on the poorest and most marginalised children;

*Amendment*

5. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in establishing risk mitigation and management plans through resilience planning; highlights the importance of developing contingency planning and crisis response plans now to reduce the risk of COVID-19 transmission in schools and to better anticipate the impact of school closures on children, especially on the poorest and most marginalised children; ***in this regard, highlights the need to prioritise children in conflict region and their access to quality and free education;***

Or. en

**Amendment 95**  
**Bettina Vollath**

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

*Motion for a resolution*

5. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in establishing risk mitigation and management plans through resilience planning; highlights the importance of developing contingency planning and crisis response plans now to reduce the risk of COVID-19 transmission in schools and to ***better anticipate*** the impact of school

*Amendment*

5. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in establishing risk mitigation and management plans through resilience planning; highlights the importance of developing ***and guaranteeing*** contingency planning and crisis response plans now to reduce the risk of COVID-19 transmission in schools and to ***minimise*** the impact of

closures on children, especially on the poorest and most marginalised children;

school closures on children, especially on the poorest and most marginalised children; *considers the evaluation and monitoring of implementation to be a sine qua non;*

Or. de

#### **Amendment 96**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

##### **Paragraph 5**

##### *Motion for a resolution*

5. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in establishing risk mitigation and management plans through resilience planning; highlights the importance of developing contingency planning and crisis response plans now to reduce the risk of COVID-19 transmission in schools and to better anticipate the impact of school closures on children, especially on the poorest and most marginalised children;

##### *Amendment*

5. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in establishing *education* risk mitigation and management plans through resilience planning; highlights the importance of developing contingency planning and crisis response plans now to reduce the risk of COVID-19 transmission in schools and to better anticipate the impact of school closures on children, especially on the poorest and most marginalised children;

Or. en

#### **Amendment 97**

**Dragoș Tudorache**

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

##### **Paragraph 5 a (new)**

##### *Motion for a resolution*

##### *Amendment*

*5 a. Stresses the importance of providing proper resources for childcare, flexible schedules, and a supportive work environment for working parents that need to tend to the needs of their children during distance learning periods;*

**Amendment 98**  
**Dragoş Tudorache**

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

*Motion for a resolution*

*Amendment*

**5 b. Stresses the importance of providing parents with guidance on distance education, extracurricular activities, and psychological support methods for balancing working from home and home schooling;**

Or. en

**Amendment 99**  
**György Hölvényi**

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

*Motion for a resolution*

*Amendment*

**6 a. Highlights the importance of Churches, religious communities and associations, and religious leaders to prevent and combat the COVID-19 pandemic as well as to support children and their families, to overcome the challenges and difficulties provoked by the health crisis, improving their wellbeing and provide training and education programmes;**

Or. en

**Amendment 100**  
**Hannah Neumann**

**Motion for a resolution**



## Paragraph 7

### *Motion for a resolution*

7. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in proactively issuing guidance on best practices in remote learning, and in ensuring that appropriate and safe tools, curricula and technology are used and are made accessible to children from low-income families, marginalised children and children with disabilities or learning difficulties, children in alternative care, and children living in remote areas or in environments where they are deprived of liberty or where internet access is not ubiquitous; reiterates the **importance of digital learning as a great equaliser that enables** educational institutions to reach all children at speed and scale, while at the same time fostering partnerships and working with a wide range of actors from civil society as well as the public and private sectors;

### *Amendment*

7. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in proactively issuing guidance on best practices in remote learning, and in ensuring that appropriate and safe tools, curricula and technology are used and are made accessible to children from low-income families, **rural, indigenous and migrant children**, marginalised children and children with disabilities or learning difficulties, children in alternative care, **children in places of detention**, and children living in remote areas or in environments where they are deprived of liberty or where internet access is not ubiquitous; reiterates the **potential for digital learning to enable** educational institutions to reach all children at speed and scale, while at the same time fostering partnerships and working with a wide range of actors from civil society as well as the public and private sectors; **insists however that investment in digital learning must seek to reduce the digital divide and be context-specific, consistent with the best interests of the child and not be to the detriment of supporting basic education infrastructure and staff as well as in-person learning**;

Or. en

## Amendment 101

Marisa Matias, Stelios Kouloglou

### Motion for a resolution

#### Paragraph 7

### *Motion for a resolution*

7. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in

### *Amendment*

7. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in

proactively issuing guidance on best practices in remote learning, and in ensuring that appropriate and safe tools, curricula and technology are used and are made accessible to children from low-income families, marginalised children and children with disabilities or learning difficulties, children in alternative care, and children living in remote areas or in environments where they are deprived of liberty or where internet access is not ubiquitous; reiterates the importance of digital learning as a great equaliser that enables educational institutions to reach all children at speed and scale, while at the same time fostering partnerships and working with a wide range of actors from civil society as well as the public and private sectors;

proactively issuing guidance on best practices in remote learning, and in ensuring that appropriate and safe tools, curricula and technology are used and are made accessible to children from low-income families, marginalised children and children with disabilities or learning difficulties, children in alternative care, and children living in remote areas or in environments where they are deprived of liberty or where internet access is not ubiquitous; reiterates the importance of digital learning as a great equaliser that enables educational institutions to reach all children at speed and scale, while at the same time fostering partnerships and working with a wide range of actors from civil society as well as the public and private sectors; ***recalls, however, that access to digital technologies is still not equitable or widespread and that it was one of the ways in which inequalities were exacerbated during the pandemic, which means that heavy investment is needed in this sector, in terms of both training and funding;***

Or. en

**Amendment 102**  
**Fabio Massimo Castaldo**

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

*Motion for a resolution*

7. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in proactively issuing guidance on best practices in remote learning, and in ensuring that appropriate and safe tools, curricula and technology are used and are made accessible to children from low-income families, marginalised children and children with disabilities or learning difficulties, children in alternative care, and

*Amendment*

7. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in proactively issuing guidance on best practices in remote learning, and in ensuring that appropriate and safe tools, curricula and technology are used and are made accessible to children from low-income families, marginalised children and children with disabilities or learning difficulties, children in alternative care, and

children living in remote areas or in environments where they are deprived of liberty or where internet access is not ubiquitous; **reiterates** the importance of digital learning as a great equaliser that enables educational institutions to reach all children at speed and scale, while at the same time fostering partnerships and working with a wide range of actors from civil society as well as the public and private sectors;

children living in remote areas or in environments where they are deprived of liberty or where internet access is not ubiquitous; **highlights** the importance of digital learning as a great equaliser that enables educational institutions to reach all children at speed and scale, while at the same time fostering partnerships and working with a wide range of actors from civil society as well as the public and private sectors **and reiterates the importance of making digital learning accessible and available to the highest number of children, especially those living in remote areas with limited access to the internet**;

Or. en

### **Amendment 103** **Bettina Vollath**

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

##### *Motion for a resolution*

7. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in proactively issuing guidance on best practices in remote learning, and in ensuring that appropriate and safe tools, curricula and technology are used and are made accessible to children from low-income families, marginalised children and children with disabilities or learning difficulties, children in alternative care, and children living in remote areas or in environments where they are deprived of liberty or where internet access is not ubiquitous; reiterates the importance of digital learning as a great equaliser that enables educational institutions to reach all children at speed and scale, while at the same time fostering partnerships and working with a wide range of actors from civil society as well as the public and

##### *Amendment*

7. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in proactively issuing guidance on best practices in remote learning, and in ensuring that appropriate and safe tools, curricula and technology are used and are made accessible to children from low-income families, marginalised children and children with disabilities or learning difficulties, children in alternative care, and children **of indigenous peoples** living in remote areas or in environments where they are deprived of liberty or where internet access is not ubiquitous; reiterates the importance of digital learning as a great equaliser that enables educational institutions to reach all children at speed and scale, while at the same time fostering partnerships and working with a wide range of actors from civil society as well as

private sectors;

the public and private sectors; ***stresses, in this regard, that children's privacy and the protection of personal data must be guaranteed in connection with all digital tools and that due account must be taken of gender-responsive content and the different realities of children's lives;***

Or. de

#### **Amendment 104**

**Fabio Massimo Castaldo**

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

##### **Paragraph 8**

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

8. Calls on the Commission and the EEAS to maintain robust funding for education through all EU financial instruments available, in line with the 10 % benchmark on education in the Global Europe instrument, in order to increase resilience to ongoing and future crises;

###### *Amendment*

8. Calls on the Commission and the EEAS to maintain robust funding for education through all EU financial instruments available, in line with the 10 % benchmark on education in the Global Europe instrument ***and make more funding available*** in order to increase resilience to ongoing and future crises;

Or. en

#### **Amendment 105**

**György Hölvényi**

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

##### **Paragraph 9**

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

9. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in ensuring appropriate care for children, including by putting in place a contingency plan for the care of children orphaned or left without appropriate care because of severe cases of COVID-19 that require hospitalisation of ***adult caregivers***;

###### *Amendment*

9. Calls on the Commission, the EEAS and the Member States to support the authorities of third countries in ensuring appropriate care for children, including by putting in place a contingency plan for the care of children orphaned or left without appropriate care because of severe cases of COVID-19 that require hospitalisation of ***their parents or those***

*who have guardianship over them;*

Or. en

**Amendment 106**

**Janina Ochojska**

**Motion for a resolution**

**Paragraph 9 a (new)**

*Motion for a resolution*

*Amendment*

**9 a.    Calls on the Commission and the EEAS to support the governments of third countries in eliminating all forms of discrimination and in providing equal opportunities within the education system to every child;**

Or. en

**Amendment 107**

**Hannah Neumann**

**Motion for a resolution**

**Paragraph 10**

*Motion for a resolution*

*Amendment*

10.    Calls on the Commission and the EEAS to support the governments of third countries in building stronger gender-responsive education systems;

10.    Calls on the Commission and the EEAS to support the governments of third countries in building stronger gender-responsive education systems ***accompanied by the eradication of all forms of gender-based violence against women and girls; recalls the need for girls to be able to complete their education and have access to age appropriate information and services, without discrimination, free of gender bias and with an equal opportunity to fulfil their potential;***

Or. en

#### **Amendment 108**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

##### **Paragraph 10**

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

10. Calls on the Commission and the EEAS to support the governments of third countries in building stronger gender-responsive education systems;

###### *Amendment*

10. Calls on the Commission and the EEAS to support the governments of third countries in building stronger gender-responsive education systems ***and in such cases as Afghanistan, where Taliban does not ensure girls and women rights to education, work and public life, supports that the EU financial support through the authorities be conditional on full respect for fundamental freedoms and human rights;***

Or. en

#### **Amendment 109**

**Jytte Guteland**

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

##### **Paragraph 10**

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

10. Calls on the Commission and the EEAS to support the governments of third countries in building stronger gender-responsive education systems;

###### *Amendment*

10. Calls on the Commission and the EEAS to support the governments of third countries in building stronger gender-responsive education systems; ***women's access to education has been established as a fundamental right by the UN; priority to increase girls' education should be a central policy target of the EU and the international development community;***

Or. en

#### **Amendment 110**

**Bettina Vollath**

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

*Motion for a resolution*

10. Calls on the Commission and the EEAS to support the governments of third countries in building stronger gender-responsive education systems;

*Amendment*

10. Calls on the Commission and the EEAS to support the governments of third countries in building **and further developing** stronger gender-responsive education systems;

Or. de

**Amendment 111**  
**György Hölvényi**

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

*Motion for a resolution*

10. Calls on the Commission and the EEAS to support the governments of third countries in building stronger **gender-responsive** education systems;

*Amendment*

10. Calls on the Commission and the EEAS to support the governments of third countries in building stronger education systems **that recognises the specific needs of boys and girls**;

Or. en

**Amendment 112**  
**Fabio Massimo Castaldo**

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

*Motion for a resolution*

10. Calls on the Commission and the EEAS to support the governments of third countries in building stronger gender-responsive education systems;

*Amendment*

10. Calls on the Commission and the EEAS to support the governments of third countries in building stronger gender-responsive **and inclusive** education systems;

Or. en

**Amendment 113**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

**Motion for a resolution**

**Paragraph 10 e (new)**

*Motion for a resolution*

*Amendment*

**10 e. Reiterates its call on the Commission, the EEAS and the Member States to further strengthen their support for gender equality, the full enjoyment of human rights by all women and girls and their empowerment worldwide; calls for further action to protect girls at risk of or living in poverty and girls who face a greater risk of early and forced marriage, and to ensure the well-being and development prospects of all children and communities;**

Or. en

**Amendment 114**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Ilana Cicurel, Hilde Vautmans, Klemen Grošelj**

**Motion for a resolution**

**Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

**10 a. Calls upon the Commission and the EEAS to preserve and further strengthen the achievements of the past 20 years in girls and women education in Afghanistan; urges to allocate required funds within the EU humanitarian aid package for Afghanistan to enable international and local organizations to facilitate re-opening of educational facilities for girls and women and to develop remote learning programmes as a temporary measure; calls for similar attention to education of Afghan children**



*and youth in countries hosting Afghan refugees;*

Or. en

**Amendment 115**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

**Motion for a resolution**

**Paragraph 10 d (new)**

*Motion for a resolution*

*Amendment*

*10 d. Condemns the fact that millions of girls worldwide do not have access to education, thus leaving them exposed to dependence and at a higher risk of violence and exploitation; calls for the EU, the Member States and global actors to support worldwide actions to provide girls with quality education; highlights the need to support women's participation in STEM education and careers; urges to address gender-related barriers to education such as laws, policies and harmful social-cultural norms that prevent girls from continuing education in case of pregnancy, marriage and motherhood; encourages to tackle gender stereotypes and harmful socio-cultural norms through education, and prevent violence through gender-sensitive education programming for both boys and girls;*

Or. en

**Amendment 116**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

**Motion for a resolution**

**Paragraph 10 b (new)**

*Motion for a resolution*

*Amendment*

**10 b. Underlines that the right to education and information on sexual and reproductive health, family planning, modern contraceptive methods, safe and legal abortion, and maternal, prenatal and postnatal health care, must be guaranteed for all people;**

Or. en

**Amendment 117**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

*Motion for a resolution*

*Amendment*

**10 c. Rejects the misuse and instrumentalisation of belief or religion to impose discriminatory access to education and closing of schools; calls for these practices to be put an end and urges for the reopening of all schools for girls and women;**

Or. en

**Amendment 118**

**György Hölvényi**

**Motion for a resolution  
Paragraph 11**

*Motion for a resolution*

*Amendment*

11. Calls on the Commission, the EEAS and the Member States, as well as the national governments of third countries, to develop specific programmes to manage and mitigate the mental health and psychosocial impact of the COVID-19 outbreak on children, teachers and their

11. Calls on the Commission, the EEAS and the Member States, as well as the national governments of third countries, to develop specific programmes to manage and mitigate the mental health and psychosocial impact of the COVID-19 outbreak on children, teachers and their

communities, and to design specific campaigns aimed at children, parents and teachers on the risks *of* using the internet, such as harassment, sexual abuse and cyberbullying;

communities, and to design specific *preventive* campaigns aimed at children, parents and teachers on the risks *when* using the internet, such as harassment, *trafficking*, sexual abuse and cyberbullying *as well as promote special plans to assist children who have been victims of these practices, and their parents*;

Or. en

**Amendment 119**  
**Bettina Vollath**

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

*Motion for a resolution*

*Amendment*

**11 a. Stresses the fragility and sensitivity of children and the consequent need for safe spaces for children, a need which already existed before the COVID-19 pandemic but which was exacerbated by it; calls on the Commission, the EEAS and the Member States, as well as the national governments of third countries, to provide psychosocial support and sufficient safe spaces for children, and to inform children about them and to make them easily accessible to children; calls, furthermore, for the establishment of emergency hotlines for children and for them to be widely publicised;**

Or. de

**Amendment 120**  
**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

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

*Motion for a resolution*

*Amendment*

***11 a. Urges to cease opportunity and employ COVID-19 recovery funds and fast-tracked innovative measures used to ensure remote learning during the pandemic to reimagine education and build systems that are more forward-looking, inclusive, flexible and resilient; these new approaches must address learning losses, prevent dropouts, and ensure the social and emotional welfare of students, teachers and staff;***

Or. en

**Amendment 121**  
**György Hölvényi**

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

*Motion for a resolution*

12. Calls on the Commission, the EEAS and the Member States to support the authorities of partner countries in addressing the challenges in their education systems with the aim of making them capable of withstanding future crises, and making systems more resilient and inclusive, through planning for resilience, implementing learning recovery programmes and protecting educational budgets, with dedicated investments in high-quality, affordable and inclusive education, including investments in education technology, teacher training and other resources to ensure children and youth do not miss out on opportunities to enter the labour market later in life;

*Amendment*

12. Calls on the Commission, the EEAS and the Member States to support the authorities of partner countries in addressing the challenges in their education systems with the aim of making them capable of withstanding future crises, and making systems more resilient and inclusive, through planning for resilience, implementing learning recovery programmes and protecting educational budgets, with dedicated investments in high-quality, affordable and inclusive education, ***while respecting the special education needs of every child and parental rights***, including investments in education technology, teacher training and other resources to ensure children and youth do not miss out on opportunities to enter the labour market later in life;

Or. en

**Amendment 122**  
**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel,**

**Hilde Vautmans**

**Motion for a resolution**

**Paragraph 12**

*Motion for a resolution*

12. Calls on the Commission, the EEAS and the Member States to support the authorities of partner countries in addressing the challenges in their education systems with the aim of making them capable of withstanding future crises, and making systems more resilient and inclusive, through planning for resilience, implementing learning recovery programmes and protecting educational budgets, with dedicated investments in high-quality, affordable and inclusive education, including investments in education technology, teacher training and other resources to ensure children and youth do not miss out on opportunities to enter the labour market later in life;

*Amendment*

12. Calls on the Commission, the EEAS and the Member States to support the authorities of partner countries in addressing the challenges in their education systems with the aim of making them capable of withstanding future crises, and making systems more resilient and inclusive, through planning for resilience, implementing learning recovery programmes and protecting educational budgets, with dedicated investments in high-quality, affordable and inclusive education, including investments in education technology, teacher training and other resources to ensure ***that*** children and youth ***reach their full potential, are prepared for life and*** do not miss out on opportunities to enter the labour market later in life;

Or. en

**Amendment 123**

**Hannah Neumann**

**Motion for a resolution**

**Paragraph 12**

*Motion for a resolution*

12. Calls on the Commission, the EEAS and the Member States to support the authorities of partner countries in addressing the challenges in their education systems with the aim of making them capable of withstanding future crises, and making systems more resilient and inclusive, through planning for resilience, implementing learning recovery programmes and protecting educational budgets, with dedicated investments in

*Amendment*

12. Calls on the Commission, the EEAS and the Member States to support the authorities of partner countries in addressing the challenges in their education systems with the aim of making them capable of withstanding future crises, and making systems more resilient, ***gender-responsive*** and inclusive, through planning for resilience, implementing learning recovery programmes and protecting educational budgets, with dedicated

high-quality, affordable and inclusive education, including investments in education technology, teacher training and other resources to ensure children and youth do not miss out on opportunities to enter the labour market later in life;

investments in high-quality, affordable and inclusive education, including investments in education technology, teacher training and other resources to ensure children and youth do not miss out on opportunities to enter the labour market later in life;

Or. en

#### **Amendment 124**

**Marisa Matias, Stelios Kouloglou**

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

##### **Paragraph 12**

##### *Motion for a resolution*

12. Calls on the Commission, the EEAS and the Member States to support the authorities of partner countries in addressing the challenges in their education systems with the aim of making them capable of withstanding future crises, and making systems more resilient and inclusive, ***through planning for resilience***, implementing learning recovery programmes and protecting educational budgets, with dedicated investments in high-quality, affordable and inclusive education, including investments in education technology, teacher training and other resources to ensure children and youth do not miss out on opportunities to enter the labour market later in life;

##### *Amendment*

12. Calls on the Commission, the EEAS and the Member States to support the authorities of partner countries in addressing the challenges in their education systems with the aim of making them capable of withstanding future crises, and making systems more resilient and inclusive, implementing learning recovery programmes and protecting educational budgets, with dedicated investments in high-quality, affordable and inclusive education, including investments in education technology, teacher training and other resources to ensure children and youth do not miss out on opportunities to enter the labour market later in life;

Or. en

#### **Amendment 125**

**Javier Nart**

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

##### **Paragraph 12 a (new)**

##### *Motion for a resolution*

##### *Amendment*

***12 a. Calls on Member States to take***

*into account the aggravation of their situation caused by the COVID-19 health crisis, and to immediately repatriate all European children detainees held in Syrian camps, prevailing the best interest of the child principle as a primary consideration;*

Or. en

**Amendment 126**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

**12 a. Highlights that remote learning programmess designed to address future crises must encompass different learning materials, including printed ones, in order to be accessible to most disadvantaged and marginalised children;**

Or. en

**Amendment 127**

**Bettina Vollath**

**Motion for a resolution**

**Paragraph 13**

*Motion for a resolution*

*Amendment*

13. Stresses the importance of including vocational training and ‘second chance programmes’ in the recovery plans to help children and young people enter the labour market;

13. Stresses the importance of including vocational training and ‘second chance programmes’ in the recovery plans to help children and young people enter the labour market; ***calls on the Commission, the EEAS, the Member States and third countries to generate desirable future prospects for the young generation;***

Or. de

## Amendment 128

Bettina Vollath

### Motion for a resolution

#### Paragraph 14

##### *Motion for a resolution*

14. Highlights the importance of preparing and supporting teachers, empowering them to address learning losses among their students and to incorporate digital technology into their teaching;

##### *Amendment*

14. Highlights the importance of preparing and supporting teachers, empowering them to address learning losses among their students ***to be able to respond to their individual social, family and mental conditions***, and to incorporate digital technology into their teaching;

Or. de

## Amendment 129

Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans

### Motion for a resolution

#### Paragraph 14

##### *Motion for a resolution*

14. Highlights the importance of ***preparing and supporting*** teachers, empowering them to address learning losses among their students and to incorporate digital technology into their teaching;

##### *Amendment*

14. Highlights the importance of ***continuous professional development and financial support for*** teachers, empowering them to address learning losses among their students and to incorporate digital technology into their teaching;

Or. en

## Amendment 130

Bettina Vollath

### Motion for a resolution

#### Paragraph 14 a (new)

##### *Motion for a resolution*

##### *Amendment*



***14 a. Stresses that children's rights, and in particular the right to education and the right to health, apply to all children; stresses that there must be no room for unequal treatment and discrimination;***

Or. de

**Amendment 131**  
**Bettina Vollath**

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

*Motion for a resolution*

15. Considers that national governments – and their competent national authorities – must communicate with children in a child-friendly manner to explain the measures taken to limit the spread of COVID-19;

*Amendment*

15. Considers that national governments – and their competent national authorities – must communicate with children in a child-friendly manner to explain the measures taken to limit the spread of COVID-19 ***to raise awareness about the impact, risks and threats of COVID-19 and to inform children of their rights;***

Or. de

**Amendment 132**  
**György Hölvényi**

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

*Motion for a resolution*

15. Considers that national governments – and their competent national authorities – must communicate with children in a child-friendly manner to explain the measures taken to limit the spread of COVID-19;

*Amendment*

15. Considers that national governments – and their competent national authorities – must communicate with children in a child-friendly manner ***and with their parents*** to explain the measures taken to limit the spread of COVID-19;

Or. en

**Amendment 133**

**Petras Auštrevičius, María Soraya Rodríguez Ramos, Klemen Grošelj, Ilana Cicurel, Hilde Vautmans**

**Motion for a resolution**

**Paragraph 15**

*Motion for a resolution*

15. Considers that national governments – and their competent national authorities – must communicate with children in a child-friendly manner to explain the measures taken to limit the spread of COVID-19;

*Amendment*

15. Considers that national governments – and their competent national, **regional or local** authorities – must communicate with children in a child-friendly manner to explain the measures taken to limit the spread of COVID-19;

Or. en

**Amendment 134**

**Hannah Neumann**

**Motion for a resolution**

**Paragraph 15 a (new)**

*Motion for a resolution*

*Amendment*

**15 a. Deplores that the United States of America remains the last UN Member State not to have ratified the UN Convention on the Rights of the Child and calls on the US administration to take urgent action in order to make this core human rights convention effectively universal;**

Or. en

**Amendment 135**

**Ioan-Rareș Bogdan**

**Motion for a resolution**

**Paragraph 15 a (new)**

*Motion for a resolution*

*Amendment*

***15 a. Stresses out the need for the proper evaluation, follow-up and monitoring of the impact of initiatives implemented during the crisis in order to identify the gaps and shortfalls and determine how these can be reduced;***

Or. en