



**2020/2135(INI)**

19.11.2020

# **AMENDMENTS**

## **1 - 229**

**Draft report**  
**Victor Negrescu**  
(PE658.874v01-00)

Shaping digital education policy  
(2020/2135(INI))



### **Amendment 1**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

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

##### **Citation 3 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to Directive (EU) 2019/790 of the European Parliament and of the Council of 17 April 2019 on copyright and related rights in the Digital Single Market and amending Directives 96/9/EC and 2001/29/EC*

Or. en

### **Amendment 2**

**Martina Michels, Pernando Barrena Arza, Alexis Georgoulis, Niyazi Kizilyürek**

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

##### **Recital A**

*Motion for a resolution*

*Amendment*

A. whereas inclusive, quality education is the cornerstone of the green and digital transitions;

A. whereas inclusive, quality education is the cornerstone of the green and digital transitions, *because it both enhances participation in democratic life and the life of society and individual self-determination, and gives people the skills needed to assess technological developments and their implications for society, including the need for political regulation;*

Or. de

### **Amendment 3**

**Andrea Bocskor, Loucas Furlas, Iuliu Winkler, Peter Pollák, Sabine Verheyen, Tomasz Frankowski, Michaela Šojdrová, Milan Zver, Christian Ehler, Željana Zovko, Isabel Benjumea Benjumea, Theodoros Zagorakis, Ioan-Rareș Bogdan, Alexander Bernhuber**

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

## Recital A

### *Motion for a resolution*

A. whereas inclusive, quality education is the cornerstone of the green and digital transitions;

### *Amendment*

A. whereas inclusive, quality education is the cornerstone of the green and digital transitions; ***whereas education is an investment in our common future, positively impacting social cohesion as a pre-condition for economic growth, job creation and employment;***

Or. en

## Amendment 4 Dace Melbārde

### Motion for a resolution Recital A

### *Motion for a resolution*

A. whereas inclusive, quality education is the cornerstone ***of the*** green and digital transitions;

### *Amendment*

A. whereas inclusive, ***equitable and adequately funded*** quality education is the cornerstone ***for individual and societal growth, helping also to accelerate*** green and digital transitions ***and promotes sustainable economic development;***

Or. en

## Amendment 5 Victor Negrescu, Marcos Ros Sempere, Domènec Ruiz Devesa, Petra Kammerevert

### Motion for a resolution Recital A

### *Motion for a resolution*

A. whereas inclusive, quality education is the cornerstone of the green and digital transitions;

### *Amendment*

A. whereas inclusive, quality education is the cornerstone of ***fair societies and*** the green and digital transitions, ***as well as of the fundamental pillars of society, being one of the bases for equal opportunities;***

**Amendment 6**  
**Christine Anderson**

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

*Motion for a resolution*

A. whereas *inclusive*, quality education is *the cornerstone* of the green and digital transitions;

*Amendment*

A. whereas *needs-driven, non-ideological*, quality education is *one of the cornerstones* of the green, *environmentally aware* and digital transitions;

**Amendment 7**

**Andrea Bocskor, Sabine Verheyen, Tomasz Frankowski, Michaela Šojdrová, Milan Zver, Christian Ehler, Željana Zovko, Isabel Benjumea Benjumea, Theodoros Zagorakis, Ioan-Rareş Bogdan, Alexander Bernhuber, Iuliu Winkler, Peter Pollák, Loucas Furlas**

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

*Motion for a resolution*

*Amendment*

*A a. whereas the content of teaching and the organisation of education systems is a national competence and must remain so; whereas however, new challenges require the mobilisation of European tools and supporting policies within the European Education Area;*

**Amendment 8**  
**Marcel Kolaja**

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

*Motion for a resolution*

*Amendment*

***A a. whereas in the digital era education systems need to conform to the needs of learners and not the other way around: whereas learners must not end up as passive technology consumers but be actively in charge of their technologies;***

Or. en

**Amendment 9**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

**Recital A a (new)**

*Motion for a resolution*

*Amendment*

***A a. whereas equality between women and men is a core value of the EU enshrined in Articles 8 and 19 of the Treaty on the Functioning of the European Union;***

Or. en

**Amendment 10**

**Marcel Kolaja**

**Motion for a resolution**

**Recital A b (new)**

*Motion for a resolution*

*Amendment*

***A b. whereas the impact of digitalisation lies in the potential of accessible, open, social and personalised technologies that can bring about more inclusive learning paths and a learning continuum between formal, non-formal and informal learning;***

Or. en

**Amendment 11**  
**Marcel Kolaja**

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

*Motion for a resolution*

*Amendment*

***A c. whereas innovative education methodologies, enhanced through digital technologies, can equip citizens with life skills such as creative thinking, curiosity and problem-solving skills.***

Or. en

**Amendment 12**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Željana Zovko, Isabel Benjumea Benjumea, Theodoros Zagorakis, Ioan-Rareş Bogdan, Alexander Bernhuber, Iuliu Winkler, Peter Pollák, Loucas Furlas, Christian Ehler, Milan Zver, Tomasz Frankowski**

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

*Motion for a resolution*

*Amendment*

B. whereas digital technologies are reshaping society, making basic digital skills and digital literacy now essential for all citizens;

B. whereas digital technologies are reshaping society, making basic digital skills and digital literacy now essential for all citizens; ***whereas digital technologies should be perceived as a tool to provide quality education and training: whereas in the future there will be an increased need for digital skills (coding, logistics and robotics) which will concern not only IT education courses but will touch upon the curriculum as a whole;***

Or. en

**Amendment 13**  
**Marcel Kolaja**

## Motion for a resolution

### Recital B

#### *Motion for a resolution*

B. whereas digital technologies are reshaping society, making basic digital skills and digital literacy now essential for all citizens;

#### *Amendment*

B. whereas digital technologies are reshaping society, making basic digital skills and digital literacy now essential for all citizens *of all ages; whereas learners will never be on an equal footing to acquire digital skills as long as there are such large gaps in basic skills levels, particularly affecting disadvantaged groups and a high number of adults;*

Or. en

## Amendment 14

Dace Melbārde

## Motion for a resolution

### Recital B

#### *Motion for a resolution*

B. whereas digital technologies are reshaping society, making *basic* digital skills and digital literacy now essential for *all citizens*;

#### *Amendment*

B. whereas digital technologies are reshaping society, making digital skills and digital literacy now essential for *everyone*;

Or. en

## Amendment 15

Evelyn Regner

on behalf of the Committee on Women's Rights and Gender Equality

## Motion for a resolution

### Recital B a (new)

#### *Motion for a resolution*

#### *Amendment*

*B a. whereas there is a digital skills gender gap of 11%<sup>1a</sup> ; whereas women are significantly underrepresented in the information and communication technologies (ICT) sector (accounting for*



*17% out of 8 million specialists in the EU and among science, technology, engineering and mathematics (STEM) graduates (36%), with the share of men working in a digital sector being 3.1 times greater than that of women, despite the fact that girls outperform boys in digital literacy<sup>2a</sup>; whereas the share of women in this sector is decreasing and the percentage of women in ICT careers still remains below 2% of women's total share in the European labour market;*

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*<sup>1a</sup> European Commission 2019 Women in Digital Scoreboard 2019*

*<sup>2a</sup> Commission communication of 5 March 2020 entitled "A Union of Equality: Gender Equality Strategy 2020-2025", COM/2020/152 final*

Or. en

#### **Amendment 16**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Milan Zver, Tomasz Frankowski, Christian Ehler, Loucas Furlas, Peter Pollák, Iuliu Winkler, Alexander Bernhuber, Ioan-Rareş Bogdan, Željana Zovko, Theodoros Zagorakis, Isabel Benjumea Benjumea**

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

#### **Recital B a (new)**

*Motion for a resolution*

*Amendment*

***B a.** whereas the impact of new technologies, robotics and AI on employment needs to be fully explored; whereas the labour market will increasingly prioritise a focus on the STEM fields, meaning it is necessary to further develop practical solutions on career guidance, deterrence of student dropouts, online adult learning and requalification;*

Or. en

**Amendment 17**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

***B a. whereas the digital transformation is also apparent throughout the labour market, with 90 % of jobs expected to require some form of digital skills in the future; whereas advanced digital skills are in high demand;***

Or. en

**Amendment 18**  
**Dace Melbārde**

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

*Motion for a resolution*

*Amendment*

***B a. whereas basic transversal skills such as numeracy and critical thinking are as important as the acquisition of digital skills and competences;***

Or. en

**Amendment 19**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

***C. whereas 43 % of Europeans lack basic digital skills, with significant disparities within and between the Member States and on the basis of socioeconomic status, age, income,*** ***deleted***

*education level and employment; whereas the Skills Agenda aims to ensure that 70 % of 16- to 74-year-olds have basic digital skills by 2025; whereas data shows a lack of women in science, technology, engineering and mathematics (STEM) and in computing studies, that women are underrepresented in high-tech jobs, and a persistent gender pay gap;*

Or. en

**Amendment 20**  
**Dace Melbārde**

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

*Motion for a resolution*

C. whereas **43** % of Europeans **lack** basic digital skills, with significant disparities within and between the Member States and on the basis of socioeconomic status, age, income, education level and employment; whereas the Skills Agenda aims to ensure that 70 % of 16- to 74-year-olds have basic digital skills by 2025; whereas ***data shows a lack of women in science, technology, engineering and mathematics (STEM) and in computing studies, that women are underrepresented in high-tech jobs, and a persistent gender pay gap;***

*Amendment*

C. whereas **42** % of Europeans ***still lack even the*** basic digital skills, with significant disparities within and between the Member States and on the basis of socioeconomic status, age, income, education level and employment; whereas the Skills Agenda aims to ensure that 70 % of 16- to 74-year-olds have basic digital skills by 2025, ***an average increase of 2 percentage points per year;*** whereas ***to date the percentage of people that have at least basic digital skills has increased by only 3 percentage points in four years, from 55% in 2015 to 58% 2019;***

Or. en

**Amendment 21**  
**Isabel Benjumea Benjumea**

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

*Motion for a resolution*

C. whereas 43 % of Europeans lack

*Amendment*

C. whereas 43 % of Europeans lack

basic digital skills, with significant disparities within and between the Member States and on the basis of socioeconomic status, age, income, education level and employment; whereas the Skills Agenda aims to ensure that 70 % of 16- to 74-year-olds have basic digital skills by 2025; whereas data shows a lack of women in science, technology, engineering and mathematics (STEM) and in computing studies, *that women are underrepresented in high-tech jobs, and a persistent gender pay gap*;

basic digital skills, with significant disparities within and between the Member States and on the basis of socioeconomic status, age, income, education level and employment; whereas the Skills Agenda aims to ensure that 70 % of 16- to 74-year-olds have basic digital skills by 2025; whereas data shows a lack of women in science, technology, engineering and mathematics (STEM) and in computing studies, *and that their participation in these areas of knowledge or skills can be encouraged and motivated, making it easier for them to achieve their freely chosen goals and objectives*;

Or. es

**Amendment 22**  
**Christine Anderson**

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

*Motion for a resolution*

C. whereas 43 % of Europeans lack basic digital skills, with significant disparities within and between the Member States and on the basis of socioeconomic status, age, income, education level and employment; whereas the Skills Agenda aims to ensure that 70 % of 16- to 74-year-olds have basic digital skills by 2025; whereas data shows *a lack of* women in science, technology, engineering and mathematics (STEM) and in computing studies, that women are *underrepresented* in high-tech jobs, and a *persistent* gender pay gap;

*Amendment*

C. whereas 43 % of Europeans lack basic digital skills, with significant disparities within and between the Member States and on the basis of socioeconomic status, age, income, education level and employment; whereas the Skills Agenda aims to ensure that 70 % of 16- to 74-year-olds have basic digital skills by 2025; whereas data shows *fewer* women in science, technology, engineering and mathematics (STEM) and in computing studies, that women are *less well represented* in high-tech jobs, and a gender pay gap;

Or. de

**Amendment 23**  
**Evelyn Regner**  
on behalf of the Committee on Women's Rights and Gender Equality

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

*Motion for a resolution*

*Amendment*

*C a. whereas the average percentages of females working in AI and cybersecurity, worldwide, are 12% and 20%, respectively, despite the fact that the demand for labour in these two domains has increased drastically over the years; whereas the low numbers of women working in innovative technologies can have a significant impact on the design, development and implementation of these technologies, leading to the perpetuation of existing discriminatory practices and stereotypes and the development of gender biased algorithms; whereas realising the full potential of women's digital skills can contribute significantly to boosting the European economy, especially given that there are around one million vacancies in Europe for digital experts, that 70% of companies are delaying investments because they can not find the people with the right digital skills<sup>3a</sup> and that in some job categories, more than 90% of jobs require specific types of digital skills<sup>4a</sup>;*

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<sup>3a</sup> *Commission report of 17 June 2020 on the impact of demographic change.*

<sup>4a</sup> *Commission communication of 1 July 2020 entitled "European Skills Agenda for sustainable competitiveness, social fairness and resilience" COM(2020)0-274.*

Or. en

**Amendment 24**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

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

*Motion for a resolution*

*Amendment*

***C a. Whereas digital literacy must be addressed in a multidimensional approach, covering technical skills, digital literacy, disseminated content and access to digital infrastructure;***

Or. en

**Amendment 25**  
**Dace Melbārde**

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

*Motion for a resolution*

*Amendment*

***C a. whereas digital skills should increasingly be seen not only within the context of the labour market, but also for active participation in society and democratic processes;***

Or. en

**Amendment 26**  
**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Irena Joveva**

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

*Motion for a resolution*

*Amendment*

D. whereas digital technologies harbour substantial potential for teachers and learners across education sectors and settings;

D. whereas digital technologies harbour substantial potential for teachers and learners across education sectors and settings; ***whereas, however, teachers' freedom of teaching should remain at the heart of the educational process and whereas face-to-face teaching can never be replaced in quality by e-learning; whereas it is necessary to limit the time learners spend in front of a screen;***

**Amendment 27**

**Dace Melbārde**

**Motion for a resolution**

**Recital D**

*Motion for a resolution*

D. whereas digital technologies **harbour** substantial potential for teachers and learners across education sectors and settings;

*Amendment*

D. whereas **embracing** digital technologies **harbours** substantial potential for teachers and learners across education sectors and settings;

Or. en

**Amendment 28**

**Marcel Kolaja**

**Motion for a resolution**

**Recital D**

*Motion for a resolution*

D. whereas digital technologies harbour substantial potential for teachers and learners across education sectors and settings;

*Amendment*

D. whereas digital technologies harbour substantial potential **challenges and opportunities** for teachers, **educators** and learners across education sectors and settings;

Or. en

**Amendment 29**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

**Recital D a (new)**

*Motion for a resolution*

*Amendment*

**D a. whereas there is still a lack of interest among girls in pursuing ICT and STEM tertiary studies, which is leading to**

*a loss of social and economic opportunities, and is preventing potential reduction in gender inequality and the gender pay gap; whereas girls become interested in STEM subjects around the age of 11 and lose interest at 15; whereas 73 % of boys aged 15 to 16 feel comfortable using digital devices that they are less familiar with, compared with 63 % of girls in the same age bracket;*

Or. en

### **Amendment 30**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Christian Ehler, Milan Zver, Tomasz Frankowski, Željana Zovko, Theodoros Zagorakis, Iuliu Winkler, Peter Pollák, Loucas Furlas, Alexander Bernhuber, Ioan-Rareş Bogdan, Isabel Benjumea Benjumea**

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

##### **Recital D a (new)**

*Motion for a resolution*

*Amendment*

*D a. whereas digital tools can help the process of learning, but must remain complementary to the physical presence of educators as well as their expertise and judgement; whereas digital technology certainly cannot substitute the role of the teacher;*

Or. en

### **Amendment 31**

**Dace Melbārde**

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

##### **Recital D a (new)**

*Motion for a resolution*

*Amendment*

*D a. whereas record investments in learning technology companies in recent years has enhanced various e-learning solutions;*



**Amendment 32**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

**Recital D b (new)**

*Motion for a resolution*

*Amendment*

***D b. whereas attitudes towards STEM subjects do not differ between boys and girls during primary education, but cultural discouragement and a lack of awareness of female role models hinder and negatively affect girls' and women's self-confidence and opportunities to pursue STEM and ICT studies, related careers and digital entrepreneurship, and lead to discrimination and fewer opportunities for women in the labour market, especially in future oriented sectors, which offer higher quality and better paid jobs;***

Or. en

**Amendment 33**

**Dace Melbārde**

**Motion for a resolution**

**Recital E**

*Motion for a resolution*

*Amendment*

E. whereas access to high-quality digital infrastructure and equipment that is adapted to educational needs is a prerequisite for digital learning; whereas the COVID-19 pandemic and the sudden digital transition *in* education have ***laid bare the gaps in access across the Union;***

E. whereas access to high-quality digital infrastructure, ***resources, content*** and equipment that is adapted to educational needs is a prerequisite for digital learning; whereas the COVID-19 pandemic and the sudden digital transition ***to distance or on online*** education have ***exposed the digital divide within and between the Member States;***

### Amendment 34

Victor Negrescu, Marcos Ros Sempere, Petra Kammerevert

#### Motion for a resolution

##### Recital E

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

E. whereas access to high-quality digital infrastructure and equipment that is adapted to educational needs is a prerequisite for digital learning; whereas the COVID-19 pandemic and the sudden digital transition in education have laid bare the gaps in access across the Union;

###### *Amendment*

E. whereas access to high-quality digital infrastructure and equipment that is adapted to educational needs is a prerequisite for digital learning; whereas the COVID-19 pandemic and the sudden digital transition in education have laid bare the gaps in access across the Union, ***affecting unequally the different levels of education and the different countries of the Union;***

Or. en

### Amendment 35

Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Christian Ehler, Milan Zver, Tomasz Frankowski, Željana Zovko, Theodoros Zagorakis, Alexander Bernhuber, Ioan-Rareș Bogdan, Isabel Benjumea Benjumea, Iuliu Winkler, Peter Pollák, Loucas Fourlas

#### Motion for a resolution

##### Recital E

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

E. whereas access to high-quality digital infrastructure and equipment that is adapted to educational needs is a prerequisite for digital learning; whereas the COVID-19 pandemic and the sudden digital transition in education have laid bare the gaps in access across the Union;

###### *Amendment*

E. whereas access to high-quality digital infrastructure and equipment ***and high-speed internet*** that is adapted to educational needs is a prerequisite for digital learning; whereas the COVID-19 pandemic and the sudden digital transition in education have laid bare the gaps in access across the Union;

Or. en

### **Amendment 36**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

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

##### **Recital E a (new)**

*Motion for a resolution*

*Amendment*

*E a. whereas women have lower confidence in their own digital skills, despite digital skills being needed in life and at work, especially now that COVID-19 lockdowns are forcing everyone to rely on an internet connection to work, study or buy food;*

Or. en

### **Amendment 37**

**Victor Negrescu, Petra Kammerevert**

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

##### **Recital F**

*Motion for a resolution*

*Amendment*

F. whereas the sudden shift to online and distance **learning** also revealed **alarming** gaps in the digital skills of teachers, parents and learners and in their ability to use digital technologies effectively;

F. whereas the sudden shift to online and distance also revealed **both the innovation potential and the existing** gaps in the digital skills of teachers, parents and learners and in their ability to use digital technologies effectively; **whereas digital inclusion goes hand-in-hand with social inclusion; whereas teachers have shown that they are capable of adapting to profound changes within education systems if they are empowered by sufficient means of flexibility and autonomy;**

Or. en

### **Amendment 38**

**Dace Melbārde**

## Motion for a resolution

### Recital F

#### *Motion for a resolution*

F. whereas the sudden shift to online and distance learning also revealed alarming gaps in the digital skills of teachers, parents and learners and in their ability to use digital technologies effectively;

#### *Amendment*

F. whereas the sudden shift to online and distance learning ***and, in most parts of Europe, to remote emergency education exposed the fact that education systems were generally ill-prepared for this transition; whereas this shift*** also revealed alarming gaps in the digital skills of teachers, parents and learners and ***often*** in their ability to use digital technologies effectively;

Or. en

## Amendment 39

Marcel Kolaja

## Motion for a resolution

### Recital F

#### *Motion for a resolution*

F. whereas the sudden shift to online and distance learning also revealed alarming gaps in the digital skills of teachers, parents and learners and in their ability to use digital technologies effectively;

#### *Amendment*

F. whereas the sudden shift to online and distance learning also revealed alarming gaps in the digital skills of teachers, ***educators***, parents and learners and in their ability to use digital technologies effectively;

Or. en

## Amendment 40

Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva

## Motion for a resolution

### Recital F

#### *Motion for a resolution*

F. whereas the sudden shift to online and distance learning also revealed

#### *Amendment*

F. whereas the sudden shift to online and distance learning also revealed

alarming gaps in the digital skills of teachers, parents and learners and in their ability to use digital technologies effectively;

alarming gaps in the digital skills of teachers, parents and learners and in their ability to use digital technologies effectively *and safely*;

Or. en

#### **Amendment 41**

**Victor Negrescu, Marcos Ros Sempere, Petra Kammerevert**

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

#### **Recital F a (new)**

*Motion for a resolution*

*Amendment*

***F a. whereas, going forward, digital technologies should be integrated into education and training so that they enhance in-person learning;***

Or. en

#### **Amendment 42**

**Dace Melbārde**

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

#### **Recital G**

*Motion for a resolution*

*Amendment*

G. whereas the shift to online and distance learning has exacerbated existing inequalities, leaving disadvantaged and vulnerable learners and learners with disabilities further behind, increasing drop-out rates across education sectors, and revealing an absence of pastoral and social support in the digital environment;

G. whereas the shift to online and, ***more importantly***, distance learning has exacerbated existing inequalities, leaving disadvantaged and vulnerable learners and ***often*** learners with disabilities further behind, ***in certain scenarios*** increasing drop-out rates across education sectors, and revealing an absence of pastoral and social support in the digital environment; ***whereas there is an urgent need to improve the quality of online education to improve inclusivity and engagement; whereas advanced quality digital education solutions already exist and need to be further embraced;***

### Amendment 43

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Željana Zovko, Theodoros Zagorakis, Alexander Bernhuber, Ioan-Rareş Bogdan, Isabel Benjumea Benjumea, Iuliu Winkler, Peter Pollák, Loucas Furlas, Tomasz Frankowski, Milan Zver, Christian Ehler**

#### Motion for a resolution

##### Recital G

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

G. whereas the shift to online and distance learning has exacerbated existing inequalities, leaving disadvantaged and vulnerable learners and learners with disabilities further behind, increasing drop-out rates across education sectors, and revealing an absence of pastoral and social support in the digital environment;

###### *Amendment*

G. whereas the shift to online and distance learning has exacerbated existing inequalities, leaving disadvantaged and vulnerable learners and learners with disabilities ***and with special educational needs*** further behind, increasing drop-out rates across education sectors, and revealing an absence of pastoral and social support in the digital environment; ***whereas special attention should also be paid to children with special educational needs who have a learning problem or disability that make it more difficult for them to learn remotely than for most children of their age;***

### Amendment 44

**Victor Negrescu, Domènec Ruiz Devesa, Petra Kammerevert**

#### Motion for a resolution

##### Recital G

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

G. whereas the shift to online and distance learning has exacerbated existing inequalities, leaving disadvantaged and vulnerable learners and learners with disabilities further behind, increasing drop-out rates across education sectors, and revealing an absence of pastoral and social

###### *Amendment*

G. whereas the shift to online and distance learning has exacerbated existing inequalities, leaving disadvantaged and vulnerable learners and learners with disabilities further behind, increasing drop-out rates across education sectors, and revealing an absence of pastoral and social

support in the digital environment;

support in the digital environment;  
*whereas digital technologies should not be considered as a cost-saving tool which could lead to the increase of educational inequalities;*

Or. en

#### **Amendment 45**

**Martina Michels, Pernando Barrena Arza, Alexis Georgoulis, Niyazi Kizilyürek**

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

##### **Recital G**

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

G. whereas the shift to online and distance learning has exacerbated existing inequalities, leaving disadvantaged and vulnerable learners and learners with disabilities further behind, increasing drop-out rates across education sectors, and revealing an absence of *pastoral and social support* in the digital environment;

###### *Amendment*

G. whereas the shift to online and distance learning has exacerbated existing inequalities, leaving disadvantaged and vulnerable learners and learners with disabilities further behind, increasing drop-out rates across education sectors, and revealing an absence of *support for socially disadvantaged or linguistically less able students* in the digital environment;

Or. de

#### **Amendment 46**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

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

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

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

*G a. whereas emphasis should be placed on the factors that motivate and help girls to become interested in STEM studies, related careers and digital entrepreneurship such as promoting female role models, having the support of teacher mentors, gaining peer group approval and developing creativity and*

*practical experience;*

Or. en

**Amendment 47**

**Victor Negrescu, Marcos Ros Sempere, Petra Kammerevert**

**Motion for a resolution**

**Recital G a (new)**

*Motion for a resolution*

*Amendment*

***G a. whereas in-person learning is important to develop tools that can help the development of transversal skills, especially in early childhood education;***

Or. en

**Amendment 48**

**Dace Melbārde**

**Motion for a resolution**

**Recital G a (new)**

*Motion for a resolution*

*Amendment*

***G a. whereas museums, libraries and archives are important and relevant non-formal education settings that work in close collaboration with schools and universities;***

Or. en

**Amendment 49**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Recital H**

*Motion for a resolution*

*Amendment*

H. whereas the COVID-19 pandemic

H. whereas the COVID-19 pandemic



will herald profound changes and may well not be the last pandemic; whereas it would be unforgivable not to be properly prepared to deliver full-scale quality digital education for all in *the event of a potential second wave*;

will herald profound changes and may well not be the last pandemic; whereas it would be unforgivable not to be properly prepared to deliver full-scale quality digital education for all in *case of a new school and university lockdown; whereas that digital education plays a crucial role in tackling educational challenges in new major crises that may arise again in the future and that it will help the educational system be resilient in the longer-term, should such crises happen again*;

Or. en

**Amendment 50**  
**Christine Anderson**

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

*Motion for a resolution*

H. whereas the COVID-19 pandemic will herald profound changes and may well not be the last pandemic; whereas it would be unforgivable not to be properly prepared to deliver full-scale quality digital education for all in the event of a potential *second wave*;

*Amendment*

H. whereas the *consequences of the measures taken to address the propagandised* COVID-19 pandemic will herald profound changes and may well not be the last *propagandised* pandemic; whereas it would be unforgivable not to be properly prepared to deliver full-scale quality digital education for all in the event of a potential *future pandemic*;

Or. de

**Amendment 51**  
**Tomasz Frankowski, Asim Ademov, Sabine Verheyen, Michaela Šojdrová, Andrea Bocskor**

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

*Motion for a resolution*

H. whereas the COVID-19 pandemic will herald profound changes and may well

*Amendment*

H. whereas the COVID-19 pandemic will herald profound changes and may well

not be the last pandemic; whereas it would be unforgivable not to be properly prepared to deliver full-scale quality digital education for all in the event of a potential second wave;

not be the last pandemic; whereas it would be unforgivable not to be properly prepared to deliver full-scale quality digital education for all in the event of a potential second wave ***but also in view of adequately adapting to the digital decade;***

Or. en

## **Amendment 52**

**Dace Melbārde**

### **Motion for a resolution**

#### **Recital H**

##### *Motion for a resolution*

H. whereas ***the COVID-19 pandemic will herald profound changes and may well not be the last pandemic; whereas it would be unforgivable not to be properly prepared*** to deliver full-scale quality digital education for all ***in the event of a potential second wave;***

##### *Amendment*

H. whereas COVID-19 ***has increased the necessity*** to deliver full-scale quality digital education for all; ***whereas the EU has lagged behind in embracing and adopting the already existing digital solutions for education;***

Or. en

## **Amendment 53**

**Andrea Bocskor**

### **Motion for a resolution**

#### **Recital H**

##### *Motion for a resolution*

H. whereas the COVID-19 pandemic will herald profound changes and may well not be the last pandemic; whereas it would be unforgivable not to be properly prepared to deliver full-scale quality digital education for all in the event of a potential ***second wave;***

##### *Amendment*

H. whereas the COVID-19 pandemic will herald profound changes and may well not be the last pandemic; whereas it would be unforgivable not to be properly prepared to deliver full-scale quality digital education for all in the event of a potential ***next pandemic;***

Or. en

## Amendment 54

Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva

### Motion for a resolution

#### Recital H

##### *Motion for a resolution*

H. whereas the COVID-19 pandemic will herald profound changes ***and may well not be the last pandemic***; whereas it would be unforgivable not to be properly prepared to deliver full-scale quality digital education for all ***in the event of a potential second wave***;

##### *Amendment*

H. whereas the COVID-19 pandemic will herald profound changes ***for our way of life***; whereas it would be unforgivable not to be properly prepared to deliver full-scale quality digital education for all;

Or. en

## Amendment 55

Evelyn Regner

on behalf of the Committee on Women's Rights and Gender Equality

### Motion for a resolution

#### Recital H a (new)

##### *Motion for a resolution*

##### *Amendment*

***H a. whereas the spread of COVID 19, the disruption of education caused by the closure of schools and other education facilities, and forced social isolation and restrictions, on the one hand, sparked concerns about the impact of interruptions to education on vulnerable students, because of their socio-economically disadvantaged backgrounds or place of residence, such as girls in rural, remote and depopulated areas who face more barriers to enrolling in digital education and accessing good ICT infrastructure and services, including the internet and broadband and on the other hand, proved the clear need for efficient, well-functioning and inclusive digital education with increased investments in digital literacy skills and online education, as well as a need to***

*speed up the process of raising awareness implementing new technologies;*

Or. en

**Amendment 56**

**Martina Michels, Pernando Barrena Arza, Alexis Georgoulis, Niyazi Kizilyürek**

**Motion for a resolution**

**Recital H a (new)**

*Motion for a resolution*

*Amendment*

*Ha. whereas the development and expansion of digital infrastructure in primary and secondary schools is in some cases still being planned and carried out in the complete absence of permanent IT network and support staff;*

Or. de

**Amendment 57**

**Marcel Kolaja**

**Motion for a resolution**

**Recital H a (new)**

*Motion for a resolution*

*Amendment*

*H a. whereas teacher-student interaction is crucial to the well-being and development of students; whereas educational technologies should remain a support and not a replacement for the in-person education provided;*

Or. en

**Amendment 58**

**Andrea Bocskor**

**Motion for a resolution**

**Recital H a (new)**

*Motion for a resolution*

*Amendment*

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

Or. en

**Amendment 59**

**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

**Motion for a resolution**

**Recital H a (new)**

*Motion for a resolution*

*Amendment*

***H a. whereas basic skills, such as numeracy, critical thinking and social communication skills, are a fundamental prerequisite for the acquisition of digital skills and competences;***

Or. en

**Amendment 60**

**Dace Melbārde**

**Motion for a resolution**

**Recital H a (new)**

*Motion for a resolution*

*Amendment*

***H a. whereas the hybrid model of education combining in-person learning with distance and online learning will remain well after Covid-19 and offers a range of benefits;***

Or. en

**Amendment 61**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

***H a. whereas it is time to develop a Union digital education policy for the medium and longer term;***

Or. en

**Amendment 62**  
**Radka Maxová, Laurence Farreng, Vlad-Marius Botoș, Ilana Cicurel**

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

*Motion for a resolution*

*Amendment*

***H b. whereas excessive use of technological and digital equipment, such as computers and tablets, can also have negative effects on health and well-being and can cause problems such as sleep deprivation, and a sedentary lifestyle, especially in early age, when the brain and body is still developing;***

Or. en

**Amendment 63**  
**Dace Melbārde**

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

*Motion for a resolution*

*Amendment*

***H b. whereas availability of quality online education is often not an alternative, but the only option for certain groups such as those working full-time or out of work in rural and remote regions***

*or for disabled people;*

Or. en

**Amendment 64**  
**Andrea Bocskor**

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

*Motion for a resolution*

*Amendment*

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

Or. en

**Amendment 65**  
**Victor Negrescu, Marcos Ros Sempere, Petra Kammervert**

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

*Motion for a resolution*

*Amendment*

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

Or. en

**Amendment 66**  
**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

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

*Motion for a resolution*

*Amendment*

***H c. whereas basic education in cyber hygiene, cyber safety, data protection and media literacy must be age- and development- oriented in order to help children become critical learners, active citizens, internet users and make informed decisions, and be aware of the risks associated with the internet, such as online disinformation, harassment and personal data breaches;***

Or. en

**Amendment 67**  
**Andrea Bocskor**

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

*Motion for a resolution*

*Amendment*

***H c. whereas digital technologies must be introduced in a learner-focused, age-appropriate and development-oriented way; whereas it is vital to maintain personal contact between students and teachers and to prioritise the well-being and healthy development of children and adult learners;***

Or. en

**Amendment 68**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

***H c. whereas digital learning strategies also need to take into account research on the effects that early use of digital technology may have on the development***



*of young children;*

Or. en

**Amendment 69**  
**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**  
**Recital H d (new)**

*Motion for a resolution*

*Amendment*

*H d. whereas digital technologies should be introduced in a learner-focused, age-appropriate and development-oriented way; whereas it is beneficial to maintain personal contact between students and teachers and to value the well-being and healthy development of children and adult learners;*

Or. en

**Amendment 70**  
**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**  
**Recital H e (new)**

*Motion for a resolution*

*Amendment*

*H e. whereas 10% of households in rural areas of the EU do not have access to fixed-line internet and a further 41% are not covered by broadband;*

Or. en

**Amendment 71**  
**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**  
**Recital H f (new)**

*Motion for a resolution*

*Amendment*

***H f. whereas older people are vulnerable to digital exclusion; whereas only 35% of persons aged 55-74 possess basic digital skills;***

Or. en

**Amendment 72**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Recital H g (new)**

*Motion for a resolution*

*Amendment*

***H g. whereas the COVID-19 pandemic is an unprecedented challenge for teachers and trainers at all levels, including in Vocational Education and Training (VET); whereas prior to the crisis only 39% of teachers in the EU felt well or very well prepared to use digital technologies for teaching, with significant differences between Member States;***

Or. en

**Amendment 73**

**Victor Negrescu, Domènec Ruiz Devesa, Petra Kammerevert**

**Motion for a resolution**

**Recital H h (new)**

*Motion for a resolution*

*Amendment*

***H h. whereas basic education in cyber hygiene, cyber safety, data protection and media literacy must be appropriate to the age and oriented to the development of learners in order to help children become critical learners, active citizens, internet users and shapers of a democratic digital society, make informed decisions, and be***

*aware of and able to counter the risks associated with the internet, such as online disinformation, harassment and personal data breaches; whereas cybersecurity-related teaching programmes should be introduced in academic and vocational training curricula;*

Or. en

**Amendment 74**  
**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**  
**Recital H i (new)**

*Motion for a resolution*

*Amendment*

*H i. whereas a significant gender gap in digital skills still persists and is expected to widen; whereas only 17% of tech sector jobs are held by women despite a share of 54% female students in tertiary education; whereas, according to Eurostat only one in three STEM graduates is a woman; whereas efforts to tackle gender bias and inequality in the digital sector are insufficient; whereas the gender gap is particularly evident in the AI sector, where only 22% of AI professionals globally are female, thereby limiting the trajectory for the digital sector in the foreseeable future;*

Or. en

**Amendment 75**  
**Victor Negrescu, Predrag Fred Matić, Domènec Ruiz Devesa, Petra Kammerevert**

**Motion for a resolution**  
**Recital H j (new)**

*Motion for a resolution*

*Amendment*

*H j. whereas 43 % of Europeans lack*

*basic digital skills, with significant disparities within and between Member States and based on socioeconomic status, age, gender, income, level of education and employment; whereas the Skills Agenda aims to ensure that 70 per cent of 16- to 74-year-olds have basic digital skills by 2025; whereas the European Digital Competence Framework for Citizens acknowledges the importance of soft skills, including communication, collaboration, digital content and creation; whereas these skills are key components of humanities, arts and social sciences studies; whereas an interdisciplinary approach to the study of science, technology, engineering, arts and mathematics (STEAM) can lead to a better design of human-centric digital solutions;*

Or. en

#### **Amendment 76**

**Victor Negrescu, Predrag Fred Matić, Marcos Ros Sempere, Petra Kammerevert**

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

**Recital H k (new)**

*Motion for a resolution*

*Amendment*

*H k. whereas data shows persisting gender inequalities in the whole digital sector whereas gender stereotypes influence subject choices (less than 3 % of teenage girls express an interest in working as an ICT professional) which in turn influence the lack of women in the ICT and STEM professions, whereas women are underrepresented in high-tech jobs and a there is persistent digital gender pay gap, whereas high-tech jobs are the jobs of the future, the driving force of innovation, social welfare and sustainable development;*

Or. en

## Amendment 77

Dace Melbārde

### Motion for a resolution

#### Paragraph 1

##### *Motion for a resolution*

1. Welcomes the updated Digital Education Action Plan as a further step towards a more comprehensive digital skills and education strategy; believes that the plan will have been a success if, by its completion, digital education **is considered a significant** part of education policy and has delivered clear, consistent and positive results in terms of access and quality across the Union;

##### *Amendment*

1. Welcomes the updated Digital Education Action Plan as a further step towards a more comprehensive digital skills and education strategy; believes that the plan will have been a success if, by its completion, digital education **truly becomes a** part of education policy and has delivered clear, consistent and positive results in terms of access, **equity** and quality across the Union; **acknowledges the different starting points of Member States and urges against one-size-fits-all strategies;**

Or. en

## Amendment 78

Victor Negrescu, Domènec Ruiz Devesa, Petra Kammerevert

### Motion for a resolution

#### Paragraph 1

##### *Motion for a resolution*

1. Welcomes the updated Digital Education Action Plan as a further step towards a more comprehensive digital skills and education strategy; believes that the plan will have been a success if, by its completion, digital education is considered a significant part of education policy and has delivered clear, consistent and positive results in terms of access and quality across the Union;

##### *Amendment*

1. Welcomes the updated Digital Education Action Plan as a further step towards a more comprehensive digital skills and education strategy; believes that the plan will have been a success if, by its completion, digital education is considered a significant part of education policy and has delivered clear, consistent and positive results in terms of **availability**, access and quality across the Union;

Or. en

## **Amendment 79**

**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

### **Motion for a resolution**

#### **Paragraph 1**

##### *Motion for a resolution*

1. Welcomes the updated Digital Education Action Plan as a further step towards a more comprehensive digital skills and education strategy; believes that the plan will have been a success if, by its completion, digital education is considered a significant part of education policy and has delivered clear, consistent and positive results in terms of access and quality across the Union;

##### *Amendment*

1. Welcomes the updated Digital Education Action Plan as a further step towards a more comprehensive digital skills and education strategy; believes that the plan will have been a success if, by its completion, digital education is considered a significant part of education policy and has delivered clear, consistent and positive results in terms of **availability**, access and quality across the Union;

Or. en

## **Amendment 80**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

### **Motion for a resolution**

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

##### *Motion for a resolution*

##### *Amendment*

***1 a. Calls on the Commission and the Member States when developing digital education policies to ensure that they address the digital gender gap, which is an economic, societal and cultural issue, that slows down the growth of the EU economy, with multi-level and holistic policies and to ensure that all students have the skills needed to carry out the tasks and roles of future jobs in the changing labour market and have equal opportunities that enable them to tackle future challenges relating to global competitiveness and the digital economy by promoting a human centred approach to technology that respects fundamental values and gender equality; calls on the Commission to incorporate an***

*institutional horizontal strategy in its Digital Education Action Plan to combat gender inequality; draws attention to the fact that the insufficient use of human capital associated with gender inequalities has a negative impact on research and innovation-related business and overall economic development, and also has harmful social consequences;*

Or. en

**Amendment 81**

**Victor Negrescu, Domènec Ruiz Devesa, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

*1 a. Welcomes the rights-based approach to education, anchored in the Pillar of Social Rights, as a guiding principle of the Digital Education Action Plan; recalls that guaranteeing accessible, inclusive and quality education for all is necessary to enforce the right to education as a fundamental human right;*

Or. en

**Amendment 82**

**Andrea Bocskor**

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

*Motion for a resolution*

*Amendment*

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

Or. en

### **Amendment 83**

**Tomasz Frankowski, Asim Ademov, Sabine Verheyen, Michaela Šojdrová, Andrea Bocskor**

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

##### **Paragraph 2**

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

2. Commends the decision to align the plan with the multiannual financial framework (MFF), as this allows for a longer-term perspective and ties it in with the relevant funding instruments; underlines the importance of the plan in delivering the European Education Area;

###### *Amendment*

2. Commends the decision to align the plan with the multiannual financial framework (MFF), as this allows for a longer-term perspective and ties it in with the relevant funding instruments; underlines the importance of the plan in delivering the European Education Area; **welcomes in particular the ambition of the Commission to establish a Strategic Dialogue with the Member States on key enabling factors for successful digital education;**

Or. en

### **Amendment 84**

**Dace Melbārde**

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

##### **Paragraph 2**

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

2. Commends the decision to align the plan with the multiannual financial framework (MFF), as this allows for a longer-term perspective and ties it in with the relevant funding instruments; underlines the importance of the plan in **delivering the** European Education Area;

###### *Amendment*

2. Commends the decision to align the plan with the multiannual financial framework (MFF), as this allows for a longer-term perspective and ties it in with the relevant funding instruments; underlines the importance of the plan in **striving to contribute towards the creation of a genuine** European Education Area;

Or. en

### **Amendment 85**



**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

***2 a. Calls on the Commission and the Member States to develop high quality, inclusive and non-discriminatory digital education which will ensure that the digital society includes everyone and is a pre-requisite for a successful digital transformation and the them full implementation of the Digital Agenda for Europe, which will leave no-one behind, will benefit everyone all and will contribute to gender equality; stresses that increasing number of young girls and women embarking on a digital education and entering the ICT labour market by employing more people with a wider skills and talent greatly contributes to the formation of an all-inclusive society, to the building of a more sustainable and inclusive economy through scientific, digital and technological innovation and to the closing of the gender pay gap; welcomes the Gender Equality Strategy's focus on gender equality in the digital transition, in particular the updated Digital Education Action Plan, updated Skills Agenda for Europe and the Council recommendation on vocational education and training; underlines the need for gender mainstreaming across all EU policies regarding education, skills and digitalisation; welcomes the Commission's Women in Digital Scoreboard which will monitor women's participation in the digital economy; encourages the Member States to add computer science education to their national curricula and implement changes that will make digital education appealing to girls as well as boys from an early age; stresses that digital education must be planned and created to allow boys and girls to express their interests and***

*skills in the digital sphere and encourage their creativity and innovation; encourages a more social approach to ICT and STEM education to underline the social impact of these careers through, for example, including introductory social science courses in each technical subject as part of digital education;*

Or. en

#### **Amendment 86**

**Andrea Bocskor, Sabine Verheyen, Isabel Benjumea Benjumea, Tomasz Frankowski, Milan Zver, Christian Ehler, Ioan-Rareş Bogdan, Iuliu Winkler, Peter Pollák, Loucas Fourlas, Alexander Bernhuber, Theodoros Zagorakis, Željana Zovko, Michaela Šojdrová**

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

*Motion for a resolution*

*Amendment*

*2 a. Notes, that the new DEAP is now extending the scope of action and sets specific targets to address persistent gaps, for example in digital skills, the promotion of quality computer and information technology education, support for better connectivity in schools, online learning content and tools, and digital literacy of schools and higher education institutions;*

Or. en

#### **Amendment 87**

**Victor Negrescu, Marcos Ros Sempere, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

*2 a. Underlines the importance of the European Education Area in delivering the Action Plan, which will ensure*

*transparency and accountability in its implementation;*

Or. en

#### **Amendment 88**

**Andrea Bocskor, Peter Pollák, Loucas Furlas, Sabine Verheyen, Michaela Šojdrová, Tomasz Frankowski, Milan Zver, Christian Ehler, Alexander Bernhuber, Theodoros Zagorakis, Željana Zovko, Ioan-Rareş Bogdan, Isabel Benjumea Benjumea, Iuliu Winkler**

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

##### **Paragraph 3**

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

3. Notes, however, that delivering the plan effectively depends on coordination across a broad range of programmes; calls on the Commission to ensure effective synergies between these programmes;

###### *Amendment*

3. Notes, however, that delivering the plan effectively depends on coordination across a broad range of programmes; calls on the Commission *and Member States* to ensure effective synergies between these programmes; *emphasises the need to learn from the Covid-19 crisis by applying the good practices (peer learning) of some countries in terms of using digital tools for education;*

Or. en

#### **Amendment 89**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoş, Radka Maxová, Monica Semedo, Irena Joveva**

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

##### **Paragraph 3**

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

3. Notes, however, that delivering the plan effectively depends on coordination across a broad range of programmes; calls on the Commission to ensure effective synergies between these programmes;

###### *Amendment*

3. Notes, however, that delivering the plan effectively depends on coordination across a broad range of programmes *and between the Member States*; calls on the Commission to ensure effective synergies between these programmes *and to avoid overlap between the different national and European policies in this area;*

**Amendment 90**

**Victor Negrescu, Marcos Ros Sempere, Domènec Ruiz Devesa, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 3**

*Motion for a resolution*

3. Notes, however, that delivering the plan effectively depends on coordination across a broad range of programmes; calls on the Commission to ensure effective synergies between these programmes;

*Amendment*

3. Notes, however, that delivering the plan effectively depends on coordination across a broad range of programmes ***and policies, including Erasmus+, the European Social Fund Plus and the Connecting Europe Facility***; calls on the Commission to ensure effective synergies between these programmes ***and policies***;

Or. en

**Amendment 91**

**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

**Motion for a resolution**

**Paragraph 3**

*Motion for a resolution*

3. Notes, however, that delivering the plan effectively depends on coordination across a broad range of programmes; calls on the Commission to ensure effective synergies between these programmes;

*Amendment*

3. Notes, however, that delivering the plan effectively depends on coordination across a broad range of programmes; calls on the Commission to ensure effective synergies between these programmes, ***while respecting the limits of subsidiarity in this regard***;

Or. en

**Amendment 92**

**Dace Melbārde**

**Motion for a resolution**

**Paragraph 3**

*Motion for a resolution*

3. Notes, however, that delivering the plan effectively depends on coordination across a broad range of programmes; calls on the Commission to ensure effective synergies between these programmes;

*Amendment*

3. Notes, however, that delivering the plan effectively **also** depends on coordination across a broad range of programmes; calls on the Commission to ensure effective synergies between these programmes;

Or. en

**Amendment 93**

**Tomasz Frankowski, Asim Ademov, Sabine Verheyen, Michaela Šojdrová**

**Motion for a resolution**

**Paragraph 3 a (new)**

*Motion for a resolution*

*Amendment*

**3 a. Calls on the Commission to develop and ensure more coherent, effective and efficient coordination on all relevant digital education policies at the EU level with a view reducing fragmentation and increasing impact; calls on the Commission to develop a comprehensive monitoring system for all digital education policies which should be used to share good practice across the EU and feed into the mid-term review of the Action Plan by 2024;**

Or. en

**Amendment 94**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 4**

*Motion for a resolution*

4. Points to the importance of the ‘Connect’ and ‘Reskill and upskill’ **flagship** investment priorities in the Recovery and Resilience Facility for

*Amendment*

4. Points to the importance of the ‘Connect’ and ‘Reskill and upskill’ investment priorities in the Recovery and Resilience Facility for driving the digital

driving the digital education agenda; calls for **10 %** of the facility's funding to be allocated to education and encourages the Member States to increase their education funding;

education agenda; calls for **at least 10%** of the facility's funding to be allocated to education and encourages the Member States to increase their education funding, ***bearing in mind that education directly contributes to strengthening the growth potential, job creation and economic and social resilience of the Member States***; ***calls on Member States to increase their allocations for education to 10% of their GDP***;

Or. en

#### **Amendment 95** **Dace Melbārde**

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

##### *Motion for a resolution*

4. Points to the importance of the 'Connect' and 'Reskill and upskill' flagship investment priorities in the Recovery and Resilience Facility for driving the digital education agenda; calls for ***10 % of the facility's funding to be allocated to education and encourages the*** Member States to increase their education funding;

##### *Amendment*

4. Points to the importance of the 'Connect' and 'Reskill and upskill' flagship investment priorities in the Recovery and Resilience Facility for driving the digital education agenda; calls for ***relevant*** Member States to increase their ***digital*** education funding;

Or. en

#### **Amendment 96** **Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

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

##### *Motion for a resolution*

4. Points to the importance of the 'Connect' and 'Reskill and upskill' flagship investment priorities in the

##### *Amendment*

4. Points to the importance of the 'Connect' and 'Reskill and upskill' flagship investment priorities in the

Recovery and Resilience Facility for driving the digital education agenda; calls for **10 %** of the facility's funding to be allocated to education and encourages the Member States to increase their education funding;

Recovery and Resilience Facility for driving the digital education agenda; calls for **a significant share** of the facility's funding to be allocated to education and encourages the Member States to increase their education funding;

Or. en

#### **Amendment 97**

**Andrea Bocskor, Michaela Šojdrová, Tomasz Frankowski, Milan Zver, Christian Ehler, Alexander Bernhuber, Theodoros Zagorakis, Željana Zovko, Ioan-Rareş Bogdan, Isabel Benjumea Benjumea, Iuliu Winkler, Sabine Verheyen, Peter Pollák, Loucas Furlas**

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

*Motion for a resolution*

*Amendment*

**4 a. Encourages Member States to make use of the Recovery Package to invest in digital equipment for schools and for pupils in the EU, notably in excluded areas as no child should be left behind;**

Or. en

#### **Amendment 98 Isabella Adinolfi**

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

*Motion for a resolution*

*Amendment*

5. Underlines the value of pilot projects and preparatory actions initiated by Parliament in ensuring more Union-wide cooperation to tackle the educational gaps between Member States, regions and rural and urban areas; calls for their mainstreaming into programmes;

5. Underlines the value of pilot projects and preparatory actions initiated by Parliament in ensuring more Union-wide cooperation to tackle the educational gaps between Member States, regions and rural and urban areas; calls for their mainstreaming into programmes; **recalls, in this regard, the pilot project, and the following preparatory action, "Media literacy for all", which has aimed to boost**

*media literacy in Europe through pursuing innovation and collaboration across media literacy communities within the EU, including by building on and scaling up existing solutions; welcomes that a new 'Media literacy' programme will be launched under the 'Creative Europe' - 'Media' programme for the period 2021-27; calls, however, for a budget that is adequate for setting up programmes and projects aimed at proposing tools and activities that should directly or indirectly benefit the target group of citizens of all ages lacking media literacy skills, and in particular the skills needed to critically evaluate content accessed via social media;*

Or. en

**Amendment 99**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

5. Underlines the value of pilot projects and preparatory actions initiated by Parliament in ensuring more Union-wide cooperation to tackle the educational gaps between Member States, regions and rural and urban areas; calls for their mainstreaming into programmes;

*Amendment*

5. Underlines the value of pilot projects and preparatory actions initiated by Parliament in ensuring more Union-wide cooperation to tackle the educational gaps between Member States, regions and rural and urban areas; calls for their mainstreaming into programmes; ***underlines the importance of the new preparatory action on increasing accessibility to educational tools in areas and communities with low connectivity or access to technologies;***

Or. en

**Amendment 100**  
**Dace Melbārde**



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

*Motion for a resolution*

5. Underlines the value of pilot projects and preparatory actions initiated by Parliament in ensuring more Union-wide cooperation to tackle the educational gaps between Member States, regions and rural and urban areas; calls for their mainstreaming into programmes;

*Amendment*

5. Underlines the value of pilot projects and preparatory actions initiated by Parliament in ensuring more Union-wide cooperation to tackle the educational gaps between Member States, regions and rural and urban areas; calls for ***consideration to be given to*** their mainstreaming into programmes;

Or. en

**Amendment 101**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

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

*Motion for a resolution*

*Amendment*

***5 a. Calls on the Commission and the Member States to create new channels to connect with girls and to implement tools that encourage girls and women to engage with the various forms of digital education; stresses that persisting gender gaps within education need to be tackled by educating and training teachers and other educators at every stage of education in the process of forming expectations and biases towards digital skills and the ICT career, as from an early age women face discrimination and prejudice with regards to their digital skills and potential to participate in digital education and ICT labour market; calls for efficient funding and strategies that include positive action, lifelong learning and active encouragement for girls to undertake studies in ICT and STEM subjects; underlines that the most efficient use of resources is to create a dedicated funding instrument to address the digital***

*gender gap; emphasises the need to invest in re-skilling and up-skilling programmes for women in digital literacy and relevant digital skills; recalls that the digital sector is changing at an increasingly fast pace, and that is therefore only prudent to implement policies creating lifelong learning opportunities for women and young girls;*

Or. en

**Amendment 102**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

*5 a. Recalls that the scope for Erasmus+ to support the Plan hinges on its financial envelope; deplores, in that regard, the Commission's revised proposal of May 2020 and the European Council MFF agreement of July 2020, which starve the programme of the money needed to deliver transformative change; recalls its insistence that the budget be tripled compared to 2014-2020; welcomes the new agreement reached in the budgetary negotiations and the increased envelope for Erasmus+ which partially covers the demands of the European Parliament;*

Or. en

**Amendment 103**  
**Victor Negrescu, Domènec Ruiz Devesa, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

**5 b. Welcomes the Commission's recognition that more systematic research on the future of education and training is needed; calls for more investment in cross-disciplinary and longitudinal research in order to assess the long-term impacts of digitalisation on learning, as well as, the design, implementation, monitoring and evaluation of digital education policies; notes that the effects of digital education on children's development, learning and wellbeing in the early ages have to be studied; considers, therefore, that recommendations to include online and distance learning in primary education should be grounded in scientific evidences;**

Or. en

#### **Amendment 104**

**Victor Negrescu, Petra Kammerevert**

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

#### **Paragraph 6**

##### *Motion for a resolution*

6. Welcomes the Commission's scheduled mid-term review of the plan and its intention to ramp up data collection; reiterates the need for a clear implementation timetable; remains convinced that the plan needs a clearer governance and coordination structure, in which Parliament should be involved, to monitor developments and performance on an ongoing basis; ***calls on the Commission, therefore, to establish a forum bringing together the Member States, Parliament and other relevant stakeholders and experts; urges the Commission to better integrate digital education into the European Semester exercise;***

##### *Amendment*

6. Welcomes the Commission's scheduled mid-term review of the plan and its intention to ramp up data collection; reiterates the need for a clear implementation timetable; ***calls on the Commission to present to the Parliament clear benchmarks and milestones for the implementation phases of the Digital Education Action Plan;*** remains convinced that the plan needs a clearer governance and coordination structure, in which Parliament should be involved, to monitor developments and performance on an ongoing basis;

Or. en

## Amendment 105

Martina Michels, Pernando Barrena Arza, Alexis Georgoulis, Niyazi Kizilyürek

### Motion for a resolution

#### Paragraph 6

##### *Motion for a resolution*

6. Welcomes the Commission's scheduled mid-term review of the plan and its intention to ramp up data collection; reiterates the need for a clear implementation timetable; remains convinced that the plan needs a clearer governance and coordination structure, in which Parliament should be involved, to monitor developments and performance on an ongoing basis; calls on the Commission, therefore, to establish a forum bringing together the Member States, Parliament and other relevant stakeholders and experts; urges the Commission to ***better integrate*** digital education ***into the European Semester exercise***;

##### *Amendment*

6. Welcomes the Commission's scheduled mid-term review of the plan and its intention to ramp up data collection; reiterates the need for a clear implementation timetable; remains convinced that the plan needs a clearer governance and coordination structure, in which Parliament should be involved, to monitor developments and performance on an ongoing basis; calls on the Commission, therefore, to establish a forum bringing together the Member States, Parliament and other relevant stakeholders and experts; urges the Commission to ***develop synergies between innovative measures to promote*** digital education ***under the various*** European ***support programmes and to determine and outline their impact in the mid-term assessments***;

Or. de

## Amendment 106

Dace Melbārde

### Motion for a resolution

#### Paragraph 6

##### *Motion for a resolution*

6. Welcomes the Commission's scheduled mid-term review of the plan and its intention to ramp up data collection; reiterates the need for a clear implementation timetable; remains convinced that the plan needs a clearer governance and coordination structure, in which Parliament should be involved, to

##### *Amendment*

6. Welcomes the Commission's scheduled mid-term review of the plan and its intention to ramp up data collection; reiterates the need for a clear implementation timetable; remains convinced that the plan needs a clearer governance and coordination structure, in which Parliament should be involved, to

monitor developments and performance on an ongoing basis; calls on the Commission, therefore, to establish a forum bringing together the Member States, Parliament and other relevant stakeholders and experts; ***urges the Commission to better integrate digital education into the European Semester exercise;***

monitor developments and performance on an ongoing basis; calls on the Commission, therefore, to establish a forum bringing together the Member States, Parliament and other relevant stakeholders and experts;

Or. en

### **Amendment 107**

**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

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

##### **Paragraph 6**

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

6. Welcomes the Commission's scheduled mid-term review of the plan and its intention to ramp up data collection; reiterates the need for a clear implementation timetable; remains convinced that the plan needs a clearer governance and coordination structure, in which Parliament should be involved, to monitor developments and performance on an ongoing basis; calls on the Commission, therefore, to establish a forum bringing together the Member States, Parliament and other relevant stakeholders and experts; ***urges the Commission to better integrate digital education into the European Semester exercise;***

###### *Amendment*

6. Welcomes the Commission's scheduled mid-term review of the plan and its intention to ramp up data collection; reiterates the need for a clear implementation timetable; remains convinced that the plan needs a clearer governance and coordination structure, in which Parliament should be involved, to monitor developments and performance on an ongoing basis; calls on the Commission, therefore, to establish a forum bringing together the Member States, Parliament and other relevant stakeholders, ***including education providers and civil society organisations,*** and experts; ***urges the Commission to better integrate digital education into the European Semester exercise;***

Or. en

### **Amendment 108**

**Marcel Kolaja**

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

##### **Paragraph 6**

*Motion for a resolution*

6. Welcomes the Commission's scheduled mid-term review of the plan and its intention to ramp up data collection; reiterates the need for a clear implementation timetable; remains convinced that the plan needs a clearer governance and coordination structure, in which Parliament should be involved, to monitor developments and performance on an ongoing basis; calls on the Commission, therefore, to establish a forum bringing together the Member States, Parliament and other relevant stakeholders and experts; urges the Commission to better integrate digital education into the European Semester exercise;

*Amendment*

6. Welcomes the Commission's scheduled mid-term review of the plan and its intention to ramp up **non-personal** data collection; reiterates the need for a clear implementation timetable; remains convinced that the plan needs a clearer governance and coordination structure, in which Parliament should be involved, to monitor developments and performance on an ongoing basis; calls on the Commission, therefore, to establish a forum bringing together the Member States, Parliament and other relevant stakeholders and experts; urges the Commission to better integrate digital education into the European Semester exercise;

Or. en

**Amendment 109**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

**6 a. *Insists that the next Digital Education Action Plan is fully gender-mainstreamed; stresses that digital education must play a substantial role in increasing the participation of girls and women in the digital age and, especially, in fields related to digital entrepreneurship, ICT and STEM as well as eliminating the digital gender gap and ensuring better digital inclusion and digital literacy by building on best practices; points out that the gender gaps in higher education persist to the job market as only 5 out of the 20 most common occupations in the EU are gender balanced (40/60 ratio) between women and men according to the European Institute for Gender Equality***

*(EIGE)<sup>5a</sup>;*

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*<sup>5a</sup> <https://eige.europa.eu/news/education-key-breaking-gender-stereotypes> ;  
<https://eige.europa.eu/publications/study-and-work-eu-set-apart-gender-report>*

Or. en

**Amendment 110**

**Victor Negrescu, Marcos Ros Sempere, Domènec Ruiz Devesa, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

*6 a. Calls on the Commission, to establish a forum bringing together the Member States, Parliament and other relevant stakeholders and experts; urges the Commission to better integrate digital education into the European Semester exercise and to expand its current focus on the economic impact of education to include social objectives, online and offline, as well as a focus on the quality of educational provision; considers that the European Semester should better reflect the pace of education reforms that often do not adjust well to the Semester's timeframe; underlines the need to increase the role and visibility of education in the European Semester exercise;*

Or. en

**Amendment 111**

**Victor Negrescu, Domènec Ruiz Devesa, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 6 b (new)**

*Motion for a resolution*

*Amendment*

**6 b.** *Notes that Member States will come out of the Covid19 crisis with historically high debt levels; points out that the classification of education as expenditure in national accounting has led to a sizeable cut in education budgets in previous crises; stresses that the digital transition in education will not be possible without a sizeable investment; calls for education expenditure to be reclassified as an investment in national accounts;*

Or. en

**Amendment 112**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

**Motion for a resolution**

**Paragraph 7**

*Motion for a resolution*

*Amendment*

**7.** *Welcomes the Digital Education Hubs as a first step towards a co-creation process involving key stakeholders; calls on the Commission to supervise implementation at national level and ensure fair representation and independence within the hubs; calls on the Commission to fully involve Parliament in creating European and national hubs and in nominating relevant stakeholders;*

*deleted*

Or. en

**Amendment 113**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 7**



*Motion for a resolution*

7. Welcomes the Digital Education Hubs as a first step towards a co-creation process involving key stakeholders; calls on the Commission to supervise implementation at national level and ensure fair representation and independence within the hubs; calls on the Commission to fully involve Parliament in creating European and national hubs and in nominating relevant stakeholders;

*Amendment*

7. Welcomes the Digital Education Hubs as a first step towards a co-creation process involving key stakeholders, ***including civil society organisations***; calls on the Commission to supervise implementation at national level and ensure fair representation and independence within the hubs, ***advisory services and stakeholder consultations***; calls on the Commission to fully involve Parliament in creating European and national hubs, ***advisory services and stakeholder consultations*** and in nominating relevant stakeholders;

Or. en

**Amendment 114**

**Andrea Bocskor**

**Motion for a resolution**

**Paragraph 7**

*Motion for a resolution*

7. Welcomes the Digital Education Hubs as a first step towards a co-creation process involving key stakeholders; calls on the Commission to supervise implementation at national level and ensure fair representation and independence within the hubs; calls on the Commission to fully involve Parliament in creating European and national hubs and in nominating relevant stakeholders;

*Amendment*

7. Welcomes the Digital Education Hubs as a first step towards a co-creation process involving key stakeholders; calls on the Commission to supervise implementation at national level and ensure fair representation and independence within the hubs; calls on the Commission to fully involve Parliament in creating European and national hubs and in nominating relevant stakeholders ***and experts representing different pedagogical approaches to digital education from both inside and outside mainstream education***;

Or. en

**Amendment 115**

**Dace Melbārde**

## **Motion for a resolution**

### **Paragraph 7**

#### *Motion for a resolution*

7. Welcomes the Digital Education Hubs as a first step towards a co-creation process involving key stakeholders; calls on the Commission to supervise implementation at national level and ensure fair representation and independence within the hubs; calls on the Commission to fully involve Parliament in creating European and national hubs and in nominating relevant stakeholders;

#### *Amendment*

7. Welcomes the Digital Education Hubs as a first step towards a co-creation process involving key stakeholders; calls on the Commission ***whilst respecting the principle of subsidiarity*** to supervise ***where necessary*** implementation at national level and ensure fair representation and independence within the hubs; calls on the Commission to fully involve Parliament in creating European and national hubs and in nominating relevant stakeholders;

Or. en

## **Amendment 116**

**Martina Michels**

## **Motion for a resolution**

### **Paragraph 7**

#### *Motion for a resolution*

7. Welcomes the Digital Education Hubs as a first step towards a co-creation process involving key stakeholders; calls on the Commission to supervise implementation at national level and ensure fair representation and independence within the hubs; calls on the Commission to fully involve Parliament in creating European and national hubs and in nominating relevant stakeholders;

#### *Amendment*

*(Does not affect the English version.)*

Or. de

## **Amendment 117**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Alexander Bernhuber, Theodoros Zagorakis, Željana Zovko, Ioan-Rareş Bogdan, Isabel Benjumea Benjumea, Iuliu Winkler, Peter Pollák, Loucas Furlas, Milan Zver, Tomasz Frankowski, Christian Ehler**

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

*Motion for a resolution*

*Amendment*

**7 a. Stresses the importance of a number of European instruments which can be used for the development of formal and non-formal education as well as investment in educational infrastructure and digital equipments in schools, such as the European Structural and Investment Funds (ESIF), the Connecting Europe Facility, Horizon Europe, Erasmus+, the European Solidarity Corps and the new Digital Education Action Plan; points out furthermore that investments at national level are also essential;**

Or. en

**Amendment 118**

**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

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

*Motion for a resolution*

*Amendment*

**7 a. Calls for interdisciplinary research into the various impacts of digital technologies on education and development of children, linking education sciences, pedagogy, psychology, sociology, neuroscience and computer science so as to achieve as deep an understanding as possible of how the minds of children and adults are responding to the digital environment and what challenges might be connected with digital education;**

Or. en

**Amendment 119**

**Marcel Kolaja**

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

*Motion for a resolution*

*Amendment*

**7 a. Calls on the Commission and Member States to pay attention to the validation of digital skills as well as to innovative digital validation tools and methods in the Digital Education Action Plan;**

Or. en

**Amendment 120  
Marcel Kolaja**

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

*Motion for a resolution*

*Amendment*

**7 b. Recommends that the Commission merge the two separate platforms planned, the European Exchange Platform and the European Digital Education Hub given that they seem to have the same aim of sharing training materials and resources in digital education.**

Or. en

**Amendment 121**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Loucas Furlas, Alexander Bernhuber, Iuliu Winkler, Peter Pollák, Tomasz Frankowski, Milan Zver, Christian Ehler, Željana Zovko, Isabel Benjumea Benjumea, Theodoros Zagorakis, Ioan-Rareș Bogdan**

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

*Motion for a resolution*

*Amendment*

**7 b. Supports the Erasmus+ programme and the increase of its budget in order to make it more efficient and inclusive; supports volunteering as the key activity of the ESC;**

Or. en

**Amendment 122**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

**Motion for a resolution**

**Paragraph 7 a (new)**

*Motion for a resolution*

*Amendment*

**7 a. Notes with satisfaction the growing number of digital education platforms being set up; calls on the Commission, in particular through a dedicated Knowledge and Innovation Community within the European Institute of Innovation and Technology, and the Erasmus+ and InvestEU programmes, to support the creation of pan-European platforms for the broad dissemination of educational content and tools in an inclusive and multilingual way; stresses the importance for teachers and pupils to have access to content hosted and stored in a Member State and not in a third country; notes the huge potential of the eTwinning platform and calls on the Commission to promote it as widely as possible;**

Or. en

**Amendment 123**

**Marcel Kolaja**

**Motion for a resolution**

**Paragraph 7 c (new)**

**7 c.** *Underlines that the post-pandemic recovery and revitalisation of European education policy is strictly connected to the other challenges that the European Union and the world are facing, starting with the climate crisis; is convinced that future education policy has to be deeply interconnected with social challenges as well as to the Green and digital transitions;*

Or. en

**Amendment 124**  
**Marcel Kolaja**

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

*Motion for a resolution*

*Amendment*

**7 d.** *Encourages Member States to embrace innovation and include technologies in their education and training systems in a smart, learner-centred way, without forgetting that technology is to complement in-person learning and not to replace it;*

Or. en

**Amendment 125**  
**Dace Melbārde**

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

*Motion for a resolution*

*Amendment*

8. Deplores the persistent digital divide in the Union; ***regrets the fact that in some Member States, like Romania, efforts to provide access to quality digital education have failed, leaving more than***

8. Deplores the persistent digital divide in the Union; ***notes*** the Commission's analysis that fast and reliable internet and quality digital equipment in educational establishments,

***30 % of pupils without access to education for several months; shares*** the

Commission's analysis that fast and reliable internet and quality digital equipment in educational establishments, non-formal settings and ***the*** home are prerequisites for effective digital education;

non-formal settings and ***at*** home are ***among the*** prerequisites for effective digital education; ***notes, however, that certain Member States thanks to dedicated public investments are far ahead in their development and use of digital solutions for education; believes that public-private partnerships can speed up the pace of developing and adopting digital education solutions;***

Or. en

### **Amendment 126**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

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

##### **Paragraph 8**

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

8. Deplores the persistent digital divide in the Union; regrets the fact that in some Member States, ***like Romania,*** efforts to provide access to quality digital education have failed, leaving ***more than 30 % of*** pupils without access to education for several months; shares the Commission's analysis that fast and reliable internet and quality digital equipment in educational establishments, non-formal settings and the home are prerequisites for effective digital education;

###### *Amendment*

8. Deplores the persistent digital divide in the Union; regrets the fact that in some Member States, efforts to provide access to quality digital education have failed, leaving ***too many*** pupils without access to education for several months; shares the Commission's analysis that fast and reliable internet and quality digital equipment in educational establishments, non-formal settings and the home are prerequisites for effective digital education;

Or. en

### **Amendment 127**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Peter Pollák, Tomasz Frankowski, Milan Zver, Christian Ehler, Željana Zovko, Isabel Benjumea Benjumea, Theodoros Zagorakis, Ioan-Rareș Bogdan, Loucas Furlas, Alexander Bernhuber, Iuliu Winkler**

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

##### **Paragraph 8**

*Motion for a resolution*

8. Deplores the persistent digital divide in the Union; regrets the fact that in some Member States, **like Romania**, efforts to provide access to quality digital education have failed, leaving more than 30 % of pupils without access to education for several months; shares the Commission's analysis that fast and reliable internet and quality digital equipment in educational establishments, non-formal settings and the home are prerequisites for effective digital education;

*Amendment*

8. Deplores the persistent digital divide in the Union; regrets the fact that in some Member States efforts to provide access to quality digital education have failed, leaving more than 30 % of pupils without access to education for several months; shares the Commission's analysis that fast and reliable internet and quality digital equipment in educational establishments, non-formal settings and the home are prerequisites for effective digital education;

Or. en

**Amendment 128**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 8**

*Motion for a resolution*

8. Deplores the persistent digital divide in the Union; regrets the fact that in some Member States, like Romania, efforts to provide access to quality digital education have failed, leaving more than 30 % of pupils without access to education for several months; shares the Commission's analysis that fast and reliable internet and quality digital equipment in educational establishments, non-formal settings and the home are prerequisites for effective digital education;

*Amendment*

8. Deplores the persistent digital divide in the Union; regrets the fact that in some Member States, like Romania, efforts to provide access to quality digital education have failed, leaving more than 30 % of pupils without access to education for several months; shares the Commission's analysis that fast and reliable internet and quality digital equipment in educational establishments, non-formal settings and the home are prerequisites for effective digital education; ***stresses the problematic lack of access to education for pupils due to this spring's lockdown and recalls for the need to counter the digital divide.***

Or. en



**Amendment 129**  
**Isabel Benjumea Benjumea**

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

*Motion for a resolution*

8. Deplores the persistent digital divide in the Union; regrets the fact that in some Member States, like Romania, efforts to provide access to quality digital education have failed, leaving more than 30 % of pupils without access to education for several months; shares the Commission's analysis that fast and reliable internet and quality digital equipment in educational establishments, non-formal settings and the home are prerequisites for effective digital education;

*Amendment*

8. Deplores the persistent digital divide in the Union; regrets the fact that in some Member States, like Romania, efforts to provide access to quality digital education have failed, leaving more than 30 % of pupils without access to education for several months; shares the Commission's analysis that fast and reliable internet and quality digital equipment in **public and private** educational establishments, **universities**, non-formal settings and the home are prerequisites for effective digital education;

Or. es

**Amendment 130**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

***8 a. underlines the difficulties faced by VET institutions, which rely on hands-on training, in adapting to the digital environment; calls for adequate solutions and proper funding in order to ensure that VET education can be effectively delivered;***

Or. en

**Amendment 131**  
**Dace Melbārde**

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

*Motion for a resolution*

9. Insists that broadband should be considered a public good and be universally accessible as a critical step in closing the digital divide; calls for specific measures to enhance access for remote, rural and mountain areas with low connectivity **and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, new educational devices or gamification, in the light of their growing importance and potential; calls for a new initiative on AI and robotics for education;**

*Amendment*

9. Insists that broadband should be considered a public good and be universally accessible **and affordable** as a critical step in closing the digital divide; calls for specific measures to enhance access for remote, rural and mountain areas with low connectivity;

Or. en

**Amendment 132**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Christian Ehler, Željana Zovko, Isabel Benjumea Benjumea, Theodoros Zagorakis, Ioan-Rareș Bogdan, Loucas Furlas, Alexander Bernhuber, Iuliu Winkler, Tomasz Frankowski, Peter Pollák**

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

*Motion for a resolution*

9. Insists that broadband should be considered a public good and be universally accessible as a critical step in closing the digital divide; calls for specific measures to enhance access for remote, rural and mountain areas with low connectivity and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, new educational devices or gamification, in the light of their growing importance and potential; calls for a new initiative on AI and robotics for education;

*Amendment*

9. Insists that broadband should be considered a public good and be universally accessible as a critical step in closing the digital divide; calls for specific measures to enhance access for remote, rural and mountain areas with low connectivity and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, new educational devices or gamification, in the light of their growing importance and potential; calls for a new initiative on AI and robotics for education; **recalls furthermore that an ethical and human-centric AI approach should be ensured by EU programmes and schemes;**

**Amendment 133****Victor Negrescu, Domènec Ruiz Devesa, Petra Kammerevert****Motion for a resolution****Paragraph 9***Motion for a resolution*

9. Insists that broadband should be considered a public good and be universally accessible as a critical step in closing the digital divide; calls for specific measures to enhance access for remote, rural and mountain areas with low connectivity and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, new educational devices *or* gamification, in the light of their growing importance and potential; calls for a new initiative on AI and robotics for education;

*Amendment*

9. Insists that broadband should be considered a public good and *its infrastructure should be adequately funded in order to* be universally accessible as a critical step in closing the digital divide; calls for specific measures to enhance access for *educational institutions, especially those in* remote, rural and mountain areas with low connectivity and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, *open source*, new educational devices *(computer and tablets) or online and offline* gamification, in the light of their growing importance and potential; calls for *Member States to promote and facilitate access to funding schemes to provide educational institutions with such technologies and tools; calls for a new learner-centred* initiative on AI and robotics for education;

Or. en

**Amendment 134****Marcel Kolaja****Motion for a resolution****Paragraph 9***Motion for a resolution*

9. Insists that broadband should be considered a public good and be universally accessible as a critical step in

*Amendment*

9. Insists that broadband should be considered a public good and be universally accessible as a critical step in

closing the digital divide; calls for specific measures to enhance access for remote, rural and mountain areas with low connectivity and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, new educational devices or gamification, in the light of their growing importance and potential; calls for *a new initiative on AI and robotics for education*;

closing the digital divide; calls for specific measures to enhance access for remote, rural and mountain areas with low connectivity and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, new educational devices or gamification, in the light of their growing importance and potential; calls for *inclusion of AI and robotics for education in the future AI legislation; encourages Member States to use available sources under the recovery funds to strengthen digital infrastructure and access to digital technologies for vulnerable groups*

Or. en

#### **Amendment 135**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Monica Semedo, Irena Joveva**

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

##### *Motion for a resolution*

9. Insists that broadband should be considered a public good and be universally accessible as a critical step in closing the digital divide; calls for specific measures to enhance access for remote, rural and mountain areas with low connectivity and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, new educational devices or gamification, in the light of their growing importance and potential; *calls for a new initiative on AI and robotics for education*;

##### *Amendment*

9. Insists that broadband should be considered a public good and be universally accessible as a critical step in closing the digital divide; calls for specific measures to enhance access for remote, rural and mountain areas with low connectivity and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, new educational devices or gamification, in the light of their growing importance and potential; *notes the potential that the deployment of 5G could have in Europe and invites the Commission to study the possible contributions of 5G to e-learning*;

Or. en

#### **Amendment 136**

**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

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

*Motion for a resolution*

9. Insists that broadband should be considered a public good and be universally accessible as a critical step in closing the digital divide; calls for specific measures to enhance access for remote, rural and mountain areas with low connectivity and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, new educational devices or gamification, in the light of their growing importance and potential; calls for a new initiative on AI and robotics for education;

*Amendment*

9. Insists that broadband should be considered a public good and be universally accessible as a critical step in closing the digital divide; calls for specific measures to enhance access for ***all schools, especially those in*** remote, rural and mountain areas with low connectivity and limited access to emerging technologies such as artificial intelligence (AI), robotics, blockchain, new educational devices or gamification, in the light of their growing importance and potential; calls for a new initiative on AI and robotics for education;

Or. en

**Amendment 137**  
**Dace Melbārde**

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

*Motion for a resolution*

*Amendment*

***9 a. Calls for a new initiative on AI and robotics for education; notes that AI-based applications in education are facilitating progress in various disciplines such as language learning and maths;***

Or. en

**Amendment 138**  
**Victor Negrescu, Predrag Fred Matić, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

**9 a.** *Encourages the Commission and the Member States to address the gender gap in the digital ecosystem and focus on better inclusion of girls in digital education from a very young age;*

Or. en

**Amendment 139**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

**9 b.** *Underlines the importance of adapting the digital education process to an integrated pedagogical, cognitive and psychological approach taking into consideration all the dimensions of education with regards to different age groups; reiterates the importance for digital education to be based on easy-to-master mental maps, adapted cognitive workload, interleaved and spaced practices; calls on the Commission and the Member States to study and invest more resources in the initial steps, approach and training, in online and offline formats, towards the development of digital skills and digital education; underlines the need to further elaborate on the European strategy for early and childhood education focused on building an online playground for pupils;*

Or. en

**Amendment 140**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

**9 c.** *Stresses the importance of the Union taking the lead in digital education by seeking to enable an easy use of the innovations or technologies implemented, adapted to the infrastructure available and accessible to the biggest number of teachers, learners and parents;*

Or. en

**Amendment 141**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

**Motion for a resolution  
Paragraph 10**

*Motion for a resolution*

*Amendment*

10. Welcomes the plan's focus on supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at *other* educational establishments *besides schools*;

10. Welcomes the plan's focus on supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at *all formal and non-formal* educational establishments;

Or. en

**Amendment 142**

**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

**Motion for a resolution  
Paragraph 10**

*Motion for a resolution*

*Amendment*

10. Welcomes the plan's focus on

10. Welcomes the plan's focus on

supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at other educational establishments besides schools;

supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at other educational establishments besides schools; ***highlights that educational establishments should be given considerable autonomy in achieving innovation and in developing teaching methods for education in the digital era, as they are closest to the learner;***

Or. en

#### **Amendment 143**

**Martina Michels, Pernando Barrena Arza, Alexis Georgoulis, Niyazi Kizilyürek**

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

##### **Paragraph 10**

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

10. Welcomes the plan's focus on supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at other educational establishments besides schools;

###### *Amendment*

10. Welcomes the plan's focus on supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at other educational establishments besides schools, ***this support to be provided on a long-term basis by trained staff who oversee networks and applications and provide basic instruction in data protection;***

Or. de



**Amendment 144**  
**Isabel Benjumea Benjumea**

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

*Motion for a resolution*

10. Welcomes the plan's focus on supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at other educational establishments besides schools;

*Amendment*

10. Welcomes the plan's focus on supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at other educational establishments, ***both public and private, such as vocational training centres or employment training centres,*** besides schools;

Or. es

**Amendment 145**  
**Victor Negrescu, Marcos Ros Sempere, Petra Kammerevert**

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

*Motion for a resolution*

10. Welcomes the plan's focus on supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at other educational establishments besides schools;

*Amendment*

10. Welcomes the plan's focus on supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at other educational establishments besides schools, ***such as vocational education centres and early childhood education centres;***

## Amendment 146

Dace Melbārde

### Motion for a resolution

#### Paragraph 10

##### *Motion for a resolution*

10. Welcomes the plan's focus on supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at other educational establishments besides schools;

##### *Amendment*

10. Welcomes the plan's focus on supporting school and university connectivity through the Connecting Europe Facility and efforts to publicise EU funding opportunities; calls on the Commission to work closely with Member States, local authorities and **relevant** stakeholders to ensure that EU support dovetails with national schemes, in particular to support disadvantaged groups; calls on the Commission to target support at other educational **and community** establishments besides schools;

Or. en

## Amendment 147

Dace Melbārde

### Motion for a resolution

#### Paragraph 10 a (new)

##### *Motion for a resolution*

##### *Amendment*

**10 a. Highlights the positive role AI can play in fostering equity and quality in education for all stakeholders, including by easing of the workload of educational staff and making educational content more engaging and customised for students' needs; is concerned about the fact that public investment in AI in the Union has been vastly lagging behind that of other major economies; calls for increased focus on public investment in AI;**

**Amendment 148**

**Marcel Kolaja**

**Motion for a resolution**

**Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

***10 a. Recalls that the rise of digital merchandising of educational resources poses risks in to the pedagogical freedom of teachers and educators, as well as data security and privacy concerns; believes that possible ways to balance out the digital space and ensure fairer outcomes for all would be to incentivise free and open source solutions and the interoperability of hardware and software;***

**Amendment 149**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

***10 a. Calls on the Commission to factor in differing levels of technological advancement across and within the Member States and between education sectors and institutions and to pay particular attention to harder-to-reach areas and groups when producing recommendations and guidance; underlines the need for a cross-sectoral and in-depth approach towards digital education;***

**Amendment 150**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

***10 b. Considers that the Union can play a key role in helping develop and make available high-quality educational content, building on promising schemes like e-twinning; considers the European exchange platform to have potential as a tool to ensure better cooperation between stakeholders and education actors at European level and calls on the Commission to complete its planned feasibility study with due speed; recalls the need to facilitate the rapid exchange of best practices and urges the Commission to support efforts to scale up successful initiatives;***

Or. en

**Amendment 151**  
**Dace Melbārde**

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

*Motion for a resolution*

*Amendment*

***10 b. Notes that AI-enabled personalised learning experiences can not only help increase students' motivation and help them reach their full potential, but also help reduce drop-out rates; further notes that AI can increasingly help teachers improve their effectiveness thanks to an increased understanding of the students' learning methods and styles, by helping to identify learning difficulties and by better assessing the individual progress achieved;***

**Amendment 152**

**Victor Negrescu, Marcos Ros Sempere, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 10 c (new)**

*Motion for a resolution*

*Amendment*

***10 c. Encourages Member States to promote flexible models of education and support for distance learners using such means as e-resources, e-materials, videos, e-mentorship and free online training; insists on the need for an open and transparent digital education environment with regard to the content, devices and technologies that are being used and calls on the Commission and Member States to guarantee the independence of educational systems from any interference or interests;***

Or. en

**Amendment 153**

**Dace Melbārde**

**Motion for a resolution**

**Paragraph 10 c (new)**

*Motion for a resolution*

*Amendment*

***10 c. Is deeply concerned about insufficient AI-specific higher education programmes in the EU as well as a lack of AI researchers pursuing an academic career in EU-based universities; is of the view that in order to remain competitive, the EU needs to foster and retain a large pool of digital talent with advanced digital skills;***

Or. en

**Amendment 154**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

***10 d. Calls on the Commission and Member States to initiate a quality digital education certification and credential infrastructure, applicable at European level, for digital content, digital platforms and digital infrastructures and technologies that will offer the possibility for beneficiaries to access a wide-variety of resources and that will enable an open-market educational environment and the possibility for new (European) initiatives;***

Or. en

**Amendment 155**  
**Dace Melbārde**

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

*Motion for a resolution*

*Amendment*

***10 d. Calls for dedicated initiatives to increase the awareness and understanding of both the opportunities and limitations of AI in educational settings;***

Or. en

**Amendment 156**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

**10 e. Welcomes the Commission's efforts to digitise education and qualifications, including the new Europass platform and the planned Europass Digital Credential Infrastructure; draws attention, at the same time, to the need to improve the functionality of the Europass platform as regards searching for and receiving job and course offers to the need to carry out relevant updates of the information on the platform concerning current courses, training, job offers, and to the need to designate the institutions responsible for this process;**

Or. en

**Amendment 157**

**Dace Melbārde**

**Motion for a resolution**

**Paragraph 10 e (new)**

*Motion for a resolution*

*Amendment*

**10 e. Believes that embracing digital technologies has to go hand-in-hand with modernising existing curricula and learning and teaching methods; stresses in this regard the importance of providing teachers with digital learning opportunities;**

Or. en

**Amendment 158**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 10 f (new)**

*Motion for a resolution*

*Amendment*

**10 f. Calls on the Member States to promote initiatives through which businesses, civil society organisations and start-ups can present and share high-tech innovation with learners, professors, tutors and parents, including tools and instruments that facilitate digital learning;**

Or. en

**Amendment 159**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

**10 g. Underlines the importance of parents in digital education and calls for a special European study and initiative on digital parenting seeking to help develop a consistent and effective approach across Member States to help parents to adapt to this new digital education environment;**

Or. en

**Amendment 160**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

**10 h. Underlines that in a holistic approach to education, all learning that happens in and out of compulsory education needs to be valued and recognised, stresses that new learning environments go beyond the formal schooling system, particularly with respect to digital skills and competences, often learned in non-formal and informal**



*settings; calls, therefore for support to non-formal learning providers to increase capacity and resources to be able to offer accessible quality digital education and training.*

Or. en

**Amendment 161**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

***10 i. Underlines the added value of mentorship in developing digital skills and the implementation of digital education methods and practices.***

Or. en

**Amendment 162**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

***10 j. Welcomes the planned Council Recommendation on the enabling factors for digital education, but urges the Commission to bring forward the date of publication to 2021;***

Or. en

**Amendment 163**  
**Victor Negrescu, Domènec Ruiz Devesa, Massimiliano Smeriglio, Petra Kammerevert**

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

*Motion for a resolution*

11. Insists that greater attention be devoted to teacher training as the plan is rolled out so as to ensure that teachers not only possess digital skills, but can also teach them; calls for a pan-Union initiative to develop new pedagogical methods for the digital environment; underlines the increasingly important role played by parents and tutors in distance learning and calls for them to be given special training and support mechanisms;

*Amendment*

11. Insists that greater attention be devoted to ***accessible*** teacher training as the plan is rolled out so as to ensure that teachers ***and educators*** not only possess digital skills, but can also teach them; calls for a pan-Union initiative to develop new pedagogical methods for the digital environment; underlines the increasingly important role played by parents and tutors in distance learning and calls for them to be given special training and support mechanisms; ***notes that more than half of European education systems include digital skills as an interdisciplinary subject already from primary school, also providing the opportunity for these skills to become a compulsory subject in its own right including for assessment of student learning, insists, therefore, on the need to pay more attention to teacher training during the various stages of implementation of the Plan, so as to ensure that they not only possess digital skills, but can also teach them; to this end, encourages investments in specialisation courses in digital teaching skills for both teachers and IT professionals aspiring to teaching;***

Or. en

**Amendment 164**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

**Motion for a resolution  
Paragraph 11**

*Motion for a resolution*

11. Insists that greater attention be devoted to teacher training as the plan is rolled out so as to ensure that teachers not only possess digital skills, but can also teach them; calls for a pan-Union initiative

*Amendment*

11. Insists that greater attention be devoted to teacher training as the plan is rolled out so as to ensure that teachers not only possess digital skills, but can also teach them, ***freely and within the***

to develop new pedagogical methods for the digital environment; underlines the increasingly important role played by parents and tutors in distance learning and calls for them to be given special training and support mechanisms;

***framework of the pedagogical exception provided for in Directive (EU) 2019/790; calls for a pan-Union initiative to develop new pedagogical methods for the digital environment; underlines the increasingly important role played by parents and tutors in distance learning and calls for them to be given special training and support mechanisms; stresses the essential role of Erasmus+ and teacher mobility for the acquisition of skills; notes with interest the potential of the future Teacher Academy;***

Or. en

### **Amendment 165**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Loucas Furlas, Alexander Bernhuber, Iuliu Winkler, Tomasz Frankowski, Peter Pollák, Isabel Benjumea Benjumea, Theodoros Zagorakis, Ioan-Rareş Bogdan, Milan Zver, Christian Ehler, Željana Zovko**

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

#### *Motion for a resolution*

11. Insists that greater attention be devoted to teacher training as the plan is rolled out so as to ensure that teachers not only possess digital skills, but can also teach them; calls for a pan-Union initiative to develop new pedagogical methods for the digital environment; underlines the increasingly important role played by parents and tutors in distance learning and calls for them to be given special training and support mechanisms;

#### *Amendment*

11. Insists that greater attention be devoted to teacher training as the plan is rolled out so as to ensure that teachers not only possess digital skills, but can also teach them; calls for a pan-Union initiative to develop new pedagogical methods for the digital environment; underlines the increasingly important role played by parents, ***families*** and tutors in distance learning ***and the need for them to have good internet, digital and technical skills*** and calls for them to be given special training and support mechanisms; ***stresses the need to assist all families with digital tools in order to grant access to remote education;***

Or. en

## Amendment 166

Dace Melbārde

### Motion for a resolution

#### Paragraph 11

##### *Motion for a resolution*

11. Insists that greater attention be devoted to teacher training as the plan is rolled out so as to ensure that teachers not only possess digital skills, but can also teach them; calls for a pan-Union initiative to develop new pedagogical methods for the digital environment; underlines the increasingly important role played by parents and tutors in distance learning and calls for them to be given special training and support mechanisms;

##### *Amendment*

11. Insists that greater attention be devoted to teacher training as the plan is rolled out so as to ensure that teachers not only possess digital skills, but can also teach them; calls for a pan-Union initiative to develop new pedagogical ***and assessment*** methods for ***educators and learners to succeed in*** the digital ***environment, recognising specific digital challenges such as asynchronous learning and the importance of fostering critical engagement with digital content in today's passive online*** environment; underlines the increasingly important role played by parents and tutors in distance learning and calls for them to be given special training and support mechanisms;

Or. en

## Amendment 167

Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva

### Motion for a resolution

#### Paragraph 11 a (new)

##### *Motion for a resolution*

##### *Amendment*

***11 a. Stresses the importance of the portability and certification of digital skills; notes with interest the Commission's initiative to establish a European digital skills passport; calls for it to be developed in accordance both with the systems already in place and used in the Member States and with the European Digital Competence Framework, in order to avoid duplication and overlapping; stresses the need to integrate this future***

*passport into Europass; calls on the Commission to study its integration into the future European Student Card; calls on the Commission to support the development of European open badges;*

Or. en

**Amendment 168**  
**Marcel Kolaja**

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

*Motion for a resolution*

*Amendment*

*11 a. Believes that, in partnership with parents, health professionals, civil society and non-formal education providers, educational institutions need to develop an age-appropriate curriculum, to train people to be critical users of electronic media, to be able to make relevant and informed choices and avoid harmful behaviour; considers that there is a need to reflect on the negative impacts of prolonged “screen time” on the well-being of learners;*

Or. en

**Amendment 169**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Loucas Furlas, Alexander Bernhuber, Iuliu Winkler, Tomasz Frankowski, Peter Pollák, Milan Zver, Christian Ehler, Željana Zovko, Ioan-Rareş Bogdan, Isabel Benjumea Benjumea, Theodoros Zagorakis**

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

*Motion for a resolution*

*Amendment*

*11 a. Calls on the European Commission, together with the Member States, to provide financial support for training courses designed for teachers*

*in order to prepare them to carry out teaching activities using the new platforms; notes that the next generation of teachers needs to be equipped with digital skills and competences to prepare children for the future, while exploiting the potential of digital teaching methods;*

Or. en

**Amendment 170**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

**Paragraph 11 a (new)**

*Motion for a resolution*

*Amendment*

*11 a. Stresses that mechanical, technical and digital school subjects quite often have an unconscious male agenda and approach; Highlights that education can be the key for breaking gender stereotypes and these stereotypes should be challenged not reinforced in classrooms in order to create gender-sensitive approaches to education and teaching;*

Or. en

**Amendment 171**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 11 a (new)**

*Motion for a resolution*

*Amendment*

*11 a. Notes the value of the SELFIE self-assessment tool and welcomes its extension to teachers, but calls on the Commission to boost the currently low take-up; sees the potential for teacher training support through Erasmus+, but*

*calls on the Commission to provide a clear concept and budget for its proposed Teacher Academies;*

Or. en

**Amendment 172**  
**Marcel Kolaja**

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

*Motion for a resolution*

*Amendment*

*11 b. Notes that training should involve courses on Free and Open Source Software in order to prevent vendor lock-ins in society and to clarify the principles of open technologies; underlines that open technologies support a sense of cooperation and thanks to new technologies such as 3D printing, facilitate access to research and to scientific and innovation communities;*

Or. en

**Amendment 173**  
**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Tomasz Frankowski, Peter Pollák, Milan Zver, Christian Ehler, Željana Zovko, Ioan-Rareș Bogdan, Isabel Benjumea Benjumea, Theodoros Zagorakis, Loucas Fourlas, Iuliu Winkler, Alexander Bernhuber**

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

*Motion for a resolution*

*Amendment*

*11 b. Calls on the European Commission, together with the Member States to provide schools (teachers and students) not only with technical support and an Internet connection, but also with the necessary support on safe and reliable software, e-learning materials and platforms for best practice sharing to be*

*able to continue with distance learning;*

Or. en

**Amendment 174**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

***11 b. Salutes the European Digital Skills Certificate (EDCS) as a tool enabling the development of common education standards for digital skills at European level; underlines the desire of the CULT Committee in the European Parliament to play an active role in the development of the European framework;***

Or. en

**Amendment 175**  
**Andrea Bocskor, Michaela Šojdrová, Sabine Verheyen, Loucas Fourlas, Iuliu Winkler, Alexander Bernhuber, Christian Ehler, Željana Zovko, Ioan-Rareș Bogdan, Isabel Benjumea Benjumea, Theodoros Zagorakis, Tomasz Frankowski, Milan Zver, Peter Pollák**

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

*Motion for a resolution*

*Amendment*

***11 c. Calls for further enhancements to existing online education platforms which should focus on online education and provide teachers with best practices; calls, in this regard, for better promotion and development of programmes such as the Electronic Platform for Adult Learning in Europe (EPALE) and the School Education Gateway;***

Or. en



**Amendment 176**  
**Marcel Kolaja**

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

*Motion for a resolution*

*Amendment*

***11 c. Recalls the importance of offering teachers, students and parents high-quality, accessible digital education contents from diversified sources; demands that sufficient funding is allocated to the acquisition of professionally produced contents to complement investments in infrastructures and teachers training***

Or. en

**Amendment 177**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

***11 c. Welcomes the planned expansion of the Digital Opportunity traineeships to VET learners and to teachers, trainers and educational staff;***

Or. en

**Amendment 178**  
**Victor Negrescu, Domènec Ruiz Devesa, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

12. Underlines the challenge of cyberthreats, cyberbullying, data and

12. Underlines the challenge of cyberthreats, cyberbullying, data and

privacy protection, dangerous online games and disinformation in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns;

privacy protection, dangerous online games and disinformation in the digital environment, ***including in terms of mental health and wellbeing***; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns, ***including soft skills such as Digital collaboration, digital content creation, creativity, digital problem-solving skills, digital and media literacy, learning skills and how to work independently***; ***calls on the Commission to regularly review the effectiveness of the code of practice on online disinformation and adequately tackle social media's responsibility for and role to fighting against online disinformation***;

Or. en

#### **Amendment 179**

**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

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

##### **Paragraph 12**

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

12. Underlines the challenge of cyberthreats, cyberbullying, data and privacy protection, dangerous online games and disinformation in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns;

###### *Amendment*

12. Underlines the challenge of cyberthreats, cyberbullying, data and privacy protection, dangerous online games and disinformation in the digital environment, ***including in terms of mental health and wellbeing***; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital ***and media*** literacy campaigns; ***stresses that while digital skills have to be promoted they***

*should not overshadow traditional and humanistic skills;*

Or. en

### **Amendment 180**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

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

##### **Paragraph 12**

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

12. Underlines the challenge of cyberthreats, cyberbullying, data and privacy protection, dangerous online games and disinformation in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns;

###### *Amendment*

12. Underlines the challenge of cyberthreats ***including online child pornography and grooming***, cyberbullying, data and privacy protection, dangerous online games and disinformation in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns; ***notes the importance of widely promoting events such as the EU Code Week and the Safer Internet Day***;

Or. en

### **Amendment 181**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Loucas Furlas, Iuliu Winkler, Alexander Bernhuber, Tomasz Frankowski, Milan Zver, Peter Pollák, Isabel Benjumea Benjumea, Theodoros Zagorakis, Željana Zovko, Christian Ehler, Ioan-Rareș Bogdan**

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

##### **Paragraph 12**

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

12. Underlines the challenge of cyberthreats, cyberbullying, data and

###### *Amendment*

12. Underlines the challenge of cyberthreats, cyberbullying, data and

privacy protection, dangerous online games and disinformation in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns;

privacy protection, dangerous online games and disinformation in the digital environment; **highlights that any development in the field of digital education must go hand-in-hand with a robust framework of data protection**; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns;

Or. en

## **Amendment 182** **Dace Melbārde**

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

#### *Motion for a resolution*

12. Underlines the challenge of cyberthreats, cyberbullying, data and privacy protection, dangerous online games and disinformation in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to **launch** large-scale digital literacy campaigns;

#### *Amendment*

12. Underlines the challenge of cyberthreats, cyberbullying, data and privacy protection, dangerous online games and disinformation in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to **work with local stakeholders, including media organisations. and work out tailored** large-scale digital literacy campaigns **suitable for local audiences**;

Or. en

## **Amendment 183** **Tomasz Frankowski, Asim Ademov, Sabine Verheyen, Michaela Šojdrová, Andrea Bocskor**

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

*Motion for a resolution*

12. Underlines the challenge of cyberthreats, cyberbullying, data and privacy protection, dangerous online games and disinformation in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns;

*Amendment*

12. Underlines the challenge of cyberthreats, cyberbullying, data and privacy protection, dangerous online games and disinformation in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy **through education and training** in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns;

Or. en

**Amendment 184**  
**Christine Anderson**

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

*Motion for a resolution*

12. Underlines the challenge of cyberthreats, cyberbullying, data and privacy protection, dangerous online games and disinformation in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns;

*Amendment*

12. Underlines the challenge of cyberthreats, cyberbullying, data and privacy protection, dangerous online games and disinformation **and censorship** in the digital environment; warmly welcomes, therefore, the increased focus on digital and information literacy in the revised plan; looks forward to the swift adoption of the Media Action Plan and the guidelines for teachers and educational staff; calls on the Commission to be more ambitious and to launch large-scale digital literacy campaigns;

Or. de

**Amendment 185**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

***12 a. Recalls that an important obstacle women face in participation in online activities and social networks is cyber violence and online harassment, which disproportionately affect girls and women; underlines that women and young girls also face hostility and prejudice throughout their participation in the ICT sector or digital education; notes that the Digital Education Action Plan should aim to provide skills and tools to girls, young women and men to help them to react to cyber violence, bullying, online harassment online and navigate disinformation; encourages the Member States to set strict codes of conduct and protocols for reporting all cases of harassment to the relevant authorities; stresses that the Istanbul Convention on preventing and combating violence against women and domestic violence should be ratified and applied;***

Or. en

**Amendment 186**

**Tomasz Frankowski, Asim Ademov, Sabine Verheyen, Michaela Šojdrová**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

***12 a. Underlines the need to recognise the legal and ethical principles related to intellectual property in the context of the increased creation and dissemination of educational digital content, as a result of the digital transformation in***

*education and training caused by the pandemic; welcomes and endorses the Intellectual Property in Education network managed by the European Union Intellectual Property Office and encourages the development of Intellectual Property-related skills among children, youngsters and teachers, as well as the creation of up-to-date modern and engaging materials and programmes;*

Or. en

**Amendment 187**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

*12 a. In light of the growing use of digital tools within educational curricula, calls on the Commission to address the specific nature of educational data and the risk posed by the lack of regulation on their exchange and storage; calls on the Commission to involve the European Data Protection Board (EDPB) in a reflection on the creation of a specific status for data relating to pupils and learners;*

Or. en

**Amendment 188**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

*12 a. Recalls that lower educational attainment in general often equates to lower digital proficiency; supports,*

*therefore, the recommendation in the reinforced Youth Guarantee that people not in education, employment or training undergo a digital skills assessment and receive training;*

Or. en

**Amendment 189**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

*12 b. Warns that social and educational inequalities in early childhood have a negative impact on educational attainment and employment prospects in later life; reiterates the need for improving access to quality education and more efforts in developing digital and media skills at an early age; welcomes the announcement of the European Commission to introduce a European Child Guarantee in order to tackle child poverty; underlines that Member States should allocate at least 5 % of the European Social Fund (ESF+) resources under shared management to support activities under the European Child Guarantee and insists that a separate budget line under the ESF+ needs to be created for the European Child Guarantee, with an allocation of EUR 20 billion;*

Or. en

**Amendment 190**  
**Victor Negrescu, Petra Kammerevert**

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



*Motion for a resolution*

*Amendment*

**12 c. Stresses the importance of lifelong learning and the responsibility of the private and public sectors to train people in order to remain competitive and relevant on the market.**

Or. en

**Amendment 191**

**Victor Negrescu, Domènec Ruiz Devesa, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 12 d (new)**

*Motion for a resolution*

*Amendment*

**12 d. Stresses that the digitalisation of education systems should not lead, under any circumstance, to the current or future commercial exploitation of digital data of learners, particularly within formal education; stresses that the highest safeguards must apply to the digital data of underage students, including for research and teaching purposes;**

Or. en

**Amendment 192**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 12 e (new)**

*Motion for a resolution*

*Amendment*

**12 e. Highlights the importance of green education and education about the environment and calls for the development of specially designed curricula across Europe taking into consideration the environmental impact of digital education;**

**Amendment 193**

**Victor Negrescu, Marcos Ros Sempere, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 12 f (new)**

*Motion for a resolution*

*Amendment*

**12 f. Recognises the importance of in-classroom education and underlines that digital technologies should be integrated into education and training so that they enhance in-person learning;**

Or. en

**Amendment 194**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 12 g (new)**

*Motion for a resolution*

*Amendment*

**12 g. Recalls the importance of in-classroom education and underlines that digital education is complementary;**

Or. en

**Amendment 195**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 12 h (new)**

*Motion for a resolution*

*Amendment*

**12 h. Recalls the new working realities generated by the pandemic, such as telework, and encourages educational and training institutions to develop new educational methods and prepare learners**

*and workers for this new working environment;*

Or. en

## **Amendment 196**

**Dace Melbārde**

### **Motion for a resolution**

#### **Paragraph 13**

##### *Motion for a resolution*

13. Underlines the need to enhance tools at Union level to open up lifelong learning opportunities and to enable full and quality access to **university and post-university** courses and materials; calls on the Commission to create an Online European University **with** distance and online education **content** available across Europe;

##### *Amendment*

13. Underlines the need to enhance **digital resources and** tools at Union level to open up lifelong learning opportunities and to enable full and quality access to **higher education** courses and materials; calls on the Commission to create an Online European University **servng as a platform for** distance and online education available across Europe;

Or. en

## **Amendment 197**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

### **Motion for a resolution**

#### **Paragraph 13**

##### *Motion for a resolution*

13. Underlines the need to enhance tools at Union level to open up lifelong learning opportunities and to enable full and quality access to university and post-university courses and materials; **calls on the Commission to create an Online European University with distance and online education content available across Europe;**

##### *Amendment*

13. Underlines the need to enhance tools at Union level to open up lifelong learning opportunities and to enable full and quality access to university and post-university courses and materials **sourced, verified and validated by the competent administrations;**

Or. en

## Amendment 198

Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel

### Motion for a resolution

#### Paragraph 13

##### *Motion for a resolution*

13. Underlines the need to enhance tools at Union level to open up lifelong learning opportunities and to enable full and quality access to university and post-university courses and materials; calls on the Commission to create an Online European University with distance and online education content available across Europe;

##### *Amendment*

13. Underlines the need to enhance tools **and mechanisms** at Union level to open up lifelong learning opportunities **for all** and to enable full and quality access to university and post-university courses and materials; calls on the Commission to create an Online European University with distance and online education content available across Europe;

Or. en

## Amendment 199

Victor Negrescu

### Motion for a resolution

#### Paragraph 13

##### *Motion for a resolution*

13. Underlines the need to enhance tools at Union level to open up lifelong learning opportunities and to enable full and quality access to university and post-university courses and materials; calls on the Commission to create **an** Online European University **with** distance and online education content available across Europe;

##### *Amendment*

13. Underlines the need to enhance tools **and mechanisms** at Union level to open up lifelong learning opportunities **for all** and to enable full and quality access to university and post-university courses and materials; **takes note of the development of a new digital education environment and market for higher education and** calls on the Commission to create Online European University **networks containing** distance and online education content **and programmes** available across Europe **that will enhance access to this type of educational solutions and offers across the EU**;

Or. en

## Amendment 200

Martina Michels, Pernando Barrena Arza, Alexis Georgoulis, Niyazi Kizilyürek

### Motion for a resolution

#### Paragraph 13

##### *Motion for a resolution*

13. Underlines the need to enhance tools at Union level to open up lifelong learning opportunities and to enable full and quality access to university and post-university courses and materials; calls on the Commission to create *an* Online European University with distance and online education content available across Europe;

##### *Amendment*

13. Underlines the need to enhance tools at Union level to open up lifelong learning opportunities and to enable full and quality access to university and post-university courses and materials; calls on the Commission to create *a public* Online European University with distance and online education content available across Europe *and, in that connection, to take account of Europe's language diversity as regards access and communication*;

Or. de

## Amendment 201

Marcel Kolaja

### Motion for a resolution

#### Paragraph 13

##### *Motion for a resolution*

13. Underlines the need to enhance tools at Union level to open up lifelong learning opportunities and to enable full and quality access to university and post-university courses and materials; calls on the Commission to create an Online *European University* with distance and online education content available across Europe;

##### *Amendment*

13. Underlines the need to enhance tools at Union level to open up lifelong learning opportunities and to enable full and quality access to university and post-university courses and materials; calls on the Commission to create an online *platform* with distance and online education *and diverse* content available across Europe;

Or. en

## Amendment 202

Evelyn Regner

on behalf of the Committee on Women's Rights and Gender Equality

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

*Motion for a resolution*

*Amendment*

**13 a. Calls on the Commission and the Member States, as well as private actors to find more attractive and creative ways to showcase female role models with successful careers in ICT and STEM, especially women leaders in digital and technology fields in order to motivate, inspire and encourage girls to pursue ICT and STEM studies, break existing stereotypes and boost women's self-confidence in their digital skills; emphasises that new and emerging technologies such as Artificial Intelligence, robotics, virtual and augmented reality offer exciting new prospects that intrigue young women and encourage them to participate in the development and implementation of these technologies;**

Or. en

**Amendment 203**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

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

*Motion for a resolution*

*Amendment*

**13 a. Calls on the Commission to encourage Member States to earmark funding for the acquisition of professional and secure digital educational resources hosted and stored in Europe, co-created in cooperation with professionals and experts in the production of educational material;**

Or. en

**Amendment 204**

**Martina Michels, Pernando Barrena Arza, Alexis Georgoulis, Niyazi Kizilyürek**

**Motion for a resolution**

**Paragraph 13 a (new)**

*Motion for a resolution*

*Amendment*

***13a. Emphasises that the special emphasis on encouraging girls and women to study MINT subjects at school and university and as part of their professional training and further training must also cover the related digital skills, from programming to networked application;***

Or. de

**Amendment 205**

**Dace Melbārde**

**Motion for a resolution**

**Paragraph 13 a (new)**

*Motion for a resolution*

*Amendment*

***13 a. Highlights the importance of cultural institutions as key providers of digital resources and the need to address issues ensuring the quality, reusability and interoperability of those resources;***

Or. en

**Amendment 206**

**Andrea Bocskor, Sabine Verheyen, Michaela Šojdrová, Alexander Bernhuber, Tomasz Frankowski, Milan Zver, Peter Pollák, Željana Zovko, Christian Ehler, Theodoros Zagorakis, Ioan-Rareş Bogdan, Loucas Fourlas, Iuliu Winkler, Isabel Benjumea Benjumea**

**Motion for a resolution**

**Paragraph 13 a (new)**

*Motion for a resolution*

*Amendment*

**13 a. Supports dual education in VET, lifelong learning and adult learning with a view to a better adaptation to labour market developments and preventing social isolation;**

Or. en

**Amendment 207**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

**Paragraph 13 b (new)**

*Motion for a resolution*

*Amendment*

**13 b. Calls on the Commission and the Member States to put more efforts in promoting digital competences among girls, to encourage them to invest in digital skills and choose ICT and STEM career paths; stresses the need for awareness raising to confront discrimination and prejudice against women and the need to promote policies that contribute to the creation of an inclusive environment in order to maintain the highest possible number of women within the system, once engaged; calls for a bottom up approach and an inclusive dialogue with the relevant stakeholders, such as private companies, non-governmental organisations, state institutions, policy-makers and civil society, with a view to equipping girls with digital skills, providing inspirational role to strengthening gender equality and ensuring the protection of women and girls' human rights to education, work and a decent livelihood; calls for information on best practice examples and success models to be collected and shared between Member States to ensure educators are aware of the digital education gender gap and its causes and**



*to incorporate such practices and recommendations into national education and labour market policies by including targeted measures in national action plans;*

Or. en

**Amendment 208**  
**Dace Melbārde**

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

*Motion for a resolution*

14. Recalls that special attention should be paid to digital proficiency for lower-skilled adults, persons with disabilities, persons from vulnerable groups and older people; points out that in 2018, just 4.3 % of low-skilled adults used any form of adult learning;

*Amendment*

14. Recalls that special attention should be paid to digital proficiency *and accessibility to digital education as well as quality and, where applicable, tailored educational content* for lower-skilled adults, persons with disabilities, persons from vulnerable groups and older people; points out that in 2018, just 4.3 % of low-skilled adults used any form of adult learning;

Or. en

**Amendment 209**  
**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

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

*Motion for a resolution*

14. Recalls that special attention should be paid to digital proficiency for lower-skilled adults, persons with disabilities, persons from vulnerable groups and older people; points out that in 2018, just 4.3 % of low-skilled adults used any form of adult learning;

*Amendment*

14. Recalls that special attention should be paid to digital proficiency for lower-skilled adults, persons with disabilities, persons from vulnerable groups and older people; points out that in 2018, just 4.3 % of low-skilled adults used any form of adult learning; *notes the potential of the ESF+ programme for lifelong learning;*

### **Amendment 210**

**Victor Negrescu, Domènec Ruiz Devesa, Petra Kammerevert**

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

##### **Paragraph 14**

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

14. Recalls that special attention should be paid to digital proficiency for lower-skilled adults, persons with disabilities, persons from vulnerable groups and older people; points out that in 2018, just 4.3 % of low-skilled adults used any form of adult learning;

###### *Amendment*

14. Recalls that special attention should be paid to digital proficiency for lower-skilled adults, persons with disabilities, persons from vulnerable *or marginalised* groups and older people; points out that in 2018, just 4.3 % of low-skilled adults used any form of adult learning;

Or. en

### **Amendment 211**

**Victor Negrescu, Petra Kammerevert**

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

##### **Paragraph 14 a (new)**

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

###### *Amendment*

***14 a. Urges the Commission and Member States to identify and invest in special features for digital education designed and adapted for people with disabilities; considers that digital education offers great opportunities for students with learning difficulties as it allows for tailored pedagogical approaches to their diverse abilities; calls for more investments to ensure the support that these groups have too often been lacking;***

Or. en

### **Amendment 212**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

**Paragraph 14 a (new)**

*Motion for a resolution*

*Amendment*

**14 a. Encourages various private educational initiatives to support girls undertaking digital studies and promote women in digital careers and the digital economy through viral stories on social media, professional European networks organised by women for women and tech company initiatives; stresses the importance of the Commission's "Women in Digital" Task force and the "Digital4Her" initiative;**

Or. en

**Amendment 213**

**Marcel Kolaja**

**Motion for a resolution**

**Paragraph 14 a (new)**

*Motion for a resolution*

*Amendment*

**14 a. Recalls that apart from digital proficiency courses, special focus should be given to awareness raising and training on how to detect fake news, disinformation and deep fake due to their detrimental effect on democratic principles and the functioning of our society;**

Or. en

**Amendment 214**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

## Paragraph 14 b (new)

*Motion for a resolution*

*Amendment*

**14 b. Calls on the Commission and the Member States to take into account the situation of women and girls with disabilities and women and girls in outermost regions or rural areas and to ensure their full access to and inclusion in digital education in order to avoid a widening of the digital divide;**

Or. en

## Amendment 215

**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

### Motion for a resolution

#### Paragraph 15

*Motion for a resolution*

*Amendment*

15. Deplores, therefore, the continued absence of measures targeting lower-skilled adult learners and older people; stresses that this omission undermines the essential lifelong learning dimension of digital education and hampers efforts to ensure that everyone has essential life skills; calls on the Commission, therefore, to work with regional and local authorities to put further measures in place to ensure that these population groups can truly benefit from the digital transition;

15. Deplores, therefore, the continued absence of measures targeting lower-skilled adult learners and older people; stresses that this omission undermines the essential lifelong learning dimension of digital education and hampers efforts to ensure that everyone has essential life skills; calls on the Commission, therefore, to work with regional and local authorities to put further measures in place, **to incentivise adult education by making it available and accessible, so as** to ensure that these population groups can truly benefit from the digital transition;

Or. en

## Amendment 216

**Victor Negrescu, Petra Kammerevert**

### Motion for a resolution

#### Paragraph 15

*Motion for a resolution*

15. Deplores, therefore, the continued absence of measures targeting lower-skilled adult learners and older people; stresses that this omission undermines the essential lifelong learning dimension of digital education and hampers efforts to ensure that everyone has essential life skills; calls on the Commission, therefore, to work with regional and local authorities to put further measures in place **to ensure** that these population groups can truly benefit from the digital transition;

*Amendment*

15. Deplores, therefore, the continued absence of measures targeting lower-skilled adult learners and older people; stresses that this omission undermines the essential lifelong learning dimension of digital education and hampers efforts to ensure that everyone has essential life skills; calls on the Commission, therefore, to work with regional and local authorities to put further measures in place, **to incentivise adult education by making it available and accessible, so** that these population groups can truly benefit from the digital transition;

Or. en

**Amendment 217**

**Laurence Farreng, Ilana Cicurel, Vlad-Marius Botoș, Radka Maxová, Monica Semedo, Irena Joveva**

**Motion for a resolution**

**Paragraph 15**

*Motion for a resolution*

15. Deplores, therefore, the **continued** absence of measures targeting lower-skilled adult learners and older people; stresses that this omission undermines the essential lifelong learning dimension of digital education and hampers efforts to ensure that everyone has essential life skills; calls on the Commission, therefore, to work with regional and local authorities to put further measures in place to ensure that these population groups can truly benefit from the digital transition;

*Amendment*

15. Deplores, therefore, the absence of measures targeting lower-skilled adult learners and older people **in the Digital Education Action Plan**; stresses that this omission undermines the essential lifelong learning dimension of digital education and hampers efforts to ensure that everyone has essential life skills; calls on the Commission, therefore, to work with regional and local authorities to put further measures in place to ensure that these population groups can truly benefit from the digital transition;

Or. en

**Amendment 218**

**Dace Melbārde**

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

*Motion for a resolution*

15. Deplores, therefore, the continued absence of measures **targeting** lower-skilled adult learners and older people; stresses that this omission undermines the essential lifelong learning dimension of digital education and hampers efforts to ensure that everyone has essential life skills; calls on the Commission, therefore, to work with regional and local authorities to put further measures in place to ensure that these population groups can truly benefit from the digital transition;

*Amendment*

15. Deplores, therefore, the continued absence of measures **for** lower-skilled adult learners and older people; stresses that this omission undermines the essential lifelong learning dimension of digital education and hampers efforts to ensure that everyone has essential life skills; calls on the Commission, therefore, to work with regional and local authorities to put further measures in place to ensure that these population groups can truly benefit from **and help shape** the digital transition;

Or. en

**Amendment 219**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

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

*Motion for a resolution*

*Amendment*

**15 a. Calls on the Member States to take into account ongoing concerns about the risk COVID-19 spreading further, to ensure the highest level of health protection measures for teachers and trainers, to prioritise digital skills training initiatives to address the issue of the lack of equipment by providing economic and /or material incentives for vulnerable students and students with socioeconomically disadvantaged backgrounds, such as girls in rural areas to adapt adequately to the current situation , and to develop tools in order to ensure full access to and the smooth functioning of digital education; stresses that women undertake the majority of unpaid household chores and care work**

*at home, share that has increased during the COVID-19 pandemic, and stresses that as a result, women are less likely to spend sufficient time using digital tools and participating in digital education; recommends that the efforts to boost women's participation and gender equality in the labour market and education are strengthened by promoting the equal sharing of care and household responsibilities between women and men and by supporting the equal take-up of parental and carers' leave by women and men; calls on the Commission to incorporate into its digital education policy flexible learning methods, specifically designed for women carers and others who are unable to attend classes but are able to participate in distance learning;*

Or. en

**Amendment 220**

**Radka Maxová, Laurence Farreng, Monica Semedo, Vlad-Marius Botoș, Ilana Cicurel**

**Motion for a resolution**

**Paragraph 15 a (new)**

*Motion for a resolution*

*Amendment*

*15 a. Highlights that a rights-based approach to digital education is necessary to ensure that policies are aimed at the making of the right to education a reality; stresses that successful digital education can be achieved only through inclusive digital education.*

Or. en

**Amendment 221**

**Dace Melbārde**

**Motion for a resolution**

**Paragraph 15 a (new)**

*Motion for a resolution*

*Amendment*

**15 a. Stresses that in order to promote inclusion and active citizenship, promotion of digital skills learning should be focused on all demographics, not only those in the working age;**

Or. en

**Amendment 222**

**Victor Negrescu, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 15 b (new)**

*Motion for a resolution*

*Amendment*

**15 b. Stresses that an effective digital education policy is an inclusive digital policy that should tackle the digital dimension of citizenship education, inclusion being the most important enabling factor for digital education to successfully contribute to democracy; regrets the limited ambitions of the new Digital Education Action Plan with regard to the promotion of digital citizenship;**

Or. en

**Amendment 223**

**Evelyn Regner**

on behalf of the Committee on Women's Rights and Gender Equality

**Motion for a resolution**

**Paragraph 15 b (new)**

*Motion for a resolution*

*Amendment*

**15 b. Requests the collection of nuanced gender statistics to evaluate policy outcomes and the collection of data disaggregated by gender and age to get a**



*better picture of the digital gender divide;  
welcomes in that regard the decision to  
focus EIGE's Gender Equality Index for  
2020 on work in a digital world;*

Or. en

**Amendment 224**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

*15 c. Calls on the Commission and the Member States to work closely with civil society, teachers, pupils, students and parents' organisations, for instance as part of a structured dialogue and with respect to the design and implementation of national digital education policies to ensure that the policies meet the needs citizens needs and put learners at the centre.*

Or. en

**Amendment 225**  
**Evelyn Regner**  
on behalf of the Committee on Women's Rights and Gender Equality

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

*Motion for a resolution*

*Amendment*

*15 c. Notes that the Member States have a key role to play in ensuring the provision of public education in ways which enhance gender equality, provide the required digital skills for all and combat gender stereotypes for girls and boys, in particular in the area of ICT;*

Or. en

**Amendment 226**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

**15 d. Underlines the need for the European Union to act as a global reference in terms of quality digital education and calls on the Commission to work closely with relevant global and regional institutions and stakeholders to boost access to quality digital education across the world.**

Or. en

**Amendment 227**  
**Evelyn Regner**  
on behalf of the Committee on Women's Rights and Gender Equality

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

*Motion for a resolution*

*Amendment*

**15 d. Stresses that gender budgeting and mainstreaming must be part of any policy, including digital education policies;**

Or. en

**Amendment 228**  
**Victor Negrescu, Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

**15 e. Underlines the existing gender gaps and calls on Member States to encourage gender rebalancing in STEM**

*or STEAM curricula;*

Or. en

**Amendment 229**

**Victor Negrescu, Predrag Fred Matić, Petra Kammerevert**

**Motion for a resolution**

**Paragraph 15 f (new)**

*Motion for a resolution*

*Amendment*

***15 f. Calls on the Commission to thoroughly address the issue of a lack of women participating in ICT studies and careers within the digital sector, with a special focus on the Digital Education Action Plan; calls on educational entities to encourage girls to take up mathematics, coding, ICT classes and science subjects in schools;***

Or. en