AMENDMENTS
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Draft report
Michaela Šojdrová
(PE680.925v01-00)

The European Education Area: a shared holistic approach to education, skills and competences
(2020/2243(INI))
Amendment 1
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Citation 3 a (new)

 Motion for a resolution Amendment
— having regard to the first Principle of the European Pillar of Social Rights,

Or. en

Amendment 2
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domèneç Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 4

 Motion for a resolution Amendment
— having regard to the United Nations 2030 Agenda for Sustainable Development, having regard to the United Nations 2030 Agenda for Sustainable Development, and specifically to its target 4,

Or. en

Amendment 3
Dace Melbārde

Motion for a resolution
Citation 4 a (new)

 Motion for a resolution Amendment
— having regard to the UN Sustainable Development Goal 4 and in particular target 4.7,

Or. en
Amendment 4
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Citation 5 a (new)

Motion for a resolution Amendment
— having regard to the Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching,

Or. en

Amendment 5
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domène Ruíz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 a (new)

Motion for a resolution Amendment
— having regard to the Commission communication of 17 January 2018 entitled ‘Building a stronger Europe: the role of youth, education and culture policies’,

Or. en

Amendment 6
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domène Ruíz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 b (new)

Motion for a resolution Amendment
— having regard to the Commission communication of 17 January 2018 on
the Digital Education Action Plan (COM(2018)0022),

Amendment 7
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 c (new)

Motion for a resolution

Amendment 8
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 d (new)

Motion for a resolution
— having regard to the Commission proposal of 17 January 2018 for a Council Recommendation on Key Competences for Lifelong Learning (COM(2018)0024),

Amendment 9
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu,
Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 e (new)

Motion for a resolution

— having regard to Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching (2018/C 195/01),

Amendment 10
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 f (new)

Motion for a resolution

— having regard to Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning (2018/C 189/01),

Amendment 11
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 g (new)

Motion for a resolution

— having regard to the Commission proposal of 22 May 2018 for a Council Recommendation on promoting automatic
mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad (COM(2018)0270),

Amendment 12
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 h (new)

Motion for a resolution
Amendment


Amendment 13
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 i (new)

Motion for a resolution
Amendment

— having regard to the Commission proposal of 22 May 2018 for a Council Recommendation on a comprehensive approach to the teaching and learning of languages (COM(2018)0272),

Amendment 14
Motion for a resolution
Citation 8 j (new)

Motion for a resolution

— having regard to Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad (2018/C 444/01),

Amendment 15
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 k (new)

Motion for a resolution

— having regard to Council Recommendation of 22 May 2019 on High Quality Early Childhood Education and Care Systems (2019/C 189/02),

Amendment 16
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 l (new)
— having regard to Council Recommendation of 22 May 2019 on a comprehensive approach to the teaching and learning of languages (2019/C 189/03),

Or. en

Amendment 17
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 m (new)

Motion for a resolution
Amendment
— having regard to the Council Conclusion of 17 May 2021 on equity and inclusion in education and training in order to promote educational success for all (8693/21),

Or. en

Amendment 18
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 8 n (new)

Motion for a resolution
Amendment
— having regard to the Council Conclusions of 17 May 2021 on the European Universities initiative – Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education (8658/21),

Or. en
Amendment 19
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 9 a (new)

Motion for a resolution Amendment
— having regard to the first Principal of the European Pillar of Social Rights,

Or. en

Amendment 20
Michaela Šojdrová

Motion for a resolution
Citation 10 a (new)

Motion for a resolution Amendment
— having regard to the Opinion of the European Committee of the Regions – Achieving the European Education Area by 2025 (COR 2020/04756)¹a,

¹a OJ C 175, 7.5.2021, p. 6–9.

Or. en

Amendment 21
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Citation 10 a (new)

Motion for a resolution Amendment
— having regard to the Council Recommendation of 22 May 2018 on promoting common values, inclusive education and the European dimension of
Amendment 22
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Citation 10 b (new)

Motion for a resolution
Amendment
— having regard to the Paris Declaration of 17 March 2015 on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education,

Amendment 23
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Citation 11 a (new)

Motion for a resolution
Amendment
— having regard to the 2021 Eurydice Report on Teachers in Europe, careers, development and well-being,

Amendment 24
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Citation 11 a (new)

Motion for a resolution
Amendment
— having regard to the 2020 study
‘Towards a European Education –Critical perspectives on challenges ahead’,

Amendment 25
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Citation 12 a (new)

Motion for a resolution

Amendment

— having regard to the 2021 study
requested by the Committee on Culture and Education entitled ‘Education and youth in post-COVID-19 Europe - crisis effects and policy recommendations,}

Amendment 26
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Citation 15 a (new)

Motion for a resolution

Amendment

— having regard to the opinion of the Committee of the Regions of 19 March 2021 on Achieving the European Education Area by 2025,

Amendment 27
Dace Melbārde

Motion for a resolution
Citation 16 a (new)
Motion for a resolution

— having regard to the Council Recommendation of 22 May 2018 on key competences for lifelong learning\(^1\),

\(^1\) https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN

Or. en

Amendment 28
Victor Negrescu

Motion for a resolution
Citation 17 a (new)

— having regard to the European Parliament report on shaping digital education policy,

Or. en

Amendment 29
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domèneç Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Recital A

A. whereas the EU single market and other EU policies have contributed to the natural development of a European educational space, historically underpinned by the traditions of European humanism;

A. whereas education is a fundamental right and everyone has to have access to vocational and continuous training; and everyone has the right to quality, accessible, affordable and inclusive education, training and lifelong learning in view of their integral personal development;
Amendment 30
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Recital A

Motion for a resolution
A. whereas the EU single market and other EU policies have contributed to the natural development of a European educational space, historically underpinned by the traditions of European humanism;

Amendment
A. whereas the EU single market and other EU policies have contributed to the natural development of a European educational space, historically underpinned by the traditions of European humanism, fundamental rights and values;

Amendment 31
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Recital A

Motion for a resolution
A. whereas the EU single market and other EU policies have contributed to the natural development of a European educational space, historically underpinned by the traditions of European humanism;

Amendment
A. whereas the creation of the European Community and the subsequent EU policies have contributed to the natural development of a European educational space, historically underpinned by the traditions of European humanism;

Amendment 32
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

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

Amendment

A a. whereas a European educational space, historically underpinned by the traditions of European humanism has developed in a fragmented manner over time;

Or. en

Amendment 33
Michaela Šojdrová, Christian Ehler, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Milan Zver, François-Xavier Bellamy, Ioan-Rareș Bogdan, Isabel Benjumea Benjumea, Željana Zovko

Motion for a resolution
Recital A a (new)

Motion for a resolution

Amendment

A a. whereas the organisation of education systems and the content of teaching remain a competence of Member States;

Or. en

Amendment 34
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Recital B

B. whereas the ultimate goal is building a bottom-up European Education Area with common European policy objectives, requiring existing obstacles to be removed, European tools to be utilised and supporting policies at national and European levels to be developed;

B. whereas the ultimate goal is building a bottom-up European Education Area with common European policy objectives, requiring existing obstacles to be removed, European tools to be utilised and supporting policies at national and European levels to be developed, designed with the future of the planet in mind and encompassing the key roles to be played by education systems in addressing the climate crisis and enabling a successful
digital transformation and Green transition;

Amendment 35
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Recital B

Motion for a resolution
Amendment

B. whereas the ultimate goal is building a bottom-up European Education Area with common European policy objectives, requiring existing obstacles to be removed, European tools to be utilised and supporting policies at national and European levels to be developed;

B. whereas the ultimate goal is building a bottom-up European Education Area with common European vision and policy objectives, guaranteeing quality, inclusive and accessible education, reinforcing the exchange of good practices, ensuring an effective framework for European mobility, requiring existing obstacles to be removed, European tools to be utilised and supporting policies at national and European levels to be developed;

Or. en

Amendment 36
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Recital B

Motion for a resolution
Amendment

B. whereas the ultimate goal is building a bottom-up European Education Area with common European policy objectives, requiring existing obstacles to be removed, European tools to be utilised and supporting policies at national and European levels to be developed;

B. whereas the ultimate goal of this initiative is to establish a bottom-up European Education Area with common European policy objectives, requiring existing obstacles to be removed, European tools to be utilised and supporting policies at national and European levels to be developed;
Amendment 37
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Recital C

C. whereas education needs to be conceptualised broadly as ‘lifelong learning’, ranging from pre-primary to tertiary education, including non-formal and informal modes, and being aimed at acquiring transversal skills;

Amendment
C. whereas education needs to be conceptualised broadly as ‘lifelong learning’, ranging from pre-primary to tertiary education, including non-formal and informal modes, and being aimed at acquiring transversal skills in order to maintain and acquire skills that enable them to develop to their fullest potential personally and professionally, to participate fully in society and successfully manage the transition into the labour market;

Amendment 38
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Recital C

C. whereas education needs to be conceptualised broadly as ‘lifelong learning’, ranging from pre-primary to tertiary education, including non-formal and informal modes, and being aimed at acquiring transversal skills;

Amendment
C. whereas the fundamental right to education needs to be conceptualised broadly as ‘lifelong learning’, ranging from pre-primary to tertiary education, including vocational education and training as well as non-formal and informal modes of education, and being aimed at acquiring transversal skills;
Amendment 39
Dace Melbārde

Motion for a resolution
Recital C a (new)

C a. whereas private average global rate of return for education remains high and stable over the decades;¹a


Amendment 40
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Recital D

D. whereas the challenges the EU and its Member States are faced with today, including climate change, various forms of extremism and populism, and the COVID-19 pandemic, require appropriate educational answers and concerted European action;

D. whereas the challenges the EU and its Member States are currently faced with, including climate change, exacerbation of existing inequalities as a result of the COVID-19 pandemic, and the rise of far-right extremism, neo-facism and authoritarianism require appropriate educational answers and concerted European action;

Amendment 41
Dace Melbärde

Motion for a resolution
Recital D

Motion for a resolution

D. whereas the challenges the EU and its Member States are faced with today, including climate change, various forms of extremism and populism, and the COVID-19 pandemic, require appropriate educational answers and concerted European action;

Amendment

D. whereas the economic, social and political challenges the EU and its Member States are faced with today, including lack of competitiveness, climate change, various forms of extremism and populism, and the COVID-19 pandemic, necessitate appropriate high quality education and, where appropriate, concerted European action;

Or. en

Amendment 42
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Recital D

Motion for a resolution

D. whereas the challenges the EU and its Member States are faced with today, including climate change, various forms of extremism and populism, require appropriate educational answers and concerted European action;

Amendment

D. whereas the challenges the EU and its Member States are faced with today, including climate change, various forms of extremism and populism, disinformation and conspiracy, the undermining of evidence-based education and the COVID-19 pandemic, require appropriate educational answers and concerted European action;

Or. en

Amendment 43
Victor Negrescu

Motion for a resolution
Recital D
Motion for a resolution

D. whereas the challenges the EU and its Member States are faced with today, including climate change, various forms of extremism and populism, and the COVID-19 pandemic, require appropriate educational answers and concerted European action;

Amendment

D. whereas the challenges the EU and its Member States are faced with today, including climate change, digital transformation, various forms of extremism and populism, and the COVID-19 pandemic, require appropriate educational answers and concerted European action;

Amendment 44
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Recital E

Motion for a resolution

E. whereas the realities of educational infrastructure, expertise and resources vary within and across Member States, and whereas those differences have become further pronounced during the COVID-19 pandemic;

Amendment

E. whereas the realities of educational infrastructure, expertise and access to resources vary within and across Member States, with those differences having become further pronounced during the COVID-19 pandemic primarily as a result of increased inequality, including lack of access to IT infrastructure for people from socioeconomically disadvantaged backgrounds, negatively impacting access to education; whereas in person education remains essential in both the intellectual and personal development of the student.

Amendment 45
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Recital E
E. whereas the realities of educational infrastructure, expertise and resources vary within and across Member States, and whereas those differences have become further pronounced during the COVID-19 pandemic;

Amendment

E. whereas the realities of educational infrastructure, expertise and resources vary within and across Member States and between different levels and types of education, and whereas those differences have become further pronounced during the COVID-19 pandemic;

Or. en

Amendment 46
Dace Melbärde

Motion for a resolution
Recital E

Motion for a resolution

E. whereas the realities of educational infrastructure, expertise and resources vary within and across Member States, and whereas those differences have become further pronounced during the COVID-19 pandemic;

Amendment

E. whereas the realities of educational infrastructure, expertise and resources vary within and across Member States and between different levels and types of education, and whereas those differences have become further pronounced during the COVID-19 pandemic, in particular in the digital sphere;

Or. en

Amendment 47
Dace Melbärde

Motion for a resolution
Recital E

Motion for a resolution

E. whereas the realities of educational infrastructure, expertise and resources vary within and across Member States, and whereas those differences have become further pronounced during the COVID-19 pandemic;

Amendment

E. whereas the realities of educational infrastructure, resources as well skills and expertise vary vastly within and across Member States, and whereas those differences have become further pronounced during the COVID-19 pandemic;
Amendment 48
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Recital E a (new)

Motion for a resolution

Amendment

E a. Whereas across the Union, Member States, educational institutions and stakeholders had to face common challenges during the different stages of the COVID-19 pandemic, such as ensuring crisis management, pedagogical continuity, quality and accessible distance learning, hybrid mobility, innovative teaching, teachers and parental support, and the social and emotional wellbeing of learners; whereas all the education sector has been negatively impacted by the pandemic, in particular vocational education and training;

Amendment 49
Dace Melbärde

Motion for a resolution
Recital F

Motion for a resolution

Amendment

F. whereas Parliament has called on Member States to prioritise investments in education and training, valuing education spending as an investment in our common future; whereas quality investment in education has a higher return and as such quantitative spending on education alone does not necessarily deliver the desired results; whereas a number of Member States with modest educational
spending have world-class competitive education systems;

Amendment 50
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Recital F

Motion for a resolution
Amendment

F. whereas Parliament has called on Member States to prioritise investments in education and training, valuing education spending as an investment in our common future;

Amendment
F. whereas the European Parliament has called on Member States to prioritise investments in education and training, valuing education spending as an investment in our common future rather than an expense; whereas the European Parliament has called investment in education and training to be a substantial part of Member States’ Recovery plans and the European Commission’s Next Generation EU instrument; ;

Amendment 51
Michaela Šojdrová, Christian Ehler, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Milan Zver, Ioan-Rareș Bogdan, Isabel Benjumea Benjumea, Željana Zovko

Motion for a resolution
Recital F

Motion for a resolution
Amendment

F. whereas Parliament has called on Member States to prioritise investments in education and training, valuing education spending as an investment in our common future;

Amendment
F. whereas Parliament has called on Member States to prioritise investments in education and training, including by allocating at least 10 % of their national recovery and resilience budgets to corresponding policies, and has requested a considerably higher budget for the Erasmus+ programme, valuing education spending as an investment in our common future1a;
Amendment 52
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Recital F

F. whereas Parliament has called on Member States to prioritise investments in education and training, valuing education spending as an investment in our common future; in order to have a more sustainable, digital and socially cohesive society;

Amendment

F. whereas Parliament has called on Member States to prioritise investments in education and training, valuing education spending as an investment in our common future, in order to have a more sustainable, digital and socially cohesive society;

Amendment 53
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Recital F a (new)

F a. whereas the teaching profession is going through a vocational crisis while being the beating heart of the European Education Area and related educational strategies; whereas there is a need for improved recognition of the profession and more continuous training of motivated and competent teachers and trainers; whereas many were not equipped with the pedagogical and digital skills that the COVID-19 pandemic required;
whereas there is considerable variation between Member States in teachers’ initial education and induction, working conditions, remuneration, appraisal, career and continuing professional development; whereas in 2018, only 40.9% of teachers in the EU have been mobile at least once as a student, teacher or both;¹

¹ 2021 Eurydice Report on Teachers in Europe, careers, development and well-being.

Amendment 54
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Recital G

_G._ whereas progress has been made in building a European Higher Education Area, arising from the long-term efforts of the Bologna Process;

Amendment
G. whereas progress has been made in building a European Higher Education Area, arising from the long-term efforts of the Bologna Process; _whereas European universities need support with their transformative agendas and alliances; whereas they play a central role in creating synergies between education, research and innovation, and substantially contribute to European excellence and its geopolitical power;_

Amendment 55
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Recital G
Motion for a resolution

G. whereas progress has been made in building a European Higher Education Area, arising from the long-term efforts of the Bologna Process; and using it as a reference to learn from the mistakes made in its implementation;

Amendment

Or. en

Amendment 56
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Recital G a (new)

Motion for a resolution

G a. whereas there is a clear lack of recognition of vocational education and training as a path of choice and excellence, on equal footing with other educational pathways, also contributing the Union's geopolitical influence; whereas there is a need for a common understanding and definition of VET learners across Europe; whereas there are too many remaining obstacles to long-term mobility for apprentices notwithstanding the progress made under the Copenhagen process;

Amendment

Or. en

Amendment 57
Dace Melbärde

Motion for a resolution
Recital H

Motion for a resolution

H. whereas Member States have not
fully achieved the objectives and benchmarks of the Education and Training 2020 (ET 2020) framework, in particular the aims of enhancing equitable and quality education, reducing the rate of early leavers from education and training, and bringing the share of 15-year-olds who are under-skilled in reading, mathematics and science below 15 %;

whereas such targets cannot be achieved by zeroing in on education alone but must instead be tackled by a more comprehensive approach, inter alia, by ensuring adequate social safety nets and other mechanisms are in place to help avoid situations whereby social disadvantage and economic pressures translate into implicit obstacles to educational attainment;

Amendment 58
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Recital H

Motion for a resolution

H. whereas Member States have not fully achieved the objectives and benchmarks of the Education and Training 2020 (ET 2020) framework, in particular the aims of enhancing equitable and quality education, reducing the rate of early leavers from education and training, and bringing the share of 15-year-olds who are under-skilled in reading, mathematics and science below 15 %;

Amendment

H. whereas Member States failed to achieve the objectives and benchmarks of the Education and Training 2020 (ET 2020) framework, in particular the aims of enhancing equitable and quality education, reducing the rate of early leavers from education and training, and bringing the share of 15-year-olds who are under-skilled in reading, mathematics and science below 15 %;

Amendment 59
Dace Melbärde
Motion for a resolution
Recital H a (new)

Motion for a resolution

Amendment

H a. whereas high quality data collection and statistics on education and training are among the pre-requisites to better understand the relevant challenges across the Union and divergences within it as well as to help address them;

Or. en

Amendment 60
Victor Negrescu

Motion for a resolution
Recital H a (new)

Motion for a resolution

Amendment

H a. whereas education faces new digital challenges and that digital technologies are reshaping society, making basic digital skills and digital literacy now essential for all citizens;

Or. en

Amendment 61
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Recital H a (new)

Motion for a resolution

Amendment

H a. whereas the European Education Area provides an important opportunity for increased international cooperation amongst both formal and informal education facilitators;

Or. en
Amendment 62
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Recital H a (new)

Motion for a resolution  Amendment

H a. whereas Member States have not fully achieved the requirement of the 2021 Council Recommendation on the Validation of Non-formal and Informal Learning;

Or. en

Amendment 63
Dace Melbārde

Motion for a resolution
Recital H b (new)

Motion for a resolution  Amendment

H b. whereas, whilst stressing the importance of in-person learning, digital education and a sufficient level of digital skills should be seen as part of a future oriented education, not as a subset or an alternative to existing ways of learning and teaching; whereas over two-thirds of Europeans (42%) lack even basic digital skills, with significant disparities within and between Member States; 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 two percentage points per year as against an annual increase of 0,75 percentage points between 2015 and 2019;

Or. en
Amendment 64
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Subheading 1

The reasoning for a European Education Area

Amendment
The need for a European Education Area

Or. en

Amendment 65
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Doménec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 1

1. Emphasises the importance of quality education and that the European Education Area (EEA) initiative should provide more and better opportunities for every single European citizen to study, train and work abroad, and cultivate an environment where skills and diplomas are recognised throughout Europe;

Amendment
1. Emphasises the importance of quality, accessible, affordable and inclusive education and that the European Education Area (EEA) initiative should provide more and better opportunities for every single European citizen to study, train and work abroad, and cultivate an environment where skills and diplomas are recognised and valued throughout Europe; welcomes the Council Conclusions on equity and inclusion in education and training in order to promote educational success for all and urges Member States to implement the recommendations included therein;

Or. en

Amendment 66
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 1

Motion for a resolution

1. Emphasises the importance of quality education and that the European Education Area (EEA) initiative should provide more and better opportunities for every single European citizen to study, train and work abroad, and cultivate an environment where skills and diplomas are recognised throughout Europe;

Amendment

1. Emphasises the importance of quality education founded upon the principle of inclusiveness and accessibility for all and that the European Education Area (EEA) initiative should provide more and better opportunities for everyone in Europe to study, train and work abroad, and cultivate the environment where skills and diplomas are recognised throughout Europe;

Or. en

Amendment 67
Dace Melbärde

Motion for a resolution
Paragraph 1

Motion for a resolution

1. Emphasises the importance of quality education and that the European Education Area (EEA) initiative should provide more and better opportunities for every single European citizen to study, train and work abroad, and cultivate an environment where skills and diplomas are recognised throughout Europe;

Amendment

1. Emphasises the importance of quality and accessible education and that the European Education Area (EEA) initiative should provide more, better and more accessible opportunities for every single European citizen to study, train, pursue research and work wherever one is;

Or. en

Amendment 68
Dace Melbärde

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

1 a. Underscores that the rate of return to education remains very high and hence
more education and training generally correlates strongly to societal and economic growth, increased equality and better living standards for everyone, and, on an individual level, increased professional and personal opportunities; accentuates, therefore, the invaluable significance of education, training and learning, accessible to all, as among the very most important aspects for driving societal progress and sustainable economic growth; believes that the EEA can and must play an unparalleled role in improving the access and quality of education throughout the Union;

Or. en

Amendment 69
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 2

Motion for a resolution

Amendment

2. Stresses the role of the EEA in fostering a sense of European belonging and in providing economic opportunities by addressing existing educational challenges;

2. Stresses the role of the EEA in allowing a greater and better flow of learners, teachers and knowledge across the Union, fostering the European sense of belonging and identity, while guaranteeing our rights, freedoms and values, and leading to the emergence of an educational culture and vision that draws from the richness of our diversity and exchange of practices on common challenges, enshrining Europe as a true educational power;

Or. en

Amendment 70
Michaela Šojdrová, Christian Ehler, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Milan Zver, François-Xavier Bellamy, Ioan-Rareș Bogdan, Isabel Benjumea Benjumea, Željana Zovko
Motion for a resolution
Paragraph 2

2. Stresses the role of the EEA in fostering a sense of European belonging and in providing economic opportunities by addressing existing educational challenges;

Amendment

2. Stresses the role of the EEA in fostering a sense of European belonging and in providing economic opportunities by addressing existing educational challenges, bearing in mind that high-quality and inclusive education should be accessible for everyone throughout life;

Or. en

Amendment 71
Dace Melbärde

Motion for a resolution
Paragraph 2

2. Stresses the role of the EEA in fostering a sense of European belonging and in providing economic opportunities by addressing existing educational challenges;

Amendment

2. Stresses the role of the EEA in fostering a sense of European belonging and in providing economic opportunities by addressing existing and forthcoming educational challenges, including insufficient levels of digital education and training across the EU;

Or. en

Amendment 72
Peter Pollák

Motion for a resolution
Paragraph 2

2. Stresses the role of the EEA in fostering a sense of European belonging and in providing economic opportunities by addressing existing educational challenges;

Amendment

2. Stresses the role of the EEA in fostering a sense of European belonging and civic awareness, and in providing economic opportunities by addressing
challenges; existing educational challenges;

**Amendment 73**
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

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

2. Stresses the role of the EEA in fostering a sense of European belonging and in providing economic opportunities by addressing existing educational challenges;

2. **Amendment**
Stresses the role of the EEA in fostering a sense of European community and in providing fair and equal opportunities by addressing existing educational challenges;

**Amendment 74**
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

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

3. Considers education a driver for European economic and social prosperity, and for ensuring that the EU is a globally competitive player and leading the green and digital transitions;

3. **Amendment**
Considers education as key to achieve personal and social advancement, well-being, to foster European citizenship and a sense of common belonging. Education is also a driver for sustainable and technological progress and for ensuring that the EU is leading the green and digital transitions;

**Amendment 75**
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard
Motion for a resolution
Paragraph 3

3. Considers education a driver for European economic and social prosperity, and for ensuring that the EU is a globally competitive player and leading the green and digital transitions;

Amendment

3. Considers education a driver for European economic and social prosperity, and for ensuring that the EU is a globally competitive and resilient player and leading the green and digital transitions; insists therefore on the EEA to rely on the new European strategies for youth and skills;

Or. en

Amendment 76
Dace Melbārde

Motion for a resolution
Paragraph 3

3. Considers education a driver for European economic and social prosperity, and for ensuring that the EU is a globally competitive player and leading the green and digital transitions;

Amendment

3. Considers education a driver for ensuring that the EU is a globally competitive player characterised by increased levels of entrepreneurship and leading innovations, thus also helping to drive the Union's twin green and digital transitions;

Or. en

Amendment 77
Gianantonio Da Re

Motion for a resolution
Paragraph 3

3. Considers education a driver for European economic and social prosperity, and for ensuring that the EU is a globally competitive player and leading the green and digital transitions;

Amendment

3. Considers education a driver for European economic and social prosperity, and for ensuring that the EU is a globally competitive player characterised by increased levels of entrepreneurship and leading innovations, thus also helping to drive the Union's twin green and digital transitions;
competitive player and leading the green and digital transitions; competitive player, including in the digital transition;

Amendment 78
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 3 a (new)

Motion for a resolution

Amendment

3 a. Considers the need for increased collaboration on education across Europe and beyond, to ensure that common answers to common, cross-border challenges, such as the climate crisis, the skills mismatches, the academic achievement gaps, can be developed;

Or. en

Amendment 79
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 3 a (new)

Motion for a resolution

Amendment

3 a. Calls for a clearer and stronger geopolitical dimension of the EEA, to allow the Union to strategically use its educational power with its closest neighbours and partners;

Or. en

Amendment 80
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide
Motion for a resolution  
Paragraph 3 a (new)  

3 a. Underlines the need to further strengthen European cooperation on education to develop common approaches and answers to common challenges;

Amendment

Amendment 81
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènech Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution  
Paragraph 4  

4. Calls for the numerous opportunities for ‘European added value’ afforded through education to be seized, especially through mobility and the sharing of best practices, with the Erasmus+ and the European Solidarity Corps programmes playing a particularly important role;

Amendment

4. Calls for the numerous opportunities for ‘European added value’ afforded through education to be seized, especially through mobility and the sharing of best practices, with the Erasmus+ and the European Solidarity Corps programmes playing a particularly important role, continuing the increase in its budget and number of participants; emphasizes, in this respect, the importance of increasing opportunities for young people in informal and non-formal learning as well as in vocational education and training;

Amendment 82
Dace Melbärde

Motion for a resolution  
Paragraph 4 a (new)
4 a. Stresses the importance of encouraging and supporting educational mobility; notes the importance of cultivating an environment where skills and qualifications are recognised throughout Europe;

Amendment 83
Dace Melbārde

Paragraph 4 b (new)

4 b. Reiterates the significance of massive open online courses (MOOCs) as a necessary element to promote upskilling and reskilling of the workforce in an interactive and accessible manner; believes that the EEA should promote uptake and development of MOOCs and reflect such objectives in the European approach to micro-credentials;

Amendment 84
Dace Melbārde

Paragraph 4 c (new)

4 c. Notes that there is currently no single, agreed definition covering the "microcredentials" term; as such considers that uniform EU-wide standards need to be defined in order to effectively promote their mutual recognition among Member States as well.
as to ensure that employers trust their value;

Or. en

Amendment 85
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Subheading 2

Motion for a resolution
Amendment

Bridging institutional and stakeholder approaches
Bridging institutional approaches

Or. en

Amendment 86
Dace Melbärde

Motion for a resolution
Paragraph 5

Motion for a resolution
Amendment

5. Takes note of the variety of visions of, and approaches to, an EEA, which express a common wish to provide a new impetus for the ‘European project’;

5. Takes note of the variety of visions of, and approaches to, an EEA, which express a common wish to provide a new impetus for the ‘European project’;

believes that the EU’s role should primarily be focused on bridging the existing gaps and promoting solutions with transnational dimensions, while the educational content and methods of teaching remain a national competence;

Or. en

Amendment 87
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić
Motion for a resolution

Paragraph 5

5. Takes note of the variety of visions of, and approaches to, an EEA, which express a common wish to provide a new impetus for the ‘European project’;

Amendment

5. Takes note of the variety of visions of, and approaches to, an EEA, which express a common wish to provide a new impetus for the ‘European project’, taking education as the cornerstone for its achievement;

Amendment 88

Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution

Paragraph 5

5. Takes note of the variety of visions of, and approaches to, an EEA, which express a common wish to provide a new impetus for the ‘European project’;

Amendment

5. Takes note of the variety of visions of, and approaches to, an EEA, which express a common wish to provide a new impetus for common standards in education across the Union and for the ‘European project’ itself;

Amendment 89

Dace Melbārde

Motion for a resolution

Paragraph 6

6. Appreciates the Commission’s efforts to foster an EEA, while noting the need for a more holistic approach, requiring meaningful cooperation and coordination between all actors and stakeholders;

Amendment

6. Appreciates the Commission’s efforts to foster an EEA, while noting the need for a more holistic approach, requiring meaningful cooperation and coordination between all actors and stakeholders and openness to novel ideas;
is of the view that for the EEA to be successful in the long term, its continuous evolvement, embracing additional and new concepts and priorities, is of the utmost importance;

Amendment 90
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 6

6. Appreciates the Commission’s efforts to foster an EEA, while noting the need for a more holistic approach, requiring meaningful cooperation and coordination between all actors and stakeholders;

Amendment
6. Appreciates the Commission’s efforts to foster an EEA, while noting the need for a more holistic approach, requiring meaningful cooperation and coordination between all actors and stakeholders across national, regional & local authorities;

Amendment 91
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 6 a (new)

6 a. Insists that the EEA should serve as the backbone and stimulus for more and stronger partnerships between stakeholders of, or related to, the education sector; recalls public-private partnerships are crucial, without undermining the essential role of the State; calling all actors of society to take part in overcoming the educational challenges of our society;
Amendment 92
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 6 a (new)

Motion for a resolution

Amendment

6 a. Highlights the diversity of the stakeholders that include the education and training community, social partners, trade unions, youth organisations, youth workers and civil society;

Amendment 93
Dace Melbärde

Motion for a resolution
Paragraph 7

Motion for a resolution

Amendment

7. Cautions that the Commission’s proposals are still mainly a strategic outline rather than a concrete policy roadmap, and thus suggests setting clear priorities and realistic deadlines for the actions that should be adopted, including clearly defined interim deliverables; considers that any larger-scale initiatives need to take into account the fiscal and other capacities of the Member States and, where appropriate, be accompanied with adequate financing from the MFF;

Amendment 94
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels
Motion for a resolution
Paragraph 7

7. **Cautions that** the Commission’s proposals are still mainly a strategic outline rather than a concrete policy roadmap, and thus suggests setting clear priorities and realistic deadlines for the actions that should be adopted, including clearly defined interim deliverables;

Amendment

7. **Cautions that** the Commission’s proposals are still mainly a strategic outline rather than a concrete policy roadmap, and thus suggests setting clear priorities including the establishment of a governance body that is inclusive of civil society and facilitates a sustained and meaningful dialogue with relevant actors and realistic deadlines for the actions that should be adopted, including clearly defined interim deliverables;

Or. en

Amendment 95
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide, Petra Kammerevert

Motion for a resolution
Paragraph 7

7. **Cautions that** the Commission’s proposals are still mainly a strategic outline rather than a concrete policy roadmap, and thus suggests setting clear priorities and realistic deadlines for the actions that should be adopted, including clearly defined interim deliverables;

Amendment

7. **Welcomes** the Commission’s proposals as a strategic outline for a comprehensive policy roadmap, **calls on the Member States to set** clear priorities and realistic deadlines for implementing the different building blocks to achieve a true European Education Area by 2025 without any further delay;

Or. en

Amendment 96
Dace Melbārde

Motion for a resolution
Paragraph 8
Motion for a resolution

8. Welcomes the Council’s response to the Commission’s proposals, in particular its focus on the importance of vocational education and training (VET) and lifelong learning opportunities;

Amendment

8. Welcomes the Council’s response to the Commission’s proposals, in particular its focus on the importance of vocational education and training (VET) and lifelong learning opportunities; stresses that due to digitalisation and other trends, VET systems need to become even more learner-centred and adaptive to align with the changing world of work and future challenges;

Or. en

Amendment 97
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerervert, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Welcomes the Council’s response to the Commission’s proposals, in particular its focus on the importance of vocational education and training (VET) and lifelong learning opportunities;

Amendment

8. Welcomes the Council’s response to the Commission’s proposals, in particular its focus on the importance of vocational education and training (VET) and lifelong learning opportunities; underlines, in this respect, the importance of creating different flexible and modular pathways to learning to enable learners to combine and build on different learning experiences and opportunities;

Or. en

Amendment 98
Dace Melbärde

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

Amendment

8 a. Considers that the EEA must not only promote, but actively support lifelong learning through targeted initiatives in order to make it truly accessible to everyone, most notably by targeting people in the EU’s rearmost regions, those with low skillset at risk of technological unemployment and persons with disabilities, among others;

Or. en

Amendment 99
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Emphasises the urgent need to develop a common implementation strategy and roadmap that includes the European institutions, Member States and all relevant stakeholders, and defines their respective responsibilities;

Amendment

9. Emphasises the urgent need to develop a common implementation strategy and roadmap that includes the European institutions, Member States and all relevant stakeholders, at local, regional, national and European levels, and defines their respective responsibilities and opportunities; insists that the EEA should be readable, clear and accessible, and echo, at all levels of governance; recalls the role of the European Semester for successful implementation of EU policies in the field of education;

Or. en

Amendment 100
Dace Melbärde

Motion for a resolution
Paragraph 9
Motion for a resolution

9. Emphasises the urgent need to develop a common implementation strategy and roadmap that includes the European institutions, Member States and all relevant stakeholders, and defines their respective responsibilities;

Amendment

9. Emphasises the urgent need to develop a common implementation strategy and roadmap that includes the European institutions, Member States and all relevant stakeholders, and defines their respective responsibilities; **believes that establishment of an EEA platform can promote progress in this regard**;

Or. en

Amendment 101
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Emphasises the urgent need to develop a common implementation strategy and roadmap that includes the European institutions, Member States and all relevant stakeholders, and defines their respective responsibilities;

Amendment

9. Emphasises the urgent need to develop a common implementation strategy and roadmap that includes the European institutions, Member States and all relevant stakeholders, and defines their respective responsibilities; **believes that establishment of an EEA platform can promote progress in this regard**;

Or. en

Amendment 102
Gianantonio Da Re

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Emphasises the urgent need to develop a common implementation strategy and roadmap that includes the European institutions, Member States and all relevant stakeholders, and defines their respective responsibilities;

Amendment

9. Emphasises the urgent need to develop a common implementation strategy and roadmap that includes the European institutions, Member States and all relevant stakeholders, and defines their respective responsibilities; **believes that establishment of an EEA platform can promote progress in this regard**;

Or. en
respective responsibilities;

Or. it

Amendment 103
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 9 a (new)

<table>
<thead>
<tr>
<th>Motion for a resolution</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 a. Considers the importance of fostering a whole-school approach to the European Education Area; calls therefore on the Commission to cooperate closely with all relevant actors to find innovative ways to place the learner at the centre of the learning process with a view to developing education systems and programmes which foster the transversal, social and sustainable skills needed to face future challenges; invites the Commission to consult student associations, pedagogical support experts, care givers to learners with special needs and other relevant stakeholders in developing the European Universities and the Centres of Vocational Excellence;</td>
<td></td>
</tr>
</tbody>
</table>

Or. en

Amendment 104
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Subheading 3

<table>
<thead>
<tr>
<th>Motion for a resolution</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turning vision into reality: common strategic priorities and EU-level targets</td>
<td>Turning vision into reality: common strategic priorities, <strong>funding</strong> and EU-level targets</td>
</tr>
</tbody>
</table>
Amendment 105
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Paragraph 10

10. Stresses the potential of using European policy coordination tools to achieve the common objectives of an EEA;

Amendment

10. Stresses the potential of using European policy coordination tools to achieve the common objectives of an EEA; considers the importance of fostering the whole-school approach, ensuring the promotion of the idea that all education stakeholders, including non-formal and informal learning and youth work must collaborate, placing the learner at the centre of the learning process, and sharing expertise and practice to ensure that the transversal skills needed for the 21st century challenges for all learners are fostered; acknowledges the potential of these arenas of learning to enhance accessibility and to foster the key competences such as citizenship education, sustainability and digital competences that are key elements for the European Education Area;

Amendment 106
Dace Melbārde

Motion for a resolution
Paragraph 10

10. Stresses the potential of using European policy coordination tools to achieve the common objectives of an EEA;

Amendment

10. Stresses the potential of using European policy coordination tools as part of the means to achieve the common objectives of an EEA; is of the view, however, that the European Semester is a
tool for coordination of economic policies across the European Union and aims to ensure that governments observe fiscal responsibility;

Amendment 107
Michaela Šojdrová, Christian Ehler, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Milan Zver, Ioan-Rațăf Bogdan, Isabel Benjumea Benjumea, Željana Zovko

Motion for a resolution
Paragraph 10

10. Stresses the potential of using European policy coordination tools to achieve the common objectives of an EEA;

Amendment
10. Stresses the potential of using European policy coordination tools to achieve the common objectives of an EEA, including by means of the Open Method of Coordination and the European Semester;

Amendment 108
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution
10 a. Considers the breadth of expertise on transformative education, transversal skills, sustainable social, economic and environmental development that non-formal and informal education providers have been providing to disadvantaged learners; encourages synergies with these education stakeholders, for the purpose of sharing learning methodologies and mainstreaming education for sustainable development and sustainable lifestyles, culture and arts, human rights, equality, promotion of a culture of peace and non-
violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development;

Amendment 109
Dace Melbärde
Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution

10 a. Reminds that the EU fiscal rules will apply again to governments from 2023 and, as a consequence, any spending needs to be proportional to Member States’ long term ability to have balanced budgets and service debt interest payments;

Amendment 110
Dace Melbärde
Motion for a resolution
Paragraph 11

Motion for a resolution

11. Calls for all EU institutions and Member States to agree on the same vision, priorities, targets and benchmarks regarding an EEA, while acknowledging existing diversities in Europe;

Amendment

11. Calls for all EU institutions and Member States to agree on the same vision, priorities, targets and benchmarks regarding the EEA, while acknowledging the different starting points and capacities of the Member States as well as the prevailing gaps between and within the Member States;
Amendment 111
Gianantonio Da Re

Motion for a resolution
Paragraph 11

11. Calls for all EU institutions and Member States to agree on the same vision, priorities, targets and benchmarks regarding an EEA, while acknowledging existing diversities in Europe; in particular regional and local situations;

Amendment

11. Calls for all EU institutions and Member States to agree on the same vision, priorities, targets and benchmarks regarding an EEA, while acknowledging existing diversities in Europe, in particular regional and local situations;

Or. it

Amendment 112
Dace Melbårde

Motion for a resolution
Paragraph 12

12. Highlights inclusiveness as a central dimension of an EEA and a prerequisite for achieving quality education for all, ensuring that no one is left behind, regardless of age, socioeconomic or professional status or geographical location; stresses in this regard the need to ensure that, where applicable, a tailored approach is taken towards vulnerable groups, including people with disabilities;

Amendment

12. Highlights inclusiveness as a central dimension of an EEA and a prerequisite for achieving quality education for all, ensuring that no talent is left behind, regardless of age, socioeconomic or professional status or geographical location; stresses in this regard the need to ensure that, where applicable, a tailored approach is taken towards vulnerable groups, including people with disabilities;

Or. en

Amendment 113
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 12
Motion for a resolution

12. Highlights inclusiveness as a central dimension of an EEA and a prerequisite for achieving quality education for all, ensuring that no talent is left behind;

Amendment

12. Highlights inclusiveness of the most marginalised communities including women in all their diversity, racial and ethnic minorities, LGBTIQ+ people, persons with disabilities, refugees and migrants, as a central dimension of an EEA and a prerequisite for achieving quality education for all, ensuring that no learner is left behind;

Or. en

Amendment 114
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 12

Motion for a resolution

12. Highlights inclusiveness as a central dimension of an EEA and a prerequisite for achieving quality education for all, ensuring that no talent is left behind;

Amendment

12. Highlights inclusion as a central dimension of an EEA and a prerequisite for achieving quality education for all, ensuring that no learner is left behind, irrespectively of geographical, financial, structural, socio-economic, or physical barriers, of neuro-typical or cognitive differences, ethnic background, or legal status;

Or. en

Amendment 115
Chiara Gemma

Motion for a resolution
Paragraph 12

Motion for a resolution

12. Highlights inclusiveness as a central dimension of an EEA and a

Amendment

12. Highlights inclusiveness as a central dimension of an EEA and a
prerequisite for achieving quality education for all, ensuring that no talent is left behind;

Amendment 116
Gianantonio Da Re

Motion for a resolution
Paragraph 12

Motion for a resolution

12. Highlights inclusiveness as a central dimension of an EEA and a prerequisite for achieving quality education for all, ensuring that no talent is left behind;

Amendment

12. Highlights inclusiveness, in particular for persons with disabilities, as a central dimension of an EEA and a prerequisite for achieving quality education for all, ensuring that no talent is left behind;

Or. it

Amendment 117
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 12

Motion for a resolution

12. Highlights inclusiveness as a central dimension of an EEA and a prerequisite for achieving quality education for all, ensuring that no talent is left behind;

Amendment

12. Highlights inclusiveness as a central dimension of an EEA and a prerequisite for achieving quality education for all, ensuring that no one is left behind;

Or. en

Amendment 118
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 12 a (new)

Motion for a resolution

12 a. Urges Member States, in the allocation of their resources and investments in education, to adopt an approach that is sensitive to social inclusion, emphasising increased equity, integration and social justice, supporting the most marginalised, vulnerable and disadvantaged; insists, in relation to all levels of governance, on the promotion and support of practices such as mentoring and of intergenerational solidarity to reduce inequalities, exclusion, early school leaving or youth unemployment;

Amendment

Or. en

Amendment 119
Peter Pollák

Motion for a resolution
Paragraph 12 a (new)

Motion for a resolution

12 a. In this sense, emphasis must be placed on the education systems of the Member States in order to improve the quality of education and care for children from early childhood, to make quality and inclusive education available to every child, regardless of their social, ethnic or cultural background, at all levels of education, in order to ensure that education reflects the needs of the market and, last but not least, to improve preparedness on the part of teachers, including in terms of their financial remuneration.

Amendment

Or. sk
Amendment 120
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 12 b (new)

Motion for a resolution

12 b. Calls for a common, rights based, child-sensitive and inclusive approach in the EEA to empower persons with disabilities, learning and thinking differences, such as those on the autism spectrum or with high potential; calls on Member States to support individual learning paths and the acquisition of competences for dealing with persons with specific pedagogical needs, especially for teachers and leaders of educational institutions;

Or. en

Amendment 121
Dace Melbärde

Motion for a resolution
Paragraph 13

Motion for a resolution

13. Supports the use of quantitative indicators and benchmarks to allow the continuous comparison and monitoring of Member States’ progress towards common objectives and to incentivise further policy actions, while at the same time reiterating the need for supplementary qualitative indicators and benchmarks;

Amendment

13. Supports with vigilance the use of quantitative indicators and benchmarks to allow the continuous comparison and monitoring of Member States’ progress towards common objectives and to incentivise further policy actions, while at the same time cautioning against overambitious medium-term targets; is concerned that the EU-wide average targets and the means to achieve them risk concealing the great divergences between and within the Member States, potentially implicitly increasing the gaps further; warns that individual progress achieved at the Member States’ level in any given
Motion for a resolution
Paragraph 13

Amendment 122
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 13

13. Supports the use of quantitative indicators and benchmarks to allow the continuous comparison and monitoring of Member States’ progress towards common objectives and to incentivise further policy actions, while at the same time reiterating the need for supplementary qualitative indicators and benchmarks;

Amendment

13. Supports the use of quantitative indicators and benchmarks, especially by means of the European Semester process, to allow the continuous comparison and monitoring of Member States’ progress towards common objectives and to incentivise further policy actions, while at the same time reiterating the need for supplementary qualitative indicators and benchmarks;

Amendment 123
Dace Melbārde

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution

13 a. Points out that without reliable and frequent statistical data, the observing of the overall trends across Member States and, by extension, of achieving EEA related targets, is not possible; highlights the need to improve the quality as well as to increase the
frequency of such data gathering; notes, within this context, the importance of national statistical offices and the Eurostat;

Amendment 124
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 13 a (new)

13 a. Calls for at least 10% of the recovery and resilience facility's funding to be allocated to education and for the provision of adequate funding for the establishment, implementation and development of the European Education Area; Encourages Member States to earmark funds to contribute towards the development of the EEA;

Amendment 125
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 13 a (new)

13 a. Calls on the Commission and Member States to set and achieve ambitious and realistic targets, without reducing those previously envisaged;

Amendment 126
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 13 b (new)

13 b. Calls for achieving the objective that all young Europeans completing upper secondary education have a sufficient knowledge of two languages in addition to their mother tongue;

Amendment 127
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 13 c (new)

Amendment 128
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

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

Amendment

13 d. Calls on Member States to invest at least 10% of their gross domestic product in education in order to enable the implementation and achievement of a new European Education Area and to invest in the future of their people;

Or. en

Amendment 129
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution  

Paragraph 13 e (new)  

Amendment

13 e. Calls on the Commission and Member States to monitor the achievement of the target set by the European Skills Agenda to achieve 50% of the adult population participating in learning activities by 2025;

Or. en

Amendment 130
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution  

Paragraph 14  

Amendment

14. Calls for synergies between the EEA, the European Research Area and the European Higher Education Area to be exploited and for a further strengthening of the Erasmus+ programme for the benefit of all teachers and learners;  

14. Calls for synergies between the EEA, the European Research Area and the European Higher Education Area as well as the European Youth Work agenda to be exploited and for a further strengthening of the Erasmus+ Programme for the benefit of all current and future teachers, educational workers and providers, youth
14. Calls for synergies and cooperation between the EEA, the European Research Area and the European Higher Education Area as well as between the various Union programmes, especially the Erasmus+, Horizon Europe, Digital Europe and Creative Europe; asks in particular for a further strengthening of the Erasmus+ programme for the benefit of all teachers and learners;
Amendment 133
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 14 a (new)

14 a. Emphasises that European censuses, data collection and research on territorial needs and educational practices across the Union are an essential priority for education systems and Member States to identify common educational challenges and solutions; urges the European Commission and Member States to develop common and participatory research on education with a well-defined budget line and mandate within the remit of EU competences;

Or. en

Amendment 134
Michaela Šojdrová, Christian Ehler, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Milan Zver, François-Xavier Bellamy, Isabel Benjumea Benjumea, Željana Zovko

Motion for a resolution
Paragraph 14 a (new)

14 a. Underlines the importance of establishing academic freedom in tertiary education as a core principle of an EEA;

Or. en

Amendment 135
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 15

Motion for a resolution

15. **Aims to foster** media literacy and critical thinking at all stages of learning as a central means to empower responsible European citizens;

Amendment

15. **Urges Member States to develop** media literacy and critical thinking initiatives at all stages of learning as an absolute priority and a central means to empower responsible European citizens; calls on Member States to see the EEA as embodying a commitment towards the development of basic skills in reading, writing, and mathematics and a culture of tolerance, solidarity and respect for others;

Or. en

Amendment 136
Dace Melbärde

Motion for a resolution
Paragraph 15

Motion for a resolution

15. Aims to foster media literacy and critical thinking at all stages of learning as a central means to empower responsible European citizens;

Amendment

15. Aims to foster media and information literacy, digital literacy and critical thinking at all stages and formats of learning -- formal, non-formal and informal -- as a central means to empower responsible European citizens with the required skillset for the 21st Century;

Or. en

Amendment 137
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 15

Motion for a resolution

15. Aims to foster media literacy and
critical thinking

Amendment

15. Aims to foster inclusion, equality,
critical thinking at all stages of learning as a central means to empower responsible European citizens;

media literacy and critical thinking at all stages of learning as a central means to empower responsible members of society and counter the increasing tide of disinformation;

Or. en

Amendment 138
Chiara Gemma

Motion for a resolution
Paragraph 15

Motion for a resolution

15. Aims to foster media literacy and critical thinking at all stages of learning as a central means to empower responsible European citizens;

Amendment

15. Aims to foster critical thinking and media literacy at all stages of learning as a central tool for broad-based, responsible participation of all European citizens;

Or. it

Amendment 139
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Paragraph 15 a (new)

Motion for a resolution

15 a. Aims to foster soft skills and life skills such as 'learning to learn' competences, including readiness to discard one’s own convictions when they contradict new experimental findings and learners’ understanding of the impact of their local level action on the environment and on their fellow European citizens, for the purpose of providing all learners with the capacity to adapt to the ever-changing, fast-paced 21st century society;

Amendment

15 a. Aims to foster soft skills and life skills such as 'learning to learn' competences, including readiness to discard one’s own convictions when they contradict new experimental findings and learners’ understanding of the impact of their local level action on the environment and on their fellow European citizens, for the purpose of providing all learners with the capacity to adapt to the ever-changing, fast-paced 21st century society;

Or. en
Amendment 140
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 15 a (new)

15 a. Insists on the role of the EEA in reinforcing European citizenship and democratic participation; regrets civic education is not systematically taught in all Member States; encourages the European Commission and Member States in this respect to work towards a common strategy and flagship initiative;

Amendment

Amendment 141
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Paragraph 16

16. Calls for a common framework on the development of digital competences and on learning about the EU throughout all appropriate levels and areas of education;

Amendment

16. Calls for a common framework on the development of digital competences and on learning about the EU throughout all appropriate levels and areas of education; prioritising the development of basic digital skills above the development of advanced digital skills, and of significantly reducing digital competences gaps across Europe rather than further exacerbating them via the insistence on new, more advanced digital competences;

Amendment 142
Victor Negrescu

Motion for a resolution
Paragraph 16
16. Calls for a common framework on the development of digital competences and on learning about the EU throughout all appropriate levels and areas of education;

16. Calls for a common framework on the development of digital competences and on learning about the EU throughout all appropriate levels and areas of education; **stresses the need for better, more innovative unified system of recognition, validation and certification - and therefore portability - of digital skills, qualifications and credentials for students**;

Amendment 143
Dace Melbärde

16. Calls for a common framework on the development of digital competences and on learning about the EU throughout all appropriate levels and areas of education;

16. Calls for a common framework **devising that defines the minimum quantitative thresholds** on the development of digital competences throughout all appropriate levels and areas of education;

Amendment 144
Dace Melbärde

16. Calls for a common framework on the development of digital competences and on learning about the EU throughout all appropriate levels and areas of education;

16. Calls for a common framework on the development of digital competences **for both learners and educations** throughout all appropriate levels and areas of education;
Amendment 145
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Calls for a common framework on the development of digital competences and on learning about the EU throughout all appropriate levels and areas of education;

Amendment

16. Calls for common standards on the development of digital competences and on learning about the EU throughout all appropriate levels and areas of education;

Amendment 146
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 16 a (new)

Motion for a resolution

16 a. Urges the Union to recognise connectivity and digital infrastructure as a fundamental right, allowing access for all, to a quality network and affordable subscription; calls on Member States to ensure that all learners, especially children, benefit from basic digital equipment;

Amendment

16 a. Urges the Union to recognise connectivity and digital infrastructure as a fundamental right, allowing access for all, to a quality network and affordable subscription; calls on Member States to ensure that all learners, especially children, benefit from basic digital equipment;

Amendment 147
Victor Negrescu

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

Amendment

16 a. Calls upon the full recognition of studies across the European Union at all level of education allowing better mobility of pupils and students at European level;

Or. en

Amendment 148
Victor Negrescu

Motion for a resolution
Paragraph 16 b (new)

Motion for a resolution

Amendment

16 b. Supports the creation of a new micro-credential system at European level improving mobility for students and professors;

Or. en

Amendment 149
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 17

Motion for a resolution

Amendment

17. Stresses the importance of enhancing competences and motivation in the education profession, especially supported through the improved recognition of educators’ value to society and by bolstering pedagogical autonomy;

17. Stresses the importance of enhancing the promotion, competences and motivation in the education profession, especially supported through the improved recognition of educators’ value to society and by bolstering pedagogical autonomy; urges Member States, in cooperation with the European Commission, to invest in the initial education of teachers and trainers, especially on including a European dimension and transnational mobility in their curricula; welcomes the European Commission’s plans on the
European Teachers Award and guidance for national career frameworks; stresses the need for increased mentoring support or induction at the beginning of careers; calls for a further strengthening of EU programmes such as Erasmus+ and the teachers academies as support and funding schemes for teachers' pedagogical competence and transnational mobility; calls for the further development of the E-Twinning and School Education Gateway initiatives;

Amendment 150
Dace Melbārde

Motion for a resolution
Paragraph 17

Motion for a resolution

17. Stresses the importance of enhancing competences and motivation in the education profession, especially supported through the improved recognition of educators’ value to society and by bolstering pedagogical autonomy;

Amendment

17. Stresses the importance of enhancing competences and motivation in the education profession, especially through supporting the improved recognition of educators’ value to society and by bolstering pedagogical autonomy; believes that teachers and educators more generally need to be adequately compensated for their work and their working conditions improved in order to prevent burnout and minimise the high turnover of these professionals; is of the view that, in addition to higher pay, automation in education, most notably through deploying artificial intelligence aided tools to take over or help with carrying out mundane tasks like test grading and registering attendance, is also part of the solution;
Amendment 151
Chiara Gemma

Motion for a resolution
Paragraph 17

17. Stresses the importance of enhancing competences and motivation in the education profession, especially supported through the improved recognition of educators’ value to society and by bolstering pedagogical autonomy;

Amendment

17. Stresses the importance of enhancing competences and motivation in the education profession, especially supported through the improved recognition of teachers’ value to society, by promoting and reinforcing pedagogical and teaching autonomy through initial and on-the-job training;

Or. it

Amendment 152
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 17

17. Stresses the importance of enhancing competences and motivation in the education profession, especially supported through the improved recognition of educators’ value to society and by bolstering pedagogical autonomy;

Amendment

17. Stresses the importance of improving working conditions and enhancing competences and motivation in the education profession, especially supported through the greater societal valuation of educators and by bolstering pedagogical autonomy;

Or. en

Amendment 153
Victor Negrescu

Motion for a resolution
Paragraph 17 a (new)

17 a. Calls on the Commission to
establish a European Online University platform consisting of an online hub with content about the available online programmes in the European Universities, digital resources for higher education, available scholarships and EU funds for education and an online community of educators and learners sharing experiences and best practices on digital and online education at university level;

Amendment 154
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 17 a (new)

Motion for a resolution
Amendment

17 a. Encourages the European Commission and Member States to put in place disaster mitigation strategies for the education sector, in partnership and consultation with all stakeholders; insists on the importance of European concerted action in times of crisis, such as with the COVID 19 pandemic;

Amendment 155
Michaela Šojdrová, Christian Ehler, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Milan Zver, Ioan-Rareș Bogdan, Isabel Benjumea Benjumea, Željana Zovko

Motion for a resolution
Paragraph 17 a (new)

Motion for a resolution
Amendment

17 a. Urges for closer collaboration of the EU with other organisations and institutions such as UNESCO and the OECD and for actively using existing
educational research and studies with a view to supporting Member States in identifying effective policy reforms;

Amendment 156
Victor Negrescu

Motion for a resolution
Paragraph 17 b (new)

Motion for a resolution

Amendment

17 b. Stresses the importance of the Union taking the lead in digital education by facilitating access to innovations and technologies for teachers, learners and parents; calls, in this regard, for new initiatives in education by making full use of new technologies such as AI and robotics, which will also raise awareness about the opportunities and challenges associated with them in educational settings; highlights, therefore, the need for Occupational Classification Frameworks across Member States to be aligned with the evolution of technology, especially in the field of artificial intelligence;

Amendment 157
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Paragraph 18

Motion for a resolution

Amendment

18. Underlines the need for Member States to take action to support the development of linguistic competences in primary and secondary education, to embrace the Council of Europe’s goal of

18. Underlines the need for Member States to take action to support the development of linguistic competences in primary and secondary education as well as through non formal education
‘plurilingualism’ and to achieve the benchmark of all pupils having a sufficient knowledge of English at the end of lower secondary education; providers, including the promotion and protection of non-official or co-official languages as well as those included in UNESCO's Atlas of Languages in Danger, to embrace the recommendation of the Barcelona convention to enabling citizens to communicate in 2 languages other than their mother tongue at the end of lower secondary education or any informal equivalent;

Amendment 158
Victor Negrescu

Motion for a resolution
Paragraph 18

Motion for a resolution

18. Underlines the need for Member States to take action to support the development of linguistic competences in primary and secondary education, to embrace the Council of Europe’s goal of ‘plurilingualism’ and to achieve the benchmark of all pupils having a sufficient knowledge of English at the end of lower secondary education;

Amendment

18. Underlines the need for Member States to take action to support the development of linguistic competences in primary and secondary education, to embrace the Council of Europe’s goal of ‘plurilingualism’ and to achieve the benchmark of all pupils having a sufficient knowledge of English at the end of lower secondary education; calls upon the European Union to finance schools providing rare European language skills especially the native languages of those Europeans now living in other European countries;

Amendment 159
Laurence Farreng

Motion for a resolution
Paragraph 18

Motion for a resolution

Amendment
18. Underlines the need for Member States to take action to support the development of linguistic competences in primary and secondary education, to embrace the Council of Europe’s goal of ‘plurilingualism’ and to achieve the benchmark of all pupils having a sufficient knowledge of English at the end of lower secondary education;

18. Underlines the need for Member States to take action to support the development of linguistic competences in primary and secondary education, to embrace the Council of Europe’s goal of ‘plurilingualism’ and to achieve the benchmark of all pupils having a sufficient knowledge of at least one other official language of the European Union at the end of lower secondary education;

Amendment 160
Dace Melbärde

Motion for a resolution
Paragraph 18

Motion for a resolution

18. Underlines the need for Member States to take action to support the development of linguistic competences at all levels, including in primary and secondary education, to embrace the Council of Europe’s goal of ‘plurilingualism’ and to achieve the benchmark of all pupils having a sufficient knowledge of English at the end of lower secondary education;

Amendment

18. Underlines the need for Member States to take action to support the development of linguistic competences at all levels, including in primary and secondary education, to embrace the Council of Europe’s goal of ‘plurilingualism’ and to achieve the benchmark of all pupils having a sufficient knowledge of English at the end of lower secondary education;

Or. fr

Amendment 161
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 18 a (new)

Motion for a resolution

18 a. Calls on the Commission to develop tools to allow Member States to
implement the Council's recommendation on a comprehensive approach to the teaching and learning of languages, and to monitor progress made in this area since the adoption of this recommendation; in this respect, calls on the Member States to collect comparable data on language learning;

Amendment 162
Dace Melbärde

Motion for a resolution
Paragraph 18 a (new)

Amendment

18 a. Deems it fundamental for EEA to take a more prominent role in promoting understanding, study and research of cutting edge technologies such as AI;

Amendment 163
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 19

Amendment

19. Stresses the importance of Commission and Member State action in higher education, such as reinforcing the Bologna Process, strengthening the international dimension of the EEA and furthering the European Student Card, including through embracing the synergies offered by existing EU programmes;
Amendment 164
Dace Melbārde

Motion for a resolution
Paragraph 19 a (new)

19 a. Notes that whilst higher education in the EU remains high-class and globally competitive, in certain areas it is failing to deliver; states with great concern that none of the EU-based higher education institutions are amongst the top 10 world universities for computer science studies;¹a is troubled that the EU as a whole does not have sufficient supply of specialised AI undergraduate programmes, with some countries lacking such studies at the relevant level altogether;²a is of the view that the EEA in synergy with the relevant EU funding programmes, notably Digital Europe and Horizon Europe, must facilitate the development of AI specific undergraduate study programmes across all Member States as a matter of urgency and, more broadly, map out and give forward guidance on the future trends so as to ensure that higher education is synchronised with the needs of the labour market;

¹a The Times Higher Education World University Rankings 2021
Amendment 165
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 19 a (new)

Motion for a resolution

Amendment

19 a. Acknowledges the central role of European Universities in contributing to European identity, knowledge and evidence based society, digital and green transitions, sustainability, long-term resilience and societal engagement; calls for further efforts towards a European strategy for Universities, including a European approach to micro-credentials and the full completion and alignment to the Bologna process; notes the role of universities of the third age in providing seniors with lifelong learning opportunities and stimulating intergenerational solidarity;

Or. en

Amendment 166
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 19 a (new)

Motion for a resolution

Amendment

19 a. Calls on the Commission to establish a European Online University platform consisting of an online hub with content about the available online programmes in the European Universities, digital resources for higher education, available scholarships and EU funds for education and an online community of educators and learners sharing experiences and best practices on digital and online education at university level;
Amendment 167
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 19 b (new)

19 b. Calls the European Commission and Member States to fully deploy the Copenhagen process and create a standalone European Education and Training Area, with the objective of improving the quality and coherence of VET in Europe and to facilitate the long term mobility of VET learners and trainers; asks the European Commission and Member States to work towards the creation of a European apprentices statute triggered during mobility; welcomes the initiative of European Centres of Vocational Excellence structuring the sector at European level;

Amendment 168
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerervert, Domèneç Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 19 b (new)

19 b. Calls on the Member States to improve teachers' working conditions and ensure further recognition of their work, as they are key to ensuring the quality of education systems; asks for greater value to be placed on their profession and for better learning opportunities for teachers
to achieve solid professional training and pedagogical skills;

Amendment 169
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 19 c (new)

19 c. Underlines the importance of Member States and European Union being able to guarantee, especially in early childhood, even in a COVID-19 context, that students have access to in-person learning, since it is this type of teaching that ensures the acquisition of the skills that will allow them to progress throughout their lives: personal relationships, study skills, empathy, cooperation, etc;

Amendment 170
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 19 d (new)

19 d. Calls Member States to professionalise early childhood education and care staff in order to properly recognise and value their work, which is indispensable for the education of children;
Amendment 171
Dace Melbärde

Motion for a resolution
Paragraph 20

20. Calls on the Commission and Member States to facilitate the expansion of automatic mutual recognition of learning outcomes and study periods abroad, including in VET;

Amendment

20. Considers that effective portability of educational attainment credentials is a necessary prerequisite to further promote intra-EU mobility and strengthen the single market as well as a cornerstone for the EEA; calls on the Commission and Member States to facilitate the expansion of automatic mutual recognition of learning outcomes and study periods abroad, including in VET; believes that such mutual recognition framework has to gradually be expanded beyond the EU, especially with geographically close countries;

Amendment 172
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 20

20. Calls on the Commission and Member States to facilitate the expansion of automatic mutual recognition of learning outcomes and study periods abroad, including in VET;

Amendment

20. Urges the EEA to be the final milestone in the recognition of diplomas and qualifications across the Union; Calls on the Commission and Member States to ensure the expansion of automatic mutual recognition of learning outcomes and study periods abroad, including in VET;
Amendment 173
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Paragraph 20

<table>
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<th>Motion for a resolution</th>
<th>Amendment</th>
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<tbody>
<tr>
<td>20. Calls on the Commission and Member States to facilitate the expansion of automatic mutual recognition of learning outcomes and study periods abroad, including in VET;</td>
<td>20. Calls on the Commission and Member States to facilitate the expansion of automatic mutual recognition of learning outcomes and study periods abroad, including in VET, <strong>non-formal exchanges and volunteering</strong>;</td>
</tr>
</tbody>
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Or. en

Amendment 174
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 20

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<td>20. Calls on the Commission and Member States to <strong>facilitate the expansion of</strong> automatic mutual recognition of learning outcomes and study periods abroad, including in VET;</td>
<td>20. Calls on the Commission and Member States to <strong>integrate</strong> automatic mutual recognition of learning outcomes and study periods abroad, including in VET and HVET in their educational systems;</td>
</tr>
</tbody>
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Or. en

Amendment 175
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 20 a (new)

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<td>20 a. <strong>Stresses that non-formal and informal competences play a key role in</strong></td>
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PE693.784v01-00  80/102  AM\1233536EN.docx
our society, education and labour market; calls the European Commission and Member States to promote a common vision and recognition of soft skills across the Union; urges for a European framework on civic and social competences, that values, promotes and recognises the benefits of practices such as mentoring and the supervision of youth activities, to be established;

Amendment 176
Victor Negrescu

Motion for a resolution
Paragraph 20 a (new)

Motion for a resolution Amendment

20 a. Calls for adequate solutions and proper funding in order to ensure that VET education can be effectively delivered; underlines the crucial role that VET plays in providing reskilling and upskilling opportunities through a lifelong learning approach; stresses, therefore, the need for compatibility between Member States regarding the recognition of VET qualifications;

Amendment 177
Michaela Šojdrová, Christian Ehler, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Milan Zver, Ioan-Rareș Bogdan, Isabel Benjumea Benjumea, Željana Zovko

Motion for a resolution
Paragraph 20 a (new)

Motion for a resolution Amendment

20 a. Outlines the need for targeted civic education and learning about European values – such as human dignity,
democracy, the rule of law, human rights and equality – in order to foster a European civic culture and a sense of European community complementing local, regional, national and global dimensions;

Or. en

Amendment 178
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammervert, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 20 a (new)

Motion for a resolution

Amendment

20 a. Reiterates the importance of the recognition of vocational education and training and calls on the Member States which have not yet done so to implement correctly and fully the Council Recommendation and the European Skills Agenda on the Member States;

Or. en

Amendment 179
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 20 b (new)

Motion for a resolution

Amendment

20 b. Underlines that early school leavers still represent around 10% of young people in the EU and only 83% have completed upper secondary education; calls on the Commission to set more ambitious targets for early school leavers, and to consider measures to
improve support in this field;

Amendment 180
Victor Negrescu

Motion for a resolution
Paragraph 20 b (new)

Motion for a resolution

Amendment

20 b. Underlines the need for further efforts in improving the European framework of cooperation and support mechanisms related to education for people with special needs and disabilities;

Amendment 181
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Domèneç Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Hannes Heide

Motion for a resolution
Paragraph 20 c (new)

Motion for a resolution

Amendment

20 c. Asks for recognition of non-formal and informal learning and for equipping young people with soft and life skills, such as 'learning to learn' competences, because of the importance of these skills for personal development: personal relationships, study skills, empathy, cooperation, etc;

Amendment 182
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domèneç Ruiz Devesa, Ibán García Del Blanco, Predrag Fred
Matić

Motion for a resolution
Paragraph 20 d (new)

Amendment
20 d. Calls on Member States to include and promote educational content to support the ecological transition and raise pupils' awareness of the Green Deal; calls on the Council to include detailed content and detailed implementation guides in its forthcoming Recommendation on education for environmental sustainability foreseen for 2021;

Or. en

Amendment 183
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Paragraph 20 e (new)

Amendment
20 e. Calls on the Member States to include culture and arts in education curricula, establishing synergies with Creative Europe;

Or. en

Amendment 184
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domèneç Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Paragraph 20 f (new)

Amendment
20 f. Notes the need to close the gender
gap in STEAM education and careers, fostering economic growth; stresses the need to carefully study data on girls' participation in STEAM education and to promote gender equality through targeted measures such as financial incentives;

Amendment 185
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Paragraph 20 g (new)

20 g. Calls on the Commission to support Member States in fighting gender stereotypes and discrimination, in improving gender diversity, cultural diversity and ethnic diversity, and in eliminating all forms of harassment, discrimination and violent misconducts; highlights, in this respect, the need to change mind sets and to reduce cultural tolerance of sexism and sexual harassment through introducing educational programmes and materials, including textbooks and debates on this topic in schools;

Amendment 186
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Petra Kammerevert, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Paragraph 20 h (new)
20 h. Calls on the Commission to support Member States in fighting bullying and cyber-bullying, through the creation of good practices at EU level and the development of guidelines to effectively tackle bullying; stresses the need to raise public awareness of the potential risks online and calls for an appropriate role for basic cyber safety in school curricula;

Amendment 187
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Paragraph 21

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<td>21. Calls on the Commission and the Member States to establish a concrete European Education Area Strategic Framework 2030 (EEASF 2030) by the end of 2022 with a comprehensive steering, monitoring and evaluation mechanism, in line with UN Sustainable Development Goal 4 to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’;</td>
<td>21. Calls on the Commission and the Member States to establish a concrete European Education Area Strategic Framework 2030 (EEASF 2030) by mid 2022 with a comprehensive steering, monitoring and evaluation mechanism, in line with the first Principle of the European Pillar of Social Rights and the UN Sustainable Development Goal 4 to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’;</td>
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Amendment 188
Dace Melbārde

Motion for a resolution
Paragraph 21

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21. Calls on the Commission and the Member States to establish a concrete European Education Area Strategic Framework 2030 (EEASF 2030) by the end of 2022 with a comprehensive steering, monitoring and evaluation mechanism, in line with UN Sustainable Development Goal 4 to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’;

21. Calls on the Commission and the Member States to establish a concrete European Education Area Strategic Framework 2030 (EEASF 2030) by the end of 2022 with a comprehensive steering, monitoring and evaluation mechanism, in line with UN Sustainable Development Goal 4 to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ and particularly SDG Target 4.7 to ‘ensure all learners acquire knowledge and skills needed to promote sustainable development’;

Amendment 189
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Paragraph 21

Motion for a resolution

21. Calls on the Commission and the Member States to establish a concrete European Education Area Strategic Framework 2030 (EEASF 2030) by the end of 2022 with a comprehensive steering, monitoring and evaluation mechanism, in line with UN Sustainable Development Goal 4 to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’;

Amendment

21. Calls on the Commission and the Member States to establish a concrete European Education Area Strategic Framework 2030 (EEASF 2030) by the end of 2022 with a comprehensive steering, monitoring and evaluation mechanism, in line with UN Sustainable Development Goal 4 to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ and the first principle of the European Pillar of Social Rights;

Amendment 190
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 21 a (new)
Motion for a resolution

Amendment

21 a. Welcomes the proposal for a steering committee for the EEA, allowing a structured and systematic governance framework; regrets the proposed consultative and informal nature and would rather see a clear mandate be given to the steering committee in respect of subsidiarity; underlines the importance of the participation of the European Parliament in EEA governance;

Or. en

Amendment 191
Victor Negrescu

Motion for a resolution
Paragraph 21 a (new)

Motion for a resolution

Amendment

21 a. Reminds that education must be one of the priorities of the Recovery and Resilience Facility; Encourages the Member States to dedicate at least 10% of the Facility’s funding to education; Invites Member States to correlate their Recovery and Resilience Facilities in the matter of the programmes and investments in the field of education, initiated through the Facility;

Or. en

Amendment 192
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Paragraph 22

Motion for a resolution

Amendment

22. Urges the Commission and the Member States to clarify the type of

22. Urges the Commission and Member States to commit to meaningful
participation *required from Member States and* other levels of government, including local and regional authorities, and to devise effective *multi-level* governance arrangements that respect subsidiarity *while* aiming to generate European added value; participation *as well as to engage with and promote participation of* other levels of government, including local and regional authorities, and to devise effective governance arrangements that respect subsidiarity *whilst* aiming to generate European added value;

Amendment 193
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 22

22. Urges the Commission and the Member States to clarify the type of participation required from Member States and other levels of government, including local and regional authorities, and to devise effective multi-level governance arrangements that respect subsidiarity while aiming to generate European added value;

Amendment
22. Urges the Commission and the Member States to clarify the type of participation required from the *European Commission*, Member States, the *European Parliament* and other levels of government, including local and regional authorities, and to devise effective multi-level governance arrangements that respect subsidiarity while aiming to generate European added value;

Amendment 194
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 23

23. Seeks clarity on the level of involvement expected from stakeholders, education sectors that have been underrepresented so far, and relevant civil society actors;

Amendment
23. Seeks clarity on the level of involvement expected from stakeholders, education sectors that have been underrepresented so far, and relevant civil society actors; *stresses that the governance framework should involve all*
relevant stakeholders working in all arenas of learning. This also includes the involvement of youth workers and youth organisations specifically;

Amendment 195
Victor Negrescu

Motion for a resolution
Paragraph 23

Motion for a resolution

23. Seeks clarity on the level of involvement expected from stakeholders, education sectors that have been underrepresented so far, and relevant civil society actors;

Amendment

23. Seeks clarity on the level of involvement expected from stakeholders, education sectors that have been underrepresented so far, and relevant civil society actors; supports the co-creation process of performant educational systems that involve strong partnerships between the educators, learners, local authorities, parents and the private sector;

Amendment 196
Dace Melbärde

Motion for a resolution
Paragraph 23

Motion for a resolution

23. Seeks clarity on the level of involvement expected from stakeholders, education sectors that have been underrepresented so far, and relevant civil society actors;

Amendment

23. Seeks clarity on the level of involvement expected from stakeholders and relevant civil society actors, many of which have been underrepresented so far;

Amendment 197
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 23

23. Seeks *clarity on* the level of involvement expected from stakeholders, education sectors that have been underrepresented so far, and relevant civil society actors;

23. Seeks *to increase* the level of involvement expected from stakeholders, education sectors that have been underrepresented so far, and relevant civil society actors;

Amendment 198
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 23 a (new)

23 a. *Asks the European Commission and Member States to come up with a clear European education budget line, in the next multi-annual framework, for the governance and implementation of EEA initiatives;*

Amendment 199
Dace Melbärde

Motion for a resolution
Paragraph 24

24. Calls on the Commission to establish an EEA Platform as an interactive public gateway to support Member States and stakeholders in exchanging information and promoting cooperation and exchange of good practices;

24. Calls on the Commission to establish an EEA Platform as an interactive public gateway to support Member States and stakeholders in exchanging information and promoting cooperation and exchange of good practices; *believes*
that such a platform should be adequately funded and all its contents should be available in all official EU languages;

Amendment 200
Diana Riba i Giner, Pernando Barrena Arza, Martina Michels

Motion for a resolution
Paragraph 24

Amendment

24. Calls on the Commission to establish an EEA Platform as an interactive public gateway to support Member States and stakeholders in exchanging information and promoting cooperation and exchange of good practices;

Motion for a resolution

24. Calls on the Commission to establish an EEA Platform that is accessible in all European languages, both official and co-official, as an interactive public gateway to support Member States and stakeholders in exchanging information and promoting cooperation and exchange of good practices;

Amendment 201
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Paragraph 24 a (new)

Amendment

24 a. Believes that this initiative on a new European Education Area is a good opportunity to review the competences of the European Union in training and education; calls for the possibility of a revision of the European Union treaties to review these competences, in order to have a global vision and to grant greater support to achieve quality education throughout the European territory;
Amendment 202
Michaela Šojdrová, Christian Ehler, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Milan Zver, François-Xavier Bellamy, Ioan-Rareș Bogdan, Isabel Benjumea Benjumea, Željana Zovko

Motion for a resolution
Paragraph 24 a (new)

Motion for a resolution

Amendment

24 a. Calls for the establishment of a dedicated financial instrument in MFF 2028-2034 with a view to providing EU funding for building the European Education Area and to facilitate mutual recognition of qualifications;

Amendment 203
Victor Negrescu

Motion for a resolution
Paragraph 25

Motion for a resolution

Amendment

25. Underlines the need for a European dimension in education by strengthening a distinct European perspective in students’ curricula and teachers’ training, including with support from Jean Monnet actions and teacher academies; proposes that these teacher academies be called ‘Comenius Teacher Academies’;

25. Underlines the need for a European dimension in education by strengthening a distinct European perspective in students’ curricula and teachers’ training, including with support from Jean Monnet actions and teacher academies; proposes that these teacher academies be called ‘Comenius Teacher Academies’; supports the creation of a framework for shaping and developing common qualifications for teachers across Member States, especially in the field of digital education;
Amendment 204
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 25

Amendment

25. Underlines the need for a European dimension in education by strengthening a distinct European perspective in students’ curricula and teachers’ training, including with support from Jean Monnet actions and teacher academies; proposes that these teacher academies be called ‘Comenius Teacher Academies’;

Or. en

Amendment 205
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 25

25. Underlines the need for a European dimension in education by strengthening a distinct European perspective in students’ curricula and teachers’ training, with regards to all teachers, trainers & learners from both formal & non-formal organisations including with support from Jean Monnet actions and teacher academies; proposes that these teacher academies be called ‘Comenius Teacher Academies’;

Or. en

Amendment 206
Dace Melbārde

Motion for a resolution
Paragraph 25
Motion for a resolution

25. Underlines the need for a European dimension in education by strengthening a distinct European perspective in students’ curricula and teachers’ training, including with support from Jean Monnet actions and teacher academies; proposes that these teacher academies be called ‘Comenius Teacher Academies’;

Amendment

25. Underlines the need to also ensure a European dimension in education by strengthening a distinct European perspective in students’ curricula and teachers’ training, including with support from Jean Monnet actions and teacher academies; proposes that these teacher academies be called ‘Comenius Teacher Academies’;

Or. en

Amendment 207
Victor Negrescu

Motion for a resolution
Paragraph 25 a (new)

Motion for a resolution

25 a. Calls for a European education policy in fields where such cooperation is needed, especially in tackling the issue of inequalities and gaps between and within Member States, using the enhanced cooperation mechanism offered by the European treaties and the positive evolutions provided by the new forms of cooperation in the fields of health and defence;

Amendment

25 a. Emphasises the need to provide learners with knowledge about European

Or. en

Amendment 208
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 26

Motion for a resolution

26. Emphasises the need to provide learners with knowledge about European

Amendment

26. Emphasises the need to provide learners with knowledge about European
history and cultural heritage, both tangible and intangible, and to foster a critical European memory and historical consciousness; calls on the European Commission, Member States and the Council of Europe to work towards the inclusion of European history and cultural heritage in curricula across the Union;

Amendment 209
Dace Melbārde

Motion for a resolution
Paragraph 26

26. Emphasises the need to provide learners with knowledge about European history and cultural heritage, both tangible and intangible, and to foster a critical European memory and historical consciousness; believes that targeted funding and initiatives to increase research on European history as well as promotion of public history are necessary;

Amendment 210
Peter Pollák

Motion for a resolution
Paragraph 26

26. Emphasises the need to provide learners with comprehensive knowledge about the diverse European history and cultural heritage, both tangible and intangible, and to foster a critical European memory and historical consciousness;
Amendment 211
Diana Riba i Giner, Pernando Barrena Arza, Alexis Georgoulis, Martina Michels

Motion for a resolution
Paragraph 26

Motion for a resolution

26. Emphasises the need to provide learners with knowledge about European history and cultural heritage, both tangible and intangible, and to foster a critical European memory and historical consciousness;

Amendment

26. Emphasises the need to provide learners with knowledge about European history and cultural heritage, both tangible and intangible, and to foster a critical European memory and historical consciousness, as well as civic awareness in the area of tolerance and respect for the values and pillars on which the EU is founded;

Or. sk

Amendment 212
Chiara Gemma

Motion for a resolution
Paragraph 26

Motion for a resolution

26. Emphasises the need to provide learners with knowledge about European history and cultural heritage, both tangible and intangible, and to foster a critical European memory and historical consciousness;

Amendment

26. Emphasises the need to provide learners with knowledge about European history and cultural and artistic heritage, both tangible and intangible, and to foster a critical European memory and historical consciousness;

Or. it
Amendment 213
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Paragraph 26 a (new)

Motion for a resolution

Amendment

26 a. Welcomes the Council’s recognition of citizenship education’s key role in fostering democratic attitudes; stresses the need to familiarise learners with the European integration process, the institutions and policies of the EU, the rights emerging from EU citizenship and how to actively participate in the EU’s democratic processes; calls on the Commission to develop an indicative common curriculum on EU citizenship in order to foster a better understanding, among others, of the functioning of the EU, of the existing EU participatory mechanisms, of the histories and cultures of Member States, their European rights and obligations, as well as objective and critical thinking on the benefits of the European Union; considers that more investment is needed in training and capacity building programmes for educators on citizenship education;

Amendment 214
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić

Motion for a resolution
Paragraph 26 b (new)

Motion for a resolution

Amendment

26 b. Asks the Commission to explore the establishment of a European Agency for Citizenship education in charge of
improving access to and the quality of citizenship education in all EU member states and support the development of a European dimension of citizenship education, for all age groups, ethnic and socioeconomic backgrounds;

Amendment 215
Marcos Ros Sempere, Łukasz Kohut, Vilija Blinkevičiūtė, Victor Negrescu, Massimiliano Smeriglio, Domène Ruiz Devesa, Ibán García Del Blanco, Predrag Fred Matić, Petra Kammerevert

Motion for a resolution
Paragraph 27

Motion for a resolution

27. Stresses the need to familiarise learners with the European integration process, the institutions and policies of the EU, the rights emerging from EU citizenship and how to actively participate in the EU’s democratic processes;

Amendment

27. Calls on the Commission to develop a comprehensive European strategy on citizenship education in view of the risk posed to our democracies by national populism, online disinformation and the polarising social tensions in Europe and abroad; believes that such a strategy should notably focus on shared EU democratic values and principles; believes that this strategy should enhance citizens’ understanding of the EU decision-making process and of EU policies and should raise awareness of the benefits, rights and obligations of EU citizenship;

Amendment 216
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva

Motion for a resolution
Paragraph 27

Motion for a resolution

27. Stresses the need to familiarise

Amendment

27. Stresses the need to familiarise
learners with the European integration process, the institutions and policies of the EU, the rights emerging from EU citizenship and how to actively participate in the EU’s democratic processes; calls on Member States, in cooperation with the European Commission, to create a taskforce to establish common standards that can be implemented in curricula across the Union;

Amendment 217
Dace Melbārde

Motion for a resolution
Paragraph 27

Motion for a resolution

27. Stresses the need to familiarise learners with the European integration process, the institutions and policies of the EU, the rights emerging from EU citizenship and how to actively participate in the EU’s democratic processes;

Amendment

27. Stresses the need to further familiarise learners with European politics, including the European integration process, the institutions and policies of the EU, the rights emerging from EU citizenship and how to actively participate in the EU’s democratic processes;

Amendment 218
Victor Negrescu

Motion for a resolution
Paragraph 27 a (new)

Motion for a resolution

27 a. Stresses the need for research and innovation to be promoted in education; emphasizes the importance of education in training future researchers and in supporting innovation;
Amendment 219
Ilana Cicurel, Laurence Farreng, Bernard Guetta, Monica Semedo, Irena Joveva, Morten Løkkegaard

Motion for a resolution
Paragraph 27 a (new)

Motion for a resolution

Amendment

27 a. Underlines the importance of the Conference on the Future of Europe to discuss the way forward on European education challenges and policy development;

Or. en

Amendment 220
Victor Negrescu

Motion for a resolution
Paragraph 27 b (new)

Motion for a resolution

Amendment

27 b. Underlines the need to invest more in education formats about the European Union at school and university level by strengthening existing networks and developing new curricula adapted for this type of training; emphasises the need for a European strategy for citizenship education designed to improve training about European citizenship;

Or. en

Amendment 221
Victor Negrescu

Motion for a resolution
Paragraph 27 c (new)
27 c. Underlines the key role played by youth organizations, professors, trade unions and parents associations in supporting a European dimension to education; calls for the Erasmus program to act more intensively in building a European dimension to education;

Or. en