



**2021/2209(INI)**

14.12.2021

# **AMENDMENTS**

## **1 - 57**

**Draft opinion**

**Sabine Verheyen**

(PE699.300v01-00)

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



**Amendment 1**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph -1 (new)**

*Draft opinion*

*Amendment*

***-1. Welcomes the commitments made at the May 2021 UNESCO World Summit on Education for Sustainable Development (ESD) and the adoption of the Berlin Declaration; insists on ensuring quality education for all children as an enabler for all SDGs and on the importance of integrating ESD into all levels of education and training from early childhood to tertiary and adult education, including VET, non-formal education and informal learning<sup>1a</sup>;***

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*1a*

***<https://en.unesco.org/sites/default/files/esdfor2030-berlin-declaration-en.pdf>***

Or. en

**Amendment 2**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph -1 a (new)**

*Draft opinion*

*Amendment*

***-1 a. Underlines that the COVID19 pandemic, subsequent and temporary school closures, must not hamper the fundamental right to quality and lifelong education, providing all children with the knowledge, skills, values and attitudes for acting as citizens and necessary for their socio-economic empowerment and personal development; regardless of who***

*they are, where they live, of their socio-economic background, of any physical or mental disability they may have;*

Or. en

**Amendment 3**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph -1 b (new)**

*Draft opinion*

*Amendment*

*-1 b. Calls on the EEAS to promote coordination between educational, social and health services; recalls schools should be safe refuge for children, providing public spaces for democratic rights and freedom of expression; urges for specific attention to children with specific pedagogical needs, children from vulnerable groups, such as refugees, children in emergency situations, living in remote areas or from disadvantaged backgrounds; reaffirms that the payment of education fees should not be an obstacle to access quality education, especially since the pandemic has led to an impoverishment of children and their families;*

Or. en

**Amendment 4**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph -1 c (new)**

*Draft opinion*

*Amendment*

*-1 c. Urges the authorities of third countries to safeguard the opening of*

*schools as a key objective in a pandemic, if not ensuring pedagogical continuity for all children, such as with protective health and security measures, vaccination strategies and distance learning capacity, and for the EEAS to increase its guidance and support to governments around the world towards these objectives; in priority assisting low and low-middle-income countries in ensuring their educational institutions have access to basic health and sanitary infrastructures;*

Or. en

**Amendment 5**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph -1 d (new)**

*Draft opinion*

*Amendment*

*-1 d. Is concerned by the financial impact the pandemic continues to have on education financing as a majority of UNESCO Member States have not yet reached the threshold of 4 to 6% of GDP or 15 to 20% of public expenditure; encourages third countries to invest in education beyond their recovery plans, also in pre-primary, primary and lower secondary education; stresses that despite dedicated funding low- and lower-middle-income countries have attributed less than 1% to education in their COVID-19 stimulus packages<sup>1a</sup> and that 67% of these countries rely on external support for COVID-19 related costs in the educational sector<sup>1b</sup>;*

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<sup>1a</sup> <https://sdg4education2030.org/world-leaders-unite-increase-investment-education-10-november-2021>

<sup>1b</sup> <https://oecdeditoday.com/long-road-recovery-national-education-responses->

**Amendment 6**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph -1 d (new)**

*Draft opinion*

*Amendment*

***-1 d. Calls on the Commission, the Member States as well as national governments of third countries to develop strategies and guidelines for the education sector to respond to possible subsequent waves of the pandemic in a coordinated and organized manner with the aim of minimising the negative impacts on the learning process;***

**Amendment 7**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph 1**

*Draft opinion*

*Amendment*

1. Believes that financial assistance in education is a prerequisite to eliminate poverty and enhance human well-being, especially at a time when public resources are increasingly constrained with competing demands in sectors such as health and education;

1. ***Welcomes the UNESCO Paris Declaration: 'a global call for investing in the futures of education'<sup>1b</sup>; urges countries around the world to consider education as an investment rather than an expense;*** believes that ***adequate*** financial assistance in education is a prerequisite to eliminate poverty and enhance human well-being, especially at a time when public resources are increasingly constrained with competing demands in sectors such as health and education; ***urges***

*the European Commission and Member States to substantially increase education financing in their international development and assistance strategies;*

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<sup>1b</sup> <https://en.unesco.org/education2030-sdg4/gem2021-paris-declaration>

Or. en

**Amendment 8**  
**Victor Negrescu**

**Draft opinion**  
**Paragraph 1**

*Draft opinion*

1. Believes that financial assistance in education is a prerequisite to eliminate poverty and enhance human well-being, especially at a time when public resources are increasingly constrained with competing demands in sectors such as health and education;

*Amendment*

1. Believes that financial assistance in education is a prerequisite to eliminate poverty and enhance human well-being, especially at a time when public resources are increasingly constrained with competing demands in sectors such as health and education; ***calls for a global partnership for education, that harmonises education systems and establishes a set of international standards for education;***

Or. en

**Amendment 9**  
**Massimiliano Smeriglio, Domènec Ruiz Devesa, Pina Picierno, Hannes Heide, Victor Negrescu, Diana Riba i Giner, Marcos Ros Sempere, Pernando Barrena Arza**

**Draft opinion**  
**Paragraph 1**

*Draft opinion*

1. Believes that financial assistance in education is a prerequisite to ***eliminate*** poverty and enhance human well-being, especially at a time when public resources

*Amendment*

1. Believes that ***effective*** financial assistance in education is a prerequisite to ***eradicate*** poverty and enhance human well-being, especially at a time when

are increasingly constrained with competing demands in sectors such as health and education;

public resources are increasingly constrained with competing demands in sectors *heavily affected* such as health and education;

Or. en

#### **Amendment 10**

**Diana Riba i Giner, Pernando Barrena Arza**

#### **Draft opinion**

#### **Paragraph 1 – point 1 (new)**

*Draft opinion*

*Amendment*

***(1) Acknowledges that the COVID-19 crisis has made action on violence against children even more pressing; urges to take all appropriate measures to ban all forms of corporal punishment against children, and to explicitly condemn and commit to ending harmful practices, including child labour, child trafficking, gender-based violence, female genital mutilation, and early and forced child marriage;***

Or. en

#### **Amendment 11**

**Gianantonio Da Re**

#### **Draft opinion**

#### **Paragraph 1 – subparagraph 1 (new)**

*Draft opinion*

*Amendment*

***Is of the view that financial resources should be focused, in particular, on supporting the most disadvantaged groups, such as students with disabilities and students living in the most remote and peripheral areas;***

Or. it



**Amendment 12**

**Diana Riba i Giner, Pernando Barrena Arza, Massimiliano Smeriglio**

**Draft opinion**

**Paragraph 1 – point 2 (new)**

*Draft opinion*

*Amendment*

**(2) Calls on the Commission and the European External Action Service (EEAS) to promote a quality education in conflict or emergency situation that adheres to the minimum standards developed by the Inter Agency Network for Education in Emergencies (INEE);**

Or. en

**Amendment 13**

**Diana Riba i Giner, Pernando Barrena Arza, Massimiliano Smeriglio**

**Draft opinion**

**Paragraph 1 – point 3 (new)**

*Draft opinion*

*Amendment*

**(3) Calls on the Commission and the European External Action Service (EEAS) to support refugee-hosting countries in strengthening their local educational systems and assisting hosting communities to facilitate sustainable refugee inclusion;**

Or. en

**Amendment 14**

**Diana Riba i Giner, Pernando Barrena Arza**

**Draft opinion**

**Paragraph 1 – point 4 (new)**

*Draft opinion*

*Amendment*

**(4) Stresses the importance to include the voices of children themselves in decisions that affect their access to quality, safe and inclusive education, in line with the EU Strategy on the Rights of the Child and its global dimension;**

Or. en

**Amendment 15**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph 1 a (new)**

*Draft opinion*

*Amendment*

**1 a. Insists on the Union to act as an educational power that enables Member States to fully exercise their capacity to convince, assist and support education for children in the world; urges the European Commission for further efforts in defining a strategy in that regard, with a clear outline and objectives, and in the framework of the European Education Area;**

Or. en

**Amendment 16**

**Chiara Gemma**

**Draft opinion**

**Paragraph 1 a (new)**

*Draft opinion*

*Amendment*

**1a. Stresses that early school leaving and lack of educational opportunities generally affect children and adolescents from disadvantaged social backgrounds, characterised by family distress, precarious employment and material deprivation, who have been particularly**

*affected by the effects of the pandemic;*

Or. it

**Amendment 17**  
**Chiara Gemma**

**Draft opinion**  
**Paragraph 1 b (new)**

*Draft opinion*

*Amendment*

***1b. Points out that COVID-19 has had a devastating impact on children and young people with disabilities who require special care and attention during lockdown periods and who are now having to face the consequences;***

Or. it

**Amendment 18**  
**Chiara Gemma**

**Draft opinion**  
**Paragraph 1 c (new)**

*Draft opinion*

*Amendment*

***1c. Calls on the Commission to develop guidelines for school inclusion that are not just related to school attendance and learning, but continue in all aspects of daily life, backed up by adequate funding and monitoring of the achievement of objectives;***

Or. it

**Amendment 19**  
**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

## Paragraph 2

### *Draft opinion*

2. Stresses the importance of improving cost analysis when selecting and monitoring education projects, of ensuring that projects last long enough to address children's educational needs, of avoiding excessive administrative burdens for implementing partners, and of addressing long-term sustainability in cash-for-education projects;

### *Amendment*

2. Stresses the importance of improving cost analysis when selecting and monitoring education projects, of ensuring that projects last long enough to address children's educational needs, of avoiding excessive administrative burdens for implementing partners, and of addressing long-term sustainability in cash-for-education projects; ***calls for increased public-private partnerships in education for children;***

Or. en

## Amendment 20

**Massimiliano Smeriglio, Domènec Ruiz Devesa, Pina Picierno, Hannes Heide, Victor Negrescu, Diana Riba i Giner, Marcos Ros Sempere, Pernando Barrena Arza**

### **Draft opinion**

#### **Paragraph 2**

### *Draft opinion*

2. Stresses the importance of improving **cost** analysis when selecting and monitoring education projects, of ensuring that projects last long enough to address **children's** educational needs, of avoiding excessive administrative burdens for implementing partners, and of addressing long-term sustainability in cash-for-education projects;

### *Amendment*

2. Stresses the importance of improving **impact** analysis when selecting and monitoring education projects, of ensuring that projects last long enough to **adequately** address **learners'** educational needs, of avoiding excessive administrative burdens for implementing partners, and of addressing long-term sustainability in cash-for-education projects;

Or. en

## Amendment 21

**Diana Riba i Giner, Pernando Barrena Arza**

### **Draft opinion**

#### **Paragraph 2 – point 1 (new)**

*Draft opinion*

*Amendment*

**(1) Calls on the Commission to support third countries, both through bilateral and multilateral efforts, to make use of existing flexibilities in international law to enable digital access to materials for educational purposes, as well as to advance solutions that would enable cross-border use; believes that progress in these areas would reduce the administrative and financial burden on educators and schools in carrying out their missions.**

Or. en

**Amendment 22**  
**Gianantonio Da Re**

**Draft opinion**  
**Paragraph 2 – subparagraph 1 (new)**

*Draft opinion*

*Amendment*

***Stresses the importance of developing a specific monitoring methodology for education projects in order to propose possible corrective measures while they are being implemented;***

Or. it

**Amendment 23**  
**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**  
**Paragraph 2 a (new)**

*Draft opinion*

*Amendment*

**2 a. Calls for setting up strict evaluation and control on the allocation of EU funds to educational projects in third countries to make sure assistance**

*effectively goes to structures and non-governmental organisations that are in line with European values, serve proper training of teachers and provide children with educational material that does not incite to hatred against others;*

Or. en

#### **Amendment 24**

**Diana Riba i Giner, Pernando Barrena Arza**

#### **Draft opinion**

#### **Paragraph 3**

##### *Draft opinion*

3. Calls on the Commission to develop methodologies and guidelines that enhance the ability of its aid projects to reach girls by tackling barriers to quality, safe and inclusive education and training at all levels and by supporting the **collection of** disaggregated **data**, by gender and age, to better tailor responses to different subgroups of learners;

##### *Amendment*

3. Calls on the Commission to develop methodologies and guidelines that enhance the ability of its aid projects to reach ***all learners, particularly those who are at risk of being unable to access education such as girls and women, learners from disadvantaged backgrounds and with special educational needs, refugees, LGBTIQ+ people, learners living in rural and remote areas, and other marginalised groups*** by tackling barriers to quality, safe and inclusive education and training at all levels and by supporting the ***effective monitoring of comparable data***, disaggregated by gender and age, to better tailor responses to different subgroups of learners;

Or. en

#### **Amendment 25**

**Peter Pollák**

#### **Draft opinion**

#### **Paragraph 3**

##### *Draft opinion*

3. Calls on the Commission to

##### *Amendment*

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develop methodologies and guidelines that enhance the ability of its aid projects to reach girls by tackling barriers to quality, safe and inclusive education and training at all levels and by supporting the collection of disaggregated data, by gender and age, to better tailor responses to different subgroups of learners;

develop methodologies and guidelines that enhance the ability of its aid projects to reach girls by tackling barriers to quality, safe and inclusive education and training at all levels and by supporting the collection of disaggregated data, by gender and age, to better tailor responses to different subgroups of learners; ***stresses the importance of greater cooperation and involvement of children's parents in this process;***

Or. en

#### **Amendment 26**

**Massimiliano Smeriglio, Domènec Ruiz Devesa, Pina Picierno, Hannes Heide, Victor Negrescu, Marcos Ros Sempere, Fernando Barrena Arza**

#### **Draft opinion Paragraph 3**

##### *Draft opinion*

3. Calls on the Commission to develop methodologies and guidelines that enhance the ability of its aid projects to reach girls by tackling barriers to quality, safe and inclusive education and training at all levels and by supporting the ***collection of*** disaggregated ***data***, by gender and age, to better tailor responses to different subgroups of learners;

##### *Amendment*

3. Calls on the Commission to develop methodologies and guidelines that enhance the ability of its aid projects to reach ***all learners, including girls, learners from disadvantaged backgrounds and with special educational needs***, by tackling barriers to quality, safe and inclusive education and training at all levels and by supporting the ***effective monitoring of comparable data***, disaggregated by gender and age, to better tailor responses to different subgroups of learners;

Or. en

#### **Amendment 27**

**Diana Riba i Giner, Fernando Barrena Arza**

#### **Draft opinion Paragraph 3 – point 1 (new)**

**(1) Calls on the Commission and the European External Action Service (EEAS) to promote and support comprehensive sexuality education that is accessible, adapted and stigma-free for all children, adolescents and young people, in both formal and non-formal educational settings, including information on sexual and reproductive health services;**

Or. en

**Amendment 28**

**Marcos Ros Sempere, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco**

**Draft opinion**

**Paragraph 3 – point 1 (new)**

**(1) Stresses the importance of face to face learning, especially in early childhood, since it is this type of teaching that ensures the acquisition of the skills that will allow children to progress throughout their lives: personal relationships, study skills, empathy, cooperation, etc.**

Or. en

**Amendment 29**

**Massimiliano Smeriglio, Domènec Ruiz Devesa, Pina Picierno, Hannes Heide, Victor Negrescu, Diana Riba i Giner, Marcos Ros Sempere, Pernando Barrena Arza**

**Draft opinion**

**Paragraph 3 a (new)**

**3 a. Underlines that due to the pandemic, learners all over the globe have**



*paid a heavy price in terms of learning and knowledge losses, which has been coupled with a severe methodology loss affecting the development of their critical thinking skills; calls therefore on the Commission and the European External Action Service (EEAS) to support national authorities in strengthening education systems both at national and regional level and investing in equality and skills for the future;*

Or. en

**Amendment 30**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph 3 a (new)**

*Draft opinion*

*Amendment*

*3 a. Calls on the Commission to take appropriate legislative measures in the field of international trade and cooperation to avoid exacerbating child labour as every child has a fundamental right to enrol in quality education; encourages countries around the world to implement legal frameworks for public school enrolment and to set a minimum school-leaving age;*

Or. en

**Amendment 31**

**Massimiliano Smeriglio, Domènec Ruiz Devesa, Pina Picierno, Hannes Heide, Victor Negrescu, Diana Riba i Giner, Marcos Ros Sempere, Pernando Barrena Arza**

**Draft opinion**

**Paragraph 3 b (new)**

*Draft opinion*

*Amendment*

*3 b. Recalls that teachers play a*

*prominent role in education at all levels and they should be equipped and empowered, even with digital skills, through continuous training and through better recognition of the teaching profession; stresses the importance of improving working conditions and the need for educators and teachers to be adequately remunerated for their work;*

Or. en

#### **Amendment 32**

**Ilana Cicurel, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

#### **Draft opinion**

#### **Paragraph 3 b (new)**

*Draft opinion*

*Amendment*

**3 b. Encourages further development and reinforcement of programmes in low- and middle-income countries aimed at countering disinformation, mitigating the fears of parents following the pandemic and illustrating the advantages and the potential of schooling in order to boost school attendance and ensure that children progress as far as possible in the education system;**

Or. en

#### **Amendment 33**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

#### **Draft opinion**

#### **Paragraph 4**

*Draft opinion*

*Amendment*

4. Draws attention to the potential of online platforms such as eTwinning and teacher academies under Erasmus+ in order to empower teachers, even beyond the EU,

**4. Urges to place teachers at the heart of education systems and to promote the teaching profession and its recognition;** draws attention to the

to help them communicate with their peers, exercise their professionalism and benefit from professional learning opportunities;

potential of online platforms such as eTwinning and teacher academies under Erasmus+ in order to empower teachers, even beyond the EU, to help them communicate with their peers, exercise their professionalism and benefit from professional learning opportunities; ***calls for increased support for teachers continuous training, especially on digital skills; recalls the importance raising the awareness of teachers and including them in national preventive health measures and vaccination plans; urges to address the challenge of teachers replacement during a pandemic;***

Or. en

#### **Amendment 34**

**Massimiliano Smeriglio, Domènec Ruiz Devesa, Pina Picierno, Hannes Heide, Victor Negrescu, Marcos Ros Sempere, Pernando Barrena Arza**

#### **Draft opinion**

##### **Paragraph 4**

#### *Draft opinion*

4. Draws attention to the potential of online platforms such as eTwinning and teacher academies under Erasmus+ in order to empower teachers, ***even beyond the EU***, to help them communicate with their peers, exercise their professionalism and benefit from professional learning opportunities;

#### *Amendment*

4. Draws attention to the potential of online platforms such as eTwinning and teacher academies under Erasmus+ in order to ***further*** empower teachers to help them communicate with their peers, exercise their professionalism and benefit from professional learning opportunities;

Or. en

#### **Amendment 35**

**Marcos Ros Sempere, Massimiliano Smeriglio, Domènec Ruiz Devesa, Ibán García Del Blanco**

#### **Draft opinion**

##### **Paragraph 4 – point 1 (new)**

#### *Draft opinion*

#### *Amendment*

*(1) Underlines the key role of the future European Education Area providing an important opportunity for more international cooperation and relevance for build synergies on education across Europe and beyond in order to develop common approaches and solutions to common challenges;*

Or. en

**Amendment 36**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

*4 a. Calls for digital learning to become an emergency service in school systems around the world; stresses that it should however not replace ‘in person’ education but that hybrid learning can bring opportunities in line with the digital transition; encourages world leaders to consider connectivity and access to digital infrastructures, such as access to an affordable and quality network, as a right derived from the fundamental right to education;*

Or. en

**Amendment 37**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph 4 b (new)**

*Draft opinion*

*Amendment*

*4 b. As online learning has become one of the few ways of ensuring continuity of*

*learning during school closures, emphasizes the importance of projects aimed at providing adequate infrastructure and connectivity, especially in the most remote areas; calls on the Commission to increase the proportion of such projects, and on the Member States as well as national authorities of partner countries to take part in them more intensively;*

Or. en

**Amendment 38**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph 4 c (new)**

*Draft opinion*

*Amendment*

*4 c. Emphasises the role of non-formal and informal education, citizenship education and volunteering; calls on the Commission to support third countries on improving the recognition of soft skills; insists on the promotion of practices of intergenerational solidarity and mentoring to reduce inequalities, exclusion or early school leaving;*

Or. en

**Amendment 39**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**

**Paragraph 4 c (new)**

*Draft opinion*

*Amendment*

*4 c. Calls for wide availability of free and open source technologies and digital tools as well as educational resources for*

*teachers and students worldwide and emphasises the need for their further support and expansion;*

Or. en

**Amendment 40**  
**Victor Negrescu**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Calls for the acceleration of North-South and South-North knowledge exchanges and mobility at all levels of education, while acknowledging the complex nature of the history of North-South relationships and emphasising the importance of promoting heritage, cultural identity, history and art through education;

*Amendment*

5. Calls for the acceleration of North-South and South-North knowledge exchanges and mobility at all levels of education, while acknowledging the complex nature of the history of North-South relationships and emphasising the importance of promoting heritage, cultural identity, *global citizenship education*, history and art through education; *calls for a European Education Plan in complementarity with the European Education Area focused on investment in education designing to reduce gaps and ensure the adaptation of education to the current and future challenges related to the pandemic, digital and green transformation;*

Or. en

**Amendment 41**  
**Gianantonio Da Re**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Calls for the acceleration of *North-South and South-North* knowledge exchanges and mobility at all levels of education, *while acknowledging the*

*Amendment*

5. Calls for the acceleration of knowledge exchanges and mobility at all levels of education, emphasising the importance of promoting heritage, cultural

*complex nature of the history of North-South relationships and* emphasising the importance of promoting heritage, cultural identity, history and art through education;

identity, history and art through education;

Or. it

#### Amendment 42

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

#### Draft opinion Paragraph 5

##### *Draft opinion*

5. Calls for the acceleration of North-South and South-North knowledge exchanges and mobility at all levels of education, while acknowledging the complex nature of the history of North-South relationships and emphasising the importance of promoting heritage, cultural identity, history and art through education;

##### *Amendment*

5. Calls for the acceleration of North-South and South-North knowledge exchanges and mobility at all levels of education, while acknowledging the complex nature of the history of North-South relationships and emphasising the importance of promoting heritage, cultural identity, history and art through education; ***notes the potential of hybrid mobility in that regard;***

Or. en

#### Amendment 43

**Massimiliano Smeriglio, Domènec Ruiz Devesa, Pina Picierno, Hannes Heide, Victor Negrescu, Diana Riba i Giner, Marcos Ros Sempere**

#### Draft opinion Paragraph 5

##### *Draft opinion*

5. Calls for the acceleration of ***North-South and South-North*** knowledge exchanges and mobility at all levels of education, ***while acknowledging the complex nature of the history of North-South relationships and emphasising*** the importance of promoting ***heritage***, cultural ***identity, history*** and art through education;

##### *Amendment*

5. Calls for the acceleration of knowledge exchanges and mobility at all levels of education ***between and within countries and regions and emphasises*** the importance of promoting ***teaching of contested history***, cultural ***heritage*** and art through education;

**Amendment 44**

**Diana Riba i Giner, Pernando Barrena Arza, Massimiliano Smeriglio**

**Draft opinion**

**Paragraph 5 – point 1 (new)**

*Draft opinion*

*Amendment*

***(1) Recalls the importance of ensuring that digitalization leaves no child behind and calls on the Commission and the European External Action Service (EEAS) to cooperate closely with third countries and the private sector to enable broadband access and Internet-connected classrooms; calls for the inclusion of ICT and digital technology education in curricula, as well as the promotion of girls' participation in STEAM subjects;***

Or. en

**Amendment 45**

**Diana Riba i Giner, Pernando Barrena Arza**

**Draft opinion**

**Paragraph 5 – point 2 (new)**

*Draft opinion*

*Amendment*

***(2) Stresses the importance of developing and strengthening awareness-raising activities related to climate change, environmental protection, and their impact on children and future generations; calls to make environmental education a core curriculum component;***

Or. en

**Amendment 46**

**Domènec Ruiz Devesa, Massimiliano Smeriglio, Ibán García Del Blanco, Hannes Heide,**



**Marcos Ros Sempere**

**Draft opinion**

**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

**5 a.    Calls on the European Commission to urgently convene an international donor conference by the EU and the United Nations with a view to reinforce the Covax initiative, setting the availability of approved paediatric vaccine for all children as a common target, in view of the devastating impact of the covid19 on the education of the global youth; believes that this goal should be included in a Global Health Pact, financed with extraordinary issuance of special drawing rights from the IMF and donations from developed countries;**

Or. en

**Amendment 47**

**Massimiliano Smeriglio, Domènec Ruiz Devesa, Pina Picierno, Hannes Heide, Victor Negrescu, Diana Riba i Giner, Marcos Ros Sempere, Pernando Barrena Arza**

**Draft opinion**

**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

**5 a.    Draws attention to the need of harnessing the synergies between culture and education so as to shape sustainable, inclusive and resilient societies; in this regard, calls on the Commission and the European External Action Service (EEAS) to support national authorities in integrating arts and culture in school curricula and extra curricula activities so as to enrich the educational and learning experiences of learners in third countries;**

Or. en

#### Amendment 48

Domènec Ruiz Devesa, Massimiliano Smeriglio, Ibán García Del Blanco, Hannes Heide, Marcos Ros Sempere

#### Draft opinion

#### Paragraph 5 b (new)

*Draft opinion*

*Amendment*

**5 b. *Decries the structural discrimination suffered by thousands of refugee children in Europe that have had little or no access to education; affirms that segregated classes in reception camps, often run by volunteers, cannot be a substitute for schooling; calls for the compulsory education of refugee children in the school system of the host country as a requisite for accessing EU funding in the field of migration;***

Or. en

#### Amendment 49

Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius

#### Draft opinion

#### Paragraph 6

*Draft opinion*

*Amendment*

6. Stresses the importance of vocational education and training, particularly for children in third countries, to help them find stable work and give them and their families a reason to finish school.

**6. *Insists on matching educational systems with labour market needs;* stresses the importance of vocational education and training, particularly for children in third countries, to help them find stable work and give them and their families a reason to finish school; *calls for the promotion of VET as a path of excellence leading to employment; reiterates the importance of the external dimension of the European Education Area and subjacent VET Area; insists on international mobility and exchanges of best practices in the sector, also to promote intercultural and learning experiences, beyond formal education, both within the EU and with third***

*countries;*

Or. en

#### **Amendment 50**

**Massimiliano Smeriglio, Domènec Ruiz Devesa, Pina Picierno, Hannes Heide, Victor Negrescu, Diana Riba i Giner, Marcos Ros Sempere, Pernando Barrena Arza**

#### **Draft opinion Paragraph 6**

##### *Draft opinion*

6. Stresses the importance of vocational education and training, ***particularly for children*** in third countries, ***to*** help them ***find stable work*** and give them and their families a reason to finish school.

##### *Amendment*

6. Stresses the importance of vocational education and training ***for all learners; believes that access to vocational education and training for learners*** in third countries ***represents a fundamental additional choice, which would*** help them ***to successfully manage the transition into the labour market*** and give them and their families a reason to finish school.

Or. en

#### **Amendment 51 Peter Pollák**

#### **Draft opinion Paragraph 6**

##### *Draft opinion*

6. Stresses the importance of vocational education and training, particularly for children in third countries, to help them find stable work and give them and their families a reason to finish school.

##### *Amendment*

6. Stresses the importance of vocational education and training, particularly for children in third countries, to help them find stable work and give them and their families a reason to finish school. ***Calls for the interventions to be implemented in order to make technical and financial support as effective and relevant as possible.***

Or. en

**Amendment 52**  
**Victor Negrescu**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Stresses the importance of vocational education and training, particularly for children in third countries, to help them find stable work and give them and their families a reason to finish school.

*Amendment*

6. Stresses the importance of vocational education, ***non-formal education, mentoring*** and training, particularly for children in third countries, to help them find stable work and give them and their families a reason to finish school.

Or. en

**Amendment 53**  
**Gianantonio Da Re**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Stresses the importance of vocational education and training, particularly for children in third countries, to help them find stable work and give them and their families a reason to finish school.

*Amendment*

6. Stresses the importance of vocational education and training, particularly for children in third countries, to help them find stable work ***in their country of origin*** and give them and their families a reason to finish school.

Or. it

**Amendment 54**  
**Diana Riba i Giner, Pernando Barrena Arza**

**Draft opinion**  
**Paragraph 6 – point 1 (new)**

*Draft opinion*

*Amendment*

***(1) Highlights the importance of children's access to play and leisure activities as a key element of children's***

*development recognized in Article 31 of the United Nations Convention on the Rights of the Child; calls on the Commission, the European External Action Service (EEAS), and the Member States to support the authorities of third countries to invest more in safe environments and leisure access; calls for addressing the accessibility of leisure and cultural activities for children, both as rights in and of themselves and as a means to strengthen children's mental health and overall well-being;*

Or. en

#### **Amendment 55**

**Massimiliano Smeriglio, Domènec Ruiz Devesa, Pina Picierno, Hannes Heide, Victor Negrescu, Diana Riba i Giner, Marcos Ros Sempere, Pernando Barrena Arza**

#### **Draft opinion**

#### **Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

*6 a. Emphasises the significant role of non-formal and informal education as well as volunteering in acquiring crosscutting skills, which would enable learners to actively participate in society by developing their full potential personally and professionally; calls on the Commission and the European External Action Service (EEAS) to support the authorities of third countries in improving the recognition of competences gained through non-formal and informal education and in increasing cooperation between non-formal and informal organisations and schools;*

Or. en

#### **Amendment 56**

**Hannes Heide, Massimiliano Smeriglio, Tomasz Frankowski, Marc Tarabella, Domènec Ruiz Devesa, Viola Von Cramon-Taubadel, Ilana Cicurel, Alexis Georgoulis, Laurence**

**Farreng**

**Draft opinion**  
**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

**6 a.** *Emphasises the important role of physical education in schools, as physical activity and healthy lifestyles are key factors in improving learners' health; calls therefore on the Commission and the European External Action Service (EEAS) to support national authorities in ensuring sufficient and safe sports facilities in schools and the training of qualified sports teachers;*

Or. en

**Amendment 57**

**Ilana Cicurel, Lucia Ďuriš Nicholsonová, Irena Joveva, Laurence Farreng, Petras Auštrevičius**

**Draft opinion**  
**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

**6 a.** *Commits to making education a key topic of discussion in Parliamentary delegation work, especially through Joint Parliamentary Assemblies such as the ACP-EU Joint Parliamentary Assembly;*

Or. en