AMENDMENTS
1 - 227

Draft report
Hannes Heide
(PE731.485v01-00)

The impact of COVID-19 closures of educational, cultural, youth and sports activities on children and young people in the EU
(2022/2004(INI))
Amendment 1
Victor Negrescu

Motion for a resolution
Citation 4 a (new)

Motion for a resolution
Amendment
— having regard to the Council Recommendation (EU) 2021/1004 establishing a European Child Guarantee,

Or. en

Amendment 2
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Citation 4 a (new)

Motion for a resolution
Amendment
— having regard to the UN Convention on the Rights of the Child and especially Article 12\textsuperscript{1a}

\textsuperscript{1a} Article 12 of the Convention on the Rights of the Child provides: “1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.”

Or. en

Amendment 3
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Citation 4 b (new)
Amendment 4
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Citation 5 a (new)

Motion for a resolution

— having regard to its resolution of 8 July 2020 on the rights of persons with intellectual disabilities and their families in the COVID-19 crisis,

Or. en

Amendment 5
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Citation 5 b (new)

Motion for a resolution

— having regard to its resolution of 17 September 2020 on the cultural recovery of Europe,
Amendment 6
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Citation 5 c (new)

— having regard to its resolution of 22 October 2020 on the future of European education in the context of COVID-19,

Amendment 7
Alexis Georgoulis, Tomasz Frankowski, Diana Riba i Giner, Irena Joveva, Hannes Heide, Romeo Franz, Niklas Nienaß

Motion for a resolution
Citation 8 a (new)

— having regard to its resolution of 20 October 2021 on the situation of artists and the cultural recovery in the EU (2020/2261(INI));

Amendment 8
Diana Riba i Giner

Motion for a resolution
Citation 8 a (new)

— Having regard to its report on Shaping digital education policy
Amendment 9
Alexis Georgoulis, Tomasz Frankowski, Diana Riba i Giner, Irena Joveva, Hannes Heide, Romeo Franz, Niklas Nienaß

Motion for a resolution
Citation 8 b (new)

Motion for a resolution Amendment
— having regard to its resolution of
17 September 2020 on the cultural recovery of Europe (2020/2708(RSP));

Amendment 10
Petra Kammerevert, Hannes Heide

Motion for a resolution
Citation 9 a (new)

Motion for a resolution Amendment
— having regard to the European Youth Goals, in particular Goals 5, 9 and 11

https://europa.eu/youth/strategy/european-youth-goals_en

Amendment 11
Diana Riba i Giner

Motion for a resolution
Citation 34

Motion for a resolution Amendment
— having regard to the report of the having regard to the report of the
Committee on Culture and Education (A9-0000/2022), and the 1989 UN Convention on the Rights of a Child, Article 30.

Amendment 12
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital -A (new)

Motion for a resolution

- A. whereas children and young people are among the most vulnerable groups of our society and have been impacted by COVID-19 closures during a crucial and critical period of their lives;

Amendment

Or. en

Amendment 13
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital -A (new)

Motion for a resolution

- A. whereas mental health of all individual citizens is the precondition for and foundation of a healthy society and democracy;

Or. en

Amendment 14
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènece Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Recital A
Motion for a resolution

A. whereas the closure of schools, spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity to participate in activities which are essential for their overall development, their intellectual, physical and mental well-being, and for their social and professional inclusion;

Amendment

A. whereas the closure of *early childhood education and care, schools, spaces for youth welfare and youth work as well as* culture and extracurricular activities and sports facilities has denied children and young people the opportunity to participate in activities which are essential for their overall development, their intellectual, physical, *emotional* and mental well-being, and for their social and professional inclusion;

Or. en

Amendment 15
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital A

Motion for a resolution

A. whereas the closure of schools, spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity to participate in activities which are essential for their overall development, their intellectual, physical and mental well-being, and for their social and professional inclusion;

Amendment

A. whereas the closure of schools, *universities, employment opportunities,* spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity to participate in activities which are essential for their overall development, their intellectual, physical and mental well-being, and for their social and professional inclusion;

Or. en

Amendment 16
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital A

Motion for a resolution

A. whereas the closure of schools,

A. whereas the closure of schools,
spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity to participate in activities which are essential for their overall development, their intellectual, physical and mental well-being, and for their social and professional inclusion;

spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity to participate in activities which are essential for their overall development, their learning progress and their intellectual, physical and mental well-being, and for their social and professional inclusion;

Or. en

Amendment 17
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoș

Motion for a resolution
Recital A

Motion for a resolution

A. whereas the closure of schools, spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity to participate in activities which are essential for their overall development, their intellectual, physical and mental well-being, and for their social and professional inclusion;

Amendment

A. whereas the closure of nurseries, schools, spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity to participate in activities which are essential for their overall development, their intellectual, physical and mental health and well-being, and for their social and professional inclusion;

Or. en

Amendment 18
Diana Riba i Giner

Motion for a resolution
Recital A

Motion for a resolution

A. whereas the closure of schools, spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity

Amendment

A. whereas the closure of schools, spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity
to participate in activities which are essential for their overall development, their intellectual, physical and mental well-being, and for their social and professional inclusion;

Amendment 19
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital A

A. Whereas the closure of schools, spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity to participate in activities which are essential for their overall development, their intellectual, physical and mental well-being, and for their social and professional inclusion;

Amendment

A. Whereas the closure of schools, spaces for culture and extracurricular activities and sports facilities has denied children and young people the opportunity to participate in activities which are essential for their overall development, their intellectual, physical and mental health and well-being, and for their social and professional inclusion;

Amendment 20
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Recital A a (new)

A a. Whereas the closure of schools has led to a reduction of existing knowledge, a loss of methodology to acquire new knowledge as well as an actual loss of learning; Whereas these losses are higher among students from less-educated households, while students from socioeconomically advantaged households received more parental support with their
Amendment 21
Alexis Georgoulis, Tomasz Frankowski, Diana Riba i Giner, Irena Joveva, Hannes Heide, Romeo Franz, Niklas Nienaß

Motion for a resolution
Recital A a (new)

Motion for a resolution
Amendment

A a. whereas COVID-19 closures of cultural venues - which were the first to be closed and the last to be allowed to reopen - have denied young cultural creators and especially young performers the opportunity to commence and develop their careers at the crucial early stage;

Amendment 22
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Recital A b (new)

Motion for a resolution
Amendment

A b. Whereas learning losses caused by the pandemic are likely to have a long-term negative impact on the future well-being of children and young people;

Amendment 23
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the overall state of young people’s mental health and well-being has significantly worsened during the pandemic, with problems related to mental health doubling in several Member States compared to pre-crisis levels, leading pundits to call this the ‘silent pandemic’ or the ‘pandemic scar’;

Amendment

B. whereas the overall state of young people’s mental health and well-being has significantly worsened during the pandemic, with problems related to mental health doubling in several Member States compared to pre-crisis levels, leading pundits to call this the ‘silent pandemic’ or the ‘pandemic scar’; whereas mental health issues are often difficult to be identified;

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25 https://www.oecd-ilibrary.org/sites/1e1ecb53-en/1/2/2/index.html?itemId=/content/publication/1e1ecb53-en&_csp_=_c628cf9b6f7362d2dc28e912508045f6&itemIGO=oecd&itemContentType=book

Amendment 24
Chiara Gemma

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the overall state of young people’s mental health and well-being has significantly worsened during the pandemic, with problems related to mental health doubling in several Member States compared to pre-crisis levels, leading pundits to call this the ‘silent pandemic’ or the ‘pandemic scar’;

Amendment

B. whereas the overall state of young people’s mental health and well-being has significantly worsened during the pandemic, with problems related to mental health doubling in several Member States compared to pre-crisis levels, leading pundits to call this the ‘silent pandemic’ or the ‘pandemic scar’; whereas the real consequences for young people are not yet fully visible;

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25 https://www.oecd-ilibrary.org/sites/1e1ecb53-en/1/2/2/index.html?itemId=/content/publication/1e1ecb53-en&_csp_=_c628cf9b6f7362d2dc28e912508045f6&itemIGO=oecd&itemContentType=book
Amendment 25
Petra Kammerevert, Hannes Heide

Motion for a resolution
Recital B

B. whereas the overall state of young people’s mental health and well-being has significantly worsened during the pandemic, with problems related to mental health doubling in several Member States compared to pre-crisis levels\(^{25}\), leading pundits to call this the ‘silent pandemic’ or the ‘pandemic scar’;

\(^{25}\) https://www.oecd-ilibrary.org/sites/1e1ecb53-en/1/2/2/index.html?itemId=/content/publication/1e1ecb53-en&_csp_=c628cf9bcf7362d2dc28e912508045f6&itemIGO=oecd&itemContentType=book

Amendment 26
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Recital B a (new)

B a. Whereas young people struggling
with mental health difficulties are also subjected to the prominent stigma related to them which is regularly recognised, witnessed, and felt by young people; whereas those stigmas have significant negative impact on young people, taking many forms, such as prejudice, social isolation, verbal abuse and bullying\(^{25a}\), thus creating an unsafe environment for affected youth in educational institutions and might result in young people in need being unwilling to seek help.


Amendment 27
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital B a (new)

\[Motion for a resolution\] \[Amendment\]

B a. whereas the excessive pressure put on students by the large numbers of exams in the current educational curricula even from a young age, as well as the fierce competition to obtain access to higher educational institutions exacerbated by the disruptions in education due to the Covid-19 pandemic has a negative impact on the mental health and well-being of students and young people;

Amendment 28
Diana Riba i Giner

Motion for a resolution
Recital B a (new)

Motion for a resolution

Amendment

B a. whereas basic rights and the mental well-being are two inseparable issues and young workers’ rights, such as decent wages, reasonable working hours and fair contracts are crucial to maintain their mental well-being;

Or. en

Amendment 29
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital C

Motion for a resolution

Amendment

C. whereas there are vast discrepancies between Member States’ specific situations, owing to the differing nature and duration of the measures put in place, as well as to differences in access to technology and digital tools, which accentuate rural-urban inequalities;

Or. en

Amendment 30
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Recital C a (new)

Motion for a resolution

Amendment

C. whereas there are vast discrepancies between Member States’ specific situations, owing to the differing nature and duration of the measures put in place, as well as to differences in access to technology and digital tools, most notably within the educational systems, which accentuate rural-urban as well as socioeconomic and gender inequalities; whereas there were Member States which did not allocate sufficient resources to ensure equal access of all students to distance education;
C a. Whereas the forced shift to virtual learning has exacerbated already existing inequalities by leaving behind children from socially disadvantaged backgrounds due to cramped housing conditions, lack of digital infrastructure and little to no parental support;

Amendment 31
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, François-Xavier Bellamy, Michaela Šojdrová

Motion for a resolution
Recital D

D. whereas it has been observed that 64 % of young people in the 18-34 age group were at risk of depression in spring 2021\(^\text{26}\) and that suicide is the second leading cause of death among young people\(^\text{27}\) as a result of loneliness, isolation and the lack of educational, employment and financial prospects; whereas children and young people with fewer opportunities or from marginalised groups and socially disadvantaged backgrounds have been hit harder by the COVID-19 pandemic, mostly owing to structural inequalities;

Amendment

D. whereas it has been observed that 64 % of young people in the 18-34 age group were at risk of depression in spring 2021\(^\text{26}\) and that suicide is the second leading cause of death among young people\(^\text{27}\) as a result of loneliness, isolation and the lack of educational, employment, financial, social and life prospects; whereas children and young people with fewer opportunities or from marginalised groups and socially disadvantaged backgrounds have been hit harder by the COVID-19 pandemic, mostly owing to structural inequalities; whereas confinement measures had a particularly negative impact on persons with disabilities; whereas measures taken by governments during exceptional circumstances should always respect the fundamental rights of persons with disabilities and ensure their equal and non-discriminatory access to health care, social services, education, culture and sports activities;


Amendment 32
Alexis Georgoulis, Martina Michels, Niyazi Kızılyürek

Motion for a resolution
Recital D

D. whereas it has been observed that 64% of young people in the 18-34 age group were at risk of depression in spring 2021\(^*\) and that suicide is the second leading cause of death among young people\(^*\) as a result of loneliness, isolation and the lack of educational, employment and financial prospects; whereas children and young people with fewer opportunities or from marginalised groups and socially disadvantaged backgrounds have been hit harder by the COVID-19 pandemic, mostly owing to structural inequalities;

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\(^*\) UNICEF article ‘The Mental Health Burden Affecting Europe’s Children’ (4 October 2021).

Amendment 33
Petra Kammerevert, Hannes Heide

Motion for a resolution

D. whereas it has been observed that 64% of young people in the 18-34 age group were at risk of depression in spring 2021\(^*\) and that suicide is the second leading cause of death among young people\(^*\) as a result of loneliness, isolation and the lack of educational, employment and financial prospects; whereas children and young people with fewer opportunities or from marginalised groups and socially disadvantaged backgrounds have been hit harder by the COVID-19 pandemic, mostly owing to structural inequalities, *including the lack of technological equipment, connectivity and suitable home space permitting concentration during distance lessons;*

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\(^*\) UNICEF article ‘The Mental Health Burden Affecting Europe’s Children’ (4 October 2021).
Recital D

**Motion for a resolution**

D. whereas it has been observed that 64\% of young people in the 18-34 age group were at risk of depression in spring 2021\(^{26}\) and that suicide is the second leading cause of death among young people\(^{27}\) as a result of loneliness, isolation and the lack of educational, employment and financial prospects; whereas children and young people with fewer opportunities or from marginalised groups and socially disadvantaged backgrounds have been hit harder by the COVID-19 pandemic, mostly owing to structural inequalities;


\(^{27}\) Unicef Article 'The Mental Health Burden Affecting Europe’s Children' (4 October 2021).

**Amendment**

D. whereas it has been observed that 64\% of young people in the 18-34 age group were at risk of depression in spring 2021\(^{26}\) and that suicide is the second leading cause of death among young people\(^{27}\) as a result of loneliness, isolation and the lack of educational, employment and financial prospects, and of other fears for the future and the lack of therapy and support services; whereas children and young people with fewer opportunities, from socio-economically difficult backgrounds or from marginalised groups and otherwise socially disadvantaged backgrounds have been hit harder by the COVID-19 pandemic, mostly owing to structural inequalities;


\(^{27}\) Unicef Article 'The Mental Health Burden Affecting Europe’s Children' (4 October 2021).
Whereas there is significant need for an European approach regarding mental-health for children and young people with a particular focus on school counselling;

Amendment 35
Alexis Georgoulis, Martina Michels, Niyazi Kizilyurek

Motion for a resolution
Recital D a (new)

Motion for a resolution Amendment

D a. whereas the pandemic not only reinforced existing inequalities but in addition created new ones, increasing the risk of low learning outcomes and consequently of drop-out among the students with fewer opportunities;

Amendment 36
Chiara Gemma

Motion for a resolution
Recital D a (new)

Motion for a resolution Amendment

Da. whereas children and young people making constant use of digital platforms and tools at critical stages of their development are particularly vulnerable to the effects thereof; whereas the intensive use of digitised resources raises questions with respect to the impact of technology on the development of learning disorders;
Amendment 37
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Recital E

Motion for a resolution

E. whereas gender-related differences have an impact on how children and young people have been affected by the pandemic, with girls and young women suffering more from domestic violence, psychosomatic illnesses and mood disorders;  

Amendment

E. whereas gender-related differences have an impact on how children and young people have been affected by the pandemic, with girls and young women suffering more from domestic violence, psychosomatic illnesses and mood disorders; whereas the pay gap between men and women further deteriorated during the pandemic affecting women' work-life balance and their financial dependence on their partners, relatives or friends;


Amendment 38
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo

Motion for a resolution
Recital E a (new)

Motion for a resolution

E a. whereas other marginalised groups, such as LGBTIQ+, cultural minorities, youth with special needs as well as socio-economically disadvantaged youth have been subjected to a higher risk of developing a mental health disorder;

Amendment

E a. whereas other marginalised groups, such as LGBTIQ+, cultural minorities, youth with special needs as well as socio-economically disadvantaged youth have been subjected to a higher risk of developing a mental health disorder;

Or. en
Amendment 39
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Vlad-Marius Botoş, Monica Semedo

Motion for a resolution
Recital E b (new)

Motion for a resolution

Amendment

E b. whereas the successive lockdowns during the pandemic have increased the burden on parents as a result of home schooling, job uncertainties and consequential financial burdens, which exacerbated the risk of parental substance abuse and intra-familial violence affecting the mental health and well-being of the most vulnerable children and young people;

Amendment 40
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Recital F

Motion for a resolution

Amendment

F. whereas mental health problems at an early stage of personal development increase the likelihood of mental health issues occurring in adulthood, with far-reaching consequences as regards personal and professional development and quality of life;

Amendment 41
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek
Motion for a resolution
Recital F a (new)

Motion for a resolution

Amendment

F a. whereas distance education has inherent limitations in the teaching of laboratory and art courses, as well as vocational and physical education;

Motion for a resolution

Amendment

F a. Whereas youth unemployment has increased during the COVID 19 pandemic and is often a trigger for mental health disorders;

Motion for a resolution

Amendment

F b. Whereas mental issues still carry strong stigma that discourages young people in particular from seeking help and professional treatment;

Amendment 42
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domène Puig Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Recital F a (new)

Motion for a resolution

Amendment

F a. whereas distance education has inherent limitations in the teaching of laboratory and art courses, as well as vocational and physical education;

Motion for a resolution

Amendment

F a. Whereas youth unemployment has increased during the COVID 19 pandemic and is often a trigger for mental health disorders;

Motion for a resolution

Amendment

F b. Whereas mental issues still carry strong stigma that discourages young people in particular from seeking help and professional treatment;

Amendment 43
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domène Puig Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco
Amendment 44
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Recital G

G. whereas closures have reduced the levels of physical fitness in young people to such an extent that currently only one in four 11-year-olds carries out enough physical activity;

Amendment
G. whereas closures have reduced the levels of physical fitness in young people to such an extent that currently only one in four 11-year-olds carries out enough physical activity; whereas overweight or obesity increased in children and adolescents during the covid-19 pandemic leading to one in three children being either overweight or obese, and being the leading risk factor for disability and greater morbidity


Or. en

Amendment 45
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoș

Motion for a resolution
Recital G a (new)

G a. whereas the closures of educational, cultural, youth and sports activities and sudden transformation to home-schooling for children and students, as a result of various lock-down restrictions have resulted in significantly increased stress, psychological distress, post-traumatic stress symptoms, fear,
anxiety, nervousness, loneliness and depression in youth. While lack of social interaction, physical contact and abrupt change in daily routines have amplified their anxiety and uncertainties making it hard for young generations to cope with the situation;

Amendment 46
Alexis Georgoulis, Martina Michels, Niyazi Kızilyürek

Motion for a resolution
Recital G a (new)

Motion for a resolution Amendment

G a. whereas the closures significantly impacted the way how children and young people interact with each other, communicate, consume cultural works and events, leading to an even stronger shift towards virtual experiences and exchanges while stimulating the use of new technologies and overall boosting the digital transition;

Amendment 47
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ňuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Recital G b (new)

Motion for a resolution Amendment

G b. whereas education ranked among the most emotionally draining sectors during the Covid-19 pandemic and research shows a clear connection between the mental health of teachers and the one of students;
Amendment 48
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Recital H

Motion for a resolution

H. whereas any EU mental health strategy aimed at children and young people must involve their parents and families, youth organisations, youth workers, cultural institutions and sports clubs, in order to facilitate a holistic approach and ensure outreach to marginalised groups;

Amendment

H. whereas any EU mental health strategy aimed at children and young people must involve their parents and families, youth organisations, youth workers, cultural institutions and sports clubs by providing them with appropriate special training related to handling mental health issues, in order to facilitate a holistic approach and ensure outreach to marginalised and/or disadvantaged groups;

Amendment 49
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Recital H

Motion for a resolution

H. whereas any EU mental health

Amendment

H. whereas any EU mental health
strategy aimed at children and young people must involve their parents and families, youth organisations, youth workers, cultural institutions and sports clubs, in order to facilitate a holistic approach and ensure outreach to marginalised groups;

strategy aimed at children and young people must involve their parents and families, youth organisations, youth workers, cultural institutions and sports clubs, on top of schools and teachers, in order to facilitate a holistic approach and ensure outreach to marginalised groups;

Amendment 50
Alexis Georgoulis, Martina Michels, Niyazi Kızılyürek

Motion for a resolution
Recital H

Motion for a resolution

H. whereas any EU mental health strategy aimed at children and young people must involve their parents and families, youth organisations, youth workers, cultural institutions and sports clubs, in order to facilitate a holistic approach and ensure outreach to marginalised groups;

Amendment

H. whereas any EU mental health strategy aimed at children and young people must involve their parents and families, friends, schools, teachers, youth organisations, youth workers, cultural institutions and sports clubs, in order to facilitate a holistic approach and ensure outreach to marginalised groups;

Amendment 51
Diana Riba i Giner

Motion for a resolution
Recital H

Motion for a resolution

H. whereas any EU mental health strategy aimed at children and young people must involve their parents and families, youth organisations, youth workers, cultural institutions and sports clubs, in order to facilitate a holistic approach and ensure outreach to marginalised groups;

Amendment

H. whereas any EU mental health strategy aimed at children and young people must involve their parents and families, schools, teachers, youth organisations, youth workers, cultural institutions and sports clubs, in order to facilitate a holistic approach and ensure outreach to marginalised groups;
Amendment 52
Petra Kammerevert, Hannes Heide

Motion for a resolution
Recital H

H. whereas any EU mental health strategy aimed at children and young people must involve their parents and families, youth organisations, youth workers, cultural institutions and sports clubs, in order to facilitate a holistic approach and ensure outreach to marginalised groups;

Amendment

H. whereas any EU mental health strategy aimed at children and young people must involve, in addition to young people themselves, their parents and families, youth organisations, youth welfare institutions, youth workers, cultural institutions and sports clubs, in order to establish a holistic approach and at the same time ensure outreach to young people from socio-economically difficult backgrounds and marginalised groups;

Or. de

Amendment 53
Diana Riba i Giner

Motion for a resolution
Recital H a (new)

Motion for a resolution

H a. whereas providing opportunities for children and young people’s voices to be heard and considered in the decision-making processes is critical to ensure a more inclusive response to the COVID-19 crisis;

Amendment

Or. en

Amendment 54
Diana Riba i Giner
Motion for a resolution  
Recital H b (new)  

Motion for a resolution  
Amendment  

H b. whereas education ranked among the most emotionally draining sectors during the COVID-19 pandemic;  


Or. en

Amendment 55  
Diana Riba i Giner  

Motion for a resolution  
Recital H c (new)  

Motion for a resolution  
Amendment  

H c. whereas research shows a clear link between the mental health of teachers and that of student;  


Or. en

Amendment 56  
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová  

Motion for a resolution  
Recital I
I. whereas scientific data suggests that levels of institutional trust among members of the younger generations have fallen as a result of the way the pandemic has been handled; whereas special attention needs to be devoted to regaining that trust;

I. whereas scientific data suggests that levels of institutional trust among members of the younger generations have fallen as a result of the stress and the uncertainty the pandemic has caused; whereas the member states’ communication channels handling the pandemic have not been effective in reaching the younger generation and in gaining their trust; whereas special attention needs to be devoted to regaining that trust;

Amendment 57
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital I

Motion for a resolution

I. whereas scientific data suggests that levels of institutional trust among members of the younger generations have fallen as a result of the way the pandemic has been handled; whereas special attention needs to be devoted to regaining that trust;

I. whereas scientific data suggests that levels of institutional trust among members of the younger generations have fallen as a result of the way the pandemic has been handled; whereas special attention needs to be devoted to regaining that trust, including by offering them opportunities to take initiatives and to participate in decision making regarding their school life and by promoting student agency;

Amendment 58
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital I

Motion for a resolution

Amendment
I. whereas scientific data suggests that levels of institutional trust among members of the younger generations have fallen as a result of the way the pandemic has been handled; whereas special attention needs to be devoted to regaining that trust;

I. Whereas education ranked\(^{1a}\) among the most emotionally draining sectors during the COVID-19 pandemic;


Amendment 59
Petra Kammerevert, Hannes Heide

Motion for a resolution
Recital I

Motion for a resolution
Amendment

I. whereas scientific data suggests that levels of institutional trust among members of the younger generations have fallen as a result of the way the pandemic has been handled; whereas special attention needs to be devoted to regaining that trust, which can be achieved through age-appropriate participation, so that young people can play their part in shaping their lives themselves and, instead of losing control, can experience self-determination and build resilience;

Or. de

Amendment 60
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

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

Amendment  

I a. whereas lack of media literacy in combination with increased disinformation in the context of the pandemic have further undermined trust in public institutions;

Or. en

Amendment 61  
Elżbieta Kruk

Motion for a resolution  
Recital J

Motion for a resolution  

Amendment  

J. whereas the pandemic should be regarded as an opportunity to address long-standing mental health-related issues that have previously been ignored;

deleted

Or. en

Amendment 62  
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution  
Recital J

Motion for a resolution  

Amendment  

J. whereas the pandemic should be regarded as an opportunity to address long-standing mental health-related issues that have previously been ignored and an opportunity to help society identify, recognise and talk about these issues in a more open and understanding way while research\textsuperscript{1a} shows a clear link between the mental health of teachers and that of students;

\textsuperscript{1a}
Amendment 63
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Recital J

Motion for a resolution
J. whereas the pandemic should be regarded as an opportunity to address long-standing mental health-related issues that have previously been ignored;

Amendment
J. whereas the pandemic should be regarded as an opportunity to **build up a complete cross-sectoral EU mental health strategy to address in a holistic approach** long-standing mental health-related issues that have previously been ignored, **while ensuring resilience for any possible future crisis**;

Amendment 64
Petra Kammerevert, Hannes Heide

Motion for a resolution
Recital J

Motion for a resolution
J. whereas the pandemic should be regarded as an opportunity to address long-standing mental health-related issues that have previously been ignored;

Amendment
J. whereas the pandemic should be regarded as an opportunity to address long-standing mental health-related issues that have previously been ignored, **with a particular focus on the sense of loneliness reported comparatively frequently by young people**;

Or. de
Amendment 65
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital K

K. whereas the war in Ukraine and the resulting uncertainties are expected to have a further negative impact on the mental health of children and young people;

Amendment
K. whereas the war in Ukraine and the resulting uncertainties are expected to have a further negative impact on the mental health and wellbeing of children and young people regardless of their ethnic origin, inside and outside Ukraine, who are now added to the refugee students from other parts of the world already attending schools in the EU;

Or. en

Amendment 66
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Recital K

K. whereas the war in Ukraine and the resulting uncertainties are expected to have a further negative impact on the mental health of children and young people;

Amendment
K. whereas certain damaging geopolitical developments, such as the war in Ukraine, can result in uncertainties which are expected to have a further negative impact on the mental health of children and young people;

Or. en

Amendment 67
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Recital K
Motion for a resolution

K. whereas the war in Ukraine and the resulting uncertainties are expected to have a further negative impact on the mental health of children and young people;

Amendment

K. whereas the war in Ukraine and the devastating financial consequences the EU is facing are expected to have a further negative impact on the mental health of children and young people;

Or. en

Amendment 68
Elżbieta Kruk

Motion for a resolution
Recital L

Motion for a resolution

L. whereas the war in Ukraine has led to millions of children and young people being displaced and experiencing extensive trauma;

Amendment

L. whereas the war in Ukraine has led to millions of Ukrainian children and young people being displaced and experiencing extensive trauma;

Or. en

Amendment 69
Diana Riba i Giner

Motion for a resolution
Recital L

Motion for a resolution

L. whereas the war in Ukraine has led to millions of children and young people being displaced and experiencing extensive trauma;

Amendment

L. whereas wars and armed conflicts have led to millions of children and young people being displaced and experiencing extensive trauma;

Or. en

Amendment 70
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová
Motion for a resolution
Recital L a (new)

Amendment

L a. whereas grassroots sports were severely affected by the negative consequences of the pandemic with many of them being completely closed for a long time; whereas professional sports clubs are still expected to experience the pandemic’s consequences in both financial terms and human resources in the years to come;

Or. en

Amendment 71
Diana Riba i Giner

Motion for a resolution
Recital L a (new)

Amendment

L a. whereas the pandemic had a profoundly negative effect on national and linguistic minority children, in particular an almost complete lack of basic health information in regional or minority languages by States, and where the provision of regional language immersion education was severely undermined.\(^a\)

\(^a\) Council of Europe ECRML COMEX statement on the impact of the pandemic on regional language speakers: https://www.coe.int/en/web/portal/-/covid-19-crisis-vital-that-authorities-also-communicate-in-regional-and-minority-languages?fbclid=IwAR3yJWhiMnaynwDzVlorx6TuMJYGCR5dQjFW01aBKGzDNdJPPrBqnDr2io

Or. en
Amendment 72
Hannes Heide, Petra Kammerervert, Sylvie Guillaume, Massimiliano Smeriglio,
Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Recital L a (new)

Motion for a resolution  Amendment

L a.  Whereas children and young people are underrepresented in mental health science and research;

Or. en

Amendment 73
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital L a (new)

Motion for a resolution  Amendment

L a.  whereas 2022 is the European Year of Youth;

Or. en

Amendment 74
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital L b (new)

Motion for a resolution  Amendment

L b.  whereas distance education is a mainly solitary process that requires great self-discipline and a strong intrinsic motivation which research has proved that is enhanced by the encouragement and the support students receive from the family environment, encouragement and support related to the cultural and
educational capital of parents and carers;

Amendment 75
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital L c (new)

Motion for a resolution Amendment

L c. whereas distance education is pedagogically unsuitable and cannot bring substantial learning outcomes for younger students, who have a greater need for interpersonal contact with the teacher and do not have the necessary self-discipline;

Amendment 76
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital L d (new)

Motion for a resolution Amendment

L d. whereas, having no fixed daily timetable which creates a reassuring “routine” and having lost the custom of attending school for long periods in some Member States, now that the schools are open many students seem to be “detached”, not interested in school life and to have difficulties in finding their pace, their concentration, their sense of belonging and of sharing the goals of the school community; whereas this phenomenon deteriorates the school climate and risks to produce more drop-outs;
Amendment 77
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital L e (new)

Or. en

Amendment 78
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital L f (new)

Or. en
Amendment 79
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Recital L g (new)

Motion for a resolution Amendment

L g. whereas certain Member States did not take the necessary measures to protect the personal data of students and teachers while using the private educational platforms that were provided for distance education;

Amendment 80
Alexis Georgoulis, Tomasz Frankowski, Diana Riba i Giner, Irena Joveva, Hannes Heide, Romeo Franz, Niklas Nienaß

Motion for a resolution
Paragraph -1 (new)

Motion for a resolution Amendment

-1. Underlines the fundamental importance of culture for the development of the individual identity of children and young people as well as for their education, including their understanding of our society, and for their overall wellbeing;

Amendment 81
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, François-Xavier Bellamy, Michaela Šojdrová

Motion for a resolution
Paragraph 1
Motion for a resolution

1. Draws attention to the role played by schools and early childhood education and care institutions in providing the necessary material and psychological support for children and their families, and calls on the Member States to provide sufficient financial support to mainstream education institutions in order to ensure that both the pedagogical and the psychological development of learners is increasingly promoted;

Amendment

1. Draws attention to the role played by schools and early childhood education and care institutions in providing the necessary material and psychological support for children and their families, and calls on the Member States to provide sufficient financial support to mainstream education institutions in order to ensure that both the pedagogical and the psychological development of learners is increasingly promoted; **underlines especially the role played by teachers and educators in achieving the psychological support and development of children and young people**;

Amendment 82
Alexis Georgoulis, Martina Michels, Niyazi Kızilyürek

Motion for a resolution
Paragraph 1

**Motion for a resolution**

1. Draws attention to the role played by schools and early childhood education and care institutions in providing the necessary material and psychological support for children and their families, and calls on the Member States to provide sufficient financial support to mainstream education institutions in order to ensure that both the pedagogical and the psychological development of learners is increasingly promoted;

**Amendment**

1. Draws attention to the role played by schools and early childhood education and care institutions in providing the necessary material and psychological support for children and their families, and calls on the Member States to generously invest in public education and provide sufficient financial support to mainstream education institutions and to recruit and retain highly qualified teachers and education personnel in order to ensure that both the cognitive, physical, pedagogical and the psychological development of learners is increasingly promoted;

Amendment 83
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Řuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Paragraph 1

Motion for a resolution

1. Draws attention to the role played by schools and early childhood education and care institutions in providing the necessary material and psychological support for children and their families, and calls on the Member States to provide sufficient financial support to mainstream education institutions in order to ensure that both the pedagogical and the psychological development of learners is increasingly promoted;

Amendment

1. Draws attention to the role played by schools and nurseries in early childhood education and care institutions in providing the necessary material and psychological support for children and their families, and calls on the Member States to provide sufficient financial support to mainstream education institutions and to recruit and retain highly qualified teachers and education personnel in order to ensure that both the pedagogical and the psychological development of learners is increasingly promoted in a satisfactory way;

Or. en

Amendment 84
Diana Riba i Giner

Motion for a resolution
Paragraph 1

Motion for a resolution

1. Draws attention to the role played by schools and early childhood education and care institutions in providing the necessary material and psychological support for children and their families, and calls on the Member States to provide sufficient financial support to mainstream education institutions in order to ensure that both the pedagogical and the psychological development of learners is increasingly promoted;

Amendment

1. Draws attention to the role played by formal, non-formal and informal education institutions and care providers in providing the necessary material and psychological support for children and their families, and calls on the Member States and regions to provide sufficient financial support to mainstream education institutions and to recruit and retain highly qualified teachers and education personnel in order to ensure that both the pedagogical and the psychological development of learners is increasingly promoted;
Amendment 85
Petra Kamerevert, Hannes Heide

Motion for a resolution
Paragraph 1

1. Draws attention to the role played by schools and early childhood education and care institutions in providing the necessary material and psychological support for children and their families, and calls on the Member States to provide sufficient financial support to mainstream education institutions in order to ensure that both the pedagogical and the psychological development of learners is increasingly promoted;

Amendment

1. Draws attention to the role played both by schools and early childhood education and care institutions, and by non-formal and informal learning institutions, in providing the necessary material and psychological support for young persons and their families, and calls on the Member States to provide sufficient financial support to such institutions in order to ensure that the pedagogical, psychological, physical, emotional and/or social development of young people is increasingly promoted;

Amendment 86
Victor Negrescu

Motion for a resolution
Paragraph 1 a (new)

1 a. Expresses its concern that the effects of the Recovery and Resilience Facility on children and young people is limited in many cases and does not produce results or structural reforms that would allow children and young people access to quality education; reiterates the European Parliament's recommendation that 10% of recovery and resilience national plans goes to education; calls for an in-depth evaluation by the Commission of the projects and reforms related to
education and young people implemented by Member States from the RRF and reiterates the need for more emphasis on this topics within the national reports drafted within the European Semester evaluation;

Or. en

Amendment 87
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Motion for a resolution

Amendment

1 a. Calls on the Member States to adjust the content of the curricula and take all the necessary measures in order to tackle cognitive gaps produced during the distance learning periods and to prevent intime the possible increase of school failure and school dropout, especially among the most vulnerable groups of students, as those having disabilities, special learning needs, immigrant or refugee background and high risk of poverty;

Or. en

Amendment 88
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Amendment

1 a. Urges the Member States to invest at least 10% of their GDP in education and training as a long-term investment to build more resilient and inclusive education and training systems and to
adequately support the goal of achieving a European Education Area by 2025;

Amendment 89
Diana Riba i Giner

Motion for a resolution
Paragraph 1a (new)

Motion for a resolution

1a. Calls on the Member States to include psychological first aid and stigma-free mental health education in curricula, so that students, teachers, professors, and academic leaders be better prepared to respond to learners who are experiencing mental health difficulties;

Amendment 90
Petra Kammerevert, Hannes Heide

Motion for a resolution
Paragraph 1a (new)

Motion for a resolution

1a. Calls for open youth work to be recognised throughout the EU as a key agent of the socialisation of young people and for it to be promoted to consciously create free spaces, beyond the parental home and places of formal education, for young people, often of the same age groups, offering them opportunities for self-organisation and participation;

Amendment 91
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 1 b (new)

Motion for a resolution

1 b. Calls on the European Commission and Council to exclude the field of education in the calculation of costs for the national public debt in the revision of the European Stability and Growth Pact;

Or. en

Amendment 92
Victor Negrescu

Motion for a resolution
Paragraph 1 b (new)

Motion for a resolution

1 b. Insists that Member States ensure access to inclusive, equitable, quality education for every child in Europe, in particular the most vulnerable, with disabilities, at risk of poverty or social exclusion;

Or. en

Amendment 93
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 1 c (new)

Motion for a resolution

1 c. Acknowledges the status of mental illnesses as full-fledged diseases that can lead to a serious deterioration in well-
being and might lead to other life-threatening diseases, substance abuse, social isolation or suicide; Calls on the Member States and the Commission to raise awareness among learners and teachers of the illness value of mental disorders in order to eliminate the stigma associated with mental health issues;

Amendment 94
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 2

Motion for a resolution

2. Calls, in this regard, on the Member States to improve and further develop the framework for health and safety in learning environments in order to provide learners and teachers with the support of specialist psychologists and special educational needs support staff who can contribute to making the classroom a welcoming and attractive place in which to grow, learn, discuss and overcome differences constructively;

Amendment

2. Calls, in this regard, on the Member States to improve and further develop the framework for health and safety in learning environments in order to provide learners and teachers with the support of the necessary number of specialist psychologists, who can play a vital role for the individuals but also for the overall school climate; moreover, calls on the Member States to provide special educational needs support staff who can contribute to making the classroom a welcoming and attractive place in which to grow, learn, discuss and overcome differences constructively;

Amendment 95
Victor Negrescu

Motion for a resolution
Paragraph 2

Motion for a resolution

2. Calls, in this regard, on the Member States to improve and further develop the framework for health and safety in learning environments in order to provide learners and teachers with the support of specialist psychologists and special educational needs support staff who can contribute to making the classroom a welcoming and attractive place in which to grow, learn, discuss and overcome differences constructively;

Amendment

2. Calls, in this regard, on the Member States to improve and further develop the framework for health and safety in learning environments in order to provide learners and teachers with the support of the necessary number of specialist psychologists, who can play a vital role for the individuals but also for the overall school climate; moreover, calls on the Member States to provide special educational needs support staff who can contribute to making the classroom a welcoming and attractive place in which to grow, learn, discuss and overcome differences constructively;
States to improve and further develop the framework for health and safety in learning environments in order to provide learners and teachers with the support of specialist psychologists and special educational needs support staff who can contribute to making the classroom a welcoming and attractive place in which to grow, learn, discuss and overcome differences constructively;

States to improve and further develop the framework for health and safety in learning environments in order to provide learners and teachers with the support of specialist psychologists and special educational needs support staff who can contribute to making the classroom a welcoming and attractive place in which to grow, learn, discuss and overcome differences constructively; **calls for the establishment of an active European network exchanging on best practices and methods to deal with the challenges;**

Or. en

**Amendment 96**

**Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco**

**Motion for a resolution**

**Paragraph 2**

**Motion for a resolution**

2. Calls, in this regard, on the Member States to improve and further develop the framework for health and safety in learning environments in order to provide learners **and teachers** with the support of specialist psychologists and special educational needs support staff who can contribute to making the classroom a welcoming and attractive place in which to grow, learn, discuss and overcome differences constructively;

**Amendment**

2. Calls, in this regard, on the Member States to improve and further develop the framework for health and safety in learning environments in order to provide learners, teachers, **young people and professionals** with the support of specialist psychologists and special educational needs support staff who can contribute to making classrooms and social spaces a welcoming and attractive place in which to grow, learn, exchange views in a trusting environment, discuss and overcome differences constructively;

Or. en

**Amendment 97**

**Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Řuriš Nicholsonová, Monica Semedo**

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

Motion for a resolution

Amendment

2 a. In the light of the European Education Area, urges the Commission to adopt a proposal for a mandatory education on mental health and well-being in school curricula, as the cooperation and simultaneous implementation in all Member States is crucial for ensuring equal promotion of the citizens’ mental health and well-being across the EU. Notes that the holistic approach for ensuring an adequate level of knowledge and education on mental health and well-being is needed;

Or. en

Amendment 98
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 2 a (new)

Motion for a resolution

Amendment

2 a. Highlights the importance of low-threshold, semi-professional psychological support for learners; Calls, in this regard, on the Member States to promote additional special training for teachers to create safe spaces in learning environments where learners can seek psychological help in early stages of mental issues;

Or. en

Amendment 99
Petra Kammerevert, Hannes Heide

Motion for a resolution
Paragraph 2 a (new)
Motion for a resolution
2a. Calls on the Commission and the Member States to provide more systematic support for the work of youth organisations and youth work organised in NGOs themselves and, especially as regards their role in non-formal and informal learning, to provide financial support, thus permanently rendering their structures for cross-border exchange and cooperation more crisis-proof;

Amendment 100
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoș

Motion for a resolution
Paragraph 2 b (new)

Motion for a resolution
2 b. In this regard, stresses the need to recognise the importance of promoting mental health literacy of teachers, education personnel, school administrators, social workers and students; Calls on the Member States to ensure a sufficient number of qualified staff members, such as psychologists or other mental health specialists, to create a safe environment for children and youth in all types of educational institutions;

Amendment 101
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Ibán García Del Blanco

Motion for a resolution
Paragraph 2 b (new)
2 b. Urges the Member States to consider the impact of COVID-19 through a gender lens and to ensure the continuation of sexual education classes as well as sexual and reproductive health services through the national education systems in all circumstances, in line with international human rights standards; insists on countering any attempts to restrict SRHR in crises situations;

Or. en

Amendment 102
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Řuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Paragraph 2 c (new)

Motion for a resolution

2 c. Recognises the need to break the silence around mental health challenges for children and young people resulting from the pandemic, as well as to address discriminative stigma in a holistic approach; therefore, calls on the Commission and the Member States to launch an EU-wide campaign to raise awareness on mental health in educational institutions in order to combat the existing stigma, and provide young people the access to mental health information to create an outright social understanding of mental health difficulties;

Or. en

Amendment 103
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domène Ruíz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco
2 c. Calls on the Member States to extend the participation and co-determination rights of students and young people in schools, universities, vocational training, the workplace and social institutions;

Amendment 104
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoș

2 d. Underlines the importance of countering the phenomenon of underreporting and social stigma regarding mental health and well-being; in this regard, calls on the Commission to develop risk assessment tools and reporting systems based on reports and consultation with teachers, education personnel, students and parents’ associations to create a safer environment for young people in need while ensuring an early detection of possible mental health difficulties;

Amendment 105
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoș
Amendment 106
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Řuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoș

Motion for a resolution
Paragraph 2 f (new)

Motion for a resolution
Amendment

2 f. Calls on the Commission to conduct research with a complete assessment of the long-term effects of all preventive measures related to the Covid-19 pandemic taken by the Member States on children and young people, to gain thorough insight on the matter, which will enable the making of appropriate policies to mitigate the effects of the pandemic or of any future sanitary crisis;

Or. en

Amendment 107
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Paragraph 3

Motion for a resolution
Amendment

3. Underlines the vital importance of

3. Underlines the vital importance of
interpersonal relationships among children and young people; calls, therefore, on the Member States, in the event of future pandemics or other unprecedented situations, to keep all learning environments, whether formal, informal or non-formal in nature, open; calls on the Member States, in cases where special measures are absolutely necessary, to take into account the needs of different age groups and not to apply a one-size-fits-all approach;

interpersonal relationships among children and young people that constitutes the basis of the process of socialisation and accelerates the sense of belonging; calls, therefore, on the Member States, in the event of future pandemics or other unprecedented situations, to keep all learning environments, whether formal, informal or non-formal in nature, open or in hybrid mode, but not completely closed; calls on the Member States, in cases where special measures are absolutely necessary, to take into account the needs of different age groups and not to apply a one-size-fits-all approach; calls, as a result, on the Member States to take into consideration the different characteristics and needs of educational, cultural, youth and sports activities;

Amendment 108
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 3

Motion for a resolution

3. Underlines the vital importance of interpersonal relationships among children and young people; calls, therefore, on the Member States, in the event of future pandemics or other unprecedented situations, to keep all learning environments, whether formal, informal or non-formal in nature, open; calls on the Member States, in cases where special measures are absolutely necessary, to take into account the needs of different age groups and not to apply a one-size-fits-all approach;

Amendment

3. Underlines the vital importance of interpersonal relationships among children and young people and the social role of education; calls, therefore, on the Member States to put in place appropriate health and safety measures to ensure that, in the event of future pandemics or other unprecedented situations, all learning environments, whether formal, informal or non-formal in nature, remain open safely; calls on the Member States, in cases where special measures are absolutely necessary, to consult with schools, teachers, parents and relevantly specialized experts and scientists to adequately take into account the needs of different age groups, people with disability and all vulnerable groups leaving no one behind and not to apply a
one-size-fits-all approach;

Or. en

Amendment 109
Diana Riba i Giner

Motion for a resolution
Paragraph 3

3. Underlines the vital importance of interpersonal relationships among children and young people; calls, therefore, on the Member States, in the event of future pandemics or other unprecedented situations, to keep all learning environments, whether formal, informal or non-formal in nature, open; calls on the Member States, in cases where special measures are absolutely necessary, to take into account the needs of different age groups and not to apply a one-size-fits-all approach;

Or. en

Amendment 110
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoș

Motion for a resolution
Paragraph 3

3. Underlines the vital importance of interpersonal relationships among children and young people and the social role of education; calls, therefore, on the Member States, to put in place appropriate health and safety measures to ensure that, in the event of future pandemics or other unprecedented situations, all learning environments, whether formal, informal or non-formal in nature, remain open safely; calls on the Member States, in cases where special measures are absolutely necessary, to consult with teachers and education staff, learners and parents to adequately take into account the needs of different age groups, people with special needs, as well as marginalized groups and not to apply a one-size-fits-all approach;

Or. en
pandemics or other unprecedented situations, to keep all learning environments, whether formal, informal or non-formal in nature, open; calls on the Member States, in cases where special measures are absolutely necessary, to take into account the needs of different age groups and not to apply a one-size-fits-all approach;

**Amendment 111**
Loucas Fourlas

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

**Motion for a resolution**

3. Underlines the vital importance of interpersonal relationships among children and young people; calls, therefore, on the Member States, in the event of future pandemics or other unprecedented situations, to keep all learning environments, whether formal, informal or non-formal in nature, open; calls on the Member States, in cases where special measures are absolutely necessary, to take into account the needs of different age groups and not to apply a one-size-fits-all approach;

**Amendment**

3. Underlines the vital importance of interpersonal relationships among children and young people; calls, therefore, on the Member States, in the event of future pandemics or other unprecedented situations, to keep all learning environments, whether formal, informal or non-formal in nature, open; calls on the Member States, in cases where special measures are absolutely necessary, to take into account the needs of different age groups and not to apply a one-size-fits-all approach, taking into account the specific needs of vulnerable groups or young people with mobility and other problems;

**Amendment 112**
Gianantonio Da Re
Motion for a resolution
Paragraph 3

3. calls on the Member States, in cases where special measures are absolutely necessary, to take into account the needs of different age groups and not to apply a one-size-fits-all approach;

Amendment

3. **Underlines the vital importance of interpersonal relationships among children and young people; calls, therefore, on the Member States, in the event of future pandemics or other unprecedented situations, to keep open all learning environments, whether formal, informal or non-formal in nature;** calls on the Member States, in cases where special measures are absolutely necessary, to take into account the needs of different age groups and not to apply a one-size-fits-all approach, **taking particular account of the needs of children and young people with disabilities;**

Or. it

Amendment 113
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 3 a (new)

Motion for a resolution

3 a. **Highlights the important role that a healthy and balanced diet plays in the mental health of children and young people;** Therefore insists on the important social support that schools provide, such as daily balanced meals, which some children do not otherwise receive at home; **Calls on Member States to provide free and healthy lunches in all schools for all students;**

Or. en

Amendment 114
Diana Riba i Giner

Motion for a resolution
Paragraph 3 a (new)

3 a. Recognizes that the COVID19 crisis has exacerbated pre-existing educational disparities by limiting opportunities for many of the most vulnerable children and young people, including those living in impoverished or in rural areas, girls, refugees, and people with disabilities; calls for specific policies to reach learners who are most at risk of falling behind;

Amendment

Amendment 115
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 3 a (new)

3 a. Highlights in this context the importance of the digital transformation and calls on the Commission and the Member States to enhance their measures to make educational institutions fit for the digital era;

Amendment

Amendment 116
Diana Riba i Giner

Motion for a resolution
Paragraph 3 b (new)

3 b. Highlights the importance of
addressing young people's mental health taking into account the cultural and contextual factors that influence it; calls for increased efforts in identifying and supporting children, young people, and families who are suffering disproportionately from the pandemic in order to identify pre-pandemic gaps in mental health service provision and better adapt public systems;

Amendment 117
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 3 b (new)

Motion for a resolution

3 b. Stresses the importance of personal interaction of young people in a cultural context for their overall well-being; therefore calls upon the Commission and the Member States to increase their measures to provide for such opportunities;

Amendment 118
Diana Riba i Giner

Motion for a resolution
Paragraph 3 c (new)

Motion for a resolution

3 c. Acknowledges that giving young people a voice in decision-making to express their needs and to participate in their implementation is key to improving the effectiveness of policies and programs; calls to involve young people, especially young women, in research,
program design, and decision-making to better understand and respond to their lived experiences, priorities, and perceptions and to ensure their engagement;

Or. en

Amendment 119
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 3 c (new)

Motion for a resolution

Amendment

3 c. Underlines that online-teaching should only be used as a last resort; calls on the Member states using the experience from the Covid-19 pandemic, to set up action plans regarding the functioning of all learning environments so as to minimise disruptions and lack of interpersonal relationships among children and young people;

Or. en

Amendment 120
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 4

Motion for a resolution

Amendment

4. Insists on the need to significantly increase the funding for adequately fund and promote the opportunities offered by programmes such as Erasmus+, Creative Europe and the European Solidarity Corps, to enhance mobility experiences and increase their accessibility for all, regardless of income, gender, health status and region of origin; calls on the Commission and the Member States to develop adequate opportunities within the new EU Strategic Framework on occupational health and safety at
Amendment 121
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Paragraph 4

4. Insists on the need to adequately fund and promote the opportunities offered by programmes such as Erasmus+, Creative Europe and the European Solidarity Corps, to enhance mobility experiences and increase their accessibility for all, regardless of income, gender, health status and region of origin; calls on the Commission and the Member States to improve the systematic sharing of projects’ outcomes in order to increase their visibility, upscaling and long-term impact;
Amendment 122
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Řuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Paragraph 4

4. Insists on the need to adequately fund and promote the opportunities offered by programmes such as Erasmus+, Creative Europe and the European Solidarity Corps, to enhance mobility experiences and increase their accessibility for all, regardless of income, gender, health status and region of origin; calls on the Commission and the Member States to improve the systematic sharing of projects’ outcomes in order to increase their visibility, upscaling and long-term impact;

Amendment

4. Insists on the need to adequately fund and promote the opportunities offered by programmes such as Erasmus+, Creative Europe and the European Solidarity Corps, to enhance mobility experiences and increase their accessibility for all, regardless of income, gender, sexual orientation, disability, health status and region of origin; calls on the Commission and the Member States to make the programs resilient to possible future mobility limitations, as well as improve the systematic sharing of projects’ outcomes in order to increase their visibility, upscaling and long-term impact;

Or. en

Amendment 123
Diana Riba i Giner

Motion for a resolution
Paragraph 4

4. Insists on the need to adequately fund and promote the opportunities offered by programmes such as Erasmus+, Creative Europe and the European Solidarity Corps, to enhance mobility experiences and increase their accessibility for all, regardless of income, gender, health status and region of origin; calls on the Commission and the Member States to improve the systematic sharing of projects’ outcomes in order to increase their visibility, upscaling and long-term impact;

Amendment

4. Insists on the need to adequately fund and promote the opportunities offered by programmes such as Erasmus+, Creative Europe and the European Solidarity Corps, to enhance mobility experiences and increase their accessibility for all, regardless of socio-economic background, gender, health status, nationality, citizenship and region of origin; calls on the Commission and the Member States to improve the systematic sharing of projects’ outcomes in order to increase their visibility, upscaling and
Insists on the need to adequately fund and promote the opportunities offered by programmes such as Erasmus+, Creative Europe and the European Solidarity Corps, to enhance mobility experiences and increase their accessibility for all, regardless of income, gender, health status and region of origin; calls on the Commission and the Member States to improve the systematic sharing of projects’ outcomes in order to increase their visibility, upscaling and long-term impact;

Or. it
outcomes in order to increase their visibility, upscaling and long-term impact; sharing of projects’ outcomes in order to increase their visibility, upscaling and long-term impact;

Amendment 126
Alexis Georgoulis, Tomasz Frankowski, Diana Riba i Giner, Irena Joveva, Hannes Heide, Romeo Franz, Niklas Nienaß

Motion for a resolution
Paragraph 4 a (new)

Motion for a resolution

4 a. Calls on the Commission and the Member States to make better use of the Recovery and Resilience Facility and other dedicated funds to increase their efforts to tackle the late effects of COVID-19 closures of cultural venues on cultural creators and especially young performers which were denied the opportunity to commence and develop their careers at the crucial early stage;

Amendment

Or. en

Amendment 127
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domèneç Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 4 a (new)

Motion for a resolution

4 a. Calls on Member States to promote vocational training programmes to help young people enter the workforce and combat youth unemployment;

Amendment

Or. en
Amendment 128
Petra Kammerevert, Hannes Heide

Motion for a resolution
Paragraph 4 a (new)

Motion for a resolution
Amendment

4 a. Reiterates, in this context, that socially disadvantaged young people and those from socio-economically difficult backgrounds require special support and access, including active outreach and encouragement, since they face greater difficulties in finding out about such opportunities in the first place, frequently lack the confidence to think that their applications could be successful and fail to seek independently the support, which they actually need;

Or. de

Amendment 129
Alexis Georgoulis, Tomasz Frankowski, Diana Riba i Giner, Irena Joveva, Hannes Heide, Romeo Franz, Niklas Nienaß

Motion for a resolution
Paragraph 4 b (new)

Motion for a resolution
Amendment

4 b. Urges the Member States to put the recovery and resilience of the cultural and creative sectors at the core of their investments into culture, with a particular focus on improving the overall situation and working conditions of young authors, performers, artists and all other cultural creators, workers and professionals who are the ones to create the cultural works that our democracy, society and economy benefit from;

Or. en
Amendment 130
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 4 c (new)

Motion for a resolution

4 c. Stresses that being creative is an important way for many children and young people to express themselves in difficult times, and that many of them aspire to a professional career in art and culture; therefore calls on the Commission and the Member States to step up their overall efforts and to increase their funding to improve the support for young people to commence such a professional career;

Or. en

Amendment 131
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènet Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 5

Motion for a resolution

5. Draws attention to the importance of mobility experiences and the exchange of good practices among teachers, educators, professors, trainers, youth workers, cultural creators and sports coaches in broadening their knowledge in youth outreach and strengthening the international and multilingual dimensions, particularly in view of the European Education Area to be achieved by 2025;

Amendment

5. Draws attention to the importance of mobility experiences and the exchange of good practices among teachers, educators, professors, trainers, volunteers and professionals in youth work and youth organisations, cultural creators and sports coaches in broadening their knowledge in youth outreach and strengthening the international and multilingual dimensions, particularly in view of the European Education Area to be achieved by 2025;

Or. en
Amendment 132
Elżbieta Kruk

Motion for a resolution
Paragraph 5

5. Draws attention to the importance of mobility experiences and the exchange of good practices among teachers, educators, professors, trainers, youth workers, cultural creators and sports coaches in broadening their knowledge in youth outreach and strengthening the international and multilingual dimensions, particularly in view of the European Education Area to be achieved by 2025;

Or. en

Amendment 133
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domène Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 5 a (new)

5 a. Calls on the Member States to ensure that teachers and childcare professionals receive appropriate and up-to-date knowledge in the topic of mental health, which requires modernising training for childcare professionals and providing free and regular psychological support for teachers and childcare professionals;

Or. en

Amendment 134
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for a holistic understanding of health that includes overall physical, mental and social well-being, and requires comprehensive prevention and healing strategies, including cultural and sporting activities, and promoting the development of creative and social skills;

Amendment

6. Underlines the importance of countering the phenomenon of underreporting and social stigma regarding mental health and wellbeing and calls for a holistic understanding of health and safety that includes overall physical, mental and social well-being, and requires comprehensive prevention and healing strategies, including the development of risk assessment tools, and reporting systems, in consultation with teachers, students, parents and relevantly specialized experts and scientists, and the integration of cultural and sporting activities, and promoting the development of creative and social skills;

Or. en
Amendment 136
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 6

6. Calls for a holistic understanding of health that includes overall physical, mental and social well-being, and requires comprehensive prevention and healing strategies, including cultural and sporting activities, and promoting the development of creative and social skills;

Amendment 137
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 6

6. Calls on the Commission and the Member States to develop a common holistic understanding of health that includes overall physical, mental and social well-being, and requires comprehensive prevention and healing strategies, including cultural and sporting activities, and promoting the development of creative and social skills;

Amendment 138
Lucia Ďuriš Nicholsonová, Irena Joveva

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

Amendment

6 a. Is concerned about the lack of physical activity observed among many young people during the lockdowns and the consequences this could have for public health; emphasizes that sport and physical exercise are particularly important in pandemic-induced circumstances, as they strengthen physical and mental resilience; calls on the Member States to incorporate more sports activities in school curricula, focusing on a broad variety of team sports, as they promote and teach values such as mutual respect and understanding, solidarity, cooperation, and foster a sense of belonging;

Or. en

Amendment 139
Alexis Georgoulis, Tomasz Frankowski, Diana Riba i Giner, Irena Joveva, Hannes Heide, Romeo Franz, Niklas Nienaß

Motion for a resolution
Paragraph 6 a (new)

Motion for a resolution

Amendment

6 a. Calls on the Commission and the Member States to ensure fair contractual situations and working conditions for all young cultural creators and other young professionals working in the cultural and creative sectors, including with regards to their mental and physical health and their overall wellbeing, and to stipulate this goal in a dedicated section on young artists in a European status of the artist;

Or. en

Amendment 140
Diana Riba i Giner
Motion for a resolution
Paragraph 6 a (new)

6 a. **Draws attention on the challenges to measuring mental health and well-being; therefore, calls on the Commission and the Member States to invest in further research and the development of unbiased indicators to measure mental health and well-being, including the impact caused by the COVID-19 pandemic;**

Or. en

Amendment 141
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Paragraph 6 a (new)

6 a. **Draws attention on the challenges to measuring mental health and well-being; therefore, calls on the Commission and the Member States to invest in further research and the development of unbiased indicators to measure mental health and well-being, including the impact caused by the COVID-19 pandemic;**

Or. en

Amendment 142
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènee Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

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

6 a. Underlines the need to integrate cultural and sporting activities into projects to support people suffering from or potentially at risk of mental health issues;

Or. en

Amendment 143
Diana Riba i Giner

Motion for a resolution
Paragraph 6 b (new)

Motion for a resolution

6 b. Calls on the Commission and the Member States to provide a comprehensive response that involves the participation of stakeholders from the education, culture, sports and health sectors; draws attention to the need of significant investments in educational policies that support recovery, as well as mental health services to strengthen the infrastructures that support children and youth development which have been severely impacted by the pandemic;

Or. en

Amendment 144
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 6 b (new)

Motion for a resolution

6 b. Draws attention on the challenges to measuring mental health and well-being; therefore, calls on the Commission and the Member States to invest in further research and the development of
unbiased indicators to measure mental health and well-being\textsuperscript{1a}, including the impact caused by the COVID-19 pandemic, as well as the impact of culture on mental health, wellbeing and overall health;

\textsuperscript{1a} https://op.europa.eu/webpub/eac/education-and-training-monitor-2021/en/chapters/chapter1.html

Amendment 145
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 6 b (new)

\textit{Motion for a resolution} \hspace{1cm} \textit{Amendment}

6 b. \textsl{Emphasises the promotion of the design and provision of targeted, intergenerational services that combine the experience of older people with the courage of younger people in a mutually beneficial situation;}

Or. en

Amendment 146
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 6 c (new)

\textit{Motion for a resolution} \hspace{1cm} \textit{Amendment}

6 c. \textsl{Calls on the Member States to replace exam-intensive educational curricula that contribute to excessive anxiety and declining mental health and wellbeing of students and young people}
with more modern assessment methods that are anthropocentric, holistic and less mentally intense; calls on education authorities to take into account the impact the Covid-19 pandemic had on the mental health and wellbeing of students and children when assessing their educational performance;

Amendment 147
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 6 c (new)

Motion for a resolution

Amendment

6 c. Recalls the additional negative impact of the closure of schools, sports, cultural and leisure facilities on young people with disabilities and underlines the need for specific support measures tailored to the needs of the individual;

Amendment 148
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 7

Motion for a resolution

Amendment

7. Urges the Member States, in this context, to ensure the inclusion of art, music and culture in school curricula, as well as the promotion of sports activities in schools, in order to create an inclusive, creative, dynamic and healthy learning environment from an early age and to reduce the risk of psychophysical disorders in adulthood;

7. Highlights the urgent need to create an inclusive, creative, dynamic and healthy learning environment from an early age in order to reduce the risk of psychophysical disorders in adulthood; urges the Member States, in this context, to ensure the inclusion of all forms of art, i.e. music, theatre, cinema, documentary, animation, visual arts, dance and new
experimental art forms in school curricula notably providing for active creation processes and performances by students in ways that offer the opportunity to students to participate actively and enhance their creativity, to express themselves freely and to explore their talents; underlines that art can be an ideal component for interdisciplinary projects and can promote critical skills, thus should not be limited in art classes; in addition, urges the Member States to promote sports activities in schools, including activities addressed to children and youth with disabilities; underlines that sport like art can help the inclusion of children who are excluded for all possible reasons; recalls that arts and sports in school curricula may strongly help combatting global challenges on youth and education including learning difficulties and learning disorders, as well as bullying and hate-speech;

Or. en

Amendment 149
Loucas Fourlas

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Urges the Member States, in this context, to ensure the inclusion of art, music and culture in school curricula, as well as the promotion of sports activities in schools, in order to create an inclusive, creative, dynamic and healthy learning environment from an early age and to reduce the risk of psychophysical disorders in adulthood;

Amendment

7. Urges the Member States, in this context, to ensure the inclusion of art, music and culture in school curricula, as well as the promotion of sports activities in schools, in order to create an inclusive, creative, dynamic and healthy learning environment from an early age and to reduce the risk of psychophysical disorders in adulthood, while taking more effective measures to prevent the consumption of psychotropic substances;

Or. el
Amendment 150
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Urges the Member States, in this context, to ensure the inclusion of art, music and culture in school curricula, as well as the promotion of sports activities in schools, in order to create an inclusive, creative, dynamic and healthy learning environment from an early age and to reduce the risk of psychophysical disorders in adulthood;

Amendment

7. Urges the Member States, in this context, to ensure the inclusion and take any necessary action for the upscaling of art, music and culture in school curricula, as well as the promotion of play and sports activities in schools, in order to create an inclusive, creative, dynamic and healthy learning environment from an early age and to reduce the risk of psychophysical disorders in adulthood;

Or. en

Amendment 151
Elżbieta Kruk

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Urges the Member States, in this context, to ensure the inclusion of art, music and culture in school curricula, as well as the promotion of sports activities in schools, in order to create an inclusive, creative, dynamic and healthy learning environment from an early age and to reduce the risk of psychophysical disorders in adulthood;

Amendment

7. Urges the Member States, in this context, to ensure the inclusion of art, music and culture in school curricula, as well as the promotion of extra-curricular artistic and sports activities in schools, in order to create an inclusive, creative, dynamic and healthy learning environment from an early age and to reduce the risk of psychophysical disorders in adulthood;

Or. en

Amendment 152
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio,
Motion for a resolution
Paragraph 7 a (new)

Motion for a resolution

7 a.  Urges the Member States and public authorities to develop sports infrastructure and to comprehensively increase the amount of physical education and extracurricular physical activities in schools; Underlines the need to include a daily sports lesson in the curricula of compulsory schools in all Member States;

Amendment

Or. en

Amendment 153
Chiara Gemma

Motion for a resolution
Paragraph 7 a (new)

Motion for a resolution

7a. Stresses the urgent need to enable children to socialise directly once more and return to their daily activities;

Amendment

Or. it

Amendment 154
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs and leisure facilities to carry out the leisure and informal learning activities that

Amendment

8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs and leisure facilities to carry out the leisure and informal learning activities that
play an essential role in the development and well-being of young people and their families, by providing material and psychological support resources, including for those with fewer economic opportunities; underlines the fact that in disadvantaged and/or rural areas those activities constitute the only opportunity for children and young people to socialise, increase the sense of citizenship and maintain a good level of mental health;

Amendment 155
Alexis Georgoulis, Martina Michels, Niyazi Kizilyurek

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs and leisure facilities to carry out the leisure and informal learning activities that play an essential role in the development and well-being of young people and their families, by providing material and psychological support resources, including for those with fewer economic opportunities;

Amendment

8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs and leisure facilities to carry out the leisure and informal learning activities that play an essential role in the development and well-being of young people and their families, by providing material and psychological support resources, including for those with fewer economic opportunities; calls on the commission and the member states to fund and also help in other ways young artists who were adversely affected as a result of the pandemic;

Amendment 156
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domene Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Iban Garcia Del Blanco

Motion for a resolution
Paragraph 8
8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs and leisure facilities to carry out the leisure and informal learning activities that play an essential role in the development and well-being of young people and their families, by providing material and psychological support resources, including for those with fewer economic opportunities;

8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs, leisure facilities, youth organisations and youth welfare institutions to carry out the leisure, non-formal and informal learning activities that play an essential role in the development and well-being of young people and their families, by providing material and psychological support resources, including for those with fewer economic opportunities;

Amendment 157
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriší Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Paragraph 8

Motion for a resolution

Amendment

8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs and leisure facilities to carry out the leisure and informal learning activities that play an essential role in the development and well-being of young people and their families, by providing material and psychological support resources, including for those with fewer economic opportunities, disabilities and minorities;

Amendment 158
Diana Riba i Giner

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs and leisure facilities to carry out the leisure and informal learning activities that play an essential role in the development and well-being of young people and their families, by providing material and psychological support resources, including for those with fewer economic opportunities;

Amendment

8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs and leisure facilities to carry out the leisure and informal learning activities that play an essential role in the development and well-being of young people and their families, by providing material and psychological support resources, including for those with fewer economic opportunities or facing discrimination;

Or. en

Amendment 159
Gianantonio Da Re

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs and leisure facilities to carry out the leisure and informal learning activities that play an essential role in the development and well-being of young people and their families, by providing material and psychological support resources, including for those with fewer economic opportunities;

Amendment

8. Calls on the Commission and the Member States to support and adequately fund small local cultural initiatives, sports clubs and leisure facilities to carry out the leisure and informal learning activities that play an essential role in the development and well-being of young people and their families, by providing material and psychological support resources, including for those with fewer economic opportunities and with disabilities;

Or. it

Amendment 160
Diana Riba i Giner

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

8 a. Calls for broad-based and targeted policy responses to protect a generation of young people from having their job prospects permanently harmed by the crisis, including, among other, support to re-integrate those who have lost their jobs or have had their working hours reduced, ensure youth access to unemployment insurance benefits, promote quality and paid internships, and address the housing access crisis; remarks that socioeconomic conditions are fundamental part of youth mental health and general well-being;

Or. en

Amendment 161
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

8 a. Urges the Commission and the Member States to use the national Recovery and Resilience Facility plans and other dedicated funds and also redirect other funds possibly at disposal to support local cultural initiatives bringing children and young people together in the cultural recovery of local communities;

Or. en

Amendment 162
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Calls for more coordination at

9. Calls for more coordination at
European level between Member States, regional authorities and local representatives of sports and cultural associations, youth organisations, educational and university bodies and the private sector in order to strengthen dialogue and cooperation and create a dynamic, multi-level social network that can respond and adapt to future challenges;

European level between Member States, regional authorities and local representatives of sports teams and clubs, cultural associations (museums, cinephile clubs, music and dance schools etc.), youth and student organisations, educational and university bodies education social partners, and the private sector in order to strengthen dialogue and cooperation and create a dynamic, multi-level social network that can respond and adapt to future challenges;

Amendment 163
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoș

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Calls for more coordination at European level between Member States, regional authorities and local representatives of sports and cultural associations, youth organisations, educational and university bodies and the private sector in order to strengthen dialogue and cooperation and create a dynamic, multi-level social network that can respond and adapt to future challenges;

Amendment

9. Calls for more coordination at European level between Member States, regional authorities and local representatives of sports and cultural associations, youth organisations, early learning organisations, educational and university bodies, social partners involved in education and the private sector in order to strengthen dialogue and cooperation and create a dynamic, multi-level social network that can respond and adapt to future challenges;

Amendment 164
Gianantonio Da Re

Motion for a resolution
Paragraph 9
Motion for a resolution

9. Calls for more coordination at European level between Member States, local and regional authorities and local representatives of sports and cultural associations, youth organisations, educational and university bodies and the private sector in order to strengthen dialogue and cooperation and create a dynamic, multi-level social network that can respond and adapt to future challenges;

Amendment 165
Catherine Griset

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Calls for more coordination at European level between Member States, regional authorities and local representatives of sports and cultural associations, youth organisations, educational and university bodies and the private sector in order to strengthen dialogue and cooperation and create a dynamic, multi-level social network that can respond and adapt to future challenges;

Amendment 166
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènc Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 9 a (new)

9 a. Notes that the pandemic has
uncovered the lack of support provided to young people experiencing issues connected to mental health; Underlines the need to sustainably and rapidly reconstruct and strengthen the structure of European youth work that has been weakened or even destroyed by the pandemic; Emphasises that youth work itself needs to be recognised for what it is: a place that makes an important contribution to young people's personal development, well-being and self-realisation; Therefore calls on Member States to implement concrete improvements in youth work to achieve support for those who need it most;

Or. en

Amendment 167
Irena Joveva, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Paragraph 9 a (new)

Motion for a resolution

Amendment

9 a. Stresses out that the closure of cultural institutions and related activities have created an uncertain time for young artists, some of whom have abandoned their dreams and others moved their creativity to social media platforms as a tool to facilitate mutual support and understanding; calls on the Commission and the Member States to create a financial support mechanism for artistic works done by young people on social media and support the positive perspectives of youth entrepreneurship that young people have taken up in order to mitigate the effects of the pandemic;

Or. en

Amendment 168
Motion for a resolution

Paragraph 9 b (new)

Motion for a resolution

9 b. Calls on the Member State to assess the long term impact of closures, particularly prolonged remote learning, isolation and uncertainty on knowledge acquisition, neurological development and socio-emotional skills, and to develop targeted measures to support those most affected;

Or. en

Amendment 169

Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution

Paragraph 10

Motion for a resolution

10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools in rural and peripheral areas;

Amendment

10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; calls on the Commission to create an independent EU educational platform, so that EU public schools are not depending on private platforms; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools across different countries as well as reaching rural, insular, peripheral and all remoted areas as well as families at risk of poverty;

Or. en

Amendment 170

Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica
Motion for a resolution
Paragraph 10

10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools in rural and peripheral areas;

Amendment

10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools across all Member States as well as in rural and peripheral areas; emphasises that the curricula of all educational institutions should include digital skills learning, enabling proper use of digital tools;

Or. en

Amendment 171
Diana Riba i Giner

Motion for a resolution
Paragraph 10

10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools in rural and peripheral areas;

Amendment

10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools across different countries as well as in rural and peripheral areas and the necessary training for teachers and educators to be able to make the most out of these tools and infrastructures;

Or. en

Amendment 172
Ibán García Del Blanco, Domènec Ruiz Devesa, Marcos Ros Sempere, Hannes Heide
Motion for a resolution  
Paragraph 10

10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools in rural and peripheral areas;

Amendment

10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that efforts should focus on generalising digital literacy at all levels of society to address the wide geographical, gender, social, age and other structural gaps that are aggravated by the lack of digital infrastructure and digital tools, in particular in rural and peripheral areas;

Or. en

Amendment 173  
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution  
Paragraph 10

10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools in rural and peripheral areas; and take into account the possible needs of those areas in the event of future pandemics or any other unprecedented situation;

Amendment

10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools in rural and peripheral areas and take into account the possible needs of those areas in the event of future pandemics or any other unprecedented situation;

Or. en

Amendment 174  
Victor Negrescu
10. Calls on the Commission to take action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools in rural and peripheral areas;
action to ensure that the EU as a whole becomes stronger and more self-reliant, leaving no one behind; points out that it must address the wider structural gaps caused by the lack of digital infrastructure and digital tools in rural and peripheral areas; action, with the Member States, to redress the structural gaps caused by the lack of digital infrastructure and digital tools in rural and peripheral areas;

Amendment 177
Elżbieta Kruk

Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution

Amendment

10 a. Underlines that particular emphasis should be placed on the issue of the digitally excluded, both in the context of pupils and young people and of teachers and educators themselves; draws attention to the difficult situation of pupils from families with many children and of parent teachers, for whom the obligation to work and learn remotely involves costly and often unaffordable outlay in order to purchase, from their modest private resources, further equipment to meet the requirements of learning/working remotely;

Amendment 178
Victor Negrescu

Motion for a resolution
Paragraph 11

Motion for a resolution

Amendment

11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and
ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all; ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all; ensure that Member States take the necessary measures to reinforce their digital infrastructure, the connectivity and the methods used by schools and learning centres for digital education and learning and reiterates the need to accelerate the reforms implementing the digital transformation ensuring that all Europeans can take advantage of it;

Amendment 179
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 11

11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all;

Amendment

11. Urges the Member States to invest in specific policies, in particular in the framework of Recovery and Resilience Facility that respond to local needs in order to close regional all gaps, including gender, economic and social inequalities, and ensure financial support to the Civil Society of education, schools and relevant public facilities, so that the technologies, innovations, learning and support facilities and tools required to ensure continuous and quality education and training are available and accessible to all, leaving no one behind;

Amendment 180
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Žuriš Nicholsonová, Vlad-Marius Botoş
Motion for a resolution
Paragraph 11

11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all;

Amendment

11. Urges the Member States to invest in specific policies, particularly within the framework of the Recovery and Resilience Facility, that respond to local needs in order to close regional technological gaps and ensure educational institutions and students get sufficient financial support thus ensuring that the technologies, innovations, learning and support facilities and digital tools required to continue quality education and training are available and accessible to all;

Or. en

Amendment 181
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 11

11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all;

Amendment

11. Urges the Member States to invest in specific policies that respond to local needs in order to close all existing gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all, regardless of their gender, religion, ethnic or regional origin and socioeconomic background;

Or. en

Amendment 182
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová
Motion for a resolution
Paragraph 11

Motion for a resolution

11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all;

Amendment

11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all, regardless of their family, social or financial situation and of their place of residence;

Or. en

Amendment 183
Diana Riba i Giner

Motion for a resolution
Paragraph 11

Motion for a resolution

11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all;

Amendment

11. Urges the Member States to invest in specific policies, also in the framework of Recovery and Resilience Facility that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to ensure quality education and training are available and accessible to all;

Or. en

Amendment 184
Gianantonio Da Re

Motion for a resolution
Paragraph 11

Motion for a resolution

11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all;

Amendment

11. Urges the Member States to invest in specific policies, also in the framework of Recovery and Resilience Facility that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to ensure quality education and training are available and accessible to all;

Or. en
11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and ensure adequate financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all;

Or. it

Amendment 185
Petra Kammerevert, Hannes Heide

Motion for a resolution
Paragraph 11

Motion for a resolution

11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue education and training are available and accessible to all;

Amendment

11. Urges the Member States to invest in specific policies that respond to local needs in order to close regional gaps and ensure financial support so that the technologies, innovations, learning and support facilities and tools required to continue, develop and consolidate both education and training and non-formal and informal education so that the opportunities offered are available and accessible to all;

Or. de

Amendment 186
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş

Motion for a resolution
Paragraph 11 a (new)

Motion for a resolution

11 a. Recognises the positive role digital tools and social media can have on young people in some aspects. However, lack of supervision of digital learning of young
people, especially those in disadvantaged and remote environments can lead to a higher risk of addictions and mental health disorders; calls, in this regard, on the Member States to promote adequate and balanced use of distance-learning by school professionals when needed, but putting the return to face-to-face learning as a priority;

Or. en

Amendment 187
Diana Riba i Giner

Motion for a resolution
Paragraph 11 a (new)

Motion for a resolution

11 a. Highlights that pre-existing gender norms and expectations can be important factors affecting adversely mental, physical health, as well as education opportunities; remarks it is crucial to develop the capacities of educators through adequate resources and support to better identify and address the gendered repercussions of education, culture and sports closures on the broader health and well-being of children and young people;

Or. en

Amendment 188
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domèneç Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 11 a (new)

Motion for a resolution

11 a. Calls on Member States to allocate additional funds for the rebuilding of the education sector beyond the regular
expenditure of national budgets in order to immediately address the pressing challenges of children and young people; Calls on Member States to take immediate action to support those students who are falling behind and to ensure that they receive the necessary support to achieve the expected learning goals;

Or. en

Amendment 189
Victor Negrescu

Motion for a resolution
Paragraph 11 a (new)

11 a. Digital technologies harbour substantial potential for teachers, trainers and educators and learners across education sectors and settings in terms of accessible, open, social and personalised technologies that can bring about more inclusive learning pathways; smart use of digital technologies, driven by innovative teaching methods and empowering learners, can equip citizens with core competencies for life;

Or. en

Amendment 190
Elżbieta Kruk

Motion for a resolution
Paragraph 11 a (new)

11 a. Draws attention to the need for a financial framework that allows for the reimbursable purchase or rental of appropriate computer equipment and the purchase of access to an efficient internet
11 b. Calls on the Member States to promote resilient, equitable, and gender-responsive education systems which ensure that gender-specific needs are met, such as comprehensive sexuality education and gender-based violence prevention and response;

11 b. Recalls that it is essential to support schools in need of funding to help the most vulnerable students, as well as those schools serving high-poverty and high-minority populations;
Motion for a resolution

11 c. Calls on the Commission and the Member States to provide special attention for children and young people who are particularly vulnerable, such as LGBTQ+ youth, racialized children and young people, and those with pre-existing mental health needs;

Or. en

Amendment 194
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 12

12. Reiterates the importance of investing in innovation and research in education, enabling the state education system to have access to a ‘culture of innovation’ across the EU and to ensure that high-quality learning materials, pedagogical approaches and tools are accessible and available to all;

Or. en

Amendment 195
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Řuriš Nicholsonová, Vlad-Marius Botoș

Motion for a resolution
Paragraph 12

12. Reiterates the importance of investing in innovation and research in education, enabling the state education system to have access to a ‘culture of innovation’ across the EU and to ensure that high-quality learning materials, pedagogical approaches and tools are accessible and available to all, for free, leaving no one behind;
innovation’ across the EU and to ensure that high-quality learning materials, pedagogical approaches and tools are accessible and available to all;

innovation’ across the EU and to ensure that high-quality learning materials, pedagogical approaches and digital tools are accessible and available to all;

Amendment 196
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 12 a (new)

Motion for a resolution  
Amendment

12 a. Highlights the positive role that mentoring played in certain countries during the pandemic in assisting young people solving issues, thereby promoting their mental health and providing an interpersonal connection that offered perspective and psychological support in times of isolation; Invites the Commission to consider supporting and funding such mentoring programmes at European level to encourage their development in all Member States;

Or. en

Amendment 197
Elżbieta Kruk

Motion for a resolution
Paragraph 12 a (new)

Motion for a resolution  
Amendment

12 a. Highlights the need to speed up the digitisation of cultural and heritage resources and audiovisual libraries, and the introduction of discount schemes allowing universal access to cultural resources, including for marginalised people and peripheral schools who are
unable to purchase concessionary subscriptions;

Amendment 198
Ibán García Del Blanco, Domènec Ruiz Devesa, Marcos Ros Sempere

Motion for a resolution
Paragraph 12 a (new)

12 a. Urges Member states to carry out initiatives in digital literacy targeting the teaching and the student communities to complement the in-person education, enhance their education experience, strengthen their academic curriculum, and level it to the digital transition;

Amendment 199
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domèneç Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 12 b (new)

12 b. Stresses the importance to provide support and training to teachers and educators as regards digital and blended leaning as a complementary element of in situ education to ensure education is resilient in the face of future challenges;

Amendment 200
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek
Motion for a resolution
Paragraph 13

Motion for a resolution

13. Highlights the need to monitor developments in, and the consequences of, technological and digital advances through cooperation and dialogue with experts, educators and representatives of civil society;

Amendment

13. Highlights the need to monitor developments in, and the pedagogical and health and safety consequences of, technological and digital advances through cooperation and dialogue with experts, educators, education social partners, and representatives of civil society; highlights that the primary goal of those technological advances should be to serve people’s needs and that technological skills should follow the pedagogic and education knowledge which should always remain of primary value in any education and cultural context;

Or. en

Amendment 201
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, François-Xavier Bellamy, Michaela Šojdrová

Motion for a resolution
Paragraph 13

Motion for a resolution

13. Highlights the need to monitor developments in, and the consequences of, technological and digital advances through cooperation and dialogue with experts, educators and representatives of civil society;

Amendment

13. Highlights the need to monitor developments in, and the consequences of, technological and digital advances through cooperation and dialogue with experts, educators and representatives of civil society; points out the necessity to critically review possible dangers of the digital advances and its unpredictable consequences;

Or. en

Amendment 202
Diana Riba i Giner
Amendment 203
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Vlad-Marius Botoş

Motion for a resolution
Paragraph 13

13. Highlights the need to monitor developments in, and the consequences of, technological and digital advances through cooperation and dialogue with experts, educators and representatives of civil society;

Or. en

Amendment 204
Petra Kammerevert, Hannes Heide

Motion for a resolution
Paragraph 13

13. Highlights the need to monitor developments in, and the consequences of, technological and digital advances through cooperation and dialogue with experts, educators and representatives of civil society;

Amendment

13. Highlights the need to monitor developments in, and the pedagogical and health and safety consequences of, technological and digital advances through cooperation and dialogue with experts, educators, education social partners, and representatives of civil society;

Or. en

Amendment 204
Petra Kammerevert, Hannes Heide

Motion for a resolution
Paragraph 13

13. Highlights the need to monitor developments in, and the consequences of, technological and digital advances through cooperation and dialogue with experts, educators and representatives of civil society;

Amendment

13. Highlights the need to monitor developments in, and the pedagogical and health and safety consequences of, technological and digital advances through cooperation and dialogue with experts, educators and representatives of civil society;

Or. en

Amendment 204
Petra Kammerevert, Hannes Heide

Motion for a resolution
Paragraph 13

13. Highlights the need to monitor developments in, and the consequences of, technological and digital advances through cooperation and dialogue with experts, educators and representatives of civil society;

Amendment

13. Highlights the need to accompany developments in, and the consequences of, technological and digital advances through cooperation and dialogue with young
educators and representatives of civil society; people directly and with experts, educators and representatives of civil society;

Amendment 205
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènec Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution Amendment

13 a. Urges the Member States to promote science and research on young people's mental health in order to combat and prevent mental health problems; Calls on the Commission and the Member States to systematically collect and compare research findings, experience and knowledge in dealing with mental health issues among young people in the EU;

Amendment 206
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution Amendment

13 a. Calls on the Commission to facilitate the exchange of good practices and mutual learning between Member States in their respective policies;

Amendment 207
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek
Motion for a resolution
Paragraph 13 b (new)

13 b. calls on Member States to provide teachers with suitable training and equipment so that, whenever necessary, distance learning tools produce the best possible learning outcomes and are used in ways that offer an added value to the learning procedure, by giving an active role to the learner and cultivating their creativity and critical thought;

Amendment 208
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 13 c (new)

13 c. Is deeply concerned on the health and safety impact stemming from the use of digital technologies in education including screen fatigue, cyber violence and harassment, hate speech, social exclusion, data privacy, internet addiction, worrying psychological effects such as the rise of youth suicide due to internet and social media, fake news, misinformation, disinformation and right to disconnect; therefore, calls on the EU Commission to conduct further research and take specific and timely action to address these issues;

Amendment 209
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoş
Motion for a resolution
Paragraph 14

14. Calls on the Commission to raise awareness among young people of the benefits and risks associated with digital technology, ensuring not only their access to technological tools, but also their ability to use them safely and properly so that they serve as valuable instruments for socialisation and democracy; in order to reduce online violence, harassment and fake news;

Amendment

14. Calls on the Commission to promote digital literacy and raise awareness among young people of the benefits and risks associated with digital technology, ensuring not only their access to technological tools, but also their ability to use them safely and properly so that they serve as valuable instruments for socialisation and democracy, while reducing online violence and cyber bullying, harassment, social exclusion, internet addiction and fake news; furthermore, special attention should be paid to combat health and safety impact of digital education usage, such as screen fatigue while promoting the teachers, education personnel’s and students right to disconnect;

Or. en

Amendment 210
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 14

14. Calls on the Commission to raise awareness among young people of the benefits and risks associated with digital technology, ensuring not only their access to technological tools, but also their ability to use them safely and properly so that they serve as valuable instruments for socialisation and democracy in order to reduce online violence, harassment and fake news;

Amendment

14. Calls on the Commission to raise awareness among young people of the benefits and risks associated with digital technology, ensuring not only their access to technological tools, but also their ability to use them safely and properly so that they serve as valuable instruments for socialisation and democracy in order to reduce online violence, harassment and fake news; calls on Member States to ensure the protection of students’ and teachers’ personal data while working with educational technology tools;
Amendment 211
Petra Kammerevert, Hannes Heide

Motion for a resolution
Paragraph 14

14. Calls on the Commission to raise awareness among young people of the benefits and risks associated with digital technology, ensuring not only their access to technological tools, but also their ability to use them safely and properly so that they serve as valuable instruments for socialisation and democracy *in order to reduce online violence, harassment and fake news*;

Amendment

14. Calls on the Commission to raise awareness among young people of the benefits and risks associated with digital technology, ensuring not only their access to technological tools, but also their ability to use them safely and properly so that they serve as valuable instruments for socialisation and democracy;

Amendment 212
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Paragraph 14 a (new)

14 a. Calls for the support of grassroots sports and extra-curricular activities, as they have suffered disproportionally the devastating consequences of the COVID-19 pandemic; underlines that amateur sports are the basis for sports in professional level and contribute to both personal development and well-being and to the regional development of rural areas; underlines the importance of keeping open and supporting the recovery of professional sports clubs, sports organisations and athletes and calls on the Commission to support them
adequately as they play a vital role in the well-being and socialisation of young people;

Amendment 213
Irena Joveva, Laurence Farreng, Ilana Cicurel, Lucia Ďuriš Nicholsonová, Monica Semedo, Vlad-Marius Botoș

Motion for a resolution
Paragraph 14 a (new)

Motion for a resolution
Amendment

14 a. Calls on Commission to encourage teachers and employers to use tools that enable timely recognition of signs and prevention of burnout, stress, and psychological stress on students, young people, and young employees. Special attention should be paid to the aspect of mental health during the internship or introduction to a new job, with a key emphasis on constructive communication with young employees;

Amendment 214
Diana Riba i Giner

Motion for a resolution
Paragraph 14 a (new)

Motion for a resolution
Amendment

14 a. Raise awareness on the health and safety impact stemming from the use of digital technologies in education including screen fatigue, cyber violence and harassment, social exclusion, data privacy, internet addiction, fake news, and right to disconnect; therefore, calls on the EU Commission to conduct further research and take action to address these
issues;

Amendment 215
Victor Negrescu

Motion for a resolution
Paragraph 14 a (new)

14 a. Calls on the Commission to develop and implement one of the recommendations of the Conference for the Future of Europe related to minimising the impact of a serious crisis on youngsters, in their mental health, and also to take into consideration the perspective of future generations on all its recommendations and proposals;

Amendment 216
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 14 a (new)

14 a. Calls on the Commission to dedicate a European Year to Mental Health;

Amendment 217
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 14 a (new)
Motion for a resolution

14 a. Warns that intensive use of digital devices and increased staying in virtual environments can lead to addiction and toxic behaviour; reiterates in this context its demand for the EU to adopt a responsible and coherent approach to the integration of the digital aspect of education;

Or. en

Amendment 218
Petra Kammerevert, Hannes Heide

Motion for a resolution
Paragraph 14 a (new)

14 a. Calls for greater Community and more systematic efforts in prevention work aimed at protecting young people from violence, harassment or other crimes online;

Or. de

Amendment 219
Elżbieta Kruk

Motion for a resolution
Paragraph 14 a (new)

14 a. Underlines the importance of organising training for teachers and educators on the functionalities of different communication platforms;

Or. en
Amendment 220
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio,
Domèneç Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 14 b (new)

Motion for a resolution

Amendment

14 b. Calls on the Commission to develop a European Plan for the protection of mental health in education systems;

Or. en

Amendment 221
Theodoros Zagorakis, Loucas Fourlas, Tomasz Frankowski, Peter Pollák, Asim Ademov, Milan Zver, Sabine Verheyen, Michaela Šojdrová

Motion for a resolution
Paragraph 14 b (new)

Motion for a resolution

Amendment

14 b. Urges the member states to give special attention to marginalised and disadvantaged groups and people with disabilities to grant them equal access to all educational, cultural, youth and sports establishments; Calls on the Commission to address the needs of people with disabilities in the event of future pandemics or unprecedented situations accordingly in order to safeguard an equal and safe access and their maintenance of mental health;

Or. en

Amendment 222
Diana Riba i Giner

Motion for a resolution
Paragraph 14 b (new)
Motion for a resolution

14 b. Urges member states to ensure that all of its population are informed in their regional or minority language with basic health information, and that support for regional or minority language immersion education and its infrastructure is increased so as to ensure that its provision is at the same level as State language education, so as not to be undermined by health crises and pandemics.

Amendment 223
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 14 b (new)

14 b. Urges the Commission to significantly step up its overall efforts to improve media literacy of children and young people, with a focus on digital media and communication, and to further intensify tackling the problem of disinformation notably in the context of such a sensitive issue as a pandemic where fake news aggravate people's mental health and undermine their trust in public institutions.

Amendment 224
Hannes Heide, Petra Kammerevert, Sylvie Guillaume, Massimiliano Smeriglio, Domènee Ruiz Devesa, Marcos Ros Sempere, Victor Negrescu, Ibán García Del Blanco

Motion for a resolution
Paragraph 14 c (new)
14 c. Welcomes the establishment of the Commission expert group on quality investment in education and training; Appreciates the efforts of the expert group and the points made in their interim report, which provide a good basis for much needed improvements in national education systems of the Member States;

Amendment 225
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 14 c (new)

Motion for a resolution Amendment

14 c. Calls on Member States to take the necessary measures to reinforce the students' feeling of belonging to the school community; calls on the Member States to embrace the notion of student agency and to adopt procedures that will enable students' voices to be heard and will encourage students to take initiatives and to participate actively in the decision-making regarding issues that concern them;

Amendment 226
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 14 d (new)

Motion for a resolution Amendment

14 d. Calls on Member States to provide extra-curriculum cultural, sport and environmental participative activities that will help the students feel familiar again with the school environment and regain
their interest for school life;

Amendment 227
Alexis Georgoulis, Martina Michels, Niyazi Kizilyürek

Motion for a resolution
Paragraph 14 e (new)

Motion for a resolution

14 e. Calls the Commission to consider extending the European Year of Youth 2022 throughout 2023 in order to allow enough time, at least for the mitigation of some the negative consequences of COVID-19 to children and youth;