



**2018/0191(COD)**

4.10.2018

# **AMENDMENTS**

## **17 - 25**

**Draft opinion**

**Jean Arthuis**

(PE626.923v01-00)

'Erasmus': the Union programme for education, training, youth and sport

Proposal for a regulation

(COM(2018)0367 – C8-0233/2018 – 2018/0191(COD))



**Amendment 17**  
**John Howarth**

**Proposal for a regulation**  
**Recital 17**

*Text proposed by the Commission*

(17) In its Communication on Strengthening European identity through education and culture, the Commission highlighted the pivotal role of education, culture and sport in promoting active citizenship and common values amongst the youngest generations. Strengthening European identity and fostering the active participation of individuals in the democratic processes is crucial for the future of Europe and our democratic societies. Going abroad to study, learn, train and work or to participate in youth and sport activities contributes to strengthening this European identity in all its diversity and the sense of being part of a cultural community as well as to fostering such active citizenship, among people of all ages. Those taking part in mobility activities should get involved in their local communities as well as engage in their host country local communities to share their experience. Activities linked to reinforcing all aspects of creativity in education, training and youth and enhancing individual key competencies should be supported.

*Amendment*

(17) In its Communication on Strengthening European identity through education and culture, the Commission highlighted the pivotal role of education, culture and sport in promoting active citizenship and common values amongst the youngest generations. Strengthening European identity and fostering the active participation of individuals in the democratic processes is crucial for the future of Europe and our democratic societies. Going abroad to study, learn, train and work or to participate in youth and sport activities contributes to strengthening this European identity in all its diversity and the sense of being part of a cultural community as well as to fostering such active citizenship, among people of all ages. ***Accordingly, the Programme aspires to reflect the diverse make-up of European society in terms of ethnicity, gender, ability, social background and the geography of the Union.*** Those taking part in mobility activities should get involved in their local communities as well as engage in their host country local communities to share their experience. Activities linked to reinforcing all aspects of creativity in education, training and youth and enhancing individual key competencies should be supported.

Or. en

*Justification*

*EU programmes which reach all segments of European society represent better value for money in particular in the promotion of EU values and delivering equality of opportunity and, as such, the take-up of programmes should be reported upon.*

## Amendment 18

Jean Arthuis, Andrey Novakov

### Proposal for a regulation

#### Recital 28

*Text proposed by the Commission*

(28) The Programme should contribute to facilitating transparency and recognition of skills and qualifications, as well as the transfer of credits or units of learning outcomes, to foster quality assurance and to support validation of non-formal and informal learning, skills management and guidance. In this regard, the Programme should also provide support to contact points and networks at national and Union level that facilitate cross-European exchanges as well as the development of flexible learning pathways between different fields of education, training and youth and across formal and non-formal settings.

*Amendment*

(28) The Programme should contribute to facilitating transparency and recognition of skills and qualifications, as well as the transfer of credits or units of learning outcomes, to foster quality assurance and to support validation of non-formal and informal learning, skills management and guidance. ***In particular, in the field of professional training, harmonising national systems should ensure, with regard to the awarding of qualifications, that competences and outcomes are validated and recognised in the context of intra-EU mobility and vis-à-vis third countries involved in the Erasmus programme.*** In this regard, the Programme should also provide support to contact points and networks at national and Union level that facilitate cross-European exchanges as well as the development of flexible learning pathways between different fields of education, training and youth and across formal and non-formal settings.

Or. fr

## Amendment 19

Karine Gloanec Maurin

### Proposal for a regulation

#### Recital 31

*Text proposed by the Commission*

(31) It is important to stimulate teaching, learning and research in

*Amendment*

(31) It is important to stimulate teaching, learning and research in

European integration matters, as well as to promote debates on these matters through the support of Jean Monnet actions in the fields of higher education but also in other fields of education and training. Fostering a sense of European identity and commitment is particularly important at times when the common values on which the Union is founded, and which form part of our European identity, are put to the test, and when citizens show low levels of engagement. The Programme should continue to contribute to the development of excellence in European integration studies.

European integration, *history and citizenship* matters, as well as to promote debates on these matters through the support of Jean Monnet actions in the fields of higher education but also in other fields of education and training. Fostering a sense of European identity, *citizenship* and commitment is particularly important at times when the common values on which the Union is founded, and which form part of our European identity, are put to the test, and when citizens show low levels of engagement. The Programme should continue to contribute to the development of excellence in European integration, *history and citizenship* studies.

Or. fr

**Amendment 20**  
**John Howarth**

**Proposal for a regulation**  
**Recital 32**

*Text proposed by the Commission*

(32) Reflecting the importance of tackling climate change in line with the Union's commitments to implement the Paris Agreement and achieve the United Nations' Sustainable Development Goals, this Programme will contribute to mainstream climate action in the Union's policies and to the achievement of an overall target of **25%** of the Union budget expenditures supporting climate objectives. Relevant actions will be identified during the Programme's preparation and implementation and reassessed in the context of the relevant evaluations and review process.

*Amendment*

(32) Reflecting the importance of tackling climate change in line with the Union's commitments to implement the Paris Agreement and achieve the United Nations' Sustainable Development Goals, this Programme will contribute to mainstream climate action in the Union's policies and to the achievement of an overall target of **30%** of the Union budget expenditures supporting climate objectives. Relevant actions will be identified during the Programme's preparation and implementation and reassessed in the context of the relevant evaluations and review process.

Or. en

## *Justification*

*The change reflects the target set by Parliament for climate related expenditure.*

### **Amendment 21**

**Nicola Caputo**

#### **Proposal for a regulation**

#### **Article 2 – paragraph 1 – point 2**

##### *Text proposed by the Commission*

(2) 'learning mobility' means moving physically to a country other than the country of residence, in order to undertake study, training or non-formal or informal learning; It may be accompanied by measures such as language support and training and/or be complemented by online learning and virtual cooperation. In some specific cases, it may take the form of learning through the use of information technology and communications tools;

##### *Amendment*

(2) 'learning mobility' means moving physically to a country other than the country of residence, in order to undertake study, training or non-formal or informal learning, ***including a sandwich course***; It may be accompanied by measures such as language support and training and/or be complemented by online learning and virtual cooperation. In some specific cases, it may take the form of learning through the use of information technology and communications tools;

Or. it

### **Amendment 22**

**Nicola Caputo**

#### **Proposal for a regulation**

#### **Article 2 – paragraph 1 – point 9**

##### *Text proposed by the Commission*

(9) 'vocational education and training learner' means any person enrolled in an initial ***or*** continuous vocational education or training programme at any level from secondary up to post-secondary level. It includes the participation of individuals who have recently graduated from such programmes;

##### *Amendment*

(9) 'vocational education and training learner' means any person enrolled in an initial, continuous ***or sandwich*** vocational education or training programme at any level from secondary up to post-secondary level. It includes the participation of individuals who have recently graduated from such programmes;

Or. it

**Amendment 23**  
**Karine Gloanec Maurin**

**Proposal for a regulation**  
**Article 3 – paragraph 2 – point a**

*Text proposed by the Commission*

(a) promote learning mobility of individuals, as well as cooperation, inclusion, excellence, creativity and innovation at the level of organisations and policies in the field of education and training;

*Amendment*

(a) promote learning mobility of individuals, as well as cooperation, inclusion, excellence, creativity and innovation at the level of organisations and policies in the field of education, training ***and instruction in European citizenship and history***;

Or. fr

**Amendment 24**  
**John Howarth**

**Proposal for a regulation**  
**Article 20 – paragraph 3 a (new)**

*Text proposed by the Commission*

*Amendment*

***3a. Financial contributions to the Programme received from third countries and/or other Union instruments will be reported on an annual basis to the Council and Parliament as the Union's budgetary authority.***

Or. en

*Justification*

*Contributions from third countries and other instruments outside of the EU budget. The budgetary authority and lead committees should be made aware of the extent of such contributions in order to assess more effectively the scale of the programmes and their effect.*

**Amendment 25**  
**John Howarth**

**Proposal for a regulation**  
**Article 20 – paragraph 3 b (new)**

***3b. The evaluation of the Programme will include analysis of participation in the Programme on the basis of gender, ethnicity, ability, social background and geography of the Union so as to better determine the value for money, reach and take up of the Programme and its reflection of the diverse make-up of European society.***

Or. en

*Justification*

*EU programmes which reach all segments of European society represent better value for money in particular in the promotion of EU values and delivering equality of opportunity and, as such, the take up of programmes should be reported upon.*