



**2015/2257(INI)**

7.12.2015

# **AMENDMENTS**

## **1 - 221**

**Draft report**

**Ernest Maragall**

(PE569.848v02-00)

Erasmus + and other tolls to foster mobility in VET - a lifelong learning approach

(2015/2257(INI))



**Amendment 1**  
**Ilhan Kyuchyuk, Ernest Maragall, Yana Toom**

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

*Motion for a resolution*

*Amendment*

**- having regard to the Copenhagen Declaration of 30 November 2002 on enhanced cooperation in the European vocational education and training,**

Or. en

**Amendment 2**  
**Ilhan Kyuchyuk, Ernest Maragall, Yana Toom**

**Motion for a resolution**  
**Citation 2 b (new)**

*Motion for a resolution*

*Amendment*

**- having regard to the Recommendations of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training,**

Or. en

**Amendment 3**  
**Ilhan Kyuchyuk, Ernest Maragall, Yana Toom**

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

*Motion for a resolution*

*Amendment*

**- having regard to the report from the Commission to the European Parliament and the Council of 28 January 2014 on**

*the implementation of the  
Recommendation of the European  
Parliament and of the Council of 18 June  
2009 on the establishment of a European  
Quality Assurance Reference Framework  
for Vocational Education and Training,*

Or. en

**Amendment 4**

**Ilhan Kyuchyuk, Ernest Maragall, Yana Toom**

**Motion for a resolution**

**Citation 13 b (new)**

*Motion for a resolution*

*Amendment*

*- having regard to the Council  
Conclusions of 20 May 2014 on quality  
assurance supporting education and  
training,*

Or. en

**Amendment 5**

**Ilhan Kyuchyuk, Ernest Maragall, Enrique Calvet Chambon, Krystyna Łybacka, Yana Toom**

**Motion for a resolution**

**Citation 13 c (new)**

*Motion for a resolution*

*Amendment*

*- having regard to the Declaration of the  
Ministers in charge of Vocational  
education and training of 22 June 2015  
on a new set of medium-term deliverables  
in the field of VET for the period 2015-  
2020,*

Or. en

**Amendment 6**  
**Julie Ward**

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

*Motion for a resolution*

*Amendment*

***- having regard to the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, adopted at the informal meeting of EU education ministers on 17 March 2015 in Paris (8496/15),***

Or. en

**Amendment 7**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

A. whereas learning mobility and training mobility have repeatedly proven their potential to contribute to high-quality education and employability, particularly in the context of successive European Union programmes in the field of education and training;

A. whereas learning mobility and training mobility have repeatedly proven their potential to contribute to high-quality education and employability, particularly in the context of successive European Union programmes in the field of education and training; ***whereas, however, mobility alone will not solve the problem of unemployment, in particular among young people, in Europe and needs to be backed up by better strategies for learning basic skills and measures to enhance the status of apprenticeships and vocational training, in particular in the eyes of society;***

Or. fr

**Amendment 8**  
**Isabella Adinolfi**

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

*Motion for a resolution*

A. whereas learning mobility and training mobility **have repeatedly proven their potential to** contribute to high-quality education and employability, **particularly** in the context of successive European Union programmes in the field of education and training;

*Amendment*

A. whereas learning mobility and training mobility **should be further strengthened to better** contribute to high-quality education and employability, in the context of **both current and** successive European Union programmes in the field of education and training, **employment and cohesion policy**;

Or. en

**Amendment 9**  
**Zdzisław Krasnodębski**

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

*Motion for a resolution*

A. whereas learning mobility and training mobility **have repeatedly** proven their potential to contribute to high-quality education and employability, particularly in the context of successive European Union programmes in the field of education and training;

*Amendment*

A. whereas learning mobility and training mobility **if implemented correctly have** proven their potential to contribute to high-quality education and employability, particularly in the context of successive European Union programmes in the field of education and training;

Or. en

**Amendment 10**  
**Ilhan Kyuchyuk, Yana Toom**

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

*Motion for a resolution*

A. whereas learning mobility and training

*Amendment*

A. whereas learning mobility and training

mobility have **repeatedly** proven their potential to contribute to high-quality education and employability, particularly in the context of successive European Union programmes in the field of education and training;

mobility have **clearly** proven their potential to contribute to high-quality education and employability, particularly in the context of successive European Union programmes in the field of education and training;

Or. en

**Amendment 11**  
**Isabella Adinolfi**

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

*Motion for a resolution*

*Amendment*

***Aa. whereas on 2002 the European Ministers of Vocational Education and Training launched the so-called "Copenhagen process" to enhance European cooperation in this field with the aim to improve the performance, quality and attractiveness of VET in Europe;***

Or. en

**Amendment 12**  
**Ilhan Kyuchyuk, Enrique Calvet Chambon, Yana Toom**

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

*Motion for a resolution*

*Amendment*

***Aa. whereas mobility is considered to be important for personal development, enhances youth's social inclusion, multicultural dialogue, tolerance, the ability of youth to work in an intercultural environment and active citizenship; The participation in mobility schemes is also particularly valuable in developing language skills and social capital***

*/network and connections/;*

Or. en

**Amendment 13**  
**Isabella Adinolfi**

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

*Motion for a resolution*

*Amendment*

***Ab. whereas the Copenhagen process is based on mutually agreed priorities that are periodically revised seeking, amongst its goals, to facilitate mobility and promote the use of various vocational training opportunities within the lifelong learning context;***

Or. en

**Amendment 14**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

B. whereas non-formal and informal learning have an important contribution to make in tackling current challenges in lifelong learning, such as early-school leaving, unacceptable numbers of young people not in education, employment or training (NEET) and skills shortages and mismatches;

B. whereas non-formal and informal learning have an important contribution to make in tackling current challenges in lifelong learning, such as early-school leaving, unacceptable numbers of young people not in education, employment or training (NEET) and skills shortages and mismatches, ***as well as the administrative and financial problems faced by firms wishing to offer apprenticeships to young people; points out that labour shortages are a particular problem in the arts and craft sectors which are of key importance for the EU economy and for bolstering the international reputation of European***



*know-how;*

Or. fr

## **Amendment 15**

**Eva Paunova**

### **Motion for a resolution**

#### **Recital B**

##### *Motion for a resolution*

B. whereas non-formal ***and informal learning*** have an important contribution to make in tackling current challenges in lifelong learning, such as early-school leaving, unacceptable numbers of young people not in education, employment or training (NEET) and skills shortages and mismatches;

##### *Amendment*

B. whereas non-formal, ***informal learning and vocational training*** have an important contribution to make in tackling current challenges in lifelong learning, such as early-school leaving, unacceptable numbers of young people not in education, employment or training (NEET) and skills shortages and mismatches;

Or. en

## **Amendment 16**

**Zdzisław Krasnodębski**

### **Motion for a resolution**

#### **Recital B**

##### *Motion for a resolution*

B. whereas non-formal and informal learning have ***an important*** contribution ***to make*** in tackling current challenges in lifelong learning, such as early-school leaving, unacceptable numbers of young people not in education, employment or training (NEET) and skills shortages and mismatches;

##### *Amendment*

B. whereas non-formal and informal learning have ***made a*** contribution in tackling current challenges in lifelong learning, such as early-school leaving, unacceptable numbers of young people not in education, employment or training (NEET) and skills shortages and mismatches;

Or. en

**Amendment 17**  
**Silvia Costa**

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

*Motion for a resolution*

*Amendment*

***Ba. whereas the new labour market requirements call for a command of digital skills already at the learning and training stage;***

Or. it

**Amendment 18**  
**Dominique Bilde**

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

*Motion for a resolution*

*Amendment*

C. whereas recent socio-economic developments accentuate the need to make lifelong learning and vocational education and training (VET) systems not only more efficient, but also more accessible and inclusive with respect to disadvantaged groups and people with special needs;

C. whereas recent socio-economic developments accentuate the need to make lifelong learning and vocational education and training (VET) systems not only more efficient, but also more accessible and inclusive with respect to disadvantaged groups and people with special needs, ***in particular people with disabilities, whose social and economic inclusion depends to a large extent on their inclusion in the labour market;***

Or. fr

**Amendment 19**  
**Zdzisław Krasnodębski**

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

*Motion for a resolution*

C. whereas recent socio-economic developments accentuate the need to make lifelong learning and vocational education and training (VET) systems not only more efficient, but also more accessible and inclusive with respect to disadvantaged groups and people with special needs;

*Amendment*

C. whereas recent socio-economic developments accentuate the need to make lifelong learning and vocational education and training (VET) systems not only more efficient, but also more accessible and inclusive with respect to disadvantaged groups and people with special needs; ***whereas an increase in accessibility to education should not be done at the expense of the quality of education;***

Or. en

**Amendment 20**  
**Isabella Adinolfi**

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

*Motion for a resolution*

C. whereas recent socio-economic developments accentuate the need to make lifelong learning and vocational education and training (VET) systems not only more efficient, but also more accessible and inclusive with respect to disadvantaged groups and people with special needs;

*Amendment*

C. whereas recent socio-economic developments accentuate the need to make lifelong learning and vocational education and training (VET) systems not only more efficient ***and effective***, but also more accessible and inclusive with respect to disadvantaged groups and people with special needs;

Or. en

**Amendment 21**  
**Ernest Maragall**

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

*Motion for a resolution*

*Amendment*

***Ca. whereas language skills are lower in VET and need specific boosting***

**Amendment 22**

**Angel Dzhambazki, Andrew Lewer, Emma McClarkin**

**Motion for a resolution**

**Recital C a (new)**

*Motion for a resolution*

*Amendment*

*Ca. whereas access to and participation in lifelong learning for all, including disadvantaged people, and the use of qualifications should be promoted and improved at regional, national and community level;*

Or. en

**Amendment 23**

**Ernest Maragall, Ilhan Kyuchyuk**

**Motion for a resolution**

**Recital C b (new)**

*Motion for a resolution*

*Amendment*

*Cb. whereas it is of utter importance that Erasmus + and other programs target all citizens regardless of their education level;*

Or. en

**Amendment 24**

**Isabella Adinolfi**

**Motion for a resolution**

**Recital D**

*Motion for a resolution*

*Amendment*

D. whereas the regional and local level is

D. whereas the regional and local level is

pivotal to exploring new paths for mobility *and is crucial to establishing contact with entrepreneurs, all types of small and medium enterprises (SMEs) and the relevant trade unions, and engaging them in promoting the mobility of young people and apprentices;*

pivotal to *ensure the effectiveness, transparency and quality of funds and programmes devoted to vocational education and training and to exploring new paths for mobility; whereas mobility in VET of young people and apprentices promoted at regional and local level should be coordinated in a broad process of democratic and participatory governance aimed at addressing the most relevant socio-economic and environmental issues, involving micro, small and medium enterprises, local communities and social partners;*

Or. en

## **Amendment 25** **Dominique Bilde**

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

#### *Motion for a resolution*

D. whereas the regional and local level is pivotal to exploring new paths for mobility and is crucial to establishing contact with entrepreneurs, all types of small and medium enterprises (SMEs) and the relevant trade unions, and engaging them in promoting the mobility of young people and apprentices;

#### *Amendment*

D. whereas the regional and local level is pivotal to exploring new paths for mobility and is crucial to establishing contact with entrepreneurs, all types of small and medium enterprises (SMEs) – *with a view to helping them to deal with the administrative and other formalities involved in taking on one or more apprentices, which often prove too complicated for them* – and the relevant trade unions, and engaging them in promoting the mobility of young people and apprentices;

Or. fr

## **Amendment 26** **Ernest Maragall, Ilhan Kyuchyuk**

## **Motion for a resolution**

### **Recital D**

#### *Motion for a resolution*

D. whereas the regional and local level is **pivotal to** exploring new paths for mobility and **is crucial to** establishing contact with entrepreneurs, all types of small and medium enterprises (SMEs) and the relevant trade unions, and engaging them in promoting the mobility of young people and apprentices;

#### *Amendment*

D. whereas the regional and local level is **crucial to support initiatives** exploring new paths for mobility and establishing contact with entrepreneurs, all types of small and medium enterprises (SMEs) and the relevant trade unions, and engaging them in promoting the mobility of young people and apprentices;

Or. en

## **Amendment 27**

**Eva Paunova**

## **Motion for a resolution**

### **Recital D**

#### *Motion for a resolution*

D. whereas the regional and local level is pivotal to exploring new paths for mobility and is crucial to establishing contact with entrepreneurs, all types of small and medium enterprises (SMEs) and the relevant trade unions, and engaging them in promoting the mobility of young people and apprentices;

#### *Amendment*

D. whereas the regional and local level is pivotal to exploring new paths for mobility and is crucial to establishing contact with entrepreneurs, **start-ups**, all types of small and medium enterprises (SMEs) and the relevant trade unions, and engaging them in promoting the mobility of young people and apprentices;

Or. en

## **Amendment 28**

**Ernest Maragall, Krystyna Łybacka**

## **Motion for a resolution**

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

#### *Motion for a resolution*

#### *Amendment*

***Da. whereas continuous financial support for mobility measures and activities in***

*lifelong learning and in VET knowledge is crucial, especially in this period of economic crisis;*

Or. en

**Amendment 29**  
**Francesc Gambús**

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

*Motion for a resolution*

*Amendment*

*Da. whereas families have an important role in education;*

Or. es

**Amendment 30**  
**Ernest Maragall, Ilhan Kyuchyuk**

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

*Motion for a resolution*

*Amendment*

*Db. whereas it is necessary to reaffirm the political commitment to support EU action in lifelong learning and VET, notably through mobility activities that focus on developing transversal competences such as adaptability, curiosity and learning to learn, interpersonal and civic skills;*

Or. en

**Amendment 31**  
**Dominique Bilde**

**Motion for a resolution**  
**Recital E**

*Motion for a resolution*

E. whereas entrepreneurs and trade unions must be part of the reflection on mobility structures;

*Amendment*

E. whereas entrepreneurs and trade unions must be part of the reflection on mobility structures ***and more generally on apprenticeships and vocational training, since they are directly involved and in the best position to provide information on the specific needs of each economic sector;***

Or. fr

**Amendment 32**  
**Ernest Maragall**

**Motion for a resolution**  
**Recital E**

*Motion for a resolution*

E. whereas entrepreneurs and trade unions must be part of the reflection on mobility structures;

*Amendment*

E. whereas entrepreneurs and trade unions must be part of the reflection on mobility structures ***and advantages, and prove to be a way out of unemployment by upgrading transversal skills, like adaptability, language, team spirit, communication and organisation competence, with a special view on gender equality;***

Or. en

**Amendment 33**  
**Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Recital E**

*Motion for a resolution*

E. whereas entrepreneurs and trade unions must be part of the reflection on mobility structures;

*Amendment*

E. whereas entrepreneurs, ***chambers of commerce and industry and the equivalent professional bodies for the craft trades and farmers,*** and trade unions



must be part of the reflection on mobility structures;

Or. fr

#### **Amendment 34**

**Ilhan Kyuchyuk, Ernest Maragall, Enrique Calvet Chambon, Yana Toom**

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

##### **Recital E**

##### *Motion for a resolution*

E. whereas entrepreneurs *and trade unions must be part of the reflection on mobility structures*;

##### *Amendment*

E. whereas entrepreneurs, *trade unions and other relevant social partners should be actively involved in design, organisation, delivery and financing VET and the mobility in it*;

Or. en

#### **Amendment 35**

**Julie Ward**

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

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

##### *Motion for a resolution*

##### *Amendment*

*Ea. whereas entrepreneurship education should include a social dimension, and address such subjects as fair trade, social enterprises, and alternative business models, such as co-operatives, in order to strive towards a more social, inclusive and sustainable economy*;

Or. en

#### **Amendment 36**

**Curzio Maltese**

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

*Motion for a resolution*

*Amendment*

***Ea. whereas while youth mobility must be encouraged to enhance employability, it must not become the only envisaged solution for youth unemployment;***

Or. en

**Amendment 37**  
**Isabella Adinolfi**

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

*Motion for a resolution*

*Amendment*

***-1. Believes that education is a fundamental human right and a public good that should be equally accessible to all; stresses that vocational education and training should enable learners to become both fully aware citizens in democratic societies and competent and skilled professionals; calls on the EU and Member States to address all socio-economic limitations that prevent from an equal access for all to vocational educational and training opportunities, including mobility;***

Or. en

**Amendment 38**  
**Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

*Amendment*

1. Acknowledges the important role and

1. Acknowledges the important role and

the results of existing programmes and initiatives for mobility;

the results of existing programmes and initiatives for mobility; ***calls on the Commission to improve indicators and assessment criteria so as to be able to monitor on a more regular basis the effectiveness of EU programmes and to make any necessary improvements;***

Or. fr

**Amendment 39**  
**Silvia Costa**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. Acknowledges the important role and the results of existing programmes and initiatives for mobility;

*Amendment*

1. Acknowledges the important role and the results of existing programmes and initiatives for mobility ***and points out that these are not a target in themselves, but are an instrument by which to increase the internationalisation of education systems, the dissemination of open, inclusive and less elitist training courses and the quality of curricula, educational courses and the services associated with them, such as a European e-card for students;***

Or. it

**Amendment 40**  
**Dominique Bilde**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. Acknowledges the important role and the results of existing programmes and initiatives for mobility;

*Amendment*

1. Acknowledges the important role and the results of existing programmes and initiatives for mobility; ***stresses, nonetheless that those programmes alone***

*will not be enough to bring down unemployment in Europe and that the first thing to do, with due regard for the specific features and needs of each Member State, is to overhaul apprenticeship and vocational training systems in order to tailor them more closely to real economic needs;*

Or. fr

**Amendment 41**  
**Ernest Maragall**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. Acknowledges the important role and the results of existing programmes and initiatives for mobility;

*Amendment*

1. Acknowledges the important role and the results of existing programmes and initiatives for mobility; ***such as Key Action 1 in Erasmus+, Europass, the European Credit System for Vocational Education and Training (ECVET) and the European Qualifications Framework (EQF);***

Or. en

**Amendment 42**  
**Isabella Adinolfi**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. Acknowledges ***the important*** role and the results of existing programmes and initiatives for mobility;

*Amendment*

1. Acknowledges ***that the*** role and the results of existing programmes and initiatives for mobility ***in VET should be enhanced in terms of accessibility, transparency and quality, mutual recognition and validation of competences and qualifications;***

**Amendment 43**  
**Curzio Maltese**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. Acknowledges the *important role and the results* of existing programmes and initiatives for mobility;

*Amendment*

1. Acknowledges the *fundamental role* of existing programmes and initiatives for mobility, *although they still remain under-recognised in Member States, socially selective and difficult to access*;

**Amendment 44**  
**Ernest Maragall, Ilhan Kyuchyuk, Krystyna Łybacka**

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

*Motion for a resolution*

*Amendment*

*1a. Calls on the Commission, the Member States, involving EU agencies such as CEDEFOP to improve the VET mobility programmes so that they deliver added value for all participants as regards qualification, recognition and content, and to ensure that quality standards on apprenticeships are introduced;*

**Amendment 45**  
**Dominique Bilde**

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

*Motion for a resolution*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking and assertiveness;

*Amendment*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking and assertiveness; ***draws attention, nonetheless, to the risk of a 'brain drain' depriving Europe of the manpower it needs for growth, and calls therefore for Member States to conduct, in conjunction with the Commission and the other relevant institutions, in-depth discussions on viable solutions to this problem;***

Or. fr

**Amendment 46**  
**Zdzisław Krasnodebski**

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

*Motion for a resolution*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence,

*Amendment*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but ***in many cases*** also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact

motivation, curiosity, critical thinking and assertiveness;

employability such as confidence, motivation, curiosity, critical thinking and assertiveness; ***regrets in this context that too often mobility is presented by responsible educational institutions and hence perceived by its beneficiaries as an entertainment option, where the learning outcomes of the programme are left aside;***

Or. en

**Amendment 47**  
**Julie Ward**

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

*Motion for a resolution*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking and assertiveness;

*Amendment*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, ***entrepreneurship, leadership and*** decision making, knowledge of foreign languages, and communication ***skills***, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical ***and creative*** thinking and assertiveness;

Or. en

**Amendment 48**  
**Isabella Adinolfi**

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

*Motion for a resolution*

2. Points out that *the existing* mobility initiatives *have contributed to improving not only* learners' civic values and sense of belonging to Europe, *but also* their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking and assertiveness;

*Amendment*

2. Points out that mobility initiatives *should contribute to improve* learners' civic values and sense of belonging to Europe, their academic skills and job prospects, more specifically *those competences linked to responsibility towards the others and the society as a whole and* those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking and assertiveness;

Or. en

**Amendment 49**  
**Elisabeth Morin-Chartier**

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

*Motion for a resolution*

2. Points out that the existing mobility initiatives have contributed to improving *not only* learners' civic values and sense of belonging to Europe, *but also* their *academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring*, capacity to act and adapt in face of new situations, *decision making*, knowledge of foreign languages, and *communication, as well as those related to personal skills that impact employability such as* confidence, motivation, curiosity, critical thinking *and* assertiveness;

*Amendment*

2. Points out that the existing mobility initiatives have contributed to improving learners' civic values and sense of belonging to Europe *and that mobility develops* their capacity to act and adapt in face of new situations, and *to take decisions and improve their* knowledge of foreign languages and *enhances their self-confidence, motivation, curiosity, critical thinking, assertiveness and communication skills; points out that these general skills clearly help to make them more employable;*

Or. fr



**Amendment 50**  
**Tom Vandenkendelaere**

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

*Motion for a resolution*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking *and* assertiveness;

*Amendment*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, ***ability to work as part of a team in an international environment***, decision making, knowledge of foreign languages, ***cultures*** and communication, as well as those related to personal skills that impact employability ***and prospects of business success***, such as confidence, motivation, curiosity, critical thinking, assertiveness ***and initiative***;

Or. nl

**Amendment 51**  
**Curzio Maltese**

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

*Motion for a resolution*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those ***skills*** linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new

*Amendment*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those linked to ***teamwork skills***, problem-solving capacity, planning and structuring, capacity to act and adapt in

situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking *and assertiveness*;

face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability *and social inclusion* such as confidence, motivation, curiosity *and* critical thinking;

Or. en

## **Amendment 52**

**Eva Paunova**

### **Motion for a resolution**

#### **Paragraph 2**

##### *Motion for a resolution*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking *and assertiveness*;

##### *Amendment*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, *entrepreneurial thinking* and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking, *assertiveness and leadership skills*;

Or. en

## **Amendment 53**

**Ilhan Kyuchyuk, Yana Toom**

### **Motion for a resolution**

#### **Paragraph 2**

##### *Motion for a resolution*

2. Points out that the existing mobility initiatives have contributed to improving

##### *Amendment*

2. Points out that the existing mobility initiatives have contributed to improving

not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those *related to personal skills* that impact employability such as confidence, motivation, curiosity, critical thinking and assertiveness;

not only learners' civic values and sense of belonging to Europe, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those that impact employability such as confidence, motivation, curiosity, critical thinking and assertiveness;

Or. en

#### **Amendment 54**

**Angel Dzhambazki, Andrew Lewer, Emma McClarkin**

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

##### **Paragraph 2**

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

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values *and sense of belonging to Europe*, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking and assertiveness;

###### *Amendment*

2. Points out that the existing mobility initiatives have contributed to improving not only learners' civic values, but also their academic skills and job prospects, more specifically those skills linked to problem-solving capacity, planning and structuring, capacity to act and adapt in face of new situations, decision making, knowledge of foreign languages, and communication, as well as those related to personal skills that impact employability such as confidence, motivation, curiosity, critical thinking and assertiveness;

Or. en

#### **Amendment 55**

**Petra Kammerevert, Krystyna Łybacka**

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

##### **Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

***2a. Stresses the significance and importance of recognisability concerning brand names and logos connected with Erasmus + and its subprogrammes; notes that these brand names should be used in particular for the purpose of Erasmus+ publications and brochures;***

Or. de

**Amendment 56**

**Krystyna Łybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Sylvie Guillaume, Marlene Mizzi, Damian Drăghici, Momchil Nekov, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

***2a. Notes the economic and social advantages of international mobility in VET which can at a later stage facilitate workers' mobility as well as contribute to increasing European competitiveness by helping to develop a highly skilled workforce and knowledge-based society;***

Or. en

**Amendment 57**

**Zdzisław Krasnodebski**

**Motion for a resolution**

**Paragraph 2a (new)**

*Motion for a resolution*

*Amendment*

***2a. notes that mobility should not be a goal in itself, therefore a greater focus on its qualitative outcomes is required; and focus on quantitative targets could be detrimental to the quality of education***

*and training; points out that among obstacles preventing a number of beneficiaries from being mobile is a concern over the quality of education in a host institution and inability to meet requirements in subjects leading to professional qualifications, calls therefore for a shift to qualitative outcomes of mobility programmes and putting a greater focus on tools of internationalisation at home;*

Or. en

**Amendment 58**  
**Silvia Costa**

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

*Motion for a resolution*

3. Singles out certain problems in the implementation of mobility actions in Erasmus+, such as reduced funding, problems with the use of electronic tools for mobility management, and insufficient information and training targeted at school and *colleges* staff;

*Amendment*

3. Singles out certain problems in the implementation of mobility actions in Erasmus+, such as reduced funding, problems with the use of electronic tools for mobility management, and insufficient information and training targeted at school and *college* staff; *stresses the importance, in this regard, of digital learning and teaching platforms, as demonstrated by the important contribution made by EuropeanSchoolNet;*

Or. it

**Amendment 59**  
**Aldo Patriciello**

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

*Motion for a resolution*

3. Singles out certain problems in the

*Amendment*

3. Singles out certain problems in the

implementation of mobility actions in Erasmus+, such as reduced funding, problems with the use of electronic tools for mobility management, and insufficient information and training targeted at school and colleges staff;

implementation of mobility actions in Erasmus+, such as reduced funding, problems with the use of electronic tools for mobility management, and insufficient information and training targeted at school and colleges staff; ***points out, moreover, that excessive red tape in those schools and colleges acts as a barrier to the simple implementation of the programme;***

Or. it

**Amendment 60**  
**Julie Ward**

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

*Motion for a resolution*

3. Singles out certain problems in the implementation of mobility actions in Erasmus+, such as reduced funding, problems with the use of electronic tools for mobility management, and insufficient information and training targeted at ***school and colleges staff;***

*Amendment*

3. Singles out certain problems in the implementation of mobility actions in Erasmus+, such as reduced funding, problems with the use of electronic tools for mobility management, ***administrative complexity of application and reporting procedures,*** and insufficient information and training targeted at ***beneficiaries and intermediaries of the programmes and actions;***

Or. en

**Amendment 61**  
**Tom Vandenkendelaere**

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

*Motion for a resolution*

3. Singles out certain problems in the implementation of mobility actions in Erasmus+, such as reduced funding, problems with the use of electronic tools

*Amendment*

3. Singles out certain problems in the implementation of mobility actions in Erasmus+, such as ***unevenly*** reduced funding ***for various recipients,*** problems

for mobility management, and insufficient information and training targeted at school and colleges staff;

with the use of electronic tools for mobility management, and insufficient information and training targeted at **primary and secondary** school and colleges staff;

Or. nl

**Amendment 62**  
**Dominique Bilde**

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

*Motion for a resolution*

3. Singles out certain problems in the implementation of mobility actions in Erasmus+, such as reduced funding, problems with the use of electronic tools for mobility management, and insufficient information and training targeted at school and **colleges** staff;

*Amendment*

3. Singles out certain problems in the implementation of mobility actions in Erasmus+, such as reduced funding, **complex financial and administrative rules that are unsuited to cluster projects**, problems with the use of electronic tools for mobility management, and insufficient information and training targeted at school and **college** staff **and the staff of firms involved in mobility initiatives; stresses that most of these problems could be addressed by regional and local authorities, who are ideally placed to act as intermediaries between private citizens and other stakeholders;**

Or. fr

**Amendment 63**  
**Ernest Maragall, Ilhan Kyuchyuk, Krystyna Łybacka**

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

*Motion for a resolution*

3. **Singles out certain problems in** the implementation of mobility **actions** in Erasmus+, **such as reduced** funding, **problems with the** use of electronic tools

*Amendment*

3. **Insists on the necessity to ease up** the implementation of mobility in Erasmus+ **in taking action to raise** funding, **simplifying the design and** use of electronic tools for

for mobility management, and *insufficient* information and training *targeted at* school and colleges staff;

mobility management, and *providing a better targeted* information and training to school and colleges staff;

Or. en

**Amendment 64**  
**Ernest Maragall**

**Motion for a resolution**  
**Paragraph 3 a (new)**

*Motion for a resolution*

*Amendment*

*3a. Asks the Commission to provide the Erasmus + programme related documents in all official and co-official EU-languages;*

Or. en

**Amendment 65**  
**Ernest Maragall, Ilhan Kyuchyuk, Krystyna Łybacka**

**Motion for a resolution**  
**Paragraph 3 b (new)**

*Motion for a resolution*

*Amendment*

*3b. Asks the Commission to reduce the high amount of administrative burden for applicants as well as for sending and hosting companies and institutions involved in Erasmus + projects to facilitate both the registration process and projects;*

Or. en

**Amendment 66**  
**Aldo Patriciello**



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

*Motion for a resolution*

4. Underlines the key aspects that need to be taken into account when assessing the success of the implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of studies between countries, whether via credits or certificates; level of language knowledge; organisation of the curricula or studies;

*Amendment*

4. Underlines the key aspects that need to be taken into account when assessing the success of the implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of studies between countries, whether via credits or certificates; level of language knowledge; organisation of the curricula or studies; ***practical use of students' credits and examinations once they have returned to their university of origin;***

Or. it

**Amendment 67**  
**Dominique Bilde**

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

*Motion for a resolution*

4. Underlines the key aspects that need to be taken into account when assessing the success of the implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of studies between countries, whether via credits or certificates; level of language knowledge; organisation of the curricula or studies;

*Amendment*

4. Underlines the key aspects that need to be taken into account when assessing the success of the implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of studies between countries, whether via credits or certificates; level of language knowledge; organisation of the curricula or studies; ***and the actions' long-term economic benefits for each Member State;***

Or. fr

**Amendment 68**  
**Ernest Maragall, Ilhan Kyuchyuk**

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

*Motion for a resolution*

4. Underlines the key aspects that need to be taken into account when assessing the success of the implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of studies between countries, whether via credits or certificates; level of language knowledge; organisation of the curricula or studies;

*Amendment*

4. Underlines the key aspects that need to be taken into account when assessing the success of the implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of studies between countries, whether via credits or certificates; level of language knowledge; organisation of the curricula or studies; ***legal aspects; lack of information or motivation to complete studies; personal situation of the students;***

Or. en

**Amendment 69**  
**Isabella Adinolfi**

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

*Motion for a resolution*

4. Underlines the key aspects that need to be taken into account when ***assessing the success of the*** implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of studies between countries, whether via credits or certificates; level of language knowledge; organisation of the curricula or studies;

*Amendment*

4. Underlines the key aspects that need to be taken into account when ***planning a successful*** implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of studies, ***competences and qualifications*** between countries, whether via credits or certificates; level of language knowledge; ***information, guidance and counselling activities throughout the mobility period,*** organisation of the curricula or studies;

Or. en

**Amendment 70**  
**Elisabeth Morin-Chartier**

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

*Motion for a resolution*

4. Underlines the key aspects that need to be taken into account when assessing the success of the implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of *studies* between countries, whether via credits or certificates; level of language knowledge; *organisation of the curricula or studies*;

*Amendment*

4. Underlines the key aspects that need to be taken into account when assessing the success of the implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of *training content* between countries, whether via credits or certificates; *and* level of language knowledge;

Or. fr

**Amendment 71**

**Eva Paunova**

**Motion for a resolution**

**Paragraph 4**

*Motion for a resolution*

4. Underlines the key aspects that need to be taken into account when assessing the success of the implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of studies between countries, whether via credits or certificates; level of language knowledge; organisation of the curricula or studies;

*Amendment*

4. Underlines the key aspects that need to be taken into account when assessing the success of the implementation of mobility actions: learners' economic capacity to engage in mobility; recognition of studies between countries, whether via credits or certificates; level of language knowledge; organisation *and content* of the curricula or studies;

Or. en

**Amendment 72**

**Ernest Maragall**

**Motion for a resolution**

**Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

***4a. Strengthens the importance of reintroducing the former language classes as well as of the co-financing of the***

*linguistic support for all participants  
without language restriction,*

Or. en

**Amendment 73**  
**Ernest Maragall, Ilhan Kyuchyuk**

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

*Motion for a resolution*

*5. Encourages the European Union to define a statute of the ‘European Apprentices’;*

*Amendment*

*5. Calls on the Commission to present and the Member States to endorse a proposal for an EU Apprenticeship status and scheme to guarantee a set of rights for those apprentices and VET learners who make use of their right to free movement, so as to ensure that their efforts are recognized and their rights are protected;*

Or. en

**Amendment 74**  
**Elisabeth Morin-Chartier**

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

*Motion for a resolution*

*5. Encourages the European Union to define a statute of the ‘European Apprentices’;*

*Amendment*

*5. Points out that, at present, only 1% of young people in work-related training schemes, who include apprentices, are involved in mobility schemes during the course of their training; points to the vital need to create the conditions for greater apprentice mobility within the EU, so as to give apprentices the same opportunities as higher-education students; encourages the European Union therefore to take action within the bounds of its powers in this area to define a statute of the ‘European Apprentices’;*

**Amendment 75**  
**Curzio Maltese**

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

*Motion for a resolution*

5. Encourages the European Union to define a statute of the ‘European Apprentice’;

*Amendment*

5. Encourages the European Union to define a statute of the ‘European Apprentice’, ***which clearly states that internships must be formative opportunities that do not substitute full time professional positions, that guarantee dignified working conditions and adequate pay for the apprentices;***

Or. en

**Amendment 76**  
**Aldo Patriciello**

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

*Motion for a resolution*

5. Encourages the European Union to define a statute of the ‘European Apprentice’;

*Amendment*

5. Encourages the European Union to define a statute of the ‘European Apprentice’, ***which should include, first and foremost, not only a definition but also rights, including financial and pay-related rights;***

Or. it

**Amendment 77**  
**Isabella Adinolfi**

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

*Motion for a resolution*

5. Encourages the European Union to define a statute of the ‘European Apprentice’;

*Amendment*

5. Encourages the European Union to define a statute of the ‘European Apprentice’; ***calls on the EU and Member States to make sure that both apprenticeships and traineeships are not used as a source of precarious and cheap labour;***

Or. en

**Amendment 78**  
**Dominique Bilde**

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

*Motion for a resolution*

5. Encourages the European Union to define a statute of the ‘European Apprentice’;

*Amendment*

5. encourages the European Union to ***take action within the bounds of its powers in this area to*** define a statute of the ‘European Apprentice’;

Or. fr

**Amendment 79**  
**Angel Dzhambazki, Andrew Lewer, Emma McClarkin**

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

*Motion for a resolution*

5. Encourages the ***European Union to define*** a statute of the ‘European Apprentice’;

*Amendment*

5. Encourages the ***Commission to analyse the implications of the introduction of*** a statute of the ‘European Apprentice’, ***through consultation with all the relevant stakeholders;***

Or. en

**Amendment 80**  
**Dominique Bilde**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

6. Notes that early school leaving is one of the most distinct problems faced by mobility target groups, and that better vocational options lead to fewer dropouts from education and training;

*Amendment*

6. Notes that early school leaving is one of the most distinct problems faced by mobility target groups, and that better vocational options lead to fewer dropouts from education and training; ***emphasises, nonetheless, that further studies or training must be geared to the learner's own needs and those of the economy, and that young people should be encouraged to move into sectors that are hiring and that offer long-term career prospects;***

Or. fr

**Amendment 81**  
**Ernest Maragall**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

6. Notes that early school leaving is one of the most distinct problems faced by mobility target groups, and that better vocational options lead to fewer dropouts from education and training;

*Amendment*

6. Notes that early school leaving is one of the most distinct problems faced by mobility target groups, and that better vocational options lead to fewer dropouts from education and training; ***stresses therefore how important the results of educational systems may be in reducing the levels of early school leaving and in better equipping the students with transversal skills which eventually will help them matching the qualifications with the demands of the labour market;***

Or. en

**Amendment 82**  
**Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

6. Notes that early school leaving *is one of the most distinct* problems *faced by mobility target groups, and that better vocational options lead to fewer dropouts from* education and training;

*Amendment*

6. Notes that early school leaving *and leaving school without any qualifications are growing* problems *that mobility programmes need to address, and that those programmes therefore need to be promoted and access to vocational training needs to be improved in order to reduce the number of people dropping out of* education and training;

Or. fr

**Amendment 83**  
**Tom Vandenkendelaere**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

6. Notes that early school leaving is one of the most distinct problems faced by mobility target groups, and that *better* vocational options lead to fewer dropouts from education and training;

*Amendment*

6. Notes that early school leaving is one of the most distinct problems faced by mobility target groups, and that *more suitable* vocational options, *including workplace learning*, lead to fewer dropouts from education and training;

Or. nl

**Amendment 84**  
**Enrique Calvet Chambon**

**Motion for a resolution**  
**Paragraph 6**



*Motion for a resolution*

6. Notes that early school leaving is **one of the most distinct problems faced by mobility target groups**, and that better vocational options lead to fewer dropouts from education and training;

*Amendment*

6. Notes that early school leaving is **a serious problem** and that better **and more numerous** vocational options lead to fewer dropouts from education and training;

Or. es

**Amendment 85**

**Ilhan Kyuchyuk, Ernest Maragall, Krystyna Łybacka, Yana Toom**

**Motion for a resolution**

**Paragraph 6**

*Motion for a resolution*

6. Notes that early school leaving is one of the most distinct problems faced by mobility target groups, and that **better** vocational options lead to fewer dropouts from education and training;

*Amendment*

6. Notes that early school leaving is one of the most distinct problems faced by mobility target groups, and that **diverse and flexible** vocational options lead to fewer dropouts from education and training;

Or. en

**Amendment 86**

**Angel Dzhambazki, Andrew Lewer, Emma McClarkin, Zdzisław Krasnodębski**

**Motion for a resolution**

**Paragraph 6**

*Motion for a resolution*

6. Notes that **early school leaving is one of the most distinct problems faced by mobility target groups, and that** better vocational options lead to fewer dropouts from education and training;

*Amendment*

6. Notes that better vocational options lead to fewer dropouts from education and training, **which can solve the emerging problem of early school leaving**;

Or. en

**Amendment 87**

**Julie Ward**

**Motion for a resolution**

**Paragraph 6**

*Motion for a resolution*

6. Notes that early school leaving is one of the most distinct problems faced by mobility target groups, and that better vocational options lead to fewer dropouts from education and training;

*Amendment*

6. Notes that early school leaving is one of the most distinct problems faced by mobility target groups, and that **more**, better **and diverse** vocational options lead to fewer dropouts from education and training;

Or. en

**Amendment 88**

**Ernest Maragall**

**Motion for a resolution**

**Paragraph 6 a (new)**

*Motion for a resolution*

***6a. Stresses the need to support young people in vocational training to overcome their difficulties with some complementary and accompanying measures, such as reinforcing the group nature of the mobility schemes, considering stays abroad that are a prolongation of the training period, and better mentoring and accompaniment by the home and host institutions involved in mobility;***

*Amendment*

Or. en

**Amendment 89**

**Dominique Bilde**

**Motion for a resolution**

**Paragraph 7**

*Motion for a resolution*

7. Points out that a number of factors that impact the expectations of young people being trained in VET systems can be identified, in particular socioeconomic factors, family typology and a lack of guidance (and tutorial) tools once compulsory secondary education has been completed or during vocational training courses;

*Amendment*

7. Points out that a number of factors that impact the expectations of young people being trained in VET systems can be identified, in particular socioeconomic factors, family typology and a lack of guidance (and tutorial) tools once compulsory secondary education has been completed or during vocational training courses; ***calls, accordingly, for great care to be taken to ensure that access to such programmes is not confined to people whose social and family backgrounds make it easier for them to move around because of their and that special attention is paid to young people from rural and/or outlying areas;***

Or. fr

**Amendment 90**  
**Isabella Adinolfi**

**Motion for a resolution**  
**Paragraph 7**

*Motion for a resolution*

7. Points out that a number of ***factors that*** impact the ***expectations of*** young people ***being trained in*** VET systems can be identified, ***in particular*** socioeconomic ***factors***, family ***typology*** and a lack of guidance (and tutorial) ***tools once compulsory secondary education has been completed or during vocational training courses;***

*Amendment*

7. Points out that a number of ***problems*** impact the young people ***equal access to*** VET systems ***and they*** can be identified ***in*** socioeconomic ***limitations***, family ***members' precarious working conditions*** and a lack of ***information***, guidance (and tutorial) ***and counselling activities and tools;***

Or. en

**Amendment 91**  
**Curzio Maltese**

**Motion for a resolution**  
**Paragraph 7**

*Motion for a resolution*

7. Points out that a number of factors that impact the expectations of young people being trained in VET systems can be identified, in particular socioeconomic factors, *family typology* and a lack of guidance (and tutorial) tools once compulsory secondary education has been completed or during vocational training courses;

*Amendment*

7. Points out that a number of factors that impact the expectations of young people being trained in VET systems can be identified, in particular socioeconomic factors and a lack of guidance (and tutorial) tools once compulsory secondary education has been completed or during vocational training courses;

Or. en

**Amendment 92**  
**Ernest Maragall, Ilhan Kyuchyuk**

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

*Motion for a resolution*

*Amendment*

***7a. Emphasises the key role of learning and training mobility in tackling social and cultural challenges to give youth all its chances to develop own scheme of action in society; recalls that the European Union has focused its efforts, notably through the Europe 2020 strategy, on increasing the competitiveness of its economy, generate employment and ultimately strengthen its capacity to compete globally in the third decade of the century; emphasises, in this context, the important role of research, innovation, the digital society and energy sustainability, as instruments to provide higher added value;***

Or. en

**Amendment 93**  
**Isabella Adinolfi**

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

*Motion for a resolution*

8. Stresses the role of *educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs;*

*Amendment*

8. Stresses the role of *EU and Member States in developing a high quality and well organised VET system, implementing a holistic approach based on the equilibrium between professional theoretical education, professional practical training and general education;*

Or. en

**Amendment 94**  
**Silvia Costa**

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

*Motion for a resolution*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs;

*Amendment*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs; *considers it vital, in order to facilitate the transition from school to work, to introduce a 'dual education' approach into upper secondary school systems, or to strengthen existing systems, through traineeships and work placements;*

Or. it

**Amendment 95**  
**Julie Ward**

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

*Motion for a resolution*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs;

*Amendment*

8. Stresses the role of **formal, informal and non-formal** educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs;

Or. en

**Amendment 96**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Marlene Mizzi, Damian Drăghici, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 8**

*Motion for a resolution*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs;

*Amendment*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs **as well as increasing their participation in transnational mobility programmes**;

Or. en

**Amendment 97**

**Tom Vandenkendelaere**

**Motion for a resolution**

**Paragraph 8**

*Motion for a resolution*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs;

*Amendment*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs **or enable them to achieve business success**;

**Amendment 98**  
**Dominique Bilde**

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

*Motion for a resolution*

8. Stresses *the role of* educational systems *in* better *equipping* students with both academic and transversal skills, and thereby *enhancing* their aptitude to match labour market needs;

*Amendment*

8. Stresses *that, provided they are tailored to local economic and social conditions,* educational systems better *equip* students with both academic and transversal skills, and thereby *enhance* their aptitude to match labour market needs;

Or. fr

**Amendment 99**  
**Curzio Maltese**

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

*Motion for a resolution*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their *aptitude to match* labour market *needs*;

*Amendment*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their *personal development and integration in the* labour market;

Or. en

**Amendment 100**  
**Ilhan Kyuchyuk, Ernest Maragall, Yana Toom**

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

*Motion for a resolution*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby *enhancing* their *aptitude to match* labour market *needs*;

*Amendment*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby *positively influent* their *self-confidence and facilitate their sustainable integration to the* labour market;

Or. en

**Amendment 101**  
**Eva Paunova**

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

*Motion for a resolution*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs;

*Amendment*

8. Stresses the role of educational systems in better equipping students with both academic and transversal skills, and thereby enhancing their aptitude to match labour market needs *or start own business, realising their professional potential to its fullest*;

Or. en

**Amendment 102**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Damian Drăghici, Momchil Nekov, Eider Gardiazabal Rubial**

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

*Motion for a resolution*

*8a. Notes the numerous benefits of transnational placement opportunities for VET institutions including making them more attractive for students, giving the possibility to increase cooperation among partners from different EU countries as*

*Amendment*



*well as helping to improve linguistic and intercultural skills of their staff and students;*

Or. en

**Amendment 103**  
**Isabella Adinolfi**

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

*Motion for a resolution*

*Amendment*

*8a. Calls on the EU and Member States to adopt all necessary measures to ensure a successful implementation of circular economy with a view to extensively widen job opportunities in zero waste cycle, zero carbon energy, fair trade and digital infrastructures; calls in this regard to adapt plans, programmes and policies in VET systems;*

Or. en

**Amendment 104**  
**Zdzisław Krasnodębski**

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

*Motion for a resolution*

*Amendment*

*8a. Notes that mobility programmes should primarily serve as a tool to enrich one's curriculum when specific educational opportunities are missing in home institution or country; therefore the added value of such an experience should be an important factor in selecting a host institution, whereas participants of the mobility should be advised and steered by their sending institution as to the choice of educational opportunities / professional*

*experience notes that a verification of the adequacy of mobility programmes is also needed ex post;*

Or. en

**Amendment 105**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Marlene Mizzi, Damian Drăghici, Momchil Nekov, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 8 b (new)**

*Motion for a resolution*

*Amendment*

*8b. Encourages a holistic approach to VET and apprenticeships, leading to enhanced personal development, and gaining employability skills and occupational competences, as well as encouraging the promotion of vocational education as an equivalent and valid option to academic education;*

Or. en

**Amendment 106**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Giorgos Grammatikakis, Sylvie Guillaume, Marlene Mizzi, Damian Drăghici, Momchil Nekov, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 8 c (new)**

*Motion for a resolution*

*Amendment*

*8c. Encourages flexible pathways between VET, general education and higher education, as well as strengthening tertiary VET as a means to address social inclusion, increase participation in higher education, and promote student success;*

Or. en

**Amendment 107**

**Krystyna Łybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Sylvie Guillaume, Marlene Mizzi, Damian Drăghici, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 8 d (new)**

*Motion for a resolution*

*Amendment*

***8d. Encourages a more complete and effective integration of practical skills and knowledge with traditional academic programmes of higher learning;***

Or. en

**Amendment 108**

**Krystyna Łybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Marlene Mizzi, Damian Drăghici, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 8 e (new)**

*Motion for a resolution*

*Amendment*

***8e. Notes that improving the quality in VET, in cooperation with social partners and public employment services, through enhanced practical education and apprenticeships, is necessary to meet the labour market needs and societal demands and should facilitate mobility in the lifelong learning process;***

Or. en

**Amendment 109**

**Krystyna Łybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Giorgos Grammatikakis, Sylvie Guillaume, Marlene Mizzi, Damian Drăghici, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 8 f (new)**

*Motion for a resolution*

*Amendment*

***8f. Underlines the benefits of a dual system of vocational education and training as an important part of general education, and aimed at reducing youth unemployment and linking vocational training to current and future labour market needs;***

Or. en

**Amendment 110**

**Krystyna Łybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Marlene Mizzi, Momchil Nekov, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 8 g (new)**

*Motion for a resolution*

*Amendment*

***8g. Supports the development of modern technologies and infrastructures in strengthening and modernising national vocational education systems to improve the access and quality of mobility;***

Or. en

**Amendment 111**

**Andrea Bocskor**

**Motion for a resolution**

**Paragraph 8 a (new)**

*Motion for a resolution*

*Amendment*

***8a. Highlights the importance of exchange of best practices and innovative ideas, moreover the development and delivery of new vocational teaching and training materials and cooperation between different sectors to share knowledge;***

**Amendment 112**  
**Dominique Bilde**

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

*Motion for a resolution*

9. Encourages the creation of a framework that identifies as clearly and precisely as possible the mobility options for young people in VET, mainly through cross-platform campaigns launched by public authorities, with the coordinated participation of all stakeholders who play an active role in, and have an influence on, VET;

*Amendment*

9. Encourages the creation of a framework that identifies as clearly and precisely as possible the mobility options for young people in VET, mainly through cross-platform campaigns launched by public authorities, with the coordinated participation of all stakeholders who play an active role in, and have an influence on, VET; *stresses that, prior to the launch of those campaigns, information should be provided to young people on the career prospects that VET can open up, placing the focus on sectors that are hiring, in particular in rural areas where demand is extremely high, so that students can choose their training pathways on the basis of the job prospects actually on offer;*

Or. fr

**Amendment 113**  
**Tom Vandenkendelaere**

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

*Motion for a resolution*

9. Encourages the creation of a framework that identifies as clearly and precisely as possible the mobility options for young *people* in VET, mainly through cross-platform campaigns launched by public authorities, with the coordinated

*Amendment*

9. Encourages the creation of a framework that identifies as clearly *effectively* and precisely as possible the mobility options for *every* young *person individually* in VET, mainly through cross-platform campaigns launched by public authorities,

participation of all stakeholders who play an active role in, and have an influence on, VET;

with the coordinated participation of all stakeholders who play an active role in, and have an influence on, VET;

Or. nl

**Amendment 114**  
**Silvia Costa**

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

*Motion for a resolution*

9. Encourages the creation of a framework that identifies as clearly and precisely as possible the mobility options for young people in VET, mainly through cross-platform campaigns launched by public authorities, with the coordinated participation of all stakeholders who play an active role in, and have an influence on, VET;

*Amendment*

9. Encourages the creation of a framework, ***along the lines of the previous Leonardo da Vinci programme which should be referred to in the dedicated Erasmus + calls***, that identifies as clearly and precisely as possible the mobility options for young people in VET, mainly through cross-platform campaigns launched by public authorities, with the coordinated participation of all stakeholders who play an active role in, and have an influence on, VET;

Or. it

**Amendment 115**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Giorgos Grammatikakis, Sylvie Guillaume, Marlene Mizzi, Damian Drăghici, Momchil Nekov, Eider Gardiazabal Rubial**

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

*Motion for a resolution*

*Amendment*

***9a. Calls to improve the access to high quality information on VET possibilities for young people and businesses via available and targeted specialised guidance and counselling services;***

**Amendment 116**

**Angel Dzhambazki, Andrew Lewer, Emma McClarkin, Zdzisław Krasnodębski**

**Motion for a resolution**

**Paragraph 9 a (new)**

*Motion for a resolution*

*Amendment*

***9a. Underlines that even short periods of mobility in VET can be profitable for individuals and society and therefore encourages their implementation;***

Or. en

**Amendment 117**

**Elisabeth Morin-Chartier**

**Motion for a resolution**

**Paragraph 10**

*Motion for a resolution*

*Amendment*

***10. Asks for complementary measures between the European Social Fund (ESF) and Erasmus+, and good coordination of all actions at all levels – national, regional and local planning;***

***deleted***

Or. fr

**Amendment 118**

**Elisabeth Morin-Chartier**

**Motion for a resolution**

**Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

***10. Reiterates the need for measures to ensure coordination, complementarity***

*and consistency between structural funds such as the European Social Fund (ESF) and programmes such as Erasmus+ at national, regional and local level;*

Or. fr

**Amendment 119**  
**Dominique Bilde**

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

*Motion for a resolution*

10. Asks for complementary measures between the European Social Fund (ESF) and Erasmus+, and good coordination of all actions at all levels – national, regional and local planning;

*Amendment*

10. Asks for complementary measures between the European Social Fund (ESF) and Erasmus+, and good coordination of all actions at all levels – national, regional and local planning, *and calls on the Commission make sure that EU funding is disbursed to Member States and regional and local authorities in good time, as there have been major delays in payments;*

Or. fr

**Amendment 120**  
**Julie Ward**

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

*Motion for a resolution*

10. Asks for complementary measures between the European Social Fund (ESF) and Erasmus+, *and good* coordination of all actions at all levels – national, regional and local planning;

*Amendment*

10. Asks for *better synergies between EU policies and instruments impacting on mobility and education, in particular for* complementary measures between the European Social Fund (ESF) and Erasmus+, *as well as for greater* coordination of all actions at all levels – national, regional and local planning;



### Amendment 121

Angel Dzhambazki, Andrew Lewer, Emma McClarkin

#### Motion for a resolution

##### Paragraph 11

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

11. Underlines the *need to compensate for the obstacles that derive from the lower socioeconomic status of students in VET through measures such as a possible increase in the amounts of individual grants from the Commission, or an increase in the contributions made by Member States and regional and local administrations, intermediate institutions or NGOs, whether funded from their own budgets or via partnership schemes involving businesses, foundations and organisations that collaborate in the system of qualification and vocational training in their region or territory;*

###### *Amendment*

11. Underlines the *problem of participating in mobility programmes for students in VET from lower socioeconomic situations and suggests that measure should be taken, in cooperation with Member States, to tackle this problem;*

### Amendment 122

Elisabeth Morin-Chartier

#### Motion for a resolution

##### Paragraph 11

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

11. Underlines the need to compensate for the obstacles that derive from the lower socioeconomic status of students in VET through measures such as a possible increase in the amounts of individual grants from the Commission, or an increase in the contributions made by Member States and regional and local administrations, intermediate institutions or

###### *Amendment*

11. Underlines the need to compensate for the obstacles that derive from the lower socioeconomic status of students in VET *and European Voluntary Service (EVS) participants* through measures such as a possible increase in the amounts of individual grants from the Commission, or an increase in the contributions made by Member States and regional and local

NGOs, whether funded from their own budgets or via partnership schemes involving businesses, foundations and organisations that collaborate in the system of qualification and vocational training in their region or territory;

administrations, intermediate institutions or NGOs, whether funded from their own budgets or via partnership schemes involving businesses, foundations and organisations that collaborate in the system of qualification and vocational training in their region or territory;

Or. fr

**Amendment 123**  
**Isabella Adinolfi**

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

*Motion for a resolution*

11. Underlines the need to compensate for the obstacles that derive from the lower socioeconomic status of *students* in VET through measures such as a possible increase in the amounts of individual grants from the Commission, or an increase in the contributions made by Member States and regional and local administrations, intermediate institutions or NGOs, whether funded from their own budgets or via partnership schemes involving businesses, foundations and organisations that collaborate in the system of qualification and vocational training in their region or territory;

*Amendment*

11. Underlines the need to compensate for the obstacles that derive from the lower socioeconomic status of *learners* in VET through measures such as *the introduction of a guaranteed minimum income*, a possible increase in the amounts of individual grants from the Commission, or an increase in the contributions made by Member States and regional and local administrations, intermediate institutions or NGOs, whether funded from their own budgets or via partnership schemes involving businesses, foundations and organisations that collaborate in the system of qualification and vocational training in their region or territory;

Or. en

**Amendment 124**  
**Dominique Bilde**

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

*Motion for a resolution*

11. Underlines the need to compensate for the obstacles that derive from the lower socioeconomic status of students in VET through measures such as a possible increase in the amounts of individual grants from the Commission, or an increase in the contributions made by Member States and regional and local administrations, intermediate institutions or NGOs, whether funded from their own budgets or via partnership schemes involving businesses, foundations and organisations that collaborate in the system of qualification and vocational training in their region or territory;

*Amendment*

11. Underlines the need to compensate for the obstacles that derive from the lower socioeconomic status of students in VET through measures such as a possible increase in the amounts of individual grants from the Commission, or an increase in the contributions made by Member States and regional and local administrations, intermediate institutions or NGOs, whether funded from their own budgets or via partnership schemes involving businesses, foundations and organisations that collaborate in the system of qualification and vocational training in their region or territory; ***maintains that priority should be given to making better use of the funding already available, in order to avoid duplication and waste;***

Or. fr

**Amendment 125**

**Zdzisław Krasnodębski**

**Motion for a resolution**

**Paragraph 11**

*Motion for a resolution*

11. Underlines the need to compensate for the obstacles that derive from the lower socioeconomic status of students in VET ***through measures such as a possible increase in the amounts of individual grants from the Commission, or an increase in the contributions made by Member States and regional and local administrations, intermediate institutions or NGOs, whether funded from their own budgets or via*** partnership schemes involving businesses, foundations and organisations that collaborate in the system of qualification and vocational training in their region or territory;

*Amendment*

11. Underlines the need to compensate for the obstacles that derive from the lower socioeconomic status of students in VET ***also by mean of establishing or strengthening*** partnership schemes involving businesses, foundations and organisations that collaborate in the system of qualification and vocational training in their region or territory;

**Amendment 126**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Sylvie Guillaume, Giorgos Grammatikakis, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 11 a (new)**

*Motion for a resolution*

*Amendment*

***11a. Advocates allowing mobile students to combine studies abroad with a study-related placement, thereby providing additional financial assistance abroad and enhancing the connections between higher education and the work environment;***

Or. en

**Amendment 127**

**Dominique Bilde**

**Motion for a resolution**

**Paragraph 11 a (new)**

*Motion for a resolution*

*Amendment*

***11a. Stresses that actions should be coordinated and new funding used in such a way as to build on the work of training centres and intermediate bodies representing firms and that resource allocation should factor in the time spent by such bodies on administrative, logistical and educational management and on end-of-project assessment activities;***

Or. fr

**Amendment 128**  
**Ernest Maragall, Krystyna Łybacka**

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

*Motion for a resolution*

*Amendment*

***11a. Asks the European Commission and the Member States to put in place schemes that reduce linguistic and cultural barriers in the organisation of mobility programmes; considers that those schemes should be able to assess implementation progress; stresses that action schemes should, in particular, support the learning of basic elements of the language of the host country, design a basic training model that informs about the key features of the business and working culture of the destination country, and promote and provide specific programmes for the training of teaching staff, concerning mobility management by the training centres;***

Or. en

**Amendment 129**  
**Curzio Maltese**

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

*Motion for a resolution*

*Amendment*

***11a. Stresses the need to ensure equal opportunity access regardless of age, socioeconomic background and gender to all mobility programmes in VET;***

Or. en

**Amendment 130**  
**Zdzisław Krasnodebski**

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

*Motion for a resolution*

*Amendment*

***11a. Calls on the Commission, the Member States and the agencies to take into consideration 'brain drain' factor and to implement the mobility programmes in the way to ensure the return of trained people to their education institution or enterprise of origin, at least for a defined minimum period;***

Or. en

**Amendment 131**

**Krystyna Łybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Marlene Mizzi, Eider Gardiazabal Rubial**

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

*Motion for a resolution*

*Amendment*

***11b. Promotes the exchange of best practices and political guidelines involving the improvement and benefits of international mobility in VET and apprenticeships, which also contribute to advancing educational research for practical vocational application, as well as improving vocational training practices in companies;***

Or. en

**Amendment 132**

**Zdzisław Krasnodębski**

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

*Motion for a resolution*

*Amendment*

***11b. urges the Commission to develop and co-finance a particular Mobility project for the SMEs employees;***

Or. en

**Amendment 133**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Giorgos Grammatikakis, Ernest Maragall, Sylvie Guillaume, Damian Drăghici, Momchil Nekov, Marlene Mizzi, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 11 c (new)**

*Motion for a resolution*

*Amendment*

***11c. Acknowledges the importance of European Alliance for Apprenticeships to improve the quality and availability of apprenticeships in the EU, and ask the European Commission to give its financial support and strategic priority to encourage all related stakeholders to improve conditions for apprenticeships;***

Or. en

**Amendment 134**

**Ilhan Kyuchyuk, Enrique Calvet Chambon, Yana Toom**

**Motion for a resolution**

**Paragraph 11 a (new) (after subheading 'From mobility to employability')**

*Motion for a resolution*

*Amendment*

***11a. Underlines that acquiring new diverse and creative ideas abroad may motivate and boost entrepreneurship and creativity; Stresses that the opportunities that learning and training mobility offers - as for instance building international networks may also have positive effects on***

*employability, transnational cooperation and Europe's competitiveness;*

Or. en

**Amendment 135**  
**Isabella Adinolfi**

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

*Motion for a resolution*

12. Notes that current *and future* measures to tackle skills mismatches should *both facilitate the involvement of employers, businesses and local communities, and be better connected with forecasts concerning labour market developments and future skill needs;*

*Amendment*

12. Notes that current measures to tackle skills mismatches should *prioritise strategic areas such as zero carbon energy, sustainable mobility, life technologies, innovative technologies for the enhancement of cultural heritage and information and communication technologies; strongly believes that the EU and Member States should deliver an effective strategy aimed at matching current and future circular economy job opportunities and VET systems;*

Or. en

**Amendment 136**  
**Julie Ward**

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

*Motion for a resolution*

12. Notes that current and future measures to tackle skills mismatches should both facilitate the involvement of employers, businesses and local communities, and be better connected with forecasts concerning labour market developments and future skill needs;

*Amendment*

12. Notes that current and future measures to tackle skills mismatches should both facilitate the involvement of employers, businesses, *social enterprises* and local communities, and be better connected with forecasts concerning labour market developments and future skill needs;

Or. en



**Amendment 137**

**Andrea Bocskor**

**Motion for a resolution**

**Paragraph 12**

*Motion for a resolution*

12. Notes that current and future measures to tackle skills mismatches should both facilitate the involvement of employers, businesses and local communities, and be better connected with forecasts concerning labour market developments and future skill needs;

*Amendment*

12. Notes that current and future measures to tackle skills mismatches should both facilitate the involvement of employers, businesses, ***educational actors*** and local communities, and be better connected with forecasts concerning labour market developments and future skill needs;

Or. en

**Amendment 138**

**Curzio Maltese**

**Motion for a resolution**

**Paragraph 12**

*Motion for a resolution*

12. Notes that ***current and future measures*** to tackle skills mismatches ***should both*** facilitate the involvement of employers, businesses and local communities, ***and be better connected with forecasts concerning*** labour market developments and future skill needs;

*Amendment*

12. Notes that ***further emphasis should be put on innovation and the development of new academic and professional skills so*** to tackle skills mismatches ***and thus*** facilitate the involvement of employers, businesses and local communities, ***in forecasting*** labour market developments and future skill needs;

Or. en

**Amendment 139**

**Ilhan Kyuchyuk, Enrique Calvet Chambon, Yana Toom**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

**12a. Highlights that there is a positive association between learning mobility and future mobility and earnings as EU and international mobility programmes enhance participants' employability abroad (European Commission - Joint research centre 2013); stresses that apprenticeships and traineeships abroad improve participants' language skills /79%/ according to Eurobarometer (2013);**

Or. en

**Amendment 140**

**Silvia Costa**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

**12a. Encourages, furthermore, the strengthening of 'dual education' systems in all upper secondary school courses and calls for support for digital teaching and learning platforms to be stepped up;**

Or. it

**Amendment 141**

**Zdzisław Krasnodębski**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

**12a. Underlines the importance of the mobility re-training programmes for unemployed people of all ages or people threaten by restructuring measures;**

**Amendment 142**

**Aldo Patriciello**

**Motion for a resolution**

**Paragraph 13**

*Motion for a resolution*

13. Draws attention to the diversity and uneven development of validation and recognition systems between Member States, despite growing convergence in the last decade; stresses the need to facilitate the validation and recognition of skills and competences acquired in companies or training centres in different Member States;

*Amendment*

13. Draws attention to the diversity and uneven development of validation and recognition systems between Member States, despite growing convergence in the last decade; stresses the need to facilitate the validation and recognition of skills and competences acquired in companies or training centres in different Member States; ***encourages the definition of a European standard that is acceptable and implementable at all levels (national, regional and local) and that attests to the preparation, skills and competences acquired, in order to avoid discrimination; recommends that all sectors concerned be informed of the validation of this possible future standard;***

Or. it

**Amendment 143**

**Dominique Bilde**

**Motion for a resolution**

**Paragraph 13**

*Motion for a resolution*

13. Draws attention to the diversity and uneven development of validation and recognition systems between Member States, despite growing convergence in the last decade; stresses the need to facilitate the validation and recognition of skills and competences acquired in companies or

*Amendment*

13. Draws attention to the diversity and uneven development of validation and recognition systems between Member States, despite growing convergence in the last decade; stresses the need to facilitate the validation and recognition of skills and competences acquired in companies or

training centres in different Member States;

training centres in different Member States  
*by means of a clear comparative table of  
equivalences and skills which takes  
account of the specific characteristics of  
training in each State, local education  
systems and the duration of studies, in  
order to avoid any recognition which  
results in fresh disparities in practice;*

Or. fr

#### **Amendment 144**

**Ernest Maragall, Ilhan Kyuchyuk**

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

#### **Paragraph 13**

##### *Motion for a resolution*

13. Draws attention to the diversity and uneven development of validation and recognition systems between Member States, despite growing convergence in the last decade; stresses the need to facilitate the validation and recognition of skills and competences acquired in companies or training centres in different Member States;

##### *Amendment*

13. Draws attention to the diversity and uneven development of validation and recognition systems between Member States, despite growing convergence in the last decade; stresses the need to facilitate the validation and recognition of skills and competences acquired in companies or training centres in different Member States;  
*calls on Member States to improve the implementation of the European Qualifications Framework (2008/C111/01) and remove barriers; calls on the Commission, the Parliament and the Council to strengthen the instrument from currently a recommendation to a legally stronger basis as any non-recognition of competences negatively impacts on the EU2020 target of Employment Rates and hinders free movement as enshrined in the Treaties;*

Or. en

#### **Amendment 145**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Momchil Nekov, Eider Gardiazabal Rubial**

**Motion for a resolution**  
**Paragraph 13**

*Motion for a resolution*

13. Draws attention to the diversity and uneven development of validation and recognition systems between Member States, despite growing convergence in the last decade; stresses the need to facilitate the validation and recognition of skills and competences acquired in companies or training centres in different Member States;

*Amendment*

13. Draws attention to the diversity and uneven development of validation and recognition systems between Member States, despite growing convergence in the last decade; stresses the need to ***increase the compatibility between the different vocational education and training systems*** and to facilitate the validation and recognition of skills and competences acquired in companies or training centres in different Member States;

Or. en

**Amendment 146**  
**Andrea Bocskor**

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

*Motion for a resolution*

14. Encourages further measures to promote the recognition and validation of learning outcomes, including those developed through non-formal and informal learning, particularly through better use of existing tools such as Europass and ECVET;

*Amendment*

14. Encourages further measures to promote the recognition and validation of learning outcomes, including those developed through non-formal and informal learning, particularly through better use of existing tools such as Europass ***CV, European Skills Passport, Entrepreneurial Skills Pass, EQAVET, ESCO, ECTS*** and ECVET;

Or. en

**Amendment 147**  
**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Giorgos Grammatikakis, Sylvie Guillaume, Damian Drăghici, Marlene Mizzi, Eider Gardiazabal Rubial**

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

*Motion for a resolution*

*Amendment*

***14a. Enhances mobility in employment, education, apprenticeships and traineeships in national European Youth Guarantee Schemes in order to improve the skills of young people, as well as reduce the geographical skills mismatch in the EU;***

Or. en

**Amendment 148**  
**Isabella Adinolfi**

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

*Motion for a resolution*

*Amendment*

***14a. Urges to translate in all official languages of the European Union the EU Skills Panorama website in order to make it a source of information accessible for all on skills needed throughout Europe;***

Or. en

**Amendment 149**  
**Ernest Maragall, Krystyna Łybacka**

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

*Motion for a resolution*

*Amendment*

***14a. Emphasises the contribution of traineeships and apprenticeships in equipping young people with the necessary skills to obtain and retain employment;***

**Amendment 150**

**Ilhan Kyuchyuk, Krystyna Łybacka, Yana Toom**

**Motion for a resolution**

**Paragraph 14 a (new)**

*Motion for a resolution*

*Amendment*

*14a. Notes the progress that have been achieved towards ensuring higher VET's quality in many Member States, supported by European quality assurance reference framework for Vocational education and training (EQAVET) and encourages those Member States that are currently in the process of developing a national quality assurance approach in accordance to EQAVET; stresses that Member States should put more efforts in order to ensure that quality assurance arrangements take greater account of learning outcomes and that they value and support non-formal learning and work-based learning in either formal or non-formal settings, as appropriate to the national context;*

Or. en

**Amendment 151**

**Isabella Adinolfi**

**Motion for a resolution**

**Paragraph 14 b (new)**

*Motion for a resolution*

*Amendment*

*14b. Calls for a targeted approach aimed at improving the effectiveness and knowledge of tools developed by the Commission which offer information about VET and mobility, such as Ploteus and Eures, given the fact that they are little known and little used;*

**Amendment 152**

**Ilhan Kyuchyuk, Enrique Calvet Chambon, Yana Toom**

**Motion for a resolution**

**Paragraph 14 b (new)**

*Motion for a resolution*

*Amendment*

***14b. Acknowledges that the success of apprenticeship programmes, in particular their value to youth and their attractiveness to employers, lies in their quality and their appropriate adaptation to individual and local specificities; Calls, in this regard, for the widening of the apprenticeships' coverage of multiple sectors and occupations with the active involvement of employers and trade unions in order to ensure that apprenticeships are offered where there is a demand;***

Or. en

**Amendment 153**

**Ilhan Kyuchyuk, Yana Toom**

**Motion for a resolution**

**Paragraph 14 c (new)**

*Motion for a resolution*

*Amendment*

***14c. Notes that apprenticeship systems often impose eligibility restrictions in terms of age or educational qualifications which may exclude disadvantaged youth and other groups; welcomes the efforts of some Member States to deliver more inclusive apprenticeship systems by, for instance, offering subsidies to employers hiring workers from vulnerable groups and encourages further actions to be carried out in order to eliminate the***



*existing restrictions;*

Or. en

**Amendment 154**

**Ilhan Kyuchyuk, Enrique Calvet Chambon, Yana Toom**

**Motion for a resolution**

**Paragraph 14 d (new)**

*Motion for a resolution*

*Amendment*

***14d. Underlines that apprenticeship programs should be conducted under the guidance of a competent supervisor;***

Or. en

**Amendment 155**

**Dominique Bilde**

**Motion for a resolution**

**Paragraph 15**

*Motion for a resolution*

*Amendment*

15. Calls on the Commission and the Member States to define and strengthen the role of intermediary institutions – both territorial and sectoral – involved in the preparation, management and follow-up of mobility, and to assist in the setting-up of such institutions at national, regional and local level;

15. Calls on the Commission and the Member States to define and strengthen the role of intermediary institutions – both territorial and sectoral – involved in the preparation, management and follow-up of mobility, and to assist in the setting-up of such institutions at national, regional and local level; ***observes that, if these institutions are established, they must also make arrangements to prevent a brain drain, so that mobility generates genuine economic and social added value for Member States which invest considerable human and financial resources in it, but also for the students concerned who, in many cases, wish to put to use in their place of origin the know-how that they have gained abroad, but do not have the necessary information or encouragement***

*to do so;*

Or. fr

**Amendment 156**

**Angel Dzhambazki, Andrew Lewer, Emma McClarkin**

**Motion for a resolution**

**Paragraph 15**

*Motion for a resolution*

15. Calls on the Commission and the Member States to ***define and strengthen the role of*** intermediary institutions – both territorial and sectoral – involved in the preparation, management and follow-up of mobility, ***and to assist in the setting-up of such*** institutions ***at national, regional and local level;***

*Amendment*

15. Calls on the Commission and the Member States to ***analyse the possibility of introducing*** intermediary institutions – both territorial and sectoral – involved in the preparation, management and follow-up of mobility, ***taking into account the budgetary impact that this may imply and the suggestion that these*** institutions ***could guarantee the involvement of the network of vocational training schools;***

Or. en

**Amendment 157**

**Silvia Costa**

**Motion for a resolution**

**Paragraph 15**

*Motion for a resolution*

15. Calls on the Commission and the Member States to define and strengthen the role of intermediary institutions – both territorial and sectoral – involved in the preparation, management and follow-up of mobility, and to assist in the setting-up of such institutions at national, regional and local level;

*Amendment*

15. Calls on the Commission and the Member States, ***also in collaboration with CEDEFOP,*** to define and strengthen the role of intermediary institutions – both territorial and sectoral – involved in the preparation, management and follow-up of mobility, and to assist in the setting-up of such institutions at national, regional and local level;

Or. it

**Amendment 158**  
**Zdzisław Krasnodebski**

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

*Motion for a resolution*

15. Calls on the Commission and the Member States *to define and* strengthen the role of intermediary institutions – both territorial and sectoral – involved in the preparation, management and follow-up of mobility, *and to assist in the setting-up of such institutions at national, regional and local level;*

*Amendment*

15. Calls on the Commission and the Member States strengthen the role of intermediary institutions – both territorial and sectoral – involved in the preparation, management and follow-up of mobility;

Or. en

**Amendment 159**  
**Curzio Maltese**

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

*Motion for a resolution*

15. Calls on the Commission and the Member States to define and strengthen the role of intermediary institutions – both territorial and sectoral – involved in the preparation, management and follow-up of mobility, and to assist in the setting-up of such institutions at national, regional and local level;

*Amendment*

15. Calls on the Commission and the Member States to define and strengthen the role of intermediary institutions *while demanding the utmost transparency of these* – both territorial and sectoral – involved in the preparation, management and follow-up of mobility, and to assist in the setting-up of such institutions at national, regional and local level;

Or. en

**Amendment 160**  
**Zdzisław Krasnodebski**

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

*Motion for a resolution*

*Amendment*

**15a. Stresses the need for legal protection of minors abroad;**

Or. en

**Amendment 161**  
**Angel Dzhambazki, Andrew Lewer, Emma McClarkin**

**Motion for a resolution**  
**Paragraph 16**

*Motion for a resolution*

*Amendment*

**16. Stresses the need for such intermediary institutions with adequate budgetary and human resources to enable mobility organisation and management structures to guarantee the involvement of the network of vocational training schools, and to have the power and capacity to establish operational alliances and agreements with potential partners both at home and among the participating states in mobility programmes;**

*deleted*

Or. en

**Amendment 162**  
**Dominique Bilde**

**Motion for a resolution**  
**Paragraph 16**

*Motion for a resolution*

*Amendment*

16. Stresses the need for such intermediary institutions with adequate budgetary and human resources to enable mobility organisation and management structures to guarantee the involvement of the network

16. Stresses the need for such intermediary institutions with adequate budgetary and human resources to enable mobility organisation and management structures to guarantee the involvement of the network

of vocational training schools, and to have the power and capacity to establish operational alliances and agreements with potential partners both at home and among the participating states in mobility programmes;

of vocational training schools, and to have the power and capacity to establish operational alliances and agreements with potential partners both at home and among the participating states in mobility programmes; ***considers that the equivalent regions or administrative entities remain the most appropriate structures to manage vocational training and apprenticeships, and encourages them to administer this field responsibly, in close cooperation not only with SMEs but also with schools and chambers of commerce and industry;***

Or. fr

**Amendment 163**  
**Zdzisław Krasnodebski**

**Motion for a resolution**  
**Paragraph 16**

*Motion for a resolution*

16. Stresses ***the need for*** such intermediary institutions ***with adequate budgetary and human resources to enable mobility organisation and management structures*** to guarantee the involvement of the network of vocational training schools, and ***to have the power and capacity*** to establish operational alliances and agreements with potential partners both at home and among the participating states in mobility programmes;

*Amendment*

16. Stresses ***that*** such intermediary institutions ***should have operational capabilities*** to guarantee the involvement of the network of vocational training schools, and to establish operational alliances and agreements with potential partners both at home and among the participating states in mobility programmes;

Or. en

**Amendment 164**  
**Eva Paunova**

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

*Motion for a resolution*

*Amendment*

***16a. Welcomes the 40% budget increase in 2016 for the Erasmus+ programme compared to current spending levels, thus enhancing the capacity and outreach of the programme;***

Or. en

**Amendment 165**

**Petra Kammerevert, Krystyna Łybacka**

**Motion for a resolution**

**Paragraph 16 a (new)**

*Motion for a resolution*

*Amendment*

***16a. Urges the Commission to examine Erasmus+ application deadlines and approval periods; calls for particular attention to be given prolonged periods of residence abroad, given their enhanced educational value;***

Or. de

**Amendment 166**

**Ernest Maragall, Krystyna Łybacka**

**Motion for a resolution**

**Paragraph 16 a (new)**

*Motion for a resolution*

*Amendment*

***16a. Emphasises that mobility actions and/ or services adapted to trainers, tutors and entrepreneurs' needs should be encouraged and highlighted within ERASMUS+;***

Or. en

**Amendment 167**  
**Ernest Maragall**

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

*Motion for a resolution*

*Amendment*

***16b. Points out that coherent, complementary and well-coordinated co funding schemes at European, national, regional and local level are necessary in order to enable training centres to cover the total range of costs and to plan and implement permanent actions;***

Or. en

**Amendment 168**  
**Julie Ward**

**Motion for a resolution**  
**Paragraph 17**

*Motion for a resolution*

*Amendment*

17. Encourages further measures to facilitate access by disadvantaged groups and people with special needs to Erasmus+ mobility actions;

***17. Affirms the need, when dealing with the issue of mobility and education, to keep a gender perspective and to take into account the needs of people suffering from multiple forms of discrimination, including people with disabilities, people identifying as LGBTI and people coming from marginalised communities;***  
encourages *in this view* further measures to facilitate access by disadvantaged groups and people with special needs to Erasmus+ mobility actions;

Or. en

**Amendment 169**  
**Dominique Bilde**

**Motion for a resolution**  
**Paragraph 17**

*Motion for a resolution*

17. Encourages further measures to facilitate access by disadvantaged groups and people with special needs to Erasmus+ mobility actions;

*Amendment*

17. Encourages further measures to facilitate access by disadvantaged groups and people with special needs to Erasmus+ mobility actions; *stresses in particular the special needs of people with disabilities, who should receive extra assistance in order to maximise their integration into social and economic life;*

Or. fr

**Amendment 170**  
**Ernest Maragall, Ilhan Kyuchyuk, Krystyna Łybacka**

**Motion for a resolution**  
**Paragraph 17**

*Motion for a resolution*

17. Encourages further measures to facilitate access by disadvantaged groups and people with special needs to Erasmus+ mobility actions;

*Amendment*

17. Encourages further measures to facilitate access by disadvantaged groups and people with special needs to Erasmus+ mobility actions; *stresses therefore the need for a diversified and customized range of mobility options in training for people coming from immigrant backgrounds and economically disadvantaged families, or for learners from remote regions;*

Or. en

**Amendment 171**  
**Aldo Patriciello**

**Motion for a resolution**  
**Paragraph 17**



*Motion for a resolution*

*Amendment*

17. Encourages further measures to facilitate access by disadvantaged groups and people with special needs to Erasmus+ mobility actions;

17. Encourages further measures to facilitate access by disadvantaged groups and people with special needs to Erasmus+ mobility actions, ***including students from non-member countries and young people on a low income***;

Or. it

**Amendment 172**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Momchil Nekov, Damian Drăghici, Marlene Mizzi, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 17**

*Motion for a resolution*

*Amendment*

17. Encourages further measures to facilitate access by disadvantaged groups and people with special needs to Erasmus+ mobility actions;

17. Encourages further measures to facilitate access by disadvantaged groups and people with special needs to Erasmus+ mobility actions ***and to create more flexible and individualised training and learning pathways adapted to people with disabilities***;

Or. en

**Amendment 173**

**Isabella Adinolfi**

**Motion for a resolution**

**Paragraph 17**

*Motion for a resolution*

*Amendment*

17. ***Encourages further*** measures to ***facilitate*** access ***by*** disadvantaged groups and people with special needs to Erasmus+ mobility actions;

17. ***Calls for the adoption of adequate*** measures to ***guarantee equal*** access ***of*** disadvantaged groups and people with special needs to Erasmus+ mobility actions;

**Amendment 174**  
**Ernest Maragall, Ilhan Kyuchyuk**

**Motion for a resolution**  
**Paragraph 17 a (new)**

*Motion for a resolution*

*Amendment*

***17a. Welcomes the fact that Erasmus + has significantly expanded the number of beneficiaries of Vocational Education and Training (VET) programmes to those young persons who do not go to university or college;***

Or. en

**Amendment 175**  
**Dominique Bilde**

**Motion for a resolution**  
**Paragraph 18**

*Motion for a resolution*

*Amendment*

18. Supports all accompanying measures first of all to assist apprentices in their wish to go abroad and later to help them better communicate their acquired skills through mobility, and develop their self-assertiveness in order to make the richness of their experience visible and worthwhile;

18. Supports all accompanying measures first of all to assist apprentices in their wish to go abroad and later to help them better communicate their acquired skills through mobility, and develop their self-assertiveness in order to make the richness of their experience visible and worthwhile; ***considers it necessary, in advance, to ensure full acquisition of basic knowledge by vocational training students or apprentices, who, in too many cases, have been guided in the direction of Vocational Education and Training because they were early school-leavers; stresses that it is also necessary, in conjunction with the teaching of basic knowledge, to upgrade the status of vocational careers, which should no longer be regarded as sidings***

*into which people are shunted but appreciated for the technical know-how that they entail and their social and economic utility;*

Or. fr

**Amendment 176**  
**Marc Joulaud**

**Motion for a resolution**  
**Paragraph 18**

*Motion for a resolution*

18. Supports all accompanying measures first of all to assist apprentices in their wish to go abroad and later to help them better communicate their acquired skills through mobility, and develop their self-assertiveness in order to make the richness of their experience visible and worthwhile;

*Amendment*

18. Supports all accompanying measures first of all to assist *and encourage* apprentices in their wish to go abroad and later to help them better communicate their acquired skills through mobility, and develop their self-assertiveness in order to make the richness of their experience visible and worthwhile;

Or. fr

**Amendment 177**  
**Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Paragraph 18**

*Motion for a resolution*

18. Supports all accompanying measures first of all to assist apprentices in their wish to go abroad and later to help them better communicate their acquired skills through mobility, and develop their self-assertiveness in order to make the richness of their experience visible and worthwhile;

*Amendment*

18. Supports all accompanying measures first of all to assist apprentices in their wish to go abroad and later to help them better communicate their acquired skills through mobility, and develop their self-assertiveness in order to make *their know-how and* the richness of their experience visible and worthwhile;

Or. fr

**Amendment 178**  
**Tom Vandenkendelaere**

**Motion for a resolution**  
**Paragraph 18**

*Motion for a resolution*

18. Supports all accompanying measures first of all to assist apprentices in their wish to *go abroad* and later to help them better communicate their acquired skills through mobility, and develop their self-assertiveness in order to make the richness of their experience visible and worthwhile;

*Amendment*

18. Supports all *necessary* accompanying measures first of all to assist apprentices in their wish to *take part in mobility programmes* and later to help them better communicate their acquired skills through mobility, and develop their self-assertiveness in order to make the richness of their experience visible and worthwhile;

Or. nl

**Amendment 179**  
**Curzio Maltese**

**Motion for a resolution**  
**Paragraph 18**

*Motion for a resolution*

18. Supports all accompanying measures first of all to assist apprentices in their wish to go abroad and later to help them better communicate their acquired skills through mobility, *and develop their self-assertiveness in order to make the richness of their experience visible and worthwhile;*

*Amendment*

18. Supports all accompanying measures first of all to assist apprentices in their wish to go abroad and later to help them better communicate their acquired skills through mobility;

Or. en

**Amendment 180**  
**Ernest Maragall**

**Motion for a resolution**  
**Paragraph 18 a (new)**

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*Motion for a resolution*

*Amendment*

***18a. Notes it is of high importance to give the 'possibility to fund the mobility of at least one accompanying person for all group mobility;***

Or. en

**Amendment 181**  
**Ernest Maragall**

**Motion for a resolution**  
**Paragraph 18 b (new)**

*Motion for a resolution*

*Amendment*

***18b. Points out that learning outcomes of the apprenticeship should be designed and discussed with the apprenticeship in line with ECVET principles before the apprenticeship starts its training and these should be listed up in the Certificate Supplement after finishing the training;***

Or. en

**Amendment 182**  
**Dominique Bilde**

**Motion for a resolution**  
**Paragraph 19**

*Motion for a resolution*

*Amendment*

19. Emphasises the importance of quality teacher training and of monitoring, evaluation and quality assurance in the field, and the need ***to encourage inclusiveness and tolerance in mobility programmes;***

19. Emphasises the importance of quality teacher training and of monitoring, evaluation and quality assurance in the field, and the need ***for vocational training, like general education, to include civic education, which is vital for the integration of all into the life of society and the assimilation of European values;***

**Amendment 183**

**Aldo Patriciello**

**Motion for a resolution**

**Paragraph 19**

*Motion for a resolution*

19. Emphasises the importance of quality *teacher* training and of monitoring, evaluation and quality assurance in the field, and the need to encourage inclusiveness and tolerance in mobility programmes;

*Amendment*

19. Emphasises the importance of quality training *for teachers and for all the staff involved in the implementation of the Erasmus+ programme*, and of monitoring, evaluation and quality assurance in the field and the need to encourage inclusiveness and tolerance in mobility programmes;

Or. it

**Amendment 184**

**Francesc Gambús**

**Motion for a resolution**

**Paragraph 19**

*Motion for a resolution*

19. Emphasises the importance of quality teacher training and of monitoring, evaluation and quality assurance in the field, and the need to encourage inclusiveness and tolerance in mobility programmes;

*Amendment*

19. Emphasises the importance of quality teacher training, *of lifelong learning* and of monitoring, evaluation and quality assurance in the field, and the need to encourage inclusiveness and tolerance in mobility programmes;

Or. es

**Amendment 185**

**Aldo Patriciello**

**Motion for a resolution**

**Paragraph 20**

*Motion for a resolution*

20. Emphasises the need, at all levels, for good communication vis-à-vis entrepreneurs to have them on board for further recognition of the ***experienced*** acquired by the young people taking advantage of mobility schemes;

*Amendment*

20. Emphasises the need, at all levels, for good communication vis-à-vis entrepreneurs to have them on board for further recognition of the ***experience*** acquired by the young people taking advantage of mobility schemes; ***stresses that one of the aims of mobility for training purposes is to create job opportunities for young people, to reduce the unemployment rate in Europe and to contribute to economic growth; would like to see, therefore, improved dialogue between the parliamentary Committee on Culture and Education (CULT) and the Committee on Employment and Social Affairs (EMPL) in the management of this issue and the relevant debates;***

Or. it

**Amendment 186**  
**Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Paragraph 20**

*Motion for a resolution*

20. Emphasises the need, at all levels, ***for good communication vis-à-vis entrepreneurs to have them on board for further recognition of the experienced acquired by the young people taking advantage of mobility schemes;***

*Amendment*

20. Emphasises the need, at all levels, ***to centralise information and data on mobility programmes in order to provide a practical and effective service to all those who wish to obtain information; calls therefore for the creation of a one-stop shop in order to create contacts among candidates, training centres, chambers of commerce and industry, chambers of skilled and craft trades, chambers of agriculture and undertakings, and enable them to communicate with one another;***

Or. fr

**Amendment 187**  
**Dominique Bilde**

**Motion for a resolution**  
**Paragraph 20**

*Motion for a resolution*

20. Emphasises the need, at all levels, for good communication vis-à-vis entrepreneurs to have them on board for further recognition of the experienced acquired by the young people taking advantage of mobility schemes;

*Amendment*

20. Emphasises the need, at all levels, for good communication vis-à-vis entrepreneurs to have them on board for further recognition of the experienced acquired by the young people taking advantage of mobility schemes; ***recalls furthermore that, unfortunately, many SMEs which wish to train or recruit one or more apprentices are often discouraged by the administrative and financial constraints attached to this status; insists therefore that the associated procedures, at local, regional and national level, be simplified in order to facilitate links between vocational training students who are seeking apprenticeships and undertakings;***

Or. fr

**Amendment 188**  
**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Eider Gardiazabal Rubial**

**Motion for a resolution**  
**Paragraph 20**

*Motion for a resolution*

20. Emphasises the need, at all levels, for good communication vis-à-vis entrepreneurs to have them on board for further recognition of the experienced acquired by the young people taking advantage of mobility schemes;

*Amendment*

20. Emphasises the ***quality of placements to enable students to acquire desirable professional skills, in addition to highlighting the*** need, at all levels, for good communication vis-à-vis entrepreneurs to have them on board for further recognition of the experienced acquired by the young people taking advantage of mobility schemes;



**Amendment 189**  
**Francesc Gambús**

**Motion for a resolution**  
**Paragraph 20 a (new)**

*Motion for a resolution*

*Amendment*

***20a. Calls on the Commission and Member States to develop policies for the assistance of families, particularly those confronting more serious difficulties, so as to enable them to fulfil their role in education;***

Or. es

**Amendment 190**  
**Marc Joulaud**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

*Amendment*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions;

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions; ***encourages Member States and the Commission, to this end, to encourage the development of European business incubators with regard to mobility, to help wage-earners and apprentices to exchange places for training purposes;***

Or. fr

**Amendment 191**  
**Isabella Adinolfi**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

21. *Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions;*

*Amendment*

21. *Is convinced that in the framework of the Erasmus+ Programme measures in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions should be primarily focused to develop mobility schemes for young employees or apprentices on zero carbon energy, sustainable mobility, life technologies, innovative technologies for the enhancement of cultural heritage and information and communication technologies;*

Or. en

**Amendment 192**  
**Dominique Bilde**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions;

*Amendment*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry, **chambers of skilled and craft trades** and the relevant trade unions;

Or. fr

**Amendment 193**  
**Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions;

*Amendment*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry, ***chambers of skilled and craft trades*** and the relevant trade unions;

Or. fr

**Amendment 194**  
**Ernest Maragall**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions;

*Amendment*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions; ***calls for the recognition of the role of Skilled Craft Chambers and their training centres in supporting mobility and very small companies;***

Or. en

**Amendment 195**  
**Curzio Maltese**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions;

*Amendment*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs, *NGOs and civil society* to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions;

Or. en

**Amendment 196**  
**Silvia Costa**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions;

*Amendment*

21. Supports all measures in line with Erasmus+ objectives taken by entrepreneurs to develop mobility schemes for young employees or apprentices either by branch of activity or in interaction with bodies representing the industries, such as chambers of commerce and industry and the relevant trade unions, *in addition to European networks such as Eurochambres*;

Or. it

**Amendment 197**  
**Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Subheading 4 a (new) - after para 22**

*Motion for a resolution*

*Amendment*

***Obstacles to mobility: reducing the main factors which act as a brake on actors under the programme***

Or. fr

**Amendment 198**  
**Curzio Maltese**

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

*Motion for a resolution*

*Amendment*

***21a. Notices the mismatch between policy and monitoring practices and calls for the systematic monitoring of VET mobility programmes;***

Or. en

**Amendment 199**  
**Silvia Costa**

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

*Motion for a resolution*

*Amendment*

***21a. Calls on the Commission and the Member States to establish and effectively implement a European network of workshops and incubators – which it considers crucial – that promote knowledge alliances among schools, universities and businesses, promoting access to training, experience, refresher courses for teachers and lecturers, apprenticeships and start-ups;***

Or. it

**Amendment 200**

**Silvia Costa**

**Motion for a resolution**

**Paragraph 21 b (new)**

*Motion for a resolution*

*Amendment*

***21b. Calls on the Commission and the Member States to support and strengthen the European Ecsite network which brings together science centres as places providing access to scientific culture;***

Or. it

**Amendment 201**

**Elisabeth Morin-Chartier**

**Motion for a resolution**

**Paragraph 22**

*Motion for a resolution*

*Amendment*

***22. Asks for the setting up of a one-stop-shop mechanism for pooling data and communication tools in order to provide a convenient and efficient service for those seeking information and support on the various mobility programmes existing at EU, national, regional and local level;***

*deleted*

Or. fr

**Amendment 202**

**Dominique Bilde**

**Motion for a resolution**

**Paragraph 22**

*Motion for a resolution*

*Amendment*

**22. Asks for the setting up of a one-stop-shop mechanism for pooling data and**

**22. Asks for the setting up of a one-stop-shop mechanism *in each Member State,***

communication tools in order to provide a convenient and efficient service for those seeking information and support on the various mobility programmes existing at EU, national, regional and local level;

*supplemented by a transnational coordination agency*, for pooling data and communication tools in order to provide a convenient and efficient service for those seeking information and support on the various mobility programmes existing at EU, national, regional and local level;

Or. fr

### **Amendment 203**

**Angel Dzhambazki, Andrew Lewer, Emma McClarkin, Zdzisław Krasnodębski**

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

##### **Paragraph 22**

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

22. *Asks for the setting up of* a one-stop-shop mechanism for pooling data and communication tools in order to provide a convenient and efficient service for those seeking information and support on the various mobility programmes existing at EU, national, regional and local level;

###### *Amendment*

22. *Encourages the Commission to assess the value of creating* a one-stop-shop mechanism *and its implication* for pooling data and communication tools in order to provide a convenient and efficient service for those seeking information and support on the various mobility programmes existing at EU, national, regional and local level;

Or. en

### **Amendment 204**

**Petra Kammerevert, Krystyna Łybacka**

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

##### **Paragraph 22 a (new)**

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

*22a. Stresses the need to simplify Erasmus+ application procedures and ensure that uniform updated application forms are made available promptly and in the language version required;*

Or. de

**Amendment 205**

**Marc Joulaud**

**Motion for a resolution**

**Paragraph 22 a (new)**

*Motion for a resolution*

*Amendment*

*22a. Stresses the need to step up mutual recognition of diplomas, courses and study credits, in order to promote recognition of skills acquired as a result of mobility and to increase the attractiveness of the Erasmus+ programme;*

Or. fr

**Amendment 206**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Damian Drăghici, Giorgos Grammatikakis, Momchil Nekov, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 22 a (new)**

*Motion for a resolution*

*Amendment*

*22a. Encourages the Commission to examine existing geographic disparities among countries and regions in the participation of VET institutions in the EU mobility programmes, and to address these disparities by enhancing cooperation and the exchange of best practises among national agencies for Erasmus+, promoting team actions among VET institutions (linking experienced VET institutions with other institutions), providing policy support measures and tailor-made advice to VET institutions, and strengthening the existing support networks for VET institutions;*



**Amendment 207**  
**Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Paragraph 22 a (new)**

*Motion for a resolution*

*Amendment*

*22a. Draws attention to the cumbersome nature of the administrative procedures that undertakings are required to complete in order to establish partnerships; calls for appropriate and coherent accompanying and follow-up measures to be instituted which take account of the legal requirements that for specified periods bind the apprentice, the training centre, the intermediate chambers and the undertaking; observes that the complexity of the financial and administrative rules and their unsuitability, inter alia, for grouped projects, hamper the educational institutions and undertakings involved in the project;*

Or. fr

**Amendment 208**  
**Ilhan Kyuchyuk, Krystyna Łybacka, Yana Toom**

**Motion for a resolution**  
**Paragraph 22 a (new)**

*Motion for a resolution*

*Amendment*

*22 a. Encourages Member States, regional and local authorities to examine the specific learning needs of VET teachers and trainers, to encourage and support the improvement of their competences and qualifications and to provide them with more professional*

*development opportunities;*

Or. en

**Amendment 209**  
**Petra Kammerevert, Krystyna Łybacka**

**Motion for a resolution**  
**Paragraph 22 b (new)**

*Motion for a resolution*

*Amendment*

*22b. Urges the Commission to resolve technical implementation problems without delay through the creation of a common user-friendly IT system/IT portal useable by all applicants from all Member States with the same systems and functionalities; notes that systems should be reviewed and made to provide easily applicable and standardised database solutions, while remaining sufficiently flexible to accommodate the different agency locations;*

Or. de

**Amendment 210**  
**Marc Joulaud**

**Motion for a resolution**  
**Paragraph 22 b (new)**

*Motion for a resolution*

*Amendment*

*22b. Stresses the importance of allowing students to choose the disciplines that they wish to study at a foreign establishment, taking advantage of mobility, while preserving the integrity of their curriculum, in order to promote a personalised approach to education and to increase the motivation of students;*

Or. fr

**Amendment 211**

**Krystyna Łybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Giorgos Grammatikakis, Sylvie Guillaume, Momchil Nekov, Damian Drăghici, Eider Gardiazabal Rubial**

**Motion for a resolution  
Paragraph 22 b (new)**

*Motion for a resolution*

*Amendment*

***22b. Encourages the Commission to promote VET mobility programmes to new bodies and smaller institutions within the VET system, as well as to help them apply for relevant funding by providing more guidance, on- line trainings, and individualised assistance via national agencies for the Erasmus+ programme on the preparation of high quality applications for funding;***

Or. en

**Amendment 212**

**Elisabeth Morin-Chartier**

**Motion for a resolution  
Paragraph 22 b (new)**

*Motion for a resolution*

*Amendment*

***22b. In view of the 2014 figures on the Erasmus+ programme, calls for a reduction in the disparity between applications for mobility and the award of finance, in order to attain the political objectives set;***

Or. fr

**Amendment 213**

**Ilhan Kyuchyuk, Enrique Calvet Chambon, Yana Toom**

**Motion for a resolution**  
**Paragraph 22 b (new)**

*Motion for a resolution*

*Amendment*

***22b. Welcomes the agreed Riga Conclusions by the Ministers in charge of Vocational education and training on 22 June 2015, new set of medium-term deliverables in the field of VET for the period 2015-2020 and call for their timely and thorough implementation;***

Or. en

**Amendment 214**  
**Petra Kammerevert, Krystyna Łybacka**

**Motion for a resolution**  
**Paragraph 22 c (new)**

*Motion for a resolution*

*Amendment*

***22c. Notes that the Commission's IT tools are too complicated and insufficiently user-friendly, as reflected in the need for the combined operation of numerous incompatible systems, thereby the performance of Erasmus+ contracts, particularly for smaller organisations with less experience of support programmes;***

Or. de

**Amendment 215**  
**Marc Joulaud**

**Motion for a resolution**  
**Paragraph 22 c (new)**

*Motion for a resolution*

*Amendment*

***22c. Stresses the importance of promoting the gains derived from mobility in terms of employability and acquired skills, in***

*order to demonstrate its genuine utility  
and to reduce the perception that time is  
wasted on training which a priori depends  
on purely national competences;*

Or. fr

**Amendment 216**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall,  
Giorgos Grammatikakis, Sylvie Guillaume, Damian Drăghici, Momchil Nekov, Eider  
Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 22 c (new)**

*Motion for a resolution*

*Amendment*

*22c. Encourages the Commission to boost  
its efforts to promote the Erasmus+  
programme to VET institutions and to  
increase its effectiveness and accessibility  
by making it more flexible and simplifying  
its application process;*

Or. en

**Amendment 217**

**Elisabeth Morin-Chartier**

**Motion for a resolution**

**Paragraph 22 c (new)**

*Motion for a resolution*

*Amendment*

*22c. In order to meet the objectives of the  
European Union's economic, social and  
regional cohesion policy, and in view of  
the persistent inequalities between urban,  
periurban and rural areas, calls for the  
launching of campaigns to provide  
information, raise awareness and  
highlight the value of mobility  
programmes in all general and vocational  
education establishments in the Union;*

**Amendment 218**

**Krystyna Lybacka, Petra Kammerevert, Luigi Morgano, Julie Ward, Ernest Maragall, Sylvie Guillaume, Giorgos Grammatikakis, Marlene Mizzi, Eider Gardiazabal Rubial**

**Motion for a resolution**

**Paragraph 22 d (new)**

*Motion for a resolution*

*Amendment*

*22d. Encourages improved promotion and visibility for young people and enterprises of such platforms as Drop'pin EURES the aim of which is to facilitate the mobility of young people for apprenticeships, internships, training programs, and e-learning language courses;*

Or. en

**Amendment 219**

**Elisabeth Morin-Chartier**

**Motion for a resolution**

**Paragraph 22 d (new)**

*Motion for a resolution*

*Amendment*

*22d. With due regard for the European Union's aims of combating social exclusion and inequalities, encourages the adoption of corrective measures to ensure equal opportunities in the conduct and realisation of mobility projects;*

Or. fr

**Amendment 220**

**Elisabeth Morin-Chartier**

**Motion for a resolution**

**Paragraph 22 e (new)**

*Motion for a resolution*

*Amendment*

***22e. Draws attention to the persistent financial difficulties facing candidates in the implementation of Erasmus+ programme measures; observes that candidates who have less funds of their own to invest in their mobility remain at a disadvantage in the pursuit of mobility; accordingly, stresses the need for measures to possibly increase the amounts of individual scholarships;***

Or. fr

**Amendment 221**  
**Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Paragraph 22 f (new)**

*Motion for a resolution*

*Amendment*

***22f. Notes that the obstacles to mobility include reluctance due to having to go away; observes that emotional distance from the family and anxiety arising from the need to use a foreign language which may initially be unknown or relatively unfamiliar inspire fear in candidates for mobility; calls therefore for a pedagogic and reception framework for people to be established to assist them both before and during their mobility, in order to increase its success;***

Or. fr