



2015/2281(INI)

4.3.2016

AMENDMENTS

1 - 242

Draft report
Zdzisław Krasnodębski
(PE573.113v02-00)

on Follow-up of the Strategic framework for European cooperation in
education and training (ET2020)
(2015/2281(INI))

Amendment 1
Dominique Bilde

Motion for a resolution
Citation 1 a (new)

Motion for a resolution

Amendment

– having regard to Article 6 TFEU,

Or. fr

Amendment 2
Ernest Maragall

Motion for a resolution
Citation 1 a (new)

Motion for a resolution

Amendment

*– having regard to its Report on
Erasmus+ and other tools to foster
mobility in VET - a lifelong learning
approach¹,*

Or. en

Amendment 3
Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution
Citation 11

Motion for a resolution

Amendment

– having regard to the 2015 Joint Report of the Council and the Commission on the implementation of the Strategic Framework for European cooperation in education and training (ET2020), ‘New priorities for European cooperation in education and training’ (COM(2015)0408),

– having regard to the *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions Draft 2015* Joint Report of the Council and the Commission on the implementation of the

¹ Text pending adoption in April Plenary

Strategic Framework for European cooperation in education and training (ET2020), 'New priorities for European cooperation in education and training' (COM(2015)0408),

Or. en

Amendment 4

Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution

Citation 11 a (new)

Motion for a resolution

Amendment

– having regard to the 2015 Joint Report of the Council and the Commission on the implementation of the Strategic Framework for European cooperation in education and training (ET2020), 'New priorities for European cooperation in education and training' (2015/C 417/04),

Or. en

Amendment 5

Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

Motion for a resolution

Citation 20 a (new)

Motion for a resolution

Amendment

– having regard to the Recommendation of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility¹,

Or. en

Amendment 6

Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

Motion for a resolution

Citation 24 a (new)

Motion for a resolution

Amendment

– having regard to its resolution of 8 September 2015 on promoting youth entrepreneurship through education and training² and to its resolution of 28 April 2015 on follow-up on the implementation of the Bologna Process³,

Or. en

Amendment 7

Silvia Costa

Motion for a resolution

Citation 26 a (new)

Motion for a resolution

Amendment

– having regard to its resolution of 26 November 2015 on education for children in emergency situations and protracted crises⁴,

² OJ L 394, 30.12.2006, p. 5–9

² Texts adopted, P8_TA-PROV(2015)0292

³ Texts adopted, P8_TA-PROV(2015)0107

⁴ Texts adopted, P8_TA-PROV(2015)0418

Amendment 8
Isabella Adinolfi

Motion for a resolution
Recital -A a (new)

Motion for a resolution

Amendment

-Aa. whereas education should be considered a fundamental human right and a public good that should be accessible to all; whereas training should enable learners to become both fully aware citizens in democratic societies and competent and skilled professionals;

Or. en

Amendment 9
Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution
Recital -A a (new)

Motion for a resolution

Amendment

-Aa. whereas education and training should be coherent, transparent and inclusive, providing high quality education and training which is essential for Europe's cultural, economic and social development;

Or. en

Amendment 10
Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution
Recital -A a (new)

Motion for a resolution

Amendment

-Aa. whereas ET2020 cooperation, while respecting the competence of Member States, should complement national actions and support Member States in their efforts to develop education and training systems;

Or. en

Amendment 11

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Recital -A a (new)

Motion for a resolution

Amendment

-Aa. whereas education and training have an important role to play in tackling poverty and social exclusion, promoting mutual respect and shaping democratic society;

Or. en

Amendment 12

Zdzisław Krasnodębski, Jadwiga Wiśniewska

Motion for a resolution

Recital -A a (new)

Motion for a resolution

Amendment

-Aa. whereas education and training in Europe should make a contribution to EU strategies and initiatives, including the Europe 2020 Strategy, the Digital Single Market initiative, the European Agenda on Security and the Investment Plan for Europe;

Or. en

Amendment 13
Ernest Maragall

Motion for a resolution
Recital A

Motion for a resolution

A. whereas education and training should not be aimed only at meeting labour market needs, but should constitute a value in themselves, *since education has an equally important role in developing ethical and civic virtues and honouring the democratic principles on which Europe is founded;*

Amendment

A. whereas education and training should not be aimed only at meeting labour market needs, but should constitute a value in themselves; *whereas transversal competences such as civic, social competences and citizenship education should be particularly highlighted alongside language, digital and entrepreneurial skills;*

Or. en

Amendment 14
Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution
Recital A

Motion for a resolution

A. whereas education and training should not be aimed *only* at meeting labour market needs, but should constitute a value in themselves, since education has an equally important role in *developing ethical and civic virtues and honouring the democratic principles on which Europe is founded;*

Amendment

A. whereas education and training should not be aimed *solely* at meeting labour market needs, but should constitute a value in themselves, since education has an equally important role in *ensuring the safeguarding of shared human and civic values and open and democratic societies;*

Or. en

Amendment 15
Damian Drăghici

Motion for a resolution

Recital A

Motion for a resolution

A. whereas education and training should not be aimed only at meeting labour market needs, but should constitute a value in themselves, since education has an equally important role in developing ***ethical and civic virtues*** and honouring the democratic principles on which Europe is founded;

Amendment

A. whereas education and training should not be aimed only at meeting labour market needs, but should constitute a value in themselves, since education has an equally important role in developing ***social, civic and intercultural competences, promoting active citizenship and social cohesion***, and honouring the democratic principles on which Europe is founded;

Or. en

Amendment 16

Julie Ward, Mary Honeyball

Motion for a resolution

Recital A

Motion for a resolution

A. whereas education and training should not be aimed only at meeting labour market needs, but should constitute a value in themselves, since education has an equally important role in developing ethical and civic ***virtues and honouring*** the democratic principles on which Europe is founded;

Amendment

A. whereas ***formal, non-formal and informal*** education and training should not be aimed only at meeting labour market needs, but should constitute a value in themselves, since education has an equally important role in developing ethical and civic ***values and strengthening*** the democratic principles on which Europe is founded;

Or. en

Amendment 17

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Recital A

Motion for a resolution

A. whereas education and training should not be aimed only at meeting labour market needs, but should ***constitute a value in themselves***, since education has an equally important role in developing ethical and civic virtues and honouring the democratic principles on which Europe is founded;

Amendment

A. whereas education and training should not be aimed only at meeting labour market needs, but should ***also teach humanist and civic values***, since education has an equally important role in developing ethical and civic virtues and honouring the democratic principles on which Europe is founded;

Or. en

Amendment 18
Momchil Nekov

Motion for a resolution
Recital A

Motion for a resolution

A. whereas education and training should not be aimed only at meeting labour market needs, but should constitute a value in themselves, since education has an equally important role in developing ethical and civic virtues and honouring the democratic principles on which Europe is founded;

Amendment

A. whereas education and training should not be aimed only at meeting labour market needs, but should constitute a value in themselves ***as well as to contribute to the personal development and growth of young people in order to make them proactive and responsible citizens***, since education has an equally important role in developing ethical and civic virtues and honouring the democratic principles on which Europe is founded;

Or. en

Amendment 19
Nikolaos Chountis

Motion for a resolution
Recital A a (new)

Motion for a resolution

Aa. whereas education is a public good intended to ensure intellectual

Amendment

development, comprehensive instruction, and greater democratic awareness among European citizens; whereas it is necessary to maintain and enhance the public, free and social character thereof at every level;

Or. el

Amendment 20
Ernest Maragall

Motion for a resolution
Recital A a (new)

Motion for a resolution

Amendment

Aa. whereas expanding access to lifelong learning can open up new possibilities for active inclusion and enhanced social participation, especially for the low skilled, the unemployed, people with special needs, the elderly and migrants;

Or. en

Amendment 21
Nikolaos Chountis

Motion for a resolution
Recital A b (new)

Motion for a resolution

Amendment

Ab. whereas the neo-liberal approach to education policy in Europe governed by the dictates of the market alone has led to the commercialisation of knowledge and privatisation of education, resulting in the fragmentation and deterioration of the education system;

Or. el

Amendment 22
Louise Bours

Motion for a resolution
Recital B

Motion for a resolution

B. whereas not all Member States are facing the same type and level of challenges, ***and this means that any recommendations proposed for education and training should be flexible and should be tailored to national economies, demographics and cultures;***

Amendment

B. whereas not all Member States are facing the same type and level of challenges, ***however it is solely for Member States to address without interference from the EU;***

Or. en

Amendment 23
Isabella Adinolfi

Motion for a resolution
Recital B

Motion for a resolution

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed ***for*** education and training ***should be flexible and should be tailored to national economies, demographics and cultures;***

Amendment

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed ***should be flexible and tailored to strongly strengthen the social dimension in*** education and training, ***fostering individual and collective emancipation and addressing all socio-economic limitations that prevent from an equal access for all to educational and training opportunities;***

Or. en

Amendment 24
Ernest Maragall

Motion for a resolution

Recital B

Motion for a resolution

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed for education and training should be flexible and should ***be tailored to national economies, demographics and cultures;***

Amendment

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed for education and training should be flexible and should ***take those national and regional factors into account;***

Or. en

Amendment 25

María Teresa Giménez Barbat, Ilhan Kyuchyuk

Motion for a resolution

Recital B

Motion for a resolution

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed for education and training should be flexible and should ***be tailored to*** national economies, demographics and cultures;

Amendment

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed for education and training should be flexible and should ***take into consideration*** national economies, demographics and cultures;

Or. en

Amendment 26

Damian Drăghici

Motion for a resolution

Recital B

Motion for a resolution

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed for education

Amendment

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed for education

and training should be *flexible and should be* tailored to national *economies, demographics and cultures*;

and training should be tailored to national *socio-economic, demographic and cultural realities*;

Or. en

Amendment 27

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom

Motion for a resolution

Recital B

Motion for a resolution

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed for education and training should be flexible and should be tailored to national economies, *demographics* and cultures;

Amendment

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed for education and training should be flexible and should be tailored to national economies, *demographics* and cultures;

Or. en

Amendment 28

Mary Honeyball, Marlene Mizzi, Sylvie Guillaume, Dietmar Köster, Julie Ward, Eider Gardiazabal Rubial

Motion for a resolution

Recital B

Motion for a resolution

B. whereas not all Member States are facing the same type and level of challenges, and this means that any recommendations proposed for education and training should be flexible and should be tailored to national economies, demographics and cultures;

Amendment

B. whereas not all Member States *nor indeed individuals and groups in Member States* are facing the same type and level of challenges, and this means that any recommendations proposed for education and training should be flexible and should be tailored to national economies, demographics and cultures, *while improving the situation in the European Union as a whole*;

Or. en

Amendment 29
Ernest Maragall

Motion for a resolution
Recital B a (new)

Motion for a resolution

Amendment

Ba. whereas in the 2014 Annual Growth Survey the Commission considers that in terms of expenditure, Member States need to find ways to protect or promote longer term investment in education, research, innovation, energy and climate action and that it is essential to invest in the modernisation of education and training systems, including lifelong learning;

Or. en

Amendment 30
Zdzisław Krasnodębski, Jadwiga Wiśniewska

Motion for a resolution
Recital B a (new)

Motion for a resolution

Amendment

Ba. whereas economic development and social cohesion should be put on an equal footing through a policy mix providing a fairer distribution of knowledge across the population to tackle widening income gaps being a side-effect of skill-biased technological growth;

Or. en

Amendment 31
Ernest Maragall

Motion for a resolution
Recital B b (new)

Motion for a resolution

Amendment

Bb. whereas effective investment in quality education and training is a source of sustainable growth;

Or. en

Amendment 32

Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution

Recital B b (new)

Motion for a resolution

Amendment

Bb. whereas existing low levels of knowledge and basic skills are worrying and require that primary and secondary education deliver the necessary basis for further learning and integration in the labour market; whereas trends on low basic skills of adults make it necessary to reinforce adult learning which is a tool for up-skilling and re-skilling;

Or. en

Amendment 33

Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution

Recital B c (new)

Motion for a resolution

Amendment

Bc. whereas public budgets remain under severe pressure, with several Member States having cut their education and training expenditures further investments in this field should be made more efficient as a decisive factor for productivity, competitiveness and growth;

Amendment 34
Ilhan Kyuchyuk, Hannu Takkula

Motion for a resolution
Recital C

Motion for a resolution

Amendment

C. whereas deteriorating teaching conditions and quality of learning, a decline in academic freedom and growing criticism of the Bologna process are reported across the European Higher Education Area (EHEA);

deleted

Or. en

Amendment 35
Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

Motion for a resolution
Recital C

Motion for a resolution

Amendment

C. whereas deteriorating teaching conditions and quality of learning, a decline in academic freedom and growing criticism of the Bologna process are reported across the European Higher Education Area (EHEA);

C. whereas the EU and Member States' primary focus is on monitoring quantitative indicators and there is a risk of deteriorating of quality in education at all levels, including higher education;

Or. en

Amendment 36
Ernest Maragall

Motion for a resolution
Recital C

Motion for a resolution

C. whereas **deteriorating** teaching conditions and quality of learning, a decline in academic freedom **and growing criticism of** the Bologna process **are** reported across the European Higher Education Area (EHEA);

Amendment

C. whereas teaching conditions and quality of learning **may deteriorate due to a general lack of investment by member States**, a decline in academic freedom **may be feared and a continuing scepticism towards** the Bologna process **is** reported across the European Higher Education Area (EHEA);

Or. en

Amendment 37

Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution

Recital C

Motion for a resolution

C. whereas **deteriorating** teaching conditions **and** quality of learning, a decline in academic freedom **and growing criticism of** the Bologna process **are** reported **across** the European Higher Education Area (EHEA);

Amendment

C. whereas **concerns about** teaching conditions, quality of learning, a decline in academic freedom **and aspects of** the Bologna process **have been** reported **within** the European Higher Education Area (EHEA);

Or. en

Amendment 38

Silvia Costa

Motion for a resolution

Recital C

Motion for a resolution

C. whereas deteriorating teaching conditions and quality of learning, a decline in academic freedom and growing criticism of the Bologna process are reported across the European Higher Education Area (EHEA);

Amendment

C. whereas, **although there has been an improvement in results associated with the attainment of the ET2020 higher education targets (for example, 37.9% of people in the 30-34 age group have a higher education qualification), the fact**

remains that deteriorating teaching conditions and quality of learning, a decline in academic freedom and growing criticism of the Bologna process are reported across the European Higher Education Area (EHEA);

Or. it

Amendment 39
Mary Honeyball

Motion for a resolution
Recital C a (new)

Motion for a resolution

Amendment

Ca. whereas the ET 2020 Monitor shows that the main challenge we are facing today is educational poverty and the poor inclusion of those with a low socio-economic background. Therefore a stronger social focus is needed in order to reach the ET 2020 targets and improve the inclusiveness and the quality of the education and training systems;

Or. en

Amendment 40
Isabella Adinolfi

Motion for a resolution
Paragraph 1

Motion for a resolution

Amendment

1. *Welcomes* the ET2020 stocktaking exercise, and underlines the need to *take its conclusions into account* in order to *optimise the effectiveness of the framework*;

1. *Takes note of* the ET2020 stocktaking exercise and underlines the need to *optimise the effectiveness of the framework* in order to *successfully meet societal needs and tackle problems that still affect the most disadvantaged and vulnerable groups in education and training*;

Amendment 41
Ernest Maragall

Motion for a resolution
Paragraph 1

Motion for a resolution

1. Welcomes the ET2020 stocktaking exercise, and underlines the need to take its conclusions into account ***in order to*** optimise the effectiveness of the framework;

Amendment

1. Welcomes the ***comprehensive*** ET2020 stocktaking exercise, and underlines the need to take its conclusions into account, ***and*** optimise the effectiveness of the framework ***upholding the principle of lifelong learning, including the role of education in promoting equity and inclusion and imparting intercultural competences and active citizenship, and strengthening country-specific relevance and mutual learning;***

Amendment 42
Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution
Paragraph 1

Motion for a resolution

1. Welcomes the ET2020 stocktaking exercise, and underlines the need to take its conclusions into account in order to optimise the effectiveness of the framework;

Amendment

1. Welcomes the ET2020 stocktaking exercise, and underlines the need to take its conclusions into account in order to optimise the effectiveness of the framework ***and to facilitate its prompt implementation;***

Amendment 43
Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution
Paragraph 1

Motion for a resolution

1. Welcomes the ET2020 stocktaking exercise, and underlines the need to take its conclusions into account in order to optimise the effectiveness of the framework;

Amendment

1. Welcomes the ET2020 stocktaking exercise, and underlines the need to take its conclusions into account in order to ***increase the added value and*** optimise the effectiveness of the framework;

Or. en

Amendment 44
Isabella Adinolfi

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Amendment

1a. Regrets that huge problems in terms of quality, accessibility and socio-economic discriminations still remain unsolved in education and training and believes that a more ambitious, coordinated and effective policy action both at European and national level should be delivered;

Or. en

Amendment 45
Momchil Nekov

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Amendment

1a. Reiterates the importance of the Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through

education, adopted in Paris on March 2015;

Or. en

Amendment 46
Isabella Adinolfi

Motion for a resolution
Paragraph 1 b (new)

Motion for a resolution

Amendment

Ib. Points out that austerity measures adopted by the EU since the beginning of the crisis in 2008 led Member States to significant cutbacks in education and training systems, thus damaging quality and inclusivity of both sectors;

Or. en

Amendment 47
Isabella Adinolfi

Motion for a resolution
Paragraph 1 c (new)

Motion for a resolution

Amendment

Ic. Calls for the removal of the austerity policies and asks for the adoption of a targeted holistic approach with the aim to develop a universal access to knowledge, education and training, counter social and economic inequalities and create stable and well-paid jobs;

Or. en

Amendment 48
Louise Bours

Motion for a resolution
Paragraph 2

Motion for a resolution

Amendment

2. Welcomes the proposed extension of the work cycle from 3 years to 5, aimed at reducing the reporting workload and enhancing implementation of the long-term strategic goals;

deleted

Or. en

Amendment 49
Ernest Maragall

Motion for a resolution
Paragraph 2

Motion for a resolution

Amendment

2. Welcomes the proposed extension of the work cycle from 3 years to 5, **aimed at reducing the reporting workload and enhancing implementation of the long-term strategic goals;**

2. Welcomes the proposed extension of the work cycle from 3 years to 5, **in order to better implement the long-term strategic goals and work on issues such as underachievement of pupils in some study fields, the low participation rates in adult learning, early school leaving, social inclusion, civic engagement, gender gaps and employability rates of graduates;**

Or. en

Amendment 50
Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution
Paragraph 2

Motion for a resolution

Amendment

2. Welcomes the proposed extension of the work cycle from 3 years to 5, aimed at reducing the reporting workload and enhancing implementation of the long-term

2. Welcomes the proposed extension of the work cycle from 3 years to 5, aimed at reducing the reporting workload and enhancing implementation of the long-term

strategic goals;

strategic goals *of Member States and the EU*;

Or. en

Amendment 51

Michaela Šojdrová, Santiago Fisas Aixelà

Motion for a resolution

Paragraph 3

Motion for a resolution

3. Welcomes the *narrowing of the number of ET2020 priority areas, but notes that the operational aspect of ET2020 needs to be enhanced and a work programme adopted*;

Amendment

3. Welcomes the *proposition of six ET2020 priority areas enumerating specific issues from which the Member States can choose to fulfil according to their own needs and conditions*;

Or. en

Amendment 52

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 3

Motion for a resolution

3. Welcomes the narrowing of the number of ET2020 priority areas, but notes that the operational aspect of ET2020 needs to be enhanced and a work programme adopted;

Amendment

3. Welcomes the narrowing of the number of ET2020 priority areas, but notes that *it should not affect its effectiveness and that the operational aspect of ET2020 needs to be enhanced and a work programme adopted*;

Or. en

Amendment 53

Ernest Maragall

Motion for a resolution

Paragraph 3

Motion for a resolution

3. Welcomes the narrowing of the number of ET2020 priority areas, but notes that the operational aspect of ET2020 needs to be enhanced and a work programme adopted;

Amendment

3. Welcomes the narrowing of the number of ET2020 priority areas, but notes that the operational aspect of ET2020 needs to be enhanced and a work programme adopted; ***calls on Member States to consider education and training as an investment and agree that a minimum of expenditure on education should be off the fiscal balance sheet so that the current crisis does not have a negative impact on education and training;***

Or. en

Amendment 54

Louise Bours

Motion for a resolution

Paragraph 4

Motion for a resolution

4. Welcomes the new generation of ET2020 Working Groups, and calls on the Commission to improve the representation of different stakeholders in those groups, notably by including more education experts; stresses the need for better dissemination of the groups' deliverables, at both national and EU level;

Amendment

deleted

Or. en

Amendment 55

Damian Drăghici

Motion for a resolution

Paragraph 4

Motion for a resolution

4. Welcomes the new generation of

Amendment

4. Welcomes the new generation of

ET2020 Working Groups, and calls on the Commission to improve the representation of different stakeholders in those groups, notably by including more education experts; stresses the need for better dissemination of the groups' deliverables, at both national and EU level;

ET2020 Working Groups, and calls on the Commission to improve the representation of different stakeholders in those groups, notably by including more experts *from different fields, forms and levels of education and training*; stresses the need for better dissemination of the groups' deliverables, at both national and EU level;

Or. en

Amendment 56
Ernest Maragall

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Welcomes the new generation of ET2020 Working Groups, and calls on the Commission to improve the representation of different stakeholders in those groups, notably by including more education experts; stresses the need for better dissemination of the groups' deliverables, at *both* national and EU level;

Amendment

4. Welcomes the new generation of ET2020 Working Groups, and calls on the Commission to improve the representation of different stakeholders in those groups, notably by including more education experts; stresses the need for better dissemination of the groups' deliverables, at *local, regional*, national and EU level;

Or. en

Amendment 57
Julie Ward, Mary Honeyball

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Welcomes the new generation of ET2020 Working Groups, and calls on the Commission to improve the representation of different stakeholders in those groups, notably by including more education experts; stresses the need for better dissemination of the groups' deliverables,

Amendment

4. Welcomes the new generation of ET2020 Working Groups, and calls on the Commission to improve the representation of different stakeholders in those groups, notably by including more education experts *and educators, youth workers and representatives of civil society*; stresses the

at both national and EU level;

need for better dissemination of the groups' deliverables, at both national and EU level;

Or. en

Amendment 58
Dominique Bilde

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Welcomes the new generation of ET2020 Working Groups, and calls on the Commission to improve the representation of different stakeholders in those groups, notably by including more education experts; stresses the need for better dissemination of the groups' deliverables, at both national and EU level;

Amendment

4. Welcomes the new generation of ET2020 Working Groups, and calls on the Commission to improve the representation of different stakeholders in those groups, notably by including more education experts, ***particularly teachers and faculty members, whose experience of realities on the ground is essential to achieving the ET2020 goals***; stresses the need for better dissemination of the groups' deliverables, at both national and EU level;

Or. fr

Amendment 59
Louise Bours

Motion for a resolution
Paragraph 5

Motion for a resolution

5. Welcomes the strengthening of the steering role of the informal bodies - in particular the High Level Group and the Director-General groupings - within ET2020, as well as the creation of feedback loops linking the High Level Group, the Director-General groupings and the Working Groups;

Amendment

deleted

Amendment 60
Ernest Maragall

Motion for a resolution
Paragraph 5

Motion for a resolution

5. Welcomes the strengthening of the steering role of the informal bodies - *in particular the High Level Group and the Director-General groupings* - within ET2020, as well as the creation of feedback loops linking the High Level Group, the Director-General groupings and the Working Groups;

Amendment

5. Welcomes the strengthening of the steering role of the informal bodies within ET2020, as well as the creation of feedback loops linking the High Level Group, the Director-General groupings and the Working Groups; *acknowledges the role civil society organisations play reaching out to local, regional and national stakeholders and citizens on European cooperation in education and training and calls for their financial support under Erasmus+ (KA3) and the European Social Fund;*

Amendment 61
Dominique Bilde

Motion for a resolution
Paragraph 5

Motion for a resolution

5. Welcomes the strengthening of the steering role of the informal bodies - in particular the High Level Group and the Director-General groupings - within ET2020, as well as the creation of feedback loops linking the High Level Group, the Director-General groupings and the Working Groups;

Amendment

5. Welcomes the strengthening of the steering role of the informal bodies - in particular the High Level Group and the Director-General groupings - within ET2020, as well as the creation of feedback loops linking the High Level Group, the Director-General groupings and the Working Groups; *stresses, however, that this enhancement of the informal bodies must not lead to a multi-layered institutional system, which would only*

slow down the decision-making chain;

Or. fr

Amendment 62

Zdzisław Krasnodębski, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 5

Motion for a resolution

5. Welcomes the strengthening of the steering role of the informal bodies - in particular the High Level Group and the Director-General groupings - within ET2020, as well as the creation of feedback loops linking the High Level Group, the Director-General groupings and the Working Groups;

Amendment

5. Welcomes the strengthening of the steering role of the informal bodies - in particular the High Level Group and the Director-General groupings - within ET2020, as well as the creation of feedback loops linking the High Level Group, the Director-General groupings and the Working Groups; ***calls on Member States to improve interaction with formal and informal structures at a senior level by ensuring that the right people are sent to the right meetings and that minimal use is made of substitutes;***

Or. en

Amendment 63

Louise Bours

Motion for a resolution

Paragraph 6

Motion for a resolution

6. Calls for the setting-up of an informal coordination body which would include the Director-General of the Commission's DG for Education and Culture (DG EAC), the Directors responsible for education in other DGs, and stakeholder representatives, and would hold high-level meetings to ensure coordination of work, policy coherence and the follow-up of

Amendment

deleted

recommendations issued by formal and informal ET2020 bodies;

Or. en

Amendment 64
Ernest Maragall

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for the setting-up of *an informal* coordination body *which would include the Director-General of the Commission's* DG for Education and Culture (DG EAC), *the Directors responsible for education in other DGs, and stakeholder representatives, and would hold high-level meetings* to ensure coordination of work, policy coherence and the follow-up of recommendations issued by formal and informal ET2020 bodies;

Amendment

6. Calls for the setting-up of *a* coordination body *composed of representatives* of the *different* DG for Education and Culture (DG EAC) *units and other DGs involved in Education matters, Member States and stakeholders* to ensure *greater* coordination, policy coherence, *mutual learning and dialogue between Member States, DGs, social partners and civil society organisations*, and the follow-up of recommendations issued by formal and informal ET2020 bodies;

Or. en

Amendment 65
Damian Drăghici

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for the setting-up of an informal coordination body which would include the Director-General of the Commission's DG for Education and Culture (DG EAC), the Directors responsible for education in other DGs, *and stakeholder representatives*, and would hold high-level meetings to ensure coordination of work, policy coherence and the follow-up of recommendations issued

Amendment

6. Calls for the setting-up of an informal coordination body which would include the Director-General of the Commission's DG for Education and Culture (DG EAC), the Directors responsible for education in other DGs, *representatives of civil society organisations, teacher trade unions and other key stakeholders*, and would hold high-level meetings to ensure coordination

by formal and informal ET2020 bodies;

of work, policy coherence and the follow-up of recommendations issued by formal and informal ET2020 bodies;

Or. en

Amendment 66

Santiago Fisas Ayxelà, Michaela Šojdrová

Motion for a resolution

Paragraph 6

Motion for a resolution

6. Calls for the setting-up of an informal coordination body which would include the Director-General of the Commission's DG for Education and Culture (DG EAC), the Directors responsible for education in other DGs, and stakeholder representatives, and would hold high-level meetings to ensure coordination of work, policy coherence and the follow-up of recommendations issued by formal and informal ET2020 bodies;

Amendment

6. Calls for the setting-up of an informal coordination body which would include the Director-General of the Commission's DG for Education and Culture (DG EAC), the Directors responsible for education in other DGs, ***representatives of the European Parliament's Committee on Culture*** and stakeholder representatives, and would hold high-level meetings to ensure coordination of work, policy coherence and the follow-up of recommendations issued by formal and informal ET2020 bodies;

Or. es

Amendment 67

Dominique Bilde

Motion for a resolution

Paragraph 6

Motion for a resolution

6. Calls for the setting-up of an informal coordination body which would include the Director-General of the Commission's DG for Education and Culture (DG EAC), the Directors responsible for education in other DGs, and stakeholder representatives, and would hold high-level meetings to ensure coordination of work, policy coherence and

Amendment

6. Calls for the setting-up of an informal coordination body which would include the Director-General of the Commission's DG for Education and Culture (DG EAC), the Directors responsible for education in other DGs, and stakeholder representatives, and would hold high-level meetings to ensure coordination of work, policy coherence and

the follow-up of recommendations issued by formal and informal ET2020 bodies;

the follow-up of recommendations issued by formal and informal ET2020 bodies;
calls for the conclusion of this work to be properly communicated, at both European and national level;

Or. fr

Amendment 68

Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

Motion for a resolution

Paragraph 6

Motion for a resolution

6. Calls for the setting-up of an informal coordination body which would include the Director-General of the Commission's DG for Education and Culture (DG EAC), the Directors responsible for education in other DGs, and stakeholder representatives, and would hold high-level meetings to ensure coordination of work, policy coherence and the follow-up of recommendations issued by formal and informal ET2020 bodies;

Amendment

6. Calls for the setting-up of an informal coordination body which would include the Director-General of the Commission's DG for Education and Culture (DG EAC), the Directors responsible for education in other DGs, and stakeholder representatives, and would hold high-level meetings to ensure coordination of work, policy coherence and the follow-up of recommendations issued by formal and informal ET2020 bodies;
such coordination is necessary due to division of ET2020 related competences between several Commission's DGs and Commissioners;

Or. en

Amendment 69

Ernest Maragall

Motion for a resolution

Paragraph 7

Motion for a resolution

7. Reiterates that, ***notwithstanding the importance of acquiring employability skills, the value of knowledge and academic rigour should not be***

Amendment

7. Reiterates that ***to enhance employability, innovation and active citizenship, basic skills must go hand in hand with other key competences and***

overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills Agenda should not overstate employability skills at the expense of subject knowledge;

attitudes: creativity, entrepreneurship and sense of initiative, digital skills (including coding), foreign language competences, critical thinking including through e-literacy and media literacy, and skills reflecting growing sectors, such as the green economy;

Or. en

Amendment 70

Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

Motion for a resolution

Paragraph 7

Motion for a resolution

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge **and academic rigour** should not be overlooked, **and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills Agenda should not overstate employability skills at the expense of subject knowledge;**

Amendment

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge, **its quality and practical use** should not be overlooked;

Or. en

Amendment 71

Nikolaos Chountis

Motion for a resolution

Paragraph 7

Motion for a resolution

7. Reiterates that, **notwithstanding the importance of acquiring employability skills**, the value of knowledge and academic rigour should **not be overlooked**, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming **European Skills**

Amendment

7. Reiterates that the value of knowledge and academic rigour should be **upheld** and emphasises that blanket prescriptive approaches must be avoided, **as must the piecemeal acquisition of skills and fragmentary instruction that detract from breadth of knowledge**; underlines that, **in**

Agenda should not overstate employability skills at the expense of subject knowledge;

the coming period, particular attention should be paid to overall education and sound academic learning;

Or. el

Amendment 72

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 7

Motion for a resolution

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge and academic rigour should not be overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills Agenda should *not overstate* employability skills *at the expense of subject knowledge*;

Amendment

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge and academic rigour should not be overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills Agenda should *equally address the importance of* employability skills, *subject knowledge and academic performance*;

Or. en

Amendment 73

Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution

Paragraph 7

Motion for a resolution

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge and academic rigour should not be overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills Agenda should not *overstate employability skills* at the expense of subject knowledge;

Amendment

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge and academic rigour should not be overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills Agenda, *whilst rightly focusing on economic and employment challenges*, should not *do so* at the expense of subject

knowledge;

Or. en

Amendment 74
Julie Ward

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge **and academic rigour** should not be overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills Agenda should not overstate employability skills at the expense of subject knowledge;

Amendment

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge, **personal development and improved well-being** should not be overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills Agenda should not overstate employability skills at the expense of subject knowledge **and the development of critical thinking, creative and transferable competences as well as civic values which are needed for learners to become active, responsible and open-minded members of society;**

Or. en

Amendment 75
Monika Smolková

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge and academic rigour should not be overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills

Amendment

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge and academic rigour should not be overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills

Agenda should not overstate employability skills at the expense of subject knowledge;

Agenda should not overstate employability skills at the expense of subject knowledge; ***calls, at the same time, on the Member States to support initiatives where students would be able to showcase their skills in front of the public and potential employers;***

Or. sk

Amendment 76
Damian Drăghici

Motion for a resolution
Paragraph 7

Motion for a resolution

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge and academic rigour should not be overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills Agenda should not overstate employability skills at the expense of subject knowledge;

Amendment

7. Reiterates that, notwithstanding the importance of acquiring employability skills, the value of knowledge and academic rigour should not be overlooked, and emphasises that blanket prescriptive approaches must be avoided; underlines that the forthcoming European Skills Agenda should not overstate employability skills at the expense of ***key competences and*** subject knowledge;

Or. en

Amendment 77
Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

Motion for a resolution
Paragraph 7 a (new)

Motion for a resolution

7a. Points out the risk linked with increasing radicalisation, violence, bullying and behavioural problems starting already at the primary level; calls on the European Commission to conduct a research on EU level and present an

overview of situation in all Member States indicating their responses to those trends and whether or how Member States have included ethical, personal and social education into their curricula as an instrument that has so far proved to be successful in many schools, including support for teachers with regards to those horizontal skills; encourages the Member States to share best practices in this area;

Or. en

Amendment 78

Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 7 a (new)

Motion for a resolution

Amendment

7a. Emphasises the role of education and training in transmission of regional, national and European traditions which constitute Europe and its nations; stresses that development of the sense of political and cultural identity of citizens and connectedness to community should receive more attention in educational policies; draws attention that in some Member States religious education has been a significant agent in preserving nation's identity, values, traditions and language and this feature should be respected by European policy makers;

Or. en

Amendment 79

Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 7 b (new)

Motion for a resolution

Amendment

7b. Draws attention that there are numerous educational establishments in Europe run by churches and other religious institutions which perform excellent academic results and show peculiar ability to help disadvantaged students; stresses that the potential of these establishments should not be overlooked and they should receive adequate representation in ET2020 platform works;

Or. en

Amendment 80
Ernest Maragall

Motion for a resolution
Paragraph 8

Motion for a resolution

Amendment

8. Points out the value of a community-based approach to education and ***strong links between schools and families; calls for the wider participation of relevant actors (such as the European Parents Association) in the work of ET2020;***

8. Points out the value of a community-based approach to education and ***emphasises the need to foster participatory education governance by stimulating engagement of learners, educators, parents and the broader local community such as civil society groups, social partners and business;***

Or. en

Amendment 81
Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

Motion for a resolution
Paragraph 8

Motion for a resolution

Amendment

8. Points out the value of a community-

8. Points out the value of a community-

based approach to education and strong links between schools and families; calls for *the wider participation of relevant actors (such as the European Parents Association) in the work of ET2020*;

based approach to education and strong links between schools and families *as well as with youth organisations and local civil organisations*; calls for *closer involvement of parents in shaping education policies at national, regional, local and school levels*; *stresses the role of parents, their rights and obligations that all have to be taken into account in ET2020 priorities and concrete measures*;

Or. en

Amendment 82
Louise Bours

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Points out the value of a community-based approach to education and strong links between schools and families; *calls for the wider participation of relevant actors (such as the European Parents Association) in the work of ET2020*;

Amendment

8. Points out the value of a community-based approach to education and strong links between schools and families;

Or. en

Amendment 83
Isabella Adinolfi

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Points out the value of a community-based approach *to* education and strong links *between schools and families*; *calls for the wider participation of relevant actors (such as the European Parents Association) in the work of ET2020*;

Amendment

8. Points out the value of a community-based approach *and democratic governance in* education and *training systems and* strong links *amongst all relevant stakeholders with the aim to create learning environments for students to learn and stand up for human rights*,

civic participation, democracy, rule of law, rights and responsibilities of citizens; calls for the wider participation of relevant actors in the work of ET2020;

Or. en

Amendment 84
Julie Ward, Mary Honeyball

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Points out the value of a community-based approach to education and strong links between *schools* and families; calls for the wider participation of relevant actors (*such as the European Parents Association*) in the *work of ET2020*;

Amendment

8. Points out the value of a community-based approach to *formal, non-formal and informal* education and strong links between *learning settings* and families; calls for the wider participation of *all* relevant actors *in the work of ET2020*; *is of the opinion that learners themselves must be encouraged to actively participate in the governance of their learning structures, at all ages and in all types of learning*;

Or. en

Amendment 85
Mary Honeyball, Marlene Mizzi, Sylvie Guillaume, Dietmar Köster, Giorgos Grammatikakis, Eider Gardiazabal Rubial

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Points out the value of a community-based approach to education and strong links between *schools and families*; calls for the wider participation of relevant actors (*such as the European Parents Association*) in the work of ET2020;

Amendment

8. Points out the value of a community-based approach to education and strong links between *educational establishments and wider society*; calls for the wider participation of relevant actors in the work of ET2020;

Amendment 86

Ilhan Kyuchyuk, Yana Toom, Hannu Takkula

Motion for a resolution

Paragraph 8

Motion for a resolution

8. Points out the value of **a community-based** approach to education and strong links between schools **and families**; calls for **the wider** participation of relevant actors (such as the European Parents Association) in the **work** of ET2020;

Amendment

8. Points out the value of **holistic** approach to education and **training and** strong links between schools, **families, research and innovation institutions, business, trade unions, youth organisations and other relevant stakeholders**; calls for **wider and active** participation of relevant actors (such as the European Parents Association) in the **implementation, development and assessment** of ET2020;

Or. en

Amendment 87

María Teresa Giménez Barbat

Motion for a resolution

Paragraph 8

Motion for a resolution

8. Points out the value of **a community-based** approach to education and strong links between schools **and families**; calls for the wider participation of relevant actors (such as **the European Parents Association**) in the work of ET2020;

Amendment

8. Points out the value of **an inclusive and secular** approach to education and strong links between schools, **families and citizens organisations**; calls for the wider participation of relevant actors - such as **European civic and humanist organisations among others** - in the work of ET2020;

Or. en

Amendment 88

Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 8

Motion for a resolution

8. Points out the value of a community-based approach to education and strong links between schools and families; calls for the wider participation of relevant actors (such as the European Parents Association) in the work of ET2020;

Amendment

8. Points out the value of a community-based approach to education and strong links between schools and families; ***emphasises that without cooperation of school with families, social services, religious and other civic institutions the transmission of values and principles of a society to its children will be incomplete***; calls for the wider participation of relevant actors (such as the European Parents Association) in the work of ET2020;

Or. en

Amendment 89

Monika Smolková

Motion for a resolution

Paragraph 8

Motion for a resolution

8. Points out the value of a community-based approach to education and strong links between schools and families; calls for the wider participation of relevant actors (such as the European Parents Association) in the work of ET2020;

Amendment

8. Points out the value of a community-based approach to education and strong links between schools and families; calls for the wider participation of ***local government and*** relevant actors (such as the European Parents Association) in the work of ET2020;

Or. sk

Amendment 90

Isabella Adinolfi

Motion for a resolution

Paragraph 9

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Motion for a resolution

9. Stresses that *school-parent communication* strategies and *character education programmes* implemented in schools in cooperation with *families* can contribute to *upward social convergence* and the prevention of radicalisation; encourages the exchange of best practices within the ET2020 framework;

Amendment

9. Stresses that *educational strategies and programmes to counter all forms of discrimination* implemented in schools *and learning environments* in cooperation with *the relevant stakeholders, a multilingual and intercultural educational approach and effective solutions to tackle economic and social inequalities as well as causes of exclusion* can contribute to *improve social cohesion and inclusion* and the prevention of radicalisation; encourages the exchange of best practices within the ET2020 framework;

Or. en

Amendment 91

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 9

Motion for a resolution

9. Stresses that school-parent communication strategies and character education programmes *implemented* in schools in cooperation with families can contribute to upward social convergence and the prevention of radicalisation; encourages the exchange of best practices within the ET2020 framework;

Amendment

9. Stresses that *promoting active citizenship and common values of freedom, equality, solidarity, tolerance and non-discrimination as well as implementing* school-parent communication strategies and character education programmes in schools, in cooperation with families *and other relevant social partners*, can contribute to upward social convergence and the prevention of radicalisation; encourages the exchange of best practices within the ET2020 framework;

Or. en

Amendment 92

Julie Ward, Mary Honeyball

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Stresses that school-parent communication strategies and *character* education programmes implemented in schools in cooperation with families can contribute to upward social convergence and the prevention of radicalisation; encourages the exchange of best practices within the ET2020 framework;

Amendment

9. Stresses that school-parent communication strategies and *personal and social development* education programmes implemented in schools in cooperation with families can contribute to upward social convergence and the prevention of radicalisation; encourages the exchange of best practices within the ET2020 framework;

Or. en

Amendment 93
Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Stresses that school-parent communication strategies and character education programmes implemented in schools in cooperation with families can contribute to upward social convergence and the prevention of radicalisation; encourages the exchange of best practices within the ET2020 framework;

Amendment

9. Stresses that school-parent communication strategies and character education programmes implemented in schools in cooperation with families can contribute to upward social convergence and the prevention of radicalisation; *underlines that a supportive home environment is crucial in shaping children's proficiency in basic skills and points to the value of courses for parents which prove effective in countering educational poverty*; encourages the exchange of best practices within the ET2020 framework;

Or. en

Amendment 94
Norbert Erdős, Andrea Bocskor

Motion for a resolution
Paragraph 9 a (new)

Motion for a resolution

Amendment

9a. Stresses that cooperation through the Strategic framework for European cooperation in education and training 2020 fundamentally complements national measures which, such as learning from one another, data gathering, working groups and exchanges of good national practices, will be reinforced by means of improvements in their transparency and coordination and the dissemination of their results;

Or. hu

Amendment 95
Ernest Maragall

Motion for a resolution
Paragraph 9 a (new)

Motion for a resolution

Amendment

9a. Stresses the role of external associations and NGOs entering schools to provide children with other skills and social competences, like arts, manual activities, in helping integration, better understanding of their environment, solidarity in learning and living, and easing up the learning competences of whole classes;

Or. en

Amendment 96
Eider Gardiazabal Rubial, Mary Honeyball

Motion for a resolution
Paragraph 9 a (new)

Motion for a resolution

Amendment

9a. Reiterates the crucial role of formal and informal education in the empowerment of women and girls in the social, economic, cultural, and political spheres; emphasises the need to include a strong gender perspective in the ET 2020, particularly in the areas of education for sustainability, lifelong education and vocational training, the field of science, technology, engineering and maths, and the role of the arts in intercultural exchange;

Or. es

Amendment 97
Eider Gardiazabal Rubial

Motion for a resolution
Paragraph 9 b (new)

Motion for a resolution

Amendment

9b. Stresses the need for all educational institutions to impart democratic and pro-European values, including an inclusive approach to gender mainstreaming with the aim of fostering tolerance, equality, non-discrimination, diversity, active citizenship and social responsibility;

Or. es

Amendment 98
Louise Bours

Motion for a resolution
Paragraph 10

Motion for a resolution

Amendment

10. Is concerned at the fact that the

deleted

quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, and welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Or. en

Amendment 99
Ernest Maragall

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Is concerned *at the fact that the quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, and* welcomes the *choice of* support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Amendment

10. Is concerned *that staff shortages and cuts in education hinder* quality *instruction in many Member states; believes teachers should be trained to deal with the growing diversity of learners, use innovative pedagogies and ICT tools in an optimal manner, while enjoying induction support early in their careers, therefore* welcomes the support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Or. en

Amendment 100
Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution
Paragraph 10

Motion for a resolution

10. **Is concerned at the fact that the quality of teacher education is lagging behind**, in terms of range and complexity, with regard to competences that are necessary for teaching today, **and** welcomes the **choice of** support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Amendment

10. **Stresses the need for** quality teacher education, in terms of range and complexity, with regard to competences that are necessary for teaching today; welcomes the support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Or. en

Amendment 101
Damian Drăghici

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Is concerned at the fact that the quality of **teacher education** is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, and welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Amendment

10. Is concerned at the fact that the quality of **educational staff (professional and non-professional) development** is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, and welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial **and continuous** teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Or. en

Amendment 102
Julie Ward, Mary Honeyball

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Is concerned at the fact that the quality of teacher **education** is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, and welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Amendment

10. Is concerned at the fact that the quality of teacher **training** is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today ***including to prepare the new generation with the motivation, commitments and skills, such as entrepreneurship, leadership and capacity building, to be audacious problem-solvers and able to tackle current and future challenges, not least the digital revolution,*** and welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Or. en

Amendment 103
Silvia Costa

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Is concerned at the fact that the quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, **and** welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Amendment

10. Is concerned at the fact that the quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, welcomes the choice of support for educators as a priority area for ET2020 ***and hopes that consideration will be given to the desirability of introducing specific quality standards for teacher training and in-service training, albeit with due regard for their freedom of choice;*** encourages Member States to adapt their initial teacher training and in-service

development programmes and to make better use of peer-learning activities between Member States;

Or. it

Amendment 104
Dominique Bilde

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Is concerned at the fact that the quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, and welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Amendment

10. Is concerned at the fact that the quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, and welcomes the choice of support for educators as a priority area for ET2020, ***including upgrading their status, which is essential for them to be able to inspire the necessary respect***; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Or. fr

Amendment 105
Momchil Nekov

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Is concerned at the fact that the quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, and welcomes the choice of support for educators as a priority area for

Amendment

10. Is concerned at the fact that the quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, and welcomes the choice of support for educators as a priority area for

ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

ET2020 *and points out the importance of investing in lifelong learning development for teachers*; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Or. en

Amendment 106

Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution

Paragraph 10

Motion for a resolution

10. Is concerned at the fact that the quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for teaching today, and welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Amendment

10. Is concerned at the fact that the quality of teacher education is lagging behind *in some EU Member States*, in terms of range and complexity, with regard to competences that are necessary for teaching today, and welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes and to make better use of peer-learning activities between Member States;

Or. en

Amendment 107

Norbert Erdős, Andrea Bocskor

Motion for a resolution

Paragraph 10

Motion for a resolution

10. Is concerned at the fact that the quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for

Amendment

10. Is concerned at the fact that the quality of teacher education is lagging behind, in terms of range and complexity, with regard to competences that are necessary for

teaching today, and welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes *and* to make better use of peer-learning activities between Member States;

teaching today, and welcomes the choice of support for educators as a priority area for ET2020; encourages Member States to adapt their initial teacher training and in-service development programmes, to make better use of peer-learning activities between Member States *and to promote cooperation and partnerships between teacher training colleges and schools;*

Or. hu

Amendment 108

Michaela Šojdrová, Santiago Fisas Ayxelà

**Motion for a resolution
Paragraph 10 a (new)**

Motion for a resolution

Amendment

10a. Welcomes the new ET 2020 priority that is support for teachers and raising of their status, thus making their profession more attractive; fulfilment of this objective would require better preparation and training of teachers and improving of their work conditions, including increasing salaries in some countries, given that teachers usually earn less than average wage of higher education graduates;

Or. en

Amendment 109

Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

**Motion for a resolution
Paragraph 11**

Motion for a resolution

Amendment

11. Encourages the Commission and the Member States to review the existing rules for the evaluation of education and training

11. Encourages the Commission and the Member States to review the existing rules for the evaluation of education and training

programmes funded by the European financial instruments, putting greater focus on *impact assessment*;

programmes funded by the European financial instruments, putting greater focus on *their results in relation to observed ET2020 priorities*;

Or. en

Amendment 110

Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 11

Motion for a resolution

11. Encourages the Commission and the Member States to review the existing rules for the evaluation of education and training programmes funded by the European financial instruments, putting greater focus on impact assessment;

Amendment

11. ***Underscores that the issue of raising learning outcomes relative to resources available should receive greater attention within the ET2020 framework, particularly with regards to adult learning***; encourages the Commission and the Member States to review the existing rules for the evaluation of education and training programmes funded by the European financial instruments, putting greater focus on impact assessment;

Or. en

Amendment 111

Julie Ward, Mary Honeyball

Motion for a resolution

Paragraph 11

Motion for a resolution

11. Encourages the Commission and the Member States to review the existing rules for the evaluation of education and training programmes funded by the European financial instruments, putting greater focus on impact assessment;

Amendment

11. Encourages the Commission and the Member States to review the existing rules for the evaluation of education and training programmes funded by the European financial instruments, putting greater focus on ***qualitative*** impact assessment;

Or. en

Amendment 112
Ernest Maragall

Motion for a resolution
Paragraph 11

Motion for a resolution

11. Encourages the Commission and the Member States to review the existing rules for the evaluation of education and training programmes funded by the European financial instruments, putting greater focus on impact assessment;

Amendment

11. Encourages the Commission and the Member States to review the existing rules for the evaluation of education and training programmes funded by the European financial instruments, putting greater focus on *quality based* impact assessment;

Or. en

Amendment 113
Mary Honeyball, Marlene Mizzi, Sylvie Guillaume, Dietmar Köster, Krystyna Lybacka, Julie Ward, Giorgos Grammatikakis, Eider Gardiazabal Rubial

Motion for a resolution
Paragraph 11 a (new)

Motion for a resolution

11a. Stresses that quality education is essential to improving the lives of young people who suffer disadvantages socially and economically, as well as those from minority groups;

Amendment

Or. en

Amendment 114
Monika Smolková

Motion for a resolution
Paragraph 11 a (new)

Motion for a resolution

11a. Calls on the Member States to

Amendment

support, through scholarships and loans, those educational and study paths whose structure would help to bridge the gap between education and practical needs;

Or. sk

Amendment 115

Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 11 a (new)

Motion for a resolution

Amendment

11a. Stresses the need for better concentration of efforts in the area of education and training through merging and streamlining existing programmes and initiatives;

Or. en

Amendment 116

Mary Honeyball, Marlene Mizzi, Sylvie Guillaume, Dietmar Köster, Julie Ward, Eider Gardiazabal Rubial

Motion for a resolution

Paragraph 11 b (new)

Motion for a resolution

Amendment

11b. Calls on the Commission to ensure greater emphasis is placed on tackling gender gaps and differences, and in recognising the particular needs of young women;

Or. en

Amendment 117

Mary Honeyball, Marlene Mizzi, Julie Ward, Eider Gardiazabal Rubial

Motion for a resolution
Paragraph 11 c (new)

Motion for a resolution

Amendment

11c. Further calls on the Commission, where appropriate, to treat minority groups as separate and discrete in order to better respond to the respective problems facing each group;

Or. en

Amendment 118

Mary Honeyball, Marlene Mizzi, Sylvie Guillaume, Dietmar Köster, Krystyna Łybacka, Giorgos Grammatikakis, Eider Gardiazabal Rubial

Motion for a resolution
Paragraph 11 d (new)

Motion for a resolution

Amendment

11d. Applauds the Commission's attention to the importance of digital skills; underlines that to equip young people for the 21st century these skills are essential;

Or. en

Amendment 119
Mary Honeyball

Motion for a resolution
Paragraph 11 e (new)

Motion for a resolution

Amendment

11e. Strongly believes that investing in early childhood education and care (ECEC), appropriately tailored to the sensitivity and maturity level of each target group, bring greater returns than investing in any other stage of education; points out that investing in the early years of education has been proven to reduce

later costs; believes also that the success of education at all levels depends on well-trained teachers, and on their continually advancing professional training, and sufficient investment is therefore needed in teacher training;

Or. en

Amendment 120

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom

Motion for a resolution

Paragraph 12

Motion for a resolution

12. Calls for the development of good practices in assessing qualitative progress and investment in the use of quality data with stakeholders at local level, notwithstanding the relevance of the indicators and benchmarks used in the ET2020 framework;

Amendment

12. Calls for the development of good practices in assessing qualitative progress and investment in the use of quality data with stakeholders at local, **regional and national** level, notwithstanding the relevance of the indicators and benchmarks used in the ET2020 framework;

Or. en

Amendment 121

Ernest Maragall

Motion for a resolution

Paragraph 12 a (new)

Motion for a resolution

Amendment

12a. Points out that it is necessary to invest in instruments to measure quantitative and qualitative progress and to make sure that European projects providing qualitative analysis provided by all stakeholders are duly supported via the Erasmus+ programme;

Or. en

Amendment 122
Momchil Nekov

Motion for a resolution
Paragraph 12 a (new)

Motion for a resolution

Amendment

12a. Highlights the importance of teaching and learning general basic skills such as ICT, maths, critical thinking, foreign languages, mobility etc., which will enable young people to easily adapt to the changing social and economic environment;

Or. en

Amendment 123
Ilhan Kyuchyuk, Hannu Takkula, Yana Toom

Motion for a resolution
Paragraph 13

Motion for a resolution

Amendment

13. Stresses that the benchmark ***goal of 40 % of the younger generation having a tertiary degree*** should not be fulfilled at the expense of quality in education;

13. Stresses that the benchmark ***goals concerning education and training, set in EU 2020 strategy*** should not be fulfilled at the expense of quality in education;

Or. en

Amendment 124
Damian Drăghici

Motion for a resolution
Paragraph 13

Motion for a resolution

Amendment

13. Stresses that the benchmark ***goal*** of 40 % of the younger generation having a

13. Stresses that the benchmark ***goals of reducing the rates of early school leaving***

tertiary degree should not be fulfilled at the expense of quality in education;

below 10% and of 40 % of the younger generation having a tertiary degree should not be fulfilled at the expense of quality in education;

Or. en

Amendment 125

Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

Motion for a resolution

Paragraph 13

Motion for a resolution

13. Stresses that the benchmark goal of 40 % of the younger generation having a tertiary degree should **not** be fulfilled **at the expense of quality in education**;

Amendment

13. Stresses that the benchmark goal of 40 % of the younger generation having a tertiary degree should be fulfilled **while taking into account the first ET2020 goal of "relevant and high-quality skills and competences"**;

Or. en

Amendment 126

Ernest Maragall

Motion for a resolution

Paragraph 13

Motion for a resolution

13. Stresses **that** the benchmark goal of 40 % of the younger generation having a tertiary degree **should not be fulfilled at the expense of quality in** education;

Amendment

13. Stresses **the importance of attaining** the benchmark goal of 40 % of the younger generation having a tertiary degree **that boosts the knowledge economy and respond to society's needs; advocates that, in order to boost employability though , comprehensive lifelong learning strategies are needed; calls on Member States, therefore, to enhance quality and broaden access to Early Childhood Education and Care, Vocational Education and Training and Adult Learning and to adopt measures aimed at reducing early school**

leaving;

Or. en

Amendment 127

Silvia Costa

Motion for a resolution

Paragraph 13

Motion for a resolution

13. Stresses that the benchmark goal of 40 % of *the younger generation* having a tertiary degree should not be fulfilled at the expense of quality in education;

Amendment

13. Stresses that the benchmark goal of 40 % of *young people* having a tertiary degree should not be fulfilled at the expense of quality in education; *points out that it is easier to attain this target where dual education projects have been developed;*

Or. it

Amendment 128

Zdzisław Krasnodębski, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 13

Motion for a resolution

13. Stresses that the benchmark goal of 40 % of the younger generation having a tertiary degree should not be fulfilled at the expense of quality in education;

Amendment

13. *Expresses concern that despite unprecedented high percentage of people involved in formal education the level of youth unemployment in the EU remains high, the employment rate of higher education graduates has decreased and a quarter of those in employment have jobs which would not have required a third-level qualification;* stresses that the benchmark goal of 40 % of the younger generation having a tertiary degree should not be fulfilled at the expense of quality in education; *notes that artificial academisation of specific professions and forcing tertiary education rates is both*

counterproductive and represents a misuse of public funds;

Or. en

Amendment 129
Dominique Bilde

Motion for a resolution
Paragraph 13

Motion for a resolution

13. Stresses that the benchmark goal of 40 % of the younger generation having a tertiary degree should not be fulfilled at the expense of quality in education;

Amendment

13. Stresses that the benchmark goal of 40 % of the younger generation having a tertiary degree should not be fulfilled at the expense of quality in education; *notes the finding of the Council and the Commission in their 2015 joint report on the implementation of the strategic framework for European cooperation in education and training ('Education and Training 2020'), in which the two institutions note that 22% of 15-year-olds in the EU achieve low levels in mathematics and 18% achieve very low levels in reading;*

Or. fr

Amendment 130
Krystyna Lybacka, Bogdan Brunon Wenta

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution

13a. Points out that the provision of open and innovative education and training is a priority area in ET 2020; encourages greater innovativeness and flexibility in teaching, learning and knowledge transfer methods and for full use to be made of the achievements of the digital

era in order to enhance the quality, accessibility and effectiveness of educational and training systems;

Or. pl

Amendment 131
Damian Drăghici

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution

Amendment

13a. Stresses the importance of ensuring equal access to quality education and training, as well as lifelong learning opportunities, for all learners, including those from disadvantaged and vulnerable groups, migrants and Roma;

Or. en

Amendment 132
Dominique Bilde

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution

Amendment

13a. Calls for the ET2020 Working Groups to draw the appropriate conclusions and make the acquisition of basic knowledge one of its priorities;

Or. fr

Amendment 133
Norbert Erdős, Andrea Bocskor

Motion for a resolution
Paragraph 13 a (new)

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Motion for a resolution

Amendment

13a. Stresses the need to develop basic skills in order to achieve quality education;

Or. hu

Amendment 134

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 13 a (new)

Motion for a resolution

Amendment

13a. Highlights the importance of developing and promoting new, innovative and interactive methods of teaching, training and learning, where individuals are active participants in the educational process in order to increase the attractiveness and effectivity of their educational systems; Encourages the exchange of best practices and enhances cross-border cooperation in this area;

Or. en

Amendment 135

Krystyna Łybacka, Bogdan Brunon Went

Motion for a resolution

Paragraph 13 b (new)

Motion for a resolution

Amendment

13b. Encourages Member States to strengthen the ties between education, research and innovation;

Or. pl

Amendment 136

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 13 b (new)

Motion for a resolution

Amendment

13b. Emphasises the importance to provide high quality early childhood education and its timely modernisation; emphasises the crucial role of individual-centred approach in education and training systems which benefit the development of creativity and critical thinking while focusing on students' personal interests, needs and abilities;

Or. en

Amendment 137

Ilhan Kyuchyuk, Hannu Takkula, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 14

Motion for a resolution

Amendment

14. Draws attention *to the shortcomings of* standardised tests and *of* quantitative approaches *to* educational *accountability, such as narrowing the teaching syllabus to test material and neglecting* the intrinsic values of education;

14. Draws attention *that* standardised tests and quantitative approaches *in* educational *should also take into account* the intrinsic values of education;

Or. en

Amendment 138

Silvia Costa

Motion for a resolution

Paragraph 14

Motion for a resolution

14. Draws attention to the *shortcomings of standardised tests and of quantitative approaches to educational accountability*, such as narrowing the teaching syllabus to test material and neglecting the intrinsic values of education;

Amendment

14. Draws attention to the *need to develop common standards and assessment criteria which take greater account of the intrinsic objectives of education*, such as narrowing the teaching syllabus to test material and neglecting the intrinsic values of education;

Or. it

Amendment 139
Ernest Maragall

Motion for a resolution
Paragraph 14

Motion for a resolution

14. Draws attention to the *shortcomings of standardised tests and of quantitative approaches to educational accountability, such as narrowing the teaching syllabus to test material and neglecting the intrinsic values of education;*

Amendment

14. Draws attention to the *fact that standardised tests and quantitative approaches to educational accountability, only measure at best a narrow range of traditional competences, and may result in schools having to adapt teaching syllabus to test material and neglecting the intrinsic values of education;*

Or. en

Amendment 140
Damian Drăghici

Motion for a resolution
Paragraph 14

Motion for a resolution

14. Draws attention to the shortcomings of standardised tests and of quantitative approaches to educational accountability, such as narrowing the teaching syllabus to test material and neglecting the intrinsic

Amendment

14. Draws attention to the shortcomings of *outdated teaching materials and methods*, standardised tests and of quantitative approaches to educational accountability, such as narrowing the teaching syllabus to

values of education;

test material and neglecting the intrinsic values of education; ***highlights in this regard the need of flexibility, innovation and creativity in educational settings which can boost learning quality and participation, as well as educational attainment;***

Or. en

Amendment 141

Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 14

Motion for a resolution

14. Draws attention to the shortcomings of standardised tests and of quantitative approaches to educational accountability, such as narrowing the teaching syllabus to test material and neglecting the intrinsic values of education;

Amendment

14. Draws attention to the shortcomings of standardised tests and of quantitative approaches to educational accountability, such as narrowing the teaching syllabus to test material and neglecting the intrinsic values of education; ***points out that the education and training have an important role in developing ethical and civil virtues and humanness whereas teachers' work and students' achievements in this field are overlooked by test scores;***

Or. en

Amendment 142

Damian Drăghici

Motion for a resolution

Paragraph 14 a (new)

Motion for a resolution

Amendment

14a. Underlines the important role of an EU dimension in education and training in developing deeper knowledge and understanding of the EU, its functioning and its concrete added value, empowering

learners to be responsible and engaged active citizens with a strong sense of belonging and awareness of European fundamental values; stresses the need to review the way the EU is currently thought in educational institutions by giving it more visibility across different disciplines, levels and forms of education, and by supporting teachers and educators to efficiently incorporate an EU dimension into their teaching;

Or. en

Amendment 143
Nikolaos Chountis

Motion for a resolution
Paragraph 14 a (new)

Motion for a resolution

Amendment

14a. Notes that the quality of education has greatly deteriorated as a result of austerity policies and adjustment programmes, especially in countries that are in difficulty, and that job losses among teachers, cuts and underfunding have undermined and weakened the effectiveness of education at every level;

Or. el

Amendment 144
Momchil Nekov

Motion for a resolution
Paragraph 14 a (new)

Motion for a resolution

Amendment

14a. Highlights the need of continuing the efforts of reducing early school leaving and fostering the education of disadvantaged children;

Amendment 145

Michaela Šojdrová, Santiago Fisas Ayxelà

Motion for a resolution

Paragraph 15

Motion for a resolution

Amendment

15. Notes that the side-effects of the Bologna process and student mobility are largely ignored and are not being tackled head-on, and advocates broader involvement of the university community in the ET2020 work cycle; *deleted*

Or. en

Amendment 146

Louise Bours

Motion for a resolution

Paragraph 15

Motion for a resolution

Amendment

15. Notes that the side-effects of the Bologna process and student mobility are largely ignored and are not being tackled head-on, and advocates broader involvement of the university community in the ET2020 work cycle; *deleted*

Or. en

Amendment 147

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 15

Motion for a resolution

15. **Notes** that the side-effects of the Bologna process and student mobility **are largely ignored and are not being tackled head-on, and** advocates broader involvement of the university community in the ET2020 work cycle;

Amendment

15. **Highlights** that the side-effects of the Bologna process and student mobility **should be examined and evaluated;** advocates broader involvement of the university community in the ET2020 work cycle;

Or. en

Amendment 148
Ernest Maragall

Motion for a resolution
Paragraph 15

Motion for a resolution

15. Notes that **the side-effects** of the Bologna process and student mobility **are largely ignored and are not being tackled head-on,** and advocates broader involvement of the university community in the ET2020 work cycle;

Amendment

15. Notes that **bigger efforts are to be made to meet the objectives** of the Bologna process and student mobility and advocates broader involvement of the university community in the ET2020 work cycle;

Or. en

Amendment 149
Krystyna Łybacka, Bogdan Brunon Wenta

Motion for a resolution
Paragraph 15 a (new)

Motion for a resolution

15a. Encourages Member States to ensure the effective implementation of reforms agreed on within the framework of the Bologna process, and to commit themselves to working together more effectively to correct its imperfections, so that it better reflects the needs of students and the academic community as a whole

Amendment

*and stimulates and supports
improvements to the quality of higher
education;*

Or. pl

Amendment 150
Nikolaos Chountis

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Notes that *although* the Bologna process *has spearheaded significant achievements, it has also* led to the fragmentation of university programmes and the standardisation of inefficient processes; *takes the view that, without prejudice to the concept of single-tier unified programmes, studying at a European university should be based on a two-tier model, with the initial phase lasting no less than three years, and that educational institutions should be given more flexibility in the use of modules and the European Credit Transfer System (ECTS);*

Amendment

16. Notes that the Bologna process has led to the fragmentation of university programmes, *the transformation of knowledge into educational products* and the standardisation of inefficient processes; *calls for the abolition thereof;*

Or. el

Amendment 151
Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Notes that *although* the Bologna process has spearheaded significant achievements, *it has also led to the fragmentation of university programmes and the standardisation of inefficient*

Amendment

16. Notes that the Bologna process has spearheaded significant achievements and that educational institutions should *apply* flexibility *when using* modules and the

processes; takes the view that, without prejudice to the concept of single-tier unified programmes, studying at a European university should be based on a two-tier model, with the initial phase lasting no less than three years, and that educational institutions should be given more flexibility in the use of modules and the European Credit Transfer System (ECTS);

European Credit Transfer System (ECTS);

Or. en

Amendment 152

Ilhan Kyuchyuk, Hannu Takkula, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 16

Motion for a resolution

16. Notes that although the Bologna process has spearheaded significant achievements, *it has also led to the fragmentation of university programmes and the standardisation of inefficient processes; takes the view that, without prejudice to the concept of single-tier unified programmes, studying at a European university should be based on a two-tier model, with the initial phase lasting no less than three years, and that educational institutions should be given more flexibility in the use of modules and the European Credit Transfer System (ECTS);*

Amendment

16. Notes that although the Bologna process has spearheaded significant achievements, *there is still a lot to be done in order to fulfil its goals; reiterates, in this regard, the need for close cooperation and consultations within the higher education community in order to better understand and address their needs and recommendations; recommends that studying at a European university should be based on a two-tier model, with the initial phase lasting no less than three years, and that educational institutions should be given more flexibility in the use of modules and the European Credit Transfer System (ECTS);*

Or. en

Amendment 153

Ernest Maragall

Motion for a resolution

Paragraph 16

Motion for a resolution

16. Notes that although the Bologna process has spearheaded significant achievements, it has also led to ***the fragmentation*** of university programmes ***and the standardisation of inefficient processes***; takes the view that, without prejudice to the concept of single-tier unified programmes, ***studying at a European university should be based on a two-tier model, with the initial phase lasting no less than three years, and that*** educational institutions should be given more flexibility in the use of modules and the European Credit Transfer System (ECTS);

Amendment

16. Notes that although the Bologna process has spearheaded significant achievements, it has also led to ***a standardisation*** of university programmes ***which may be understood as counterproductive if quality is missing*** ; takes the view that, without prejudice to the concept of single-tier unified programmes, educational institutions should be given more flexibility in the use of modules and the European Credit Transfer System (ECTS);

Or. en

Amendment 154

Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution

Paragraph 16

Motion for a resolution

16. Notes that ***although*** the Bologna process has spearheaded significant achievements, it has also led to the fragmentation of university programmes and the standardisation of inefficient processes; takes the view that, without prejudice to the concept of single-tier unified programmes, ***studying at a European university should be based on a two-tier model***, with the initial phase lasting no less than three years, and that educational institutions should be given more flexibility in the use of modules and the European Credit Transfer System (ECTS);

Amendment

16. Notes that, ***whilst*** the Bologna process has spearheaded significant achievements, it has also led, ***in some cases***, to the fragmentation of university programmes and the standardisation of inefficient processes; takes the view that, without prejudice to the concept of single-tier unified programmes, ***further consideration should be given to the development of two-tier models at European universities***, with the initial phase lasting no less than three years, and that educational institutions should be given more flexibility in the use of modules and the European Credit Transfer System (ECTS);

Or. en

Amendment 155
Krystyna Łybacka, Bogdan Brunon Wenta

Motion for a resolution
Paragraph 16 a (new)

Motion for a resolution

Amendment

16a. Calls on Member States to take additional measures to ensure more effective recognition of diplomas and academic qualifications;

Or. pl

Amendment 156
Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution
Paragraph 17

Motion for a resolution

Amendment

17. Is concerned that the current trend making financial output a prerequisite for all academic activities could mean that the humanities risk being wiped off the research landscape;

deleted

Or. en

Amendment 157
Ilhan Kyuchyuk, Hannu Takkula, María Teresa Giménez Barbat

Motion for a resolution
Paragraph 17

Motion for a resolution

Amendment

17. Is concerned that the current trend making financial output a prerequisite for all academic activities could mean that the humanities risk being wiped off the research landscape;

17. Highlights that making financial output **shouldn't be** a prerequisite for all academic activities;

Amendment 158

Silvia Costa

Motion for a resolution

Paragraph 17

Motion for a resolution

17. *Is concerned* that the current trend making financial output a prerequisite for all academic activities *could* mean that the humanities risk being wiped off the research landscape;

Amendment

17. *Calls for efforts to ensure* that the current trend making financial output a prerequisite for all academic activities *does not* mean that the humanities risk being wiped off the research landscape;

Or. it

Amendment 159

Dominique Bilde

Motion for a resolution

Paragraph 17

Motion for a resolution

17. Is concerned that the current trend making financial output a prerequisite for all academic activities could mean that the humanities risk being wiped off the research landscape;

Amendment

17. Is concerned that the current trend making financial output a prerequisite for all academic activities could mean that the humanities risk being wiped off the research landscape; *emphasises, in this regard, its doubts about the direction which the European Investment Bank seems to be taking as regards financial instruments relating to education, and hopes it will be made clear that education is more than a simple financial product on which an accounting profit must be made, and that it must remain an area of priority investment for future generations;*

Or. fr

Amendment 160
Zdzisław Krasnodębski, Jadwiga Wiśniewska

Motion for a resolution
Paragraph 17

Motion for a resolution

17. Is concerned that the current trend making financial output a prerequisite for all academic activities could mean that the humanities risk being wiped off the research landscape;

Amendment

17. ***Welcomes efforts to increase enrolment in STEM disciplines (Science, Technology, Engineering, and Mathematics), but not at the expense of the humanities which are indispensable in making proper use of the opportunities presented by STEM disciplines;*** is concerned that the current trend making financial output a prerequisite for all academic activities could mean that the humanities risk being wiped off the research landscape;

Or. en

Amendment 161
Mary Honeyball, Marlene Mizzi, Sylvie Guillaume, Dietmar Köster, Krystyna Łybacka, Julie Ward, Giorgos Grammatikakis, Eider Gardiazabal Rubial

Motion for a resolution
Paragraph 17

Motion for a resolution

17. Is concerned that the current trend making financial output a prerequisite for all academic activities could mean that the humanities risk being wiped off the research landscape;

Amendment

17. Is concerned that the current trend making financial output a prerequisite for all academic activities could mean that the humanities risk being wiped off the research landscape; ***advocates a more holistic view which emphasises the importance of a variety of disciplines in education and research;***

Or. en

Amendment 162
Ernest Maragall

Motion for a resolution
Paragraph 17 a (new)

Motion for a resolution

Amendment

17a. Notes that stronger links between education, business and research, and involvement of social partners and civil society will strengthen the impact of ET 2020 and the relevance of learning systems to increase Europe's innovation capacity;

Or. en

Amendment 163
Nikolaos Chountis

Motion for a resolution
Paragraph 17 a (new)

Motion for a resolution

Amendment

17a. Draws attention to the significance and consequences of mobility programmes; noting that, on the one hand, they are consumerist rather than educational in nature and, on the other, they encourage part-time, flexible and uninsured employment without entitlements;

Or. el

Amendment 164
Louise Bours

Motion for a resolution
Paragraph 18

Motion for a resolution

Amendment

18. Advocates a shift to conceiving mobility programmes in terms of

deleted

qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of the tools of internationalisation at home;

Or. en

Amendment 165

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 18

Motion for a resolution

18. *Advocates a shift to conceiving mobility programmes in terms of qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of the tools of internationalisation at home;*

Amendment

18. *Reiterates the importance of quality assurance for all mobility programmes and stresses that their outcomes should respond to the priorities and serve the established learning and training objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of the tools of internationalisation at home;*

Or. en

Amendment 166

Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution

Paragraph 18

Motion for a resolution

18. *Advocates a shift to conceiving mobility programmes in terms of qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the*

Amendment

18. *Advocates a shift to conceiving mobility programmes in terms of qualitative outcomes that respond to priorities and respond to learning objectives; calls for the proper implementation of the proposals of the*

European Quality Charter for Mobility and for better use of the tools of internationalisation at home;

European Quality Charter for Mobility and for better use of the tools of internationalisation at home;

Or. en

Amendment 167

Ernest Maragall

Motion for a resolution

Paragraph 18

Motion for a resolution

18. Advocates a shift to conceiving mobility programmes in terms of qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of *the tools of internationalisation at home*;

Amendment

18. Advocates a shift to conceiving mobility programmes in terms of qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of *all educational tools available to prepare students to the right type of mobility they would need and to update their leaning competences*;

Or. en

Amendment 168

Michaela Šojdrová, Santiago Fisas Ayxelà, Milan Zver

Motion for a resolution

Paragraph 18

Motion for a resolution

18. Advocates a shift to conceiving mobility programmes in terms of qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of the tools of internationalisation *at home*;

Amendment

18. Advocates a shift to conceiving mobility programmes in terms of qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of the tools of internationalisation *in the Member States*;

Amendment 169

Julie Ward, Mary Honeyball

Motion for a resolution

Paragraph 18

Motion for a resolution

18. Advocates a shift to conceiving mobility programmes in terms of qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of the tools of internationalisation at home;

Amendment

18. Advocates a shift to conceiving mobility programmes in terms of qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of the tools of internationalisation at home; ***reaffirms the need to ensure mobility opportunities for vocational training, disadvantaged young people and people suffering from different forms of discrimination;***

Or. en

Amendment 170

Damian Drăghici

Motion for a resolution

Paragraph 18

Motion for a resolution

18. Advocates a shift to conceiving mobility programmes in terms of qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of the tools of internationalisation at home;

Amendment

18. Advocates a shift to conceiving mobility programmes in terms of ***accessibility and*** qualitative outcomes that respond to priorities and primarily serve learning objectives; calls for the proper implementation of the proposals of the European Quality Charter for Mobility and for better use of the tools of internationalisation at home;

Or. en

Amendment 171

Isabella Adinolfi

Motion for a resolution

Paragraph 18 a (new)

Motion for a resolution

Amendment

18a. Highlights the great potential offered by digitisation, ICTs and new technologies to improve learning and teaching quality; calls on the EU and Member States to make all necessary efforts to enhance learners' digital and ICTs competences;

Or. en

Amendment 172

Silvia Costa

Motion for a resolution

Paragraph 18 a (new)

Motion for a resolution

Amendment

18a. Calls for greater inclusiveness in education and training to cater for people with disabilities or with special needs, and at the same time urges that teacher training be improved so as to equip them to include, integrate and assist students with disabilities including, possibly, by means of individual education plans;

Or. it

Amendment 173

Mary Honeyball, Marlene Mizzi, Sylvie Guillaume, Dietmar Köster, Krystyna Lybacka, Julie Ward, Eider Gardiazabal Rubial

Motion for a resolution

Paragraph 18 a (new)

Motion for a resolution

Amendment

18a. Stresses the importance of an overall framework of recognition of qualifications as key to ensuring cross-border mobility;

Or. en

Amendment 174
Momchil Nekov

Motion for a resolution
Paragraph 18 a (new)

Motion for a resolution

Amendment

18a. Stresses the important role of mobility programmes such as Erasmus+ in stimulating the development of transversal skills and competences among young people;

Or. en

Amendment 175
Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution
Paragraph 18 a (new)

Motion for a resolution

Amendment

18a. Highlights the need for reinforcement of the Renewed European agenda for adult learning;

Or. en

Amendment 176
Silvia Costa

Motion for a resolution
Paragraph 18 b (new)

Motion for a resolution

Amendment

18b. Supports the development and dissemination of new technologies and the use of open data platforms and MOOCs, as well as the organisation of specific training in the use of these instruments for teachers, school and university staff and students;

Or. it

Amendment 177
Mary Honeyball

Motion for a resolution
Paragraph 18 b (new)

Motion for a resolution

Amendment

18b. Therefore calls for greater efforts to establish and implement a European system for the certification and recognition of qualifications, formal and non-formal learning, including voluntary service, so as to strengthen the vital links between non-formal learning and formal education, as well as to improve national and cross-border educational and labour market mobility;

Or. en

Amendment 178
Momchil Nekov

Motion for a resolution
Paragraph 18 b (new)

Motion for a resolution

Amendment

18b. Calls on Member States to adopt

more holistic approach to education and to channel investments into inclusive education which responds to societal challenges with regards to ensure equal access and opportunities for all, including young people having different socio-economic backgrounds as well as vulnerable and disadvantaged groups;

Or. en

Amendment 179
Silvia Costa

Motion for a resolution
Paragraph 18 c (new)

Motion for a resolution

Amendment

18c. Calls for greater attention to be devoted to the quality of education, starting with kindergartens and throughout life;

Or. it

Amendment 180
Dominique Bilde

Motion for a resolution
Paragraph 19

Motion for a resolution

Amendment

19. Stresses that the *challenges posed by migration to European educational systems should be addressed at both European and national level, since failure to provide migrants with education and training constitutes a risk* to their employability, their development of knowledge *of the host country's cultural canons and values, and their integration;*

19. Stresses that *while the migration crisis is a phenomenon affecting the whole of Europe, the Member States, in accordance with the Treaties, are solely responsible for their education systems, including the integration task which they devolve to schools; points out that many Member State citizens are already in a precarious situation in terms of their quality of life, their employability, their development of knowledge and their*

inclusion in society, particularly people with disabilities, and stresses that the EU must first show itself capable of ensuring the prosperity of Member State nationals, as promised by the Treaties;

Or. fr

Amendment 181

Louise Bours

Motion for a resolution

Paragraph 19

Motion for a resolution

19. Stresses that the challenges posed by migration to **European** educational systems should be addressed **at both European and** national level, **since failure to provide migrants with education and training constitutes a risk to their employability, their development of knowledge of the host country's cultural canons and values, and their integration;**

Amendment

19. Stresses that the challenges posed by migration to educational systems should be addressed **solely at** national level;

Or. en

Amendment 182

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 19

Motion for a resolution

19. Stresses that the challenges **posed by migration to European educational systems** should be addressed at both European and national level, **since** failure to provide migrants with education and training **constitutes a risk to** their employability, **their** development of **knowledge of the host country's cultural canons and values, and their** integration;

Amendment

19. Stresses that the challenges **that education and training systems face, as a result of the high level of migration to Europe,** should be addressed at both European and national level; **highlights that** failure to provide migrants with education and training **will negatively influent** their employability, **personal** development **and their social** integration;

Amendment 183

Andrew Lewer, Emma McClarkin, Angel Dzhambazki

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

19. Stresses that *the challenges posed by migration to European educational systems should be addressed at both European and national level*, since failure to provide migrants with education and training constitutes a risk to their employability, their development of knowledge *of the host country's cultural canons* and values, and their integration;

Amendment

19. Stresses that *Member States should look at ways to address the challenges posed by migration to education systems*, since failure to provide migrants with education and training constitutes a risk to their *future* employability, their development of knowledge and values, and their integration *into society*;

Or. en

Amendment 184

Ernest Maragall

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

19. Stresses that the challenges posed by migration to European educational systems should be addressed at both European *and national* level, since *failure* to provide migrants with education and training *constitutes a risk to* their employability, their *development of knowledge of the host country's cultural canons and values*, and their *integration*;

Amendment

19. Stresses that the challenges posed by migration to European educational systems should be addressed at both European, *national and regional* level, since *it is a duty to all institutions* to provide migrants with education and training, *developing their knowledge of the host country's cultural and social values*, their employability *and ultimately* their *integration*; *calls on Member States to help those migrant teachers and professors find teaching jobs to both improve their situation and put their language and teaching skills and experience to good use in European*

schools systems;

Or. en

Amendment 185

Damian Drăghici

Motion for a resolution

Paragraph 19

Motion for a resolution

19. Stresses that the challenges posed by migration to European educational systems should be addressed at both European and national level, since failure to provide *migrants with education and training* constitutes a risk to their *employability, their development of knowledge of the host country's cultural canons and values, and their integration;*

Amendment

19. Stresses that the challenges posed by migration to European educational systems should be addressed at both European and national level, since failure to provide *integration and access to inclusive education for refugees and migrants* constitutes a risk to their *engagement and contribution to social, political, cultural and economic dimensions of our societies;*

Or. en

Amendment 186

Eider Gardiazabal Rubial, Mary Honeyball

Motion for a resolution

Paragraph 19

Motion for a resolution

19. Stresses that the challenges posed by migration to European educational systems should be addressed at both European and national level, since failure to provide migrants with education and training constitutes a risk to their employability, their development of knowledge of the host country's cultural canons and values, and their integration;

Amendment

19. Stresses that the challenges posed by migration *and the current refugee crisis* to European educational systems should be addressed at both European and national level, since failure to provide migrants, *refugees and asylum seekers* with education and training constitutes a risk to their employability, their development of knowledge of the host country's cultural canons and values, and their integration;

Or. es

Amendment 187

Zdzisław Krasnodebski, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 19

Motion for a resolution

19. Stresses that the challenges posed by migration to European educational systems should be addressed at both European and national level, since failure to provide migrants with education and training constitutes a risk to their employability, their development of knowledge of the host country's cultural canons and values, and their integration;

Amendment

19. Stresses that the challenges posed by ***intra and extra-European*** migration to European educational systems should be addressed at both European and national level, since failure to provide migrants with education and training constitutes a risk to their employability, their development of knowledge of the host country's cultural canons and values, and their ***subsequent*** integration;

Or. en

Amendment 188

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 19 a (new)

Motion for a resolution

Amendment

19a. Calls for better cooperation between EU and national authorities in order to find the right approach to swiftly, fully and sustainably integrate refugees and migrants into education and training systems;

Or. en

Amendment 189

Zdzisław Krasnodebski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 19 a (new)

Motion for a resolution

Amendment

19a. Welcomes the decision to mainstream migrant education across the work of ET2020 Working Groups and to hold respective peer-learning activities in their initial lifespan;

Or. en

Amendment 190

Louise Bours

Motion for a resolution

Paragraph 20

Motion for a resolution

Amendment

20. Emphasises the need to designate specific contact persons for migrant and refugee education within Member States' education ministries and the Commission's DG EAC;

deleted

Or. en

Amendment 191

Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution

Paragraph 20

Motion for a resolution

Amendment

20. Emphasises the need to designate specific contact persons for migrant and refugee education within Member States' education ministries and the Commission's DG EAC;

deleted

Or. en

Amendment 192
Ernest Maragall

Motion for a resolution
Paragraph 20

Motion for a resolution

20. Emphasises the need *to designate specific contact persons for migrant and refugee education within Member States' education ministries and the Commission's DG EAC;*

Amendment

20. Emphasises the need *for Member States' education ministries and the Commission's DG EAC to cooperate in order to ensure equal access to high-quality education, in particular by reaching out the most disadvantaged and people with diverse backgrounds, including newly arrived migrants, integrating them into a positive learning environment;*

Or. en

Amendment 193
Eider Gardiazabal Rubial, Mary Honeyball

Motion for a resolution
Paragraph 20

Motion for a resolution

20. Emphasises the need to designate specific contact persons for migrant *and* refugee education within Member States' education ministries and the Commission's DG EAC;

Amendment

20. Emphasises the need to designate specific contact persons for migrant, refugee *and asylum seeker* education within Member States' education ministries and the Commission's DG EAC;

Or. es

Amendment 194
Dominique Bilde

Motion for a resolution
Paragraph 20

Motion for a resolution

20. Emphasises the need to designate specific contact persons for migrant and refugee education within Member States' education ministries and the Commission's DG EAC;

Amendment

20. Points out that even according to the Commission's own figures, 60% of migrant arrivals in December 2015 were for economic, not humanitarian motives; stresses that this fact highlights the need to work on co-development initiatives with the countries concerned by emigration, particularly through educational exchanges aimed at enhancing their education systems;

Or. fr

**Amendment 195
Dominique Bilde**

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

Motion for a resolution

**Amendment 196
Andrew Lewer, Emma McClarkin, Angel Dzhambazki**

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

Motion for a resolution

Amendment

20a. Believes that improving the education systems of countries experiencing waves of emigration will lead to the economic and social development of the countries concerned, which will ultimately benefit everyone;

Or. fr

Amendment

20a. Recommends that Member States and education providers offer advice and support for refugee children seeking to access education services through the

provision of clear information and contact points;

Or. en

Amendment 197
Dominique Bilde

Motion for a resolution
Paragraph 20 b (new)

Motion for a resolution

Amendment

20b. Proposes, to that end, that the Commission's DG EAC work closely with the departments in charge of development, particularly Parliament's DEVE Committee, to set up these trade structures between the countries most affected by emigration and the European Union, and thereby to begin developing long-term solutions to respond to the migration crisis;

Or. fr

Amendment 198
Dominique Bilde

Motion for a resolution
Paragraph 21

Motion for a resolution

Amendment

21. Calls for measures to integrate migrant children, both intra- and extra-European, into education systems by helping them adjust to curricula and learning standards, providing them with language assistance, and enabling them to become familiar with the host country's culture while preserving their own cultural heritage;

21. Encourages the Member States, in accordance with their respective education systems, to review their processes for integrating migrants so that they take on board not only the learning standards but also the values and culture of the host country; stresses, in particular, the importance of courses in civic education, as well mastering the language of the host country, which is a prerequisite for successful integration;

Amendment 199

Julie Ward, Mary Honeyball

Motion for a resolution

Paragraph 21

Motion for a resolution

21. Calls for measures to *integrate* migrant children, both intra- and extra- European, into education systems by *helping them adjust to curricula and learning standards*, providing them with language assistance, and enabling them to become familiar with the host country's culture while preserving their own cultural heritage;

Amendment

21. Calls for measures to *include* migrant, *refugee and asylum seeker* children, both intra- and extra- European, into education systems by *supporting innovative learning methods and adjusting curricula to better respond to their learning needs*, providing them with language assistance, and enabling them to become familiar with the host country's culture while preserving their own cultural heritage;

Or. en

Amendment 200

Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution

Paragraph 21

Motion for a resolution

21. Calls for measures to integrate migrant *children, both intra- and extra- European*, into education systems by helping them adjust to curricula and learning standards, providing them with language assistance, and enabling them to *become familiar with* the host country's culture *while* preserving their own cultural heritage;

Amendment

21. Calls for measures to integrate migrant *and refugee children* into education systems by helping them adjust to *the* curricula and learning standards *of the Member State in question*, providing them, *where necessary*, with language assistance, and enabling them to *integrate in* the host country's culture *and society, whilst* preserving their own cultural heritage;

Or. en

Amendment 201

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 21

Motion for a resolution

21. Calls for measures to integrate migrant children, both intra- and extra- European, into education *systems by helping* them adjust to curricula and learning standards, providing them with language assistance, and enabling them to become familiar with the host country's culture while preserving their own cultural heritage;

Amendment

21. Calls for measures to integrate migrant children, both intra- and extra- European, into education *and training system and to help* them adjust to curricula and learning standards, providing them with language assistance, and enabling them to become familiar with the host country's culture *and values* while preserving their own cultural heritage;

Or. en

Amendment 202

Ernest Maragall

Motion for a resolution

Paragraph 21

Motion for a resolution

21. Calls for measures to integrate migrant children, both intra- and extra- European, into education systems by *helping them adjust to* curricula and learning standards, providing them with language assistance, and enabling them to become familiar with the host country's culture while preserving their own cultural heritage;

Amendment

21. Calls for measures to integrate migrant children, both intra- and extra- European, into education systems by *adjusting curricula and learning standards to their needs*, providing them with language assistance, and enabling them to become familiar with the host country's culture while preserving their own cultural heritage;

Or. en

Amendment 203

Damian Drăghici

Motion for a resolution

Paragraph 21

Motion for a resolution

21. Calls for measures to integrate migrant **children**, both intra- and extra- European, into education systems by helping them adjust to curricula and learning standards, providing them with language assistance, and enabling them to become familiar with the host country's culture while preserving their own cultural heritage;

Amendment

21. Calls for measures to integrate migrant **learners**, both intra- and extra- European, into education systems **from an early age** by helping them adjust to curricula and learning standards, providing them with language **and, if needed, social** assistance, and enabling them to become familiar with the host country's culture while preserving their own cultural heritage;

Or. en

Amendment 204

Eider Gardiazabal Rubial, Mary Honeyball

Motion for a resolution

Paragraph 21

Motion for a resolution

21. Calls for measures to integrate migrant children, both intra- and extra- European, into education systems by helping them adjust to curricula and learning standards, providing them with language assistance, and enabling them to become familiar with the host country's culture while preserving their own cultural heritage;

Amendment

21. Calls for measures to integrate migrant, **refugee and asylum seeker** children, both intra- and extra- European, into education systems by helping them adjust to curricula and learning standards, providing them with language assistance, and enabling them to become familiar with the host country's culture while preserving their own cultural heritage;

Or. es

Amendment 205

Zdzisław Krasnodębski, Andrew Lewer, Jadwiga Wiśniewska

Motion for a resolution

Paragraph 21 a (new)

Motion for a resolution

Amendment

21a. Expresses concern that half of teacher trainers in OECD countries feels

that teacher training does not sufficiently prepare them to handle diversity effectively and would encourage Member States to guarantee teachers ongoing professional support in this field, including peer-learning activities among the Member States;

Or. en

Amendment 206
Louise Bours

Motion for a resolution
Paragraph 22

Motion for a resolution

Amendment

22. Supports the idea of setting up helpdesks for teachers offering them timely support in handling various types of diversity in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for the creation of synergies between the ET2020 Working Groups and the Radicalisation Awareness Network (RAN) Working Group on Education;

deleted

Or. en

Amendment 207
Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution
Paragraph 22

Motion for a resolution

Amendment

22. Supports the idea of setting up helpdesks for teachers offering them timely support in handling various types of diversity in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for the

*22. Calls for **further exchange of best practice between Member States** and the creation of synergies between the ET2020 Working Groups;*

creation of synergies between the ET2020 Working Groups *and the Radicalisation Awareness Network (RAN) Working Group on Education*;

Or. en

Amendment 208
Ernest Maragall

Motion for a resolution
Paragraph 22

Motion for a resolution

22. Supports the idea of setting up *helpdesks* for teachers offering them timely support in handling various types of diversity in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for *the creation of* synergies between *the* ET2020 Working Groups and the Radicalisation Awareness Network (RAN) *Working Group on Education*;

Amendment

22. Supports the idea of setting up *long-term training programmes* for teachers offering them timely support in handling various types of diversity in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for *differentiated* synergies between ET2020 working groups and *networks such as* the Radicalisation Awareness Network (RAN);

Or. en

Amendment 209
Julie Ward, Mary Honeyball

Motion for a resolution
Paragraph 22

Motion for a resolution

22. Supports the idea of setting up helpdesks for teachers offering them timely support in handling various types of diversity in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for the creation of synergies between the ET2020 Working Groups and the Radicalisation Awareness Network (RAN) Working

Amendment

22. Supports the idea of setting up helpdesks for teachers offering them timely support in handling various types of diversity in the classroom *in a positive way, promoting intercultural dialogue among students to encourage a better understanding between communities*, and guidance when they are confronted with students at risk of being radicalised; calls

Group on Education;

for the creation of synergies between the ET2020 Working Groups and the Radicalisation Awareness Network (RAN) Working Group on Education **and the Expert Group on defining the specific contribution of youth work as well as non-formal and informal learning to fostering active citizenship and participation of young people in diverse and tolerant societies and preventing marginalisation, radicalisation potentially resulting in violent behaviour, as set up in the European Union Work Plan for Youth for 2016-2018;**

Or. en

Amendment 210

Momchil Nekov

Motion for a resolution

Paragraph 22

Motion for a resolution

22. Supports the idea of setting up helpdesks for teachers offering them timely support in handling various types of diversity in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for the creation of synergies between the ET2020 Working Groups and the Radicalisation Awareness Network (RAN) Working Group on Education;

Amendment

22. Supports the idea of setting up helpdesks for teachers offering them timely support in handling various types of diversity in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for the creation of synergies between the ET2020 Working Groups and the Radicalisation Awareness Network (RAN) Working Group on Education; ***recalls the importance of investing in lifelong learning programmes for teachers equipping them with the necessary pedagogical competencies on the topics of migration, acculturation and social psychology as well as to enable them to utilise diversity as a rich source for learning in classrooms;***

Or. en

Amendment 211

Marc Joulaud

Motion for a resolution

Paragraph 22

Motion for a resolution

22. Supports the idea of setting up helpdesks for teachers offering them timely support in handling various types of diversity in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for the creation of synergies between the ET2020 Working Groups and the Radicalisation Awareness Network (RAN) Working Group on Education;

Amendment

22. Supports the idea of setting up helpdesks **and guidelines** for teachers offering them timely support in handling various types of diversity in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for the creation of synergies between the ET2020 Working Groups and the Radicalisation Awareness Network (RAN) Working Group on Education;

Or. fr

Amendment 212

Eider Gardiazabal Rubial, Mary Honeyball

Motion for a resolution

Paragraph 22

Motion for a resolution

22. Supports the idea of setting up helpdesks for teachers offering them timely support in handling various types of diversity in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for the creation of synergies between the ET2020 Working Groups and the Radicalisation Awareness Network (RAN) Working Group on Education;

Amendment

22. Supports the idea of setting up helpdesks for teachers offering them timely support in handling various types of diversity **and interculturality** in the classroom and guidance when they are confronted with students at risk of being radicalised; calls for the creation of synergies between the ET2020 Working Groups and the Radicalisation Awareness Network (RAN) Working Group on Education;

Or. es

Amendment 213

Louise Bours

Motion for a resolution
Paragraph 23

Motion for a resolution

Amendment

23. Stresses the need for more language-based learning programmes; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, since many of those entering the EU come with no proof of their formal qualifications;

deleted

Or. en

Amendment 214
Dominique Bilde

Motion for a resolution
Paragraph 23

Motion for a resolution

Amendment

23. Stresses the need for *more language-based* learning *programmes*; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, since many of those entering the EU come with no proof of their formal qualifications;

23. Stresses the need for *each learner to master the language of the host country before being allowed to join any learning programme*; points out that many problems already exist in Europe concerning mutual recognition of qualifications and that it is a priority to ensure that Member State citizens are given every chance to succeed in terms of integrating into the labour market and consequently into the social life of their country; calls, therefore, for the issue of certifications affecting young Europeans to be addressed as a priority;

Or. fr

Amendment 215
Ernest Maragall

Motion for a resolution
Paragraph 23

Motion for a resolution

23. Stresses the need for more language-based learning programmes; calls for efforts to *develop validation and accreditation mechanisms for the qualifications of migrants, since many of those entering the EU come with no proof of their formal qualifications;*

Amendment

23. Stresses the need for more language-based learning programmes; calls for efforts to *promote recognition of qualifications across Europe, by strengthening the role of the European Qualifications Framework (EQF) and promoting the validation of non-formal and informal learning; adequate recognition and validation instruments for digitally acquired knowledge, skills and competences can support the uptake of open and innovative learning practices, particular attention should be given to simplifying and rationalising existing EU instruments on skills and qualifications directed to the wider public to strengthen outreach;*

Or. en

Amendment 216
Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution
Paragraph 23

Motion for a resolution

23. Stresses the need for more language-based learning programmes; calls for efforts to develop *validation and accreditation mechanisms for the qualifications* of migrants, since many of those entering the EU come with no proof of their formal qualifications;

Amendment

23. Stresses the need for more language-based learning programmes; calls for efforts to develop *mechanisms to improve the understanding and identification* of migrants' *qualifications*, since many of those entering the EU come with no proof of their formal qualifications; *calls on Members States to see how existing recognition of professional qualification might be developed, including the appropriate background checks;*

Or. en

Amendment 217

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 23

Motion for a resolution

23. Stresses the need for more language-based learning programmes; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, since many of those entering the EU come with no proof of their formal qualifications;

Amendment

23. Stresses the need for more language-based learning programmes; calls for efforts to *swiftly* develop *and implement* validation and accreditation mechanisms for the qualifications of migrants *and refugees*, since many of those entering the EU come with no proof of their formal qualifications;

Or. en

Amendment 218

Eider Gardiazabal Rubial, Mary Honeyball

Motion for a resolution

Paragraph 23

Motion for a resolution

23. Stresses the need for more language-based learning programmes; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, since many of those entering the EU come with no proof of their formal qualifications;

Amendment

23. Stresses the need for more language-based learning programmes; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, *refugees and asylum seekers*, since many of those entering the EU come with no proof of their formal qualifications;

Or. es

Amendment 219

Julie Ward, Mary Honeyball

Motion for a resolution

Paragraph 23

Motion for a resolution

23. Stresses the need for more language-based learning programmes; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, since many of those entering the EU come with no proof of their formal qualifications;

Amendment

23. Stresses the need for more language-based learning programmes; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, ***refugees and asylum seekers*** since many of those entering the EU come with no proof of their formal qualifications;

Or. en

Amendment 220
Damian Drăghici

Motion for a resolution
Paragraph 23

Motion for a resolution

23. Stresses the need for more language-based learning programmes; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, since many of those entering the EU come with no proof of their formal qualifications;

Amendment

23. Stresses the need for more language-based learning programmes; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, since many of those entering the EU come with no proof of their formal qualifications; ***calls on Member States for increased efforts in order to achieve the goal of developed mechanisms for recognition and validation of non-formal and informal learning by 2018;***

Or. en

Amendment 221
Momchil Nekov

Motion for a resolution
Paragraph 23

Motion for a resolution

23. Stresses the need for more language-based learning programmes; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, since many of those entering the EU come with no proof of their formal qualifications;

Amendment

23. Stresses the need for more language-based learning programmes; calls for efforts to develop validation and accreditation mechanisms for the qualifications of migrants, since many of those entering the EU come with no proof of their formal qualifications; ***believes that non-formal and informal learning has the potential to be an effective tool for the successful integration of the refugees into the European labour market and society;***

Or. en

Amendment 222

Momchil Nekov

Motion for a resolution

Paragraph 23 a (new)

Motion for a resolution

Amendment

23a. Highlights the important role of non-formal and informal learning, as well as participation in sportive and volunteering activities, in stimulating the development of civic, social and intercultural competencies; emphasises the fact that some countries made significant progress in developing the relevant legal framework, while others have difficulties in creating comprehensive validation strategies; stresses therefore the need of developing comprehensive strategies to enable validation;

Or. en

Amendment 223

Louise Bours

Motion for a resolution
Paragraph 24

Motion for a resolution

Amendment

24. Calls on the Commission and the Member States to facilitate measures for migrant students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities;

deleted

Or. en

Amendment 224

Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution
Paragraph 24

Motion for a resolution

Amendment

24. Calls on *the Commission and the Member States to facilitate measures for migrant students enrolling* at university level; welcomes the initiatives adopted in this regard by a number of European universities;

24. Calls on *Member States and education facilities to look at ways to enable* migrant students *to access education, including* at university level, *without prejudice to national rules and competences on access to education and training*; welcomes the initiatives adopted in this regard by a number of European universities;

Or. en

Amendment 225

Dominique Bilde

Motion for a resolution
Paragraph 24

Motion for a resolution

Amendment

24. Calls on the Commission and the Member States to facilitate measures for *migrant* students enrolling at university level; *welcomes the initiatives adopted in*

24. Calls on the Commission and the Member States to facilitate measures for *Member State* students, *especially young people with disabilities*, enrolling at

this regard by a number of European universities;

university level; *stresses the administrative complexity of certain procedures for gaining access to university courses, and calls for particular attention to be paid to families facing difficulties, for example those with single mothers or unemployed parents, who have more problems helping their child or children achieve an education;*

Or. fr

Amendment 226

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution Paragraph 24

Motion for a resolution

24. Calls on the Commission and the Member States to facilitate measures for migrant students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities;

Amendment

24. Calls on the Commission and the Member States to facilitate measures for migrant *and refugee* students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities *and encourages the exchange of best practices in this field;*

Or. en

Amendment 227

Julie Ward, Mary Honeyball

Motion for a resolution Paragraph 24

Motion for a resolution

24. Calls on the Commission and the Member States to facilitate measures for migrant students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities;

Amendment

24. Calls on the Commission and the Member States to facilitate measures for migrant, *refugee and asylum seeker* students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities;

Amendment 228

Eider Gardiazabal Rubial, Mary Honeyball

Motion for a resolution

Paragraph 24

Motion for a resolution

24. Calls on the Commission and the Member States to facilitate measures for migrant students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities;

Amendment

24. Calls on the Commission and the Member States to facilitate measures for migrant ***and refugee*** students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities;

Or. es

Amendment 229

Silvia Costa

Motion for a resolution

Paragraph 24

Motion for a resolution

24. Calls on the Commission and the Member States to facilitate measures for migrant students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities;

Amendment

24. Calls on the Commission and the Member States to facilitate measures for migrant students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities; ***calls for the creation of 'education corridors', which will enable students who are refugees or come from conflict zones to enrol at European universities, including for distance learning;***

Or. it

Amendment 230

Ernest Maragall

Motion for a resolution
Paragraph 24

Motion for a resolution

24. Calls on the Commission and the Member States to facilitate measures for migrant students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities;

Amendment

24. Calls on the Commission and the Member States to facilitate measures for migrant students enrolling at university level; welcomes the initiatives adopted in this regard by a number of European universities; ***calls on Member States to facilitate enrolment of migrant students at all educational levels;***

Or. en

Amendment 231
Louise Bours

Motion for a resolution
Paragraph 25

Motion for a resolution

25. Considers that the Science4Refugees programme should be further developed as regards its efficiency evaluation; advocates support at EU and national level for non-profit institutions providing assistance to migrant academics;

Amendment

deleted

Or. en

Amendment 232
Dominique Bilde

Motion for a resolution
Paragraph 25

Motion for a resolution

25. Considers that the Science4Refugees programme should be further developed as regards its efficiency evaluation; ***advocates support at EU and national level for non-***

Amendment

25. Considers that the Science4Refugees programme should be further developed as regards its efficiency evaluation; ***is also concerned about the possible reduction in***

profit institutions providing assistance to migrant academics;

certain funds for student programmes on account of the austerity policies, and points out, in particular, that the Erasmus+ programme funds have not been operating for nearly a year in Greece, making young Greeks the forgotten youth of European education programmes;

Or. fr

Amendment 233
Ernest Maragall

Motion for a resolution
Paragraph 25

Motion for a resolution

25. Considers that the Science4Refugees programme should be further developed as regards its efficiency evaluation; advocates support at EU and national level for non-profit institutions providing assistance to migrant academics;

Amendment

25. Advocates support at EU, national, regional and local level for non-profit institutions acting as intermediaries for the recognition of skills and qualifications of migrants;

Or. en

Amendment 234
Andrew Lewer, Emma McClarkin, Angel Dzhambazki

Motion for a resolution
Paragraph 25

Motion for a resolution

25. Considers that the Science4Refugees programme should be further developed as regards its efficiency evaluation; advocates support at EU and national level for non-profit institutions providing assistance to migrant academics;

Amendment

25. Considers that the Science4Refugees programme should be evaluated and, if necessary, developed; advocates support at the EU and national level for non-profit institutions providing assistance to migrant academics in science and other professional areas;

Or. en

Amendment 235
Julie Ward, Mary Honeyball

Motion for a resolution
Paragraph 25

Motion for a resolution

25. Considers that the Science4Refugees programme should be further developed as regards its efficiency evaluation; advocates support at EU and national level for non-profit institutions providing assistance to migrant academics;

Amendment

25. Considers that the Science4Refugees programme should be further developed as regards its efficiency evaluation; advocates support at EU and national level for non-profit institutions providing assistance to migrant, *refugee and asylum seeker* academics;

Or. en

Amendment 236
Eider Gardiazabal Rubial, Mary Honeyball

Motion for a resolution
Paragraph 25

Motion for a resolution

25. Considers that the Science4Refugees programme should be further developed as regards its efficiency evaluation; advocates support at EU and national level for non-profit institutions providing assistance to migrant academics;

Amendment

25. Considers that the Science4Refugees programme should be further developed as regards its efficiency evaluation; advocates support at EU and national level for non-profit institutions providing assistance to migrant, *refugee and asylum seeker* academics;

Or. es

Amendment 237
Marc Joulaud

Motion for a resolution
Paragraph 26

Motion for a resolution

Amendment

26. Notes that the ‘brain drain’ effect linked to mobility poses risks for Member States, especially those in central/eastern and southern Europe, and expresses its concern at the failure of the ET 2020 Working Groups to adequately address the concept of unbalanced mobility;

deleted

Or. fr

Amendment 238

Ilhan Kyuchyuk, Hannu Takkula, Yana Toom, María Teresa Giménez Barbat

Motion for a resolution

Paragraph 26

Motion for a resolution

Amendment

26. Notes that the ‘brain drain’ effect linked to mobility poses risks for Member States, especially those in central/eastern and southern Europe, and expresses its concern at the failure of the ET 2020 Working Groups to adequately address the concept of unbalanced mobility;

deleted

Or. en

Amendment 239

Ernest Maragall

Motion for a resolution

Paragraph 26

Motion for a resolution

Amendment

26. Notes that the ‘brain drain’ effect linked to mobility poses risks for Member States, *especially those in central/eastern and southern Europe, and expresses its concern at the failure of the ET 2020 Working Groups to adequately address the concept of unbalanced mobility;*

26. Notes that the ‘brain drain’ effect linked to mobility poses risks for Member States, *therefore, asks Member States in order to address unbalanced mobility, to put stronger emphasis on lifelong learning strategies by giving a political impulse on national and regional*

implementation, continue the work on the European Qualification Framework/National Qualification Frameworks (EQF/NQF) and on validation by implementing the roadmap and peer learning activities between the most and less advanced countries and work on the implementation of the country-specific recommendations set in the framework of the European Semester;

Or. en

Amendment 240
Louise Bours

Motion for a resolution
Paragraph 26

Motion for a resolution

26. Notes that the ‘brain drain’ effect linked to mobility poses risks for Member States, especially those in central/eastern and southern Europe, *and expresses its concern at the failure of the ET 2020 Working Groups to adequately address the concept of unbalanced mobility;*

Amendment

26. Notes that the ‘brain drain’ effect linked to mobility poses risks for Member States, especially those in central/eastern and southern Europe;

Or. en

Amendment 241
Damian Drăghici

Motion for a resolution
Paragraph 26

Motion for a resolution

26. Notes that the ‘brain drain’ effect linked to mobility poses risks for Member States, especially those in central/eastern and southern Europe, and *expresses its concern at the failure of the ET2020 Working Groups to adequately address*

Amendment

26. Notes that the 'brain drain' effect linked to mobility poses risks for Member States, especially those in central/eastern and southern Europe, and *stresses the need to adequately address the challenges raised by an unbalanced mobility at EU and*

the concept of unbalanced mobility;

national level;

Or. en

Amendment 242
Nikolaos Chountis

Motion for a resolution
Paragraph 26

Motion for a resolution

26. Notes that the ‘brain drain’ effect linked to mobility poses risks for Member States, especially those in central/eastern and southern Europe, **and** expresses its concern at the failure of the ET 2020 Working Groups to adequately address the concept of unbalanced mobility;

Amendment

26. Notes that the ‘brain drain’ effect linked to mobility poses risks for Member States, especially those in central/eastern and southern Europe; ***observes that this is assuming particularly alarming proportions in countries facing difficulties and in the throes of an adjustment programme, since an increasing number of young graduates are being driven by massive unemployment figures to emigrate, depriving the countries they leave behind of their most productive workforce members;*** expresses its concern at the failure of the ET 2020 Working Groups to adequately address the concept of unbalanced mobility;·

Or. el