



**2015/2088(INI)**

21.9.2015

# **AMENDMENTS**

## **1 - 270**

**Draft report**  
**Marek Plura**  
(PE560.693v01-00)

on skills policies for fighting youth unemployment  
(2015/2088(INI))



**Amendment 1**

**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl**

**Motion for a resolution**

**Citation 1**

*Motion for a resolution*

– having regard to the Treaty on the Functioning of the European Union,

*Amendment*

– having regard to the Treaty on the Functioning of the European Union, ***and in particular Articles 165 and 166 thereof,***

Or. fr

**Amendment 2**

**Javi López, Sergio Gutiérrez Prieto**

**Motion for a resolution**

**Citation 2 a (new)**

*Motion for a resolution*

*Amendment*

***- having regard to the Council Recommendation on establishing a Youth Guarantee,***

Or. en

**Amendment 3**

**Jean Lambert**

**Motion for a resolution**

**Citation 2 a (new)**

*Motion for a resolution*

*Amendment*

***- having regard to the Council Recommendation on establishing a Youth Guarantee,***

Or. en

**Amendment 4**

**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

**Motion for a resolution**

**Citation 6 a (new)**

*Motion for a resolution*

*Amendment*

*- having regard to the Council Recommendation on a Quality Framework for Traineeships, and having regard to the European Parliament's written question of 2 July 2015 on the Council Recommendation on a Quality Framework for Traineeships,*

Or. en

**Amendment 5**

**Jean Lambert**

**Motion for a resolution**

**Citation 6 a (new)**

*Motion for a resolution*

*Amendment*

*- having regard to the Council Recommendation on a Quality Framework for Traineeships,*

Or. en

**Amendment 6**

**Javi López, Sergio Gutiérrez Prieto**

**Motion for a resolution**

**Citation 6 a (new)**

*Motion for a resolution*

*Amendment*

*- having regard to the Council Recommendation on a Quality Framework for Traineeships,*

Or. en

**Amendment 7**  
**Javi López, Sergio Gutiérrez Prieto**

**Motion for a resolution**  
**Citation 6 b (new)**

*Motion for a resolution*

*Amendment*

**- having regard to the European Parliament's written question of 2 July 2015 on the Council Recommendation on a Quality Framework for Traineeships,**

Or. en

**Amendment 8**  
**Jean Lambert**

**Motion for a resolution**  
**Citation 6 b (new)**

*Motion for a resolution*

*Amendment*

**- having regard to the Council Conclusions of April 2015 on enhancing cross-sectoral policy co-operation to effectively address socio-economic challenges facing young people<sup>1</sup>,**

<sup>1</sup> OJ C 88, 27.03.2014, p.1.

Or. en

**Amendment 9**  
**Javi López, Sergio Gutiérrez Prieto**

**Motion for a resolution**  
**Citation 6 c (new)**

*Motion for a resolution*

*Amendment*

**- having regard to the Council Conclusions of April 2015 on enhancing cross-sectoral policy cooperation to**

*effectively address socio-economic challenges facing young people,*

Or. en

**Amendment 10**  
**Jean Lambert**

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

*Motion for a resolution*

*Amendment*

*- having regard to the UN Committee on the Rights of Persons with Disabilities' "List of Issues in relation to the initial report of the European Union",*

Or. en

**Amendment 11**  
**Nathalie Griesbeck**

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

*Motion for a resolution*

*Amendment*

*-A. whereas at present 4.5 million young people aged between 15 and 24 are unemployed in the European Union and whereas more than 7 million young Europeans aged between 15 and 24 are neither employed nor in education or training;*

Or. fr

**Amendment 12**  
**Eleftherios Synadinos**

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

*Motion for a resolution*

A. whereas a lack of relevant skills is **an** important **factor** causing youth unemployment;

*Amendment*

A. whereas a lack of relevant skills, **resulting from the lack of targeted policies and strategic plans of action**, is **one of the most** important **factors** causing youth unemployment;;

Or. el

**Amendment 13**  
**Jean Lambert**

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

*Motion for a resolution*

A. whereas a lack of relevant **skills** is an important factor causing youth unemployment;

*Amendment*

A. whereas a lack of relevant **jobs** is an important factor causing youth unemployment;

Or. en

**Amendment 14**  
**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Ole Christensen, Javi López, Sergio Gutiérrez Prieto, Emilian Pavel, Agnes Jongerius, Elena Gentile, Siôn Simon**

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

*Motion for a resolution*

A. whereas a lack of relevant skills **is an** important **factor** causing youth unemployment;

*Amendment*

A. whereas a lack of relevant skills **and relevant jobs are** important **factors** causing youth unemployment; **reminds that without quality job creation in Europe, the youth employment crisis cannot be solved;**

Or. en

**Amendment 15**  
**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

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

*Motion for a resolution*

A. whereas a lack of relevant skills is **an** important factor **causing** youth unemployment;

*Amendment*

A. whereas a lack of relevant skills is **one** important factor **contributing to** youth unemployment; **whereas despite being more highly educated and skilled than previous generations, young people continue to face significant structural hurdles in obtaining quality employment;**

Or. en

**Amendment 16**  
**Dieter-Lebrecht Koch**

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

*Motion for a resolution*

A. whereas a lack of relevant skills is an important factor causing youth unemployment;

*Amendment*

A. whereas a lack of relevant skills, **together with obsolete and inflexible school and occupational training systems,** is an important factor causing youth unemployment

Or. de

**Amendment 17**  
**Sven Schulze**

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

*Motion for a resolution*

A. whereas a lack of relevant skills is an important factor causing youth unemployment;

*Amendment*

A. whereas a lack of relevant skills, **together with an often obsolete education system, inflexible labour markets and a**



*lack of economic growth*, is an important factor causing youth unemployment

Or. de

**Amendment 18**

**Enrique Calvet Chambon, Marian Harkin, Jean-Marie Cavada, Ivo Vajgl**

**Motion for a resolution**

**Recital A a (new)**

*Motion for a resolution*

*Amendment*

*Aa. whereas delays in access to the labour market and long periods of unemployment adversely affect career prospects, pay, health and social mobility;*

Or. fr

**Amendment 19**

**Javi López, Sergio Gutiérrez Prieto**

**Motion for a resolution**

**Recital A a (new)**

*Motion for a resolution*

*Amendment*

*Aa. whereas young people have been especially hit by the crisis;*

Or. en

**Amendment 20**

**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**

**Motion for a resolution**

**Recital A b (new)**

*Motion for a resolution*

*Amendment*

*Ab. whereas young people are an asset to the European economy and whereas they*

*should commit themselves to acquiring the skills sought by the labour market, anticipating tomorrow's needs;*

Or. fr

**Amendment 21**  
**Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

*Amendment*

*Aa. whereas the lack of skills is due to the impact of the economic crisis that is affecting families and their opportunities to give their children an appropriate, high-quality education, which very often means that they leave school prematurely;*

Or. it

**Amendment 22**  
**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

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

*Motion for a resolution*

*Amendment*

*Aa. whereas the rate of unemployment across the Union was 9.9% at the end of 2014, and whereas the unemployment rate for young people was more than double this figure, at 21.4%;*

Or. en

**Amendment 23**  
**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**

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

*Motion for a resolution*

*Amendment*

*Ac. whereas young people fall into three main groups – students, workers and the unemployed – and whereas distinct political approaches should be adopted for each of these groups in order to ensure that members of the group always have access to the labour market, which means that young students must have the skills needed by the labour market, young workers must update their skills and training throughout their careers and, in the case of young unemployed people, the distinction must take into account the fact that they are active job-seekers or NEETs;*

Or. fr

**Amendment 24**  
**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

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

*Motion for a resolution*

*Amendment*

*Ab. whereas the high rate of emigration of youth during the global financial crisis, particularly from Member States who have entered bailout programmes, has masked the true rate of youth unemployment;*

Or. en

**Amendment 25**  
**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**

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

*Motion for a resolution*

*Amendment*

***Ad. whereas the financial crisis of 2008 created additional problems in the access of young people to the jobs market, as youth unemployment is more sensitive to the economic cycle than overall unemployment because young people are generally less experienced;***

Or. fr

**Amendment 26**

**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

**Motion for a resolution**

**Recital A c (new)**

*Motion for a resolution*

*Amendment*

***Ac. whereas an International Labour Organisation (ILO) study in 2012 found that implementing an effective Youth Guarantee across the Eurozone would require EUR 21 billion (based on the Swedish example of a cost of approximately EUR 6,600 per participant) and whereas the amount provided for the Youth Employment Initiative by the Commission is less than one-third of the ILO's recommended figure, at just EUR 6 billion;***

Or. en

**Amendment 27**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Javi López, Sergio Gutiérrez Prieto, Emilian Pavel, Brando Benifei, Agnes Jongerius**

**Motion for a resolution**

**Recital B**

*Motion for a resolution*

*Amendment*

***B. whereas according to recent findings, the majority of young people and entrepreneurs are of the opinion that education systems do not prepare students for work, while the representatives of the education sector are often of the opposite opinion;***

***deleted***

Or. en

**Amendment 28**  
**Sven Schulze**

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

*Motion for a resolution*

*Amendment*

***B. whereas according to recent findings, the majority of young people and entrepreneurs are of the opinion that education systems do not prepare students for work, while the representatives of the education sector are often of the opposite opinion;***

***B. whereas every effort must be made to ensure that education systems prepare students for work and to guarantee close cooperation between representatives of the education sector, employers and students;***

Or. de

**Amendment 29**  
**Eva Paunova**

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

*Motion for a resolution*

*Amendment*

***B. whereas according to recent findings, the majority of young people and entrepreneurs are of the opinion that education systems do not prepare students for work, while the representatives of the education sector are often of the opposite***

***B. whereas, according to recent findings, the majority of young people and entrepreneurs are of the opinion that education systems do not adequately prepare students for their professional realisation, while the representatives of the***

opinion;

education sector are often of the opposite opinion;

Or. en

**Amendment 30**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Javi López, Sergio Gutiérrez Prieto, Emilian Pavel, Brando Benifei, Agnes Jongerius**

**Motion for a resolution**

**Recital B a (new)**

*Motion for a resolution*

*Amendment*

*Ba. whereas the planning of training and education improves significantly when student and youth organisations are included in decision-making processes and it better meets the demands of society, labour market and needed skills;*

Or. en

**Amendment 31**

**Laura Agea, Tiziana Beghin**

**Motion for a resolution**

**Recital B a (new)**

*Motion for a resolution*

*Amendment*

*Ba. whereas austerity policies are leading to substantial public spending cuts in the Member States, in particular in the education sector;*

Or. it

**Amendment 32**

**Jean Lambert**

**Motion for a resolution**

**Recital C**

*Motion for a resolution*

C. whereas disadvantaged people *may be* excluded from the possibility of developing their talents and skills;

*Amendment*

C. whereas disadvantaged people *and persons who are discriminated against are often* excluded from the possibility of developing their talents and skills;

Or. en

**Amendment 33**

**Enrique Calvet Chambon, Marian Harkin, Jean-Marie Cavada, Ivo Vajgl**

**Motion for a resolution**

**Recital C**

*Motion for a resolution*

C. whereas disadvantaged people *may be* excluded from the possibility of developing their talents and skills;

*Amendment*

C. whereas disadvantaged people *are often* excluded from the possibility of developing their talents and skills;

Or. fr

**Amendment 34**

**Brando Benifei, Miapetra Kumpula-Natri**

**Motion for a resolution**

**Recital C**

*Motion for a resolution*

C. whereas disadvantaged people *may be* excluded from the possibility of developing their talents and skills;

*Amendment*

C. whereas disadvantaged people *are often* excluded from the possibility of developing their talents and skills;

Or. en

**Amendment 35**

**Eva Paunova**

**Motion for a resolution**

**Recital C**

*Motion for a resolution*

C. whereas disadvantaged *people* may be excluded from the possibility of *developing* their talents and skills;

*Amendment*

C. whereas disadvantaged *and vulnerable groups and persons* may be excluded from the possibility *to develop* their talents, *abilities* and skills;

Or. en

**Amendment 36**

**Ádám Kósa**

**Motion for a resolution**

**Recital C**

*Motion for a resolution*

C. whereas disadvantaged people *may be* excluded from the possibility of developing their talents and skills;

*Amendment*

C. whereas disadvantaged people *are* excluded from the possibility of developing their talents and skills;

Or. en

**Amendment 37**

**Jutta Steinruck**

**Motion for a resolution**

**Recital C**

*Motion for a resolution*

C. whereas disadvantaged people *may be* excluded from the possibility of developing their talents and skills;

*Amendment*

C. whereas disadvantaged people *are often* excluded from the possibility of developing their talents and skills;

Or. de

**Amendment 38**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Ole Christensen, Brando Benifei, Agnes Jongerius, Elena Gentile**



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

*Motion for a resolution*

C. whereas disadvantaged people may be excluded from the possibility of developing their talents and skills;

*Amendment*

C. whereas disadvantaged people may be excluded from the possibility of developing their talents and skills *when the social dimension is not considered in education, employment and social policies*;

Or. en

**Amendment 39**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Agnes Jongerius, Elena Gentile**

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

*Motion for a resolution*

*Amendment*

*Ca. whereas financial planning needs a wider target in order to create demand for labour market*;

Or. en

**Amendment 40**

**Emilian Pavel, Miapetra Kumpula-Natri**

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

*Motion for a resolution*

D. whereas the implementation of effective skills policies can *improve the situation*;

*Amendment*

D. whereas the implementation of effective skills policies can *help reduce youth unemployment*;

Or. en

## Amendment 41

Eva Paunova

### Motion for a resolution

#### Recital D

##### *Motion for a resolution*

D. whereas the implementation of effective *skills* policies can improve the situation;

##### *Amendment*

D. whereas the implementation of effective ***education, training and skills-creation*** policies can improve the situation;

Or. en

## Amendment 42

Sven Schulze

### Motion for a resolution

#### Recital D

##### *Motion for a resolution*

D. whereas the implementation of effective skills policies can improve the situation;

##### *Amendment*

D. whereas the implementation of effective skills policies ***with the support of employers, employment agencies and parents***, can improve the situation;

Or. de

## Amendment 43

Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Ole Christensen, Javi López, Sergio Gutiérrez Prieto, Brando Benifei, Agnes Jongerius, Elena Gentile, Siôn Simon

### Motion for a resolution

#### Recital D

##### *Motion for a resolution*

D. whereas the implementation of effective skills policies can improve the situation;

##### *Amendment*

D. whereas the implementation of effective skills policies can improve the situation, ***although the austerity policies that are run in several Member States are reducing the funding from the education and training, making it more difficult to***

*maintain and increase the level of the skills for youth and increasing the risk of putting youth in an unequal position which can cause social exclusion;*

Or. en

**Amendment 44**  
**Eleftherios Synadinos**

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

*Motion for a resolution*

E. whereas appropriate training for recruiters, human resource managers, employment services, employers and the education sector is necessary;

*Amendment*

E. whereas appropriate training for recruiters, *manpower and* human resource managers, employment *and job seeking* services, employers and the education sector is necessary;

Or. el

**Amendment 45**  
**Jean Lambert**

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

*Motion for a resolution*

*Ea. whereas skills development policies must acknowledge the multi-layered needs and abilities of unemployed youth and therefore include tailor-made and individualised support and training programmes, in particular, but not only, for disadvantaged groups;*

Or. en

**Amendment 46**  
**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Ole**

**Christensen, Emilian Pavel, Brando Benifei, Siôn Simon**

**Motion for a resolution**

**Recital F**

*Motion for a resolution*

F. whereas the Youth Guarantee constitutes a comprehensive approach to helping young people to successfully transition to the labour market, as demonstrated by the achievements of the European Parliament Preparatory Action on the Youth Guarantee;

*Amendment*

F. whereas the Youth Guarantee ***when effectively implemented*** constitutes a comprehensive approach to helping young people to successfully transition to the labour market ***or high-quality education***, as demonstrated by the achievements of the European Parliament Preparatory Action on the Youth Guarantee;

Or. en

**Amendment 47**

**Ádám Kósa**

**Motion for a resolution**

**Recital F a (new)**

*Motion for a resolution*

***Fa. whereas skills development policies must acknowledge the multi-layered needs and abilities of unemployed youth and therefore include tailor-made and individualised support and training programmes, in particular, but not only, for disadvantaged groups;***

*Amendment*

Or. en

**Amendment 48**

**Emilian Pavel**

**Motion for a resolution**

**Recital F a (new)**

*Motion for a resolution*

***Fa. whereas youth entrepreneurship can***

*Amendment*

*contribute to reducing youth unemployment and through education and training it can boost the employability of young people;*

Or. en

**Amendment 49**  
**Jean Lambert**

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

*Motion for a resolution*

*Amendment*

*Fa. whereas the five pillars of a 'Just transition' include: consultation/union voice; investment in green and decent jobs; green skills; respect for labour and human rights; and social protection for workers and communities on the frontline of the transition from high to low carbon;*

Or. en

**Amendment 50**  
**Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

*Amendment*

*Fa. whereas, in order for the Youth Guarantee to achieve effective results, it is vital to assess the real employment needs of young people and the real sectors offering future work opportunities, such as the social economy and the green economy, backed up by constant and careful monitoring not only of the projects concerned but also of the agencies that provide them, drawing up regular reports on the progress of this measure to combat youth unemployment;*

**Amendment 51**  
**Brando Benifei, Miapetra Kumpula-Natri**

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

*Motion for a resolution*

*Amendment*

*Fa. whereas the Youth Employment Initiative is an essential tool for delivering targeted support to young people who are not in education, employment or training (NEETs);*

Or. en

**Amendment 52**  
**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

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

*Motion for a resolution*

*Amendment*

*Fa. whereas some job activation schemes implemented in Member States have been ineffective and exploitative in that they contain coercive aspects that force young people into employment for remuneration below the poverty line (for example, the JobBridge and Gateway schemes in Ireland);*

Or. en

**Amendment 53**  
**Jean Lambert**

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

*Motion for a resolution*

*Amendment*

***Fb. whereas micro, small and medium-sized enterprises are one of the most important generators of employment in the EU, account for considerably more than 80 % of all jobs and have led the way in many 'green' sectors, but may face particular difficulties in anticipating the skills needed and in fulfilling the job potential;***

Or. en

**Amendment 54**

**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

**Motion for a resolution**

**Recital F b (new)**

*Motion for a resolution*

*Amendment*

***Fb. whereas internships and apprenticeship schemes vary in success across the Union, according to their characteristics;***

Or. en

**Amendment 55**

**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

**Motion for a resolution**

**Recital F c (new)**

*Motion for a resolution*

*Amendment*

***Fc. whereas without quality job creation, the youth employment crisis cannot be solved;***

Or. en

**Amendment 56**  
**Jean Lambert**

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

*Motion for a resolution*

*Amendment*

***-1. recalls that there are, on the one hand, 24 million unemployed people in Europe, including 7.5 million young people not in employment, education or training (NEETs), and on the other 2 million vacancies; stresses that tackling the challenge of skills mismatch and shortages alone will be insufficient in solving the structural problem of large-scale unemployment in Europe;***

. en

**Amendment 57**  
**Elisabeth Morin-Chartier**

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

*Motion for a resolution*

*Amendment*

1. Notes that ***skills*** development is one of the key elements of integrated employment and social policies;

1. Notes that ***the*** development ***of training through skills*** is one of the key elements of integrated employment and social policies;

Or. fr

**Amendment 58**  
**Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

*Amendment*

1. Notes that ***skills*** development is one of the key elements of integrated employment

1. Notes that ***the*** development ***and dissemination of knowledge and skills*** is



and social policies;

one of the key elements of integrated employment and social policies;

Or. it

### **Amendment 59**

**Tom Vandenkendelaere, Jeroen Lenaers, Tomáš Zdechovský, Eva Paunova, Siegfried Mureşan**

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

##### **Paragraph 1**

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

1. Notes that skills development is one of the key elements of integrated employment and social policies;

###### *Amendment*

1. Notes that ***individual*** skills development is one of the key elements of integrated employment and social policies;

Or. en

### **Amendment 60**

**Jean Lambert**

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

##### **Paragraph 1**

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

1. Notes that skills development is one of the key elements of integrated employment and social policies;

###### *Amendment*

1. Notes that skills development is one of the key elements of integrated employment and social policies ***but that this is just one of three dimensions of integrated labour market and social policies; recalls that skills development will remain without effect if job creation and decent social security protection as key elements for adaptable labour markets are not addressed in parallel;***

Or. en

**Amendment 61**  
**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

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

*Motion for a resolution*

1. Notes that skills development is one of the key elements of integrated employment and social policies;

*Amendment*

1. Notes that skills development ***through national education, apprenticeships, sandwich courses and vocational training*** is one of the key elements of integrated employment and social policies;

Or. fr

**Amendment 62**  
**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**

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

*Motion for a resolution*

1. Notes that skills development is one of the key elements of integrated employment and social policies;

*Amendment*

1. Notes that skills development is one of the key elements of integrated employment and social policies ***and that it can make it possible to generate long-term growth, promote European competitiveness, combat unemployment and build a more inclusive European society;***

Or. fr

**Amendment 63**  
**Jean Lambert**

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

*Motion for a resolution*

*Amendment*

***1a. Welcomes the tools for skills development and the forecasting of skill needs proposed by the Commission;***

*highlights the fact that skills development should encourage the development of STEM skills, which are widely useful in an economy; stresses, however, that more ambitious action and investment is needed; believes that in order to anticipate future skills needs, all labour market stakeholders must be strongly involved at all levels;*

Or. en

**Amendment 64**  
**Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

*Amendment*

*1a. Encourages Member States to make all necessary efforts to ensure that education is accessible and free of charge;*

Or. it

**Amendment 65**  
**Jean Lambert**

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

*Motion for a resolution*

*Amendment*

*1b. Calls on the Member States, regional governments and local authorities to adopt and implement, together with the social partners and training providers, skills development and anticipation strategies with the objective of improving generic, sectoral and occupation-specific skills; further stresses the importance of partnerships and trust between educational institutions, businesses, the*

*social partners and authorities;*

Or. en

#### **Amendment 66**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

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

##### **Paragraph 2**

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

2. Recalls that the involvement of young people, ***relevant stakeholders and organisations*** in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at ***EU***, national and local level is of the highest importance;

###### *Amendment*

2. Recalls that the involvement of young people, ***businesses and the competent authorities*** in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at national and local level is of the highest importance;

Or. fr

#### **Amendment 67**

**Jean Lambert**

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

##### **Paragraph 2**

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

2. Recalls that ***the involvement of*** young people, relevant stakeholders and organisations in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at EU, national and local level is of the highest importance;

###### *Amendment*

2. Recalls that ***engaging*** young people, relevant stakeholders and organisations in ***creating*** the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at EU, national and local level is of the highest importance;

Or. en

#### **Amendment 68**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Ole Christensen, Brando Benifei, Agnes Jongerius, Elena Gentile, Siôn Simon**

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

*Motion for a resolution*

2. Recalls that the involvement of young people, relevant stakeholders **and organisations** in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at EU, national and local level is of the highest importance;

*Amendment*

2. Recalls that the involvement of young people, relevant stakeholders, **organisations and social partners** in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at EU, national and local level is of the highest importance;

Or. en

**Amendment 69**

**Tom Vandenkendelaere, Jeroen Lenaers, Tomáš Zdechovský, Eva Paunova, Siegfried Mureşan**

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

*Motion for a resolution*

2. Recalls that the involvement of young people, relevant stakeholders and organisations in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at EU, national and local level is of the highest importance;

*Amendment*

2. Recalls that the involvement of young people, **social partners and other** relevant stakeholders and organisations in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at EU, national and local level is of the highest importance;

Or. en

**Amendment 70**

**Dieter-Lebrecht Koch**

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

*Motion for a resolution*

2. Recalls that the involvement of young people, relevant stakeholders and organisations in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at EU, national and local level is of the highest importance;

*Amendment*

2. Recalls that the involvement of young people, relevant stakeholders and organisations, ***particularly the social partners***, in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at EU, national and local level is of the highest importance;

Or. de

**Amendment 71**

**Sven Schulze**

**Motion for a resolution**

**Paragraph 2**

*Motion for a resolution*

2. Recalls that the involvement of young people, relevant stakeholders and organisations in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at EU, national and local level is of the highest importance;

*Amendment*

2. Recalls that the involvement of young people, relevant stakeholders, ***particularly the social partners***, and organisations in the development, implementation, monitoring and evaluation of relevant initiatives aimed at supporting youth employment at EU, national and local level is of the highest importance;

Or. de

**Amendment 72**

**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**

**Motion for a resolution**

**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

***2a. Stresses that providers of education and training and businesses should work together to devise qualifications which faithfully reflect the actual skills that***

*holders of those qualifications have acquired throughout their lives;*

Or. fr

**Amendment 73**  
**Jean Lambert**

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

*Motion for a resolution*

3. Stresses the need to build up partnerships between local authorities, education and employment services *and the business community* to support the creation, implementation and monitoring of employment strategies and action plans; calls for *closer* co-operation between education, public administration, business and civil society, especially youth organisations;

*Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services - *both mainstream and specialised - and social partners* to support the creation, implementation and monitoring of employment strategies and action plans; calls for *structural* co-operation between education, public administration, business and civil society, especially youth organisations;

Or. en

**Amendment 74**  
**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

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

*Motion for a resolution*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, *especially youth organisations*;

*Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society;

**Amendment 75**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Ole Christensen, Javi López, Sergio Gutiérrez Prieto, Brando Benifei, Agnes Jongerius, Elena Gentile, Siôn Simon**

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

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, *business* and civil society, especially youth organisations;

*Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of *sustainable and quality* employment strategies and action plans *leading to high-quality employment*; calls for closer co-operation between education, public administration, *social partners, SMEs* and civil society, especially *student and* youth organisations *in order to maximise the quality of education and training; highlights that this better cooperation is also crucial for an effective implementation of the youth guarantee*;

Or. en

**Amendment 76**

**Ádám Kósa**

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

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans;

*Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services - *both mainstream and specialised* - and the business community to support the creation, implementation and monitoring of



calls for *closer* co-operation between education, public administration, business and civil society, especially youth organisations;

employment strategies and action plans; calls for *structural* co-operation between education, public administration, business and civil society, especially youth organisations;

Or. en

### **Amendment 77**

**Eva Paunova**

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

##### **Paragraph 3**

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

3. Stresses the need to build *up* partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business *and* civil society, especially youth organisations;

###### *Amendment*

3. Stresses the need to build *strong* partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation *and interaction* between education, public administration, business, civil society *and citizens*, especially *young people and* youth organisations;

Or. en

### **Amendment 78**

**Agnieszka Kozłowska-Rajewicz, Marek Plura, Danuta Jazłowiecka, Krzysztof Hetman**

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

##### **Paragraph 3**

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

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between

###### *Amendment*

*3. Points out that regardless of 2 million unfilled vacancies in the EU there are many over-qualified youth unemployed whose skills do not match demand of the labour market, stresses therefore, the need to build up partnerships between local authorities, education and employment*

education, public administration, business and civil society, especially youth organisations;

services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer *and structural* co-operation between education, public administration, business and civil society, especially youth organisations;

Or. en

**Amendment 79**  
**Elisabeth Morin-Chartier**

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

*Motion for a resolution*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth organisations;

*Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of *short- and medium-term regional* employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth organisations;

Or. fr

**Amendment 80**  
**Sven Schulze**

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

*Motion for a resolution*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of

*Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of

employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth organisations;

employment strategies and action plans; calls for closer co-operation between education, public administration, **social partners**, business and civil society, especially youth organisations;

Or. de

**Amendment 81**  
**Dieter-Lebrecht Koch**

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

*Motion for a resolution*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth organisations;

*Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, **social partners**, business and civil society, especially youth organisations;

Or. de

**Amendment 82**  
**Danuta Jazłowiecka, Marek Plura, Krzysztof Hetman**

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

*Motion for a resolution*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between

*Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer **and structural** co-operation

education, public administration, business and civil society, especially youth organisations;

between education, public administration, business and civil society, especially youth organisations;

Or. en

**Amendment 83**  
**Emilian Pavel**

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

*Motion for a resolution*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth organisations;

*Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of ***sustainable, inclusive and quality*** employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth organisations;

Or. en

**Amendment 84**  
**Siôn Simon, Richard Howitt**

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

*Motion for a resolution*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth

*Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth

organisations;

organisations; ***emphasises the need to improve links between young people and employment and education institutions, including through second-chance options;***

Or. en

### **Amendment 85**

**Amjad Bashir, Jana Žitňanská**

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

##### **Paragraph 3**

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

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth organisations;

###### *Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth organisations ***with a view to better matching skills to labour market needs;***

Or. en

### **Amendment 86**

**Enrique Calvet Chambon, Jean-Marie Cavada, Marian Harkin, Ivo Vajgl**

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

##### **Paragraph 3**

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

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business

###### *Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between ***schooling and vocational*** education, public

and civil society, especially youth organisations;

administration, business and civil society, especially youth organisations;

Or. fr

### **Amendment 87**

**Lynn Boylan, Tania González Peñas**

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

##### **Paragraph 3**

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

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth organisations;

###### *Amendment*

3. Stresses the need to build up partnerships between local authorities, education and employment services and the business community to support the creation, implementation and monitoring of **quality** employment strategies and action plans; calls for closer co-operation between education, public administration, business and civil society, especially youth organisations; **highlights that the active participation of youth organisations is crucial for the effective implementation of the youth guarantee;**

Or. en

### **Amendment 88**

**Jana Žitňanská**

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

##### **Paragraph 3 a (new)**

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

###### *Amendment*

**3a. Stresses the importance of bringing young, innovative employers into the ongoing dialogue between educational institutions and employers in an effort to better tailor education and specialist training to job market requirements; welcomes and stresses the importance of mentoring programmes designed to**

*prepare young people for future jobs;*

Or. sk

**Amendment 89**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution**

**Paragraph 3 a (new)**

*Motion for a resolution*

*Amendment*

*3a. Notes that the proliferation of intermediary bodies possesses no added value, that stepping up cooperation by local authorities should not increase costs and that encouraging the mobilisation of businesses should make it possible to promote the desired public/private cooperation;*

Or. fr

**Amendment 90**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution**

**Paragraph 3 b (new)**

*Motion for a resolution*

*Amendment*

*3b. Considers it a priority to monitor and supervise the use of the funds distributed to training establishments;*

Or. fr

**Amendment 91**

**Jean Lambert**

**Motion for a resolution**

**Paragraph 4**

*Motion for a resolution*

4. Stresses the importance of administrative capacity; calls therefore *for the provision of appropriate training for local and regional authorities in order to use European funds more effectively and strategically*;

*Amendment*

4. Stresses the importance of administrative capacity; calls therefore *on Member States to make full use of the European Social Fund thematic objective "enhancing institutional capacity of public authorities and stakeholders and efficient public administration" (ESF Regulation No 1304/2013, Art. 3(1)(d)) and the equivalent provisions in other Structural Funds*;

Or. en

**Amendment 92**

**Eva Paunova**

**Motion for a resolution**

**Paragraph 4**

*Motion for a resolution*

4. Stresses the importance of administrative capacity; calls therefore for the provision of *appropriate* training for local and regional authorities in order to *use European funds more effectively and strategically*;

*Amendment*

4. Stresses the importance of administrative capacity; calls therefore for the provision of *relevant* training for local and regional authorities in order to *ensure the more effective and strategic use of European funds*;

Or. en

**Amendment 93**

**Ádám Kósa**

**Motion for a resolution**

**Paragraph 4**

*Motion for a resolution*

4. Stresses the importance of administrative capacity; calls therefore for the provision of appropriate training for local and regional authorities in order to

*Amendment*

4. Stresses the importance of administrative capacity; calls *for the strengthening of the partnership principle between public authorities and civil*



use European funds more effectively and strategically;

*society to use European funds more effectively and strategically; calls therefore for the provision of appropriate training for local and regional authorities, social partner and civil society organisations in order to use European funds more effectively and strategically;*

Or. en

**Amendment 94**  
**Sven Schulze**

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

*Motion for a resolution*

4. Stresses the importance of administrative capacity; calls therefore for the provision of appropriate training for local and regional authorities in order to use European funds more effectively and strategically;

*Amendment*

4. Stresses the importance of administrative capacity **and functioning employment agencies**; calls therefore for the provision of appropriate training for **the administrative staff of** local and regional authorities in order to use European funds more effectively and strategically;

Or. de

**Amendment 95**  
**Danuta Jazłowiecka, Marek Plura, Krzysztof Hetman**

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

*Motion for a resolution*

4. Stresses the importance of administrative capacity; calls **therefore** for the provision of appropriate training for local and regional authorities in order to use European funds more effectively and strategically;

*Amendment*

4. Stresses the importance of administrative capacity; calls **for the strengthening of the partnership principle as well as** for the provision of appropriate training for local and regional authorities **as well as other relevant stakeholders** in order to use European funds more effectively and strategically;

**Amendment 96**  
**Agnieszka Kozłowska-Rajewicz**

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

*Motion for a resolution*

4. Stresses the importance of administrative capacity; calls *therefore* for the provision of appropriate training for local and regional authorities in order to use European funds more effectively and strategically;

*Amendment*

4. Stresses the importance of administrative capacity; calls *for the strengthening of the partnership principle as well as* for the provision of appropriate training for local and regional authorities *as well as other relevant stakeholders* in order to use European funds more effectively and strategically;

Or. en

**Amendment 97**  
**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl**

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

*Motion for a resolution*

4. Stresses the importance of administrative capacity; calls therefore for the provision of appropriate training for local and regional authorities in order to use European funds more effectively and strategically;

*Amendment*

4. Stresses the importance of administrative capacity; calls therefore for the provision of appropriate training for local and regional authorities in order to use European funds more effectively and strategically; *calls furthermore on governments to have the courage to be more politically ambitious, anticipating the needs of young people, businesses and civil society as well as of academic and vocational training establishments, implementing operational employment programmes more quickly;*

Or. fr

**Amendment 98**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Javi López, Sergio Gutiérrez Prieto, Emilian Pavel, Brando Benifei**

**Motion for a resolution**

**Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

*4a. Stresses the importance of close cross-sectoral cooperation, particularly between employment and education services;*

Or. en

**Amendment 99**

**Jean Lambert**

**Motion for a resolution**

**Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

*4a. Stresses the importance of close cross-sectoral cooperation, particularly between employment and education services;*

Or. en

**Amendment 100**

**Siôn Simon, Richard Howitt**

**Motion for a resolution**

**Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

*4a. Recalls that policies should focus on helping NEETs, including those who have become disengaged, to renew with education or integrate into the labour markets;*

**Amendment 101**  
**Laura Agea, Tiziana Beghin**

**Motion for a resolution**  
**Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

***4a. Notes that European funds, when used in a more efficient and strategic manner, can be an extraordinary tool for the growth and development of universities and businesses; calls for greater financial resources to be used to spread information on European financing instruments and to broaden, in universities and businesses, the knowledge and skills that are necessary for seeking funds, studying and managing funding projects;***

Or. it

**Amendment 102**  
**Laura Agea, Tiziana Beghin**

**Motion for a resolution**  
**Paragraph 4 b (new)**

*Motion for a resolution*

*Amendment*

***4b. Stresses that in order to guarantee that EU funds are used properly, it is paramount that a supervisory and monitoring system be implemented in order to ascertain how those funds are being used;***

Or. it

**Amendment 103**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili**

**Motion for a resolution**

**Paragraph 5**

*Motion for a resolution*

*Amendment*

**5. Calls for a EU award for the best projects in combating youth unemployment, which could be linked to the pan-European contest 'European Youth Award' and to the European Prize 'For youth employment in the Social Economy'; calls on the Commission to give visibility to such initiatives in order to raise awareness and to become closer to citizens' needs;** *deleted*

Or. en

**Amendment 104**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution**

**Paragraph 5**

*Motion for a resolution*

*Amendment*

**5. Calls for a EU award for the best projects in combating youth unemployment, which could be linked to the pan-European contest 'European Youth Award' and to the European Prize 'For youth employment in the Social Economy'; calls on the Commission to give visibility to such initiatives in order to raise awareness and to become closer to citizens' needs;** *deleted*

Or. fr

**Amendment 105**

**Amjad Bashir, Jana Žitňanská**

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

*Motion for a resolution*

5. Calls for a EU award for the best projects in combating youth unemployment, which could be linked to the pan-European contest 'European Youth Award' and to the European Prize 'For youth employment in the Social Economy'; calls on the Commission to give visibility to such initiatives in order to raise awareness and to become closer to citizens' needs;

*Amendment*

5. Calls for a EU award for the best projects in combating youth unemployment, which could be linked to the pan-European contest 'European Youth Award' and to the European Prize 'For youth employment in the Social Economy'; calls on the Commission to give visibility to such initiatives in order to raise awareness and to become closer to citizens' needs; ***stresses however the need for budgetary responsibility and calls therefore for such initiatives to be financed from within the existing budget;***

Or. en

**Amendment 106**  
**Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

5. Calls for ***a*** EU award for the best projects in combating youth unemployment, which could be linked to the pan-European contest 'European Youth Award' and to the European Prize 'For youth employment in the Social Economy'; calls on the Commission to give visibility to such initiatives in order to raise awareness and to become closer to citizens' needs;

*Amendment*

5. Calls for ***an*** EU award for the best projects in combating youth unemployment, which could be linked to the pan-European contest 'European Youth Award' and to the European Prize 'For youth employment in the Social Economy'; calls on the Commission to give visibility to such initiatives in order to raise awareness and to become closer to citizens' needs; ***emphasises, moreover, that the encouragement of crowdfunding measures is an incentive to develop young people's entrepreneurial skills and that such measures should be implemented at the university stage;***

Or. it

**Amendment 107**

**Tom Vandenkendelaere, Jeroen Lenaers, Tomáš Zdechovský, Eva Paunova, Siegfried Mureşan**

**Motion for a resolution  
Paragraph 5 a (new)**

*Motion for a resolution*

*Amendment*

***5a. Calls on the Member States to examine best practices of school-career guidance system where pupils are monitored from an early school stage to the first steps on the labour market;***

Or. en

**Amendment 108  
Emilian Pavel**

**Motion for a resolution  
Paragraph 6**

*Motion for a resolution*

*Amendment*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need ***to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;***

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need ***for educational systems in Europe at every level (including vocational training programs or pre-school education) to foster the development of 21st century skills and transversal entrepreneurship competencies, skills and knowledge, that are effectively delivered through hands-on and real-life experiences; suggests that entrepreneurship is taught across various subjects or as a separate subject;***

Or. en

**Amendment 109  
Lynn Boylan, Tania González Peñas**

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

*Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education **for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of** the practical skills needed in starting and managing businesses;

*Amendment*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education **on** the practical skills needed in starting and managing businesses;

Or. en

**Amendment 110**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Brando Benifei**

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

*Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship **on every level, including pre-school education, by including in curricula the development** in a safe environment (through games, simulations and youth projects) **of** the practical skills needed **in** starting and managing businesses;

*Amendment*

6. Stresses the key role of enterprises, including SMEs, **social enterprises** and micro-enterprises, in job creation; stresses the need to provide **entrepreneurship education for students; highlights that entrepreneurship and working life skills should be taught across various subjects or as a separate subject, taught** in a safe environment (through games, simulations and youth projects) **including** the practical skills needed **for** starting and managing businesses **as well as obtaining democratic and teamwork skills, learning to take responsibility, analysing situations and is a part of long-life learning; as long as this education is not only targeted at pushing people to be entrepreneurs more than being active citizens;**



**Amendment 111**

**Laura Agea, Tiziana Beghin**

**Motion for a resolution**

**Paragraph 6**

*Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, **including pre-school education**, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

*Amendment*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

Or. it

**Amendment 112**

**Ádám Kósa**

**Motion for a resolution**

**Paragraph 6**

*Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs **and micro-enterprises**, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

*Amendment*

6. Stresses the key role of enterprises, including SMEs, **micro-enterprises and social enterprises**, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

Or. en

**Amendment 113**  
**Elisabeth Morin-Chartier**

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

*Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the *practical* skills needed in starting and managing businesses;

*Amendment*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the *vocational* skills needed in starting and managing businesses;

Or. fr

**Amendment 114**  
**Jean Lambert**

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

*Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

*Amendment*

6. Stresses the key role of *policy makers and* enterprises, including SMEs, *social and solidarity economy actors* and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

Or. en

**Amendment 115**  
**Sven Schulze**

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

*Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

*Amendment*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation **and highlights their willingness to create traineeships and invest in the training of young people**; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

Or. de

**Amendment 116**  
**Eleftherios Synadinos**

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

*Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

*Amendment*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, **associations and partnerships of producers on a small and industrial scale**, job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

Or. el

## Amendment 117

Eva Paunova

### Motion for a resolution

#### Paragraph 6

##### *Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

##### *Amendment*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the **core** practical skills needed in starting and managing businesses; ***stresses the need for access to high-quality traineeships and professional training throughout and after the university stage of education;***

Or. en

## Amendment 118

Jana Žitňanská

### Motion for a resolution

#### Paragraph 6

##### *Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

##### *Amendment*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses; ***draws attention to the opportunities to – and advantages of – getting more people (e.g. successful young entrepreneurs, NGOs whose aim is to***

*promote entrepreneurship) involved in providing education on entrepreneurship;*

Or. sk

#### **Amendment 119**

**Tom Vandenkendelaere, Jeroen Lenaers, Tomáš Zdechovský, Eva Paunova, Siegfried Mureşan**

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

##### *Motion for a resolution*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

##### *Amendment*

6. Stresses the key role of enterprises, including SMEs and micro-enterprises, in job creation; stresses the need to provide education for entrepreneurship **more predominantly** on every level, including pre-school education, by including in curricula the development in a safe environment (through games, simulations and youth projects) of the practical skills needed in starting and managing businesses;

Or. en

#### **Amendment 120**

**Jana Žitňanská**

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

##### *Motion for a resolution*

##### *Amendment*

***6a. Points out the lack of high-quality career guidance in the Member States; emphasises the need to improve the quality of career guidance in schools and to provide ongoing professional training for careers advisors so that they are properly qualified to help students and pupils choose a suitable career path;***

**Amendment 121**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Javi López, Sergio Gutiérrez Prieto, Emilian Pavel, Brando Benifei, Agnes Jongerius, Elena Gentile**

**Motion for a resolution**

**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

***6a. Calls for investment in emerging and potential sectors such as information and communication technologies, clean technologies and green jobs as they have great potential to create quality jobs;***

Or. en

**Amendment 122**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution**

**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

***6a. Stresses that support for students' initiatives to set up businesses, particularly in university circles, is a tried and tested approach;***

Or. fr

**Amendment 123**

**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

**Motion for a resolution**

**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

***6a. Calls on the Commission and Member***

*states to commit to the investment and development of the green economy, particularly through investing in established and emerging renewable technologies that can reduce carbon emissions at the same time as providing new, quality jobs;*

Or. en

#### **Amendment 124**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Elena Gentile**

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

##### **Paragraph 7**

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

7. Recalls that the promotion of entrepreneurship is ***an important*** factor ***in promoting an active approach towards*** one's own ***carrier***; believes that it is the responsibility of public bodies, businesses and ***the media to promote*** entrepreneurship;

###### *Amendment*

7. Recalls that the promotion of entrepreneurship is ***a*** factor ***of giving knowledge about*** one's own ***future working life***; believes that it is the responsibility of public bodies, businesses and ***civil society to support job creation and*** entrepreneurship;

Or. en

#### **Amendment 125**

**Eva Paunova**

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

##### **Paragraph 7**

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

7. Recalls that ***the promotion of*** entrepreneurship is an important factor in promoting an active approach towards one's own carrier; believes that it is the responsibility of public bodies, businesses and the media to promote entrepreneurship;

###### *Amendment*

7. Recalls that ***supporting*** entrepreneurship is an important factor in promoting an active approach towards one's own carrier; believes that it is the responsibility of public bodies, businesses and the media to promote entrepreneurship;

Or. en

## Amendment 126

Sven Schulze

### Motion for a resolution

#### Paragraph 7

##### *Motion for a resolution*

7. Recalls that the promotion of entrepreneurship *is an important factor* in promoting an active approach towards one's own *career*; believes that it is the responsibility of public bodies, businesses and the media to promote entrepreneurship;

##### *Amendment*

7. Recalls that the promotion of entrepreneurship, *an understanding of economics, and fostering a sense of responsibility and initiative are important factors* in promoting an active approach towards one's own *career*; believes that it is the responsibility of public bodies, businesses and the media to promote entrepreneurship;

Or. de

## Amendment 127

Laura Agea, Tiziana Beghin

### Motion for a resolution

#### Paragraph 7

##### *Motion for a resolution*

7. Recalls that the promotion of entrepreneurship is an important factor in promoting an active approach towards one's own carrier; believes that it is the responsibility of public bodies, businesses and the media to promote entrepreneurship;

##### *Amendment*

7. Recalls that the promotion of entrepreneurship is an important factor in promoting an active approach towards one's own carrier; believes that it is the responsibility of public bodies, *the education sector, banks*, businesses and the media to promote entrepreneurship;

Or. it

## Amendment 128

Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada



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

*Motion for a resolution*

7. Recalls that the promotion of entrepreneurship is an important factor in promoting an active approach towards one's own carrier; believes that it is the responsibility of public bodies, businesses and the media to promote entrepreneurship;

*Amendment*

7. Recalls that the promotion of entrepreneurship is an important factor in promoting an active approach towards one's own carrier; believes that it is the responsibility of public bodies, businesses and the media to promote entrepreneurship; ***reiterates the need to develop mobility within businesses;***

Or. fr

**Amendment 129**  
**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

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

*Motion for a resolution*

*Amendment*

***7a. Recalls that promoting entrepreneurship among a wider public can only be effective in a favourable economic climate;***

Or. fr

**Amendment 130**  
**Krzysztof Hetman, Marek Plura, Danuta Jazłowiecka, Agnieszka Kozłowska-Rajewicz**

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

*Motion for a resolution*

*Amendment*

***7b. Underlines that entrepreneurial skills can be acquired also through skills development programmes organised outside of the general education system and that these programmes may include coaching and mentoring activities***

*supplied by experienced trainers, entrepreneurs and business experts that facilitate not only valuable business know-how, advice and feedback to potential entrepreneurs but also allow them to develop valuable network of contacts with existing enterprises and entrepreneurs that could otherwise take very long time to achieve;*

Or. en

### **Amendment 131**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Javi López, Sergio Gutiérrez Prieto, Brando Benifei**

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

##### *Motion for a resolution*

8. ***Calls for the removal of*** administrative and financial barriers *to* starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance, tailor-made counselling, ***introduction of incentive measures for entrepreneurs employing young people***; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

##### *Amendment*

8. ***Stresses the need to reduce existing*** administrative and financial barriers *when* starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance ***and*** tailor-made counselling; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals; ***stresses the need for the creation of one-stop-shops to deal with all relevant administrative procedures related to setting up and running a business***;

Or. en

### **Amendment 132**

**Aldo Patriciello**

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

*Motion for a resolution*

8. Calls for the removal of administrative and financial barriers to starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance, tailor-made counselling, introduction of incentive measures for entrepreneurs employing young people; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

*Amendment*

8. Calls for – ***and could tie the awarding of future funds and concessions to*** – the removal of administrative and financial barriers to starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance, ***guaranteed high-speed internet access***, tailor-made counselling ***and the*** introduction of incentive measures for entrepreneurs employing young people; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

Or. it

**Amendment 133**  
**Emilian Pavel**

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

*Motion for a resolution*

8. Calls for the ***removal*** of administrative and financial barriers to starting and managing businesses through ***the simplification of procedures***, easier access for start-ups to credit and microfinance, tailor-made counselling, introduction of incentive measures for entrepreneurs employing young people; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

*Amendment*

8. Calls for the ***improvement*** of administrative and financial barriers to starting and managing businesses through easier access for start-ups to credit and microfinance, tailor-made counselling, introduction of incentive measures for entrepreneurs employing young people ***whilst safeguarding workers' rights and maintaining the quality of employment practices***; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

Or. en

**Amendment 134**  
**Sven Schulze**

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

*Motion for a resolution*

8. Calls for the removal of administrative and financial barriers to starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance, tailor-made counselling, **introduction of incentive measures for** entrepreneurs **employing** young people; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

*Amendment*

8. Calls for the removal of administrative and financial barriers to starting and managing businesses through the simplification of procedures, easier access for start-ups to credit, **venture capital** and microfinance, tailor-made counselling, **and an obligation for** entrepreneurs **to employ** young people **so as to secure the next generation**; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

Or. de

**Amendment 135**  
**Eleftherios Synadinos**

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

*Motion for a resolution*

8. Calls for the removal of administrative and financial barriers to starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance, tailor-made counselling, introduction of incentive measures for entrepreneurs employing young people; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

*Amendment*

8. Calls for the removal of **principally bureaucratic** administrative and financial barriers to starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance, tailor-made counselling, introduction of incentive measures for entrepreneurs employing young people; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

Or. el

## Amendment 136

Tom Vandenkendelaere, Jeroen Lenaers, Tomáš Zdechovský, Eva Paunova, Siegfried Mureşan

### Motion for a resolution Paragraph 8

#### *Motion for a resolution*

8. Calls for the removal of administrative and financial barriers to starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance, tailor-made counselling, introduction of incentive measures for entrepreneurs employing young people; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

#### *Amendment*

8. Calls for the removal of administrative and financial barriers to starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance, ***multidisciplinary*** tailor-made counselling, ***peer-to-peer evaluation platforms***, introduction of incentive measures for entrepreneurs employing young people; underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the Investment Plan for Europe, for achieving these goals;

Or. en

## Amendment 137

Dominique Martin, Joëlle Mélin, Mara Bizzotto

### Motion for a resolution Paragraph 8

#### *Motion for a resolution*

8. Calls for the removal of administrative and financial barriers to starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance, tailor-made counselling, introduction of incentive measures for entrepreneurs employing young people; ***underlines the importance of microfinance and the EU Employment and Social Innovation (EaSI) programme, as well as the***

#### *Amendment*

8. Calls for the removal of administrative and financial barriers to starting and managing businesses through the simplification of procedures, easier access for start-ups to credit and microfinance, tailor-made counselling, introduction of incentive measures for entrepreneurs employing young people;

***Investment Plan for Europe, for  
achieving these goals;***

Or. fr

**Amendment 138  
Anne Sander**

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

*Motion for a resolution*

*Amendment*

***8a. Encourages Member States to take part in the Erasmus Programme for Young Entrepreneurs and to promote it among young people who wish to engage in business projects so that they can gain experience abroad and acquire new skills which will help them to carry out their business projects successfully;***

Or. fr

**Amendment 139  
Jean Lambert**

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

*Motion for a resolution*

*Amendment*

***8a. Calls for investment, skills development and forecasting in emerging and potential sectors such as information and communication technologies, clean technologies and green jobs as they have great potential to create quality jobs;***

Or. en

**Amendment 140  
Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

*Amendment*

**8a. Reiterates the importance of taxation for encouraging entrepreneurship and youth employment and therefore calls for austerity policies to be superseded in order to enable Member States to significantly reduce the tax burden on businesses and labour;**

Or. it

**Amendment 141**  
**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

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

*Motion for a resolution*

*Amendment*

**9. Calls for the creation of favourable conditions for the social economy in order to combine job creation for young people and social capital development;**

*deleted*

Or. fr

**Amendment 142**  
**Ádám Kósa**

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

*Motion for a resolution*

*Amendment*

**9. Calls for the creation of favourable conditions for the social economy in order to combine job creation for young people and social capital development;**

**9. Calls for better integration of social economy enterprises into national and European action plans for employment, skills development and social integration; in view to unlocking and exploiting their**

job creation *potential and their contribution to meeting the EU 2020 headline targets*;

Or. en

#### **Amendment 143**

**Jean Lambert**

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

##### **Paragraph 9**

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

9. Calls for the creation of favourable conditions for the social economy in order to combine job creation for young people and social capital development;

###### *Amendment*

9. Calls for the creation of favourable conditions for the social *and solidarity* economy in order to combine job creation for young people and social capital development;

Or. en

#### **Amendment 144**

**Eva Paunova**

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

##### **Paragraph 9**

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

9. Calls for the creation of favourable conditions for the social economy in order to combine job creation for young people and social capital development;

###### *Amendment*

9. Calls for the creation of favourable conditions for the social economy in order to combine job creation for young people and social capital development; *underlines the importance of creating the right incentives for young people to start a business*;

Or. en

#### **Amendment 145**

**Brando Benifei, Miapetra Kumpula-Natri**



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

*Motion for a resolution*

9. Calls for the creation of favourable conditions for the social economy in order to combine job creation for young people and social capital development;

*Amendment*

9. Calls for the creation of favourable conditions for the social economy in order to combine job creation for young people and social capital development; ***stresses the need to better integrate social economy enterprises into national and European action plans for employment, skills development and social integration with a view to unlock and exploit at the fullest their job creation potential and their contribution to the achievement of the Europe 2020 targets;***

Or. en

**Amendment 146**  
**Danuta Jazłowiecka, Marek Plura, Krzysztof Hetman**

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

*Motion for a resolution*

*Amendment*

***9a. Recalls that employers and entrepreneurs play a great role in training in the workplace as well as providing apprenticeships and that this should be further supported and developed;***

Or. en

**Amendment 147**  
**Agnieszka Kozłowska-Rajewicz**

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

*Motion for a resolution*

*Amendment*

***9a. Recalls that employers and***

*entrepreneurs play a great role in training in the workplace as well as providing apprenticeships and that this should be further supported and developed;*

Or. en

**Amendment 148**  
**Jana Žitňanská**

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

*Motion for a resolution*

*Amendment*

*9a. Points out that policies for promoting youth entrepreneurship require mid-term and long-term planning; stresses that policies for promoting entrepreneurship should take account of the different requirements of each Member State;*

Or. sk

**Amendment 149**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Javi López, Sergio Gutiérrez Prieto, Emilian Pavel, Agnes Jongerius, Elena Gentile**

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

*Motion for a resolution*

*Amendment*

*9a. Calls for an effective support of socially responsible, green and sustainable entrepreneurial projects as well as the promotion of sustainable alternative models such as cooperatives, which are based on a democratic decision process and try to have an impact on the local community;*

Or. en

**Amendment 150**  
**Jean Lambert**

**Motion for a resolution**  
**Subheading 3**

*Motion for a resolution*

Skills for *employability*

*Amendment*

Skills for *an adaptive labour market*;

Or. en

**Amendment 151**  
**Eva Paunova**

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

*Motion for a resolution*

10. Stresses that training in the workplace and high-quality apprenticeships are *ways of* improving youth access to the labour market *and a better use of these opportunities could enlarge* the pool of potential candidates for vacancies *and also improve their* preparedness for work;

*Amendment*

10. Stresses that training in the workplace and high-quality apprenticeships are *necessary for* improving youth access to the labour market *by enlarging* the pool of potential candidates for vacancies, *improving career orientation and* preparedness for work;

Or. en

**Amendment 152**  
**Jean Lambert**

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

*Motion for a resolution*

10. Stresses that training in the workplace and high-quality apprenticeships *are ways of improving youth access to* the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies *and also improve their preparedness for work*;

*Amendment*

10. Stresses that training in the workplace and high-quality apprenticeships *could - if they are of decent quality - be first steps into* the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies;

**Amendment 153**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution**

**Paragraph 10**

*Motion for a resolution*

10. Stresses that training in the workplace and high-quality apprenticeships are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work;

*Amendment*

10. Stresses that training in the workplace, *sandwich courses* and high-quality apprenticeships are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work;

Or. fr

**Amendment 154**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili**

**Motion for a resolution**

**Paragraph 10**

*Motion for a resolution*

10. Stresses that training in the workplace and high-quality apprenticeships are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work;

*Amendment*

10. Stresses that training in the workplace and high-quality *and formative* apprenticeships are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work;

Or. en

**Amendment 155**

**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**

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

*Motion for a resolution*

10. Stresses that training in the workplace and high-quality apprenticeships are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work;

*Amendment*

10. Stresses that training in the workplace and high-quality apprenticeships, ***backed by partnerships between schools, training establishments and businesses***, are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work;

Or. fr

**Amendment 156**  
**Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

10. Stresses that training in the workplace and high-quality apprenticeships are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work;

*Amendment*

10. Stresses that training in the workplace and high-quality apprenticeships, ***when they are not exploited in order to have a casual, low-cost workforce***, are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work;

Or. it

**Amendment 157**  
**Amjad Bashir, Jana Žitňanská**

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

*Motion for a resolution*

10. Stresses that training in the workplace and high-quality apprenticeships are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work;

*Amendment*

10. Stresses that training in the workplace and high-quality apprenticeships are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work; ***notes the success of such policies in several Member States; suggests that the sharing of best practice in this area would contribute to reducing youth unemployment;***

Or. en

**Amendment 158**  
**Sven Schulze**

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

*Motion for a resolution*

10. Stresses that training in the workplace and high-quality apprenticeships are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work;

*Amendment*

10. Stresses that training in the workplace and high-quality apprenticeships are ways of improving youth access to the labour market and a better use of these opportunities could enlarge the pool of potential candidates for vacancies and also improve their preparedness for work; ***stresses that disadvantaged undertakings and trainees need special support, e.g. in the form of extra tuition and support courses for trainees, and assistance for undertakings in coping with their administrative and organisational tasks;***

Or. de

**Amendment 159**  
**Nathalie Griesbeck**

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

*Motion for a resolution*

*Amendment*

***10a. Expresses its concern about the fall in scores observed in the last PISA (Programme for International Student Assessment) survey in certain European Union Member States; calls on Member States to make education a leading priority in order to attain the targets of the Europe 2020 Strategy;***

Or. fr

**Amendment 160**  
**Glenis Willmott, Siôn Simon**

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

*Motion for a resolution*

*Amendment*

***10a. Stresses the value of high quality apprenticeships in all employment sectors and calls on the Commission and Member States to encourage women into traditionally male-dominated apprenticeships and occupations;***

Or. en

**Amendment 161**  
**Jana Žitňanská**

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

*Motion for a resolution*

*Amendment*

***10a. Stresses the urgent need to make advisors working at public employment agencies better qualified and more motivated so that they can proactively***

*respond to the needs of young job seekers,  
help them to gain additional  
qualifications and identify the skills they  
need for the job market;*

Or. sk

**Amendment 162**  
**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

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

*Motion for a resolution*

*Amendment*

*10a. Emphasises the importance of  
developing sandwich courses and the need  
to authorise access to apprenticeships  
from age 14 in order to facilitate the  
integration of young people into the world  
of enterprise;*

Or. fr

**Amendment 163**  
**Emilian Pavel, Miapetra Kumpula-Natri**

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

*Motion for a resolution*

*Amendment*

*10a. Calls on the Member States to  
provide appropriate education and  
training programmes focused on the  
development of digital skills as essential  
tools for young people in today's economy  
and business;*

Or. en

**Amendment 164**  
**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**



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

*Motion for a resolution*

11. Recalls that good quality educational guidance at all stages of education is necessary and can lower the risk of early school-leaving as well as help to overcome difficulties in accessing the labour market;

*Amendment*

11. Recalls that good quality educational ***and training*** guidance at all stages of education is necessary and can lower the risk of early school-leaving as well as help to overcome difficulties in accessing the labour market; ***stresses that language learning and digital literacy are fundamental;***

Or. fr

**Amendment 165**  
**Agnieszka Kozłowska-Rajewicz**

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

*Motion for a resolution*

11. Recalls that good quality educational guidance at all stages of education is necessary and can lower the risk of early school-leaving as well as help to overcome difficulties in accessing the labour market;

*Amendment*

11. Recalls that good quality educational ***tailor-made*** guidance ***and support*** at all stages of education is necessary and can lower the risk of early school-leaving as well as help to overcome difficulties in accessing the labour market;

Or. en

**Amendment 166**  
**Danuta Jazłowiecka, Marek Plura, Krzysztof Hetman**

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

*Motion for a resolution*

11. Recalls that good quality educational guidance at all stages of education is necessary and can lower the risk of early

*Amendment*

11. Recalls that good quality educational ***tailor- made*** guidance ***and support*** at all stages of education is necessary and can

school-leaving as well as help to overcome difficulties in accessing the labour market;

lower the risk of early school-leaving as well as help to overcome difficulties in accessing the labour market;

Or. en

#### **Amendment 167**

**Ádám Kósa**

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

##### **Paragraph 11**

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

11. Recalls that good quality educational guidance at all stages of education is necessary and can lower the risk of early school-leaving as well as help to overcome difficulties in accessing the labour market;

###### *Amendment*

11. Recalls that good quality educational guidance **and support** at all stages of education is necessary and can lower the risk of early school-leaving as well as help to overcome difficulties in accessing the labour market;

Or. en

#### **Amendment 168**

**Sven Schulze**

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

##### **Paragraph 11**

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

11. Recalls that good quality educational guidance at all stages of education is necessary and can lower the risk of early school-leaving as well as help to overcome difficulties in accessing the labour market;

###### *Amendment*

11. Recalls that good quality educational guidance at all stages of education is necessary and can lower the risk of early school-leaving as well as help to overcome difficulties in accessing the labour market; ***this occupational guidance must be firmly anchored in the curriculum and must be provided in cooperation with economic actors and employment agencies;***

Or. de

**Amendment 169**  
**Nathalie Griesbeck**

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

*Motion for a resolution*

*Amendment*

*11a. Stresses that language learning is a key element in making young people employable on the single European market, particularly in border regions;*

Or. fr

**Amendment 170**  
**Danuta Jazłowiecka, Marek Plura, Krzysztof Hetman**

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

*Motion for a resolution*

*Amendment*

*11a. Stresses the importance of regular monitoring of the future skills needs' and encourages therefore Member States and all relevant stakeholders to share good practice in this regard and further develop monitoring and forecasting tools;*

Or. en

**Amendment 171**  
**Agnieszka Kozłowska-Rajewicz**

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

*Motion for a resolution*

*Amendment*

*11a. Stresses the importance of regular monitoring of the future skills needs' and encourages therefore Member States and all relevant stakeholders to share good practice in this regards and further*

*develop monitoring and forecasting tools;*

Or. en

**Amendment 172**  
**Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

*Amendment*

*11a. Points out, in addition, that in order to reduce the risk of early school-leaving, it is vital to move beyond austerity policies;*

Or. it

**Amendment 173**  
**Jean Lambert**

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

*Motion for a resolution*

*Amendment*

12. Calls *for the exchange of good practices in vocational education and the development of skills enabling access to the labour market to be enhanced;*

12. Calls *on the Member States to finally take the step from best practices observation to policy actions - in particular as regards vocational education - which aim at increasing employment rates and reduce poverty and inequality, and to undertake reforms which draw on those practices;*

Or. en

**Amendment 174**  
**Eva Paunova**

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

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*Motion for a resolution*

12. Calls for the exchange of good practices in vocational education and the development of skills **enabling** access to the labour market **to be enhanced**;

*Amendment*

12. Calls for the exchange of good practices in vocational education and the development of skills **ensuring greater** access to the labour market; **emphasises the importance of practical, entrepreneurial, coding and e-skills as indispensable for professional development in the 21st century; points to the importance of implementing the Entrepreneurship 2020 Action Plan and the EU eSkills strategy**;

Or. en

**Amendment 175**  
**Elisabeth Morin-Chartier**

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

*Motion for a resolution*

12. Calls for the exchange of good practices in vocational education and the development of skills enabling access to the labour market to be enhanced;

*Amendment*

12. Calls for the exchange of good practices in vocational education and the development of **training through** skills enabling access to the labour market to be enhanced;

Or. fr

**Amendment 176**  
**Lampros Fountoulis**

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

*Motion for a resolution*

12. Calls for the exchange of good practices in vocational education and the development of skills enabling access to the labour market to be enhanced;

*Amendment*

12. Calls for the exchange of good practices **between countries, public organisations and private undertakings** in vocational education and the development

of skills enabling access to the labour market to be enhanced;

Or. el

### **Amendment 177**

**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl**

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

##### **Paragraph 12**

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

12. Calls for the exchange of good practices in vocational education and the development of skills enabling access to the labour market to be enhanced;

###### *Amendment*

12. Calls for the exchange of good practices in vocational education and the development of skills *and, if necessary, for the revision of training programmes to be undertaken, anticipating the needs of the market, thus* enabling access to the labour market to be enhanced *for young people*;

Or. fr

### **Amendment 178**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Javi López, Sergio Gutiérrez Prieto, Emilian Pavel, Brando Benifei**

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

##### **Paragraph 12**

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

12. Calls for the exchange of good practices in vocational education and the development of skills enabling access to the labour market to be enhanced;

###### *Amendment*

12. Calls for the exchange of good practices in vocational education and the development of skills enabling access to the labour market to be enhanced; *recalls that lifelong guidance on professional career should be available over the whole working life to maintain and develop one's skills and knowledge*;

Or. en

**Amendment 179**

**Anne Sander**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

*12a. Encourages Member States to promote and support opportunities for professional mobility among young apprentices to enable them to develop their skills in contact with other training systems and other types of business, but also to give them the opportunity to practise speaking a foreign language, which will help them to find a lasting place in the jobs market;*

Or. fr

**Amendment 180**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Javi López, Sergio Gutiérrez Prieto, Emilian Pavel, Brando Benifei, Agnes Jongerius, Elena Gentile**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

*12a. Recalls that non-formal education is crucial for soft skills development such as e.g. communications and decision-making skills; calls therefore for investment in inclusive opportunities providing Non Formal Education (NFE) and for recognition of the impact and value of experience, skills and competences gained from there;*

Or. en

**Amendment 181**

**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

**Motion for a resolution**  
**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

***12a. Recalls that non-formal education is crucial for soft skills development such as e.g. communications and decision-making skills; calls therefore for investment in inclusive opportunities providing Non Formal Education (NFE) and for recognition of the impact and value of experience, skills and competences gained from there,***

Or. en

**Amendment 182**  
**Jean Lambert**

**Motion for a resolution**  
**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

***12a. Recalls that non-formal and informal learning are crucial for soft skills development such as e.g. communications and decision-making skills; calls therefore for investment in inclusive opportunities providing for non-formal and informal learning and for recognition of the impact and value of experience, skills and competences gained;***

Or. en

**Amendment 183**  
**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution**  
**Paragraph 12 a (new)**



*Motion for a resolution*

*Amendment*

***12a. Notes the importance of anticipating needs for skills in the various sectors with potential, such as new technologies, personal services or the circular economy, in order to establish and promote appropriate training;***

Or. fr

**Amendment 184**

**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

***12a. Urges that a system of training and studies be established which adopts innovative but accessible approaches, and which focuses on developing basic skills as well as intellectual and technical capacities;***

Or. fr

**Amendment 185**

**Anne Sander**

**Motion for a resolution**

**Paragraph 12 b (new)**

*Motion for a resolution*

*Amendment*

***12b. Stresses the importance of pursuing the development of the EURES tool, particularly in border areas, to encourage young people to take an interest in offers of jobs, traineeships or apprenticeships abroad, and to support them in their mobility projects by providing them with assistance and advice on their projects;***

**Amendment 186**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Javi López, Sergio Gutiérrez Prieto, Agnes Jongerius, Elena Gentile**

**Motion for a resolution**

**Paragraph 12 b (new)**

*Motion for a resolution*

*Amendment*

*12b. Stresses that education is a value in itself and should not only be considered a tool of the labour market; stresses that education is a fundamental right and a public good and essential for the exercise of all other human rights, that it promotes individual freedom and empowerment and yields important development benefits, recalls therefore that education should not be instrumentalised turning students into products developed only to satisfy business' needs;*

Or. en

**Amendment 187**

**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

**Motion for a resolution**

**Paragraph 12 b (new)**

*Motion for a resolution*

*Amendment*

*12b. Calls for Member States to ensure all young people are provided with an Individual Needs Plan within 4 months of becoming unemployed; stresses that a complete skills audit should be incorporated into each plan, which can identify gaps between the skills of the unemployed and those required in potential economic growth sectors and employers; recalls that this should involve formal certification of 'soft skills' and*

*non-formal learning as appropriate;*

Or. en

**Amendment 188**  
**Dieter-Lebrecht Koch**

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

*Motion for a resolution*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and providing high-quality internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education;

*Amendment*

13. Stresses that a smooth transition from education to employment should be promoted by linking *theoretical* education with practical training and providing high-quality internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education;

Or. de

**Amendment 189**  
**Eva Paunova**

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

*Motion for a resolution*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and providing high-quality internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education;

*Amendment*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and *integrating employability skills into core academic curriculum*, providing high-quality internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education;

Or. en

**Amendment 190**  
**Siôn Simon, Richard Howitt,**

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

*Motion for a resolution*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and providing high-quality internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education;

*Amendment*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and providing high-quality ***and financially accessible*** internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education;

Or. en

**Amendment 191**  
**Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and providing high-quality internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education;

*Amendment*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and providing high-quality internships, ***where they are not exploited as a low-cost labour force***, as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education;

Or. it

**Amendment 192**  
**Emilian Pavel**

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

*Motion for a resolution*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and providing high-quality internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education;

*Amendment*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and providing high-quality internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education, ***or during volunteering experiences;***

Or. en

**Amendment 193**  
**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Emilian Pavel, Brando Benifei, Siôn Simon**

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

*Motion for a resolution*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and providing high-quality internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education;

*Amendment*

13. Stresses that a smooth transition from education to employment should be promoted by linking education with practical training and providing high-quality internships as stipulated in the European Quality Charter on Internships and Apprenticeships as well as through the recognition of qualifications gained during formal and non-formal education; ***stresses that high-quality internships/traineeships should always have clear learning outcomes;***

Or. en

**Amendment 194**  
**Agnieszka Kozłowska-Rajewicz**

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

*Motion for a resolution*

*Amendment*

***13a. Stresses the need to develop measures to encourage girls to engage in STEM subjects and establish quality careers guidance to support them in continuing their professional careers in this field since women remain largely underrepresented in STEM-related professions, accounting for just 24% of science and engineering professionals and since STEM occupations are among the top 20 bottleneck vacancies in the EU Member States;***

Or. en

**Amendment 195**  
**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

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

*Motion for a resolution*

*Amendment*

***13a. Proposes promoting the development of business mentoring;***

Or. fr

**Amendment 196**  
**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution**  
**Paragraph 13 b (new)**

*Motion for a resolution*

*Amendment*

***13b. Stresses the importance of learning***

*one or more foreign languages as part of education and vocational training;*

Or. fr

**Amendment 197**

**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

**Motion for a resolution**

**Paragraph 14**

*Motion for a resolution*

14. Welcomes the Quality Framework for Traineeships and the European Alliance for Apprenticeships;

*Amendment*

14. Welcomes the Quality Framework for Traineeships and the European Alliance for Apprenticeships; *stresses the importance for the Commission to monitor its implementation in the Member States closely; urges the Alliance for Apprenticeships to promote accessibility of young people to apprenticeships by calling for the removal of barriers such as education fees for apprentices;*

Or. en

**Amendment 198**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Ole Christensen, Brando Benifei, Agnes Jongerius, Elena Gentile**

**Motion for a resolution**

**Paragraph 14**

*Motion for a resolution*

14. Welcomes the Quality Framework for Traineeships and the European Alliance for Apprenticeships;

*Amendment*

14. Welcomes the Quality Framework for Traineeships and the European Alliance for Apprenticeships; *stresses the importance for the European Commission to monitor closely its implementation in the Member States;*

Or. en

**Amendment 199**

**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**

**Motion for a resolution**

**Paragraph 14**

*Motion for a resolution*

14. Welcomes the Quality Framework for Traineeships and the European Alliance for Apprenticeships;

*Amendment*

14. Welcomes the Quality Framework for Traineeships and the European Alliance for Apprenticeships; ***calls for additional measures to be taken to provide compulsory social protection;***

Or. fr

**Amendment 200**

**Jean-Marie Cavada, Enrique Calvet Chambon**

**Motion for a resolution**

**Paragraph 14 a (new)**

*Motion for a resolution*

*Amendment*

***14a. Stresses the need to provide high-quality careers guidance services based on reliable information about careers and job prospects, to help young people to make the best career choices;***

Or. fr

**Amendment 201**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck**

**Motion for a resolution**

**Paragraph 15**

*Motion for a resolution*

15. Recalls that the dual model of education as well as the acquisition of practical, social and communication skills is of high importance;

*Amendment*

15. Recalls that the dual model of education as well as the acquisition of practical, social and communication skills is of high importance, ***but stresses that the dual model must be targeted to the social,***



*economic and cultural context of each country and is not to be seen as the one and only correct VET system;*

Or. en

**Amendment 202**

**Javi López, Sergio Gutiérrez Prieto**

**Motion for a resolution**

**Paragraph 15**

*Motion for a resolution*

15. Recalls that the dual model of education as well as the acquisition of practical, social and communication skills is of high importance;

*Amendment*

15. Recalls that the dual model of education as well as the acquisition of practical, social and communication skills is of high importance; ***calls therefore for recognition and strengthening of dual learning at all levels;***

Or. en

**Amendment 203**

**Amjad Bashir, Jana Žitňanská**

**Motion for a resolution**

**Paragraph 15**

*Motion for a resolution*

15. Recalls that the dual model of education as well as the acquisition of practical, social and communication skills is of high importance;

*Amendment*

15. Recalls, ***with respect to the Member States' competence in this area,*** that the dual model of education as well as the acquisition of practical, social and communication skills is of high importance;

Or. en

**Amendment 204**

**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**

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

*Motion for a resolution*

15. Recalls that the dual model of education as well as the acquisition of practical, social and communication skills is of high importance;

*Amendment*

15. Recalls that the dual model of education as well as the acquisition of practical, social and communication skills is of high importance; *emphasises that these accomplishments will increase young people's confidence in the system, make it easier for them to enter the labour market and improve their training and their predisposition to work;*

Or. fr

**Amendment 205**  
**Marek Plura, Krzysztof Hetman, Danuta Jazłowiecka**

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

*Motion for a resolution*

*Amendment*

*15a. Calls for enhanced cooperation between education institutions (both on vocational and higher level) and entrepreneurs in developing curricula adjusted to the labour market needs;*

Or. en

**Amendment 206**  
**Agnieszka Kozłowska-Rajewicz**

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

*Motion for a resolution*

*Amendment*

*15a. Calls for enhanced cooperation between education institutions (both on vocational and higher level) and entrepreneurs in developing curricula*

*adjusted to the labour market needs;*

Or. en

**Amendment 207**

**Jean-Marie Cavada, Enrique Calvet Chambon**

**Motion for a resolution**

**Paragraph 15 a (new)**

*Motion for a resolution*

*Amendment*

*15a. Calls for the development of a single European framework for apprenticeship in order to train young people who have chosen technical training in readiness for European mobility;*

Or. fr

**Amendment 208**

**Jana Žitňanská**

**Motion for a resolution**

**Paragraph 15 a (new)**

*Motion for a resolution*

*Amendment*

*15a. Points out the advantages of a flexible, student-focused approach to education which makes it possible to change or adapt the direction of study in line with the student's needs and does not bind him/her to his/her initial choice.*

Or. sk

**Amendment 209**

**Agnieszka Kozłowska-Rajewicz, Marek Plura, Danuta Jazłowiecka, Krzysztof Hetman**

**Motion for a resolution**

**Paragraph 15 a (new)**

*Motion for a resolution*

*Amendment*

**15a. Underlines the importance of developing digital skills and media literacy from the earliest stage at school and going through the whole education cycle;**

Or. en

**Amendment 210**  
**Lampros Fountoulis**

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

*Motion for a resolution*

*Amendment*

16. Recalls that traineeships and apprenticeships **should** lead to employment **and** condemns **the** abuse of such arrangements;

16. Recalls that traineeships and apprenticeships **must** lead to employment; condemns **any** abuse of such arrangements;

Or. el

**Amendment 211**  
**Sven Schulze**

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

*Motion for a resolution*

*Amendment*

16. Recalls that **traineeships and** apprenticeships should lead to employment and condemns **the abuse of such arrangements;**

16. Recalls that apprenticeships **reflecting actual needs** should lead to employment **and that traineeships should prepare for a job,** and condemns **any abuses;**

Or. de

**Amendment 212**  
**Tom Vandenkendelaere, Jeroen Lenaers, Tomáš Zdechovský, Eva Paunova, Siegfried**

## Mureşan

### Motion for a resolution Paragraph 16

#### *Motion for a resolution*

16. Recalls that traineeships and apprenticeships should lead to employment and **condemns the abuse of such arrangements**;

#### *Amendment*

16. Recalls that traineeships and apprenticeships should lead to employment and **that the working conditions and assigned tasks should help trainees to acquire the practical experience and relevant skills to enter the labour market**;

Or. en

### Amendment 213 Dieter-Lebrecht Koch

### Motion for a resolution Paragraph 16

#### *Motion for a resolution*

16. Recalls that traineeships and apprenticeships should lead to employment and condemns **the** abuse of such arrangements;

#### *Amendment*

16. Recalls that **long-term** traineeships and apprenticeships should lead to employment and condemns **any** abuse of such arrangements;

Or. de

### Amendment 214

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Ole Christensen, Javi López, Sergio Gutiérrez Prieto, Emilian Pavel, Brando Benifei, Agnes Jongerius, Elena Gentile**

### Motion for a resolution Paragraph 16

#### *Motion for a resolution*

16. Recalls that traineeships and apprenticeships should lead to employment and condemns the abuse of such arrangements;

#### *Amendment*

16. Recalls that **high-quality** traineeships and apprenticeships should lead to employment and condemns the abuse of such arrangements; **reminds that the aim**

*of traineeships is not providing underpaid labour but to lead to increased skills and employability;*

Or. en

**Amendment 215**  
**Jean Lambert**

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

*Motion for a resolution*

16. Recalls that traineeships and apprenticeships should lead to employment and condemns the abuse of such arrangements;

*Amendment*

16. Recalls that traineeships and apprenticeships should lead to employment and condemns the abuse of such arrangements; *stresses that the current rhetoric on employability seems to push young people to accept jobs at any price or under any conditions, without being aware of their rights;*

Or. en

**Amendment 216**  
**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl, Jean-Marie Cavada**

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

*Motion for a resolution*

16. Recalls that traineeships and apprenticeships should lead to employment and condemns the abuse of such arrangements;

*Amendment*

16. Recalls that traineeships and apprenticeships should lead to employment and condemns the abuse of such arrangements; *calls for Member States to withdraw the incentives which they give to businesses if the latter use traineeships and apprenticeship contracts merely to obtain cheap labour;*

Or. fr

**Amendment 217**

**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

**Motion for a resolution**

**Paragraph 16**

*Motion for a resolution*

16. Recalls that traineeships and apprenticeships should lead to employment and condemns the abuse of such arrangements;

*Amendment*

16. Recalls that traineeships and apprenticeships should lead to employment and condemns the abuse of such arrangements; ***urges the abolition of exploitative schemes; calls on Member States to ensure that all labour activation schemes are income proofed to ensure that the state is not facilitating the growth of the 'working poor'***;

Or. en

**Amendment 218**

**Elisabeth Morin-Chartier**

**Motion for a resolution**

**Paragraph 16 a (new)**

*Motion for a resolution*

*Amendment*

***16a. Warns Member States against dispersion in the types of contract offered to young people; calls for thinking along these lines in order to increase effectiveness;***

Or. fr

**Amendment 219**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution**

**Paragraph 16 a (new)**

*Motion for a resolution*

*Amendment*

***16a. Recalls that many young people are***

*compelled to accept a series of traineeships, which in many cases constitute disguised forms of under-employment;*

Or. fr

**Amendment 220**  
**Nathalie Griesbeck**

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

*Motion for a resolution*

*Amendment*

*16a. Recalls the importance of mobility for the development of skills; welcomes the extension of the scope for mobility under the Erasmus + programme; calls on the Commission and Member States to work towards greater mobility in all training courses in order to further improve the employability of young people;*

Or. fr

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

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

*Motion for a resolution*

*Amendment*

*16b. Recalls that certain programmes of the European Union, such as Erasmus +, afford opportunities for young people to develop new skills in other Member States; recalls that this European mobility in training is a significant asset for the employability of young people;*

Or. fr



## **Amendment 222**

**Jean Lambert**

### **Motion for a resolution**

#### **Paragraph 17**

##### *Motion for a resolution*

17. Recalls that the effective implementation of the Youth Guarantee can help to improve the **employability** of young people by overcoming educational deficits and by providing skills relevant to the market **needs** and can offer valuable work experience **that can facilitate the establishment of successful businesses**;

##### *Amendment*

17. Recalls that the effective implementation of the Youth Guarantee can help to improve the **labour market opportunities** of young people by overcoming educational deficits and by providing skills relevant to the **needs for a sustainable labour market and economy** and can offer valuable work experience;

Or. en

## **Amendment 223**

**Brando Benifei, Miapetra Kumpula-Natri**

### **Motion for a resolution**

#### **Paragraph 17**

##### *Motion for a resolution*

17. Recalls that the effective implementation of the Youth Guarantee can help to improve the employability of young people by overcoming educational deficits and by providing skills relevant to the market needs and can offer valuable work experience that can facilitate the establishment of successful businesses;

##### *Amendment*

17. Recalls that the effective implementation of the Youth Guarantee **and the Youth Employment Initiative** can help to improve the employability of young people by overcoming educational deficits and by providing skills relevant to the market needs and can offer valuable work experience that can facilitate the establishment of successful businesses;

Or. en

## **Amendment 224**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili**

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

*Motion for a resolution*

17. Recalls that the effective implementation of the Youth Guarantee can help to improve the employability of young people by overcoming educational deficits and by providing skills relevant to the market needs and can offer valuable work experience that can facilitate the establishment of successful businesses;

*Amendment*

17. Recalls that the effective implementation of the Youth Guarantee can *also* help to improve the employability of young people by overcoming educational deficits and by providing skills relevant to the market needs and can offer valuable work experience that can facilitate the establishment of successful businesses;

Or. en

**Amendment 225**  
**Elisabeth Morin-Chartier**

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

*Motion for a resolution*

17. Recalls that the effective implementation of the Youth Guarantee can help to improve the employability of young people by overcoming educational deficits and by providing skills relevant to the market needs and can offer valuable work experience that can facilitate the establishment of successful businesses;

*Amendment*

17. Recalls that the effective implementation of the Youth Guarantee can help to improve the employability of young people by overcoming educational deficits and by providing skills relevant to the market needs and can offer valuable work experience that can facilitate the establishment of successful businesses;  
*recalls the urgent need to establish youth guarantees in Member States with the aid of the European Social Fund;*

Or. fr

**Amendment 226**  
**Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

17. Recalls that the effective implementation of the Youth Guarantee can help to improve the employability of young people by overcoming educational deficits and by providing skills relevant to the market needs and can offer valuable work experience that can facilitate the establishment of successful businesses;

*Amendment*

17. Recalls that the effective implementation of the Youth Guarantee can help to improve the employability of young people by overcoming educational deficits and by providing skills relevant to the market needs and can offer valuable work experience that can facilitate the establishment of successful businesses;  
*points out, to that end, that it is vital to assess the real employment needs of young people and the real sectors offering future work opportunities, such as the social economy and the green economy, backed up by constant and careful monitoring not only of the projects concerned but also of the agencies that provide them, drawing up regular reports on the progress of this measure to combat youth unemployment;*

Or. it

**Amendment 227**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Javi López, Sergio Gutiérrez Prieto, Emilian Pavel, Brando Benifei, Agnes Jongerius, Elena Gentile**

**Motion for a resolution**

**Paragraph 17 a (new)**

*Motion for a resolution*

*Amendment*

*17a. Stresses the importance of tailor-made career counselling and guidance for young people at the earliest stage possible;*

Or. en

**Amendment 228**

**Laura Agea, Tiziana Beghin**

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

*Motion for a resolution*

*Amendment*

***17a. Stresses the need to simplify administrative measures for implementing the Youth Guarantee and the urgency of removing any red tape that might limit its effectiveness;***

Or. it

**Amendment 229**  
**Brando Benifei, Miapetra Kumpula-Natri**

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

*Motion for a resolution*

*Amendment*

18. Welcomes the recent decision by EU co-legislators on increasing pre-financing for the Youth Employment Initiative, which aims to ***smooth*** the implementation of this important initiative for regions and states facing financial difficulties;

18. Welcomes the recent decision by EU co-legislators on increasing pre-financing for the Youth Employment Initiative, which aims to ***smooth*** the implementation of this important initiative for regions and states facing financial difficulties; ***calls on the Member States to rapidly and effectively implement the Operational Programmes of the Youth Employment Initiative on the ground;***

Or. en

**Amendment 230**  
**Marek Plura, Krzysztof Hetman, Danuta Jazłowiecka**

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

*Motion for a resolution*

*Amendment*

18. Welcomes the recent decision by EU co-legislators on increasing pre-financing

18. Welcomes the recent decision by EU co-legislators on increasing pre-financing

for the Youth Employment Initiative, which aims to smooth the implementation of this important initiative for regions and states facing financial difficulties;

for the Youth Employment Initiative, which aims to smooth the implementation of this important initiative for regions and states facing financial difficulties; ***calls Member States and local and regional authorities to use the available funds for bringing forward the necessary structural reforms and creating sustainable instead of only ad hoc solutions;***

Or. en

### **Amendment 231**

**Agnieszka Kozłowska-Rajewicz**

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

##### **Paragraph 18**

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

18. Welcomes the recent decision by EU co-legislators on increasing pre-financing for the Youth Employment Initiative, which aims to smooth the implementation of this important initiative for regions and states facing financial difficulties;

###### *Amendment*

18. Welcomes the recent decision by EU co-legislators on increasing pre-financing for the Youth Employment Initiative, which aims to smooth the implementation of this important initiative for regions and states facing financial difficulties; ***calls Member States and local and regional authorities to use the available funds for bringing forward the necessary structural reforms and creating sustainable instead of only ad hoc solutions;***

Or. en

### **Amendment 232**

**Lynn Boylan, Tania González Peñas, Paloma López Bermejo**

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

##### **Paragraph 18**

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

18. Welcomes the recent decision by EU co-legislators on increasing pre-financing for the Youth Employment Initiative,

###### *Amendment*

18. Welcomes the recent decision by EU co-legislators on increasing pre-financing for the Youth Employment Initiative,

which aims to smooth the implementation of this important initiative for regions and states facing financial difficulties;

which aims to smooth the implementation of this important initiative for regions and states facing financial difficulties; ***urges the Commission to commit more funds to the Youth Guarantee based on the ILO's recommendation that EUR 6 600 per participant is required;***

Or. en

**Amendment 233**  
**Glenis Willmott, Siôn Simon**

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

*Motion for a resolution*

*Amendment*

***18a. Highlights the evidence of skills shortages in the STEM field in spite of high unemployment rates across the EU; calls on the Commission and Member States to promote the positive image of science, make improvements in school based science teaching and learning, and increase students' interest in science;***

Or. en

**Amendment 234**  
**Jana Žitňanská**

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

*Motion for a resolution*

*Amendment*

***18a. Emphasises the importance of holistic education, for example in the form of civic education, which should be an integral part of all streams of education and can help to prepare young people in the transition to working life;***

Or. sk

**Amendment 235**

**Agnieszka Kozłowska-Rajewicz, Marek Plura, Danuta Jazłowiecka, Krzysztof Hetman**

**Motion for a resolution**

**Paragraph 18 a (new)**

*Motion for a resolution*

*Amendment*

*18a. Points out that, despite high youth unemployment rates in some Member States and unfilled job vacancies in others, intra-EU labour mobility remains low; recalls therefore the importance of the mobility of workers for a competitive labour market, and stresses the need to reduce the linguistic and cultural barriers that are liable to restrain it by providing sector-specific language courses and trainings on intercultural communication for the unemployed;*

Or. en

**Amendment 236**

**Jana Žitňanská**

**Motion for a resolution**

**Paragraph 18 b (new)**

*Motion for a resolution*

*Amendment*

*18b. Stresses the urgent need to promote non-formal and informal learning, which includes volunteering, and which is an invaluable resource in helping young people get the skills they need for working life;*

Or. sk

**Amendment 237**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

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

*Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities *for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;*

*Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities;

Or. fr

**Amendment 238**  
**Lampros Fountoulis**

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

*Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and

*Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular



economically profitable;

*(a) children and young people from families affected by poverty, particularly in countries suffering from the economic crisis,*

*(b) the long-term and second-generation unemployed,*

*(c) legal migrants and, finally,*

*(d) those with any kind of disability;*

Or. el

### **Amendment 239**

**Jean Lambert**

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

#### **Paragraph 19**

##### *Motion for a resolution*

19. Stresses that skills development *should also be considered as* a mechanism *leading to* equal opportunities for people from disadvantaged groups, *in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities*; stresses that prevention as well as support and counselling at an early stage are of the *outmost* importance, *because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable*;

##### *Amendment*

19. Stresses that skills development - *if done as an integrated concept - could become* a mechanism *for increasing* equal opportunities for people from disadvantaged groups; stresses that prevention as well as support and counselling at an early stage are of the *utmost* importance;

Or. en

### **Amendment 240**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Brando Benifei, Agnes Jongerius, Elena Gentile**

## Motion for a resolution

### Paragraph 19

#### *Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, **including second-generation unemployed, immigrants** and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, **because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;**

#### *Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, **regardless of socio-economic background or gender**, in particular for children and young people from families affected by poverty, the long-term unemployed, **minority groups**, and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance; **stresses that equal access to education and considering the social dimension at all stages of education are an important ways to bridge income gaps on the labour market;**

Or. en

## Amendment 241

Eva Paunova

## Motion for a resolution

### Paragraph 19

#### *Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that **prevention as well as** support and counselling at an early stage are of the **outmost** importance, **because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and**

#### *Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that support and counselling at an early stage **for disadvantaged groups** are of the **utmost** importance **for providing productive and highly-skilled workforce for** the labour market;

*economically profitable;*

Or. en

**Amendment 242**  
**Nathalie Griesbeck**

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

*Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, *including second-generation unemployed*, immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

*Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

Or. fr

**Amendment 243**  
**Danuta Jazłowiecka, Marek Plura, Krzysztof Hetman**

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

*Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term

*Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term

unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling *at an early* stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as *life- long* support and counselling *from the earliest* stage *possible* are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable; *also stresses the need to provide support and skills development via training for employers, recruiters and human resources managers to support the inclusion of disadvantaged groups into the labour markets;*

Or. en

#### **Amendment 244**

**Agnieszka Kozłowska-Rajewicz**

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

#### **Paragraph 19**

##### *Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling *at an early* stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

##### *Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as *life-long* support and counselling *from the earliest* stage *possible* are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable; *also stresses the need to provide support and skills development via training for employers, recruiters and human resources managers to support the*

*inclusion of disadvantaged groups into the labour markets;*

Or. en

**Amendment 245**  
**Ádám Kósa**

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

*Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at *an early* stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

*Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at *the earliest possible* stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

Or. en

**Amendment 246**  
**Dieter-Lebrecht Koch**

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

*Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families

*Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to *and promoting* equal opportunities for people from disadvantaged groups, in particular for children and young people

affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

Or. de

**Amendment 247**  
**Elisabeth Morin-Chartier**

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

*Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants **and** people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

*Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants, people with disabilities **and women, who have been excluded from the world of work in shocking numbers as a result of the crisis**; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

Or. fr

**Amendment 248**  
**Tom Vandenkendelaere, Jeroen Lenaers, Tomáš Zdechovský, Eva Paunova, Siegfried**

## Mureşan

### Motion for a resolution

#### Paragraph 19

##### *Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

##### *Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, *disadvantaged* immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

Or. en

## Amendment 249

### Emilian Pavel

### Motion for a resolution

#### Paragraph 19

##### *Motion for a resolution*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter

##### *Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities, *as well as gender equality*; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage

the labour market requires time and resources it is also socially and economically profitable;

to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

Or. en

### **Amendment 250**

**Enrique Calvet Chambon, Marian Harkin, Ivo Vajgl**

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

##### **Paragraph 19**

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

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable;

###### *Amendment*

19. Stresses that skills development should also be considered as a mechanism leading to equal opportunities for people from disadvantaged groups, in particular for children and young people from families affected by poverty, the long-term unemployed, including second-generation unemployed, immigrants and people with disabilities; stresses that prevention as well as support and counselling at an early stage are of the outmost importance, because although enabling people who are at a disadvantage to develop skills and to enter the labour market requires time and resources it is also socially and economically profitable; ***stresses that, in order for the most disadvantaged to be included, appropriate training must be provided for employers, human resources teams and teachers, in order to support this fringe group in society in the best possible way so as to render its integration as effective as possible;***

Or. fr

### **Amendment 251**

**Glenis Willmott, Siôn Simon**

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

##### **Paragraph 19 a (new)**



*Motion for a resolution*

*Amendment*

***19a. Draws particular attention to the gender imbalance in students studying STEM subjects and asks the Commission and Member States to encourage more females to take up STEM subjects from an early age;***

Or. en

**Amendment 252**  
**Lampros Fountoulis**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

***19a. Stresses that prevention, support and advisory services at an early stage are all of major importance, along with facilities for those in need to develop a wide variety of skills to enter the labour market, as well as participating in 'lifelong learning' programmes, from which they should not be excluded, notwithstanding the major investment in time and money required, bearing in mind the major long-term social and economic benefits thereof;***

Or. el

**Amendment 253**  
**Agnieszka Kozłowska-Rajewicz**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

***19a. Points out that while women represent the majority (60%) of university graduates in the European Union, their***

*employment rate and promotion trajectories do not reflect their full potential; stresses that the achievement of inclusive and long-term economic growth depends on closing the gap between women's educational attainment and their position in the labour market, primarily through overcoming horizontal and vertical segregation;*

Or. en

**Amendment 254**

**Jana Žitňanská**

**Motion for a resolution**

**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

*19a. Stresses the need for employment agencies to do more to make sure that disabled persons are not physically prevented from accessing their services, in accordance with the UN Convention on the Rights of Persons with Disabilities;*

Or. sk

**Amendment 255**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution**

**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

*19a. Stresses the need to make it possible for young people who are recruited at a low level in a business to progress so as ultimately to reach management posts by means of the promotion of sandwich courses;*

Or. fr

**Amendment 256**  
**Laura Agea, Tiziana Beghin**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

***19a. Points out that effective forms of social protection are vital, first and foremost a minimum income;***

Or. it

**Amendment 257**  
**Emilian Pavel**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

***19a. Calls on the Member States and the European Commission to promote best practices and support the inclusion of young people with disabilities in education (including lifelong learning programmes) and employment, through measures like investments in social entrepreneurship initiatives that support these young people, or financial incentives for organisations that recruit them;***

Or. en

**Amendment 258**  
**Jana Žitňanská**

**Motion for a resolution**  
**Paragraph 19 b (new)**

*Motion for a resolution*

*Amendment*

***19b. Stresses the importance of making sure that persons with a disability have access to financial support and grants, which should be an integral part of informational and educational programmes intended to promote entrepreneurship;***

Or. sk

**Amendment 259**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution  
Paragraph 19 b (new)**

*Motion for a resolution*

*Amendment*

***19b. Emphasises that the idea of developing skills barely draws a veil over the desire to conceal the failure of European policies and whereas States are being compelled to make substantial cuts in their education budgets, inducing them to withdraw from involvement in vocational training and education;***

Or. fr

**Amendment 260**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Brando Benifei**

**Motion for a resolution  
Subheading 5**

*Motion for a resolution*

*Amendment*

***Generation Y***, new opportunities, new challenges

***The digital generation***, new opportunities, new challenges

Or. en

**Amendment 261**  
**Laura Agea, Tiziana Beghin**

**Motion for a resolution**  
**Subheading 5**

*Motion for a resolution*

**Generation Y**, new opportunities, new challenges

*Amendment*

**New generation**, new opportunities, new challenges

Or. it

**Amendment 262**  
**Lampros Fountoulis**

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

*Motion for a resolution*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from **the previous generation, and therefore** it is worthwhile stressing the need for programmes and initiatives **that would** bridge the gap between generations **while helping to understand** the younger generation's assets, **which include** multitasking, creativity, readiness to change and teamwork; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of **those** people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a **better** understanding of Generation Y; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of Generation Y;

*Amendment*

20. Notes that young people, raised in an era of rapid technological progress **and development** have not only potential, talents and skills **in the new technologies**, but also values and priorities that differ from **those of** previous **generations**; it is **therefore** worthwhile stressing the need for **the creation of** programmes and initiatives **seeking to** bridge the gap between generations; **notes that this will also help in understanding** the younger generation's assets, **for example** multitasking, creativity, readiness to change and, **above all**, teamwork **which demonstrably produce quicker and better results**; stresses **also** that **all** education and training systems **without exception** should be flexible enough to allow for the full development of the skills and talents of people **in this category**; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a **full** understanding of Generation Y;

stresses *finally* that job offers and recruitment strategies should be adjusted with a view to the potential of Generation Y;·

Or. el

### **Amendment 263**

**Eva Paunova**

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

##### **Paragraph 20**

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

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would *bridge* the gap between generations while helping to understand the younger generation's assets, *which include multitasking, creativity, readiness to change and teamwork*; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of *those* people; emphasises moreover that recruitment and employment services staff should be *well trained* and equipped with skills that would give them a better understanding of Generation Y; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of Generation Y;

###### *Amendment*

20. Notes that young people, raised in an era of rapid technological progress, have not only potential, talents and skills, but also values and priorities that differ from the previous generation and therefore it is worthwhile stressing the need for programmes and initiatives that would *overcome* the gap between generations while helping to understand the younger generation's assets; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of *young* people; emphasises moreover that recruitment and employment services staff should be *well-trained* and equipped with skills that would give them a better understanding of Generation Y; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of Generation Y;

Or. en

### **Amendment 264**

**Miapetra Kumpula-Natri, Vilija Blinkevičiūtė, Eva Kaili, Jutta Steinruck, Emilian Pavel, Brando Benifei**

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

*Motion for a resolution*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to understand the younger generation's assets, *which include multitasking, creativity, readiness to change and teamwork*; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a better understanding of *Generation Y*; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of *Generation Y*;

*Amendment*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to understand the younger generation's assets *and skills*; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a better understanding of *the digital generation*; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of *the digital* generation; *notes also that not all of youth have automatically the skills and abilities for full digital demands and therefore reminds that giving an equal access and training to everyone on digital equipment is even more important than before*;

Or. en

**Amendment 265**  
**Sven Schulze**

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

*Motion for a resolution*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is

*Amendment*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is

worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to *understand* the younger generation's *assets*, which include multitasking, creativity, readiness to change and teamwork; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would *give them a better understanding* of Generation Y; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of Generation Y;

worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to *pass on to the older generation* the younger generation's *skills*, which include multitasking, creativity, readiness to change, *openness to technological progress* and teamwork; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of those people, *which were often acquired by informal learning outside a school or training environment, and in particular that digital skills should be taught; stresses that the skills acquired should be those demanded on the labour market;* emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would *enable them to recognise and evaluate the skills* of Generation Y, *which are often acquired by informal learning outside a school or training environment;* stresses that job offers and recruitment strategies should be adjusted with a view to the potential of Generation Y;

Or. de

**Amendment 266**  
**Dieter-Lebrecht Koch**

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

*Motion for a resolution*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to *understand* the younger

*Amendment*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to *pass on to the older generation*



generation's *assets*, which include multitasking, creativity, readiness to change and teamwork; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a better understanding of Generation Y; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of Generation Y;

*the* younger generation's *skills*, which include multitasking, creativity, readiness to change, *understanding of technology* and teamwork; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a better understanding of Generation Y; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of Generation Y;

Or. de

### **Amendment 267**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

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

##### **Paragraph 20**

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

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to understand the younger generation's assets, which include multitasking, creativity, readiness to change and teamwork; stresses that education and training systems should *be flexible enough* to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a better understanding of Generation Y; stresses that job offers and recruitment strategies should be adjusted with a view to the

###### *Amendment*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to understand the younger generation's assets, which include multitasking, creativity, readiness to change and teamwork; stresses that education and training systems should *adapt to new technologies* to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a better understanding of Generation Y; stresses that job offers and recruitment strategies should be adjusted with a view to the

potential of Generation Y;

potential of Generation Y;

Or. fr

### **Amendment 268**

**Laura Agea, Tiziana Beghin**

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

##### **Paragraph 20**

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

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to understand the younger generation's assets, which include multitasking, creativity, readiness to change and teamwork; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a better understanding of **Generation Y**; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of **Generation Y**;

###### *Amendment*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to understand the younger generation's assets, which include multitasking, creativity, readiness to change and teamwork; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a better understanding of **the new generation**; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of **the new generation**;

Or. it

### **Amendment 269**

**Nathalie Griesbeck**

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

##### **Paragraph 20**

*Motion for a resolution*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to understand the younger generation's assets, which include multitasking, creativity, readiness to change and teamwork; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a better understanding of Generation Y; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of Generation Y;

*Amendment*

20. Notes that young people, raised in an era of rapid technological progress have not only potential, talents and skills but also values and priorities that differ from the previous generation, and therefore it is worthwhile stressing the need for programmes and initiatives that would bridge the gap between generations while helping to understand the younger generation's assets, which include multitasking, creativity, readiness to change, ***mobility*** and teamwork; stresses that education and training systems should be flexible enough to allow for the full development of the skills and talents of those people; emphasises moreover that recruitment and employment services staff should be well trained and equipped with skills that would give them a better understanding of Generation Y; stresses that job offers and recruitment strategies should be adjusted with a view to the potential of Generation Y;

Or. fr

**Amendment 270**

**Dominique Martin, Joëlle Mélin, Mara Bizzotto**

**Motion for a resolution**

**Paragraph 20 a (new)**

*Motion for a resolution*

*Amendment*

***20a. Stresses that the concept of Generation Y makes no real sense from the sociological point of view, but is merely a marketing concept; notes, on the other hand, that technology and the globalisation of information are revolutionising our relationship with society and work, which is becoming freer and more individualistic, and that the issue is therefore not simply one of***

*generations but of a wider phenomenon which has an impact on society and labour relations in general; emphasises that there is a need to think about new forms of business organisation and allocation of jobs, linked to existing abilities and skills.*

Or. fr