



**2018/0191(COD)**

24.10.2018

# **AMENDMENTS**

## **71 - 303**

**Draft opinion**

**Emilian Pavel**

(PE628.472v01-00)

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

Proposal for a regulation

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



## Amendment 71

Tamás Meszerics

on behalf of the Verts/ALE Group

### Proposal for a regulation

#### Recital 1

*Text proposed by the Commission*

(1) In a context of rapid and profound changes ***induced by technological revolution and globalisation***, investing in learning mobility, cooperation and innovative policy development in the fields of education, training, youth ***and*** sport is key to building inclusive, cohesive and resilient societies and sustaining ***the competitiveness of*** the Union, while contributing to strengthening European identity and to a more democratic Union.

*Amendment*

(1) In a context of rapid and profound changes, investing in learning mobility, ***education for democracy and solidarity***, cooperation and innovative policy development in the fields of education, training, youth, sport, ***arts and environmentalism*** is key to building inclusive, ***democratic***, cohesive and resilient societies and sustaining ***solidarity in*** the Union, while contributing to strengthening European identity and to a more democratic Union.

Or. en

## Amendment 72

Helga Stevens, Anthea McIntyre

### Proposal for a regulation

#### Recital 1

*Text proposed by the Commission*

(1) In a context of rapid and profound changes induced by technological revolution and globalisation, investing in learning mobility, cooperation and innovative policy development in the fields of education, training, youth and sport is key to building inclusive, cohesive and resilient societies and sustaining the competitiveness of the Union, ***while contributing to strengthening European identity and to a more democratic Union.***

*Amendment*

(1) In a context of rapid and profound changes induced by technological revolution and globalisation, investing in learning mobility, cooperation and innovative policy development in the fields of education, training, youth and sport is key to building inclusive, cohesive and resilient societies and sustaining the competitiveness of the Union.

Or. en

**Amendment 73**  
**Patrick Le Hyaric**

**Proposal for a regulation**  
**Recital 1 a (new)**

*Text proposed by the Commission*

*Amendment*

**(1a) 6.3 million young Europeans are not in education, employment or training, and the unemployment rate for young Europeans remains double that of their elders, with peaks of 40 % in some Member States, representing a generation sacrificed by austerity policies.**

Or. fr

**Amendment 74**  
**Patrick Le Hyaric**

**Proposal for a regulation**  
**Recital 1 b (new)**

*Text proposed by the Commission*

*Amendment*

**(1b) Young Europeans are facing common challenges: difficulties in entering the labour market, integrating into society, finding housing and gaining access to credit, and they are facing the risk of precariousness, with these difficulties being even more acute for young third-country nationals,**

Or. fr

**Amendment 75**  
**Patrick Le Hyaric**

**Proposal for a regulation**  
**Recital 1 c (new)**

*Text proposed by the Commission*

*Amendment*

**(1c) Mobility should not be an inevitability motivated by the absence of prospects at home, but a choice open to as many people as possible, regardless of social background, cultural background or available means.**

Or. fr

**Amendment 76  
Patrick Le Hyaric**

**Proposal for a regulation  
Recital 1 d (new)**

*Text proposed by the Commission*

*Amendment*

**(1d) The European Union can become a source of rights and progress for young people, guaranteeing them: a mechanism for granting autonomy to all young people in order to enable them to undergo training and gain access to their first job, a European plan to convert all precarious jobs into stable jobs, and the establishment of a European statute for trainees with new rights and employment opportunities.**

Or. fr

**Amendment 77  
Patrick Le Hyaric**

**Proposal for a regulation  
Recital 1 e (new)**

*Text proposed by the Commission*

*Amendment*

**(1e) The Erasmus+ Programme mainly affects the wealthiest and the costs of expatriation are far too high for the working classes to be able to access this**

*Programme. It is essential that everything be taken into account in calculating the subsidies granted: housing, international transport and local transport, food, clothing, language courses and a minimum amount required to live with dignity and enjoy this experience abroad in good conditions.*

Or. fr

**Amendment 78**  
**Patrick Le Hyaric**

**Proposal for a regulation**  
**Recital 1 f (new)**

*Text proposed by the Commission*

*Amendment*

*(1f) Too often young students from the working classes are reluctant to go abroad. It is also essential that all information on the assistance to which they are entitled be made available and, above all, that it be promoted so that it is truly effective.*

Or. fr

**Amendment 79**  
**Patrick Le Hyaric**

**Proposal for a regulation**  
**Recital 1 g (new)**

*Text proposed by the Commission*

*Amendment*

*(1g) In order to reach all population groups and, in particular, the working classes, the Commission should consider extending the Erasmus+ Programme to beneficiaries of the youth guarantee. This could take the form, for example, of a one-month language internship in a European country of the person's choice,*

*which could be extended by professional experience.*

Or. fr

## **Amendment 80**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

### **Proposal for a regulation**

#### **Recital 2**

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

(2) In its Communication on Strengthening European Identity through Education and Culture of 14 November 2017, the Commission put forward its vision to work towards a European Education Area by 2025, in which learning would not be hampered by borders; a Union, where spending time in another Member State for purposes of studying and learning in any form or setting would become the standard and where, in addition to one's mother tongue, speaking two other languages would become the norm; a Union in which people would have a strong sense of their identity as Europeans, of Europe's cultural heritage and its diversity. In this context, the Commission emphasised the need to boost the tried-and-tested Erasmus+ programme in all categories of learners that it already covers and reaching out to learners with fewer opportunities.

##### *Amendment*

(2) In its Communication on Strengthening European Identity through Education and Culture of 14 November 2017, the Commission put forward its vision to work towards a European Education Area by 2025, in which learning would not be hampered by borders; a Union, where spending time in another Member State for purposes of studying and learning in any form or setting would become the standard and where, in addition to one's mother tongue, speaking two other languages, ***including minority languages and languages supporting mobility***, would become the norm; a Union in which people would have a strong sense of their identity as Europeans, of Europe's cultural heritage and its diversity. In this context, the Commission emphasised the need to boost the tried-and-tested Erasmus+ programme in all categories of learners that it already covers and reaching out ***better*** to learners with fewer opportunities.

Or. en

## **Amendment 81**

**Helga Stevens, Anthea McIntyre**

### **Proposal for a regulation**

#### **Recital 2**

(2) In its Communication on Strengthening European Identity through Education and Culture of 14 November 2017, the Commission put forward its vision to work towards a European Education Area by 2025, in which learning would not be hampered by borders; a Union, where spending time in another Member State for purposes of studying and learning in any form or setting would become the standard and where, in addition to one's mother tongue, speaking two other languages would become the norm; a Union in which people would have a strong sense of ***their identity as Europeans, of*** Europe's cultural heritage and ***its*** diversity. In this context, the Commission emphasised the need to boost the tried-and-tested Erasmus+ programme in all categories of learners that it already covers and reaching out to learners with fewer opportunities.

(2) In its Communication on Strengthening European Identity through Education and Culture of 14 November 2017, the Commission put forward its vision to work towards a European Education Area by 2025, in which learning would not be hampered by borders; a Union, where spending time in another Member State for purposes of studying and learning in any form or setting would become the standard and where, in addition to one's mother tongue, speaking two other languages would become the norm; a Union in which people would have a strong sense of Europe's cultural heritage and ***Europe's unity in*** diversity. In this context, the Commission emphasised the need to boost the tried-and-tested Erasmus+ programme in all categories of learners that it already covers and reaching out to learners with fewer opportunities.

Or. en

## **Amendment 82**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

### **Proposal for a regulation**

#### **Recital 4**

(4) The European Pillar of Social Rights, solemnly proclaimed and signed on 17 November 2017 by the European Parliament, the Council and the Commission, lays down, as its first key principle, that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour

(4) The European Pillar of Social Rights, solemnly proclaimed and signed on 17 November 2017 by the European Parliament, the Council and the Commission, lays down, as its first key principle, that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour



market.

market. *Its seventeenth principle states that people with disabilities have the right to income support that ensures living in dignity, services that enable them to participate in the labour market and society, and a work environment adapted to their needs.*

Or. en

#### **Amendment 83**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Recital 4**

*Text proposed by the Commission*

(4) The European Pillar of Social Rights, solemnly proclaimed and signed on 17 November 2017 by the European Parliament, the Council and the Commission, lays down, as its first key principle, that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.

*Amendment*

(4) The European Pillar of Social Rights, solemnly proclaimed and signed on 17 November 2017 by the European Parliament, the Council and the Commission, lays down, as its first key principle, that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market. ***This right has to become a reality for everyone and sufficient EU funding should be geared towards that.***

Or. en

#### **Amendment 84**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Recital 5**

*Text proposed by the Commission*

*Amendment*

(5) On 16 September 2016 in Bratislava, leaders of twenty-seven Member States stressed their determination to provide better opportunities for youth. In the Rome Declaration signed on 25 March 2017, leaders of twenty-seven Member States and of the European Council, the European Parliament and the European Commission pledged to work towards a Union where young people receive the best education and training and can study and find jobs across the Union; a Union which preserves our cultural heritage and promotes cultural diversity.

(5) On 16 September 2016 in Bratislava, leaders of twenty-seven Member States stressed their determination to provide better opportunities for youth. In the Rome Declaration signed on 25 March 2017, leaders of twenty-seven Member States and of the European Council, the European Parliament and the European Commission pledged to work towards a Union where young people receive the best education and training and can ***work, learn, exchange***, study and find jobs across the Union; a Union which preserves our cultural heritage and promotes ***solidarity, democracy and*** cultural diversity.

Or. en

#### **Amendment 85**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Recital 6**

*Text proposed by the Commission*

(6) The mid-term evaluation report of the 2014-2020 Erasmus+ programme ***confirmed*** that the creation of a single programme on education, training, youth and sport resulted in significant simplification, rationalisation and synergies in the management of the Programme while further improvements are necessary to further consolidate the efficiency gains of the 2014-2020 Programme. In the consultations for the mid-term evaluation and on the future Programme, Member States and stakeholders made a ***strong*** call for continuity in the Programme's scope, architecture and delivery mechanisms, while calling for a number of improvements, such as making the Programme more inclusive. They also

*Amendment*

(6) The mid-term evaluation report of the 2014-2020 Erasmus+ programme ***considered*** that the creation of a single programme on education, training, youth and sport resulted in significant simplification, rationalisation and synergies in the management of the Programme while further improvements are necessary ***not only*** to further consolidate the efficiency gains of the 2014-2020 Programme ***but also to ensure that the creation of a single programme does not happen at the detriment of smaller beneficiaries and certain target groups***. In the consultations for the mid-term evaluation and on the future Programme, Member States and stakeholders made a call for continuity in the Programme's scope, architecture and

expressed their **full** support for keeping the Programme integrated and underpinned by the lifelong learning paradigm. The European Parliament, in its Resolution of 2 February 2017 on the implementation of Erasmus+, welcomed the integrated structure of the programme and called on the Commission to exploit fully the lifelong learning dimension of the programme by fostering and encouraging cross-sectoral cooperation in the future programme. Member States and stakeholders also highlighted the need to keep a strong international dimension in the Programme and to extend it to other sectors of education and training.

delivery mechanisms, while calling for a number of improvements, such as making the Programme more inclusive **and manageable also for smaller beneficiaries and smaller project sizes**. They also expressed their support for keeping the Programme integrated and underpinned by the lifelong learning paradigm. The European Parliament, in its Resolution of 2 February 2017 on the implementation of Erasmus+, welcomed the integrated structure of the programme and called on the Commission to exploit fully the lifelong learning dimension of the programme by fostering and encouraging cross-sectoral cooperation in the future programme. Member States and stakeholders also highlighted the need to keep a strong international dimension in the Programme and to extend it to other sectors of education and training.

Or. en

## **Amendment 86**

**Helga Stevens, Anthea McIntyre**

### **Proposal for a regulation**

#### **Recital 7**

*Text proposed by the Commission*

(7) The open public consultation on Union funding in the areas of values and mobility confirmed these key findings and emphasised the need to make the future programme a more inclusive programme and to continue to focus priorities on modernising education and training systems **as well as strengthening priorities on fostering European identity**, active citizenship and participation in democratic life.

*Amendment*

(7) The open public consultation on Union funding in the areas of values and mobility confirmed these key findings and emphasised the need to make the future programme a more inclusive programme and to continue to focus priorities on modernising education and training systems, active citizenship and participation in democratic life.

Or. en

## Amendment 87

Helga Stevens

### Proposal for a regulation

#### Recital 8

*Text proposed by the Commission*

(8) In its Communication on 'A modern budget for a Union that protects, empowers and defends - the multiannual financial framework for 2021-2027'<sup>26</sup> adopted on 2 May 2018, the Commission called for a stronger “youth” focus in the next financial framework, notably by more than doubling the size of the 2014-2020 Erasmus+ Programme, one of the Union’s most visible success stories. The focus of the new Programme should be on inclusiveness, and to reach more young people with fewer opportunities. This should allow more young people to move to another country to learn or work.

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<sup>26</sup> COM(2018) 321 final.

*Amendment*

(8) In its Communication on 'A modern budget for a Union that protects, empowers and defends - the multiannual financial framework for 2021-2027'<sup>26</sup> adopted on 2 May 2018, the Commission called for a stronger “youth” focus in the next financial framework, notably by more than doubling the size of the 2014-2020 Erasmus+ Programme, one of the Union’s most visible success stories. The ***European Parliament called for the Erasmus+ envelope to be at least tripled in the next MFF. The mid-term evaluation confirmed that budget for Erasmus+ is consistently absorbed in full, and that the available funds are insufficient to cover the strong demand.*** The focus of the new Programme should be on inclusiveness, and to reach more young people with fewer opportunities. This should allow more young people to move to another country to learn or work.

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<sup>26</sup> COM(2018) 321 final.

Or. en

## Amendment 88

Tamás Meszerics

on behalf of the Verts/ALE Group

### Proposal for a regulation

#### Recital 8

*Text proposed by the Commission*

(8) In its Communication on 'A modern budget for a Union that protects, empowers

*Amendment*

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and defends - the multiannual financial framework for 2021-2027<sup>26</sup> adopted on 2 May 2018, the Commission called for a stronger “youth” focus in the next financial framework, notably by more than doubling the size of the 2014-2020 Erasmus+ Programme, one of the Union’s most visible success stories. The focus of the new Programme should be on inclusiveness, and to reach more young people with fewer opportunities. This should allow more young people to move to another country to learn or work.

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<sup>26</sup> COM(2018) 321 final.

and defends - the multiannual financial framework for 2021-2027<sup>26</sup> adopted on 2 May 2018, the Commission called for a stronger “youth” focus in the next financial framework, notably by more than doubling the size of the 2014-2020 Erasmus+ Programme, one of the Union’s most visible success stories. The focus of the new Programme should be on inclusiveness, and to reach more young people with fewer opportunities ***and promoting the overall personal development of young people as active citizens in diverse and democratic societies.*** This should allow more young people to move to another country to ***live,*** learn or work.

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<sup>26</sup> COM(2018) 321 final.

Or. en

**Amendment 89**  
**Martina Dlabajová**

**Proposal for a regulation**  
**Recital 8 a (new)**

*Text proposed by the Commission*

*Amendment*

***(8a) The European Court of Auditors, on its Special Report “Mobility under Erasmus+: Millions of Participants and multi-faceted European Added Value, however performance measurement needs to be further improved”, published on 6 September 2018, reassured the European added value of the Programme, focusing on education and training component. However, the elements of added value that go beyond the legal requirements, these including the strategic approach to mobility, an increase in the sense of European identity and multilingualism, are not being measured as part of performance evaluation. Therefore,***

*auditors call for the indicators used to measure the Programmes' performance to be better aligned with its objectives and that additional indicators are provided, which should be prioritised at the project appraisal stage, monitored and reported on.*

Or. en

**Amendment 90**  
**Sofia Ribeiro**

**Proposal for a regulation**  
**Recital 8 a (new)**

*Text proposed by the Commission*

*Amendment*

*(8a) In its communication on 'A stronger and renewed strategic partnership with the EU's outermost regions' of 24 October 2017, the Commission recognises that increased mobility of learners and staff in education and training, notably under the Erasmus + programme, would be highly beneficial for the outermost regions and undertakes to further adjust financial support to participants travelling from and to the outermost regions by maintaining specific funding rules for these regions under Erasmus + and to explore the possibilities of extending regional Erasmus + cooperation to further stimulate mobility between the outermost regions and neighbouring third countries.*

Or. pt

**Amendment 91**  
**Martina Dlabajová**

**Proposal for a regulation**  
**Recital 8 b (new)**

**(8b) While recognizing the introduction of several innovations that have simplified administration in the area of mobility, the European Court of Auditors, in the same report, also recommend that the European Commission simplify the scheme further to reduce administrative burdens. The auditors ask the Commission to make applications and reporting easier for beneficiaries and individual participants and to improve IT tools and continue to computerise procedures.**

Or. en

## **Amendment 92**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

## **Proposal for a regulation**

### **Recital 9**

*Text proposed by the Commission*

(9) In this context, it is necessary to establish the successor programme for education, training, youth and sport (the 'Programme') of the 2014-2020 Erasmus + programme established by Regulation (EU) No 1288/2013 of the European Parliament and the Council<sup>27</sup>. The integrated nature of the 2014-2020 programme covering learning in all contexts - formal, non-formal and informal, and at all stages of life - should be maintained to boost flexible learning paths allowing individuals to develop those competences that are necessary to face the challenges of the twenty-first century.

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<sup>27</sup> Regulation (EU) No 1288/2013 of the European Parliament and the Council of 11

*Amendment*

(9) In this context, it is necessary to establish the successor programme for education, training, youth and sport (the 'Programme') of the 2014-2020 Erasmus + programme established by Regulation (EU) No 1288/2013 of the European Parliament and the Council<sup>27</sup>. The integrated nature of the 2014-2020 programme covering learning in all contexts - formal, non-formal and informal, and at all stages of life - should be maintained to boost flexible learning paths allowing individuals to develop those competences that are necessary to **develop as individuals and to** face the challenges of the twenty-first century.

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<sup>27</sup> Regulation (EU) No 1288/2013 of the European Parliament and the Council of 11

December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC (OJ L 347, 20.12.2013, p. 50).

December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC (OJ L 347, 20.12.2013, p. 50).

Or. en

**Amendment 93**  
**Agnieszka Kozłowska-Rajewicz**

**Proposal for a regulation**  
**Recital 10**

*Text proposed by the Commission*

(10) The Programme should be equipped to become an even greater contributor to the implementation of the Union's policy objectives and priorities in the field of education, training, youth and sport. A coherent lifelong learning approach is central to managing the different transitions that people will face over the course of their life cycle. In taking this approach forward, the next Programme should maintain a close relationship with the overall strategic framework for Union policy cooperation in the field of education, training and youth, including the policy agendas for schools, higher education, vocational education and training and adult learning, while reinforcing and developing new synergies with other related Union programmes and policy areas.

*Amendment*

(10) The Programme should be equipped to become an even greater contributor to the implementation of the Union's policy objectives and priorities in the field of education, training, youth and sport. A coherent lifelong learning approach is central to managing the different transitions that people will face over the course of their life cycle, ***especially for those over 50 who lack skills required for a swift transition in the labour market.*** In taking this approach forward, the next Programme should maintain a close relationship with the overall strategic framework for Union policy cooperation in the field of education, training and youth, including the policy agendas for schools, higher education, vocational education and training and adult learning, while reinforcing and developing new synergies with other related Union programmes and policy areas.

Or. en

**Amendment 94**  
**Thomas Mann**



**Proposal for a regulation**  
**Recital 10 a (new)**

*Text proposed by the Commission*

*Amendment*

***(10a) One of the main objectives of Erasmus+ must be to preserve the status within the programme of activities outside school, vocational training and study. There is room for improvement, therefore, in the promotion of youth work, artistic and cultural activities, understanding of democracy, adult education and mass sports.***

Or. de

**Amendment 95**  
**Joëlle Mélin, Dominique Martin**

**Proposal for a regulation**  
**Recital 11**

*Text proposed by the Commission*

*Amendment*

(11) The Programme is a key component ***of building a European Education Area. It should be equipped to contribute to the successor of the strategic framework for cooperation in education and training and the Skills Agenda*** for Europe<sup>28</sup> with a shared commitment to the strategic importance of skills and competences for sustaining jobs, growth and competitiveness. It should support Member States in reaching the goals of the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education<sup>29</sup>.

(11) The Programme is a key component ***in terms of*** skills for Europe<sup>28</sup> with a shared commitment to the strategic importance of skills and competences for sustaining jobs, growth and competitiveness. It should support Member States in reaching the goals of the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education<sup>29</sup>.

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<sup>28</sup> COM(2016) 381 final.

<sup>29</sup> [Reference].

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<sup>28</sup> COM(2016) 381 final.

<sup>29</sup> [Reference].

Or. fr

## Amendment 96

Helga Stevens, Jana Žitňanská, Anthea McIntyre

### Proposal for a regulation

#### Recital 11

*Text proposed by the Commission*

(11) The Programme is a key component of building a European Education Area. It should be equipped to contribute to the successor of the strategic framework for cooperation in education and training and the Skills Agenda for Europe<sup>28</sup> with a shared commitment to the strategic importance of skills and competences for sustaining jobs, growth and competitiveness. It should support Member States in reaching the goals of the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education<sup>29</sup>.

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<sup>28</sup> COM(2016) 381 final.

<sup>29</sup> [Reference].

*Amendment*

(11) The Programme is a key component of building a European Education Area, ***while fully respecting Member States' competences***. It should be equipped to contribute to the successor of the strategic framework for cooperation in education and training and the Skills Agenda for Europe<sup>28</sup> with a shared commitment to the strategic importance of skills and competences for sustaining jobs, growth and competitiveness. It should support Member States in reaching the goals of the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education<sup>29</sup>.

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<sup>28</sup> COM(2016) 381 final.

<sup>29</sup> [Reference].

Or. en

## Amendment 97

Tamás Meszerics

on behalf of the Verts/ALE Group

### Proposal for a regulation

#### Recital 11 a (new)

*Text proposed by the Commission*

*Amendment*

***(11a) The Programme shall provide students, teachers and adult learners with the opportunity to broaden their horizons and reduce prejudice regarding LGBTI people. Teacher-training activities should***

*train teachers on how to introduce LGBTI topics in a positive light into the curriculum, how to support LGBTI students and fellow colleagues, and how to protect LGBTI students in school legislation. Additionally, the adult education and vocational education and training opportunities should help those LGBTI students who dropped out of school or university due to the unsafe school/studying environments they were exposed to.*

Or. en

**Amendment 98**  
**Thomas Mann**

**Proposal for a regulation**  
**Recital 11 a (new)**

*Text proposed by the Commission*

*Amendment*

*(11a) Erasmus+ is intended to encourage more project organisers with no EU experience to submit applications for funding. For that reason, national agencies should introduce or expand special support mechanisms for such organisers.*

Or. de

**Amendment 99**  
**Thomas Mann**

**Proposal for a regulation**  
**Recital 11 b (new)**

*Text proposed by the Commission*

*Amendment*

*(11b) Further improvements should be made to the Commission's programme guide. It is not user-friendly. Ease of use, simplicity and clarity should be its guiding*

*principles.*

Or. de

## **Amendment 100**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

### **Proposal for a regulation**

#### **Recital 12**

*Text proposed by the Commission*

(12) The Programme should be coherent with the new European Union youth strategy<sup>30</sup>, the framework for European cooperation in the youth field for 2019-2027, based on the Commission's Communication of 22 May 2018 on 'Engaging, connecting and empowering young people: a new EU Youth Strategy'<sup>31</sup>.

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<sup>30</sup> [Reference - to be adopted by the Council by the end of 2018].

<sup>31</sup> COM(2018) 269 final.

*Amendment*

(12) The Programme should be coherent with the new European Union youth strategy<sup>30</sup>, the framework for European cooperation in the youth field for 2019-2027, based on the Commission's Communication of 22 May 2018 on 'Engaging, connecting and empowering young people: a new EU Youth Strategy'<sup>31</sup>, ***including as regards the strategy's aspirations to support quality youth work and non-formal and informal learning. This entails attention for mobility, inclusiveness, capacity building, innovation and recognition of youth work and non-formal or informal learning within the context of the 2012 Council Recommendation on the validation of non-formal and informal learning. This also calls for the promotion of quality tools and systems that should be used in the training of youth workers and that correspond to the changing circumstances of young people's lives. These should be embedded in a broader quality approach to empower youth organisations.***

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<sup>30</sup> [Reference - to be adopted by the Council by the end of 2018].

<sup>31</sup> COM(2018) 269 final.

Or. en

## **Amendment 101**

**Thomas Mann**

### **Proposal for a regulation**

#### **Recital 12 a (new)**

*Text proposed by the Commission*

*Amendment*

***(12a) Young people see Erasmus+ primarily as a programme for university students. At European, national and regional level, therefore, greater importance should be attached to raising the profile of the different areas and the sub-programmes relating to each area, including school-level education (Comenius), higher education (Erasmus), international higher education (Erasmus Mundus), vocational education and training (Leonardo da Vinci) and adult education (Grundtvig), as well as youth (Youth in Action) and sport.***

Or. de

## **Amendment 102**

**Agnieszka Kozłowska-Rajewicz**

### **Proposal for a regulation**

#### **Recital 13**

*Text proposed by the Commission*

*Amendment*

(13) The Programme should take into account the Union work plan for sport which is the cooperation framework at Union level in the field of sport for the years [...] <sup>32</sup>. Coherence and complementarity should be ensured between the Union work plan and actions supported under the Programme in the field of sport. There is a need to focus in particular on grassroots sports, taking into account the important role that sports play in promoting physical activity and healthy lifestyle, social inclusion and equality. The Programme should contribute to promote

(13) The Programme should take into account the Union work plan for sport which is the cooperation framework at Union level in the field of sport for the years [...] <sup>32</sup>. Coherence and complementarity should be ensured between the Union work plan and actions supported under the Programme in the field of sport. There is a need to focus in particular on grassroots sports, taking into account the important role that sports play in promoting physical activity and healthy lifestyle, social inclusion and equality. The Programme should contribute to promote

European common values through sport, good governance and integrity in sport, as well as education, training and skills in and through sport.

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<sup>32</sup> [Reference].

European common values through sport, good governance and integrity in sport, as well as education, training and skills in and through sport. ***In this regards, there is a need to promote sport coaches mobility, especially among those who coach women's sports teams and need support in combating sexism and misogyny.***

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<sup>32</sup> [Reference].

Or. en

**Amendment 103**  
**Thomas Mann**

**Proposal for a regulation**  
**Recital 13 a (new)**

*Text proposed by the Commission*

*Amendment*

***(13a) The number of reports from organisers and establishments suggesting that application forms are not made available in a timely and appropriate manner has fallen. Nevertheless, the authorities responsible should continue to pay close attention to this problem.***

Or. de

**Amendment 104**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Recital 14**

*Text proposed by the Commission*

*Amendment*

(14) The Programme should contribute to strengthening the Union's innovation capacity notably by supporting mobility and cooperation activities that foster the

(14) The Programme should contribute to strengthening the Union's innovation capacity notably by supporting mobility and cooperation activities that foster the

development of competences in forward-looking study fields *or* disciplines such as science, technology, engineering and mathematics, climate change, the environment, clean energy, artificial intelligence, robotics, data analysis and arts/design, to help people develop knowledge, skills and competences needed for the future.

development of competences in forward-looking study fields, *especially those promoting sustainable development as a horizontal approach and* disciplines such as *liberal arts*, science, technology, engineering and mathematics, climate change, the environment, clean energy, artificial intelligence, robotics, data analysis and arts/design, to help people develop knowledge, skills and competences needed for the future. *To this end, particular measures should address women and girls, who are still underrepresented in these disciplines.*

Or. en

## Amendment 105

Helga Stevens, Anthea McIntyre

### Proposal for a regulation

#### Recital 15

*Text proposed by the Commission*

(15) Synergies with Horizon Europe should ensure that combined resources from the Programme and the Horizon Europe Programme<sup>33</sup> are used to support activities dedicated to strengthening and modernising European higher education institutions. *Horizon Europe will, where appropriate, complement the Programme's support for the European Universities initiative, in particular its research dimension as part of developing new joint and integrated long term and sustainable strategies on education, research and innovation.* Synergies with Horizon Europe will help to foster the integration of education and research in higher education institutions.

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<sup>33</sup> COM(2018) [ ].

*Amendment*

(15) Synergies with Horizon Europe should ensure that combined resources from the Programme and the Horizon Europe Programme<sup>33</sup> are used to support activities dedicated to strengthening and modernising European higher education institutions. Synergies with Horizon Europe will help to foster the integration of education and research in higher education institutions.

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<sup>33</sup> COM(2018) [ ].

Or. en

## Amendment 106

Sofia Ribeiro

### Proposal for a regulation

#### Recital 16

*Text proposed by the Commission*

(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible learning mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly with disadvantaged learners of all ages. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.

*Amendment*

(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible learning mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly with disadvantaged learners of all ages. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle, ***as is the case of young people from the outermost regions. Online cultural, social and linguistic preparation tools should be made available for young people from these regions, with fewer opportunities for access to all Erasmus + programme activities, and it should be a priority of this programme to reinforce the physical structures that provide them with local support. In order to support these additional inclusive measures, with a guaranteed impact on the future of young people from the outermost regions, the European Social Fund + should be used as a complement to Erasmus +.***

Or. pt

## Amendment 107

Tamás Meszerics

on behalf of the Verts/ALE Group



**Proposal for a regulation**  
**Recital 16**

*Text proposed by the Commission*

(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible **learning** mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly with disadvantaged learners of all ages. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.

*Amendment*

(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible mobility formats, **simplified administrative procedures, targeting of beneficiary organisations working with groups underrepresented in Erasmus+, youth-friendly and clear information and communication about the programme** and by fostering **and supporting the** participation of **local organisations and** small organisations, in particular newcomers, **youth organisations, volunteer-based grassroots organisations** and community-based grassroots organisations that work directly with disadvantaged learners of all ages, **and organisations working with and supporting people from marginalised groups such as people with an ethnic minority background, people with disabilities and LGBTI people.** Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted **as a complementary aspect of a physical mobility** to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.

Or. en

**Amendment 108**  
**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation**  
**Recital 16**

*Text proposed by the Commission*

*Amendment*

(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible learning mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly with **disadvantaged** learners of all ages. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.

(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible learning mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly with learners **with fewer opportunities** of all ages. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants **and complement the accessibility of the Programme**, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle. **Local and national structures should be better equipped to support and facilitate people with fewer opportunities, including people with disabilities, to have full and equal access to the Programme. Given that the EU and all its Member States have ratified the UN Convention on the Rights of Persons with Disabilities the Erasmus-Programme should be in line with its principles.**

Or. en

#### **Amendment 109**

**Jeroen Lenaers, Sabine Verheyen**

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

##### **Recital 16**

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

(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible learning mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly

###### *Amendment*

(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible learning mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly

with disadvantaged learners of all ages. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.

with disadvantaged learners of all ages. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.

***In addition, there are major disparities between countries and cities as regards the cost of housing during temporary study or a traineeship abroad, and the allocation of grants should take better account of the diversity of housing costs.***

Or. nl

#### **Amendment 110**

**Joëlle Mélin, Dominique Martin**

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

##### **Recital 16**

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

(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible learning mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly with disadvantaged learners of all ages. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.

##### *Amendment*

(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible learning mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly with disadvantaged learners of all ages ***who have the nationality of a Member State***. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.

Or. fr

**Amendment 111**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Recital 16 a (new)**

*Text proposed by the Commission*

*Amendment*

***(16a) The Programme should contribute to the full implementation of the UN Convention on the Rights of Persons with Disabilities, in particular Article 24 (right to education), and the European Disability Strategy, to ensure that people with disabilities are able to fully and equally enjoy all their human rights and fundamental freedoms.***

Or. en

**Amendment 112**  
**Joëlle Mélin, Dominique Martin**

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

*Text proposed by the Commission*

*Amendment*

***(17) In its Communication on Strengthening European identity through education and culture, the Commission highlighted the pivotal role of education, culture and sport in promoting active citizenship and common values amongst the youngest generations. Strengthening European identity and fostering the active participation of individuals in the democratic processes is crucial for the future of Europe and our democratic societies. Going abroad to study, learn, train and work or to participate in youth and sport activities contributes to strengthening this European identity in all its diversity and the sense of being part of a cultural community as well as to fostering such active citizenship, among***

***deleted***

*people of all ages. Those taking part in mobility activities should get involved in their local communities as well as engage in their host country local communities to share their experience. Activities linked to reinforcing all aspects of creativity in education, training and youth and enhancing individual key competencies should be supported.*

Or. fr

### **Amendment 113**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

### **Proposal for a regulation**

#### **Recital 17**

*Text proposed by the Commission*

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

*Amendment*

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

supported.

education, training and youth and enhancing individual key competencies should be supported. *The Programme recognises a particularly important role of civil society organisations such as youth organisations, in achieving this goal through non-formal education and informal learning.*

Or. en

#### Amendment 114

Helga Stevens, Jana Žitňanská, Anthea McIntyre

#### Proposal for a regulation

##### Recital 17

*Text proposed by the Commission*

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

*Amendment*

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

**Amendment 115****Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation****Recital 19***Text proposed by the Commission*

(19) The basic architecture of the 2014-2020 programme in three chapters - education and training, youth and **sport** – structured around three key actions has proved successful and should be maintained. Improvements to streamline and rationalise the actions supported by the Programme should be introduced.

*Amendment*

(19) The basic architecture of the 2014-2020 programme in three chapters - education and training, youth and **sport/arts/environment** - structured around three key actions has proved successful and should be maintained. Improvements to streamline and rationalise the actions supported by the Programme should be introduced.

Or. en

**Amendment 116****Jeroen Lenaers, Sabine Verheyen****Proposal for a regulation****Recital 20***Text proposed by the Commission*

(20) The Programme should reinforce existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should be done notably by increasing and facilitating mobility activities for higher education students, school pupils and learners in vocational education and training. Mobility of low-skilled adult learners should be embedded in partnerships for cooperation. Mobility opportunities for youth participating in non-formal learning activities should also

*Amendment*

(20) The Programme should reinforce existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should be done notably by increasing and facilitating mobility activities for higher education students, school pupils and learners in vocational education and training. ***The opportunities for learning mobility in the border regions should receive extra support. For students in vocational education and training, in particular, opportunities for traineeships***

be extended to reach more young people. Mobility of staff in education, training, youth and sport should also be reinforced, considering its leverage effect. In line with the vision of a true European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural activities by supporting digitalisation of processes, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad.

*or to spend part of a course of studies abroad should be made more easily accessible so that they can familiarise themselves with the cross-border labour market.* Mobility of low-skilled adult learners should be embedded in partnerships for cooperation. Mobility opportunities for youth participating in non-formal learning activities should also be extended to reach more young people. Mobility of staff in education, training, youth and sport should also be reinforced, considering its leverage effect. In line with the vision of a true European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural activities by supporting digitalisation of processes, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad.

Or. nl

#### **Amendment 117**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Recital 20**

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

(20) The Programme should reinforce existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should

##### *Amendment*

(20) The Programme should reinforce existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should



be done notably by increasing and facilitating mobility activities for **higher education students, school pupils** and learners in vocational education and training. Mobility of low-skilled **adult** learners should be embedded in partnerships for cooperation. Mobility opportunities for youth participating in non-formal learning activities should also be extended to reach more young people. Mobility of staff in education, training, youth and sport should also be reinforced, considering its leverage effect. In line with the vision of a true European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural activities by supporting digitalisation of processes, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad.

be done notably by increasing and facilitating mobility activities for **groups currently reached less, especially young people not in formal** education and learners in vocational education and training **as well as school pupils. Higher education students could continue to be targeted at the existing high level.** Mobility of low-skilled, **disadvantaged** learners **or those with fewer opportunities** should be embedded in partnerships for cooperation. Mobility opportunities for youth participating in non-formal **or informal** learning activities should also be **fundamentally** extended to reach more young people, **especially newcomers, those with fewer opportunities and hard-to-reach population.** Mobility of staff in education, training, youth and sport should also be reinforced, considering its leverage effect. In line with the vision of a true European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural activities by supporting digitalisation of processes, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad.

Or. en

**Amendment 118**  
**Joëlle Mélin, Dominique Martin**

**Proposal for a regulation**  
**Recital 20**

*Text proposed by the Commission*

*Amendment*

(20) The Programme should reinforce existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should be done notably by increasing and facilitating mobility activities for higher education students, school pupils and learners in vocational education and training. Mobility of low-skilled adult learners should be embedded in partnerships for cooperation. ***Mobility opportunities for youth participating in non-formal learning activities should also be extended to reach more young people.*** Mobility of staff in education, training, youth and sport should also be reinforced, considering its leverage effect. In line with the vision of a true European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural activities by supporting digitalisation of processes, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad.

(20) The Programme should reinforce existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should be done notably by increasing and facilitating mobility activities for higher education students, school pupils and learners in vocational education and training. Mobility of low-skilled adult learners should be embedded in partnerships for cooperation. Mobility of staff in education, training, youth and sport should also be reinforced, considering its leverage effect. In line with the vision of a true European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural activities by supporting digitalisation of processes, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad.

Or. fr

**Amendment 119**  
**Helga Stevens, Jana Žitňanská**

**Proposal for a regulation**  
**Recital 20**

*Text proposed by the Commission*

(20) The Programme should reinforce

*Amendment*

(20) The Programme should reinforce

existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should be done notably by increasing and facilitating mobility activities for higher education students, school pupils and learners in vocational education and training. Mobility of low-skilled adult learners should be embedded in partnerships for cooperation. Mobility opportunities for youth participating in non-formal learning activities should also be extended to reach more young people. Mobility of staff in education, training, youth and sport should also be reinforced, considering its leverage effect. In line with the vision of a *true* European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural activities by supporting digitalisation of processes, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad.

existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should be done notably by increasing and facilitating mobility activities for higher education students, school pupils and learners in vocational education and training. Mobility of low-skilled adult learners should be embedded in partnerships for cooperation. Mobility opportunities for youth participating in non-formal learning activities should also be extended to reach more young people. Mobility of staff in education, training, youth and sport should also be reinforced, considering its leverage effect. In line with the vision of a European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural activities by supporting digitalisation of processes, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad.

Or. en

## **Amendment 120**

**Emilian Pavel, Krystyna Lybacka**

### **Proposal for a regulation**

#### **Recital 20 a (new)**

*Text proposed by the Commission*

*Amendment*

***(20a) The Programme should promote the mobility of teachers or other***

*education staff, including early education and preschool staff, contributing to their initial and continuous professional development, and should ensure that teachers receive support from their schools while participating in mobility periods, including proper pre-mobility training, as well as enhancement of the knowledge and competences to use when teaching and training exchange students. The teachers' mobility period should not be considered as a leave but be part of their official working time.*

Or. en

**Amendment 121**  
**Sofia Ribeiro**

**Proposal for a regulation**  
**Recital 20 a (new)**

*Text proposed by the Commission*

*Amendment*

*(20a) The European mobility of teaching staff should be strengthened and the corresponding period should be considered for all purposes and may not be an obstacle to their progression, national internal mobility and the enjoyment of their retirement and social assistance rights. In order to increase access by teachers to this programme, their representative associations at national and regional level should be involved in local outreach campaigns to be coordinated by their respective national agencies.*

Or. pt

**Amendment 122**  
**Emilian Pavel, Krystyna Lybacka**

**Proposal for a regulation**

## Recital 20 b (new)

*Text proposed by the Commission*

*Amendment*

***(20b) The Programme should reinforce inclusive and quality vocational education and training (VET), as it plays a vital economic and social role in Europe, leading to equal opportunities and social inclusion for all citizens, including those from socially disadvantaged groups, such as Roma, unemployed young people, people with physical or mental disabilities, inhabitants of remote areas, migrants and refugees. Gender balance should also be ensured when applying and granting mobility to individuals. The Programme will tackle VET sector specific issues such as specific structural support like the provision of language skills and sector - specific language training, or appropriate evaluation measures for participants, as well as funding to compensate the limited national funds available for exchanges of students, teachers and staff in VET, or the facilitation of partner finding for high quality mobility.***

Or. en

## Amendment 123

**Joëlle Mélin, Dominique Martin**

### Proposal for a regulation

#### Recital 21

*Text proposed by the Commission*

*Amendment*

***(21) The Programme should encourage youth participation in Europe's democratic life, including by supporting participation projects for young people to engage and learn to participate in civic society, raising awareness about European common values including fundamental rights, bringing together young people and decision makers at***

***deleted***

*local, national and Union level, as well as contributing to the European integration process.*

Or. fr

**Amendment 124**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Recital 21**

*Text proposed by the Commission*

(21) The Programme should encourage youth participation in Europe's democratic life, including by supporting participation projects for young people to engage and learn to participate in civic society, raising awareness about European common values including fundamental rights, bringing together young people and decision makers at local, national and Union level, as well as contributing to the European integration process.

*Amendment*

(21) The Programme should encourage youth participation in Europe's democratic life, including by supporting participation projects for young people to engage and learn to participate in civic society, raising awareness about European common values including fundamental rights, bringing together young people and decision makers at local, national and Union level, as well as contributing to the European integration process. ***The Programme recognises the key role of youth organisations and youth work in reaching this objective and will focus on building a stronger youth sector in Europe by supporting and promoting the operation and projects of youth organisations across Europe, neighbouring countries and cooperation with the rest of the world.***

Or. en

**Amendment 125**

**Heinz K. Becker**

**Proposal for a regulation**

**Recital 21**

*Text proposed by the Commission*

*Amendment*

(21) The Programme should encourage youth participation in Europe's democratic life, including by supporting participation projects for young people to engage and learn to participate in civic society, raising awareness about European common values including fundamental rights, bringing together young people and decision makers at local, national and Union level, as well as contributing to the European integration process.

(21) The Programme should encourage youth participation in Europe's democratic life, including by supporting participation projects for young people to engage and learn to participate in civic society, raising awareness about European common values including fundamental rights, bringing together young people and decision makers at local, national and Union level, as well as contributing to the European integration process. ***One specific aim of the programme should be to encourage young people to think critically about and familiarise themselves with the European institutions.***

Or. de

#### **Amendment 126**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Recital 22**

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

(22) The Programme should offer young people more opportunities to discover Europe through learning experiences abroad. ***Eighteen year olds***, in particular those with fewer opportunities, should be given the chance to have a first-time, short-term individual or group experience travelling throughout Europe in the frame of an informal educational activity aimed at fostering their sense of belonging to the European Union and discovering its cultural diversity. The Programme should identify bodies in charge of reaching out and selecting the participants and support activities to foster the learning dimension of the experience.

###### *Amendment*

(22) The Programme should offer young people more opportunities to discover Europe through learning experiences abroad. ***Young people regardless of age***, in particular those with fewer opportunities, should be given the chance to have a first-time, short-term individual or group experience travelling throughout Europe in the frame of an informal educational activity aimed at fostering their sense of belonging to the European Union ***discovering its diversity and the variety of youth participation*** and discovering its cultural diversity. The Programme should identify bodies, ***including civil society organisations and youth organisations***, in charge of reaching out and selecting the participants and support activities to foster the learning dimension of the experience. ***Preparation and debriefing seminars***,

*providing language training, intercultural skills and stimulating reflection should be an integral part of the travelling experience. Those seminars should be organised by the responsible sending or receiving organisations. These should also be involved in the selection of participants and serve as a point of contact for the traveller for the duration of the journey. The Programme should as well integrate the European Capitals of Culture, the European Youth Capitals, the European Volunteering Capitals and European Green Capitals as a key component of the experience.*

Or. en

**Amendment 127**  
**Heinz K. Becker**

**Proposal for a regulation**  
**Recital 22**

*Text proposed by the Commission*

(22) The Programme should offer young people more opportunities to discover Europe through learning experiences abroad. Eighteen year olds, in particular those with fewer opportunities, should be given the chance to have a first-time, short-term individual or group experience travelling throughout Europe in the frame of an informal educational activity aimed at fostering their sense of belonging to the European Union and discovering its cultural diversity. The Programme should identify bodies in charge of reaching out and selecting the participants and support activities to foster the learning dimension of the experience.

*Amendment*

(22) The Programme should offer young people more opportunities to discover Europe through learning experiences abroad. ***It should be able to show that it enables young people to familiarise themselves with and think critically about the European institutions.*** Eighteen year olds, in particular those with fewer opportunities, should be given the chance to have a first-time, short-term individual or group experience travelling throughout Europe in the frame of an informal educational activity aimed at fostering their sense of belonging to the European Union and discovering its cultural diversity. ***Places on the DiscoverEU Programme should be allocated to young people throughout Europe in a geographically balanced way.*** The Programme should identify bodies in charge of reaching out and selecting the participants and support



activities to foster the learning dimension of the experience.

Or. de

#### **Amendment 128**

**Helga Stevens, Anthea McIntyre**

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

##### **Recital 22**

*Text proposed by the Commission*

(22) The Programme should offer young people more opportunities to discover Europe through learning experiences abroad. Eighteen year olds, in particular those with fewer opportunities, should be given the chance to have a first-time, **short-term** individual or group experience **travelling throughout Europe** in the frame of an informal educational activity aimed at **fostering their sense of belonging to the European Union and** discovering **its** cultural diversity. The Programme should identify bodies in charge of reaching out and selecting the participants and support activities to foster the learning dimension of the experience.

*Amendment*

(22) The Programme should offer young people more opportunities to discover Europe through **qualitative** learning experiences abroad. Eighteen year olds, in particular those with fewer opportunities, should be given the chance to have a first-time individual or group **qualitative learning** experience **in another Member State** in the frame of an informal educational activity aimed at discovering **Europe's** cultural diversity. The Programme should identify bodies in charge of reaching out and selecting the participants and support activities to foster the learning dimension of the experience.

Or. en

#### **Amendment 129**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Recital 23**

*Text proposed by the Commission*

(23) The Programme should also enhance the learning of languages, in particular through widened use of online tools, as e-learning offers additional

*Amendment*

(23) The Programme should also enhance the learning of languages, in particular through widened use of online tools, as e-learning offers additional

advantages for language learning in terms of access and flexibility.

advantages for language learning in terms of access and flexibility. ***In order to support European mobility those languages that provide the possibility of broader intercultural exchange should be supported as well as those languages that increase the cultural heritage and language diversity of the EU.***

Or. en

#### **Amendment 130**

**Jeroen Lenaers, Sabine Verheyen**

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

##### **Recital 23**

*Text proposed by the Commission*

(23) The Programme should also enhance the learning of languages, in particular ***through widened use*** of online tools, as e-learning offers additional advantages for language learning in terms of access and flexibility.

*Amendment*

(23) The programme should also enhance the learning of languages, in particular ***neighbouring languages, in order to improve learners' position and employability on the cross-border labour market. In doing so, greater use can be made*** of online tools, as e-learning offers additional advantages for language learning in terms of access and flexibility.

Or. nl

#### **Amendment 131**

**Heinz K. Becker**

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

##### **Recital 23**

*Text proposed by the Commission*

(23) The Programme should also enhance the learning of languages, in particular through widened use of online tools, as e-learning offers additional advantages for language learning in terms of access and flexibility.

*Amendment*

(23) The Programme should ***have a clear educational objective. It should offer young people access to the European institutions and*** also enhance the learning of languages, in particular through widened use of online tools, as e-learning offers

additional advantages for language learning in terms of access and flexibility.

Or. de

#### **Amendment 132**

**Agnieszka Kozłowska-Rajewicz**

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

##### **Recital 23**

*Text proposed by the Commission*

(23) The Programme should also enhance the learning of languages, in particular through widened use of online tools, as e-learning offers additional advantages for language learning in terms of access and flexibility.

*Amendment*

(23) The Programme should also enhance the learning of languages ***in order to overcome one of the students' mobility barriers***, in particular through widened use of online tools, as e-learning offers additional advantages for language learning in terms of access and flexibility.

Or. en

#### **Amendment 133**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

##### **Recital 23**

*Text proposed by the Commission*

(23) The Programme should also enhance the learning of languages, in particular through widened use of online tools, as e-learning offers additional advantages for language learning in terms of access and flexibility.

*Amendment*

(23) The Programme should also enhance the learning of languages, ***including sign languages***, in particular through widened use of ***accessible*** online tools, as e-learning offers additional advantages for language learning in terms of access and flexibility.

Or. en

#### **Amendment 134**

**Ádám Kósa**

**Proposal for a regulation**  
**Recital 23**

*Text proposed by the Commission*

(23) The Programme should also enhance the learning of languages, in particular through widened use of online tools, as e-learning offers additional advantages for language learning in terms of access and flexibility.

*Amendment*

(23) The Programme should also enhance the learning of languages, ***including sign languages***, in particular through widened use of online tools, as e-learning offers additional advantages for language learning in terms of access and flexibility.

Or. hu

**Amendment 135**  
**Ádám Kósa**

**Proposal for a regulation**  
**Recital 23 a (new)**

*Text proposed by the Commission*

*Amendment*

***(23a) The programme must promote the inclusion of people with disabilities and ensure that people with disabilities have equal, non-discriminatory access to the programme. To this end, reasonable adaptation for people with disabilities must be ensured and a minimum quota established so that an appropriate number of young people with disabilities will be able to take part in the programme.***

Or. hu

**Amendment 136**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Recital 24**

*Text proposed by the Commission*

*Amendment*

(24) The Programme should support measures that enhance the cooperation between institutions and organisations active in education, training, youth and sport, recognising their fundamental role in equipping individuals with the knowledge, skills and competences needed in a changing world as well as to adequately fulfil the potential for innovation, creativity and entrepreneurship, in particular within the digital economy.

(24) The Programme should support measures that enhance the cooperation between institutions and organisations active in education, training, youth, **arts** and sport, recognising their fundamental role in equipping individuals with the knowledge, skills and competences needed in a changing world as well as to adequately fulfil the potential for **sustainable development, social progress**, innovation, creativity and entrepreneurship, in particular within the digital economy.

Or. en

#### **Amendment 137**

**Ádám Kósa**

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

#### **Recital 24 a (new)**

*Text proposed by the Commission*

*Amendment*

***(24a) The programme must, in accordance with Article 8 of the UN Convention on the Rights of Persons with Disabilities, support awareness-raising regarding people with disabilities throughout society, and in order to promote positive perceptions and greater social awareness, it must encourage recognition of the skills, merits and abilities of people with disabilities; it must also foster, at all levels of the education system, an attitude of respect for the rights of people with disabilities and include awareness-training programmes regarding people with disabilities and their rights.***

Or. hu

#### **Amendment 138**

**Heinz K. Becker**

**Proposal for a regulation**  
**Recital 24 a (new)**

*Text proposed by the Commission*

*Amendment*

***(24a) In the context of DiscoverEU, the Programme should pursue a clear educational objective, focusing on imparting knowledge in the area of European education policy. It should do more to draw attention to Union projects. It should include a mandatory visit to the European institutions.***

Or. de

**Amendment 139**  
**Heinz K. Becker**

**Proposal for a regulation**  
**Recital 24 b (new)**

*Text proposed by the Commission*

*Amendment*

***(24b) DiscoverEU must offer all young people in Europe the same opportunities and impose the same requirements on them. The Commission must ensure that places are awarded in a geographically balanced way. After the trip, the participants' personal experiences must be recorded, scrutinised and assessed on the basis of measurable criteria, in order to determine the European added value.***

Or. de

**Amendment 140**  
**Helga Stevens, Anthea McIntyre**

**Proposal for a regulation**  
**Recital 25**

*Text proposed by the Commission*

*Amendment*

(25) In its Conclusions of the 14 of

(25) In its Conclusions of the 14 of

December 2017, the European Council called on Member States, the Council and the Commission to take forward a number of initiatives to elevate European cooperation in education and training to a new level, including by encouraging the emergence by 2024 of 'European Universities', consisting in bottom-up networks of universities across the Union.  
***The Programme should support these European Universities.***

December 2017, the European Council called on Member States, the Council and the Commission to take forward a number of initiatives to elevate European cooperation in education and training to a new level, including by encouraging the emergence by 2024 of 'European Universities', consisting in bottom-up networks of universities across the Union.

Or. en

**Amendment 141**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Recital 26**

*Text proposed by the Commission*

(26) The 2010 Bruges Communiqué called for support of vocational excellence for smart and sustainable growth. The 2017 Communication on Strengthening Innovation in Europe's Regions points to linking vocational education and training to innovation systems, as part of smart specialisation strategies at regional level. The Programme should provide the means to respond to these calls and support the development of transnational platforms of Centres of vocational excellence closely integrated in local and regional strategies for growth, innovation and competitiveness. These centres of excellence should act as drivers of quality vocational skills in a context of sectorial challenges, while supporting overall structural changes and socio-economic policies in the Union.

*Amendment*

(26) The 2010 Bruges Communiqué called for support of vocational excellence for smart and sustainable growth. The 2017 Communication on Strengthening Innovation in Europe's Regions points to linking vocational education and training to innovation systems, as part of smart specialisation strategies at regional level. The Programme should provide the means to respond to these calls and support the development of transnational platforms of Centres of vocational excellence closely integrated in local and regional strategies for ***sustainable development, social inclusion***, growth, innovation and competitiveness. These centres of excellence should act as drivers of quality vocational skills in a context of sectorial challenges, while supporting overall structural changes and socio-economic policies in the Union.

Or. en

## Amendment 142

Jeroen Lenaers, Sabine Verheyen

### Proposal for a regulation

#### Recital 27

*Text proposed by the Commission*

(27) To increase the use of virtual cooperation activities, the Programme should support a more systematic use of the online platforms such as eTwinning, the School Education Gateway, the Electronic Platform for Adult Learning in Europe, the European Youth Portal **and** the online platform for higher education.

*Amendment*

(27) To increase the use of virtual cooperation activities, the Programme should support a more systematic use of the online platforms such as eTwinning, the School Education Gateway, the Electronic Platform for Adult Learning in Europe, the European Youth Portal, the online platform for higher education **and Blended Learning, the technological platform for distance learning.**

Or. nl

## Amendment 143

Helga Stevens, Jana Žitňanská, Anthea McIntyre

### Proposal for a regulation

#### Recital 27

*Text proposed by the Commission*

(27) To increase the use of virtual cooperation activities, the Programme should support a more systematic use of the online platforms such as eTwinning, the School Education Gateway, the Electronic Platform for Adult Learning in Europe, the European Youth Portal and the online platform for higher education.

*Amendment*

(27) To increase the use of virtual cooperation activities, the Programme should support a more systematic **and accessible** use of the online platforms such as eTwinning, the School Education Gateway, the Electronic Platform for Adult Learning in Europe, the European Youth Portal and the online platform for higher education.

Or. en

## Amendment 144

Helga Stevens, Jana Žitňanská, Anthea McIntyre



**Proposal for a regulation**  
**Recital 28**

*Text proposed by the Commission*

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

*Amendment*

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

Or. en

**Amendment 145**  
**Joëlle Mélin, Dominique Martin**

**Proposal for a regulation**  
**Recital 28**

*Text proposed by the Commission*

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

*Amendment*

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

youth and across formal and non-formal settings.

non-formal settings.

Or. fr

#### **Amendment 146**

**Joëlle Mélin, Dominique Martin**

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

#### **Recital 28 a (new)**

*Text proposed by the Commission*

*Amendment*

***(28a) Only competences, qualifications and units of learning outcomes acquired under the programme should be mutually recognised between Member States.***

Or. fr

#### **Amendment 147**

**Joëlle Mélin, Dominique Martin**

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

#### **Recital 30**

*Text proposed by the Commission*

*Amendment*

(30) As a way to ensure cooperation with other Union instruments and support to other policies of the Union, mobility opportunities should be offered to people in various sectors of activity, such as the public sector, agriculture and enterprise, to have a learning experience abroad allowing them, at any stage of their life, to grow and develop professionally but also personally, ***in particular by developing an awareness of their European identity and an understanding of European cultural diversity.*** The Programme should offer an entry point for Union transnational mobility schemes with a strong learning dimension, simplifying the offer of such schemes for beneficiaries and those taking

(30) As a way to ensure cooperation with other Union instruments and support to other policies of the Union, mobility opportunities should be offered to people in various sectors of activity, such as the public sector, agriculture and enterprise, to have a learning experience abroad allowing them, at any stage of their life, to grow and develop professionally but also personally. The Programme should offer an entry point for Union transnational mobility schemes with a strong learning dimension, simplifying the offer of such schemes for beneficiaries and those taking part in these activities. The scaling-up of Erasmus projects should be facilitated; specific measures should be put in place to help

part in these activities. The scaling-up of Erasmus projects should be facilitated; specific measures should be put in place to help promoters of Erasmus projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds and the programmes relating to migration, security, justice and citizenship, health and culture.

promoters of Erasmus projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds and the programmes relating to migration, security, justice and citizenship, health and culture.

Or. fr

#### **Amendment 148**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

#### **Recital 30**

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

(30) As a way to ensure cooperation with other Union instruments and support to other policies of the Union, mobility opportunities should be offered to people in various sectors of activity, such as the public sector, agriculture and enterprise, to have a learning experience abroad allowing them, at any stage of their life, to grow and develop professionally but also personally, in particular by developing ***an awareness of their European identity and*** an understanding of European cultural diversity. The Programme should offer an entry point for Union transnational mobility schemes with a strong learning dimension, simplifying the offer of such schemes for beneficiaries and those taking part in these activities. The scaling-up of Erasmus projects should be facilitated; specific measures should be put in place to help promoters of Erasmus projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds and the programmes relating to migration, security, justice and citizenship, health and culture.

##### *Amendment*

(30) As a way to ensure cooperation with other Union instruments and support to other policies of the Union, mobility opportunities should be offered to people, ***including persons with disabilities***, in various sectors of activity, such as the public sector, agriculture and enterprise, to have a learning experience abroad allowing them, at any stage of their life, to grow and develop professionally but also personally, in particular by developing an understanding of European cultural diversity. The Programme should offer an entry point for Union transnational mobility schemes with a strong learning dimension, simplifying the offer of such schemes for beneficiaries and those taking part in these activities. The scaling-up of Erasmus projects should be facilitated; specific measures should be put in place to help promoters of Erasmus projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds and the programmes relating to migration, security, justice and citizenship, health and culture.

**Amendment 149****Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation****Recital 30***Text proposed by the Commission*

(30) As a way to ensure cooperation with other Union instruments and support to other policies of the Union, mobility opportunities should be offered to people in various sectors of activity, ***such as the public sector, agriculture and enterprise***, to have a learning experience abroad allowing them, at any stage of their life, to grow and develop professionally but also personally, in particular by developing an awareness of their European identity and an understanding of European cultural diversity. The Programme should offer an entry point for Union transnational mobility schemes with a strong learning dimension, simplifying the offer of such schemes for beneficiaries and those taking part in these activities. The scaling-up of Erasmus projects should be facilitated; specific measures should be put in place to help promoters of Erasmus projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds and the programmes relating to migration, security, justice and citizenship, health and culture.

*Amendment*

(30) As a way to ensure cooperation with other Union instruments and support to other policies of the Union, mobility opportunities should be offered to people in various sectors of activity, to have a learning experience abroad allowing them, at any stage of their life, to grow and develop professionally but also personally, in particular by developing an awareness of their European identity and an understanding of European cultural diversity. The Programme should offer an entry point for Union transnational mobility schemes with a strong learning dimension, simplifying the offer of such schemes for beneficiaries and those taking part in these activities. The scaling-up of Erasmus projects should be facilitated; specific measures should be put in place to help promoters of Erasmus projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds and the programmes relating to migration, security, justice and citizenship, health and culture ***as well as the European Solidarity Corps***.

Or. en

**Amendment 150****Joëlle Mélin, Dominique Martin****Proposal for a regulation****Recital 31**

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

*deleted*

Or. fr

**Amendment 151**  
**Helga Stevens, Anthea McIntyre**

**Proposal for a regulation**  
**Recital 31**

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

*deleted*

*contribute to the development of  
excellence in European integration  
studies.*

Or. en

#### **Amendment 152**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Recital 32**

*Text proposed by the Commission*

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

*Amendment*

(32) ***The Program shall be in line with the central aim of the Paris Agreement to strengthen the global response to the threat of climate change by raising awareness and improve responsible and environment conscious behavioural patterns in order to keep the global temperature rise this century well below 2 degrees Celsius.*** Reflecting the importance of tackling climate change in line with the Union's commitments to implement the Paris Agreement and achieve the United Nations' Sustainable Development Goals, this Programme will contribute to mainstream climate action in the Union's policies and to the achievement of an overall target of 25% of the Union budget expenditures supporting climate objectives. Relevant actions will be identified during the Programme's preparation and implementation and reassessed in the context of the relevant evaluations and review process.

Or. en

#### **Amendment 153**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

## **Recital 32 a (new)**

*Text proposed by the Commission*

*Amendment*

***(32a) Reflecting the importance of promoting equal opportunities for and of inclusion of persons with disabilities in line with the Union's commitments to implement the UN Convention on the Rights of Persons with Disabilities and achieve the United Nation's Sustainable Development Goals, this Programme will contribute to mainstream inclusion and equal opportunities in the Union's policies. Relevant actions will be identified during the Programme's preparation and implementation, and reassessed in the context of the relevant evaluations and review process.***

Or. en

## **Amendment 154**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

## **Proposal for a regulation**

## **Recital 32 a (new)**

*Text proposed by the Commission*

*Amendment*

***(32a) The Programme and its tools in this unique international environment should play a crucial role in educating people about global sustainability, and global studies, environmental protection, climate change and beside targeted programs these studies should appear in all key activities as a horizontal element in the form of formal, non-formal education or informal learning.***

Or. en

## **Amendment 155**

**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Recital 32 b (new)**

*Text proposed by the Commission*

*Amendment*

***(32b) Given the legal obligation of the European Union to eliminate inequalities and promote equality between men and women through all its activities established by Article 8 TFEU on the European Union, this Programme should contribute to mainstream gender in the Union's policies. Relevant actions will be identified during the Programme's preparation and implementation and reassessed in the context of the relevant evaluations and review process. Improvements are especially needed regarding gender balance of participants from 3rd countries.***

Or. en

**Amendment 156**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Recital 34**

*Text proposed by the Commission*

*Amendment*

(34) Within a basic envelope for actions to be managed by the national agencies in the field of education and training, a breakdown of minimum allocation per sector (higher education, school education, vocational education and training and adult education) should be defined in order to guarantee a critical mass of appropriations to reach the intended output and results in each of these sectors.

(34) Within a basic envelope for actions to be managed by the national agencies in the field of education and training, a breakdown of minimum allocation per sector (higher education, school education, vocational education and training and adult education) should be defined in order to guarantee a critical mass of appropriations to reach the intended output and results in each of these sectors. ***In addition, a minimum allocation per target group should also be defined in order to***



*guarantee a critical mass of appropriations to reach the intended output and results in each of these sectors.*

Or. en

#### **Amendment 157**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

##### **Recital 34**

*Text proposed by the Commission*

(34) Within a basic envelope for actions to be managed by the national agencies in the field of education and training, *a breakdown* of minimum allocation per sector (higher education, school education, vocational education and training and adult education) should be defined in order to guarantee a critical mass of appropriations to reach the intended output and results in each of these sectors.

*Amendment*

(34) Within a basic envelope for actions to be managed by the national agencies in the field of education and training, *an indicative distribution* of minimum allocation per sector (higher education, school education, vocational education and training and adult education) should be defined in order to guarantee a critical mass of appropriations to reach the intended output and results in each of these sectors. *The Programme should however always be implemented taking into account the actual needs, in the interest of the added European value.*

Or. en

#### **Amendment 158**

**Agnieszka Kozłowska-Rajewicz**

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

##### **Recital 36 a (new)**

*Text proposed by the Commission*

*Amendment*

*(36a) The levels of financial support in the form of grants, travel or administration lump sums, flat rates and unit costs should be annually reviewed and adjusted to the living and substance*

*costs of the host country and the host city, according to updated Eurostat figures, in order to ensure that it is consistent with reality and that it is not discriminatory;*

Or. en

**Amendment 159**  
**Sofia Ribeiro**

**Proposal for a regulation**  
**Recital 38**

*Text proposed by the Commission*

(38) In line with the Commission's communication on 'A stronger and renewed strategic partnership with the Union's outermost regions'<sup>36</sup>, the Programme should take into account the specific situation of these regions. Measures will be taken to increase the outermost regions' participation in all actions. Mobility exchanges and cooperation between people and organisations from these regions and third countries, in particular their neighbours, should be fostered. Such measures will be monitored and evaluated regularly.

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<sup>36</sup> COM(2017) 623 final.

*Amendment*

*(Does not affect the English version.)*

Or. pt

**Amendment 160**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Recital 40**

*Text proposed by the Commission*

(40) In compliance with the Financial

*Amendment*

(40) In compliance with the Financial

Regulation, the Commission should adopt work programmes and inform the European Parliament and the Council thereof. The work programme should set out the measures needed for their implementation in line with the general and specific objectives of the Programme, the selection and award criteria for grants, as well as all other elements required. Work programmes and any amendments to them should be adopted by implementing acts in accordance with the examination procedure.

Regulation, the Commission should adopt work programmes and inform the European Parliament and the Council thereof. The work programme should set out the measures needed for their implementation in line with the general and specific objectives of the Programme, the selection and award criteria for grants, as well as all other elements required, ***especially the targeting of those with fewer opportunities***. Work programmes and any amendments to them should be adopted by implementing acts in accordance with the examination procedure.

Or. en

#### **Amendment 161**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Recital 41**

*Text proposed by the Commission*

(41) Pursuant to paragraph 22 and 23 of the Inter-institutional agreement for Better Law-Making of 13 April 2016<sup>38</sup>, there is a need to evaluate the Programme on the basis of information collected through specific monitoring requirements, while avoiding overregulation and administrative burdens, in particular on Member States. Such requirements should include specific, measurable and realistic indicators which can be measured over time as a basis for evaluating the effects of the Programme on the ground.

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<sup>38</sup> Interinstitutional Agreement between the European Parliament, the Council of the European Union and the European Commission on Better Law-Making of 13

*Amendment*

(41) Pursuant to paragraph 22 and 23 of the Inter-institutional agreement for Better Law-Making of 13 April 2016<sup>38</sup>, there is a need to evaluate the Programme on the basis of information collected through specific monitoring requirements, while avoiding overregulation and administrative burdens, in particular on ***beneficiary organisations but also on*** Member States. Such requirements should include specific, measurable and realistic indicators which can be measured over time as a basis for evaluating the effects of the Programme on the ground.

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<sup>38</sup> Interinstitutional Agreement between the European Parliament, the Council of the European Union and the European Commission on Better Law-Making of 13

Or. en

## **Amendment 162**

**Ádám Kósa**

### **Proposal for a regulation**

#### **Recital 42**

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

(42) Appropriate outreach, publicity and dissemination of the opportunities and results of the actions supported by the Programme should be ensured at European, national and local level. The outreach, publicity and dissemination activities should rely on all the implementing bodies of the Programme, including, when relevant, with the support of other key stakeholders.

##### *Amendment*

(42) Appropriate outreach, publicity and dissemination of the opportunities and results of the actions supported by the Programme - ***including raising awareness of the rights of people with disabilities*** - should be ensured at European, national and local level. The outreach, publicity and dissemination activities should rely on all the implementing bodies of the Programme, including, when relevant, with the support of other key stakeholders.

Or. hu

## **Amendment 163**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

### **Proposal for a regulation**

#### **Recital 43**

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

(43) ***In order to ensure greater efficiency in communication to the public at large and stronger synergies between the communication activities undertaken at the initiative of the Commission, the resources allocated to communication under this Regulation should also contribute to covering the corporate communication of the political priorities of the Union, provided that these are***

##### *Amendment*

***deleted***

*related to the general objective of this Regulation.*

Or. en

*Justification*

*PR for the EU's work on Youth, education and training should be funded by the Commission's communication envelope, not by an EU Fund meant to support citizens' activities.*

**Amendment 164**

**Ádám Kósa**

**Proposal for a regulation**

**Recital 43**

*Text proposed by the Commission*

(43) In order to ensure greater efficiency in communication to the public at large and stronger synergies between the communication activities undertaken at the initiative of the Commission, the resources allocated to communication under this Regulation should also contribute to covering the corporate communication of the political priorities of the Union, provided that these are related to the general objective of this Regulation.

*Amendment*

(43) In order to ensure greater efficiency in communication to the public at large and stronger synergies between the communication activities undertaken at the initiative of the Commission, the resources allocated to communication under this Regulation should also contribute to covering the corporate communication of the political priorities of the Union, provided that these are related to the general objective of this Regulation.  
***Information and communication must be available to people with disabilities in an accessible form.***

Or. hu

**Amendment 165**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Recital 44 a (new)**

*Text proposed by the Commission*

*Amendment*

*(44a) As a general rule, grant requests and project applications will be submitted to the national agency of the country where the applicant organisation is based, however the European Commission shall guarantee that all provisions and targets are sufficiently met during implementation. Grant requests and project applications for activities organised by Union-wide networks, European non-governmental organisations and international organisations, shall be submitted to and managed by the Education, Audiovisual and Culture Executive Agency of the European Commission.*

Or. en

**Amendment 166**  
**Emilian Pavel, Krystyna Łybacka**

**Proposal for a regulation**  
**Recital 44 a (new)**

*Text proposed by the Commission*

*Amendment*

*(44a) The European Commission should streamline definitions and improve guidance on decentralised actions in order to ensure that the programme rules are applied in a harmonised way by National Agencies, respecting common quality standards and procedural practices. The Commission should encourage better coordination between the agencies in order to improve the implementation of the programme.*

Or. en

**Amendment 167**  
**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation**

## Recital 46

### *Text proposed by the Commission*

(46) Member States should endeavour to adopt all appropriate measures to remove **legal and** administrative obstacles to the proper functioning of the Programme. ***This includes resolving, where possible, and without prejudice to Union law on the entry and residence of third-country nationals issues that create difficulties in obtaining visas and residence permits. In line with Directive (EU) 2016/801 of the European Parliament and of the Council<sup>39</sup>, Member States are encouraged to establish fast-track admission procedures.***

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<sup>39</sup> ***Directive (EU) 2016/801 of the European Parliament and of the Council of 11 May 2016 on the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing (OJ L 132, 21.5.2016, p. 21).***

### *Amendment*

(46) Member States should endeavour to adopt all appropriate measures to remove administrative obstacles to the proper functioning of the Programme.

Or. en

## Amendment 168

Emilian Pavel, Krystyna Łybacka

### Proposal for a regulation

#### Recital 46

### *Text proposed by the Commission*

(46) Member States should endeavour to adopt all appropriate measures to remove legal and administrative obstacles to the proper functioning of the Programme. This includes resolving, where possible, and without prejudice to Union law on the entry and residence of third-country

### *Amendment*

(46) Member States should endeavour to adopt all appropriate measures to remove legal and administrative obstacles to the proper functioning of the Programme. This includes ***exempting study grants from taxation and social levies, ensuring portability of rights among EU social***

nationals issues that create difficulties in obtaining visas and residence permits. In line with Directive (EU) 2016/801 of the European Parliament and of the Council<sup>39</sup>, Member States are encouraged to establish fast-track admission procedures.

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<sup>39</sup> Directive (EU) 2016/801 of the European Parliament and of the Council of 11 May 2016 on the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing (OJ L 132, 21.5.2016, p. 21).

***systems, as well as*** resolving, where possible, and without prejudice to Union law on the entry and residence of third-country nationals issues that create difficulties in obtaining visas and residence permits. In line with Directive (EU) 2016/801 of the European Parliament and of the Council<sup>39</sup>, Member States are encouraged to establish fast-track admission procedures.

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<sup>39</sup> Directive (EU) 2016/801 of the European Parliament and of the Council of 11 May 2016 on the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing (OJ L 132, 21.5.2016, p. 21).

Or. en

## **Amendment 169**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

### **Proposal for a regulation**

#### **Recital 46**

*Text proposed by the Commission*

(46) Member States should endeavour to adopt all appropriate measures to remove legal and administrative obstacles to the proper functioning of the Programme. This includes resolving, where possible, and without prejudice to Union law on the entry and residence of third-country nationals issues that create difficulties in obtaining visas and residence permits. In line with Directive (EU) 2016/801 of the European Parliament and of the Council<sup>39</sup>, Member States are encouraged to establish fast-track admission procedures.

*Amendment*

(46) Member States should endeavour to adopt all appropriate measures to remove legal and administrative obstacles to the proper functioning of the Programme. This includes resolving, where possible, and without prejudice to Union law on the entry and residence of third-country nationals issues that create difficulties in obtaining visas and residence permits ***and other legal or administrative difficulties that could prevent access to the programme.*** In line with Directive (EU) 2016/801 of the European Parliament and of the Council<sup>39</sup>, Member States are encouraged to establish fast-track



admission procedures.

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<sup>39</sup> Directive (EU) 2016/801 of the European Parliament and of the Council of 11 May 2016 on the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing (OJ L 132, 21.5.2016, p. 21).

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<sup>39</sup> Directive (EU) 2016/801 of the European Parliament and of the Council of 11 May 2016 on the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing (OJ L 132, 21.5.2016, p. 21).

Or. en

### **Amendment 170**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

### **Proposal for a regulation**

#### **Recital 47**

#### *Text proposed by the Commission*

(47) The performance reporting system should ensure that data for monitoring programme implementation and evaluation are collected efficiently, effectively and in a timely manner, and at the appropriate level of granularity. Such data should be communicated to the Commission in a way that complies with relevant data protection rules.

#### *Amendment*

(47) The performance reporting system should ensure that data for monitoring programme implementation and evaluation are collected efficiently, effectively and in a timely manner, and at the appropriate level of granularity. Such data should be ***sex-disaggregated and*** communicated to the Commission in a way that complies with relevant data protection rules.

Or. en

### **Amendment 171**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

### **Proposal for a regulation**

#### **Recital 49**

#### *Text proposed by the Commission*

(49) In order to simplify requirements for beneficiaries, simplified grants in the

#### *Amendment*

(49) In order to simplify requirements for beneficiaries, simplified grants in the

form of lump-sums, unit-costs and flat-rate funding should be used to the maximum possible extent. The simplified grants to support the mobility actions of the Programme, as defined by the Commission, should take into account the living and subsistence costs of the host country. The Commission and national agencies of the sending countries should have the possibility to adjust these simplified grants on the basis of objective criteria, in particular to ensure access to people with fewer opportunities. In accordance with national law, Member States should also be encouraged to exempt those grants from any taxes and social levies. The same exemption should apply to public or private entities awarding such financial support to the individuals concerned.

form of lump-sums, unit-costs and flat-rate funding should be used to the maximum possible extent. The simplified grants to support the mobility actions of the Programme, as defined by the Commission, should take into account the living and subsistence costs of the host country, ***and where applicable, the additional costs incurred by persons with disabilities on the basis of their disability.*** The Commission and national agencies of the sending countries should have the possibility to adjust these simplified grants on the basis of objective criteria, in particular to ensure access to people with fewer opportunities. In accordance with national law, Member States should also be encouraged to exempt those grants from any taxes and social levies. The same exemption should apply to public or private entities awarding such financial support to the individuals concerned.

Or. en

## **Amendment 172**

**Agnieszka Kozłowska-Rajewicz**

### **Proposal for a regulation**

#### **Recital 49**

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

(49) In order to simplify requirements for beneficiaries, simplified grants in the form of lump-sums, unit-costs and flat-rate funding should be used to the maximum possible extent. The simplified grants to support the mobility actions of the Programme, as defined by the Commission, should take into account the living and subsistence costs of the host country. The Commission and national agencies of the sending countries should have the possibility to adjust these simplified grants on the basis of objective criteria, in particular to ensure access to

##### *Amendment*

(49) In order to simplify requirements for beneficiaries, simplified grants in the form of lump-sums, unit-costs and flat-rate funding should be used to the maximum possible extent. The simplified grants to support the mobility actions of the Programme, as defined by the Commission, should take into account the living and subsistence costs of the host country ***and the host city.*** The Commission and national agencies of the sending countries should have the possibility to adjust these simplified grants ***annually*** on the basis of objective criteria, in particular

people with fewer opportunities. In accordance with national law, Member States should also be encouraged to exempt those grants from any taxes and social levies. The same exemption should apply to public or private entities awarding such financial support to the individuals concerned.

to ensure access to people with fewer opportunities. In accordance with national law, Member States should also be encouraged to exempt those grants from any taxes and social levies. The same exemption should apply to public or private entities awarding such financial support to the individuals concerned.

Or. en

### **Amendment 173**

**Emilian Pavel, Krystyna Lybacka**

### **Proposal for a regulation**

#### **Recital 49**

#### *Text proposed by the Commission*

(49) In order to simplify requirements for beneficiaries, simplified grants in the form of lump-sums, unit-costs and flat-rate funding should be used to the maximum possible extent. The simplified grants to support the mobility actions of the Programme, as defined by the Commission, should take into account the living and subsistence costs of the host country. The Commission and national agencies of the sending countries should have the possibility to adjust these simplified grants on the basis of objective criteria, in particular to ensure access to people with fewer opportunities. In accordance with national law, Member States should ***also be encouraged to*** exempt those grants from any taxes and social levies. The same exemption should apply to public or private entities awarding such financial support to the individuals concerned.

#### *Amendment*

(49) In order to simplify requirements for beneficiaries, simplified grants in the form of lump-sums, unit-costs and flat-rate funding should be used to the maximum possible extent. The simplified grants to support the mobility actions of the Programme, as defined by the Commission, should take into account the living and subsistence costs of the host country. The Commission and national agencies of the sending countries should have the possibility to adjust these simplified grants on the basis of objective criteria, in particular to ensure access to people with fewer opportunities. In accordance with national law, Member States should exempt those grants from any taxes and social levies. The same exemption should apply to public or private entities awarding such financial support to the individuals concerned.

Or. en

### **Amendment 174**

**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Recital 49 a (new)**

*Text proposed by the Commission*

*Amendment*

***(49a) It is important to ensure the sound financial management of each programme and its implementation in the most effective and user-friendly manner possible. Member States or National Agencies should refrain from adding rules that complicate the use of funds for the beneficiary.***

Or. en

**Amendment 175**  
**Helga Stevens, Anthea McIntyre**

**Proposal for a regulation**  
**Recital 57**

*Text proposed by the Commission*

*Amendment*

(57) Since the objective of this Regulation cannot be sufficiently achieved by the Member States but can rather, by reason of its transnational character, the high volume and wide geographical scope of the mobility and cooperation activities funded, its effects on access to learning mobility and more generally on Union integration, as well as its reinforced international dimension, be better achieved at Union level, the Union may adopt measures, in accordance with the principle of subsidiarity, as set out in Article 5 of the Treaty on European Union. In accordance with the principle of proportionality, as set out in that Article, this Regulation does not go beyond what is necessary in order to achieve that objective.

(57) Since the objective of this Regulation cannot be sufficiently achieved by the Member States but can rather, by reason of its transnational character, the high volume and wide geographical scope of the mobility and cooperation activities funded, its effects on access to learning mobility and more generally on Union **market** integration, as well as its reinforced international dimension, be better achieved at Union level, the Union may adopt measures, in accordance with the principle of subsidiarity, as set out in Article 5 of the Treaty on European Union. In accordance with the principle of proportionality, as set out in that Article, this Regulation does not go beyond what is necessary in order to achieve that objective.

Or. en

## Amendment 176

Tamás Meszerics

on behalf of the Verts/ALE Group

### Proposal for a regulation

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

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

(1) 'lifelong learning' means learning in all its forms (formal, non-formal and informal learning) taking place at all stages in life, including early childhood education and care, general education, vocational education and training, higher education, and adult education, and resulting in an improvement in knowledge, skills and attitudes or participation in society in a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services;

##### *Amendment*

(1) 'lifelong learning' means learning in all its forms (formal, non-formal and informal learning) taking place at all stages in life, including early childhood education and care, general education, vocational education and training, higher education, and adult education, and resulting in an improvement in knowledge, skills and attitudes or participation in society, ***sensitivity to global and local environmental and social issues*** in a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services;

Or. en

## Amendment 177

Helga Stevens, Jana Žitňanská, Anthea McIntyre

### Proposal for a regulation

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

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

(1) 'lifelong learning' means learning in all its forms (formal, non-formal and informal learning) taking place at all stages in life, including early childhood education and care, general education, vocational education and training, higher education, and adult education, and resulting in an improvement in knowledge, skills and attitudes or participation in society in a personal, civic, cultural, social and/or

##### *Amendment*

(1) 'lifelong learning' means learning in all its forms (formal, non-formal and informal learning) taking place at all stages in life, including early childhood education and care, general ***education, special*** education, vocational education and training, higher education, and adult education, and resulting in an improvement in knowledge, skills and attitudes or participation in society in a personal, civic,

employment-related perspective, including the provision of counselling and guidance services;

cultural, social and/or employment-related perspective, including the provision of counselling and guidance services;

Or. en

#### **Amendment 178**

**Emilian Pavel, Krystyna Łybacka**

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

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

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

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

##### *Amendment*

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

Or. en

#### **Amendment 179**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

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

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

(2) 'learning mobility' means moving physically to a country other than the country of residence, in order to undertake study, training or non-formal or informal

##### *Amendment*

(2) 'learning mobility' means moving physically to a country other than the country of residence, in order to undertake study, training or non-formal or informal

learning; It may be accompanied by measures such as language support and training and/or be complemented by online learning and virtual cooperation. In some specific cases, it may take the form of learning through the use of information technology and communications tools;

learning; It may be accompanied by measures such as language support, ***including sign languages***, and training and/or be complemented by ***accessible*** online learning and virtual cooperation. In some specific cases, it may take the form of learning through the use of ***accessible and/or specially adapted*** information technology and communications tools;

Or. en

#### **Amendment 180**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

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

*Text proposed by the Commission*

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

*Amendment*

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

Or. en

#### **Amendment 181**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

#### **Article 2 – paragraph 1 – point 3**

*Text proposed by the Commission*

*Amendment*

(3) 'non-formal learning' means voluntary learning which takes place outside formal education and training through purposive activities (in terms of objectives, methods and time) and with some form of learning support;

(3) 'non-formal learning' means voluntary learning which takes place outside formal education and training through purposive **and inclusive/accessible** activities (in terms of objectives, methods and time) and with some form of learning support;

Or. en

## **Amendment 182**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

### **Proposal for a regulation**

#### **Article 2 – paragraph 1 – point 4**

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

(4) 'informal learning' means learning resulting from daily activities and experiences which is not organised or structured in terms of objectives, time or learning support. It may be unintentional from the learner's perspective;

##### *Amendment*

(4) 'informal learning' means learning resulting from daily activities and experiences which is not organised or structured in terms of objectives, time or learning support. It may be unintentional from the learner's perspective **and it should provide for a learning outcome beneficial for the learner**;

Or. en

## **Amendment 183**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

### **Proposal for a regulation**

#### **Article 2 – paragraph 1 – point 8**

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

(8) 'staff' means any person who, on either a professional or a voluntary basis, is involved in education, training or non-formal learning, and may include professors, teachers, trainers, school leaders, youth workers, sport coaches, non-

##### *Amendment*

(8) 'staff' means any person who, on either a professional or a voluntary basis, is involved in education, training or non-formal learning, and may include professors, teachers, trainers, school leaders, youth workers, **volunteers, civil**



educational staff and other practitioners involved in promoting learning;

***society activists***, sport coaches, ***social service staff and social workers***, non-educational staff and other practitioners involved in promoting learning;

Or. en

#### **Amendment 184**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

#### **Article 2 – paragraph 1 – point 10**

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

(10) 'school pupil' means any person enrolled in a learning capacity at an institution providing general education at any level from early childhood education and care to upper secondary education, considered by the national authorities as eligible to participate in the Programme, in their respective territories;

##### *Amendment*

(10) 'school pupil' means any person enrolled in a learning capacity at an institution providing general education at any level from early childhood education and care to upper secondary education, ***or child schooled outside an institutional setting*** considered by the national ***or regional*** authorities as eligible to participate in the Programme, in their respective territories

Or. en

#### **Amendment 185**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

#### **Article 2 – paragraph 1 – point 10**

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

(10) 'school pupil' means any person enrolled in a learning capacity at an institution providing general education at any level from early childhood education and care to upper secondary education, considered by the national authorities as eligible to participate in the Programme, in their respective territories;

##### *Amendment*

(10) 'school pupil' means any person enrolled in a learning capacity at an institution providing general ***or special*** education at any level from early childhood education and care to upper secondary education, considered by the national authorities as eligible to participate in the Programme, in their respective territories;

**Amendment 186**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 2 – paragraph 1 – point 11**

*Text proposed by the Commission*

(11) 'adult education' means any form of ***non-vocational*** education for adults after initial education, whether of a formal, non-formal or informal nature;

*Amendment*

(11) 'adult education' means any form of education for adults after initial education, whether of a formal, non-formal or informal nature; ***A main aim of adult education is the promotion of social inclusion, active citizenship and well-being, alongside the transmission of knowledge, competences and skills;***

Or. en

*Justification*

*Addition needed to distinguish adult education from human resource development*

**Amendment 187**

**Ádám Kósa**

**Proposal for a regulation**

**Article 2 – paragraph 1 – point 17**

*Text proposed by the Commission*

(17) 'virtual cooperation' means any form of cooperation using information ***technology and communications tools;***

*Amendment*

(17) 'virtual cooperation' means any form of cooperation using information ***and communication tools and systems which are barrier-free, i.e. equally accessible to everyone;***

Or. hu

**Amendment 188**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

## Proposal for a regulation

### Article 2 – paragraph 1 – point 17

*Text proposed by the Commission*

(17) 'virtual cooperation' means any form of cooperation using information technology and communications tools;

*Amendment*

(17) 'virtual cooperation' means any form of cooperation using ***accessible and/or specially adapted*** information technology and communications tools;

Or. en

## Amendment 189

**Tamás Meszerics**

on behalf of the Verts/ALE Group

## Proposal for a regulation

### Article 2 – paragraph 1 – point 18

*Text proposed by the Commission*

(18) 'higher education institution' means any type of higher education institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called as well as any other type of higher education institution which is considered by the national authorities as eligible to participate in the Programme, in their respective territories;

*Amendment*

(18) 'higher education institution' means any type of higher education institution which, in accordance with national ***or regional*** law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called as well as any other type of higher education institution which is considered by the national ***or regional*** authorities as eligible to participate in the Programme, in their respective territories;

Or. en

## Amendment 190

**Tamás Meszerics**

on behalf of the Verts/ALE Group

## Proposal for a regulation

### Article 2 – paragraph 1 – point 19

*Text proposed by the Commission*

(19) 'transnational' relates to any action

*Amendment*

(19) 'transnational' relates to any action

involving at least two countries which are either Member States or third countries associated to the Programme;

involving at least **two countries or regions** **in** two countries which are either Member States or third countries associated to the Programme;

Or. en

#### **Amendment 191**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Article 2 – paragraph 1 – point 20**

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

(20) 'youth participation activity' means an out-of-school activity carried out by informal groups of young people and/or youth organisations, and characterised by a non-formal learning approach;

###### *Amendment*

(20) 'youth participation activity' means an out-of-school activity carried out by informal groups of young people **or groups including young people** and/or youth organisations, and characterised by a non-formal **or informal** learning approach;

Or. en

#### **Amendment 192**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

##### **Article 2 – paragraph 1 – point 20**

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

(20) 'youth participation activity' means an out-of-school activity carried out by informal groups of young people and/or youth organisations, and characterised by a non-formal learning approach;

###### *Amendment*

(20) 'youth participation activity' means an **accessible** out-of-school activity carried out by informal groups of young people and/or youth organisations, and characterised by a non-formal learning approach;

Or. en

#### **Amendment 193**

**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Article 2 – paragraph 1 – point 21**

*Text proposed by the Commission*

(21) 'youth worker' means a professional or a volunteer involved in non-formal learning who supports young people in their personal socio-educational and professional development;

*Amendment*

(21) 'youth worker' means a professional or a volunteer involved in non-formal ***or informal*** learning who supports young people in their personal ***development, including*** socio-educational and professional development ***and the development of their competences. Youth workers together with young people are involved in planning, steering, coordination, implementation and evaluation of youth work activities and related youth work development;***

Or. en

**Amendment 194**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Article 2 – paragraph 1 – point 22**

*Text proposed by the Commission*

(22) 'EU Youth dialogue' means the dialogue with young people and youth organisations ***which*** serves as a forum for continuous joint reflection on the priorities, implementation and follow-up of European cooperation in ***the youth field;***

*Amendment*

(22) 'EU Youth dialogue' means the dialogue with young people and youth organisations ***involving policy and decision makers, as well as experts, researchers and other relevant civil society actors. It*** serves as a forum for continuous joint reflection on the priorities, implementation and follow-up of European cooperation in ***all fields of relevance to the Young;***

Or. en

## Amendment 195

Heinz K. Becker

### Proposal for a regulation

#### Article 2 – paragraph 1 – point 25

*Text proposed by the Commission*

(25) 'people with fewer opportunities' means people *facing* obstacles *that prevent them from having effective access to opportunities under the Programme* for economic, social, *cultural*, geographical *or health reasons*, a migrant background *or for reasons such as disability and educational difficulties*;

*Amendment*

(25) 'people with fewer opportunities' means people *who need additional support due to the fact that they are at a disadvantage compared to their peers because of various obstacles, for example disability, age, health problems, educational difficulties, socio-economic status, cultural differences or economic, social or geographical obstacles, including people from a marginalised community*, a migrant background *or at risk of facing discrimination based on any of the grounds enshrined in Article 21 of the Charter of Fundamental Rights of the European Union*;

Or. en

## Amendment 196

Tamás Meszerics

on behalf of the Verts/ALE Group

### Proposal for a regulation

#### Article 2 – paragraph 1 – point 25

*Text proposed by the Commission*

(25) 'people with fewer opportunities' means people facing obstacles that prevent them from having effective access to opportunities *under the Programme* for economic, social, cultural, geographical or health reasons, a migrant background or for reasons such as disability and educational difficulties;

*Amendment*

(25) 'people with fewer opportunities' means people facing obstacles that prevent them from having effective access to opportunities *in one or more areas of life among others* for economic, social, *socio-economic* cultural, geographical or health, *including psychological, discriminatory* reasons, *sexual orientation, gender identity, race, age, ethnicity*, a migrant background, *legal barriers* or for reasons such as disability and educational *or learning* difficulties; *such difficulties*

*require for them to have additional support services to enable them to overcome such obstacles and fully participate in the programme;*

Or. en

## **Amendment 197**

**Ivo Vajgl**

### **Proposal for a regulation**

#### **Article 2 – paragraph 1 – point 25**

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

(25) 'people with fewer opportunities' means people facing obstacles that prevent them from having effective access to opportunities under the Programme for economic, social, cultural, geographical or health reasons, a migrant background or for reasons such as disability and educational difficulties;

##### *Amendment*

(25) 'people with fewer opportunities' means people facing obstacles that prevent them from having effective access to opportunities under the Programme for economic, social, cultural, geographical or health reasons, a migrant background or for reasons such as disability, **age** and educational difficulties;

Or. en

## **Amendment 198**

**Helga Stevens, Anthea McIntyre**

### **Proposal for a regulation**

#### **Article 2 – paragraph 1 – point 25**

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

(25) 'people with fewer opportunities' means people facing obstacles that **prevent** them from having effective access to opportunities under the Programme for economic, social, cultural, geographical or health reasons, **a migrant background** or for reasons such as disability and educational difficulties;

##### *Amendment*

(25) 'people with fewer opportunities' means people facing obstacles that **hinder** them from having **full and** effective access to opportunities under the Programme for economic, social, cultural, geographical or health reasons, or for reasons such as disability and educational difficulties;

Or. en

**Amendment 199**

**Ádám Kósa**

**Proposal for a regulation**

**Article 2 – paragraph 1 – point 25 a (new)**

*Text proposed by the Commission*

*Amendment*

**25a. 'reasonable adaptation' means essential, appropriate changes and amendments which do not represent a disproportionate, unjustified burden and in certain cases are necessary to ensure that all people with disabilities can benefit from and exercise their basic human rights and freedoms;**

Or. hu

**Amendment 200**

**Ádám Kósa**

**Proposal for a regulation**

**Article 2 – paragraph 1 – point 27 a (new)**

*Text proposed by the Commission*

*Amendment*

**27a. 'universal design' means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. Universal Design shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.**

Or. hu

**Amendment 201**

**Tamás Meszerics**

on behalf of the Verts/ALE Group



**Proposal for a regulation**  
**Article 2 – paragraph 1 – point 27 a (new)**

*Text proposed by the Commission*

*Amendment*

***(27a) “support services” means long or short-term services, that empower participants or their families with fewer opportunities or support needs to fully and successfully participate in all the activities of the programme and the life of the local community in which they reside;***

Or. en

**Amendment 202**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Article 3 – paragraph 1**

*Text proposed by the Commission*

*Amendment*

1. The general objective of the Programme is to support the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable **growth, jobs and** social cohesion and to strengthening European identity. As such, the Programme shall be a key instrument for building a European education area, supporting the implementation of the European strategic cooperation in the field of education **and** training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.

1. The general objective of the Programme is to support the educational, professional and personal development of people in education, training, youth, **adult learning** and sport, in Europe and beyond, thereby contributing to **a sustainable future, especially quality jobs,** social cohesion and **inclusion, reduction of poverty, global and local environmental protection, furthermore promote active citizenship, participation in democratic life in order** to strengthening European identity. As such, the Programme shall be a key instrument for building a European education area, supporting the implementation of the European strategic cooperation in the field of education, training, **adult learning and youth work** with its underlying sectoral agendas, **strengthening the youth sector,** advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport, **art and**

*environmental protection.*

Or. en

#### **Amendment 203**

**Joëlle Mélin, Dominique Martin**

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

#### **Article 3 – paragraph 1**

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

1. The general objective of the Programme is to support the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, jobs and social cohesion ***and to strengthening European identity.*** As such, the Programme shall be a key instrument for ***building a European education area,*** supporting the implementation of the European strategic cooperation in the field of education and training, ***with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.***

##### *Amendment*

1. The general objective of the Programme is to support the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, jobs and social cohesion. As such, the Programme shall be a key instrument for supporting the implementation of the European strategic cooperation in the field of education and training.

Or. fr

#### **Amendment 204**

**Ádám Kósa**

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

#### **Article 3 – paragraph 1**

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

1. The general objective of the Programme is to support the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby

##### *Amendment*

1. The general objective of the Programme is to support the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby

contributing to sustainable growth, jobs and social cohesion and to strengthening European identity. As such, the Programme shall be a key instrument for building a European education area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.

contributing to sustainable growth, jobs and social cohesion and to strengthening European identity. As such, the Programme shall be a key instrument for building a European education area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport. ***The programme must conform to the principles of universal design.***

Or. hu

**Amendment 205**  
**Thomas Mann**

**Proposal for a regulation**  
**Article 3 – paragraph 1**

*Text proposed by the Commission*

1. The general objective of the Programme is to support the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, jobs and social cohesion and to strengthening European identity. As such, the Programme shall be a key instrument for building a European education area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.

*Amendment*

1. The general objective of the Programme is to support the educational, professional and personal development of people in education, training, youth and sport, ***understanding of democracy and artistic and cultural activities***, in Europe and beyond, thereby contributing to sustainable growth, jobs and social cohesion and to strengthening European identity. As such, the Programme shall be a key instrument for building a European education area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.

Or. de

## Amendment 206

Helga Stevens, Jana Žitňanská, Anthea McIntyre

### Proposal for a regulation

#### Article 3 – paragraph 1

*Text proposed by the Commission*

1. The general objective of the Programme is to support the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, jobs and social cohesion **and to strengthening European identity**. As such, the Programme shall be a key instrument for building **a** European education area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.

*Amendment*

1. The general objective of the Programme is to support the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, jobs and social cohesion. As such, the Programme shall be a key instrument for building **an accessible and inclusive** European education area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.

Or. en

## Amendment 207

Jeroen Lenaers, Sabine Verheyen

### Proposal for a regulation

#### Article 3 – paragraph 2 – point a

*Text proposed by the Commission*

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

*Amendment*

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

**Amendment 208**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 3 – paragraph 2 – point a**

*Text proposed by the Commission*

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

*Amendment*

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

Or. en

**Amendment 209**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 3 – paragraph 2 – point b**

*Text proposed by the Commission*

(b) promote non-formal learning mobility and active participation among young people, as well as cooperation, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;

*Amendment*

(b) promote non-formal ***and informal*** learning mobility, ***intercultural dialogue, critical thinking, volunteering*** and active participation among young people, as well as cooperation, inclusion, ***sustainability, gender equality***, creativity and innovation at the level of organisations and policies in the field of youth, ***including youth work***;

Or. en

**Amendment 210**

**Joëlle Mélin, Dominique Martin**

**Proposal for a regulation**

### Article 3 – paragraph 2 – point b

*Text proposed by the Commission*

(b) promote ***non-formal*** learning mobility and active participation among young people, as well as cooperation, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;

*Amendment*

(b) promote ***formal*** learning mobility and active participation among young people, as well as cooperation, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;

Or. fr

#### Amendment 211

**Tamás Meszerics**

on behalf of the Verts/ALE Group

#### Proposal for a regulation

### Article 3 – paragraph 2 – point c

*Text proposed by the Commission*

(c) promote learning mobility of sport coaches and staff, as well as cooperation, inclusion, creativity and innovation at the level of sport organisations and sport policies.

*Amendment*

(c) promote learning mobility of sport coaches, ***art teachers, environmental educators*** and staff, as well as cooperation, inclusion, ***sustainability, gender equality***, creativity and innovation at the level of sport, ***art and environmental*** organisations and sport policies;

Or. en

#### Amendment 212

**Agnieszka Kozłowska-Rajewicz**

#### Proposal for a regulation

### Article 3 – paragraph 2 – point c a (new)

*Text proposed by the Commission*

*Amendment*

***(ca) promote lifelong learning mobility of older learners in formal education, including students of Universities of the Third Age and 50+ workers who are in the process of transition in the labour***

*market.*

Or. en

**Amendment 213**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation**

**Article 3 – paragraph 3 – subparagraph 3 a (new)**

*Text proposed by the Commission*

*Amendment*

***All actions in the Programme shall be fully accessible and contribute to the inclusive implementation of the Programme.***

Or. en

**Amendment 214**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 4 – paragraph 1 – point a**

*Text proposed by the Commission*

*Amendment*

(a) the mobility of higher education students and staff;

(a) the mobility of ***those participating in any type of learning activities regardless of age, especially:***

***(a) vocational education and training learners and staff;***

***(b) school pupils or children in childcare and staff;***

***(c) the mobility of those outside formal education settings***

***(d) higher education students and staff***

Or. en

### *Justification*

*It is important to focus on areas where the program is less established and less inclusive, notably learners and staff in vocational education, outside formal education settings and children.*

#### **Amendment 215**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Article 4 – paragraph 1 – point a a (new)**

*Text proposed by the Commission*

*Amendment*

**(aa) the mobility of those outside formal education settings;**

Or. en

#### **Amendment 216**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Article 4 – paragraph 1 – point c**

*Text proposed by the Commission*

*Amendment*

**(c) the mobility of school pupils and staff;**

**(c) the mobility of school pupils *or children in childcare* and staff;**

Or. en

#### **Amendment 217**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

##### **Article 4 – paragraph 1 – point d**

*Text proposed by the Commission*

*Amendment*

**(d) the mobility of adult education**

**(d) the mobility of adult education**



staff;

*participants and* staff;

Or. en

#### **Amendment 218**

**Heinz K. Becker**

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

#### **Article 4 – paragraph 1 – point d**

*Text proposed by the Commission*

(d) the mobility of adult education staff;

*Amendment*

(d) the mobility of adult education *learners and* staff;

Or. en

#### **Amendment 219**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

#### **Article 4 – paragraph 1 – point e**

*Text proposed by the Commission*

(e) language learning opportunities, including those supporting mobility activities.

*Amendment*

(e) language learning opportunities, including *minority languages supporting language diversity and* those supporting mobility activities

Or. en

#### **Amendment 220**

**Joëlle Mélin, Dominique Martin**

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

#### **Article 4 – paragraph 1 – point e**

*Text proposed by the Commission*

(e) language *learning opportunities, including those supporting mobility*

*Amendment*

(e) *learning the language of the country in which the programme is being*

*activities.*

*carried out.*

Or. fr

**Amendment 221**

**Jeroen Lenaers, Sabine Verheyen**

**Proposal for a regulation**

**Article 4 – paragraph 1 – point e**

*Text proposed by the Commission*

*Amendment*

(e) language learning opportunities,  
*including those supporting mobility activities.*

(e) language learning opportunities,  
*particularly relating to neighbouring languages.*

Or. nl

**Amendment 222**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 5 – paragraph 1 – introductory part**

*Text proposed by the Commission*

*Amendment*

In the field of education and training, the Programme shall support the following actions under key action 2:

In the field of *learning*, education and training, the Programme shall support the following actions under key action 2:

Or. en

*Justification*

*The amendment ensures that those organisations who provide learning experiences but do not describe themselves as education and training organisation are also duly covered.*

**Amendment 223**

**Helga Stevens, Anthea McIntyre**

**Proposal for a regulation**

**Article 5 – paragraph 1 – point b**

*Text proposed by the Commission*

(b) partnerships for excellence, ***in particular European universities***, Centres of vocational excellence and joint master degrees;

*Amendment*

(b) partnerships for excellence, Centres of vocational excellence and joint master degrees;

Or. en

**Amendment 224**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 5 – paragraph 1 – point b a (new)**

*Text proposed by the Commission*

*Amendment*

***(ba) partnerships for innovation in education and other forms of learning through large-scale actions such as adult education alliances;***

Or. en

**Amendment 225**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 5 – paragraph 1 – point c**

*Text proposed by the Commission*

*Amendment*

(c) partnerships for innovation to strengthen Europe's innovation capacity;

(c) partnerships for ***innovation, especially sustainable and green*** innovation to strengthen Europe's ***sustainable*** innovation capacity;

Or. en

**Amendment 226**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 5 – paragraph 1 – point c a (new)**

*Text proposed by the Commission*

*Amendment*

**(ca) partnerships for social inclusion  
and cohesion and reduction of poverty;**

Or. en

**Amendment 227**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 6 – paragraph 1 – introductory part**

*Text proposed by the Commission*

*Amendment*

In the field of education and training, the Programme shall support the following actions under key action 3:

In the field of **learning**, education and training, the Programme shall support the following actions under key action 3:

Or. en

*Justification*

*The amendment ensures that those organisations who provide learning experiences but do not describe themselves as education and training organisation are also duly covered.*

**Amendment 228**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation**

**Article 6 – paragraph 1 – point a**

*Text proposed by the Commission*

*Amendment*

(a) the preparation and implementation of the Union general and sectoral policy agendas in education and training, including with the support of the Eurydice network or activities of other relevant

(a) the preparation and implementation of the Union general and sectoral policy agendas in **inclusive** education and training, including with the support of the Eurydice network or activities of other

organisations;

relevant organisations;

Or. en

## **Amendment 229**

**Joëlle Mélin, Dominique Martin**

### **Proposal for a regulation**

#### **Article 6 – paragraph 1 – point b**

*Text proposed by the Commission*

(b) the support to Union tools and measures that foster the quality, transparency and recognition of competences, skills and qualifications<sup>45</sup>;

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<sup>45</sup> In particular the single Union framework for the transparency of qualifications and competences ; the European Qualifications Framework; the European Quality Assurance Reference Framework for Vocational Education and Training; the European Credit System for Vocational Education and Training; the European Credit Transfer and Accumulation System; the European Quality Assurance Register for Higher Education; the European Association for Quality Assurance in Higher Education; the European Network of Information Centres in the European Region and National Academic Recognition Information Centres in the European Union; and the Euroguidance networks.

*Amendment*

(b) the support to Union tools and measures that foster the quality, transparency and recognition of competences, skills and qualifications ***obtained during travel***<sup>45</sup>;

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<sup>45</sup> In particular the single Union framework for the transparency of qualifications and competences ; the European Qualifications Framework; the European Quality Assurance Reference Framework for Vocational Education and Training; the European Credit System for Vocational Education and Training; the European Credit Transfer and Accumulation System; the European Quality Assurance Register for Higher Education; the European Association for Quality Assurance in Higher Education; the European Network of Information Centres in the European Region and National Academic Recognition Information Centres in the European Union; and the Euroguidance networks.

Or. fr

## **Amendment 230**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

### **Proposal for a regulation**

## Article 6 – paragraph 1 – point c

*Text proposed by the Commission*

(c) policy dialogue and cooperation with key stakeholders, including Union-wide networks, European non-governmental organisations and international organisations in the field of education and training;

*Amendment*

(c) policy dialogue and cooperation with key stakeholders, including Union-wide networks, European, ***national, regional and local*** non-governmental organisations, ***especially in less privileged regions or working with disadvantaged people*** and international organisations in the field of ***learning***, education and training; ***This cooperation shall entail structural support;***

Or. en

### Amendment 231

Thomas Mann

#### Proposal for a regulation

## Article 6 – paragraph 1 – point c

*Text proposed by the Commission*

(c) policy dialogue and cooperation with key stakeholders, including Union-wide networks, European non-governmental organisations and international organisations in the field of education and training;

*Amendment*

(c) ***promotion of democracy***, policy dialogue and cooperation with key stakeholders, including Union-wide networks, European non-governmental organisations and international organisations in the field of education and training;

Or. de

### Amendment 232

Tamás Meszerics

on behalf of the Verts/ALE Group

#### Proposal for a regulation

## Article 6 – paragraph 1 – point d

*Text proposed by the Commission*

(d) measures that contribute to the ***qualitative and*** inclusive implementation

*Amendment*

(d) measures that contribute to the ***high quality and socially more*** inclusive ***and***

of the Programme;

*environmentally sustainable*  
implementation of the Programme;

Or. en

**Amendment 233**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation**

**Article 6 – paragraph 1 – point f**

*Text proposed by the Commission*

(f) dissemination and awareness-raising activities about European policy outcomes and priorities as well as on the Programme.

*Amendment*

(f) ***accessible*** dissemination and awareness-raising activities about European policy outcomes and priorities as well as on the Programme.

Or. en

**Amendment 234**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation**

**Article 8 – paragraph 1 – point a**

*Text proposed by the Commission*

(a) the mobility of young people;

*Amendment*

(a) the mobility of young people,  
***including those with disabilities;***

Or. en

**Amendment 235**

**Helga Stevens, Anthea McIntyre**

**Proposal for a regulation**

**Article 8 – paragraph 1 – point c**

*Text proposed by the Commission*

(c) ***DiscoverEU activities;***

*Amendment*

***deleted***

**Amendment 236**

**Heinz K. Becker**

**Proposal for a regulation**

**Article 8 – paragraph 1 – point d a (new)**

*Text proposed by the Commission*

*Amendment*

**(da) intergenerational exchange activities between youth and older persons.**

Or. en

**Amendment 237**

**Ivo Vajgl**

**Proposal for a regulation**

**Article 8 – paragraph 1 – point d a (new)**

*Text proposed by the Commission*

*Amendment*

**(da) intergenerational exchange activities between youth and older persons**

Or. en

**Amendment 238**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 8 – paragraph 1 – point d a (new)**

*Text proposed by the Commission*

*Amendment*

**(da) intergenerational exchange activities between youth and older persons**

Or. en



**Amendment 239**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 9 – paragraph 1 – point a a (new)**

*Text proposed by the Commission*

*Amendment*

**(aa) Partnerships for innovation in youth participation through large-scale actions such as youth work alliances;**

Or. en

**Amendment 240**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 9 – paragraph 1 – point b a (new)**

*Text proposed by the Commission*

*Amendment*

**(ba) partnerships for increased outreach of the programme, especially with the use of mass media and new digital tools**

Or. en

**Amendment 241**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 10 – paragraph 1 – point c**

*Text proposed by the Commission*

*Amendment*

(c) policy dialogue and cooperation with relevant key stakeholders, including Union-wide networks, European non-governmental organisations, and international organisations in the field of youth, the EU Youth dialogue as well as

(c) policy dialogue, **support** and cooperation with relevant key stakeholders, including Union-wide networks, European non-governmental organisations, and international organisations in the field of youth, the EU Youth dialogue as well as

support to the European Youth Forum;

***structural*** support to the European Youth Forum ***and other European Youth organisations***;

Or. en

**Amendment 242**

**Heinz K. Becker**

**Proposal for a regulation**

**Article 10 – paragraph 1 – point c a (new)**

*Text proposed by the Commission*

*Amendment*

***(ca) structured dialogue with young people and structured intergenerational dialogue;***

Or. en

**Amendment 243**

**Ivo Vajgl**

**Proposal for a regulation**

**Article 10 – paragraph 1 – point c a (new)**

*Text proposed by the Commission*

*Amendment*

***(ca) structured dialogue with young people and structured intergenerational dialogue;***

Or. en

**Amendment 244**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 10 – paragraph 1 – point d a (new)**

*Text proposed by the Commission*

*Amendment*

*(da) measures that contribute to the dialogue with young people and youth organisations serving as a forum for continuous input and joint reflection on the priorities, implementation and follow-up of European cooperation in all fields of relevance to the Young;*

Or. en

**Amendment 245**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 10 – paragraph 1 – point d b (new)**

*Text proposed by the Commission*

*Amendment*

*(db) structured intergenerational dialogue;*

Or. en

**Amendment 246**

**Ádám Kósa**

**Proposal for a regulation**

**Article 10 – paragraph 1 – point f**

*Text proposed by the Commission*

*Amendment*

(f) dissemination and awareness-raising activities about European policy outcomes and priorities as well as on the Programme.

(f) dissemination and awareness-raising activities about European policy outcomes and priorities, as well as on the Programme, *which are also accessible to people with disabilities.*

Or. hu

**Amendment 247**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Article 11 – paragraph 1**

*Text proposed by the Commission*

In the field of sport, the Programme shall support, under key action 1, the mobility of sport coaches and staff.

*Amendment*

In the field of sport, the Programme shall support, under key action 1, the mobility of sport coaches ***art teachers, environmental educators*** and staff.

Or. en

**Amendment 248**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Article 12 – paragraph 1 – introductory part**

*Text proposed by the Commission*

In the field of sport, the Programme shall support the following actions under key action 2:

*Amendment*

In the field of sport, ***arts and environmental protection*** the Programme shall support the following actions under key action 2:

Or. en

**Amendment 249**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Article 12 – paragraph 1 – point b**

*Text proposed by the Commission*

(b) not for profit sport events aiming at further developing the European dimension of sport.

*Amendment*

(b) not for profit sport, ***art and environmental protection related*** events aiming at further developing the European dimension of sport, ***arts and environmental protection***.

Or. en

**Amendment 250**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 13 – paragraph 1 – introductory part**

*Text proposed by the Commission*

In the field of sport, the Programme shall support the following actions under key action 3:

*Amendment*

In the field of sport, ***art and environmental protection*** the Programme shall support the following actions under key action 3:

Or. en

**Amendment 251**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 13 – paragraph 1 – point b**

*Text proposed by the Commission*

(b) policy dialogue and cooperation with relevant key stakeholders, including European non-governmental organisations and international organisations in the field of sport;

*Amendment*

(b) policy dialogue and cooperation with relevant key stakeholders, including European non-governmental organisations and international organisations in the field of sport, ***arts and environmental protection***;

Or. en

**Amendment 252**

**Ádám Kósa**

**Proposal for a regulation**

**Article 13 – paragraph 1 – point c**

*Text proposed by the Commission*

(c) dissemination and awareness-raising activities about European policy outcomes and priorities and about the

*Amendment*

(c) dissemination and awareness-raising activities about European policy outcomes and priorities and about the

Programme, including sport prizes and awards.

Programme, including sport prizes and awards, ***which are also accessible to people with disabilities.***

Or. hu

#### **Amendment 253**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

#### **Article 13 – paragraph 1 – point c**

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

(c) dissemination and awareness-raising activities about European policy outcomes and priorities and about the Programme, including sport prizes and awards.

##### *Amendment*

(c) dissemination and awareness-raising activities about European policy outcomes and priorities and about the Programme, including sport, ***art and environmental protection*** prizes and awards.

Or. en

#### **Amendment 254**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

#### **Article 14 – paragraph 1**

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

1. The financial envelope for the implementation of the Programme for the period 2021-2027 shall be EUR ***30 000 000 000*** in current prices.

##### *Amendment*

1. The financial envelope for the implementation of the Programme for the period 2021-2027 shall be EUR ***44 322 000 000*** in current prices.

Or. en

#### **Amendment 255**

**Helga Stevens**

**Proposal for a regulation**  
**Article 14 – paragraph 1**

*Text proposed by the Commission*

1. The financial envelope for the implementation of the Programme for the period 2021-2027 shall be EUR **30 000 000 000 in current** prices.

*Amendment*

1. The financial envelope for the implementation of the Programme for the period 2021-2027 shall be EUR **41 097 000 000 in constant** prices.

Or. en

**Amendment 256**  
**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation**  
**Article 14 – paragraph 2 – introductory part**

*Text proposed by the Commission*

2. The Programme shall be implemented according to the following indicative distribution:

*Amendment*

2. The Programme shall be implemented according to the following indicative distribution, ***always taking into account the actual needs, in the interest of the added European value:***

Or. en

**Amendment 257**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Article 14 – paragraph 2 – point a – introductory part**

*Text proposed by the Commission*

(a) **EUR 24 940 000 000** for actions in the field of education and training, from which:

*Amendment*

(a) **80%** for actions in the field of ***learning***, education and training, from which:

Or. en

## **Amendment 258**

**Jeroen Lenaers**

### **Proposal for a regulation**

#### **Article 14 – paragraph 2 – point a – point 1**

*Text proposed by the Commission*

(1) at least EUR **8 640 000 000** should be allocated to higher education actions referred to in point (a) of Article 4 and point (a) of Article 5;

*Amendment*

(1) at least EUR **8 140 000 000** should be allocated to higher education actions referred to in point (a) of Article 4 and point (a) of Article 5;

Or. nl

## **Amendment 259**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

### **Proposal for a regulation**

#### **Article 14 – paragraph 2 – point a – point 1**

*Text proposed by the Commission*

(1) at least **EUR 8 640 000 000** should be allocated to higher education actions referred to in point (a) of Article 4 and point (a) of Article 5;

*Amendment*

(1) at least **30%** should be allocated to higher education actions referred to in point (a) of Article 4 and point (a) of Article 5;

Or. en

## **Amendment 260**

**Jeroen Lenaers**

### **Proposal for a regulation**

#### **Article 14 – paragraph 2 – point a – point 2**

*Text proposed by the Commission*

(2) at least EUR **5 230 000 000** to actions in vocational education and training referred to in point (b) of Article 4 and point (a) of Article 5;

*Amendment*

(2) at least EUR **5 730 000 000** to actions in vocational education and training referred to in point (b) of Article 4 and point (a) of Article 5;

Or. nl



#### **Amendment 261**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

#### **Article 14 – paragraph 2 – point a – point 2**

*Text proposed by the Commission*

(2) at least **EUR 5 230 000 000** to actions in vocational education and training referred to in point (b) of Article 4 and point (a) of Article 5;

*Amendment*

(2) at least **30%** to actions in vocational education and training referred to in point (b) of Article 4 and point (a) of Article 5;

Or. en

#### **Amendment 262**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

#### **Article 14 – paragraph 2 – point a – point 3**

*Text proposed by the Commission*

(3) at least **EUR 3 790 000 000** to school education actions referred to in point (c) of Article 4 and point (a) of Article 5;

*Amendment*

(3) at least **18%** to school education actions referred to in point (c) of Article 4 and point (a) of Article 5;

Or. en

#### **Amendment 263**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

#### **Article 14 – paragraph 2 – point a – point 4**

*Text proposed by the Commission*

(4) at least **EUR 1 190 000 000** to adult education actions referred to in point (d) of

*Amendment*

(4) at least **10%** to adult education actions referred to in point (d) of Article 4

Article 4 and point (a) of Article 5;

and point (a) of Article 5;

Or. en

**Amendment 264**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 14 – paragraph 2 – point a – point 5**

*Text proposed by the Commission*

*Amendment*

(5) **EUR 450 000 000** for Jean Monnet actions referred to in Article 7;

(5) **1,8%** for Jean Monnet actions referred to in Article 7;

Or. en

**Amendment 265**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 14 – paragraph 2 – point a – point 5 a (new)**

*Text proposed by the Commission*

*Amendment*

**(5a) 2% as a margin of flexibility with regards to all actions in Chapter II**

Or. en

**Amendment 266**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 14 – paragraph 2 – point b**

*Text proposed by the Commission*

*Amendment*

(b) **EUR 3 100 000 000** for actions in the field of youth referred to in Articles 8

(b) **15%** for actions in the field of youth referred to in Articles 8 to 10;

to 10;

Or. en

**Amendment 267**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 14 – paragraph 2 – point c**

*Text proposed by the Commission*

(c) **EUR 550 000 000** for actions in the field of sport referred to in Articles 11 to 13; and

*Amendment*

(c) **1,8%** for actions in the field of sport referred to in Articles 11 to 13; and

Or. en

**Amendment 268**

**Sofia Ribeiro**

**Proposal for a regulation**

**Article 14.<sup>o</sup> – paragraph 2 – point c**

*Text proposed by the Commission*

(c) **EUR 550 000 000** for actions in the field of sport referred to in Articles 11 to 13; and

*Amendment*

(c) **2%** for actions in the field of sport referred to in Articles 11 to 13; and

Or. pt

**Amendment 269**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 14 – paragraph 2 – point d**

*Text proposed by the Commission*

(d) at least **EUR 960 000 000** as a

*Amendment*

(d) at least **3,2%** as a contribution to

contribution to the operational costs of the national agencies.

the operational costs of the national agencies.

Or. en

#### **Amendment 270**

**Sofia Ribeiro**

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

#### **Article 14.º – paragraph 2 – point d**

*Text proposed by the Commission*

(d) **at least EUR 960 000 000** as a contribution to the operational costs of the national agencies.

*Amendment*

(d) **3%** as a contribution to the operational costs of the national agencies.

Or. pt

#### **Amendment 271**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

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

#### **Article 14 – paragraph 3 a (new)**

*Text proposed by the Commission*

*Amendment*

**3a. The levels of financial support such as grants, travel or administrative lump sums, flat rates and unit costs, shall be regularly revised and adjusted to the living and subsistence costs of the host country or region as well as travelling conditions.**

Or. en

#### **Amendment 272**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

#### **Article 14 – paragraph 4**

*Text proposed by the Commission*

4. The amount referred to in paragraph 1 may be used for technical and administrative assistance for the implementation of the Programme such as preparatory, monitoring, control, audit and evaluation activities, including corporate information technology systems.

*Amendment*

4. The amount referred to in paragraph 1 may be used for technical and administrative assistance for the implementation of the Programme such as preparatory, monitoring, control, audit and evaluation activities, including corporate information technology systems ***as well as accessibility assistance and monitoring.***

Or. en

**Amendment 273**  
**Ádám Kósa**

**Proposal for a regulation**  
**Article 14 – paragraph 4**

*Text proposed by the Commission*

4. The amount referred to in paragraph 1 may be used for technical and administrative assistance for the implementation of the Programme such as preparatory, monitoring, control, audit and evaluation activities, including corporate information technology systems.

*Amendment*

4. The amount referred to in paragraph 1 may be used for technical and administrative assistance for the implementation of the Programme such as preparatory, monitoring, control, audit and evaluation activities, including corporate information technology systems ***and their IT accessibility.***

Or. hu

**Amendment 274**  
**Sofia Ribeiro**

**Proposal for a regulation**  
**Article 15 – paragraph 3 a (new)**

*Text proposed by the Commission*

*Amendment*

***3a. The levels of financial support - such as grants, travel or administration lump sums, flat rates and unit costs - shall be regularly reviewed and adjusted to the living and subsistence costs of the host***

*country or region, as well as to travelling conditions, with particular attention to the Outermost Regions, in compliance with Article 349 TFEU.*

Or. pt

**Amendment 275**  
**Agnieszka Kozłowska-Rajewicz**

**Proposal for a regulation**  
**Article 15 – paragraph 3 a (new)**

*Text proposed by the Commission*

*Amendment*

**3a. The levels of financial support in the form of grants, travel or administration lump sums, flat rates and unit costs, shall be regularly reviewed and adjusted to the living and substance costs not only of the host country but also of the host city, according to updated Eurostat figures;**

Or. en

**Amendment 276**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Article 15 – paragraph 3 a (new)**

*Text proposed by the Commission*

*Amendment*

**3a. To support the inclusion of those who face additional barriers and require special needs assistance a dedicated budget to cover the costs of such assistance will be provided, separate from the main project budget.**

Or. en

**Amendment 277**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 18 – paragraph 1 a (new)**

*Text proposed by the Commission*

*Amendment*

***1a. As a general rule, grant requests and project applications will be submitted to the national agency of the country where the applicant organisation is based. Grant requests and project applications for activities organised by Union-wide networks, European non-governmental organisations and international organisations, shall be submitted to and managed by the Education, Audiovisual and Culture Executive Agency of the European Commission***

Or. en

**Amendment 278**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 18 – paragraph 2**

*Text proposed by the Commission*

*Amendment*

2. When implementing the Programme, inter alia in the selection of participants and the award of grants, the Commission and the Member States shall ensure that efforts are made to promote social inclusion and improve outreach to people with fewer opportunities.

2. When implementing the Programme, inter alia in the selection of participants and the award of grants, the Commission and the Member States shall ensure that efforts are made to promote social inclusion and improve outreach to people with fewer opportunities. ***National Agencies will ensure that and be held responsible for additional appropriate support services to be available to enable people with fewer opportunities to fully participate and have full access to the benefits of the programme.***

**Amendment 279**

**Sofia Ribeiro**

**Proposal for a regulation**

**Article 18.º – paragraph 2**

*Text proposed by the Commission*

2. When implementing the Programme, inter alia in the selection of participants and the award of grants, the Commission and the Member States shall ensure that efforts are made to promote social inclusion and improve outreach to people with fewer opportunities.

*Amendment*

2. When implementing the Programme, inter alia in the selection of participants and the award of grants, the Commission and the Member States shall ensure that efforts are made to promote social inclusion and improve outreach to people with fewer opportunities, ***by exploring the possibilities for extending regional Erasmus + cooperation to further stimulate mobility between the outermost regions and neighbouring third countries.***

Or. pt

**Amendment 280**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation**

**Article 18 – paragraph 2**

*Text proposed by the Commission*

2. When implementing the Programme, inter alia in the selection of participants and the award of grants, the Commission and the Member States shall ensure that efforts are made to promote social inclusion and improve outreach to people with fewer opportunities.

*Amendment*

2. When implementing the Programme, inter alia in the selection of participants and the award of grants, the Commission and the Member States shall ensure that efforts are made to promote social inclusion and improve outreach to people with fewer opportunities.  
***Additional costs for accessibility and inclusiveness cannot by itself justify the rejection of a project.***

Or. en



## Amendment 281

Tamás Meszerics

on behalf of the Verts/ALE Group

### Proposal for a regulation

#### Article 20 – paragraph 3

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

3. The performance reporting system shall ensure that data for monitoring Programme implementation and evaluation are collected efficiently, effectively, in a timely manner and at the appropriate level of detail by beneficiaries of Union funds within the meaning of Article [2(5)] of the Financial Regulation. To that end, proportionate reporting requirements shall be imposed on beneficiaries of Union funds and Member States.

##### *Amendment*

3. The performance reporting system shall ensure that data for monitoring Programme implementation and evaluation ***are sex-disaggregated and*** are collected efficiently, effectively, in a timely manner and at the appropriate level of detail by beneficiaries of Union funds within the meaning of Article [2(5)] of the Financial Regulation. To that end, proportionate reporting requirements shall be imposed on beneficiaries of Union funds and Member States.

Or. en

## Amendment 282

Ádám Kósa

### Proposal for a regulation

#### Article 22 – paragraph 1

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

1. National agencies referred to in Article 24 shall develop a consistent strategy with regard to the effective outreach as well as dissemination and exploitation of results of activities supported under the actions they manage within the Programme, shall assist the Commission in its general task of disseminating information concerning the Programme, including information in respect of actions and activities managed at national and Union level, and its results, and shall inform relevant target groups

##### *Amendment*

1. National agencies referred to in Article 24 shall develop a consistent strategy with regard to the effective outreach as well as dissemination and exploitation of results of activities supported under the actions they manage within the Programme, shall assist the Commission in its general task of disseminating, ***in an accessible way,*** information concerning the Programme, including information in respect of actions and activities managed at national and Union level, and its results, and shall

about the actions and activities undertaken in their country.

inform relevant target groups about the actions and activities undertaken in their country.

Or. hu

#### **Amendment 283**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

#### **Article 22 – paragraph 1**

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

1. National agencies referred to in Article 24 shall develop a consistent strategy with regard to the effective outreach as well as dissemination and exploitation of results of activities supported under the actions they manage within the Programme, shall assist the Commission in its general task of disseminating information concerning the Programme, including information in respect of actions and activities managed at national and Union level, and its results, and shall inform relevant target groups about the actions and activities undertaken in their country.

##### *Amendment*

1. National agencies referred to in Article 24 shall develop a consistent strategy with regard to the effective outreach as well as dissemination and exploitation of results of activities supported under the actions they manage within the Programme, shall assist the Commission in its general task of disseminating ***accessible*** information concerning the Programme, including information in respect of actions and activities managed at national and Union level, and its results, and shall inform relevant target groups about the actions and activities undertaken in their country.

Or. en

#### **Amendment 284**

**Thomas Mann**

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

#### **Article 22 – paragraph 1 a (new)**

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

##### *Amendment*

***1a. Young people see Erasmus+ primarily as a programme for university students. At European, national and regional level, therefore, greater importance is attached, in communication***

*and information measures, to raising the profile of the different areas and the sub-programmes relating to each area, including school-level education (Comenius), higher education (Erasmus), international higher education (Erasmus Mundus), vocational education and training (Leonardo da Vinci) and adult education (Grundtvig), as well as youth (Youth in Action) and sport.*

Or. de

**Amendment 285**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 22 – paragraph 4**

*Text proposed by the Commission*

4. The Commission shall implement information and communication actions relating to the Programme, and its actions and results. ***Financial resources allocated to the Programme shall also contribute to the corporate communication of the political priorities of the Union, as far as they are related to the objectives referred to in Article 3.***

*Amendment*

4. The Commission shall implement information and communication actions relating to the Programme, and its actions and results.

Or. en

*Justification*

*PR for the EU's work on Youth, education and training should be funded by the Commission's communication envelope, not by an EU Fund meant to support citizen's activities.*

**Amendment 286**

**Ádám Kósa**

**Proposal for a regulation**

**Article 22 – paragraph 4**

*Text proposed by the Commission*

4. The Commission shall implement information and communication actions relating to the Programme, and its actions and results. Financial resources allocated to the Programme shall also contribute to the corporate communication of the political priorities of the Union, as far as they are related to the objectives referred to in Article 3.

*Amendment*

4. The Commission shall implement information and communication actions relating to the Programme, and its actions and results, ***in a way which is also accessible to people with disabilities***. Financial resources allocated to the Programme shall also contribute to the corporate communication of the political priorities of the Union, as far as they are related to the objectives referred to in Article 3.

Or. hu

**Amendment 287**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation  
Article 22 – paragraph 4**

*Text proposed by the Commission*

4. The Commission shall implement information and communication actions relating to the Programme, and its actions and results. Financial resources allocated to the Programme shall also contribute to the corporate communication of the political priorities of the Union, as far as they are related to the objectives referred to in Article 3.

*Amendment*

4. The Commission shall implement ***accessible*** information and communication actions relating to the Programme, and its actions and results. Financial resources allocated to the Programme shall also contribute to the corporate communication of the political priorities of the Union, as far as they are related to the objectives referred to in Article 3.

Or. en

**Amendment 288**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation  
Article 22 – paragraph 4 a (new)**

*Text proposed by the Commission*

*Amendment*

**4a. The national agencies and the Commission shall specifically target people with fewer opportunities, which implies at least that all relevant information shall be accessible.**

Or. en

**Amendment 289**  
**Helga Stevens, Anthea McIntyre**

**Proposal for a regulation**  
**Article 23 – paragraph 2**

*Text proposed by the Commission*

2. The Member States shall take all necessary and appropriate measures to remove ***any legal and*** administrative obstacles to the proper functioning of the Programme, ***including, where possible, measures aimed at resolving issues that give rise to difficulties in obtaining visas.***

*Amendment*

2. The Member States shall take all necessary and appropriate measures to remove administrative obstacles to the proper functioning of the Programme.

Or. en

**Amendment 290**  
**Tamás Meszerics**  
on behalf of the Verts/ALE Group

**Proposal for a regulation**  
**Article 23 – paragraph 2**

*Text proposed by the Commission*

2. The Member States shall take all necessary and appropriate measures to remove any legal and administrative obstacles to the proper functioning of the Programme, including, where possible, measures aimed at resolving issues that give rise to difficulties in obtaining visas.

*Amendment*

2. The Member States shall take all necessary and appropriate measures to remove any legal and administrative obstacles to the proper functioning of the Programme, including, where possible, measures aimed at resolving issues that give rise to difficulties in obtaining visas ***residence permits and other legal or administrative difficulties that could prevent access to the programme***

**Amendment 291**

**Emilian Pavel, Krystyna Lybacka**

**Proposal for a regulation**

**Article 23 – paragraph 2**

*Text proposed by the Commission*

2. The Member States shall take all necessary and appropriate measures to remove any legal and administrative obstacles to the proper functioning of the Programme, including, where possible, measures aimed at resolving issues that give rise to difficulties in obtaining visas.

*Amendment*

2. The Member States shall take all necessary and appropriate measures to remove any legal and administrative obstacles to the proper functioning of the Programme, including, where possible, measures aimed at ***avoiding grants taxation, ensuring portability of rights among EU social systems, and*** resolving issues that give rise to difficulties in obtaining visas.

Or. en

**Amendment 292**

**Joëlle Mélin, Dominique Martin**

**Proposal for a regulation**

**Article 23 – paragraph 2**

*Text proposed by the Commission*

2. The Member States shall take all necessary ***and appropriate*** measures ***to remove any legal and administrative obstacles to*** the proper functioning of the Programme, including, where possible, measures aimed at resolving issues that give rise to difficulties in obtaining visas.

*Amendment*

2. The Member States shall take all necessary measures ***for*** the proper functioning of the Programme, including, where possible, measures aimed at resolving issues that give rise to difficulties in obtaining visas.

Or. fr

**Amendment 293**

**Joëlle Mélin, Dominique Martin**

**Proposal for a regulation**  
**Article 23 – paragraph 6**

*Text proposed by the Commission*

*Amendment*

**6. In the event that the Commission rejects the designation of the national agency based on its evaluation of the ex-ante compliance assessment, or if the national agency does not comply with the minimum requirements set by the Commission, the national authority shall ensure that the necessary remedial steps are taken to ensure that the national agency complies with the minimum requirements, or shall designate another body as national agency.**

**deleted**

Or. fr

**Amendment 294**  
**Joëlle Mélin, Dominique Martin**

**Proposal for a regulation**  
**Article 24 – paragraph 1 – point a**

*Text proposed by the Commission*

*Amendment*

**(a) have legal personality or be part of an entity having legal personality, and be governed by the law of the Member State concerned; *a ministry may not be designated as a national agency;***

**(a) have legal personality or be part of an entity having legal personality, and be governed by the law of the Member State concerned;**

Or. fr

**Amendment 295**  
**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation**  
**Article 24 – paragraph 1 – point b**

*Text proposed by the Commission*

*Amendment*

**(b) have the adequate management capacity, staff and infrastructure to fulfil its**

**(b) have the adequate management capacity, staff and infrastructure to fulfil its**

tasks satisfactorily, ensuring efficient and effective management of the Programme and sound financial management of Union funds;

tasks satisfactorily, ensuring efficient and effective, ***inclusive and accessible*** management of the Programme and sound financial management of Union funds;

Or. en

#### Amendment 296

Helga Stevens, Jana Žitňanská, Anthea McIntyre

#### Proposal for a regulation

##### Article 24 – paragraph 2

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

2. The national agency shall be responsible for managing all stages of the project lifecycle of the actions that shall be described in the work programme referred to in Article [19], in conformity with [points (c)(v) and (vi) of Article 58(1)] of the Financial Regulation.

###### *Amendment*

2. The national agency shall be responsible for managing all stages of the project lifecycle of the actions that shall be described in the work programme referred to in Article [19], in conformity with [points (c)(v) and (vi) of Article 58(1)] of the Financial Regulation. ***The national agency shall ensure that projects are easily accessible and contribute to the qualitative and inclusive implementation of the Programme.***

Or. en

#### Amendment 297

Tamás Meszerics

on behalf of the Verts/ALE Group

#### Proposal for a regulation

##### Article 24 – paragraph 7 a (new)

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

###### *Amendment*

***7a. The National Agency shall regularly consult the beneficiaries of the programme (individuals and organisations) in order to collect their feedback on the programme, report this to the European Commission and improve its implementation at national level based***



*on their feedback and expertise.*

Or. en

#### **Amendment 298**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

#### **Article 25 – paragraph 4**

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

4. The Commission shall set the requirements for the national agency work programme. The Commission shall not make Programme funds available to the national agency until the Commission has formally approved the national agency's work programme.

##### *Amendment*

4. The Commission shall set the requirements for the national agency work ***programme, with particular attention for the qualitative and inclusive nature of this*** Programme. The Commission shall not make Programme funds available to the national agency until the Commission has formally approved the national agency's work programme.

Or. en

#### **Amendment 299**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

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

#### **Article 25 – paragraph 7**

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

7. Regular meetings shall be organised with the network of national agencies in order to ensure coherent implementation of the Programme across all Member States and all third countries referred to in Article 17.

##### *Amendment*

7. Regular meetings shall be organised with the network of national agencies in order to ensure coherent implementation of the Programme across all Member States and all third countries referred to in Article 17. ***The Commission fosters the sharing of good practices and the exchange of information, especially with regard to accessibility and reasonable accommodation measures.***

Or. en

**Amendment 300**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 25 a (new)**

*Text proposed by the Commission*

*Amendment*

**Article 25a**

**Education, Audiovisual and Culture  
Executive Agency**

***At Union level, the Education,  
Audiovisual and Culture Executive  
Agency - EACEA shall be responsible for  
managing all stages of grant and project  
applications for actions of the Programme  
listed in Chapter II, III and IV of this  
Regulation submitted by Union-wide  
networks, European non-governmental  
organisations and international  
organisations.***

Or. en

**Amendment 301**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 31 – paragraph 2**

*Text proposed by the Commission*

*Amendment*

2. The committee may meet in specific configurations to deal with sectoral issues. Where appropriate, in accordance with its rules of procedure ***and on an ad hoc basis***, external experts, including representatives of the social partners, ***may be*** invited to participate in its meetings as observers.

2. The committee may meet in specific configurations to deal with sectoral issues. Where appropriate, in accordance with its rules of procedure, external experts, including representatives of the social partners, ***civil society organisations and representatives of beneficiaries shall be regularly*** invited to participate in its meetings as observers.

**Amendment 302**

**Tamás Meszerics**

on behalf of the Verts/ALE Group

**Proposal for a regulation**

**Article 31 – paragraph 2 a (new)**

*Text proposed by the Commission*

*Amendment*

**2a. The European Youth Forum shall be included as permanent observer without voting rights in the committee and its participation laid out in the rules of procedures of the committee**

Or. en

**Amendment 303**

**Helga Stevens, Jana Žitňanská, Anthea McIntyre**

**Proposal for a regulation**

**Annex I – paragraph 1 – point 1**

*Text proposed by the Commission*

*Amendment*

(1) High quality learning mobility for people from diverse backgrounds

(1) High quality **and inclusive** learning mobility for people from diverse backgrounds, **including people with fewer opportunities**

Or. en