



EUROPEAN PARLIAMENT

2009 - 2014

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*Committee on Employment and Social Affairs*

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**2011/2088(INI)**

9.6.2011

# **AMENDMENTS**

## **1 - 125**

**Draft opinion**  
**Nadja Hirsch**  
(PE464.808v01-00)

Tackling early school leaving  
(COM(2011)0018 – 2011/2088(INI))

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PE464.934v01-00

**EN**

*United in diversity*

**EN**

AM\_Com\_NonLegOpinion

**Amendment 1**  
**Emilie Turunen**

**Draft opinion**  
**Paragraph 1**

*Draft opinion*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school;

*Amendment*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school; ***notes that reducing early school leaving has been a target for the EU and Member States for many years but not sufficient progress has been made with rates for early school leaving above 30% in some Member States; agrees with the Commission that Member States are not working hard enough to reduce that number and calls for a stronger commitment from Member States to act and for a closer monitoring from the Commission in order to make sure that Member States are creating and implementing strategies to reduce early school leaving;***

Or. en

**Amendment 2**  
**Thomas Mann**

**Draft opinion**  
**Paragraph 1**

*Draft opinion*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school;

*Amendment*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school;  
***notes the tremendous divergence in the percentage of early school leavers in the various Member States and the difficulty of drawing comparisons in terms of***

*relevant contextual factors – such as migratory movements and levels of education in the family – between different regions and Member States;*

Or. de

**Amendment 3**  
**Philippe Boulland**

**Draft opinion**  
**Paragraph 1**

*Draft opinion*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school;

*Amendment*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school; *notes that the above figures must be considered in the light of the fact that the labour market and Europe's level of competitiveness will both tend to favour holders of higher education qualifications;*

Or. fr

**Amendment 4**  
**Juozas Imbrasas**

**Draft opinion**  
**Paragraph 1**

*Draft opinion*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school;

*Amendment*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school; *takes the view that early school leaving translates into missed opportunities for young people and a loss of social and economic potential for the EU as a whole;*

**Amendment 5**  
**Joanna Katarzyna Skrzydlewska**

**Draft opinion**  
**Paragraph 1**

*Draft opinion*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school;

*Amendment*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school; ***points out that these children are most often from low-education backgrounds or socio-economically disadvantaged backgrounds and are more often boys than girls;***

Or. pl

**Amendment 6**  
**Livia Járóka**

**Draft opinion**  
**Paragraph 1**

*Draft opinion*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school;

*Amendment*

1. Stresses that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school ***and that this rate is even worse among socially disadvantaged, especially Roma children, 20% of whom are not at all enrolled in school and 30% being early school leavers;***

Or. en

**Amendment 7**  
**Georges Bach, Licia Ronzulli, Elisabeth Morin-Chartier**

**Draft opinion**  
**Paragraph 1**

*Draft opinion*

1. **Stresses** that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school;

*Amendment*

1. **Regrets** that the percentage of early school leavers in the EU currently stands at 14.4% and that 17.4% of these have only completed primary school;

Or. en

**Amendment 8**  
**Csaba Sógor**

**Draft opinion**  
**Paragraph 1 a (new)**

*Draft opinion*

*Amendment*

***1a. Underlines that although early school leaving (ESL) is more common among boys than girls. There is a special situation in the case of the traditional Roma communities, where due to the custom of early marriages, the school drop-out of young girls is more frequent. This ESL of young Roma girls happens at an earlier age (around 12-13 years) in comparison with boys (around 14-15 years);***

Or. en

**Amendment 9**  
**Elisabeth Morin-Chartier**

**Draft opinion**  
**Paragraph 1 a (new)**

*Draft opinion*

*Amendment*

***1a. Points out also that it is vital to bring down unemployment in the EU by***

*meeting new occupational requirements and encouraging the recruitment of new blood to replace the old;*

Or. fr

**Amendment 10**  
**Antigoni Papadopoulou**

**Draft opinion**  
**Paragraph 1 a (new)**

*Draft opinion*

*Amendment*

*1a. Highlights the seriousness of the problem and the fact that, in addition to current demographic changes, European countries cannot afford the enormous waste of talents and the high economic and social costs of early school leaving;*

Or. en

**Amendment 11**  
**Antigoni Papadopoulou**

**Draft opinion**  
**Paragraph 2**

*Draft opinion*

*Amendment*

2. Notes that a reduction to 10% would have an effect in reducing youth unemployment and in improving the employment rate, since currently 52% of school leavers are unemployed; considers that reducing the early school leaving rate by only 1% could boost the number of qualified potential employees by 500 000;

2. Notes that a reduction to 10% would have an effect in reducing youth unemployment, *in breaking the cycle of deprivation, social exclusion and poverty and* in improving the employment rate, since currently 52% of school leavers are unemployed; considers that reducing the early school leaving rate by only 1% could boost the number of qualified potential employees by 500 000; *underlines, therefore, the high individual, social and economic costs that early school leaving creates;*

**Amendment 12**  
**Juozas Imbrasas**

**Draft opinion**  
**Paragraph 2**

*Draft opinion*

2. Notes that a reduction to 10% would have an effect in reducing youth unemployment and in improving the employment rate, since currently 52% of school leavers are unemployed; considers that reducing the early school leaving rate by only 1% could boost the number of qualified potential employees by 500 000;

*Amendment*

2. Notes that a reduction to 10% would have an effect in reducing youth unemployment and in improving the employment rate, since currently 52% of school leavers are unemployed; considers that reducing the early school leaving rate by only 1% could boost the number of qualified potential employees by 500 000; *maintains that improving educational attainment will help to achieve two aims to the extent that higher skill levels will make for ‘smart growth’ and tackling one of the main risk factors involved in unemployment and poverty will pave the way to ‘inclusive growth’, and that drastically reducing the numbers of early school leavers constitutes an investment whose significance extends not only to the prospects of the young people concerned, but also to the future prosperity and social cohesion of the EU in general;*

Or. It

**Amendment 13**  
**Lívia Járóka**

**Draft opinion**  
**Paragraph 2**

*Draft opinion*

2. Notes that a reduction to 10% would have an effect in reducing youth unemployment and in improving the

*Amendment*

2. Notes that a reduction to 10% **fulfilling the EU 2020 headline target** would have an effect in reducing youth unemployment

employment rate, since currently 52% of school leavers are unemployed; considers that reducing the early school leaving rate by only 1% could boost the number of qualified potential employees by 500 000;

and in improving the employment rate, since currently 52% of school leavers are unemployed ***and according to academic estimations the number of jobs available for low skilled or unskilled labour will even further decline in the coming years***; considers that reducing the early school leaving rate by only 1% could boost the number of qualified potential employees by 500 000;

Or. en

#### **Amendment 14**

**Georges Bach, Elisabeth Morin-Chartier, Licia Ronzulli**

##### **Draft opinion**

##### **Paragraph 2**

###### *Draft opinion*

2. Notes that a reduction to 10% would have an effect in reducing youth unemployment and in improving the employment rate, since currently 52% of school leavers are unemployed; considers that reducing the early school leaving rate by only 1% could boost the number of qualified potential employees by 500 000;

###### *Amendment*

2. Notes that a reduction to 10% ***of early school leavers in the EU, one of the headline targets of the EU 2020 Strategy***, would have an effect in reducing youth unemployment and in improving the employment rate, since currently 52% of school leavers are unemployed; considers that reducing the early school leaving rate by only 1% could boost the number of qualified potential employees by 500 000;

Or. en

#### **Amendment 15**

**Jutta Steinruck, Evelyn Regner**

##### **Draft opinion**

##### **Paragraph 2**

###### *Draft opinion*

2. Notes that a reduction to 10% would have an effect in reducing youth

###### *Amendment*

2. Notes that a reduction to ***no more than*** 10% would have an effect in reducing

unemployment and in improving the employment rate, since currently 52% of school leavers are unemployed; *considers* that reducing the early school leaving rate by only 1% could boost the number of qualified potential employees by 500 000;

youth unemployment and in improving the employment rate, since currently 52% of school leavers are unemployed; *points out* that reducing the early school leaving rate by only 1% could boost the number of qualified potential employees by 500 000;

Or. de

**Amendment 16**  
**Thomas Mann**

**Draft opinion**  
**Paragraph 2 a (new)**

*Draft opinion*

*Amendment*

*2a. Stresses that investing more money in combating early school leaving can have the long-term effect of preventing young people from becoming dependent on social security;*

Or. de

**Amendment 17**  
**Thomas Mann**

**Draft opinion**  
**Paragraph 2 b (new)**

*Draft opinion*

*Amendment*

*2b. Stresses the importance of combating early school leaving, not least in view of demographic trends in the EU;*

Or. de

**Amendment 18**  
**Georges Bach, Elisabeth Morin-Chartier, Licia Ronzulli, Konstantinos Poupakis**

**Draft opinion**  
**Paragraph 2 a (new)**

*Draft opinion*

*Amendment*

***2a. Notes the long-term economic and social effects of early school leaving, leading to a lack of skilled labour force throughout the European economy, an increased risk of unemployment, poverty and social exclusion;***

Or. en

**Amendment 19**  
**Elisabeth Morin-Chartier**

**Draft opinion**  
**Paragraph 2 a (new)**

*Draft opinion*

*Amendment*

***2a. Calls, therefore, on the Member States to draw up policies as quickly as possible with a view to establishing new jobs based on new skills;***

Or. fr

**Amendment 20**  
**Emilie Turunen**

**Draft opinion**  
**Paragraph 2 a (new)**

*Draft opinion*

*Amendment*

***2a. Notes that early school leaving leads to a significant risk of poverty and fighting early school leaving is a way to prevent young people from social exclusion; therefore considers lowering the number of early school leavers to be a key measure in reaching the target of***

*lifting at least 20 million people out of the risk of poverty;*

Or. en

**Amendment 21**  
**Joanna Katarzyna Skrzydlewska**

**Draft opinion**  
**Paragraph 2 a (new)**

*Draft opinion*

*Amendment*

*2a. Stresses the need to adapt education systems to meet the requirements of the labour market; points out that in a situation where it will be rare, in future, to spend one's entire working life in a single sector, pupils need to acquire a broad range of abilities, such as creativity, creative thinking, general skills and the ability to adapt quickly and flexibly to changing conditions and requirements;*

Or. pl

**Amendment 22**  
**Elisabeth Morin-Chartier, Georges Bach**

**Draft opinion**  
**Paragraph 3**

*Draft opinion*

*Amendment*

3. Considers that the Commission should present to *the committee* in a year's time a survey, assessment and evaluation of national reform programmes;

3. Considers that the Commission should present to *Parliament* in a year's time a survey, assessment and evaluation of national reform programmes, *specifying the means established to tackle unemployment, for example apprenticeship, work-study programmes, professional mentoring, etc, and including employment projections by sector and skill level;*

**Amendment 23**  
**Jutta Steinruck, Evelyn Regner**

**Draft opinion**  
**Paragraph 3**

*Draft opinion*

3. Considers that the Commission should present to the committee in a year's time a survey, assessment and evaluation of national reform programmes;

*Amendment*

3. Considers that the Commission should present to the committee in a year's time, ***and on the basis of accurate indicators***, a survey, assessment and evaluation of national reform programmes ***and should also submit regular progress reports***;

Or. de

**Amendment 24**  
**Mara Bizzotto**

**Draft opinion**  
**Paragraph 3**

*Draft opinion*

3. Considers that the Commission should present to the committee in a year's time a survey, assessment and evaluation of national reform programmes;

*Amendment*

3. Considers that the Commission should present to the committee in a year's time a survey, assessment and evaluation of national reform programmes, ***giving details of the strategies adopted in the Member States to combat the phenomenon of early school leaving, specifying the resources allocated to projects aimed at resolving the problem, and providing an overall assessment of the results achieved by those approaches***;

Or. it

**Amendment 25**  
**Thomas Mann**

**Draft opinion**  
**Paragraph 3**

*Draft opinion*

3. Considers that the Commission should present to the committee in a year's time a survey, assessment and evaluation of national reform programmes;

*Amendment*

3. Considers that the Commission should present to the committee in a year's time a survey, assessment and evaluation of national reform programmes;

***urges the Commission to conduct research into the influence of the respective national school systems on the early leaving rate;***

Or. de

**Amendment 26**  
**Philippe Boulland**

**Draft opinion**  
**Paragraph 3**

*Draft opinion*

3. Considers that the Commission should present to the committee in a year's time a survey, assessment and evaluation of national reform programmes;

*Amendment*

3. Considers that the Commission should present to the committee in a year's time a survey, assessment and evaluation of national reform programmes; ***calls for the assessment to be based on the specific national, regional, and local features of early school leaving;***

Or. fr

**Amendment 27**  
**Antigoni Papadopoulou**

**Draft opinion**  
**Paragraph 3**

*Draft opinion*

3. Considers that the Commission should present to the committee in a year's time a

*Amendment*

3. Considers that the Commission should present to the committee in a year's time a

survey, assessment and evaluation of national reform programmes;

survey, assessment and evaluation of national reform programmes, *as well as the results of monitoring the developments at different education levels across Member States*;

Or. en

**Amendment 28**  
**Antigoni Papadopoulou**

**Draft opinion**  
**Paragraph 3 a (new)**

*Draft opinion*

*Amendment*

*3a. Believes that, while respecting the principle of subsidiarity, a European framework for comprehensive strategies to tackle early school leaving could provide a useful guide to Member States, towards the correct direction of upgrading existing policies and developing their National Reform Programmes;*

Or. en

**Amendment 29**  
**Antigoni Papadopoulou**

**Draft opinion**  
**Paragraph 3 b (new)**

*Draft opinion*

*Amendment*

*3b. Notes that the problem of early school leaving varies from country to country and also within regions; therefore, there is no ‘one size fits all’ solution to it;*

Or. en

**Amendment 30**  
**Antigoni Papadopoulou**

**Draft opinion**  
**Paragraph 3 c (new)**

*Draft opinion*

*Amendment*

***3c. Urges the Commission to encourage the cooperation between Member States and to support their strategies through the exchange of experience, expertise and good practices;***

Or. en

**Amendment 31**  
**Georges Bach, Licia Ronzulli, Elisabeth Morin-Chartier, Konstantinos Poupakis**

**Draft opinion**  
**Paragraph 4**

*Draft opinion*

*Amendment*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation;

***4. Notes that the challenge of early school leaving is different within and between the Member States, with large differences in early school leaving rates between the Member States;*** Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation;

Or. en

**Amendment 32**  
**Emilie Turunen**

**Draft opinion**  
**Paragraph 4**

*Draft opinion*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation;

*Amendment*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation; ***stresses the importance of exchange of best practices between Member States and support the Council Recommendation on policies to reduce early school leaving which suggests a common European framework for effective and efficient policies against early school leaving, including the idea that Member States should adopt comprehensive national strategies against early school leaving by 2012;***

Or. en

**Amendment 33**  
**Juozas Imbrasas**

**Draft opinion**  
**Paragraph 4**

*Draft opinion*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation;

*Amendment*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation; ***believes that strategies to tackle early school leaving must proceed from analysis of the specific national, regional, and local dimensions of the phenomenon and that data should serve to focus research on the reasons for the exceptionally high drop-out rates among given categories of pupils and in the regions, localities, and schools most affected;***

**Amendment 34**  
**Csaba Sógor**

**Draft opinion**  
**Paragraph 4**

*Draft opinion*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation;

*Amendment*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation. ***In the case of traditional Roma communities there is a need for supplementary positive measures in order to overcome the ESL as a result of these harmful traditional practices;***

Or. en

**Amendment 35**  
**Antigoni Papadopoulou**

**Draft opinion**  
**Paragraph 4**

*Draft opinion*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation;

*Amendment*

4. Urges the Member States to carry out an ***in-depth*** analysis of the problem of early school leaving, while taking due account of data protection, ***to identify the root causes at national, regional and local level, and*** to develop appropriate packages of measures for prevention, intervention and compensation;

Or. en

**Amendment 36**  
**Philippe Boulland**

**Draft opinion**  
**Paragraph 4**

*Draft opinion*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation;

*Amendment*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation, ***including specialised establishments or school support services for recognised disabilities***;

Or. fr

**Amendment 37**  
**Tadeusz Cymański**

**Draft opinion**  
**Paragraph 4**

*Draft opinion*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation;

*Amendment*

4. Urges the Member States to carry out an analysis of the problem of early school leaving, while taking due account of data protection, and to develop appropriate packages of measures for prevention, intervention and compensation; ***stresses the need to exchange best practices***;

Or. pl

**Amendment 38**  
**Kinga Göncz**

**Draft opinion**  
**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

***4a. Urges the Member States not to reduce the upper age limit of compulsory education, as the education of children is the best means to fight against their future poverty and social exclusion;***

Or. en

**Amendment 39**  
**Antigoni Papadopoulou**

**Draft opinion**  
**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

***4a. Recalls that comprehensive strategies to combat school leaving should comprise a mix of policies, coordination among different policy sectors and integration of measures into all policies concerning young people and children;***

Or. en

**Amendment 40**  
**Joanna Katarzyna Skrzydlewska**

**Draft opinion**  
**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

***4a. Calls on the Member States to organise programmes to tackle addictions and social pathologies and prevention programmes to deal with the correlation between family situation and early school leaving;***

Or. pl

**Amendment 41**  
**Konstantinos Poupakis, Raffaele Baldassarre**

**Draft opinion**  
**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

***4a. Urges Member States, assisted by the Commission, to act effectively to record the phenomenon of NEET and tackle it;***

Or. el

**Amendment 42**  
**Konstantinos Poupakis**

**Draft opinion**  
**Paragraph 4 b (new)**

*Draft opinion*

*Amendment*

***4b. Notes that early school leaving is directly related to the phenomena of poverty and social exclusion and that this should be considered when designing the relevant strategy at both national and European level;***

Or. el

**Amendment 43**  
**Mara Bizzotto**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

*Amendment*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years

of secondary schooling; takes the view that teaching staff should be qualified *for this purpose*;

of secondary schooling; takes the view that teaching staff should *not only* be *academically* qualified, *but also capable of providing education geared to the specific needs of the region concerned, its economy, and its cultural heritage*; *maintains that teachers have to have a proper understanding of the context in which they are called upon to work so as to enable local needs to be appropriately reflected in the response offered in the form of education*;

Or. it

**Amendment 44**  
**Georges Bach, Licia Ronzulli**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling; *takes the view that* teaching staff *should be qualified* for this purpose;

*Amendment*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling; *notes the importance of qualified* teaching staff for this purpose;

Or. en

**Amendment 45**  
**Tadeusz Cymański**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Advocates flexible, *needs-based* forms of learning at schools and stresses that this challenge must be addressed in particular

*Amendment*

5. Advocates flexible forms of learning at schools *based on the needs of modern society* and stresses that this challenge

by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this purpose;

must be addressed in particular by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this purpose ***and emphasises, in particular, the role of psychologists in counselling services and schools;***

Or. pl

**Amendment 46**  
**Rolandas Paksas**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this purpose;

*Amendment*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling ***by means of early intervention, stronger bonds to be fostered with schools, and other measures;*** takes the view that teaching staff should be qualified for this purpose ***to ensure that they will be in a better position to recognise learning difficulties quickly and in time and offer help tailored to the individual needs of the pupils concerned;***

Or. lt

**Amendment 47**  
**Gabriele Zimmer**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this

*Amendment*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this

challenge must be addressed in particular by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this purpose;

challenge must be addressed in particular by primary schools and in the early years of secondary schooling; takes the view that teaching staff, ***educational psychologists and educational social workers*** should be qualified for this purpose;

Or. de

**Amendment 48**  
**Kinga Göncz**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in ***particular*** by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this purpose;

*Amendment*

5. Advocates flexible, needs-based forms of learning at schools and ***the need for an inclusive school climate and*** stresses that this challenge must be addressed ***as early as possible in the form of early childhood education, and should be continued*** by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this purpose;

Or. en

**Amendment 49**  
**Antigoni Papadopoulou**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this

*Amendment*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this

purpose;

purpose; *believes that teachers, other educational staff and all relevant stakeholders should be actively involved in the planning, organizing, performing and evaluating of strategies to help people who are at risk of early school leaving or those who have already dropped out;*

Or. en

**Amendment 50**  
**Philippe Boulland**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this purpose;

*Amendment*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this purpose; *considers that every pupil is entitled to personalised monitoring and guidance and, where necessary, should have access to a school psychologist and psychological follow-up;*

Or. fr

**Amendment 51**  
**Juozas Imbrasas**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years

*Amendment*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years

of secondary schooling; takes the view that teaching staff should be qualified for this purpose;

of secondary schooling; takes the view that teaching staff should be qualified for this purpose; ***points out that education and vocational training institutions must exchange experiences and tried and tested practice and develop effective means of support for pupils in danger of dropping out;***

Or. It

**Amendment 52**  
**Jutta Steinruck, Evelyn Regner**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this purpose;

*Amendment*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling; takes the view that teaching staff should be qualified for this purpose ***and that educational social workers should be recruited to support them;***

Or. de

**Amendment 53**  
**Elisabeth Morin-Chartier**

**Draft opinion**  
**Paragraph 5**

*Draft opinion*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling; ***takes the view*** that

*Amendment*

5. Advocates flexible, needs-based forms of learning at schools and stresses that this challenge must be addressed in particular by primary schools and in the early years of secondary schooling ***and*** that teaching

teaching staff should be qualified for this purpose;

staff should *therefore* be qualified for this purpose;

Or. fr

**Amendment 54**  
**Tadeusz Cymański**

**Draft opinion**  
**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

***5a. Proposes expanding the possibility of company traineeships in parallel with continuing school education;***

Or. pl

**Amendment 55**  
**Tiziano Motti**

**Draft opinion**  
**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

***5a. Believes that in a lifelong learning context, the role of the family should be considered to be as vital as that of teachers;***

Or. it

**Amendment 56**  
**Philippe Boulland**

**Draft opinion**  
**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

***5a. Calls for actors outside school to set up networks so as to enable schools to support pupils more effectively and tackle the problems that put children in difficulty;***

Or. fr

**Amendment 57**  
**Rovana Plumb**

**Draft opinion**  
**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

***5a. Calls on Member States to support publicly funded and properly regulated institutions of initial education, covering pre-primary, primary and secondary schools, vocational training and tertiary education, with well qualified and well trained teaching and support staff on good pay and conditions;***

Or. en

**Amendment 58**  
**Rovana Plumb**

**Draft opinion**  
**Paragraph 5 b (new)**

*Draft opinion*

*Amendment*

***5b. Emphasises that the Member States should further improve the education and training systems in order to better match the needs of the individual and those of the labour market, including by tackling the problems of basic skills (literacy and***

*numeracy), promoting vocational education and training and measures to ease the transition between education and the labour market;*

Or. en

**Amendment 59**  
**Rovana Plumb**

**Draft opinion**  
**Paragraph 5 c (new)**

*Draft opinion*

*Amendment*

*5c. Calls on the European Commission and the Member States to promote access to education, training and lifelong learning for all, especially for people identified special needs, such as youth, low-skilled people, people with disabilities, migrants, older workers, ethnic minority groups and the socially excluded; and for workers in small and medium-sized enterprises, in the informal economy, in the rural sector and in self-employment;*

Or. en

**Amendment 60**  
**Joanna Katarzyna Skrzydlewska**

**Draft opinion**  
**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

*5a. Encourages the Member States to provide extracurricular and out-of-school activities for pupils with learning difficulties to develop key skills in view of the clear need for these skills in the labour market;*

**Amendment 61**  
**Roger Helmer**

**Draft opinion**  
**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

***5a. Ensure that decisions concerning education policy be taken at the national, regional or local level;***

Or. en

**Amendment 62**  
**Konstantinos Poupakis, Raffaele Baldassarre**

**Draft opinion**  
**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

***5a. Urges Member States, in exchanging best practices, given the multidimensional nature of education, to strengthen its practical dimension at every level in order effectively to combat early school leaving;***

Or. el

**Amendment 63**  
**Sergio Gutiérrez Prieto, Alejandro Cercas**

**Draft opinion**  
**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

***5a. Considers it essential that teachers benefit from a high standard of training***

*throughout their careers so as to enable them to reorient their practice and hence gear it to the new requirements;*

Or. es

**Amendment 64**  
**Mara Bizzotto**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

*6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;*

*Amendment*

*deleted*

Or. it

**Amendment 65**  
**Roger Helmer**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; *stresses that Roma children and children with no identity papers must be enabled to attend school;*

*Amendment*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset;

Or. en

**Amendment 66**  
**Jutta Steinruck, Evelyn Regner**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. gender, ***low level of education in the family or*** a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

*Amendment*

6. Notes that pupils' personal situations, e.g. gender, ***family circumstances,*** a migrant background, ***or a disability,*** must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

Or. de

**Amendment 67**  
**Philippe Boulland**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that ***Roma children and children with no identity papers*** must ***be enabled*** to attend school;

*Amendment*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that children ***from disadvantaged populations*** must ***receive help to enable them*** to attend school ***(administrative and financial aid, subsidised transport) and cope with homework;***

Or. fr

**Amendment 68**  
**Kinga Göncz**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. gender, low level of education **in the family** or **a** migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

*Amendment*

6. Notes that pupils' personal situations, e.g. **their** gender, **social disadvantage or low level of education of their parents, their minority** or migrant background, **and their own learning difficulties (e.g. dyslexia, dysgraphia and dyscalculia)** must be taken into account, and that these pupils must be given targeted encouragement **and educational assistance adapted to their specific needs** from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

Or. en

**Amendment 69**  
**Georges Bach, Licia Ronzulli**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. **gender**, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that **Roma children and** children with no identity papers must be enabled to attend school;

*Amendment*

6. Notes that pupils' personal situations, e.g. low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that children with no identity papers must be enabled to attend school;

Or. en

**Amendment 70**  
**Emilie Turunen**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend *school*;

*Amendment*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given *personalised and flexible learning arrangements and* targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend *non segregated schools*;

Or. en

**Amendment 71**  
**Rolandas Paksas**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

*Amendment*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset, *families must be offered comprehensive assistance, and groups must be set up to train children and parents in social skills*; stresses that Roma children and children with no identity papers must be enabled to attend school *by means of individual teaching programmes to be developed from the first year of schooling in order to foster and increase the children's innate motivation and their motivation to learn*;

**Amendment 72**  
**Thomas Mann**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

*Amendment*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

***recognises that many pupils who leave school early are from a migrant background; therefore encourages the Member States to support measures in the field of pre-school education and language development;***

Or. de

**Amendment 73**  
**Lívia Járóka**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

*Amendment*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset ***in order to avoid the reproduction of social exclusion and the risk of poverty by enhancing their chances for entering the labour market;***

stresses that Roma children and children with no identity papers must be enabled to attend school **and granted equal access to quality education**;

Or. en

**Amendment 74**  
**Tadeusz Cymański**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

*Amendment*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family, **a pathological or dysfunctional family background** or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

Or. pl

**Amendment 75**  
**Ádám Kósa**

**Draft opinion**  
**Paragraph 6**

*Draft opinion*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend school;

*Amendment*

6. Notes that pupils' personal situations, e.g. gender, low level of education in the family, **disability** or a migrant background, must be taken into account, and that these pupils must be given targeted encouragement from the outset; stresses that Roma children and children with no identity papers must be enabled to attend

school;

Or. hu

**Amendment 76**

**Thomas Mann**

**Draft opinion**

**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Recognises that reforms in the fields of integration policy and education policy respectively cannot be considered as separate;***

Or. de

**Amendment 77**

**Tiziano Motti**

**Draft opinion**

**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Notes that all children have equal dignity from the point of view of learning and have the right to a basic education;***

Or. it

**Amendment 78**

**Sergio Gutiérrez Prieto, Alejandro Cercas**

**Draft opinion**

**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Points out that, as many studies show,***

*educational establishments which have greater problems as regards coexistence and integration among pupils also have higher drop-out rates; calls on the Member States, therefore, to bring more searching attention to bear on their national plans to foster integration and coexistence;*

Or. es

**Amendment 79**  
**Sergio Gutiérrez Prieto, Alejandro Cercas**

**Draft opinion**  
**Paragraph 6 b (new)**

*Draft opinion*

*Amendment*

*6b. Notes that ineffective policies on work-life balance increase the instances of early school leaving and academic failure in general; calls on the Member States to intensify their efforts to improve their work-life balance policies and to make preschool education widely available, as this would bring benefits in terms of school careers and reduce drop-out rates within the EU;*

Or. es

**Amendment 80**  
**Sergio Gutiérrez Prieto, Alejandro Cercas**

**Draft opinion**  
**Paragraph 6 c (new)**

*Draft opinion*

*Amendment*

*6c. Points out that the early school leaving rate is particularly high in rural regions and in areas economically dominated by sectors requiring a high*

*proportion of seasonal work; calls on the Commission to increase the specific Structural Fund assistance, especially under the European Social Fund, allocated to those areas so as to help combat this phenomenon;*

Or. es

**Amendment 81**  
**Philippe Boulland**

**Draft opinion**  
**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

*6a. Advocates desegregation policies to change the social make-up of ‘disadvantaged’ schools and improve the educational attainment of children from socially disadvantaged and low-education backgrounds;*

Or. fr

**Amendment 82**  
**Philippe Boulland**

**Draft opinion**  
**Paragraph 6 b (new)**

*Draft opinion*

*Amendment*

*6b. Supports forms of positive discrimination such as priority education zones and programmes providing targeted support for schools in disadvantaged areas;*

Or. fr

**Amendment 83**  
**Gabriele Zimmer**

**Draft opinion**  
**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Stresses the connection between reducing rates of early school leaving and promoting social mobility through education, and the fact that targets in these areas are achievable only when sufficient funding is available; calls, therefore, for massive public investment in public education systems in order to guarantee free access to high-quality educational and care provision, from pre-school level to university or vocational education, irrespective of socio-economic or cultural background;***

Or. de

**Amendment 84**  
**Gabriele Zimmer**

**Draft opinion**  
**Paragraph 6 b (new)**

*Draft opinion*

*Amendment*

***6b. Draws attention, in this regard, to the OECD's PISA studies which establish that students in educational systems with a lesser degree of vertical and horizontal differentiation are less likely to repeat a year or to be expelled; highlights the OECD's finding that students from socially disadvantaged backgrounds suffer most from having to repeat a school year or from being expelled; highlights the OECD's finding that early selection of students for different educational pathways increases socio-economic inequality in terms of educational***

*opportunities without effecting any improvement in average performance in the educational systems in question;*

Or. de

**Amendment 85**  
**Gabriele Zimmer**

**Draft opinion**  
**Paragraph 6 c (new)**

*Draft opinion*

*Amendment*

*6c. Draws attention, in this regard, to the OECD's finding that the comparative performance of school systems in the PISA studies is negatively affected by the practices of moving students from one school to another on account of poor results, behavioural problems or specific learning difficulties and of streaming students in all subjects on the basis of ability;*

Or. de

**Amendment 86**  
**Gabriele Zimmer**

**Draft opinion**  
**Paragraph 6 d (new)**

*Draft opinion*

*Amendment*

*6d. Points out in this regard that, according to the OECD, socio-economically disadvantaged students are often at a double disadvantage because they attend schools affected by various types of social-economic disadvantage, in which there are fewer and less well-qualified teachers;*

**Amendment 87**  
**Emilie Turunen**

**Draft opinion**  
**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Notes that boys more often leave school early and that we are at risk of creating a lower class of young, unemployed men with little or no education and poor chances of becoming a part of the labour market and society in general; urges Member States to give special attention to boys who have difficulties adapting to the school environment and discourage Member States from lowering the compulsory school age;***

Or. en

**Amendment 88**  
**Emilie Turunen**

**Draft opinion**  
**Paragraph 6 b (new)**

*Draft opinion*

*Amendment*

***6b. Stresses that the highest re-integration rates are achieved by programs addressing the individual needs of early-school-leavers; calls on the institutions to respect the needs and rights of the individuals in developing programs for them;***

Or. en

**Amendment 89**  
**Nadja Hirsch**

**Draft opinion**  
**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Stresses the need to bear in mind that more boys than girls leave school early, and that more measures therefore need to be put in place for boys in this regard, in order to improve their chances on the labour market;***

Or. de

**Amendment 90**  
**Gabriele Zimmer**

**Draft opinion**  
**Paragraph 7**

*Draft opinion*

*Amendment*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, and that they should be enabled by means of specially tailored measures to obtain skills ***and*** qualifications later;

7. Urges that special ***and timely*** individual careers advice be given to ***all pupils and especially*** early school leavers to facilitate their entry into the world of work, and that they should be enabled by means of specially tailored measures to obtain skills, qualifications ***and as many school certificates as possible*** later, ***while ensuring that these teenagers and young adults are not parked in a transition system, but that they are entitled to training places (in non-workplace settings where workplace training is not available);***

Or. de

**Amendment 91**  
**Zigmantas Balčytis**

**Draft opinion**  
**Paragraph 7**

*Draft opinion*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, and that they should be enabled by means of specially tailored measures to obtain skills and qualifications later;

*Amendment*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, and that they should be enabled by means of specially tailored measures to obtain *work-related* skills and qualifications *as well as develop social competencies* later *in order to improve their employment possibilities and social inclusion*;

Or. en

**Amendment 92**  
**Livia Járóka**

**Draft opinion**  
**Paragraph 7**

*Draft opinion*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, and that they should be enabled by means of specially tailored measures to obtain skills and qualifications later;

*Amendment*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, and that they should be enabled by means of specially tailored measures to obtain skills and qualifications later, *including vocational training and job assistance; noting that these measures should place a special emphasis on supporting girls of a disadvantaged and/or minority background*;

Or. en

**Amendment 93**  
**Philippe Boulland**

**Draft opinion**  
**Paragraph 7**

*Draft opinion*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, and that they should be enabled by means of specially tailored measures to obtain skills and qualifications later;

*Amendment*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, and that they should be enabled by means of specially tailored measures to obtain skills and qualifications later and ***benefit from retraining opportunities and course equivalence arrangements***;

Or. fr

**Amendment 94**  
**Jutta Steinruck, Evelyn Regner**

**Draft opinion**  
**Paragraph 7**

*Draft opinion*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, ***and*** that they should be enabled by means of specially tailored measures to obtain skills and qualifications later;

*Amendment*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, that they should be enabled by means of specially tailored measures to obtain skills and qualifications later, ***and that their families and others close to them should also be involved at an early stage***;

Or. de

**Amendment 95**  
**Rolandas Paksas**

**Draft opinion**  
**Paragraph 7**

*Draft opinion*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work,

*Amendment*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work,

and that they should be enabled by means of specially tailored measures to obtain skills and qualifications later;

*under programmes combining education and commerce or education and production*, and that they should be enabled by means of specially tailored measures to obtain skills and qualifications later;

Or. It

**Amendment 96**  
**Emilie Turunen**

**Draft opinion**  
**Paragraph 7**

*Draft opinion*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, and that they should be enabled by means of specially tailored measures to obtain skills and qualifications later;

*Amendment*

7. Urges that special individual careers advice be given to early school leavers to facilitate their entry into the world of work, and that they should be enabled by means of specially tailored measures to obtain skills and qualifications later; *stresses that pupils from undocumented families must have the right to attend school;*

Or. en

**Amendment 97**  
**Georges Bach, Licia Ronzulli, Elisabeth Morin-Chartier, Konstantinos Poupakis**

**Draft opinion**  
**Paragraph 7 a (new)**

*Draft opinion*

*Amendment*

*7a. Takes the view that early school leavers should be approached by the competent employment authority as quickly as possible after dropping out of school to provide them with the necessary information about their options; notes the importance of giving them a perspective through individual support and to prevent*

*a life of long-term unemployment and social exclusion;*

Or. en

**Amendment 98**  
**Tadeusz Cymański**

**Draft opinion**  
**Paragraph 7 a (new)**

*Draft opinion*

*Amendment*

*7a. Stresses that help in the form of individual projects should be based on an analysis of an individual's predispositions and abilities and of any dysfunctions, which often make it impossible for pupils to stay on at school;*

Or. pl

**Amendment 99**  
**Tadeusz Cymański**

**Draft opinion**  
**Paragraph 7 b (new)**

*Draft opinion*

*Amendment*

*7b. Emphasises the need to organise activities at local level to encourage people to return to school and to promote a positive environment for people who left school early and intend to return,*

Or. pl

**Amendment 100**  
**Sergio Gutiérrez Prieto, Alejandro Cercas**

**Draft opinion**  
**Paragraph 7 a (new)**

*Draft opinion*

*Amendment*

***7a. Bearing in mind that instances of short-lived and insecure employment are higher among persons with little education, calls on the Commission to ensure that efforts to enable early school leavers to return to the labour market invariably go hand in hand with additional training programmes to improve their future employment prospects;***

Or. es

**Amendment 101**  
**Mara Bizzotto**

**Draft opinion**  
**Paragraph 7 a (new)**

*Draft opinion*

*Amendment*

***7a. Points out that investment in retraining and in the modernisation of vocational training courses is essential in order to help early school leavers integrate into the labour market;***

Or. it

**Amendment 102**  
**Emilie Turunen**

**Draft opinion**  
**Paragraph 7 a (new)**

*Draft opinion*

*Amendment*

***7a. Stresses that young persons have the right to a living income regardless of their***

*status or level of education; therefore deploras Member States programs which cut social benefits for persons to below minimum income as a so-called 'motivator' to participate;*

Or. en

**Amendment 103**  
**Konstantinos Poupakis, Raffaele Baldassarre**

**Draft opinion**  
**Paragraph 7 a (new)**

*Draft opinion*

*Amendment*

*7a. Highlights the need for members of the educational community, in collaboration with pupils' parents and academic specialists, to take action and launch initiatives with a view to drastically reducing intimidation, violence and social and race-based racism at school, which lead to the marginalization of pupils, thereby creating the conditions for early school leaving;*

Or. el

**Amendment 104**  
**Konstantinos Poupakis, Raffaele Baldassarre**

**Draft opinion**  
**Paragraph 7 b (new)**

*Draft opinion*

*Amendment*

*7b. Urges Member States to spread the institution of second-chance schools, both strengthening the content of their curricula and their material and technical equipment, and boosting the capacity of the teaching staff available, given that these schools are emerging as an*

*important tool for the reintegration of persons who have slipped through the meshes of the formal educational system;*

Or. el

**Amendment 105**  
**Konstantinos Poupakis, Raffaele Baldassarre**

**Draft opinion**  
**Paragraph 7 c (new)**

*Draft opinion*

*Amendment*

*7c. Highlights the need to upgrade the skills provided in technical vocational training and more effectively to match the specializations offered with labour market requirements, since linking education and employment is an integral part of tackling early school leaving;*

Or. el

**Amendment 106**  
**Konstantinos Poupakis**

**Draft opinion**  
**Paragraph 7 d (new)**

*Draft opinion*

*Amendment*

*7d. Notes that an effective policy to tackle the phenomenon of early school leaving should include all levels of education, be followed up and be drawn up on the basis of local, regional, social and individual criteria in three areas, namely prevention, intervention and compensation;*

Or. el

**Amendment 107**  
**Nadja Hirsch, Emilie Turunen**

**Draft opinion**  
**Paragraph 8**

*Draft opinion*

8. **Proposes**, in the context of the 2012 EU budget, a ***pilot project aimed at integrating*** early school leavers ***successfully*** into the labour market;

*Amendment*

8. **Advocates** in the context of the 2012 EU budget ***the proposed ‘Pilot Project on Youth’ with the objective of a youth guarantee to integrate young people and in particular*** early school leavers into the labour market;

Or. en

**Amendment 108**  
**Jutta Steinruck, Evelyn Regner**

**Draft opinion**  
**Paragraph 8**

*Draft opinion*

8. Proposes, in the context of the 2012 EU budget, ***a pilot project aimed at*** integrating early school leavers ***successfully*** into the labour market;

*Amendment*

8. Proposes, in the context of the 2012 EU budget, ***pilot projects to consider the individual causes of early school leaving, with the aim of*** integrating early school leavers ***successfully*** into the labour market;

Or. de

**Amendment 109**  
**Juozas Imbrasas**

**Draft opinion**  
**Paragraph 8**

*Draft opinion*

8. Proposes, in the context of the 2012 EU budget, a pilot project aimed at integrating

*Amendment*

8. Proposes, in the context of the 2012 EU budget, a pilot project aimed at integrating

early school leavers successfully into the labour market;

early school leavers successfully into the labour market; *believes that, for the purposes of tackling early school leaving, greater focus and rigour need to be brought to European Social Fund assistance so as to enhance its cost-effectiveness;*

Or. It

**Amendment 110**  
**Elisabeth Morin-Chartier**

**Draft opinion**  
**Paragraph 8**

*Draft opinion*

8. Proposes, in the context of the 2012 EU budget, a pilot project *aimed at* integrating early school leavers successfully into the labour market;

*Amendment*

8. Proposes, in the context of the 2012 EU budget, *that* a pilot project *be set up for the purpose of* integrating early school leavers successfully into the labour market;

Or. fr

**Amendment 111**  
**Tadeusz Cymański**

**Draft opinion**  
**Paragraph 8**

*Draft opinion*

8. Proposes, in the context of the 2012 EU budget, a pilot project aimed at integrating early school leavers successfully into the labour market;

*Amendment*

8. Proposes, in the context of the 2012 EU budget, a pilot project aimed at integrating early school leavers successfully *and permanently* into the labour market;

Or. pl

**Amendment 112**  
**Georges Bach, Licia Ronzulli, Elisabeth Morin-Chartier, Konstantinos Poupakis**

**Draft opinion**  
**Paragraph 8 a (new)**

*Draft opinion*

*Amendment*

***8a. Encourages Member States to reduce early school leaving by exchange of experience and good practice on the national and European level;***

Or. en

**Amendment 113**  
**Tadeusz Cymański**

**Draft opinion**  
**Paragraph 8 a (new)**

*Draft opinion*

*Amendment*

***8a. Stresses the need to analyse the phenomenon of repeating a school year and its impact on leaving school early, highlighting the importance of individual programmes for individual pupils;***

Or. pl

**Amendment 114**  
**Sergio Gutiérrez Prieto, Alejandro Cercas**

**Draft opinion**  
**Paragraph 8 a (new)**

*Draft opinion*

*Amendment*

***8a. Considers that a well-thought-out public education policy remains the best way overall to promote skills development, productivity, and employability; warns that the possible public spending cuts in the education sector on account of the economic crisis and the budgetary austerity policies being implemented in***

*Member States will have adverse effects to the extent that they will further increase the numbers of early school leavers in the EU;*

Or. es

**Amendment 115**  
**Sergio Gutiérrez Prieto, Alejandro Cercas**

**Draft opinion**  
**Paragraph 8 b (new)**

*Draft opinion*

*Amendment*

*8b. Considers that, to combat early school leaving, education policies must be linked to policies aimed at promoting economic recovery and hence at creating permanent jobs and averting any dropping-out of education, short-lived and insecure employment, and acceleration of the brain drain;*

Or. es

**Amendment 116**  
**Mara Bizzotto**

**Draft opinion**  
**Paragraph 9**

*Draft opinion*

*Amendment*

9. Advocates the *targeted* deployment of the Structural Funds *for early school leavers*.

9. Advocates the *efficient and coherent deployment* of the Structural Funds *in remedial projects which should be synergistic in terms of their objectives, as called for in the individual regulations, and framed according to a bottom-up approach ensuring that the real needs of the regions concerned and their inhabitants are properly reflected in the projects to be financed*.

Or. it

**Amendment 117**  
**Antigoni Papadopoulou**

**Draft opinion**  
**Paragraph 9**

*Draft opinion*

9. Advocates the targeted deployment of the structural funds for early school leavers.

*Amendment*

9. Advocates the targeted deployment of the *European* structural funds for ***the full implementation of EU youth strategies, research and life-long learning programmes*** for early school leavers;

Or. en

**Amendment 118**  
**Elisabeth Morin-Chartier**

**Draft opinion**  
**Paragraph 9**

*Draft opinion*

9. Advocates the targeted deployment of the Structural Funds for early school leavers.

*Amendment*

9. Advocates the targeted deployment of the Structural Funds, ***in particular the European Social Fund (ESF)***, for early school leavers ***to promote their social inclusion under specific programmes in each Member State***;

Or. fr

**Amendment 119**  
**Livia Járóka**

**Draft opinion**  
**Paragraph 9**

*Draft opinion*

9. Advocates the targeted deployment of the structural funds for early school leavers.

*Amendment*

9. Advocates the targeted deployment of the structural funds for early school leavers ***in order to ensure quality education for all and to avoid early-school leaving and truancy;***

Or. en

**Amendment 120**  
**Tadeusz Cymański**

**Draft opinion**  
**Paragraph 9**

*Draft opinion*

9. Advocates the targeted deployment of the structural funds for early school leavers.

*Amendment*

9. Advocates the targeted deployment of the structural funds, ***including the European Social Fund,*** for early school leavers;

Or. pl

**Amendment 121**  
**Jutta Steinruck, Evelyn Regner**

**Draft opinion**  
**Paragraph 9**

*Draft opinion*

9. Advocates the targeted deployment of the structural funds for early school leavers.

*Amendment*

9. Advocates the targeted deployment of the structural funds, ***especially the European Social Fund,*** for early school leavers.

Or. de

**Amendment 122**  
**Georges Bach, Licia Ronzulli, Konstantinos Poupakis**

**Draft opinion**  
**Paragraph 9**

*Draft opinion*

9. Advocates the targeted deployment of the structural funds for early school leavers.

*Amendment*

9. Advocates the targeted deployment of the structural funds, ***especially the European social fund***, for early school leavers;

Or. en

**Amendment 123**  
**Roger Helmer**

**Draft opinion**  
**Paragraph 9**

*Draft opinion*

9. Advocates the targeted deployment of the structural funds for early school leavers.

*Amendment*

9. Advocates the targeted ***and efficient*** deployment of the structural funds for early school leavers;

Or. en

**Amendment 124**  
**Philippe Boulland**

**Draft opinion**  
**Paragraph 9 a (new)**

*Draft opinion*

*Amendment*

***9a. Recommends that training in NITC (new information and communications technologies), as well as in language technologies, should begin at an early age, given that these are particularly useful means of communication which young people have the ability to master***

*quickly;*

Or. fr

**Amendment 125**  
**Emilie Turunen**

**Draft opinion**  
**Paragraph 9 a (new)**

*Draft opinion*

*Amendment*

***9a. Stresses that also early school-leavers should be given access to EU funds and mobility programs regardless of their status as ‘out-of-formal-education’; calls on the Commission and the Member States to monitor if these programs are also taken up by early-school-leavers and the organisations working with them.***

Or. en