



EUROPEAN PARLIAMENT

2009 - 2014

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*Committee on Culture and Education*

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**2009/2221(INI)**

29.3.2010

# **AMENDMENTS**

## **1 - 61**

**Draft opinion**  
**Katarína Neved'alová**  
(PE439.394v01-00)

Promoting youth access to the labour market, strengthening trainee, internship  
and apprenticeship status  
(2009/2221(INI))

AM\_Com\_NonLegOpinion

**Amendment 1**  
**Katarína Neved'alová**

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

*Draft opinion*

*Amendment*

***-1. whereas four out of ten measures adopted at the Prague 2009 extraordinary EU summit on employment bear on education, vocational training, lifelong learning, apprenticeships, facilitating mobility, and better forecasting of labour market needs and matching skills,***

Or. en

**Amendment 2**  
**Malika Benarab-Attou**

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

*Draft opinion*

*Amendment*

1. Considers education and training crucial for the integration of young people into the labour market and emphasizes the importance of making lifelong learning schemes accessible to all and equipping people with the skills and competences outlined in "New Skills for New Jobs";

1. Considers education and training crucial for the integration of young people into the labour market and emphasizes the importance of making lifelong learning schemes, ***including formal and non formal education schemes***, accessible to all and equipping people with the skills and competences outlined in "New Skills for New Jobs"; ***recalls that acquiring basic knowledge and a good level of general culture is a key factor in professional mobility;***

Or. en

**Amendment 3**  
**Chrysoula Paliadeli**

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

*Draft opinion*

1. Considers education and training crucial for the integration of young people into the labour market and emphasizes the importance of making lifelong learning schemes accessible to all and of equipping people with the skills and competences outlined in "New Skills for New Jobs";

*Amendment*

1. Considers education and training crucial for the integration of young people into the labour market and emphasises the importance of making lifelong learning schemes accessible to all ***and tailored to the specific physical, social and cultural characteristics of individuals***, and of equipping people with the skills and competences outlined in "New Skills for New Jobs";

Or. el

**Amendment 4**  
**Katarína Neved'alová**

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

*Draft opinion*

*Amendment*

***1a. Recalls that the aim of the Copenhagen process is to encourage individuals to make use of the wide range of vocational learning opportunities available (e.g. at school, in higher education, at the workplace, or through private courses);***

Or. en

**Amendment 5**  
**Marie-Christine Vergiat**

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

*Draft opinion*

*Amendment*

***1a. Underlines the importance of ensuring that all young people have a solid core of basic competences, essential to promote lifelong mobility and to enable them to cope with the changes in the labour market and the appearance of new economic and social needs;***

Or. fr

**Amendment 6  
Malika Benarab-Attou**

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

*Draft opinion*

*Amendment*

***1a. Underlines the importance for the Member States to take measures against all kinds of discrimination among young people and that equal access to high quality education and training at all levels should be ensured;***

Or. en

**Amendment 7  
Santiago Fisas Aixela**

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

*Draft opinion*

*Amendment*

***1a. Considers language learning crucial for facilitating young people's access to the labour market and for promoting their mobility and equal opportunities;***

Or. es

**Amendment 8**  
**Malika Benarab-Attou**

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

*Draft opinion*

*Amendment*

*1b. Urges the Members States to foster the inclusion of young people with fewer opportunities and to tackle the problems of early school-leaving and in that context, stresses the importance of supporting activities outside the education system in order to reduce early school-leaving rates;*

Or. en

**Amendment 9**  
**Malika Benarab-Attou**

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

*Draft opinion*

*Amendment*

*1c. Calls on the Member States to create sufficient channels to enable people who have left the education system to return to it and to ensure that appropriate bridges are available for people who have followed vocational training courses to go on to higher education levels;*

Or. en

**Amendment 10**  
**Marie-Christine Vergiat**

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

*Draft opinion*

2. ***Underlines the importance of helping*** young people in starting their own business, and recommends ***an*** EU information campaign, ***in education institutes***, covering entrepreneurship, ***start-up capital, taxation on start-up business, training support***;

*Amendment*

2. ***Encourages the Member States to ensure that the appropriate bodies fully assist*** young people in starting their own business ***when they wish to do so***, and recommends ***a comprehensive*** EU information campaign, in education institutes, covering entrepreneurship ***in all its forms, including the cooperative and voluntary sectors, with the involvement of other relevant actors in the field (NGOs, SMEs, etc.)***;

Or. fr

**Amendment 11**  
**Malika Benarab-Attou**

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

*Draft opinion*

2. Underlines the importance of helping young people in starting their own business, and recommends an EU information campaign, in education institutes, covering entrepreneurship, start-up capital, taxation on start-up business, training support;

*Amendment*

2. Underlines the importance of helping young people in starting their own business, and recommends an EU information campaign, in education institutes, covering entrepreneurship, start-up capital, taxation on start-up business, training support; ***recalls that it is essential for higher education institutions to provide students with detailed knowledge on all kinds of entrepreneurship, including the ones such as the socially responsible economy***;

Or. en

**Amendment 12**  
**Ramona Nicole Mănescu**

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

*Draft opinion*

2. Underlines the importance of helping young people in starting their own business, **and** recommends an EU information campaign, in education institutes, covering entrepreneurship, start-up capital, taxation on start-up business, training support;

*Amendment*

2. Underlines the importance of **promoting entrepreneurship and** helping young people in starting their own business; **therefore it** recommends an EU information campaign, in education institutes, covering entrepreneurship, start-up capital, taxation on start-up business, training support;

Or. en

**Amendment 13**  
**Santiago Fisas Ayxela**

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

*Draft opinion*

2. Underlines the importance of helping young people in starting their own business, and recommends an EU information campaign, in education institutes, covering entrepreneurship, start-up capital, taxation on start-up business, training support;

*Amendment*

2. Underlines the importance of helping young people in starting their own business, **promoting and extending the Erasmus for Young Entrepreneurs programme**, and recommends an EU information campaign, in education institutes, covering entrepreneurship, start-up capital, taxation on start-up business, training support;

Or. es

**Amendment 14**  
**Timo Soini**

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



*Draft opinion*

2. Underlines the importance of helping young people in starting their own business, and recommends an EU information campaign, in education institutes, covering entrepreneurship, start-up capital, taxation on start-up business, training support;

*Amendment*

2. Underlines the importance of helping young people in starting their own business, and recommends an EU information campaign, in education institutes, covering **mainly** entrepreneurship, start-up capital, taxation on start-up business, **continuous** training support;

Or. en

**Amendment 15**

**Malika Benarab-Attou**

**Draft opinion**

**Paragraph 2 a (new)**

*Draft opinion*

*Amendment*

**2a. Underlines the importance for Member States to develop green jobs, for instance by providing training in environmental technologies;**

Or. en

**Amendment 16**

**Iosif Matula**

**Draft opinion**

**Paragraph 2 a (new)**

*Draft opinion*

*Amendment*

**2a. Stresses the need to develop specific programmes for people with disabilities aimed at increasing their chances of accessing the labour market;**

Or. ro

**Amendment 17**  
**Iosif Matula**

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

*Draft opinion*

*Amendment*

**2b. Underlines the importance of entrepreneurial education, an integral part of the process of acquiring the skills needed for new types of employment;**

Or. ro

**Amendment 18**  
**Marie-Christine Vergiat**

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

*Draft opinion*

*Amendment*

3. Considers ***essential the establishment of partnerships*** between the education and ***work***, and calls for the improvement of the mobility of students, teachers and employees;

3. Considers ***dialogue and cooperation*** between education and ***all economic and social actors to be important***, and calls for the improvement of the mobility of students, teachers and employees;

Or. fr

**Amendment 19**  
**Santiago Fisas Aixela**

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

*Draft opinion*

*Amendment*

3. Considers essential the establishment of partnerships between the education and work, and calls for the improvement of the mobility of ***students, teachers and***

3. Considers essential the establishment of partnerships between the education and work, and calls for the improvement of the mobility of ***teachers, workers and***

*employees;*

*students, expanding the Erasmus programme;*

Or. es

**Amendment 20**  
**Cătălin Sorin Ivan**

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

*Draft opinion*

3. Considers essential the establishment of partnerships between the education *and work, and* calls for the improvement of the mobility of students, teachers and employees;

*Amendment*

3. Considers essential the establishment of partnership between the education, *training and business providers and stresses the importance of intensifying this cooperation; in addition* calls for the improvement of the mobility of students, teachers and employees;

Or. en

**Amendment 21**  
**Morten Løkkegaard**

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

*Draft opinion*

3. Considers essential the establishment of partnerships between the education and *work*, and calls for the improvement of the mobility of students, teachers and employees;

*Amendment*

3. Considers essential the establishment of partnerships between the education and *businesses*, and calls for the improvement of the mobility of students, teachers and employees *between the educational and the business sector and between countries;*

Or. en

**Amendment 22**  
**Katarína Neved'álová**

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

*Draft opinion*

3. Considers essential the establishment of partnership between the education and work, and calls for the improvement of *the* mobility *of* students, teachers and employees;

*Amendment*

3. Considers essential the establishment of partnership between the *world of* education and work, and calls for the improvement of mobility *and language facilities for* students, teachers and employees;

Or. en

**Amendment 23**  
**Malika Benarab-Attou**

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

*Draft opinion*

3. Considers essential the establishment of partnerships between the education and work, and calls for the improvement of the mobility of students, teachers and employees;

*Amendment*

3. Considers essential the establishment of partnerships between the education and work, and calls for the improvement of the mobility of students, teachers and employees; *emphasises the need to recognise and certify this form of learning;*

Or. en

**Amendment 24**  
**Timo Soini**

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

*Draft opinion*

3. Considers essential the establishment of

*Amendment*

3. Considers essential the establishment of

partnerships between the education and work, and calls for the improvement of the mobility of students, teachers and employees;

partnerships between the education and work, and calls for the improvement of the mobility of students, teachers and employees; ***encouraging employers through well-defined incentive programmes;***

Or. en

**Amendment 25**  
**Iosif Matula**

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

*Draft opinion*

3. Considers essential the establishment of partnerships between the education and work, and calls for the improvement of the mobility of students, teachers ***and*** employees;

*Amendment*

3. Considers essential the establishment of partnerships between the education and work, and calls for the improvement of the mobility of students, teachers, employees ***and young entrepreneurs;***

Or. ro

**Amendment 26**  
**Morten Løkkegaard**

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

*Draft opinion*

*Amendment*

***3a. Underlines the need for new initiatives or programmes at EU level to improve the mobility of students between higher educational systems and the business sector;***

Or. en

**Amendment 27**  
**Milan Zver**

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

*Draft opinion*

*Amendment*

**3a. Calls upon the Member States to speed up the harmonisation of national qualification profiles and European qualification profiles so as to further increase the mobility of young people in the fields of education and work;**

Or. sl

**Amendment 28**  
**Ramona Nicole Mănescu**

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

*Draft opinion*

*Amendment*

4. Supports the provision of traineeships **to complement** the school curriculum, giving pupils the opportunity to gain work experience, thus facilitating their future labour market insertion;

4. Supports the provision of traineeships **as an integral part of** the school curriculum, giving pupils the opportunity to **acquire skills and** gain work experience, thus facilitating their future labour market insertion;

Or. en

**Amendment 29**  
**Iosif Matula**

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

*Draft opinion*

*Amendment*

4. Supports the **provision of** traineeships to complement the school curriculum, giving pupils the opportunity to gain work

4. Supports the **widespread establishment of practical** traineeships to complement the school curriculum, giving pupils the

experience, thus facilitating their future labour market insertion;

opportunity to gain work experience, thus facilitating their future labour market insertion;

Or. ro

**Amendment 30**  
**Chrysoula Paliadeli**

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

*Draft opinion*

4. Supports the provision of traineeships to complement the *school* curriculum, giving *pupils* the opportunity to gain work experience, thus facilitating their future labour market insertion;

*Amendment*

4. Supports the provision of traineeships to complement the *education* curriculum, giving *students* the opportunity to gain work experience, thus facilitating their future labour market insertion;

Or. el

**Amendment 31**  
**Cătălin Sorin Ivan**

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

*Draft opinion*

4. Supports the provision of traineeships to complement the school curriculum, giving *pupils* the opportunity to gain work experience, thus facilitating their future labour market insertion;

*Amendment*

4. Supports the provision of traineeships to complement the school curriculum, giving *students* the opportunity to gain work experience, thus facilitating their future labour market insertion;

Or. en

**Amendment 32**  
**Nadja Hirsch**

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

*Draft opinion*

4. Supports the provision of traineeships to complement the school curriculum, giving pupils the opportunity to gain work experience, thus facilitating their future labour market insertion;

*Amendment*

4. Supports the provision of traineeships to complement the school curriculum, giving pupils the opportunity to gain work experience, thus facilitating their future labour market insertion; ***stresses the educational function of traineeships and points out that they should not replace jobs;***

Or. de

**Amendment 33**  
**Timo Soini**

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

*Draft opinion*

5. Considers the development of internships extremely important as they are an opportunity to start working with only some previous experience and training; considers that internships are a useful means to combine education and work, ***as certain schemes show a job insertion rate of 70% following a successful internship;***

*Amendment*

5. Considers the development of internships extremely important as they are an opportunity to start working with only some previous experience and training; considers that internships are a useful means to combine education and work; ***welcomes proceedings towards internships with fair financial compensations for interns;***

Or. en

**Amendment 34**  
**Santiago Fisas Aixela**

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



*Draft opinion*

5. Considers the development of internships ***extremely important*** as they are an opportunity to start working with ***only*** some previous experience and training; considers that internships are a ***useful*** means to combine education and work, as certain schemes show a job insertion rate of 70% following a successful internship;

*Amendment*

5. Considers the development ***and provision*** of internships ***essential*** as they are an opportunity to start working with some previous experience and training ***already***; considers that internships are a ***necessary*** means to combine education and work, as certain schemes show a job insertion rate of 70% following a successful internship;

Or. es

**Amendment 35**  
**Ramona Nicole Mănescu**

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

*Draft opinion*

5. Considers the development of internships extremely important as they are an opportunity to start working with only some previous experience and training; considers that internships are a ***useful*** means to combine education and work, as certain schemes show a job insertion rate of 70% following a successful internship;

*Amendment*

5. Considers the development of internships ***with a strong link to study curricula*** extremely important as they are an opportunity to ***consolidate their skills and*** start working with only some previous experience and training; considers that internships are a ***necessary*** means to combine education and work, as certain schemes show a job insertion rate of 70% following a successful internship;

Or. en

**Amendment 36**  
**Cătălin Sorin Ivan**

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

*Draft opinion*

5. Considers the development of internships extremely important as they are an opportunity to start working with only some previous experience and training; considers that internships are a useful means to combine education and work, as certain schemes show a job insertion rate of 70% following a successful internship;

*Amendment*

5. Considers the development of internships extremely important as they are an opportunity to start working with only some previous experience and training; considers that internships are a useful means to combine education and work ***and have a largely positive impact on young people's access to employment***, as certain schemes show a job insertion rate of 70% following a successful internship;

Or. en

**Amendment 37**  
**Katarína Neved'alová**

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

*Draft opinion*

*Amendment*

***5a. Welcomes the outcome of the meeting concerning of the European Ministers Responsible for Higher Education on the Bologna Process 2020 (April 28-29, 2009) that asks for stronger partnerships between public authorities, higher education institutions, students, employers and employees as a way of better implementing lifelong learning policies;***

Or. en

**Amendment 38**  
**Milan Zver**

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

*Draft opinion*

*Amendment*

***5a. Calls upon the Member States to promote the recognition of educational achievements acquired in the framework of non-formal and informal learning so that young people can further demonstrate their education and competence, as required when seeking work on the market;***

Or. sl

**Amendment 39**  
**Malika Benarab-Attou**

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

*Draft opinion*

*Amendment*

***5a. Underlines that the educational value and the quality of internships must be ensured; in this regard, emphasises the necessity for the Commission and the Council to set up a European Quality Charter on Internships;***

Or. en

**Amendment 40**  
**Cătălin Sorin Ivan**

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

*Draft opinion*

*Amendment*

6. Considers that apprentices should be properly trained and that this on-the-job training should serve as a means to acquire competences and skills; supports strengthening the link between education

6. Considers that apprentices should be properly trained and that this on-the-job training should serve as a means to acquire competences and skills; supports strengthening the link between education

and work, and suggests that *in addition to technology and science, also foreign languages should be taught*;

and work, and suggests that *digital competences, new technologies, science and language should be given a central role in education*;

Or. en

**Amendment 41**  
**Marie-Christine Vergiat**

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

*Draft opinion*

6. Considers that apprentices should be properly trained and that this on-the-job training should serve as a means to acquire competences and skills; supports strengthening the link between education and work, and suggests that in addition to *technology and science, also* foreign languages should be taught;

*Amendment*

6. Considers that apprentices should be properly trained and that this on-the-job training, *in particular*, should serve as a means to acquire competences and skills; supports strengthening the link between education and work, and suggests that in addition to *acquiring technical and scientific knowledge, a good level of general culture should be gained and* foreign languages should be taught;

Or. fr

**Amendment 42**  
**Katarína Neved'alová**

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

*Draft opinion*

6. Considers that apprentices should be properly trained and that this on-the-job training should serve as a means to acquire competences and skills; supports strengthening the link between education and work, and suggests that in addition to technology and science, also foreign languages should be taught;

*Amendment*

6. Considers that apprentices should be properly trained and that this on-the-job training should serve as a means to acquire competences and skills; supports strengthening the link between education and work, and suggests that in addition to technology and science, also foreign languages *related with the business world*

should be taught;

Or. en

**Amendment 43**  
**Chrysoula Paliadeli**

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

*Draft opinion*

6. Considers that apprentices should be properly trained and that this on-the-job training should serve as a means to acquire competences and skills; supports strengthening the link between education and work, and suggests that in addition to technology and science, also foreign languages should be taught;

*Amendment*

6. Considers that apprentices should be properly trained and that this on-the-job training should serve as a means to acquire ***not only*** competences and skills ***but also professional awareness***; supports strengthening the link between education and work, and suggests that in addition to technology and science, also foreign languages should be taught;

Or. el

**Amendment 44**  
**Timo Soini**

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

*Draft opinion*

*Amendment*

***6a. Calls for a closer monitoring of the trainees' activities and their working agreements in order to prevent any abuses, such as those regarding the traineeship's duration;***

Or. en

**Amendment 45**  
**Chrysoula Paliadeli**

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

*Draft opinion*

*Amendment*

**6a. Stresses that the current economic recession can be put to good use as a unique opportunity for reviewing policies and strengthening programmes that facilitate access by young people to the labour market;**

Or. el

**Amendment 46**  
**Santiago Fisas Aixela**

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

*Draft opinion*

*Amendment*

**6a. Calls for greater support and prestige for vocational training;**

Or. es

**Amendment 47**  
**Santiago Fisas Aixela**

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

*Draft opinion*

*Amendment*

**6b. Suggests the creation of a statute to boost the status of trainees, especially in cultural trades such as art restoration, binding, making musical instruments, cooking, etc.;**

**Amendment 48**  
**Santiago Fisas Aixela**

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

*Draft opinion*

*Amendment*

***6c. Underlines the importance of encouraging traineeships and mobility for young people involved in schools or training for artistic activities such as the cinema, music, dance, the theatre or the circus;***

Or. es

**Amendment 49**  
**Marie-Christine Vergiat**

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

*Draft opinion*

*Amendment*

7. Recalls that the new EU 2020 strategy has a crucial role to play in improving citizens' employability; young people being ***a key factor in achieving its objectives***, considers it essential that they be provided with better education and training.

7. Recalls that the new EU 2020 strategy has a crucial role to play in improving citizens' employability; young people being ***the most significant group affected by this issue***, considers it essential that they be provided with better education and training.

Or. fr

**Amendment 50**  
**Ramona Nicole Mănescu**

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

*Draft opinion*

7. Recalls that the new EU 2020 strategy has a crucial role to play in improving citizens' employability; young people being a key factor in achieving its objectives, considers it essential that they be provided with better education and training;

*Amendment*

7. Recalls that the new EU 2020 strategy has a crucial role to play in improving citizens' employability; young people being a key factor in achieving its objectives ***and one of the most affected groups***, considers it essential that they be provided with better education and training ***and encouraged to pursue it***;

Or. en

**Amendment 51**  
**Morten Løkkegaard**

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

*Draft opinion*

7. Recalls that the new EU 2020 strategy has a crucial role to play in improving citizens' employability; young people being a key factor in achieving its objectives, considers it essential that they be provided with better education and training;

*Amendment*

7. Recalls that the new EU 2020 strategy has a crucial role to play in improving citizens' employability; young people being a key factor in achieving its objectives, considers it essential that they be provided with better education and training;  
***Underlines the need for a refocusing of the EU budget to make the budgetary priorities of the EU match the political priorities emphasised in the EU 2020 strategy***;

Or. en

**Amendment 52**  
**Cătălin Sorin Ivan**

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



*Draft opinion*

*Amendment*

***7a. Calls for the Member States to introduce affirmative action measure for young people in those areas of the labour market where they are under-represented;***

Or. en

**Amendment 53**  
**Santiago Fisas Ayxela**

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

*Draft opinion*

*Amendment*

***7a. Considers that there should be greater support for volunteer programmes in various fields, including, inter alia, the social, cultural and sporting fields.***

Or. es

**Amendment 54**  
**Malika Benarab-Attou**

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

*Draft opinion*

*Amendment*

***7a. Highlights the importance of involving young people in the setting up of education and training policies so that their needs can be better taken into account; recommends in that regard that the Commission consult representatives of national youth councils on the priorities for young people;***

Or. en

**Amendment 55**  
**Nadja Hirsch**

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

*Draft opinion*

*Amendment*

***7a. Calls on Member States to take all measures to combat the high drop-out rate among pupils, thereby enabling them to gain additional qualifications and facilitating their future labour market insertion;***

Or. de

**Amendment 56**  
**Piotr Borys**

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

*Draft opinion*

*Amendment*

***7a. Considers it extremely important to adapt the education and training system to the rapidly changing labour market and the demand for new professions; underlines the need, therefore, to carry out studies and research in this regard with a view to making the education system more effective;***

Or. pl

**Amendment 57**  
**Emma McClarkin**

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

*Draft opinion*

*Amendment*

***7a. Is extremely concerned about the increasing numbers of unemployed young people, especially in the current economic crisis. Urges member states to ensure that labour markets are as flexible as possible to ensure that those in their final stages of education or training can easily find work and move between jobs;***

Or. en

**Amendment 58  
Malika Benarab-Attou**

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

*Draft opinion*

*Amendment*

***7b. Recalls that the Member States have to include the inter-generational dimension in their policies to foster employment, so as to avoid the current competition between the recruitment of youth and seniors;***

Or. en

**Amendment 59  
Cătălin Sorin Ivan**

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

*Draft opinion*

*Amendment*

***7b. Underlines the importance of embedding digital and media literacy at all levels in education and to continue the process during internships, in order to achieve digital fluency for all citizens;***

**Amendment 60**  
**Emma McClarkin**

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

*Draft opinion*

*Amendment*

***7b. Urges Member States to provide young people with the necessary facilities to develop skills required by industry, in order to ensure a higher possibility of gaining employment at the end of education or training;***

Or. en

**Amendment 61**  
**Emma McClarkin**

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

*Draft opinion*

*Amendment*

***7c. Underlines the importance of legislation in Member States that protects young people in the labour market, such as the minimum wage in the UK, and which allows young people to enter into an independent, adult life.***

Or. en