



EUROPEAN PARLIAMENT

2009 - 2014

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*Committee on Culture and Education*

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**2010/2013(INI)**

7.4.2010

# **AMENDMENTS**

## **1 - 133**

**Draft report**  
**Maria Badia i Cutchet**  
(PE439.379v01-00)

on key competences for a changing world: implementation of the Education  
and Training 2010 work programme  
(2010/2013(INI))

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PE439.935v02-00

**EN**

*United in diversity*

**EN**

AM\_Com\_NonLegReport

**Amendment 1**  
**Maria Badia i Cutchet**

**Motion for a resolution**  
**Citation – 9 a (new)**

*Motion for a resolution*

*Amendment*

**- Having regard to the Framework for European Cooperation on Youth adopted in November 2009.**

Or. en

**Amendment 2**  
**Maria Badia i Cutchet**

**Motion for a resolution**  
**Citation – 9 b (new)**

*Motion for a resolution*

*Amendment*

**- Having regard to 'The European Development Education Consensus', a strategy framework drawn up by representatives of the EU institutions, the Member States, civil society and other stakeholders in November 2007.**

Or. en

**Amendment 3**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

*Amendment*

A. whereas quality education and training are a must **for the new EU 2020 strategy to develop the knowledge-based economy and to strengthen its social dimension,**

A. whereas quality education and training are a must **in terms of personal fulfilment of the individual, equality, fighting social exclusion and poverty, and active**

*citizenship and social cohesion,*

Or. fr

**Amendment 4**  
**Luigi Berlinguer**

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

*Motion for a resolution*

*Amendment*

*Aa. having regard to the priority need to improve the quality of education and training for all students in order to attain better results and competences, initially through new and more incisive policies to increase educational supply,*

Or. it

**Amendment 5**  
**Luigi Berlinguer**

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

*Motion for a resolution*

*Amendment*

B. whereas despite some improvement in education and training performance in the European Union the majority of the EU benchmarks set out for 2010 will not be reached,

B. whereas despite some improvement in education and training performance in the European Union the majority of the EU benchmarks set out for 2010 will not be reached, *whereas in particular skills levels remain inadequate and whereas one third of the population of Europe have very low-level educational qualifications,*

Or. it

**Amendment 6**  
**Georgios Papanikolaou**

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

*Motion for a resolution*

*Amendment*

***Ba. Whereas, ten years after the launching of the Bologna Process, the desired convergence between the Member States regarding higher education has not been achieved,***

Or. el

**Amendment 7**  
**Silvia Costa, Kinga Göncz**

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

*Motion for a resolution*

*Amendment*

C. whereas education and training policies should enable all citizens, irrespective of their age, gender and socio-economic background, to acquire, update and develop their skills and competences,

C. whereas education and training policies should enable all citizens, irrespective of their age, gender, ***health, physical, mental and psychic conditions*** and socio-economic background, to acquire, update and develop their skills and competences,

Or. en

**Amendment 8**  
**László Tóké**

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

*Motion for a resolution*

*Amendment*

C. whereas education and training policies should enable all citizens, irrespective of their age, gender and socio-economic background, to acquire, update and develop

C. whereas education and training policies should enable all citizens, irrespective of their age, gender, ***linguistic, ethnic, national, religious*** and socio-economic

their skills and competences

background, to acquire, update and develop their skills and competences

Or. en

#### **Amendment 9**

**Milan Zver**

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

#### **Recital C**

##### *Motion for a resolution*

C. whereas education and training policies should enable all citizens, irrespective of their age, gender and socio-economic background, to acquire, update and develop their skills and competences,

##### *Amendment*

C. whereas education and training policies should enable all citizens, irrespective of their age, gender and socio-economic background, to acquire, update and develop their skills and competences ***throughout their lives,***

Or. en

#### **Amendment 10**

**Milan Zver**

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

#### **Recital C a (new)**

##### *Motion for a resolution*

##### *Amendment*

***Ca. whereas education and training are key elements in the successful implementation of the Renewed social agenda for opportunities, access and solidarity; whereas the implementation of that agenda would help to create more and better jobs and give more European citizens the opportunity to achieve their potential;***

Or. sl

**Amendment 11**  
**Eva-Britt Svensson, Mary Honeyball**

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

*Motion for a resolution*

*Amendment*

***Ca. whereas a continuous effort is required to ensure that women have equal access to education at all levels and that educational choices are not predetermined by gender stereotypes,***

Or. en

**Amendment 12**  
**Maria Badia i Cutchet**

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

*Motion for a resolution*

*Amendment*

***Da. whereas the crucial challenge for education and training in Europe is the reform of education towards a learning centered holistic education system which prepares young people for being happy, active global citizens which are ready to enter the labour Market,***

Or. en

**Amendment 13**  
**Maria Badia i Cutchet**

**Motion for a resolution**  
**Recital F**

*Motion for a resolution*

*Amendment*

F. whereas the benefits of educational investment are seen only in the long-term perspective and ***are often*** set aside in the

F. whereas the benefits of educational investment are seen only in the long-term perspective and ***it is important to ensure***

policy agenda; whereas we should call for EU guidance on the quality of education and training systems, and budgetary restraint ***should not occur in this area***,

***that they are not*** set aside in the policy agenda; whereas we should call for EU guidance on the quality of education and training systems, and ***avoid*** budgetary restraint,

Or. es

**Amendment 14**  
**Luigi Berlinguer**

**Motion for a resolution**  
**Recital F**

*Motion for a resolution*

F. whereas the benefits of educational investment are seen only in the long-term perspective and are often set aside in the policy agenda; whereas we should call for EU guidance on the quality of education and training systems, and budgetary restraint should not occur in this area,

*Amendment*

F. whereas the benefits of educational investment are seen only in the long-term perspective and are often set aside in the policy agenda; whereas we should call for EU guidance on the quality of education and training systems, and budgetary restraint should not occur in this area; ***whereas the EU therefore needs to equip itself with budgetary mechanisms not tied to annual programming in the field of education and training***,

Or. it

**Amendment 15**  
**Silvia Costa**

**Motion for a resolution**  
**Recital F**

*Motion for a resolution*

F. whereas the benefits of educational investment are seen only in the long-term perspective and are often set aside in the policy agenda; whereas we should call for EU guidance on the quality of education and training systems, and budgetary

*Amendment*

F. whereas the benefits of educational investment are seen only in the long-term perspective and are often set aside in the policy agenda; whereas we should call for EU guidance on the quality of education and training systems, and budgetary restraint should not occur in this area, ***or at***



restraint should not occur in this area,

*least the resources allocated should increase and not decline,*

Or. it

**Amendment 16**  
**Georgios Papanikolaou**

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

*Motion for a resolution*

*Amendment*

*Fa. Whereas investment in education and training retraining and the updating and adaptation of the knowledge and skills of all is an essential precondition for emerging from the crisis and rising to the long-term challenges of global economic competitiveness, employment, mobilisation and social inclusion,*

Or. el

**Amendment 17**  
**Milan Zver**

**Motion for a resolution**  
**Recital G**

*Motion for a resolution*

*Amendment*

*G. whereas more than 80 % of primary school teachers and 97 % of pre-school teachers in the Union are women, while in the secondary education the equivalent figure is only 60 %,*

*deleted*

Or. sl

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

**Motion for a resolution**  
**Recital G**

*Motion for a resolution*

G. whereas more than 80% of primary school teachers and 97% of pre-school teachers in the Union are women, while in *the* secondary education the equivalent figure is only 60%,

*Amendment*

G. whereas more than 80% of primary school teachers and 97% of pre-school teachers in the Union are women, while in secondary education the equivalent figure is only 60%, ***and in higher education and research less than 40%; whereas the feminisation of a profession must not lead to its becoming devalued,***

Or. fr

**Amendment 19**  
**Marie-Christine Vergiat**

**Motion for a resolution**  
**Recital H**

*Motion for a resolution*

H. whereas the challenges faced by ***the teaching profession*** are increasing as educational environments become more complex and heterogeneous: changes in information and communication technologies (ICT), changes to social and family structures, ***increased immigration and the emergence of multicultural societies,***

*Amendment*

H. whereas the challenges faced by ***teachers*** are increasing as educational environments become more complex and heterogeneous: changes in information and communication technologies (ICT), changes to social and family structures, ***and multiculturalism,***

Or. fr

**Amendment 20**  
**Milan Zver**

**Motion for a resolution**  
**Recital H**

*Motion for a resolution*

H. whereas the challenges faced by the teaching profession are increasing as educational environments become more complex and heterogeneous: changes in information and communication technologies (ICT), changes to social **and family** structures, increased immigration and the emergence of multicultural societies,

*Amendment*

H. whereas the challenges faced by the teaching profession **and school leadership** are increasing as educational environments become more complex and heterogeneous: changes in information and communication technologies (ICT), changes to social structures, increased immigration and the emergence of multicultural societies,

Or. en

**Amendment 21**  
**Kinga Göncz, Silvia Costa**

**Motion for a resolution**  
**Recital H**

*Motion for a resolution*

H. whereas the challenges faced by the teaching profession are increasing as educational environments become more complex and heterogeneous: changes in information and communication technologies (ICT), changes to social and family structures, increased immigration and the emergence of multicultural societies,

*Amendment*

H. whereas the challenges faced by the teaching profession are increasing as educational environments become more complex and heterogeneous: changes in information and communication technologies (ICT), **financial restrictions caused by economic crisis**, changes to social and family structures, increased immigration and the emergence of multicultural societies,

Or. en

**Amendment 22**  
**Marietje Schaake**

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

*Motion for a resolution*

*Amendment*

***Ia. whereas digital competences will be of increasing importance in the evolving knowledge-based economy and labour market of the EU; whereas these competences offer opportunities for economic recovery, fostering entrepreneurship, and increased access to employment,***

Or. en

**Amendment 23  
Pál Schmitt**

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

*Motion for a resolution*

*Amendment*

***Ia. whereas sport is one of the most effective means of combating substance abuse (smoking, alcoholism and drug-taking), as school pupils and students in higher education are one of the social groups most at risk in this regard,***

Or. hu

**Amendment 24  
Pál Schmitt**

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

*Motion for a resolution*

*Amendment*

***Ib. whereas the participation of school pupils and students in sport depends primarily on the existence of appropriate background infrastructure,***

**Amendment 25**  
**Santiago Fisas Aixela**

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

*Motion for a resolution*

*Amendment*

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

**Amendment 26**  
**Marietje Schaake**

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

*Motion for a resolution*

*Amendment*

2. Notes that despite progress in recent years many European citizens are still not yet sufficiently skilled; points out that one in seven young people (18-24) leave school early (6 million drop-outs in EU 27), that one in four 15-year-olds have poor reading skills, **and** that around 77 million people (nearly one third of Europe's population aged 25-64) have no, or low, formal qualifications **and** only one quarter have high-level qualifications;

2. Notes that despite progress in recent years many European citizens are still not yet sufficiently skilled; points out that one in seven young people (18-24) leave school early (6 million drop-outs in EU 27), that one in four 15-year-olds have poor reading skills, that around 77 million people (nearly one third of Europe's population aged 25-64) have no, or low, formal qualifications, **that** only one quarter have high-level qualifications **and that too many European citizens lack ICT skills;**

**Amendment 27**  
**Luigi Berlinguer**

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

*Motion for a resolution*

2. Notes that despite progress in recent years many European citizens are still not yet sufficiently skilled; points out that one in seven young people (18-24) leave school early (6 million drop-outs in EU 27), that one in four 15-year-olds have poor reading skills, and that around 77 million people (nearly one third of Europe's population aged 25-64) have no, or low, formal qualifications and only one quarter have high-level qualifications;

*Amendment*

2. Notes that despite progress in recent years many European citizens are still not yet sufficiently skilled; points out that one in seven young people (18-24) leave school early (6 million drop-outs in EU 27), that one in four 15-year-olds have poor reading skills, and that around 77 million people (nearly one third of Europe's population aged 25-64) have no, or low, formal qualifications and only one quarter have high-level qualifications; ***stresses that very low skills levels are a persistent problem throughout the EU;***

Or. it

**Amendment 28**  
**Nadja Hirsch**

**Motion for a resolution**  
**Paragraph 2 a (new)**

*Motion for a resolution*

***2a. Calls on the Member States and the Commission to focus their attention on the illiterate, whose numbers are still too high, and to take resolute action to tackle this problem – including where adults are concerned;***

Or. de

**Amendment 29**  
**Marie-Christine Vergiat**

**Motion for a resolution**  
**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

**2a. Is concerned at the rise in the number of young people who are not fully literate at the age of 15 (21.3% in 2000, 24.1% in 2006);**

Or. fr

**Amendment 30**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

*Amendment*

3. Asks the Commission to continue the debate on ‘New Skills for New Jobs’; points out that by 2020, 16 million more jobs will need high qualifications and four million more jobs will need medium qualifications, while 12 million fewer jobs will require low qualifications; calls for this debate to involve all interested parties, including teachers, students, **business people and workers from all sectors**;

3. Asks the Commission to continue the debate on ‘New Skills for New Jobs’; points out that by 2020, 16 million more jobs will need high qualifications and four million more jobs will need medium qualifications, while 12 million fewer jobs will require low qualifications; calls for this debate to involve all interested parties, including teachers, students, **civil society stakeholders, particularly parents’ and students’ associations, and representatives of business**;

Or. fr

**Amendment 31**  
**Marietje Schaake**

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

*Motion for a resolution*

3. Asks the Commission to continue the debate on ‘New Skills for New Jobs’; points out that by 2020, 16 million more jobs will need high qualifications and four million more jobs will need medium qualifications, while 12 million fewer jobs will require low qualifications; calls for this debate to involve all interested parties, including teachers, students, business people and workers from all sectors;

*Amendment*

3. Asks the Commission to continue the debate on ‘New Skills for New Jobs’; points out that by 2020, 16 million more jobs will need high qualifications and four million more jobs will need medium qualifications, while 12 million fewer jobs will require low qualifications; ***points out that by 2015 a large majority of jobs, across all sectors, will require ICT skills;*** calls for this debate to involve all interested parties, including teachers, students, business people and workers from all sectors;

Or. en

**Amendment 32**  
**Kinga Göncz, Silvia Costa**

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

*Motion for a resolution*

3. Asks the Commission to continue the debate on ‘New Skills for New Jobs’; points out that by 2020, 16 million more jobs will need high qualifications and four million more jobs will need medium qualifications, while 12 million fewer jobs will require low qualifications; calls for this debate to involve all interested parties, including teachers, students, business people and workers from all sectors;

*Amendment*

3. Asks the Commission to continue the debate on ‘New Skills for New Jobs’; points out that by 2020, 16 million more jobs will need high qualifications and four million more jobs will need medium qualifications, while 12 million fewer jobs will require low qualifications; calls for this debate to involve all interested parties, including teachers, students, ***competent professional organizations, relevant NGOs and trade unions,*** business people and workers from all sectors;

Or. en



**Amendment 33**  
**Luigi Berlinguer**

**Motion for a resolution**  
**Paragraph 3 a (new)**

*Motion for a resolution*

*Amendment*

***3a. Considers it vital to introduce policies seeking to improve the quality of education and training for all students and stresses that, in order for European educational systems to meet the challenge of global competitiveness, it is necessary to increase the educational opportunities available, which must be of a higher level and broader scope in order to meet the pressing demands of professional sectors and the labour market;***

Or. it

**Amendment 34**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 3 a (new)**

*Motion for a resolution*

*Amendment*

***3a. Calls on the Member States to implement further the European Qualifications Framework;***

Or. sl

**Amendment 35**  
**Maria Badia i Cutchet**

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

*Motion for a resolution*

*Amendment*

4. Urges attention not only to the called

*(Does not affect English version)*

new ‘green jobs’ but also the ‘white jobs’;  
points out that by 2030 the proportion of  
those aged over 65 in relation to those aged  
15-64 will increase from 26 % in 2008 to  
38 % by 2030;

Or. es

**Amendment 36**  
**Silvia Costa, Kinga Göncz**

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

*Motion for a resolution*

4. Urges attention not only to the called  
new ‘green jobs’ but also the ‘white jobs’;  
points out that by 2030 the proportion of  
those aged over 65 in relation to those aged  
15-64 will increase from 26 % in 2008 to  
38 % by 2030;

*Amendment*

4. Urges attention not only to the called  
new ‘green jobs’ but also the ‘white jobs’;  
points out that by 2030 the proportion of  
those aged over 65 in relation to those aged  
15-64 will increase from 26 % in 2008 to  
38 % by 2030;

***There will therefore be an increasing  
need for shared policies on active ageing,  
with particular reference to measures to  
promote literacy and refresh and update  
key skills in the field of ICT in order to  
overcome the digital divide, which is a  
growing factor in the social exclusion of  
the elderly;***

Or. it

**Amendment 37**  
**Emma McClarkin**

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

*Motion for a resolution*

4. Urges attention not only to the ***called***

*Amendment*

4. Urges attention not only to the ***so-called***

new 'green jobs' but also the 'white jobs'; points out that by 2030 the proportion of those aged over 65 in relation to those aged 15-64 will increase from 26% in 2008 to 38% by 2030;

new 'green jobs' but also the 'white jobs'; points out that by 2030 the proportion of those aged over 65 in relation to those aged 15-64 will increase from 26% in 2008 to 38% by 2030;

Or. en

**Amendment 38**  
**Eva-Britt Svensson, Mary Honeyball**

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

*Motion for a resolution*

*Amendment*

***4a. Notes that the Commission Communication on EU 2020 underlines that the "employment rate of women is particularly low" (only 63% of women are in work compared to 76% of men) and that "policies to promote gender equality will be needed to increase labour force participation"; consequently education and training policy needs to be targeted to close this gap in the labour market, thereby contributing to the achievement of sustainable growth and social cohesion;***

Or. en

**Amendment 39**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

*Amendment*

***4a. stresses the importance of a non-gender-based education from the youngest possible age;***

Or. fr

**Amendment 40**  
**Silvia Costa**

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

*Motion for a resolution*

5. Calls for special attention to the need to facilitate the integration of people with disabilities, irrespective of their age, in education and training;

*Amendment*

5. Calls for special attention to the need to facilitate the integration of people with disabilities, irrespective of their age, in education and training; ***with particular reference to the genuine integration of disabled children from an early age into educational establishments;***

Or. it

**Amendment 41**  
**Malika Benarab-Attou**

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

*Motion for a resolution*

5. Calls for special attention to the need to facilitate the integration of people with disabilities, irrespective of their age, in education and training;

*Amendment*

5. Calls for special attention to the need to facilitate the integration of people with disabilities, irrespective of their age, in education and training; ***underlines the need for proper investments and for a long term strategy to remove any threshold for that matter;***

Or. en

**Amendment 42**  
**Maria Badia i Cutchet**

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

*Motion for a resolution*

*Amendment*

**5a. Believes that all education should foster the acquisition of democratic competences by supporting student councils and allowing students to take co-responsibility for the education. In this regard, it also calls for a thorough debate in European society about the function and role of education and suggests that the European Citizens Agora could be the space for such a debate;**

Or. en

**Amendment 43**

**Malika Benarab-Attou**

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

*Motion for a resolution*

*Amendment*

**5a. Strongly encourages Member States to implement an effective policy framework to combat against discrimination on any ground in the field of education and to bridge the existing gaps in national and European equality law;**

Or. en

**Amendment 44**

**Cătălin Sorin Ivan**

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

*Motion for a resolution*

*Amendment*

**5a. Calls on the European Commission, Member States and employers, in close cooperation with education and training**

*providers, to encourage skills upgrading for people from disadvantaged background;*

Or. en

**Amendment 45**  
**Maria Badia i Cutchet**

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

*Motion for a resolution*

*Amendment*

*5b. Recognises that globalisation has profoundly changed Europe's societies and recommends to include Global/Development Education within all education to enable citizens to deal with the threats and opportunities of a changing world;*

Or. en

**Amendment 46**  
**Petra Kammerevert**

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

*Motion for a resolution*

*Amendment*

6. Considers it essential to *set up digital and media literacy* at all levels in education and training;

6. Considers it essential to *teach everyone*, at all levels in education and training, *to apply expertise and critical discernment in equal measure when using modern forms of communication and media content*;

Or. de

**Amendment 47**  
**Marietje Schaake**

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

*Motion for a resolution*

6. Considers it essential to set up digital and media literacy at all levels in education and training;

*Amendment*

6. Considers it essential to set up digital and media literacy at all levels in education and training; ***Underlines the urgent need of improving the e-skills of all European citizens; Points out that training and education in ICT, both at national and EU level, are a necessity, given the increasing importance of these skills in the evolving labour market;***

Or. en

**Amendment 48**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

6. Considers it essential to set up digital and media literacy at all levels in education and training;

*Amendment*

6. Considers it essential to set up digital and media literacy ***and to provide an introduction to new technologies*** at all levels in education and training;

Or. fr

**Amendment 49**  
**Milan Zver**

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

*Motion for a resolution*

*Amendment*

***6a. Highlights the importance of sufficient and high-quality support to***

*teachers' competences development and to introducing new ways of organising learning in attractive school environments;*

Or. en

**Amendment 50**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

7. Underlines the importance of sport in education and training and the need to give **it** particular consideration not only throughout pre-primary, primary and secondary education but through the whole life cycle;

*Amendment*

7. Underlines the importance of **providing education in art, culture and** sport in education and training and the need to give **them** particular consideration not only throughout pre-primary, primary and secondary education but through the whole life cycle;

Or. fr

**Amendment 51**  
**Marie-Thérèse Sanchez-Schmid**

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

*Motion for a resolution*

*Amendment*

**7a. Takes the view that artistic and cultural education form an integral part of education and training policy, and that they offer a means of building on non-academic aptitudes, thus fostering both individual fulfilment, including that of failing students, and the acquisition of basic skills, while at the same time passing on genuine cultural knowledge;**

Or. fr



**Amendment 52**  
**Malika Benarab-Attou**

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

*Motion for a resolution*

*Amendment*

***7a. Believes that all education should foster the acquisition of democratic competences by supporting student councils and allowing students to take co-responsibility for the education as enshrined in a Charter on Students Rights;***

Or. en

**Amendment 53**  
**Pál Schmitt**

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

*Motion for a resolution*

*Amendment*

***7a. Calls on the Member States to ensure there are sufficient funds for investment in sport for educational institutions and to increase the cooperation of the public and private spheres in this area;***

Or. hu

**Amendment 54**  
**Cătălin Sorin Ivan**

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

*Motion for a resolution*

*Amendment*

**7a. Calls on the Member States to ensure sufficient investment in education in order to guarantee accessibility to the labour market for all categories;**

Or. en

**Amendment 55**  
**Chrysoula Paliadeli**

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

*Motion for a resolution*

*Amendment*

**7a. Stresses the importance of using History and Language as vehicles for the achievement of European social and cultural integration;**

Or. en

**Amendment 56**  
**Chrysoula Paliadeli**

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

*Motion for a resolution*

*Amendment*

**7b. Underlines the contribution of education in developing not only vocational or technical abilities, but also environmental awareness, social consciousness and cultural sensitivity;**

Or. en

**Amendment 57**  
**Kinga Göncz, Silvia Costa**

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

*Motion for a resolution*

8. Draws attention to the importance of high-quality early childhood education for the early acquisition of key competences and in particular for supporting children from disadvantaged backgrounds and with special (learning) needs;

*Amendment*

8. Draws attention to the importance of high-quality early childhood education for the early acquisition of key competences and in particular for supporting children from disadvantaged backgrounds and with special (learning) needs ***in order to fight against future poverty and social exclusion;***

Or. en

**Amendment 58**  
**Nadja Hirsch**

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

*Motion for a resolution*

8. Draws attention to the importance of high-quality early childhood education for the early acquisition of key competences and in particular for supporting children from disadvantaged backgrounds and with special (learning) needs;

*Amendment*

8. Draws attention to the importance of high-quality early childhood education for the early acquisition of key competences, ***including a child's ability to communicate both in his or her mother tongue and in the language of the host country concerned,*** and in particular for supporting children from disadvantaged backgrounds and with special (learning) needs;

Or. de

**Amendment 59**  
**Milan Zver**

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

*Motion for a resolution*

*Amendment*

**8a. Draws attention to the importance of promoting a reading culture from pre-school onwards, and to the importance of access to reading material already at the pre-school age;**

Or. sl

**Amendment 60**

**László Tóké**

**Motion for a resolution**

**Paragraph 8 a (new)**

*Motion for a resolution*

*Amendment*

**8a. Draws attention to the importance of education in mother tongue especially in case of traditional minorities;**

Or. en

**Amendment 61**

**Marie-Christine Vergiat**

**Motion for a resolution**

**Paragraph 9**

*Motion for a resolution*

*Amendment*

**9. Points out that mobility will not become a reality for people without a second language:** for this reason calls on the Member States to introduce the learning of a second language at **this** early stage;

**9. Stresses the importance of multilingualism for mobility:** for this reason calls on the Member States to introduce the learning of a second language at **an** early stage;

Or. fr

**Amendment 62**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

*Amendment*

**9a. Stresses that it is essential to put in place educational support measures for children of immigrants in order to facilitate their adjustment to the educational and social environment of the host country;**

Or. fr

**Amendment 63**  
**Oriol Junqueras Vies**

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

*Motion for a resolution*

*Amendment*

11. Draws attention to the Barcelona targets that aimed at providing **childcare** by 2010 for at least 90 % of children between three years old and the mandatory school age and for at least 33 % of children under three years of age;

11. Draws attention to the Barcelona targets that aimed at providing **educational care** by 2010 for at least 90 % of children between three years old and the mandatory school age and for at least 33 % of children under three years of age;

Or. es

**Amendment 64**  
**Milan Zver**

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

*Motion for a resolution*

*Amendment*

11. Draws attention to the Barcelona targets that aimed at providing childcare by 2010 for at least 90 % of children between

11. Draws attention to the Barcelona targets that aimed at providing childcare by 2010 for at least 90 % of children between

three years old and the mandatory school age and for at least 33 % of children under three years of age;

three years old and the mandatory school age and for at least 33 % of children under three years of age ***and making childcare affordable for as many people as possible;***

Or. sl

**Amendment 65**  
**Silvia Costa, Kinga Göncz**

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

*Motion for a resolution*

12. Underlines the need to continue to develop and confirm language acquisition at primary and secondary school;

*Amendment*

12. Underlines the need to continue to develop and confirm language acquisition at primary and secondary school; ***with particular reference to immigrant children;***

Or. it

**Amendment 66**  
**László Tóké**

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

*Motion for a resolution*

12. Underlines the need to continue to develop and confirm language acquisition at primary and secondary school;

*Amendment*

12. Underlines the need to continue to develop and confirm language acquisition at primary and secondary school ***and the importance to be taught in their mother tongue in the case of traditional minorities;***

Or. en

**Amendment 67**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

*Amendment*

***12a. Supports the idea of an educational approach that allows more regular consultation of, and greater participation by, students in the management of the educational process, active participation by students' parents in the educational community and the development of a confidence-based relationship between students and teachers, serving to stimulate the spirit of initiative and the acquisition of social and civic skills that are essential to active citizenship;***

Or. fr

**Amendment 68**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

*Amendment*

13. Supports the idea that children acquire ICT skills at an early age ***under proper supervision;***

13. Supports the idea that children acquire ICT skills at an early age; ***considers it essential to make children aware of the issues of protection of privacy and personal data and compliance with the rules of copyright;***

Or. fr

**Amendment 69**  
**Petra Kammerevert**

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

*Motion for a resolution*

13. Supports the idea that children **acquire ICT skills** at an early age under proper supervision;

*Amendment*

13. Supports the idea that children, at an early age under proper supervision, **acquire skills enabling them to handle media content and in particular the Internet with a sense of responsibility and critical discernment**;

Or. de

**Amendment 70**  
**Georgios Papanikolaou**

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

*Motion for a resolution*

13. Supports the idea that children acquire ICT skills at an early age under proper supervision

*Amendment*

13. Supports the idea that children acquire ICT skills at an early age under proper supervision **and stresses the importance of incorporating new technologies into the syllabus as a necessary learning tool in a modern educational system**;

Or. el

**Amendment 71**  
**Silvia Costa**

**Motion for a resolution**  
**Paragraph 14**

*Motion for a resolution*

14. Considers that the progress made in adapting school curricula to key competences is a positive step, but it is

*Amendment*

14. Considers that the progress made in adapting school curricula to key competences is a positive step, but it is



vital to make further efforts to support the acquisition of key competences for those at risk of educational under-achievement and social exclusion;

vital to make further efforts, *notably through the recognition and certification of skills acquired in non-formal and informal education*, to support the acquisition of key competences for those at risk of educational under-achievement and social exclusion;

Or. it

**Amendment 72**  
**Santiago Fisas Aixela**

**Motion for a resolution**  
**Paragraph 14 a (new)**

*Motion for a resolution*

*Amendment*

*14a. Calls for action to promote physical and sporting activity in schools and the creation of and participation in school championships, which will improve health, foster integration and help develop values that will contribute to the creation of positive patterns of behaviour;*

Or. es

**Amendment 73**  
**Georgios Papanikolaou**

**Motion for a resolution**  
**Paragraph 14 a (new)**

*Motion for a resolution*

*Amendment*

*14a. Advocates education and training for children from migrant families, stressing the major contribution of education to the successful integration of migrants into European society;*

Or. el

**Amendment 74**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

15. Calls for an encompassing strategy for key competence acquisition from school curriculum adaptation to support of the **professional** development of teachers and **trainers**;

*Amendment*

15. Calls for an encompassing strategy for key competence acquisition from school curriculum adaptation to support of the development **and continuing training** of teachers and **all members of the educational community**;

Or. fr

**Amendment 75**  
**Milan Zver**

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

*Motion for a resolution*

15. Calls for an encompassing strategy for key competence acquisition from school curriculum adaptation to support of the professional development of teachers **and** trainers;

*Amendment*

15. Calls for an encompassing strategy for key competence acquisition from school curriculum adaptation to support of the professional development of teachers, trainers **and school administrators and training in effective management for school and nursery school administrators**;

Or. sl

**Amendment 76**  
**Ramona Nicole Mănescu**

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

*Motion for a resolution*

15. Calls for an encompassing strategy for key competence acquisition from school

*Amendment*

15. Calls for an encompassing strategy for key competence acquisition from school

curriculum adaptation to support of the professional development of teachers and trainers;

curriculum adaptation to support of the professional development of teachers and trainers; *incentives should be provided for teachers in order for them to improve their teaching and to focus on professional development;*

Or. en

**Amendment 77**  
**Nadja Hirsch**

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

*Motion for a resolution*

*Amendment*

*15a. Calls on the Member States to introduce new subject combinations and materials in schools providing general education so as to enable young people with one of the most frequent learning disorders – dyslexia – to complete their studies successfully, notwithstanding their learning disability;*

Or. de

**Amendment 78**  
**Kinga Göncz, Silvia Costa**

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

*Motion for a resolution*

*Amendment*

*15a. Calls for the importance of integrated education in order to prevent social prejudices and discrimination and thus contribute to European social solidarity;*

Or. en

**Amendment 79**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

16. Calls for enhanced mobility between higher education institutions, the **business world** and vocational education and training (e.g. students, teachers, employees, trainers) to **promote the acquisition of competences such as entrepreneurship and creativity, which are increasingly needed on** the labour market;

*Amendment*

16. Calls for enhanced mobility between higher education institutions, the **economic and social sector** and vocational education and training (e.g. students, teachers, employees, trainers) **in order to give more prominence to entrepreneurship in all its forms and to** creativity, **and to promote the acquisition of the skills that are needed for the development of the** labour market;

Or. fr

**Amendment 80**  
**Maria Badia i Cutchet**

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

*Motion for a resolution*

16. Calls for enhanced **mobility** between higher education institutions, the business world and vocational education and training (e.g. students, teachers, employees, trainers) to promote the acquisition of competences such as entrepreneurship and creativity, which are increasingly needed on the labour market;

*Amendment*

16. Calls for enhanced **flexible learning pathways** between higher education institutions, the business world and vocational education and training (e.g. students, teachers, employees, trainers) to promote the acquisition of competences such as entrepreneurship and creativity, which are increasingly needed on the labour market;

Or. en

**Amendment 81**  
**Malika Benarab-Attou**

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

*Motion for a resolution*

16. Calls for enhanced mobility between higher education institutions, the business world and vocational education and training (e.g. students, teachers, employees, trainers) to promote the acquisition of competences such as entrepreneurship and creativity, which are increasingly needed on the labour market;

*Amendment*

16. Calls for enhanced mobility between higher education institutions, the business world and vocational education and training (e.g. students, teachers, employees, trainers) to promote ***student centered learning and*** the acquisition of competences such as entrepreneurship, ***intercultural understanding, critical thinking*** and creativity, which are increasingly needed on the labour market. ***To this aim existing obstacles within the EU should be urgently addressed, with a special focus on the obstacles related to financial and recognition barriers, so as to enhance the quality of mobility experiences for all students;***

Or. en

**Amendment 82**  
**Chrysoula Paliadeli**

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

*Motion for a resolution*

16. Calls for enhanced mobility between higher education institutions, the business world and vocational education and training (e.g. students, teachers, employees, trainers) to promote the acquisition of competences such as entrepreneurship and creativity, which are increasingly needed on the labour market;

*Amendment*

16. Calls for enhanced mobility between higher education institutions, the business world and vocational education and training (e.g. students, teachers, employees, trainers) to promote the acquisition of competences such as entrepreneurship and creativity, which are increasingly needed on the labour market; ***supports the higher education quality assurance as a means to reinforce mobility for academic and research purposes and as a precondition***

*for equal job opportunities for the EU citizens;*

Or. en

**Amendment 83**  
**Oriol Junqueras Vies**

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

*Motion for a resolution*

16. Calls for enhanced mobility between higher education institutions, the business world and vocational education and training (e.g. students, teachers, employees, trainers) to ***promote the acquisition of competences such as entrepreneurship and creativity***, which are increasingly needed on the labour market;

*Amendment*

16. Calls for enhanced mobility between higher education institutions, the business world and vocational education and training (e.g. students, teachers, employees, trainers) ***with a view to the development of people who are creative and enterprising, qualities*** which are increasingly needed on the labour market;

Or. es

**Amendment 84**  
**Ramona Nicole Mănescu**

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

*Motion for a resolution*

16. Calls for enhanced mobility between higher education institutions, the business world and vocational education and training (e.g. students, teachers, employees, trainers) to promote the acquisition of competences such as entrepreneurship and creativity, which are increasingly needed on the labour market;

*Amendment*

Calls for enhanced mobility between higher education institutions, the business world and vocational education and training (e.g. students, teachers, employees, trainers) to promote the acquisition of competences such as entrepreneurship and creativity, which are increasingly needed on the labour market, ***whilst maintaining a clear link with the school curricula;***

Or. en

**Amendment 85**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

*Amendment*

***16a. Stresses the importance of providing all young people with a solid grounding in the basic skills that are essential to promoting lifelong mobility and enabling them to deal with developments in the employment market and the emergence of new economic and social needs;***

Or. fr

**Amendment 86**  
**Santiago Fisas Aixela**

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

*Motion for a resolution*

*Amendment*

***16a. Calls for research programmes to be promoted in order to strengthen the 'knowledge triangle' that is crucial for boosting growth and employment in the European Union;***

Or. es

**Amendment 87**  
**Cătălin Sorin Ivan**

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

*Motion for a resolution*

*Amendment*

**16a. Calls on the Member states to modernize the agenda of higher education and, in particular, to coordinate curricula with the demands of the labour market;**

Or. en

**Amendment 88**

**Milan Zver**

**Motion for a resolution**

**Paragraph 16 a (new)**

*Motion for a resolution*

*Amendment*

**16a. Calls on higher education institutions to modernise their courses and, in general, to accelerate the Bologna Process;**

Or. sl

**Amendment 89**

**Nadja Hirsch**

**Motion for a resolution**

**Paragraph 17**

*Motion for a resolution*

*Amendment*

17. Considers that higher education institutions should become more open to and prepared for non-traditional learners and disadvantaged groups;

17. Considers that higher education institutions should become more open to and prepared for non-traditional learners and disadvantaged groups **and that one of the most useful means to that end would be well-funded grant systems whereby young people from poor families could be encouraged to embark on a course of study;**

Or. de



**Amendment 90**  
**Malika Benarab-Attou**

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

*Motion for a resolution*

17. Considers that higher education institutions should become more open to and prepared for non-traditional learners and disadvantaged groups;

*Amendment*

17. Considers that higher education institutions should become more open to and prepared for non-traditional learners and disadvantaged groups, ***that specific policies should be implemented by Member States in order to ensure the fundamental right to education to everyone, including young people with less financial opportunities. A composite benchmark for equity in higher education should be explored in the future, as part of the Education and Training strategic framework;***

Or. en

**Amendment 91**  
**Oriol Junqueras Vies**

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

*Motion for a resolution*

17. Considers that higher education institutions should become more open to and prepared for non-traditional learners and disadvantaged groups;

*Amendment*

17. Considers that higher education institutions should become more open to and prepared for non-traditional learners and disadvantaged groups ***and the suitable integration of part- or full-time teachers with links to the business world and science journalism;***

Or. es

**Amendment 92**  
**Silvia Costa, Kinga Göncz**

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

*Motion for a resolution*

17. Considers that higher education institutions should become more open to and prepared for non-traditional learners and disadvantaged groups;

*Amendment*

17. Considers that higher education institutions should become more open to and prepared for non-traditional learners, ***students with special needs*** and disadvantaged groups;

Or. en

**Amendment 93**  
**Milan Zver**

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

*Motion for a resolution*

17. Considers that higher education institutions should become more open to and prepared for non-traditional learners and disadvantaged groups;

*Amendment*

17. Considers that higher education institutions should become more open to and prepared ***for all learners, in particular*** non-traditional learners and disadvantaged groups;

Or. en

**Amendment 94**  
**Eva-Britt Svensson, Mary Honeyball**

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

*Motion for a resolution*

*Amendment*

***17a. Recalls in this context the Council Conclusions<sup>1</sup> of May 2007 on the indicators developed for the follow-up of***

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<sup>1</sup> Council Document 9152/07

*the Beijing Platform for Action in the areas of education and training of women, in particular higher education and research; regrets, however, that these indicators are not entirely taken into account in the monitoring of the implementation of the Education and Training 2010 work-programme; encourages in this respect their use as a tool for monitoring progress towards gender equality in education and training;*

Or. en

**Amendment 95**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

*Amendment*

*17a. Is surprised that the Commission communication notes the development of competition between establishments, including in the context of public funding, without drawing any conclusions, and therefore wishes to call on the Member States to be vigilant in this area;*

Or. fr

**Amendment 96**  
**László Tóké**

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

*Motion for a resolution*

*Amendment*

*17a. Considers that higher education institutions should become more diverse, the complementary character of the state, private and denominational institutions*

*should be respected and sustained;*

Or. en

**Amendment 97**  
**Maria Badia i Cutchet**

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

*Motion for a resolution*

*Amendment*

***17a. Considers Non-Formal Education as an educational field complementary to formal education and recommends that it should be treated as such in educational policy making ET2020;***

Or. en

**Amendment 98**  
**Milan Zver**

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

*Motion for a resolution*

*Amendment*

***17a. Calls for increased, more effective and wider-ranging investment in higher education;***

Or. sl

**Amendment 99**  
**Eva-Britt Svensson, Mary Honeyball**

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

*Motion for a resolution*

*Amendment*

***17b. Notes that while progress has been made regarding women's access to higher education, women are still under-represented in the disciplines of mathematics, sciences and technology (only 32% of graduates are female, and 68% are male); points out that reducing gender imbalances in these fields would contribute to a decrease in the skills shortages experienced by the EU in those sectors;***

Or. en

**Amendment 100**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

*Amendment*

***17b. Is surprised that the only possibility for new funding is recourse to university-business partnerships, and recalls the importance of public funding for universities;***

Or. fr

**Amendment 101**  
**Marie-Christine Vergiat**

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

*Motion for a resolution*

*Amendment*

18. Calls on the Member States to encourage ***partnerships*** (at international, national, regional and local level) between

18. Calls on the Member States to encourage ***dialogue and cooperation*** (at international, national, regional and local

higher education institutions and *the business world*;

level) between higher education institutions and *other stakeholders in society*;

Or. fr

**Amendment 102**  
**Malika Benarab-Attou**

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

*Motion for a resolution*

18. Calls on the Member States to encourage partnerships (at international, national, regional and local level) between higher education institutions *and* the business world;

*Amendment*

18. Calls on the Member States to encourage partnerships (at international, national, regional and local level) between higher education institutions, the business world *and civil society*;

Or. en

**Amendment 103**  
**Milan Zver**

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

*Motion for a resolution*

18. Calls on the Member States to encourage partnerships (at international, national, regional and local level) between higher education institutions and the business world;

*Amendment*

18. Calls on the Member States to encourage partnerships (at international, national, regional and local level) between higher education institutions and the business world *and financial investment by the business world in higher education*;

Or. sl

**Amendment 104**  
**Silvia Costa**

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

*Motion for a resolution*

18. Calls on the Member States to encourage partnerships (at international, national, regional and local level) between higher education institutions and the business world;

*Amendment*

18. Calls on the Member States to encourage partnerships (at international, national, regional and local level) between higher education institutions, **universities, research centres** and the business world;

Or. it

**Amendment 105**  
**Marek Henryk Migalski**

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

*Motion for a resolution*

*Amendment*

**18a. Calls on the Member States to promote free higher education as a means of promoting education among the less prosperous sectors of society;**

Or. pl

**Amendment 106**  
**László Tóké**

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

*Motion for a resolution*

*Amendment*

**18a. Calls on the Member States to support by legislative, administrative and financial means education in their mother tongue in case of traditional minorities;**

Or. en

**Amendment 107**  
**Oriol Junqueras Vies**

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

*Motion for a resolution*

19. Insists that high-quality vocational education and training is fundamental to the supply of new professionals and essential for the ‘new skills for new jobs’ action, giving particular attention to expanding work-based learning and apprenticeships;

*Amendment*

19. Insists that high-quality vocational education and training is fundamental to the supply of new professionals and essential for the ‘new skills for new jobs’ action, giving particular attention to expanding work-based learning and apprenticeships; ***further considers it important to promote study periods and traineeships for vocational training students in other European Union countries, along the same lines as the Erasmus programme for university students;***

Or. es

**Amendment 108**  
**Silvia Costa**

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

*Motion for a resolution*

19. Insists that high-quality vocational education and training is fundamental to the supply of new professionals and essential for the ‘new skills for new jobs’ action, giving particular attention to expanding work-based learning and apprenticeships;

*Amendment*

19. Insists that high-quality vocational education and training is fundamental to the supply of new professionals and essential for the ‘new skills for new jobs’ action, giving particular attention to expanding work-based learning and apprenticeships, ***including for young graduates on the basis of agreements between universities and businesses;***

Or. it



**Amendment 109**  
**Malika Benarab-Attou**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

***19a. Calls on Member States to allocate the necessary resources for the higher education sector, so as to make it responsive to global challenges, as a major tool for economic and social recovery following the recent downturn;***

Or. en

**Amendment 110**  
**Milan Zver**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

***19a. Stresses the need to further modernise vocational training programmes, taking into account the key competences, in order, on the one hand, to improve their quality and make them more attractive to young people while, on the other hand, making them more appropriate to the developing needs of the labour market;***

Or. sl

**Amendment 111**  
**Santiago Fisas Ayxela**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

***19a. Calls for more support and prestige to be attached to vocational training;***

Or. es

**Amendment 112**

**Silvia Costa**

**Motion for a resolution**

**Paragraph 20**

*Motion for a resolution*

*Amendment*

20. Considers that vocational training programmes should improve the transversal key competences;

20. Considers that vocational training programmes should improve the transversal key competences, ***including those relating to the environment and legality;***

Or. it

**Amendment 113**

**Silvia Costa, Kinga Göncz**

**Motion for a resolution**

**Paragraph 20 a (new)**

*Motion for a resolution*

*Amendment*

***20a. Stresses the need to adopt, on the basis of existing good practice, a model for the recognition of educational credits relating to citizenship skills for young people taking part in volunteer and community service work promoted by non-profit making associations or in the context of development cooperation;***

Or. it

**Amendment 114**  
**Milan Zver**

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

*Motion for a resolution*

*Amendment*

***20a. Calls for improved transition between secondary vocational education and training and higher education, which ensures higher qualifications;***

Or. sl

**Amendment 115**  
**Silvia Costa, Kinga Göncz**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

*Amendment*

21. Stresses the lifelong learning dimension of the Recommendation on Key Competences and insists that to reach its full implementation more progress is needed in the fields of vocational education and training and in adult learning;

21. Stresses the lifelong learning dimension of the Recommendation on Key Competences and insists that to reach its full implementation more progress is needed in the fields of vocational education and training and in adult learning, ***including through the legal recognition of a universal right to lifelong education;***

Or. it

**Amendment 116**  
**Georgios Papanikolaou**

**Motion for a resolution**  
**Paragraph 21 a (new)**

*Motion for a resolution*

*Amendment*

***21a. Stresses the importance of exchanges of information and of good and successful practice between Member States in the***

*field of vocational education and training;*

Or. el

**Amendment 117**  
**Oriol Junqueras Vies**

**Motion for a resolution**  
**Paragraph 22**

*Motion for a resolution*

22. Calls for quick action to tackle the growing number of people with low levels of reading literacy;

*Amendment*

22. Calls for quick action to tackle the growing number of people with low levels of reading literacy, *providing particular support for local authorities, since they are most easily accessible to the public;*

Or. es

**Amendment 118**  
**Marie-Christine Vergiat**

**Motion for a resolution**  
**Paragraph 22**

*Motion for a resolution*

22. Calls for quick action to tackle the growing number of people with low levels of reading literacy;

*Amendment*

*Does not affect the English version.*

Or. fr

**Amendment 119**  
**Emma McClarkin**

**Motion for a resolution**  
**Paragraph 22 a (new)**

*Motion for a resolution*

*Amendment*

***22a. 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 young people can easily find work and move between jobs;***

Or. en

**Amendment 120**

**Milan Zver**

**Motion for a resolution**

**Paragraph 22 a (new)**

*Motion for a resolution*

*Amendment*

***22a. Stresses the need for improved inclusion of education providers in the development of overarching national qualifications frameworks, and for greater recognition of prior education, including that acquired on an informal or ad hoc basis;***

Or. sl

**Amendment 121**

**Maria Badia i Cutchet**

**Motion for a resolution**

**Paragraph 23**

*Motion for a resolution*

*Amendment*

23. Notes that the objectives set in respect of four of the five benchmarks adopted in 2003 will not be reached; calls upon the Commission, the Members States, the regional and local authorities and other

23. Notes that the objectives set in respect of four of the five benchmarks adopted in 2003 will not be reached; calls upon the Commission, the Members States, the regional and local authorities and other

actors to examine the causes and take appropriate action to reverse the situation;

actor to examine the causes and take appropriate action to reverse the situation;  
***and calls upon the Member States to not see Education policy at European level as a threat to national autonomy but a joint commitment to a Life Long Learning society;***

Or. en

**Amendment 122**  
**Marie-Christine Vergiat**

**Motion for a resolution**  
**Paragraph 23 a (new)**

*Motion for a resolution*

*Amendment*

***23a. Stresses the need to think about the measures to be implemented in order to meet the target of at least 40% of people between 30 and 34 going to university, bearing in mind inter alia the wide variety of situations in the Member States as regards this objective;***

Or. fr

**Amendment 123**  
**Emma McClarkin**

**Motion for a resolution**  
**Paragraph 23 a (new)**

*Motion for a resolution*

*Amendment*

***23a. Stresses the importance of an ongoing structured dialogue and consultation between those in their final stages of education and training, higher education institutions and business;***

Or. en

**Amendment 124**  
**Pál Schmitt**

**Motion for a resolution**  
**Paragraph 24**

*Motion for a resolution*

24. Supports the objective to raise adult participation in lifelong learning from 12.5 % to 15 % by 2020, and calls for appropriate action;

*Amendment*

24. Supports the objective to raise adult participation in lifelong learning from 12.5 % to 15 % by 2020, and calls for appropriate action; ***to this end, calls on universities to facilitate wider access to studying, diversify and broaden the student base and amend study programmes to make them attractive to adults returning to study;***

Or. hu

**Amendment 125**  
**Georgios Papanikolaou**

**Motion for a resolution**  
**Paragraph 24**

*Motion for a resolution*

24. Supports the objective to raise adult participation in lifelong learning from 12.5 % to 15 % by 2020, and calls for appropriate action;

*Amendment*

24. Supports the objective to raise adult participation in lifelong learning from 12.5 % to 15 % by 2020, and calls for appropriate action; ***calls on the Commission and Member States to take even more decisive action to support and disseminate life-long learning institutions such as ‘Second Chance Schools’ and ‘Schools for Parents’;***

Or. el

**Amendment 126**  
**Eva-Britt Svensson, Mary Honeyball**

**Motion for a resolution**  
**Paragraph 24**

*Motion for a resolution*

24. Supports the objective to raise adult participation in lifelong learning from 12.5% to 15% by 2020, and calls for appropriate action;

*Amendment*

24. Supports the objective to raise adult participation in lifelong learning from 12.5% to 15% by 2020, and calls for appropriate action; ***calls for the gender perspective to be taken into account, and promoted, in the implementation of lifelong learning strategies;***

Or. en

**Amendment 127**  
**Piotr Borys**

**Motion for a resolution**  
**Paragraph 24 a (new)**

*Motion for a resolution*

***24a. Draws attention to the fact that universities of the third age play an essential role in life-long learning;***

*Amendment*

Or. pl

**Amendment 128**  
**Silvia Costa**

**Motion for a resolution**  
**Paragraph 25**

*Motion for a resolution*

25. Notes that one of the main obstacles faced by adults wanting to participate in education and training is the lack of supporting facilities for their families; therefore encourages the Member States to

*Amendment*

25. Notes that one of the main obstacles faced by adults wanting to participate in education and training is the lack of supporting facilities for their families; therefore encourages the Member States to



create supporting measures, as a means of ensuring that all students and workers with family responsibilities (e.g. childcare, or other dependants) have the opportunity to update and/or increase their skills and competences;

create supporting measures, as a means of ensuring that all students and workers with family responsibilities (e.g. childcare, or other dependants) have the opportunity to update and/or increase their skills and competences, ***on the basis of good practice developed in this field under European Social Fund programming, involving service and reconciliation vouchers;***

Or. it

**Amendment 129**  
**Marietje Schaake**

**Motion for a resolution**  
**Paragraph 25**

*Motion for a resolution*

25. Notes that one of the main obstacles faced by adults wanting to participate in education and training is the lack of supporting facilities for their families; therefore encourages the Member States to create supporting measures, as a means of ensuring that all students and workers with family responsibilities (e.g. childcare, or other dependants) have the opportunity to update and/or increase their skills and competences;

*Amendment*

25. Notes that one of the main obstacles faced by adults wanting to participate in education and training is the lack of supporting facilities for their families; therefore encourages the Member States to create supporting measures, as a means of ensuring that all students and workers with family responsibilities (e.g. childcare, or other dependants) have the opportunity to update and/or increase their skills and competences; ***the opportunities of e-learning in particular should be explored as these allow for greater flexibility in combining education, work and care;***

Or. en

**Amendment 130**  
**Eva-Britt Svensson, Mary Honeyball**

**Motion for a resolution**  
**Paragraph 25 a (new)**

*Motion for a resolution*

*Amendment*

***25a. Encourages the European Institute for Gender Equality to take steps with a view to improving the collection and analysis of comparable data on gender equality in the field of education and training, and ensure that statistics on the relevant indicators relating to the Beijing Platform for Action are made readily available and are regularly updated;***

Or. en

**Amendment 131**  
**Marie-Christine Vergiat**

**Motion for a resolution**  
**Paragraph 25 a (new)**

*Motion for a resolution*

*Amendment*

***25a. Recommends to educational and training establishments that they seek to publicise more widely their programmes that are open to adults and to simplify the administrative procedures for gaining access to these programmes;***

Or. fr

**Amendment 132**  
**Malika Benarab-Attou**

**Motion for a resolution**  
**Paragraph 26 a (new)**

*Motion for a resolution*

*Amendment*

***26a. Calls upon the European Commission to take stakeholder involvement into account as essential expertise and to recognise their role as***

*implementers of the ET2020 strategy;*

Or. en

**Amendment 133**  
**Malika Benarab-Attou**

**Motion for a resolution**  
**Paragraph 26 b (new)**

*Motion for a resolution*

*Amendment*

***26b. Calls upon the European Commission to include non-formal education, Vocational Education and Training and school students in the upcoming Mobility Benchmark for ET2020 and to take over the Bologna Process Benchmark on mobility of students;***

Or. en