



EUROPEAN PARLIAMENT

2009 - 2014

Committee on Culture and Education

2010/2234(INI)

9.12.2010

AMENDMENTS

1 - 56

Draft opinion
Maria Badia i Cutchet
(PE450.958v01-00)

on a new impetus for European cooperation in Vocational Education and
Training to support the Europe 2020 strategy
(2010/2234(INI))

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PE454.460v01/00

EN

United in diversity

EN

AM_Com_NonLegOpinion

Amendment 1
Malika Benarab-Attou

Draft opinion
Paragraph 1

Draft opinion

1. Points out that in the new digital economy, ***creativity and ICTs are building a new business culture closely linked to VET*** and that it is therefore time to put VET at the centre of the agenda, especially in order to face the challenges posed by the 2020 strategy;

Amendment

1. Points out that in the new digital economy, ICTs ***can facilitate cooperation and exchanges of good practice among Member States with a view to improving the quality of VET*** and that it is therefore time to put VET at the centre of the agenda, especially in order to face the challenges posed by the 2020 strategy;

Or. fr

Amendment 2
Hella Ranner

Draft opinion
Paragraph 1

Draft opinion

1. Points out that in the new digital economy, creativity and ICTs are building a new business culture closely linked to VET and that it is therefore time to put VET at the centre of the agenda, especially in order to face the challenges posed by the 2020 strategy;

Amendment

1. Points out that in the new digital economy, creativity and ICTs are building a new business culture closely linked to VET and that it is therefore time to put VET at the centre of the agenda, especially in order to face the challenges posed by the 2020 strategy; ***therefore strongly emphasizes the essential contribution of high quality post secondary vocational education and training to the achievement of the EU headline target of 40% within tertiary or equivalent education;***

Or. en

Amendment 3
Hannu Takkula

Draft opinion
Paragraph 1

Draft opinion

1. Points out that in the new digital economy, creativity and ICTs are building a *new business* culture closely linked to VET and that it is therefore time to put VET at the centre of the agenda, especially in order to face the challenges posed by the 2020 strategy;

Amendment

1. Points out that in the new digital economy, creativity and ICTs are building a culture closely linked to VET and that it is therefore time to put VET at the centre of the agenda, especially in order to face the challenges posed by the 2020 strategy;

Or. en

Amendment 4
Marie-Christine Vergiat, Rui Tavares

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1a. Emphasises the importance of social and inclusive economy models for this new enterprise culture, and points out that it is vital that institutions providing vocational training and education, including higher education, should equip their students with a detailed knowledge of all forms of entrepreneurship, including in the social and inclusive economy, and of responsible and ethical management principles;

Or. fr

Amendment 5
Iosif Matula

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1a. Emphasises the need to establish an inventory of those areas in which the European Union holds, or could hold, a comparative advantage worldwide, and for which further training strategies should be developed;

Or. ro

Amendment 6
Malika Benarab-Attou

Draft opinion
Paragraph 2

Draft opinion

2. Recalls that investing in education and training is essential for ***Europe's*** better future; considers that key competences and new skills provide people with new opportunities and, moreover, that they lay the basis for long-term sustainable economic and social development;

Amendment

2. Recalls that investing in education and training is essential for ***a*** better future ***for Europeans***; considers that key competences and new skills provide people with new opportunities and, moreover, that they lay the basis for long-term sustainable economic and social development;

Or. fr

Amendment 7
Morten Løkkegaard

Draft opinion
Paragraph 2

Draft opinion

2. Recalls that investing in education and training is essential for Europe's better future; considers that key competences and new skills provide people with new opportunities and, moreover, that they lay the basis for long-term sustainable economic and social development;

Amendment

2. Recalls that investing in education and training is essential for Europe's better future; considers that key competences and new skills provide people with new opportunities and, moreover, that they lay the basis for long-term sustainable economic and social development;
considers it important in this connection

that the State is responsible for securing workers the basic qualifications,

Or. da

Amendment 8
Silvia Costa

Draft opinion
Paragraph 2

Draft opinion

2. Recalls that investing in education and training is essential for Europe's better future; considers that key competences and new skills provide people with new opportunities and, moreover, that they lay the basis for long-term sustainable economic and social development;

Amendment

2. Recalls that investing in education and training is essential for Europe's better future; considers that key competences and new skills, *in particular those required by jobs in strategic growth sectors*, provide people with new opportunities and, moreover, that they lay the basis for long-term sustainable economic and social development;

Or. it

Amendment 9
Nadja Hirsch

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Points out that lifelong learning will be crucial if unemployment is to be prevented and due account is to be taken of diverse employment biographies; with that aim in view, workers must be made more aware of the need for constant further training;

Or. de

Amendment 10
Petra Kammerevert

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Reiterates its criticism of the cuts made by the Council of Ministers in the 2011 budget as regards funding for the main EU programmes in the education sphere (the 'Lifelong Learning' programme and the People programme - cuts of EUR 25 million and EUR 100 million respectively); the ambitious Europe 2020 strategy is thus clearly out of step with the reality of budgetary constraints;

Or. de

Amendment 11
Milan Zver

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Believes that existing European vocational training programmes are effective and should be given more support in future;

Or. sl

Amendment 12
Iosif Matula

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Recommends that incentives be

provided to employers to encourage their employees to take part in training programmes;

Or. ro

Amendment 13
Iosif Matula

Draft opinion
Paragraph 2 b (new)

Draft opinion

Amendment

2b. Stresses the importance of encouraging regular further training courses as part of lifelong learning;

Or. ro

Amendment 14
Iosif Matula

Draft opinion
Paragraph 2 c (new)

Draft opinion

Amendment

2c. Believes that the idea of a prior assessment of the retraining potential of every person concerned merits attention;

Or. ro

Amendment 15
Maria Badia i Cutchet

Draft opinion
Paragraph 3

Draft opinion

Amendment

3. Points out that the link between education and training, particularly the pathway from vocational to higher

3. Points out that the link between education and training, particularly the pathway from vocational to higher

education, demands *changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that more suitable teacher training is therefore necessary*;

education, demands *that the possibilities for link-ups between vocational training and university education be amplified, with special emphasis on their integration into the mechanisms for career information, guidance and counselling*;

Or. es

Amendment 16
Malika Benarab-Attou

Draft opinion
Paragraph 3

Draft opinion

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that *more suitable* teacher training is therefore necessary;

Amendment

3. Points out that the link between education and training, particularly the pathway from vocational *training, whether formal, non-formal or informal*, to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that teacher training *more suited to the new challenges* is therefore necessary;

Or. fr

Amendment 17
Morten Løkkegaard

Draft opinion
Paragraph 3

Draft opinion

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that more suitable teacher training is therefore necessary;

Amendment

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that more suitable teacher training is therefore necessary;

considers at the same time that switching between training and employment ensures that those who receive vocational training acquire the skills in demand on the labour market;

Or. da

Amendment 18
Silvia Costa

Draft opinion
Paragraph 3

Draft opinion

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that more suitable teacher training is therefore necessary;

Amendment

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles *which stem from the adoption of curricula based on the development of skills, rather than the mere processing of course material*, and that more suitable teacher training is therefore necessary;

Or. it

Amendment 19
Marco Scurria

Draft opinion
Paragraph 3

Draft opinion

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that more suitable

Amendment

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that more suitable

teacher training *is* therefore necessary;

teacher training *and closer cooperation between training bodies and firms are* therefore necessary;

Or. it

Amendment 20
Hella Ranner

Draft opinion
Paragraph 3

Draft opinion

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that more suitable teacher training is therefore necessary;

Amendment

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands *profound structural* changes from learning institutions to cope with the difficulties linked to the *accessibility for citizens and* differences in teaching and learning styles, and that more suitable teacher training is therefore necessary;

Or. en

Amendment 21
Hannu Takkula

Draft opinion
Paragraph 3

Draft opinion

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that *more suitable* teacher training is therefore necessary;

Amendment

3. Points out that the link between education and training, particularly the pathway from vocational to higher education, demands changes from learning institutions to cope with the difficulties linked to the differences in teaching and learning styles, and that *focused* teacher training is therefore necessary;

Or. en

Amendment 22
Silvia Costa

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3a. Emphasises the importance, at territorial level, of fostering effective synergies and reliable forms of cooperation between schools, training agencies, research centres and firms in order to overcome the inward-looking nature of education systems and the mismatch between knowledge and skills and the needs of the labour market and make young people and women in particular more employable, with specific reference to vocational further education qualifications;

Or. it

Amendment 23
Nadja Hirsch

Draft opinion
Paragraph 4

Draft opinion

Amendment

4. Suggests that setting up a new language-learning strategy to improve general knowledge in specific skill areas will facilitate the mobility of teachers and students;

4. Suggests that setting up a new language-learning strategy to improve general knowledge in specific skill areas will facilitate the mobility of teachers and students; ***in addition, the guarantee of a smooth transition from vocational education to higher education will help to make vocational training courses more attractive;***

Or. de

Amendment 24
Morten Løkkegaard

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4a. Sees the opportunity of mobility as an important part of VET and therefore recommends upgrading the Leonardo da Vinci programme;

Or. en

Amendment 25
Milan Zver

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4a. Believes that cross-border mobility in the area of vocational education and training is as important as mobility in the area of general education, and believes that more effort should be put into developing such mobility;

Or. sl

Amendment 26
Maria Badia i Cutchet

Draft opinion
Paragraph 5

Draft opinion

Amendment

5. Recommends boosting creativity at all levels of education ***including*** vocational, ***non-formal and informal*** learning;

5. Recommends boosting creativity at all levels of education ***with special emphasis on both initial and further*** vocational learning;

Or. es

Amendment 27
Hannu Takkula

Draft opinion
Paragraph 5

Draft opinion

5. Recommends boosting creativity at all levels of education *including vocational, non-formal and informal learning*;

Amendment

5. Recommends boosting creativity, *innovation and entrepreneurship* at all levels of education;

Or. en

Amendment 28
Nadja Hirsch

Draft opinion
Paragraph 5

Draft opinion

5. Recommends *boosting creativity* at all levels of education including vocational, non-formal and informal learning;

Amendment

5. Recommends *that students* at all levels of education, including vocational, non-formal and informal learning, *should be encouraged to think creatively and entrepreneurially*;

Or. de

Amendment 29
László Tóké

Draft opinion
Paragraph 5

Draft opinion

5. Recommends boosting *creativity* at all levels of education including vocational, non-formal and informal learning;

Amendment

5. Recommends boosting *active participation of all stakeholders and taking initiative* at all levels of education including vocational, non-formal and informal learning; *also with respect to projects sustaining the transmission of*

knowledge and skills from generation to generation;

Or. en

Amendment 30
Malika Benarab-Attou

Draft opinion
Paragraph 5

Draft opinion

5. Recommends boosting creativity at all levels of education including vocational, non-formal and informal learning;

Amendment

5. Recommends boosting creativity *and the capacity for innovation* at all levels of education including vocational, non-formal and informal learning, *by giving students an interest in culture, the arts and the sciences;*

Or. fr

Amendment 31
Silvia Costa

Draft opinion
Paragraph 5

Draft opinion

5. Recommends boosting creativity at all levels of education including vocational, non-formal and informal *learning;*

Amendment

5. Recommends boosting creativity at all levels of education, including vocational *training, and recognising skills obtained through any form of learning, including* non-formal and informal;

Or. it

Amendment 32
Georgios Papanikolaou

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5a. Points out that rising population ageing rates in Europe increase the importance of lifelong learning and education programmes and make it necessary to provide support for them;

Or. el

**Amendment 33
Ramona Nicole Mănescu**

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

Draft opinion

Amendment

5a. Considers that an education for entrepreneurship should form an important part of VET in order to increase its attractiveness to all students and insure the enhancement of entrepreneurship in accordance with the provisions of the EU 2020 Strategy;

Or. en

**Amendment 34
Marie-Christine Vergiat, Rui Tavares**

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

Draft opinion

Amendment

5a. Acknowledges the significant role played by gender stereotypes in our educational practices, and emphasises, therefore, the importance of drawing up strategies designed to lead to the establishment of gender-neutral education, which would help to bring about, for example, equal access for women and men to VET and employment;

Amendment 35

Iosif Matula

Draft opinion

Paragraph 5 a (new)

Draft opinion

Amendment

5a. Emphasises that importance should be attached to the training requirements of SME staff, as drivers of creativity;

Or. ro

Amendment 36

Maria Badia i Cutchet

Draft opinion

Paragraph 6

Draft opinion

Amendment

6. Considers that the role of regional and local authorities in **developing** a friendly environment **for** successful **cooperation between** the labour market and VET students is essential;

6. Considers that the role of regional and local authorities in **cooperating with VET centres and the business world to develop** a friendly environment **enabling the successful entry onto the labour market of** VET students is essential;

Or. es

Amendment 37

Nadja Hirsch

Draft opinion

Paragraph 6

Draft opinion

Amendment

6. Considers that the role of regional and local authorities in developing a friendly environment for successful cooperation between the labour market and VET

6. Considers that the role of regional and local authorities in developing a friendly environment for successful cooperation between the labour market and VET

students is essential;

students, *in particular in connection with the implementation of education programmes and projects*, is essential;

Or. de

Amendment 38
Morten Løkkegaard

Draft opinion
Paragraph 6

Draft opinion

6. Considers that the role of regional and local authorities in developing a friendly environment for successful cooperation between the labour market and VET students is essential;

Amendment

6. Considers that the role of regional and local authorities in developing a friendly environment for successful cooperation between the labour market and VET students is essential; *and underlines the importance of apprenticeships to this end*;

Or. en

Amendment 39
Ramona Nicole Mănescu

Draft opinion
Paragraph 6

Draft opinion

6. Considers that the role of regional and local authorities in developing a friendly environment for successful cooperation between the labour market and VET students is essential;

Amendment

6. Considers that the role of regional and local authorities in *supporting VET providers and* developing a friendly environment for successful cooperation between the labour market and VET students is essential;

Or. en

Amendment 40
Silvia Costa

Draft opinion
Paragraph 6

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Draft opinion

6. Considers that the role of regional and local authorities in developing a friendly environment for successful cooperation between the labour market and VET students is essential;

Amendment

6. Considers that the role of regional and local authorities **and the social partners** in developing a friendly environment for successful cooperation between the labour market and VET students is essential;

Or. it

Amendment 41
Nadja Hirsch

Draft opinion
Paragraph 6 a (new)

Draft opinion

Amendment

6a. Calls on the Member States to create pathways for young people with no or poor educational qualifications so as to enable them to enter employment; calls, given the explosive nature of the problem, for a pilot project to combat youth unemployment and help Member States establish local networks linking schools, industry, youth services and young people;

Or. de

Amendment 42
Iosif Matula

Draft opinion
Paragraph 6 a (new)

Draft opinion

Amendment

6a. Encourages the Commission to develop and regularly update a chart giving a region-by-region picture of training qualifications and demand;

Or. ro

Amendment 43
Malika Benarab-Attou

Draft opinion
Paragraph 6 a (new)

Draft opinion

Amendment

6a. Calls on the Member States to give students a status which fosters their professional and social integration and their mobility;

Or. fr

Amendment 44
Nadja Hirsch

Draft opinion
Paragraph 7

Draft opinion

Amendment

7. Calls on the Commission to continue to support quality assurance systems, such as those recommended in the European Quality Assurance in VET Network (EQAVET);

7. Calls on the Commission to continue to support **and consistently implement both** quality assurance systems, such as those recommended in the European Quality Assurance in VET Network (EQAVET), **and the instruments developed through the Copenhagen process, such as the Europass and the European Qualifications Framework (EQF); calls on the Member States to simplify the procedures for recognising foreign professional qualifications so as to ensure that job skills can be demonstrated not just on the strength of formal qualifications, but also by means of probationary periods, theoretical and practical examinations, and expert assessments;**

Or. de

Amendment 45
Maria Badia i Cutchet

Draft opinion
Paragraph 7

Draft opinion

7. Calls on the Commission to continue to support quality *assurance systems, such as those recommended in the European Quality Assurance in VET Network (EQAVET)*;

Amendment

7. Calls on the Commission to continue to support quality *certification that gives a fundamental boost to innovation processes in terms of action, efficiency and effectiveness*;

Or. es

Amendment 46
Morten Løkkegaard

Draft opinion
Paragraph 7

Draft opinion

7. Calls on the Commission to continue to support quality assurance systems, such as those recommended in the European Quality Assurance in VET Network (EQAVET);

Amendment

7. Calls on the Commission to continue to support quality assurance systems, such as those recommended in the European Quality Assurance in VET Network (EQAVET); *considers that ECVET should be compatible with EQF, so that it does not result in unnecessary bureaucracy*;

Or. da

Amendment 47
Malika Benarab-Attou

Draft opinion
Paragraph 7 a (new)

Draft opinion

Amendment

7a. Calls on the Member States to give students a status which fosters their professional and social integration and

their mobility;

Or. fr

Amendment 48
Maria Badia i Cutchet

Draft opinion
Paragraph 8

Draft opinion

8. Considers that the challenges posed by the 2020 strategy *create a need to provide* adequate financial resources *as well as increasing VET prestige; considers, in this respect, that* giving visibility to student success stories in the labour market *would be of great value.*

Amendment

8. Considers that the challenges posed by the 2020 strategy *call for* adequate financial resources *and fuller involvement in promoting VET through concrete actions, such as* giving visibility to student success stories in the labour market, *advertising the prestige attached to VET in major companies and providing fuller information and guidelines on VET matters prior to the completion of mandatory schooling;*

Or. es

Amendment 49
Malika Benarab-Attou

Draft opinion
Paragraph 8

Draft opinion

8. Considers that the challenges posed by the 2020 strategy create a need to provide adequate financial resources *as well as increasing VET prestige; considers, in this respect, that* giving visibility to student success stories in the labour market *would be of great value.*

Amendment

8. Considers that the challenges posed by *the Bologna process and* the 2020 strategy create a need to provide adequate financial resources *and to invest in high-quality VET, for example by encouraging participation in the Leonardo da Vinci programme; suggests that students should be told about possible pathways and that the pathways taken by students who have successfully entered* the labour market *should be highlighted;*

Amendment 50
Nadja Hirsch

Draft opinion
Paragraph 8

Draft opinion

8. Considers that the challenges posed by the 2020 strategy create a need to provide adequate financial resources as well as increasing VET prestige; considers, in this respect, that giving visibility to student success stories in the labour market would be of great value.

Amendment

8. Considers that the challenges posed by the 2020 strategy create a need to provide adequate financial resources as well as increasing VET prestige; considers, in this respect, that giving visibility to student success stories in the labour market **and encouraging exchanges of experience regarding support programmes and periods spent abroad** would be of great value.

Or. de

Amendment 51
Silvia Costa

Draft opinion
Paragraph 8

Draft opinion

8. Considers that the challenges posed by the 2020 strategy create a need to provide adequate financial resources as well as increasing VET prestige; considers, in this respect, that giving visibility to student success stories in the labour market would be of great value.

Amendment

8. Considers that the challenges posed by the 2020 strategy create a need to provide adequate financial resources, **also through the Structural Funds, in particular the ESF**, as well as increasing VET prestige; considers, in this respect, that giving visibility to student success stories in the labour market would be of great value.

Or. it

Amendment 52
László Tóké

Draft opinion
Paragraph 8

Draft opinion

8. Considers that the challenges posed by the 2020 strategy create a need to provide adequate financial resources as well as increasing VET prestige; considers, in this respect, that giving visibility to student success stories in the labour market would be of great value.

Amendment

8. Considers that the challenges posed by the 2020 strategy create a need to provide adequate financial resources as well as increasing VET prestige ***through the promotion of new models and methods of training***; considers, in this respect, that giving visibility to student success stories ***and sharing European best practices*** in the labour market would be of great value.

Or. en

Amendment 53
Maria Badia i Cutchet

Draft opinion
Paragraph 8 a (new)

Draft opinion

Amendment

8a. Recommends that the autonomy of VET centres be promoted in the areas of planning, financing, managing and assessing activities and that more dynamic forms of cooperation be introduced between VET centres and enterprises;

Or. es

Amendment 54
Maria Badia i Cutchet

Draft opinion
Paragraph 8 b (new)

Draft opinion

Amendment

8b. Urges governments to promote flexible

VET, geared to the specific needs of organisations and enterprises, that enables all the training accomplished to be turned to good account, the reconciliation of that training with private life and other professional activities, and the boosting of European mobility, with particular emphasis on facilitating access to VET for organisations at risk of marginalisation, to prolong their training.

Or. es

Amendment 55

László Tóké

Draft opinion

Paragraph 8 a (new)

Draft opinion

Amendment

8a. Recalls that VET programs should be extended to comply with the principles of life-long learning, initial and continued training.

Or. en

Amendment 56

László Tóké

Draft opinion

Paragraph 8 b (new)

Draft opinion

Amendment

8b. Considers that a better harmonization among the different educational systems of Member States, bridging these differences and the recognition of certificates and diplomas among member states should be emphasised in order to heighten cross-border collaboration and aid mobility.

Or. en

