



EUROPEAN PARLIAMENT

2009 - 2014

Committee on Culture and Education

2011/2067(INI)

15.6.2011

AMENDMENTS

1 - 62

Draft opinion
Katarína Neved'alová
(PE462.815v03-00)

Agenda for new skills and jobs
(2011/2067(INI))

AM_Com_NonLegOpinion

Amendment 1
Emma McClarkin

Draft opinion
Paragraph 1

Draft opinion

1. Points out that investing in education and training and forecasting skills needs are crucial if *the EU 2020 Strategy commitment of improving education levels, i.e. reducing school drop-out rates to 10 % or less and increasing completion rates for tertiary or equivalent education to at least 40 %, is to be met*;

Amendment

1. Points out that investing in education and training and forecasting skills needs are crucial if *Member States are to increase growth and remain competitive in the international market*;

Or. en

Amendment 2
Malika Benarab-Attou

Draft opinion
Paragraph 1

Draft opinion

1. Points out that investing in education and training and *forecasting skills needs* are crucial if the EU 2020 Strategy commitment of improving education levels, i.e. reducing school drop-out rates to 10 % or less and increasing completion rates for tertiary or equivalent education to at least 40 %, is to be met;

Amendment

1. Points out that investing in education and training and *raising Europeans' qualification levels* are crucial if the EU 2020 Strategy commitment of improving education levels, i.e. reducing school drop-out rates to 10 % or less and increasing completion rates for tertiary or equivalent education to at least 40 %, is to be met;

Or. fr

Amendment 3
Marie-Christine Vergiat

Draft opinion
Paragraph 1

Draft opinion

1. Points out that **investing** in education and training and forecasting skills needs are crucial if the EU 2020 Strategy commitment of improving education levels, i.e. reducing school drop-out rates to 10 % or less and increasing completion rates for tertiary or equivalent education to at least 40 %, is to be met;

Amendment

1. Points out that **making a substantial and, in particular, public investment** in education and training and forecasting skills needs are crucial if the EU 2020 Strategy commitment of improving education levels, i.e. reducing school drop-out rates to 10 % or less and increasing completion rates for tertiary or equivalent education to at least 40 %, is to be met;

Or. fr

Amendment 4

Seán Kelly

Draft opinion

Paragraph 1 a (new)

Draft opinion

Amendment

1a. Deplores the disproportionately high rate of youth unemployment in the EU; notes that youth unemployment has detrimental effects on social cohesion, equity and growth; calls on the Commission and Member States to work together to prioritise the implementation of active labour market policies to tackle this crisis;

Or. en

Amendment 5

Marie-Christine Vergiat

Draft opinion

Paragraph 1 a (new)

Draft opinion

Amendment

1a. Stresses the vital importance of

guaranteeing equal, universal access to high-quality State education and to lifelong learning so that individuals can develop socially and intellectually and acquire the skills they need to enter working life;

Or. fr

Amendment 6
Silvia Costa

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1a. Emphasises the importance, in order to achieve these objectives, of integrated pathways between education, training and work with a view to the gaining of professional and educational qualifications, and the need for initiatives in the area of adult education and the refreshing of basic skills; calls on the Member States, with a view to involving those groups that are in the weakest position because they are the least well educated and qualified, to develop nationwide careers advice services that can provide relevant information about training and educational opportunities, along with individual skills assessments;

Or. it

Amendment 7
Iosif Matula

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1a. Recognises the importance of the contribution that must be made by vocational training in enabling a significant number of young people to realise their potential as well as achieving the objectives of the Europa 2020 Strategy;

Or. ro

Amendment 8
Marie-Christine Vergiat

Draft opinion
Paragraph 2

Draft opinion

Amendment

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore ***urges*** Member States, and particularly their relevant ministries, to ***become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed effective communication between employers and education institutions, using specific mechanisms, is essential;***

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore ***calls on*** Member States, and particularly their relevant ministries, to ***incorporate into their education, training and lifelong learning programmes the teaching of cross-cutting skills relating to the use of ICTs, artistic expression, mobility, democratic participation and multiculturalism; stresses, with that aim in view, that it is essential that the competences and skills acquired by means of informal and non-formal education should be recognised and exploited;***

Or. fr

Amendment 9
Kinga Göncz

Draft opinion
Paragraph 2

PE467.090v01-00

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Draft opinion

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed **effective communication between employers** and education institutions, using specific mechanisms, is essential;

Amendment

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed **the active involvement of social partners** and education institutions, using specific mechanisms, is essential;

Or. en

Amendment 10
Marek Henryk Migalski

Draft opinion
Paragraph 2

Draft opinion

2. Considers that the measures proposed in the Commission communication will require strong **policy** coordination; therefore **urges** Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed effective communication between employers and education institutions, using specific mechanisms, is essential;

Amendment

2. Considers that the measures proposed in the Commission communication will require strong coordination **of the Member States' policies**; therefore **encourages** Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed, effective communication between employers and education institutions, using specific mechanisms **developed by individual Member States**, is essential;

Or. pl

Amendment 11
Katarína Neved'alová

Draft opinion
Paragraph 2

Draft opinion

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed effective communication between employers and education institutions, using specific mechanisms, is *essential*;

Amendment

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs, *suggesting at least a 10 year time horizon*; strongly believes that when education and training programmes are being designed effective communication between employers and education institutions, using specific mechanisms, is *necessary*;

Or. en

Amendment 12
Malika Benarab-Attou

Draft opinion
Paragraph 2

Draft opinion

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed effective communication between employers *and* education institutions, using specific mechanisms, is essential;

Amendment

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed effective communication between employers, education institutions *and training bodies*, using specific mechanisms, is essential;

Amendment 13
Ramona Nicole Mănescu

Draft opinion
Paragraph 2

Draft opinion

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed effective communication between employers and education institutions, using specific mechanisms, is essential;

Amendment

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed effective communication **and cooperation** between employers and education institutions, using specific mechanisms, **in order to identify the needs of the labour market**, is essential;

Amendment 14
Joanna Katarzyna Skrzydlewska

Draft opinion
Paragraph 2

Draft opinion

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed effective communication

Amendment

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; **at the same time, draws attention to the need to ensure that the public have access to qualitative information about**

between employers and education institutions, using specific mechanisms, is essential;

jobs, skills and training opportunities throughout the EU; strongly believes that when education and training programmes are being designed effective communication between employers and education institutions, using specific mechanisms, is essential;

Or. pl

Amendment 15
Silvia Costa

Draft opinion
Paragraph 2

Draft opinion

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed effective communication between employers and education institutions, using specific mechanisms, is essential;

Amendment

2. Considers that the measures proposed in the Commission communication will require strong policy coordination; therefore urges Member States, and particularly their relevant ministries, to become more closely involved in the process of early identification of skills needs; strongly believes that when education and training programmes are being designed effective communication between employers and education institutions, using specific mechanisms, is essential; ***notes that instruments such as surveys of the job profiles and occupations required in different sectors – conducted on the basis of social partnership – must therefore receive adequate support***;

Or. it

Amendment 16
Zigmantas Balčytis

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Notes that the EU's labour force must become more skilled, so as to be able to contribute and adapt to technological change and new approaches to the organisation of work; calls on the Member States to invest more heavily in education and training systems, to anticipate skills requirements, to align supply and demand and to provide careers advice services;

Or. It

Amendment 17

Joanna Katarzyna Skrzydlewska

Draft opinion

Paragraph 3

Draft opinion

3. Recognises that the creation of **an** online **tool such as 'EU Skills Panorama'** could help future workers to acquire the right mix of skills, such as ICTs and languages, thus boosting their job prospects and adaptability; strongly believes that this forecast should have a 10-year time frame;

Amendment

3. Recognises that the creation of online **career mobility tools that provide clear information on job opportunities** could help future workers to acquire the right mix of skills, such as ICTs and languages, thus boosting their job prospects and adaptability; strongly believes that this forecast should have a 10-year time frame;

Or. pl

Amendment 18

Chrysoula Paliadeli

Draft opinion

Paragraph 3

Draft opinion

3. Recognises that the creation of an online

Amendment

3. Recognises that the creation of an online

tool such as ‘EU Skills Panorama’ *could* help future workers to acquire the right mix of skills, such as ICTs and languages, thus boosting their job prospects and adaptability; strongly believes that this forecast should have a 10-year time frame;

tool such as ‘EU Skills Panorama’ *in collaboration with the CEDEFOP will* help future workers to acquire the right mix of skills, such as ICTs and languages, thus boosting their job prospects and adaptability; strongly believes that this forecast should have a 10-year time frame;

Or. en

Amendment 19
Malika Benarab-Attou

Draft opinion
Paragraph 3

Draft opinion

3. Recognises that the creation of an online tool such as ‘EU Skills Panorama’ could help future workers to acquire the right mix of skills, such as ICTs and languages, thus boosting their job prospects and adaptability; strongly believes that this forecast should have a 10-year time frame;

Amendment

3. *Welcomes the establishment of the European Employment Observatory and* recognises that the creation of an online tool such as ‘EU Skills Panorama’ could help future workers to *choose a career path and* acquire the right mix of skills, such as ICTs and languages, thus boosting their job prospects and adaptability; strongly believes that this forecast should have a 10-year time frame;

Or. fr

Amendment 20
Iosif Matula

Draft opinion
Paragraph 3 a (new)

Draft opinion

3a. Takes the view that closer links between the education and business worlds could help identify correctly the abilities required at a given moment and subsequently facilitate the entry of young

people on the employment market;

Or. ro

Amendment 21

Malika Benarab-Attou

Draft opinion

Paragraph 4

Draft opinion

4. Recalls that universities *can* play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental;

Amendment

4. Recalls that universities *and training bodies* play a key role in the regional economies of Member States and that universities are unique places where innovation, education, *training* and research come together and can lead to job creation; points out that cooperation between universities, *training bodies*, regions, governments and businesses is fundamental *to Europe's economic and social development*;

Or. fr

Amendment 22

Hannu Takkula

Draft opinion

Paragraph 4

Draft opinion

4. Recalls that *universities* can play a key role in the regional economies of Member States and that *universities* are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between *universities*, regions, governments and businesses is fundamental;

Amendment

4. Recalls that *higher education institutions* can play a key role in the regional economies of Member States and that *higher education institutions* are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between *higher education institutions*, regions, governments and businesses is fundamental;

Amendment 23
Marek Henryk Migalski

Draft opinion
Paragraph 4

Draft opinion

4. Recalls that universities can play a key role in the **regional** economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental;

Amendment

4. Recalls that universities can play a key role in the economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses, **both within and among EU Member States, and with ENP countries**, is fundamental;

Or. pl

Amendment 24
Chrysoula Paliadeli

Draft opinion
Paragraph 4

Draft opinion

4. Recalls that universities can play a key role in the regional economies of Member States and that **universities** are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental;

Amendment

4. Recalls that universities **and other higher educational institutions** can play a key role in the regional economies of Member States and that **they** are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between **faculties within universities, universities**, regions, governments and businesses is fundamental;

Or. en

Amendment 25
Katarína Neved'álová

Draft opinion
Paragraph 4

Draft opinion

4. Recalls that universities *can* play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and *can lead* to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental;

Amendment

4. Recalls that universities *shall* play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and *leads* to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental;

Or. en

Amendment 26
Marie-Christine Vergiat

Draft opinion
Paragraph 4

Draft opinion

4. Recalls that universities can play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental;

Amendment

4. Recalls that universities can play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments, *the social partners, associations* and businesses is fundamental;

Or. fr

Amendment 27
Ramona Nicole Mănescu

Draft opinion
Paragraph 4

Draft opinion

4. Recalls that universities can play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental;

Amendment

4. Recalls that universities can play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that ***a strong*** cooperation between universities, regions, governments and businesses is fundamental ***and must be enhanced***;

Or. en

Amendment 28
Emma McClarkin

Draft opinion
Paragraph 4

Draft opinion

4. Recalls that universities can play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental;

Amendment

4. Recalls that universities can play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental; ***recognises the role of the University-Business dialogue in this context***;

Or. en

Amendment 29
Juozas Imbrasas

Draft opinion
Paragraph 4

Draft opinion

4. Recalls that universities can play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental;

Amendment

4. Recalls that universities can play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental; ***also notes that the internationalisation of education is of social, cultural and economic significance, and consequently urges the Commission to facilitate international mobility among researchers, students, scientists and lecturers, both within and outside the EU;***

Or. It

Amendment 30
Rolandas Paksas

Draft opinion
Paragraph 4

Draft opinion

4. Recalls that universities can play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental;

Amendment

4. Recalls that universities can play a key role in the regional economies of Member States and that universities are unique places where innovation, education and research come together and can lead to job creation; points out that cooperation between universities, regions, governments and businesses is fundamental; ***also notes that the internationalisation of education is of social, cultural and economic significance, and consequently urges the Commission to facilitate international mobility among researchers, students, scientists and lecturers, both within and outside the EU;***

Or. It

Amendment 31
Georgios Papanikolaou

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4a. Expresses concern that highly qualified individuals are accepting employment beneath their abilities or unskilled jobs, leading to ‘brain waste’ in the EU;

Or. el

Amendment 32
Marek Henryk Migalski

Draft opinion
Paragraph 5

Draft opinion

Amendment

5. Emphasises the need to maintain the craft tradition and its associated skills and to establish strategies for craft retail entrepreneurs, in order to maintain the cultural identity of the craft sector;

deleted

Or. pl

Amendment 33
Malika Benarab-Attou

Draft opinion
Paragraph 5

Draft opinion

Amendment

5. Emphasises the need to maintain the craft tradition and its associated skills and to establish strategies for craft retail

5. Emphasises the need to maintain the craft tradition and its associated skills and to establish strategies for craft retail

entrepreneurs, in order to maintain the cultural identity of the craft sector;

entrepreneurs, in order to maintain the cultural identity of the craft sector; ***draws attention, in that connection, to the importance of supporting work-linked professional training and the mobility of young craftsmen and women, and calls on the Member States to make arrangements which encourage the creation of traineeships and jobs for young craftsmen and women;***

Or. fr

Amendment 34
Silvia Costa

Draft opinion
Paragraph 5

Draft opinion

5. Emphasises the need to maintain the craft tradition and its associated skills and to establish strategies for craft retail entrepreneurs, in order to maintain the cultural identity of the craft sector;

Amendment

5. Emphasises the need to maintain the craft tradition and its associated skills and to establish strategies for craft retail entrepreneurs, in order to maintain the cultural identity of the craft sector; ***notes that the promotion of traineeships as a means of integrating young people into this sector, with effective links between work and education or training in order to prevent abuses, may be an active policy measure worth encouraging;***

Or. it

Amendment 35
Chrysoula Paliadeli

Draft opinion
Paragraph 5

Draft opinion

5. Emphasises the need to maintain the

Amendment

5. Emphasises the need to maintain the

craft tradition and its associated skills and to establish strategies for craft retail entrepreneurs, in order to maintain the cultural identity of the craft sector;

craft tradition and its associated skills and to establish strategies for craft retail entrepreneurs, in order to maintain the cultural identity of the craft sector; ***stresses the importance of the humanities as a field for investigating the past and preserving the cultural identities.***

Or. en

Amendment 36

László Tóké

Draft opinion

Paragraph 5 a (new)

Draft opinion

Amendment

5a. Considers that measures should be implemented for setting up a system of informal and at-the-workplace training, e.g. a system of apprenticeship, also within traditional crafts and professions, in order to make acquiring new skills and jobs more accessible as well as to promote the diversification of the labour market.

Or. en

Amendment 37

László Tóké

Draft opinion

Paragraph 5 b (new)

Draft opinion

Amendment

5b. Emphasises the need to raise the profile and attractiveness of professions and jobs where there exists a deficit of workforce on the labour market.

Or. en

Amendment 38
Katarína Neved'alová

Draft opinion
Paragraph 6

Draft opinion

6. Calls on the Commission to **raise the profile of** Leonardo da Vinci, a programme which enables people to acquire new skills, knowledge and qualifications, and which makes vocational education more attractive to everyone;

Amendment

6. Calls on the Commission to **give more visibility and financial support to** Leonardo da Vinci, a programme which enables people to acquire new skills, knowledge and qualifications, and which makes vocational education more attractive to everyone;

Or. en

Amendment 39
Juozas Imbrasas

Draft opinion
Paragraph 6

Draft opinion

6. Calls on the Commission to raise the profile of Leonardo da Vinci, a programme which enables people to acquire new skills, knowledge and qualifications, and which makes vocational education more attractive to everyone;

Amendment

6. Calls on the Commission to raise the profile of Leonardo da Vinci, a programme which enables people to acquire new skills, knowledge and qualifications, and which makes vocational education more attractive to everyone; **notes that the Erasmus sub-programme has an implementation rate of close to 100 %; recalls the well-documented evidence that Erasmus considerably facilitates study abroad and provides students with a wider range of skills, and that this, in turn, significantly improves subsequent employment prospects for those students participating in Erasmus and thereby contributes substantially to Europe's competitiveness;**

Or. It

Amendment 40
Rolandas Paksas

Draft opinion
Paragraph 6

Draft opinion

6. Calls on the Commission to raise the profile of Leonardo da Vinci, a programme which enables people to acquire new skills, knowledge and qualifications, and which makes vocational education more attractive to everyone;

Amendment

6. Calls on the Commission to raise the profile of Leonardo da Vinci, a programme which enables people to acquire new skills, knowledge and qualifications, and which makes vocational education more attractive to everyone; ***notes that the Erasmus sub-programme has an implementation rate of close to 100 %; recalls the well-documented evidence that Erasmus considerably facilitates study abroad and provides students with a wider range of skills, and that this, in turn, significantly improves subsequent employment prospects for those students participating in Erasmus and thereby contributes substantially to Europe's competitiveness;***

Or. It

Amendment 41
Joanna Katarzyna Skrzydlewska

Draft opinion
Paragraph 6

Draft opinion

6. Calls on the Commission to raise the profile of Leonardo da Vinci, a programme which enables people to acquire new skills, knowledge and qualifications, and which makes vocational education more attractive to everyone;

Amendment

6. Calls on the Commission to raise the profile of Leonardo da Vinci, a programme which enables people to acquire new skills, knowledge and qualifications, and which makes vocational education more attractive to everyone; ***points out, furthermore, that on-the-job training is particularly important, and calls for support for national schemes that promote these kinds***

of career development opportunities;

Or. pl

Amendment 42
Malika Benarab-Attou

Draft opinion
Paragraph 6

Draft opinion

6. Calls on the Commission to raise the profile of Leonardo da Vinci, a programme which enables people to acquire new skills, knowledge and qualifications, and which makes vocational education more attractive to everyone;

Amendment

6. Calls on the Commission to raise the profile of Leonardo da Vinci, a programme which enables people to acquire new skills, knowledge and qualifications, and which makes vocational education more attractive to everyone; ***draws attention, in that connection, to the importance of increasing the budget for this programme;***

Or. fr

Amendment 43
Malika Benarab-Attou

Draft opinion
Paragraph 7

Draft opinion

7. Points out that the ability to communicate in foreign languages is considered important for all EU citizens and regarded as a useful skill by employers assessing applicants; ***therefore encourages this literacy requirement and supports the development of language teaching;***

Amendment

7. Points out that the ability to communicate in foreign languages is considered important for all EU citizens and regarded as a useful skill by employers assessing applicants; ***urges the Member States to take all the measures needed to ensure that foreign languages are taught in all educational establishments and training bodies;***

Or. fr

Amendment 44
Hannu Takkula

Draft opinion
Paragraph 7

Draft opinion

7. Points out that the ability to communicate in foreign languages is considered important for all EU citizens and regarded as a useful skill **by employers assessing applicants**; therefore encourages this literacy requirement and supports **the** development of language teaching;

Amendment

7. Points out that the ability to communicate in foreign languages is considered important for all EU citizens and regarded as a useful skill **on the labour market**; therefore encourages this literacy requirement and supports **language learning and** development of language teaching;

Or. en

Amendment 45
László Tóké

Draft opinion
Paragraph 7

Draft opinion

7. Points out that the ability to communicate in foreign languages is considered important for all EU citizens and regarded as a useful skill by employers assessing applicants; therefore encourages this literacy requirement and supports the development of language teaching;

Amendment

7. Points out that the ability to communicate in foreign languages is considered important for all EU citizens and regarded as a useful skill by employers assessing applicants; therefore encourages this literacy requirement and supports the development of language teaching, **including acquiring communication skills in languages of lower international circulation and usage**;

Or. en

Amendment 46
Silvia Costa

Draft opinion
Paragraph 7

Draft opinion

7. Points out that the ability to communicate in foreign languages is considered important for all EU citizens and regarded as a useful skill by employers assessing applicants; therefore encourages this literacy requirement and supports the development of language teaching;

Amendment

7. Points out that the ability to communicate in foreign languages is considered important for all EU citizens and regarded as a useful skill by employers assessing applicants; therefore encourages this literacy requirement and supports the development of language teaching,
particularly in the context of in-service training;

Or. it

Amendment 47
Zigmantas Balčytis

Draft opinion
Paragraph 7 a (new)

Draft opinion

Amendment

7a. Takes the view that there is insufficient emphasis on the potential of migrants from non-EU countries to meet the needs of the labour market; calls for an evaluation of the impact of migrants on the EU labour market and on job opportunities for EU citizens;

Or. It

Amendment 48
Silvia Costa

Draft opinion
Paragraph 7 a (new)

Draft opinion

Amendment

7a. Takes the view that non-academic,

technical higher education is a key sector when it comes to linking skills acquisition with the needs of businesses and economic growth and productivity targets;

Or. it

Amendment 49
Malika Benarab-Attou

Draft opinion
Paragraph 8

Draft opinion

8. Acknowledges that higher education systems have the potential to prepare people for the world of work: *for instance, SMEs with no R&D facilities can benefit from university research resources and expertise, and SMEs can offer students internships and employment opportunities*; calls, therefore, for closer cooperation between higher education institutions and SMEs.

Amendment

8. Acknowledges that higher education systems *and training bodies* have the potential to prepare people for the world of work: calls, therefore, for closer cooperation between higher education institutions, *training bodies* and SMEs; *draws attention, in that connection, to the role played by cultural and creative industries in providing a learning and training environment conducive to the development of innovative, cross-cutting skills.*

Or. fr

Amendment 50
Hannu Takkula

Draft opinion
Paragraph 8

Draft opinion

8. Acknowledges that higher education *systems have the potential to* prepare people for the *world of work*: for instance, SMEs with no R&D facilities can benefit from university research resources and expertise, and SMEs can offer students

Amendment

8. Acknowledges that higher education *institutions* prepare people for the *labour market*: for instance, SMEs with no R&D facilities can benefit from university research resources and expertise, and SMEs can offer students internships,

internships and employment opportunities; calls, therefore, for closer cooperation between higher education institutions and SMEs.

apprenticeships and employment opportunities; calls, therefore, for closer cooperation between higher education institutions and SMEs.

Or. en

Amendment 51
Marie-Christine Vergiat

Draft opinion
Paragraph 8

Draft opinion

8. Acknowledges that higher education systems have the potential to prepare people for the world of work: for instance, SMEs with no R&D facilities can benefit from university research resources and expertise, and SMEs can offer students internships and employment opportunities; calls, therefore, for closer cooperation between higher education institutions and SMEs.

Amendment

8. Acknowledges that higher education systems have the potential to prepare people for the world of work: for instance, SMEs with no R&D facilities can benefit from university research resources and expertise, and SMEs can offer students *high-quality* internships *which enable them to build on their education* and *opportunities to secure decent employment on completion of their studies*; calls, therefore, for closer cooperation between higher education institutions and SMEs.

Or. fr

Amendment 52
Marek Henryk Migalski

Draft opinion
Paragraph 8

Draft opinion

8. Acknowledges that higher education systems have the potential to prepare people for the world of work: for instance, SMEs with no R&D facilities can benefit from university research resources and

Amendment

8. Acknowledges that higher education systems have the potential to prepare people for the world of work: for instance, SMEs with no R&D facilities can benefit from university research resources and

expertise, and SMEs can offer students internships and employment opportunities; ***calls***, therefore, ***for*** closer cooperation between higher education institutions and SMEs.

expertise, and SMEs can offer students internships and employment opportunities; therefore ***proposes that there should be*** closer cooperation between higher education institutions and SMEs.

Or. pl

Amendment 53
Katarína Neved'álová

Draft opinion
Paragraph 8 – introductory part

Draft opinion

8. Acknowledges that higher education systems have the potential to prepare ***people*** for the world of work: for instance, SMEs with no R&D facilities can benefit from university research resources and expertise, and SMEs can offer students internships and employment opportunities; ***calls***, therefore, ***for closer*** cooperation between higher education institutions and SMEs.

Amendment

8. Acknowledges that higher education systems have the potential to prepare ***citizens*** for the world of work: for instance, SMEs with no R&D facilities can benefit from university research resources and expertise, and SMEs can offer students internships and employment opportunities; ***calls***, therefore, ***for strengthening of*** cooperation between higher education institutions and SMEs.

Or. en

Amendment 54
Ramona Nicole Mănescu

Draft opinion
Paragraph 8

Draft opinion

8. Acknowledges that higher education systems have the potential to prepare people for the world of work: for instance, SMEs with no R&D facilities can benefit from university research resources and expertise, and SMEs can offer students internships and employment opportunities;

Amendment

8. Acknowledges that higher education systems have the potential to prepare people for the world of work: for instance, SMEs with no R&D facilities can benefit from university research resources and expertise, and SMEs can offer students internships and employment opportunities;

calls, therefore, for closer cooperation between higher education institutions and SMEs.

calls, therefore, for closer cooperation between higher education institutions and SMEs, *while also focusing on entrepreneurship and on offering students the opportunity to acquire entrepreneurial skills.*

Or. en

Amendment 55

László Tóké

Draft opinion

Paragraph 8 a (new)

Draft opinion

Amendment

8a. Calls for exchange of experience and presentation and promotion of best practice in the area of raising employability and education for the actual labour market demand.

Or. en

Amendment 56

Georgios Papanikolaou

Draft opinion

Paragraph 8 a (new)

Draft opinion

Amendment

8a. Calls on the Member States to encourage and recognise skills acquired through non-formal education;

Or. el

Amendment 57

Katarína Neved'álová

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

Draft opinion

Amendment

8a. Reminds of the importance of lifelong learning as continuous building of skills and knowledge throughout the life of an individual and it as well further enhances social inclusion, personal development and active citizenship.

Or. en

**Amendment 58
Katarína Neved'alová**

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

Draft opinion

Amendment

8b. Calls for stronger support and recognition of both formal and non-formal education as an integral part of the lifelong learning process.

Or. en

**Amendment 59
Katarína Neved'alová**

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

Draft opinion

Amendment

8c. Stresses the importance of green jobs as new jobs for the current global market searching to preserve and restore environmental quality.

Or. en

Amendment 60
Katarína Neved'alová

Draft opinion
Paragraph 8 d (new)

Draft opinion

Amendment

8d. Calls on member states to work continuously and closely on eliminating administrative and legal obstacles for students' and workers' mobility as well as recognising degrees and qualifications.

Or. en

Amendment 61
Katarína Neved'alová

Draft opinion
Paragraph 8 e (new)

Draft opinion

Amendment

8e. Urges for effort in achieving full integration of disadvantaged groups into the working process including searching for the right kind of jobs for disabled with their skills often unique and exceptional.

Or. en

Amendment 62
Katarína Neved'alová

Draft opinion
Paragraph 8 f (new)

Draft opinion

Amendment

8f. Reminds of the persistent gender discrimination in certain working fields

*and at certain positions and calls on
eliminating differences between men and
women and stereotyping certain jobs as
woman or man only.*

Or. en