



EUROPEAN PARLIAMENT

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*Committee on Employment and Social Affairs*

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**2012/2045(INI)**

5.6.2012

# **AMENDEMENTS**

## **1 - 60**

**Draft opinion**  
**Olle Ludvigsson**  
(PE489.405v01-00)

Education, Training and Europe 2020  
(2012/2045(INI))

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**EN**

*United in diversity*

**EN**

AM\_Com\_NonLegOpinion

**Amendment 1**  
**Thomas Händel, Marie-Christine Vergiat**

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

*Draft opinion*

1. Stresses the importance of investing in learning to meet the Europe 2020 targets and to strengthen European competitiveness, and urges Member States to improve access to lifelong learning (LLL) for all despite budgetary consolidation processes;

*Amendment*

1. Stresses the importance of investing in learning to meet the Europe 2020 targets and to strengthen European competitiveness, and urges Member States to improve access to lifelong learning (LLL) for all despite budgetary consolidation processes; ***stresses that education and training policies should not be evaluated purely in terms of competitiveness, but that education is above all a fundamental human right and a public service which should be guaranteed for all without discrimination;***

Or. fr

**Amendment 2**  
**Jean-Luc Bennahmias**

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

*Draft opinion*

1. Stresses the importance of investing in ***learning*** to meet the Europe 2020 targets and to strengthen European competitiveness, and urges Member States to improve access to lifelong learning (LLL) for all despite budgetary consolidation processes;

*Amendment*

1. Stresses the importance of investing in ***education and training*** to meet the Europe 2020 targets and to strengthen European competitiveness, and urges Member States to improve access to lifelong learning (LLL) for all despite budgetary consolidation processes; ***points out that investment in human capital, particularly in younger generations, should not be regarded as a cost, but instead constitutes a prerequisite for achieving the Europe 2020 targets;***

**Amendment 3**

**Malika Benarab-Attou**

on behalf of the Verts/ALE Group

**Draft opinion**

**Paragraph 1**

*Draft opinion*

1. Stresses the importance of investing in learning to meet the Europe 2020 targets and to strengthen European competitiveness, and urges Member States to improve access to lifelong learning (LLL) for all *despite budgetary consolidation processes*;

*Amendment*

1. Stresses the importance of investing in learning to meet the Europe 2020 targets and to strengthen European competitiveness, and urges Member States, *despite budgetary consolidation processes*, to improve access to lifelong learning (LLL) for all *and in particular for the long-term unemployed and for young people who are not in education, employment or training (NEET)*;

**Amendment 4**

**Kinga Göncz**

**Draft opinion**

**Paragraph 1**

*Draft opinion*

1. Stresses the importance of investing in learning to meet the Europe 2020 targets and to strengthen European competitiveness, and urges Member States to improve access to lifelong learning (LLL) for all despite budgetary consolidation processes;

*Amendment*

1. Stresses the importance of investing in learning to meet the Europe 2020 targets and to strengthen European competitiveness, and urges Member States to improve access to lifelong learning (LLL) for all (*with special attention paid to members of vulnerable groups*) despite budgetary consolidation processes;

**Amendment 5**  
**Milan Cabrnoch**

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

*Draft opinion*

1. Stresses the importance of investing in learning to meet the Europe 2020 targets and to strengthen **European** competitiveness, and urges Member States to improve access to lifelong learning (LLL) for all despite budgetary consolidation processes;

*Amendment*

1. Stresses the importance of investing in learning to meet the Europe 2020 targets and to strengthen competitiveness **of enterprises in the European Union**, and urges Member States to improve access to lifelong learning (LLL) for all despite budgetary consolidation processes;

Or. en

**Amendment 6**  
**Thomas Händel, Marie-Christine Vergiat**

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

*Draft opinion*

***1a. Points out that countercyclical investments in education and training policies can play a key role in overcoming economic crises;***

*Amendment*

Or. fr

**Amendment 7**  
**Csaba Sógor**

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

*Draft opinion*

***1a. Considers it necessary to adapt to the changing labour market, as, through better-quality education and training,***

*Amendment*

*young and not-so-young generations improve not only their own chances but also those of society in their attempts to counteract the crisis;*

Or. hu

**Amendment 8**  
**Thomas Händel, Marie-Christine Vergiat**

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

*Draft opinion*

*Amendment*

***1b. Stresses the need to combat increasing unemployment and the growing insecurity facing young people who have been hit hard by the current economic crisis, by guaranteeing them high-quality, stable and secure employment;***

Or. fr

**Amendment 9**  
**Licia Ronzulli**

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

*Draft opinion*

*Amendment*

***1a. Stresses that investing in education, young people and creativity is crucial for Europe's competitiveness; points out that training is fundamental to social cohesion and helps to ensure that people are qualified for a wider range of better jobs;***

Or. it

**Amendment 10**  
**Kinga Göncz**

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

*Draft opinion*

2. Recalls that a higher level of skills and knowledge *is* necessary to reduce unemployment, to facilitate voluntary geographical mobility, to promote professional mobility, and to provide European industry, in particular SMEs, with an adequately educated and trained workforce;

*Amendment*

2. Recalls that a higher level of skills and knowledge, ***adjusting training to labour market demands and assisting the transition between education, professional training and employment are*** necessary to reduce unemployment, to ***fight against poverty and social exclusion, to*** facilitate voluntary geographical mobility, to promote professional mobility, and to provide European industry, in particular SMEs, with an adequately educated and trained workforce;

Or. en

**Amendment 11**  
**Jean-Luc Bennahmias**

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

*Draft opinion*

2. Recalls that a higher level of skills and knowledge is necessary to reduce unemployment, to facilitate voluntary geographical mobility, to promote professional mobility, and to provide European industry, in particular SMEs, with an adequately educated and trained workforce;

*Amendment*

2. Recalls that a higher level of skills and knowledge is necessary to ***improve the integration of learners into social, civic and professional life,*** reduce unemployment, to facilitate voluntary geographical mobility, to promote professional mobility, and to provide European industry, in particular SMEs, with an adequately educated and trained workforce;

Or. fr

**Amendment 12**  
**Milan Cabrnoch**

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

*Draft opinion*

2. Recalls that a higher level of skills and knowledge is necessary to reduce unemployment, to facilitate voluntary geographical mobility, to promote professional mobility, and to provide **European** industry, in particular SMEs, with an adequately educated and trained workforce;

*Amendment*

2. Recalls that a higher level of skills and knowledge is necessary to reduce unemployment, to facilitate voluntary geographical mobility, to promote professional mobility, and to provide industry, in particular SMEs **across the European Union**, with an adequately educated and trained workforce;

Or. en

**Amendment 13**  
**Franz Obermayr**

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

*Draft opinion*

2. **Recalls** that a higher level of skills and knowledge is **necessary** to reduce unemployment, to facilitate voluntary geographical mobility, to promote professional mobility, and to provide European industry, in particular SMEs, with an adequately educated and trained workforce;

*Amendment*

2. **Believes** that a higher level of skills and knowledge is **only one of the things that may be needed** to reduce unemployment, to facilitate voluntary geographical mobility, to promote professional mobility, and to provide European industry, in particular SMEs, with an adequately educated and trained workforce;

Or. de

**Amendment 14**  
**Riikka Manner**

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

*Draft opinion*

2. Recalls that a higher level of skills and knowledge is necessary to reduce unemployment, to facilitate voluntary geographical mobility, to promote professional mobility, and to provide European industry, in particular SMEs, with an adequately educated and trained workforce;

*Amendment*

2. Recalls that a higher level of skills and knowledge is necessary to reduce unemployment, to facilitate voluntary geographical mobility, to promote ***educational and*** professional mobility, and to provide European industry, in particular SMEs, with an adequately educated and trained workforce;

Or. en

**Amendment 15**  
**Csaba Sógor**

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

*Draft opinion*

*Amendment*

***2a. At the same time we must be wary of the danger of high-qualification dumping and of its consequences. Society has a need for craftspersons and skilled workers and for sustaining traditional crafts: e.g. shoemakers, clocksmiths. Through long-term regional production using environmentally friendly techniques we can avoid the never-ending spiral of consumption;***

Or. hu

**Amendment 16**  
**Malika Benarab-Attou**  
on behalf of the Verts/ALE Group

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

*Draft opinion*

*Amendment*

***2a. Calls for greater efforts to establish and implement a European system for the certification and recognition of qualifications formal and non-formal learning so as to improve national and cross-border mobility on the labour market;***

Or. fr

**Amendment 17**  
**Antigoni Papadopoulou**

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

*Draft opinion*

*Amendment*

***2a. Notes that participation by pupils and students in the corresponding mobility programmes enables them to acquire the skills they need to enhance their professional mobility and employability;***

Or. el

**Amendment 18**  
**Philippe Boulland**

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

*Draft opinion*

*Amendment*

***2a. Stresses the need to ensure a better match between the forms of training available and the needs of the sectors suffering from a shortage of workers; training-business partnerships should be developed and innovative training systems should be encouraged, involving, in***

*particular, mentoring by senior staff members;*

Or. fr

**Amendment 19**  
**Konstantinos Poupakis**

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

*Draft opinion*

*Amendment*

*2a. Points out that, in order to combat unemployment effectively, it is necessary to establish links between education and the needs of the labour market, so as to facilitate entry into employment; to this end, advocates cooperation between higher education establishments and the business sector;*

Or. el

**Amendment 20**  
**Konstantinos Poupakis**

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

*Draft opinion*

*Amendment*

*2b. Acknowledges a failure to develop potential and take advantage of opportunities in the field of adult education and training in line with growing requirements at individual and community level and in terms of economic competitiveness and modern production methods;*

Or. el

**Amendment 21**  
**Jean-Luc Bennahmias**

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

*Draft opinion*

3. Underlines the need for educational and vocational guidance to help learners, trainees and workers identify the education and training path best suiting their inclinations and interests, **and** recognises that the anticipation of labour market trends can be very useful for all those involved in order to better target their actions and make informed choices;

*Amendment*

3. Underlines the need for educational and vocational guidance to help learners, trainees and workers identify the education and training path best suiting their inclinations and interests, ***stresses that one of the main causes of structural unemployment is the mismatch between supply, in the form of training, and demand, in the form of jobs; regards it as a priority to anticipate future skills needs in an effort to ensure that the training available corresponds to the realities of the labour market;*** recognises that the anticipation of labour market trends can be very useful for all those involved in order to better target their actions and make informed choices;

Or. fr

**Amendment 22**  
**Malika Benarab-Attou**  
on behalf of the Verts/ALE Group

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

*Draft opinion*

3. Underlines the need for educational and vocational guidance to help learners, trainees and workers identify the education and training path best suiting their inclinations and interests, and recognises that the anticipation of labour market trends can be very useful for all those involved in order to better target their actions and make informed choices;

*Amendment*

3. Underlines the need for educational and vocational guidance to help learners, trainees and workers identify the education and training path best suiting their inclinations and interests, and recognises that the anticipation of labour market trends can be very useful for all those involved in order to better target their actions and make informed choices;

*stresses the need to encourage the acquisition of qualifications and training in new sectors likely to offer sustainable and high-quality jobs, such as the sectors linked to a sustainable, inclusive economy, environmental transition and information and communication technologies;*

Or. fr

**Amendment 23**  
**Kinga Göncz**

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

*Draft opinion*

3. Underlines the need for educational and vocational guidance to help learners, trainees and workers identify the education and training path best suiting their inclinations and interests, and recognises that the anticipation of labour market trends can be very useful for all those involved in order to better target their actions and make informed choices;

*Amendment*

3. Underlines the need for educational and vocational guidance ***accessible for all*** to help learners, trainees and workers identify the education and training path best suiting their inclinations and interests, and recognises that the anticipation of labour market trends can be very useful for all those involved in order to better target their actions and make informed choices;

Or. en

**Amendment 24**  
**Antigoni Papadopoulou**

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

*Draft opinion*

3. Underlines the need for educational and vocational guidance to help learners, trainees and workers identify the education and training path best suiting their inclinations and interests, and recognises

*Amendment*

3. Underlines the need for ***provision of effective and constructive*** educational and vocational guidance to help learners, trainees and workers identify the education and training path best suiting their

that the anticipation of labour market trends can be very useful for all those involved in order to better target their actions and make informed choices;

inclinations and interests, and recognises that the anticipation of labour market trends can be very useful for all those involved in order to better target their actions and make informed choices;

Or. el

**Amendment 25**  
**Licia Ronzulli**

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

*Draft opinion*

*Amendment*

***3a. Underlines the need to implement policies to improve and modernise vocational training programmes in order to ensure that skills match the new and increasing demands of companies, today and in the future;***

Or. it

**Amendment 26**  
**Konstantinos Poupakis**

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

*Draft opinion*

*Amendment*

***3a. Stresses the decisive importance of facilitating access for persons with disabilities to lifelong learning through not only the formulation and implementation of targeted programmes but also disability mainstreaming in all programmes intended for the general public. In this connection, particular attention must be paid to the relationship between disability and lifelong learning so as to prevent social exclusion and***

*genuinely strengthen the position of those with disabilities on the labour market, given that, according to all relevant studies, the educational level of those with disabilities is below average, while at the same time their degree of participation in the programmes in question is extremely low;*

Or. el

**Amendment 27**  
**Licia Ronzulli**

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

*Draft opinion*

*Amendment*

*3b. Recalls that creativity is an essential element of the new knowledge-based economy; stresses that the creative sector makes a significant and increasing contribution to the economy, amounting to 4.5 % of EU GDP and 8.5 million jobs;*

Or. it

**Amendment 28**  
**Malika Benarab-Attou**  
on behalf of the Verts/ALE Group

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

*Draft opinion*

*Amendment*

*3a. Stresses the essential role played by public employment services in carrying out policies to support and advise jobseekers, in particular as regards assistance in seeking employment or training; emphasises that a larger number of these jobseekers must receive adequate*

*training which facilitates their return to the labour market, and therefore urges Member States to make the necessary resources available;*

Or. fr

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

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

*Draft opinion*

4. Regrets the reduced funding for education and the lack of training placements offered by enterprises owing to the crisis;

*Amendment*

4. Regrets the reductions in funding for education and the lack of training placements offered by enterprises owing to the crisis, *particularly training with remuneration, and stresses that Member States must invest in appropriate educational and training reforms so as to deal more effectively with the economic crisis and achieve the Europe 2020 strategy objectives;*

Or. el

**Amendment 30**  
**Milan Cabrnoch**

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

*Draft opinion*

4. *Regrets* the reduced funding *for* education and the lack of training placements offered by enterprises owing to the crisis;

*Amendment*

4. *Stresses* the *risk of* reduced funding *invested in* education and the lack of training placements offered by enterprises owing to the crisis;

Or. en

**Amendment 31**  
**Malika Benarab-Attou**

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

*Draft opinion*

4. Regrets the reduced funding for education and the lack of training placements offered by enterprises owing to the crisis;

*Amendment*

4. Regrets the reduced funding for education and the lack of training placements offered by enterprises owing to the crisis; ***urges the Commission to define minimum standards that encourage the provision and completion of high-quality traineeships and to adopt a proposal on the European Quality Framework for Traineeships as soon as possible;***

Or. fr

**Amendment 32**  
**Philippe Boulland**

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

*Draft opinion*

4. Regrets the reduced funding for education and the lack of training placements offered by enterprises owing to the crisis;

*Amendment*

4. Regrets the reduced funding for education and the lack of training placements offered by enterprises owing to the crisis; ***also regrets the unacceptable increase in the number of unpaid traineeships;***

Or. fr

**Amendment 33**  
**Riikka Manner**

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

*Draft opinion*

4. Regrets the reduced funding for education and the lack of training placements offered by enterprises owing to the crisis;

*Amendment*

4. Regrets the reduced funding for education and the lack of training placements offered by enterprises owing to the crisis; ***emphasises the importance of training placement especially for young people;***

Or. en

**Amendment 34**  
**Csaba Sógor**

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

*Draft opinion*

*Amendment*

***4a. Observes that education and training and the prevention of early school-leaving are an investment and, at the same time, a guarantee of successful crisis management;***

Or. hu

**Amendment 35**  
**Malika Benarab-Attou**  
on behalf of the Verts/ALE Group

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

*Draft opinion*

*Amendment*

***4a. Urges Member States to implement the ‘guarantee for young people’ by taking specific, practical measures at national level, accompanied by adequate financial support, to guarantee that young people have decent work or can pursue studies or engage in further training in the four***

*months after they leave school;*

Or. fr

**Amendment 36**  
**Thomas Händel, Marie-Christine Vergiat**

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

*Draft opinion*

*Amendment*

***4a. Calls on Member States to comply with and promote the European Quality Charter on Internships and Apprenticeships; insists that internships should only be used as part of education and training, and not as a means of obtaining cheap labour;***

Or. fr

**Amendment 37**  
**Philippe Boulland**

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

*Draft opinion*

*Amendment*

***4a. Suggests that consideration should be given to developing partnerships between schools, universities and businesses in order to improve the suitability of training and increase the number of traineeships available;***

Or. fr

**Amendment 38**  
**Konstantinos Poupakis**

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

*Draft opinion*

*Amendment*

***4a. Stresses the need to strengthen links between initial and further vocational training so as to improve significantly the quality and results of the courses offered, and promote new methods of work organisation and innovative forms of employment;***

Or. el

**Amendment 39**  
**Csaba Sógor**

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

*Draft opinion*

*Amendment*

***4b. Considers that there has never been a greater need for supply and demand on the labour market to balance each other precisely, so that the creation of so-called ‘lost generations’ can be avoided;***

Or. hu

**Amendment 40**  
**Milan Cabrnoch**

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

*Draft opinion*

*Amendment*

5. Recalls that employers have a key responsibility in making LLL a reality for all and encourages them to facilitate continuous training throughout workers' careers;

5. Recalls that employers have a key responsibility in making LLL a reality for all and encourages them to facilitate continuous training throughout workers' careers; ***stresses also the individual***

*responsibility of everyone to do his best in order to be prepared to face new challenges on the labour market;*

Or. en

**Amendment 41**  
**Antigoni Papadopoulou**

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

*Draft opinion*

5. Recalls that employers have a key responsibility in making LLL a reality for all *and* encourages them to facilitate continuous training throughout workers' careers;

*Amendment*

5. Recalls that employers have a key responsibility in making LLL a reality for all *with due regard for gender equality*; encourages them to facilitate continuous training throughout workers' careers, *with particular emphasis on women, who tend to be employed as unskilled or semiskilled labour*;

Or. el

**Amendment 42**  
**Jean-Luc Bennahmias**

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

*Draft opinion*

5. Recalls that employers have a key responsibility in making LLL a reality for all and encourages them to facilitate continuous training throughout workers' careers;

*Amendment*

5. Recalls that employers have a key responsibility in making LLL a reality for all and encourages them to facilitate continuous training throughout workers' careers, *by improving the visibility of rights to training, by ensuring that training is available to all workers, and by giving workers proper credit for in-service training throughout their careers*;

Or. fr

**Amendment 43**  
**Filiz Hakaeva Hyusmenova**

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

*Draft opinion*

5. Recalls that employers have a key responsibility in making LLL a reality for all and encourages them to facilitate continuous training throughout workers' careers;

*Amendment*

5. Recalls that employers have a key responsibility in making LLL a reality for all and encourages them to facilitate continuous training throughout workers' careers, ***thus enabling the possibility for further specialisation and creating opportunities to advance in the work field.***

Or. en

**Amendment 44**  
**Konstantinos Poupakis**

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

*Draft opinion*

*Amendment*

***5a. Calls on the Member States to facilitate participation by employers and workers in education and training, particularly through the mass media - by cutting bureaucracy, introducing co-funded programmes, etc. - so as to improve output and quality and achieve greater career satisfaction;***

Or. el

**Amendment 45**  
**Konstantinos Poupakis**

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

*Draft opinion*

*Amendment*

**5b. Stresses the need to increase the involvement and participation of the social partners in drawing up education and training programmes and deciding on their content, as well as in the implementation thereof;**

Or. el

**Amendment 46**  
**Milan Cabrnoch**

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

*Draft opinion*

*Amendment*

6. Urges Member States to set themselves ambitious targets and apply innovative policies in tackling early school leaving and **calls for** diversified and flexible learning pathways accommodating the needs of different learners, the introduction of dual systems combining studying and practical learning and better opportunities in vocational education and training;

6. Urges Member States to set themselves ambitious targets and apply innovative policies in tackling early school leaving and **supports** diversified and flexible learning pathways accommodating the needs of different learners, the introduction of dual systems combining studying and practical learning and better opportunities in vocational education and training;

Or. cs

**Amendment 47**  
**Csaba Sógor**

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

*Draft opinion*

*Amendment*

**6a. Considers this synergy between the supply of labour and the ability of the labour market to absorb it to be essential;**

**Amendment 48**  
**Jean-Luc Bennahmias**

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

*Draft opinion*

*Amendment*

***6a. Stresses that young people need to be better prepared for the transition between education, initial training and work; regards it as essential to increase interaction and develop partnerships between universities, training bodies and youth organisations so that learners can adjust to and become properly integrated into working life;***

Or. fr

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

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

*Draft opinion*

*Amendment*

***6a. Welcomes greater cooperation between education and training providers on the one hand and the business and research sectors and civil society on the other as a means of reducing unemployment, provided that this does not detract from the humanistic value of education or become an end in itself;***

Or. el

**Amendment 50**  
**Malika Benarab-Attou**  
on behalf of the Verts/ALE Group

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

*Draft opinion*

*Amendment*

***6a. Draws attention to the need for the skills acquired through voluntary service to be officially recognised, both professionally and in terms of education, in order to strengthen the vital links between non-formal learning and formal education;***

Or. fr

**Amendment 51**  
**Jean-Luc Bennahmias**

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

*Draft opinion*

*Amendment*

***6b. Emphasises the need to develop lifelong learning strategies which meet the requirement for economic and social efficiency; calls on Member States to improve the recognition and accreditation of skills acquired through non-formal education;***

Or. fr

**Amendment 52**  
**Konstantinos Poupakis**

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

*Draft opinion*

*Amendment*

***6a. In view of the Europe 2020 strategy and the central importance position of its education and training goals with a view to improving the quality of employment and increasing output and competitiveness in the EU, calls on the Member States, in collaboration with the Commission, to ensure that records are kept of those not in employment, education or training, and formulate effective remedial strategies;***

Or. el

**Amendment 53  
Antigoni Papadopoulou**

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

*Draft opinion*

*Amendment*

***6b. Asks the Commission to encourage constructive collaboration between the Member States and exchanges of experience, expertise and good practice;***

Or. el

**Amendment 54  
Antigoni Papadopoulou**

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

*Draft opinion*

*Amendment*

***6c. Notes the great disparities national education and training systems and, in line with the principle of subsidiarity,***

*recommends that the progress report be accompanied by a handbook for each individual Member State containing recommendations as to how existing policies might be improved and the national education systems developed;*

Or. el

**Amendment 55**  
**Konstantinos Poupakis**

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

*Draft opinion*

*Amendment*

*6b. Recommends the implementation of joint education and training initiatives in line with the particular nature of each target group and the needs of the geographical area or occupational sector concerned;*

Or. el

**Amendment 56**  
**Thomas Händel, Marie-Christine Vergiat**

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

*Draft opinion*

*Amendment*

7. Calls for an intensified policy dialogue and cooperation on education and training between the Union and its international partners to reflect the increasing economic, social and political interdependencies and to contribute to the implementation of the external dimension of Europe 2020.

7. Calls for an intensified policy dialogue and cooperation on education and training between the Union and its international partners to reflect the increasing economic, social and political interdependencies and to contribute to the implementation of the external dimension of Europe 2020; *draws attention, however, to the damaging effects of austerity programmes, which lead to a brain drain both within the*

*Union and towards third countries.*

Or. fr

**Amendment 57**  
**Minodora Cliveti**

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

*Draft opinion*

*Amendment*

*7 a. Calls for enhancing the external dimension of EU policies in employment and education and training in neighbouring countries and beyond in order to support stability, prosperity, and better employment opportunities for its partner countries' citizens, while developing better instruments for managing and facilitating skilled migration to Europe to balance skill shortages and gaps that are the result of demographic developments in Europe.*

Or. en

**Amendment 58**  
**Olle Ludvigsson**

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

*Draft opinion*

*Amendment*

*7 a. Recalls that, as players on the global education market, national VET systems need to be connected to the wider world in order to remain up-to-date and competitive and that they have to be more capable of attracting learners from other European and third countries, providing them with education and training as well as making it easier to recognise their*

*skills; highlights that demographic change and international migration make these issues even more relevant.*

Or. en

**Amendment 59**  
**Olle Ludvigsson**

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

*Draft opinion*

*Amendment*

*7 b. Stresses that, although a European area of education and training is emerging, the objective of removing obstacles to mobility has not been achieved yet and the mobility of learners in VET remains low; underlines that increasing the transnational mobility of VET learners and teachers substantially and recognising the knowledge, skills and competences they have acquired abroad will be an important challenge for the future and that better and targeted information provision and guidance are also needed to attract more foreign learners to our VET systems.*

Or. en

**Amendment 60**  
**Thomas Händel, Marie-Christine Vergiat**

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

*Draft opinion*

*Amendment*

*7a. Calls on Member States to involve all stakeholders, particularly the social partners, in the development and implementation of education and training*

*policies.*

Or. fr