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Committee on Employment and Social Affairs

2013/2041(INI)

06.5.2013

AMENDMENTS

1 - 99

Draft opinion
Kinga Göncz,
(PE508.049v01-00)

Rethinking Education: Investing in skills for better socio-economic outcomes
(2013/2041(INI))

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EN

United in diversity

EN

AM_Com_NonLegOpinion

Amendment 1
Jean-Luc Bennahmias

Draft opinion
Paragraph 1

Draft opinion

1. ***In order to create a strong and innovative Europe and to promote social inclusion***, calls on Member States to increase the level of investment in quality education and training to prepare students for the ever-changing needs of the labour market;

Amendment

1. ***Points out that the crisis is hitting young people particularly hard, with some going as far as to talk about a ‘lost generation’, that the youth unemployment rate in the European Union stood at 23.6% in January 2013, and that, even more worryingly, 8 million people in the 18-25 age group are not in employment, education or training¹***; calls on Member States, ***in the light of the urgent social problems facing the EU***, to increase the level of investment in quality education and training to prepare students ***for the process of social and professional integration and, in particular***, for the ever-changing needs of the labour market;

¹ ***EU employment and social situation quarterly review, published by the Commission (March 2013).***

Or. fr

Amendment 2
Malika Benarab-Attou

Draft opinion
Paragraph 1

Draft opinion

1. In order to create a strong and innovative Europe and to promote social inclusion, calls on Member States to increase the

Amendment

1. In order to create a strong and innovative Europe and to promote social inclusion, calls on Member States to increase the

level of investment in quality education and training to *prepare* students *for the ever-changing needs of the* labour market;

level of investment in quality education and training to *ensure* students *have the necessary skills and instruments to successfully enter and participate to the* labour market; *stresses that in the Semester process a number of Member States have been strongly called on to increase investment in education; stresses that lack of investment in education may negatively impact on the EU 2020 strategy;*

Or. en

Amendment 3
Kinga Göncz

Draft opinion
Paragraph 1

Draft opinion

1. In order to create a strong and innovative Europe and to promote social inclusion, calls on Member States to increase the level of investment *in* quality education and training *to prepare* students for the ever-changing *needs of the* labour market;

Amendment

1. In order to *achieve goals and headline targets the EU committed itself to in the EU2020 strategy, to realize smart, inclusive and green growth, to* create a strong and innovative Europe and to promote social inclusion *and a higher level of solidarity while also preparing citizens for a successful and fulfilling life,* calls on Member States to increase the level of investment *into* quality education and training *preparing* students for the ever-changing labour market *needs;*

Or. en

Amendment 4
Sari Essayah

Draft opinion
Paragraph 1

Draft opinion

1. ***In order to create a strong and innovative Europe and to promote social inclusion***, calls on Member States to increase the level of investment in quality education and training to prepare students for the ever-changing needs of the labour market;

Amendment

1. Calls on Member States to increase the level of investment in quality education and training to prepare students for ***life, taking into account the new requirements of society and*** the ever-changing needs of the labour market; ***considers that, by promoting the development of students' preparedness to engage with society, their creativity and their level of knowledge and skills, a strong and innovative Europe will be created and social inclusion promoted;***

Or. fi

Amendment 5
Daniël van der Stoep

Draft opinion
Paragraph 1

Draft opinion

1. In order to create a strong and innovative ***Europe*** and to promote social inclusion, calls on Member States to increase the level of investment in quality education and training to prepare students for the ever-changing needs of the labour market;

Amendment

1. In order to create a strong and innovative ***European Union*** and to promote social inclusion, calls on Member States to increase the level of investment in quality education and training to prepare students for the ever-changing needs of the labour market;

Or. nl

Amendment 6
Livia Járóka

Draft opinion
Paragraph 1

Draft opinion

1. In order to create a strong and innovative

Amendment

1. In order to create a strong and innovative

Europe and to promote social inclusion, calls on Member States to increase the level of investment in quality education and training to prepare students for the ever-changing needs of the labour market;

Europe and to promote social inclusion, calls on Member States to increase the level of investment in quality education and training to prepare students for the ever-changing needs of the labour market ***and help them acquire the cross-cutting skills that are most sought after;***

Or. en

Amendment 7
Jean-Luc Bennahmias

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1a. Calls on Member States to develop a strategy based on growth and employment; emphasises that investment in human capital is fundamental to the efforts to achieve the objectives of the EU2020 strategy, build a strong and innovative Europe, strengthen social cohesion and foster active citizenship;

Or. fr

Amendment 8
Minodora Cliveti

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1 a. Underlines the necessity to maintain the public funding for education and the Member States should make better use of the European Structural Funds and strengthen the social partners' involvement in education and training;

Amendment 9
Inês Cristina Zuber

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1a. Believes that lay-offs of teachers , which have increased in some bailed-out countries, are leading to a decline in teaching standards, school closures, a reduced curriculum and increased rates of academic failure and dropout, and that increased student/teacher ratios as a result of cuts in the sector lead to lower teaching standards in the educational system, the goal of which should be to enable teachers to more closely accompany the educational progress of their pupils;

Or. pt

Amendment 10
Inês Cristina Zuber

Draft opinion
Paragraph 1 b (new)

Draft opinion

Amendment

1b. The process of placing and recruiting teachers is fundamental to maintaining educational systems; calls on Member States to comply with the principle laid down in Council Directive 1999/70/EC on fixed-term work;

Or. pt

Amendment 11
Kinga Göncz

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States to provide more efficient education, with *a* focus on active citizenship, transversal, *entrepreneurial* and STEM-related skills, digital literacy and foreign languages skills, *to tackle mismatches between skills and labour market demand*;

Amendment

2. Calls on Member States to provide more efficient education with focus on active citizenship, *providing transversal skills – helping students solve problems, be flexible and able to adapt to unpredictable situations and work in teams and intercultural settings -, practical* entrepreneurial and STEM-related *skills, high* digital literacy, and *efficient* foreign languages skills *accessible for all*;

Or. en

Amendment 12
Malika Benarab-Attou

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States *to provide more* efficient *education*, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy *and* foreign languages skills, *to tackle mismatches between skills and labour market demand*;

Amendment

2. Calls on Member States *to ensure that education is addressing the needs of every potential student in an efficient and participative way*, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy, foreign languages skills, *as well as skills needed in sectors likely to ensure quality and sustainable jobs, such as sectors linked to a sustainable and inclusive economy, environmental transition and information and communication technologies*;

Or. en

Amendment 13
Sari Essayah

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States to provide **more efficient** education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, to tackle mismatches between skills and labour market **demand**;

Amendment

2. Calls on Member States to provide **diverse** education, with a focus on active citizenship, **developing creativity**, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, **but also on the arts and physical exercise, to ensure a balanced general education and personal development, as well as** to tackle mismatches between **the level of general education and specialist skills attained on the one hand** and **the changing needs of the labour market on the other hand**;

Or. fi

Amendment 14
Jean-Luc Bennahmias

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, to tackle mismatches between skills and labour market demand;

Amendment

2. **Stresses that better knowledge and skills are essential**; calls, **therefore**, on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, to tackle mismatches between skills and labour market demand;

Or. fr

Amendment 15
Roberta Angelilli

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, **to tackle mismatches between skills and labour market demand**;

Amendment

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills;

Or. it

Amendment 16
Daniël van der Stoep

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, to **tackle mismatches between** skills and labour market demand;

Amendment

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, to **match** skills and labour market demand;

Or. nl

Amendment 17
Rachida Dati

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages *skills*, to tackle mismatches between skills and labour market demand;

Amendment

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages *from an early age*, to tackle mismatches between skills and labour market demand;

Or. fr

Amendment 18
Heinz K. Becker

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States to provide more efficient education, with a focus on *active citizenship*, transversal, entrepreneurial and STEM-related skills, *digital literacy and foreign languages skills*, to tackle mismatches between skills and labour market demand;

Amendment

2. Calls on Member States to provide more efficient education, with a focus on transversal, entrepreneurial and STEM-related skills (*science, technology, engineering and mathematics*), to tackle mismatches between skills and labour market demand;

Or. de

Amendment 19
Philippe Boulland

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, to tackle

Amendment

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial (*with particular reference to corporate social responsibility - CSR*) and STEM-

mismatches between skills and labour market demand;

related skills, digital literacy and foreign languages skills, to tackle mismatches between skills and labour market demand;

Or. fr

Amendment 20
Livia Járóka

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, to tackle mismatches between skills and labour market demand;

Amendment

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, to tackle mismatches between skills and labour market demand; ***notes in this regard the job creation potential of sectors such as green economy, health care and information, that will require an increasing number of qualified workers in the coming years;***

Or. en

Amendment 21
Mara Bizzotto

Draft opinion
Paragraph 2

Draft opinion

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, to tackle mismatches between skills and labour market demand;

Amendment

2. Calls on Member States to provide more efficient education, with a focus on active citizenship, transversal, entrepreneurial and STEM-related skills, digital literacy and foreign languages skills, to tackle mismatches between skills and labour market demand; ***stresses however that,***

with the current crisis driving an ever-increasing number of firms into bankruptcy, there will soon no longer be any establishments able to offer young people traineeships or jobs, regardless of the efforts made by Member States to tackle mismatches between supply and demand; considers, therefore, that any attempt to reform education in the Union will be pointless unless it is accompanied by measures to prevent the closure and relocation of companies;

Or. it

Amendment 22
Konstantinos Poupakis

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2 a. Given the substantial mismatch between skills and the requirements of the labour market, calls upon Member States to promote cooperation between enterprises and universities in the training of specialities and in curricula and to introduce vocational guidance lessons in schools as a basis for preventing youth unemployment;

Or. el

Amendment 23
Inês Cristina Zuber

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Owing to the economic and financial crisis, many families are no longer able to meet the cost of higher education, which has led to an increase in school dropout rates at this level; considers that Member States should guarantee the right of all persons to free, universal and high quality education, regardless of their economic situation;

Or. pt

Amendment 24
Roberta Angelilli

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Calls on Member States to identify specific education and training courses and tuition based on continuous follow-up with the aim of preventing early school-leaving, to ensure that the skills acquired are sufficient to meet the current and future needs of the labour market;

Or. it

Amendment 25
Jean-Luc Bennahmias

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2a. Reminds Member States of the need to promote learning outcomes with the aim of ensuring that young people have the

knowledge and competences they need to integrate successfully into society and the labour market;

Or. fr

Amendment 26
Philippe Boulland

Draft opinion
Paragraph 3

Draft opinion

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and *offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as Roma, migrants and disabled persons;*

Amendment

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and *stepping up the development of business-school partnerships with a view to ensuring that education and training are tailored more closely to labour market needs;*

Or. fr

Amendment 27
Mara Bizzotto

Draft opinion
Paragraph 3

Draft opinion

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering *tailor-made* arrangements to meet the different needs of students, especially *those from vulnerable social groups, such as Roma, migrants and disabled persons;*

Amendment

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering arrangements to meet the different needs of students, especially disabled persons;

Amendment 28
Daniël van der Stoep

Draft opinion
Paragraph 3

Draft opinion

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as ***Roma, migrants and disabled*** persons;

Amendment

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as persons ***with mental and/or physical disabilities***;

Amendment 29
Heinz K. Becker

Draft opinion
Paragraph 3

Draft opinion

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as ***Roma, migrants and disabled persons***;

Amendment

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as ***disabled persons***, migrants and ***minorities***;

Amendment 30
Malika Benarab-Attou

Draft opinion
Paragraph 3

Draft opinion

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the ***different*** needs of students, especially those from vulnerable social groups, ***such as*** Roma, migrants and disabled persons;

Amendment

3. Calls on Member States to ***further and*** safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the needs of students, especially those ***at risk of non-participation or exclusion such as*** from vulnerable social groups, ***including*** Roma, migrants and disabled persons;

Or. en

Amendment 31
Kinga Göncz

Draft opinion
Paragraph 3

Draft opinion

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements ***to meet*** the different needs of students, especially ***those from*** vulnerable social groups, such as Roma, migrants ***and disabled persons***;

Amendment

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach ***placing special emphasis on*** providing equal access to all at all levels, and offering ***supportive and*** tailor-made arrangements, ***and individualized pathways regarding*** the different needs of students, especially ***of members of*** vulnerable social groups, such as ***the*** Roma, migrants, ***disabled people - throughout their entry, studies and graduation***;

Or. en

Amendment 32
Sari Essayah

Draft opinion
Paragraph 3

Draft opinion

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal **access to all** at all levels and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as Roma, migrants and disabled persons;

Amendment

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal **conditions in which to compete for places on courses and opportunities to study** at all levels and offering tailor-made arrangements to meet the different needs of students **of disparate levels**, especially those from vulnerable social groups, such as Roma, migrants and disabled persons;

Or. fi

Amendment 33
Danuta Jazłowiecka

Draft opinion
Paragraph 3

Draft opinion

3. Calls on Member States to safeguard an inclusive and integrated **education** system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as Roma, migrants and disabled persons;

Amendment

3. Calls on Member States to safeguard an inclusive and integrated **qualifications** system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as Roma, migrants and disabled persons;

Or. en

Amendment 34
Livia Járóka

Draft opinion
Paragraph 3

Draft opinion

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as Roma, migrants and disabled persons;

Amendment

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels, ***with highly qualified teachers and trainers, innovative learning methods, high-quality infrastructure and facilities, a high labour market relevance, as well as pathways to further education and training***, and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as Roma, migrants and disabled persons;

Or. en

Amendment 35
Jean-Luc Bennahmias

Draft opinion
Paragraph 3

Draft opinion

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as Roma, migrants and disabled persons;

Amendment

3. Calls on Member States to safeguard an inclusive and integrated education system with a lifelong learning approach, providing equal access to all at all levels and offering tailor-made arrangements to meet the different needs of students, especially those from vulnerable social groups, such as Roma, migrants and disabled persons; ***emphasises the need for the Member States to strengthen their lifelong-learning strategies by making vocational training attractive and by ensuring that everyone can exercise their right to training***;

Amendment 36
Jean-Luc Bennahmias

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3a. Takes the view that priority must be given to the acquisition of key skills – every young person must possess the basic knowledge and competences they need for their personal and professional lives as adults; stresses that the focus must be on disadvantaged areas and young people with problems; takes the view that every pupil must be given help with the task of developing their own learning plan by ensuring that everyone receives educational and careers guidance and that, at the start of secondary school, a module is offered which gives pupils an insight into the career paths available;

Amendment 37
Konstantinos Poupakis

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3 a. Emphasises that in many remote areas there are severe problems in accessing schools, which is leading to a soaring school dropout rate; calls on Member States, given the severe economic distress afflicting the majority of European citizens, to take concrete steps to overcome barriers of this kind;

Amendment 38
Inês Cristina Zuber

Draft opinion
Paragraph 3 a (new)

Draft opinion

Amendment

3a. Calls on the Member States to create structures to support and include pupils with special educational needs (SEN) in all educational systems; emphasises that the referral of SEN pupils should be carried out with the participation of parents, special education teachers, their grade teacher or a member of the grade council, and the health or social services;

Or. pt

Amendment 39
Konstantinos Poupakis

Draft opinion
Paragraph 3 b (new)

Draft opinion

Amendment

3 b. Calls on Member States, as part of measures to increase the number of students in higher education, to facilitate the access of young people to universities, inter alia through the introduction of student loans on favourable terms, grants and decent student accommodation, since many young people are unable to pursue their studies due to financial problems. Particular attention should be paid to vulnerable social groups such as young people from families with members who are long-term unemployed;

Amendment 40
Konstantinos Poupakis

Draft opinion
Paragraph 3 c (new)

Draft opinion

Amendment

3 c. Calls upon Member States to establish or strengthen the Observatories or equivalent structures for diagnosing the needs of national labour markets, integrating their results in each step of the educational process;

Or. el

Amendment 41
Kinga Göncz

Draft opinion
Paragraph 4

Draft opinion

Amendment

4. Considers that Member States should reduce drop-out rates by launching early childhood education, development and care programmes, providing extra-curricular activities and engaging parents ***and providing mentoring to*** disadvantaged students ***throughout their studies, helping them access the Erasmus programme and internships;***

4. Considers that Member States should reduce drop-out rates, ***thereby meeting the EU2020 headline targets aiming at going below 10%,*** by launching ***high quality,*** early childhood education, development and care programmes, ***and guarantee equal access for children to them, also by providing a wide range of*** extra-curricular activities and engaging parents ***in the educational process; reminds that all these steps are vital to tackle inequalities based on early childhood disadvantages, to prevent the education of*** disadvantaged students ***in special, segregated schools, and to stop the reproduction of poverty and social exclusion through generations;***

Amendment 42
Philippe Boulland

Draft opinion
Paragraph 4

Draft opinion

4. Considers that Member States should reduce drop-out rates by launching early childhood education, development and care programmes, *providing extra-curricular activities and engaging parents* and providing mentoring to disadvantaged students throughout their studies, *helping them access the Erasmus programme and internships*;

Amendment

4. Considers that Member States should reduce drop-out rates by launching *specific* early childhood education, development and care programmes *geared to labour market needs* and providing mentoring to disadvantaged students throughout their studies;

Or. fr

Amendment 43
Sari Essayah

Draft opinion
Paragraph 4

Draft opinion

4. Considers that Member States should reduce drop-out rates by launching early childhood *education*, development and *care* programmes, providing extra-curricular activities and engaging parents and providing mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships;

Amendment

4. Considers that Member States should reduce drop-out rates by launching early childhood *care*, development and *education* programmes *appropriate to the age group*, providing extra-curricular activities and engaging parents *in the encouragement of learning* and providing mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships;

Or. fi

Amendment 44
Livia Járóka

Draft opinion
Paragraph 4

Draft opinion

4. Considers that Member States should reduce drop-out rates by launching early childhood education, development and care programmes, providing extra-curricular activities and engaging parents and providing mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships;

Amendment

4. Considers that Member States should reduce drop-out rates by launching early childhood education, development and care programmes ***that are accessible for all and that focus on the entire period of early childhood - from birth to the age of six -***, providing extra-curricular activities and engaging parents ***and well-established local NGOs in the implementation and monitoring of such measures*** and providing mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships;

Or. en

Amendment 45
Emer Costello

Draft opinion
Paragraph 4

Draft opinion

4. Considers that Member States should reduce ***drop-out*** rates by launching early childhood education, development and care programmes, providing extra-curricular activities and engaging parents and providing mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships;

Amendment

4. Considers that Member States should reduce ***early school leaving*** rates by launching early childhood education, development and care programmes, providing extra-curricular activities and engaging parents and providing mentoring to disadvantaged students throughout ***out*** their studies, helping them access the Erasmus programme and ***quality*** internships;

Amendment 46
Heinz K. Becker

Draft opinion
Paragraph 4

Draft opinion

4. Considers that Member States should reduce drop-out rates by launching early childhood education, development and care programmes, providing extra-curricular activities and engaging parents and **providing mentoring to** disadvantaged students throughout their studies, helping them access the Erasmus programme and internships;

Amendment

4. Considers that Member States should reduce drop-out rates by launching early childhood education, development and care programmes, providing extra-curricular activities and engaging parents and **promoting** disadvantaged students throughout their studies, helping them access the Erasmus programme and internships;

Or. de

Amendment 47
Malika Benarab-Attou

Draft opinion
Paragraph 4

Draft opinion

4. **Considers that** Member States should reduce drop-out rates by launching early childhood education, development and care programmes, providing extra-curricular activities and engaging parents and providing mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships;

Amendment

4. **Stresses that the EU2020 target to reduce early-school leaving needs a major effort by all Member States; stresses that among other strategies** Member States should reduce drop-out rates by launching early childhood education, development and care programmes, providing extra-curricular activities and engaging parents and providing **a wide range of support structures, such as** mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships; **stresses that current participation rates to the Erasmus**

program for students with lower level of revenue are lower than average and that real efforts need to be made to make EU programs more accessible and attractive for under-represented groups;

Or. en

Amendment 48
Filiz Hakaeva Hyusmenova

Draft opinion
Paragraph 4

Draft opinion

4. Considers that Member States should reduce drop-out rates by launching early childhood education, development and care programmes, providing extra-curricular activities and engaging parents and providing mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships;

Amendment

4. Considers that Member States should reduce drop-out rates by launching early childhood education, development and care programmes, providing extra-curricular activities and engaging parents and providing mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships; *encourages Member States to consider alternatives to keep students in the system of the high education with the help of low or no interest loans, larger scale of scholarships and grants, shorter studies period particularly for the MA programs;*

Or. en

Amendment 49
Evelyn Regner

Draft opinion
Paragraph 4

Draft opinion

4. Considers that Member States should reduce drop-out rates by launching early

Amendment

4. Considers that Member States should reduce drop-out rates by launching early

childhood education, development and care programmes, providing extra-curricular activities and engaging parents and providing mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships;

childhood education, development and care programmes, providing extra-curricular activities and engaging parents and providing mentoring to disadvantaged students throughout their studies, helping them access the Erasmus programme and internships; ***welcomes in this context the Commission's proposals for a Quality Framework on Traineeships and an Alliance for Apprenticeships;***

Or. de

Amendment 50
Kinga Göncz

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4 a. Calls on Member States to provide tutoring, mentoring and networking assistance to disadvantaged students throughout their studies to prevent their drop-out in secondary and tertiary education, and at tertiary level help them access the Erasmus programme and promote their internships in businesses, public administration and the media in order to enable them to have appropriate work experience and a support network for their future job success, and also to integrate their specific views into the institutional culture;

Or. en

Amendment 51
Konstantinos Poupakis

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4 a. Calls on the Member States, in upgrading technical vocational training, to promote synergies between social partners and educational institutions at local level in order to bring the specialisations provided, professional profiles and the corresponding curricula into line with the specific needs of the local economy and labour market;

Or. el

Amendment 52
Malika Benarab-Attou

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4 a. Calls on the Commission and the Member States to establish and implement a European system for the certification and recognition of qualifications, formal, non-formal and informal learning, so as to encourage mobility of every potential student;

Or. en

Amendment 53
Kinga Göncz

Draft opinion
Paragraph 4 b (new)

Draft opinion

Amendment

4 b. Shares the Commission's concerns about the alarmingly low participation levels in adult learning in most Member

States with an EU average of 8.9%; recommends expanding accessible, high quality adult learning programmes particularly in the workplace;

Or. en

Amendment 54
Kinga Göncz

Draft opinion
Paragraph 5

Draft opinion

5. ***Calls on*** Member States to facilitate ***transition*** between the different educational and training pathways, assist transition between education, professional training and employment, ***provide*** traineeships, work-based learning, apprenticeships and dual learning models ***and recognize*** competences based on non-formal and informal learning;

Amendment

5. ***Urges*** Member States to facilitate ***transitions*** between the different educational and training pathways ***and*** assist ***the*** transition between education, professional training and employment; ***to provide Youth Guarantee, quality*** traineeships, work-based learning, apprenticeships and dual learning models, ***and to support gaining and recognize*** competences based on non-formal and informal learning;

Or. en

Amendment 55
Malika Benarab-Attou

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to ***facilitate*** transition between the different educational and training pathways, ***assist*** transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize

Amendment

5. Calls on Member States to ***properly target the*** transition between the different educational and training pathways, ***fundamentally improve*** transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual

competences based on non-formal and informal learning;

learning models and recognize competences based on non-formal and informal learning; ***stresses that also in the EU Semester process Member States have been called on to remove existing barriers to transition between education and training systems; stresses that young people are at higher risk in the transition phase and that Member States have to improve their policies to address the needs of those in transition, especially in relation to social security and income security, accessibility, funding and information;***

Or. en

Amendment 56
Emer Costello

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

Amendment

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide ***high-quality*** traineeships, work-based learning, apprenticeships and dual learning models ***offering decent wages and appropriate working conditions with a strong learning component and associated with a qualification process*** and recognize competences based on non-formal and informal learning;

Or. en

Amendment 57
Livia Járóka

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models **and** recognize competences based on non-formal and informal learning;

Amendment

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models **that are easily accessible and career-oriented, as well as** recognize competences based on non-formal and informal learning;

Or. en

Amendment 58
Sari Essayah

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and **recognize** competences based on non-formal and informal learning;

Amendment

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and **seek ways of recognising** competences based on non-formal and informal learning;

Or. fi

Amendment 59
Inês Cristina Zuber

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

Amendment

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide **quality** traineeships **with rights**, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

Or. pt

Amendment 60
Philippe Boulland

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

Amendment

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide **paid** traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

Or. fr

Amendment 61
Jean-Luc Bennahmias

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate

Amendment

5. Calls on Member States to facilitate

transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize ***and award credit for*** competences based on non-formal and informal learning;

Or. fr

Amendment 62
Heinz K. Becker

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

Amendment

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

Or. de

Amendment 63
Danuta Jazłowiecka

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships,

Amendment

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships,

work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning ***through accessible and high-quality validation system;***

Or. en

Amendment 64
Filiz Hakaeva Hyusmenova

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

Amendment

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning; ***calls for better partnership between educational institutions and employers' organizations for adjustment of the acquainted qualifications to the needs of the labour market and welcomes collaborations as annual meetings between the business and students, fairs for recruiting new trainees, apprentices or young specialists, establishment of work agencies in educational institutions, etc.;***

Or. en

Amendment 65
Rachida Dati

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

Amendment

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning; ***welcomes the presentation by the Commission of a proposal for a European learning alliance;***

Or. fr

Amendment 66
Mara Bizzotto

Draft opinion
Paragraph 5

Draft opinion

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning;

Amendment

5. Calls on Member States to facilitate transition between the different educational and training pathways, assist transition between education, professional training and employment, provide traineeships, work-based learning, apprenticeships and dual learning models and recognize competences based on non-formal and informal learning; ***stresses, however, that any attempt to align education and training courses with the labour market will be pointless unless it is accompanied by measures to prevent the closure and relocation of companies, the very organisations which can absorb young graduates and people who have successfully undergone other forms of training;***

Or. it

Amendment 67
Kinga Göncz

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5 a. Calls on Member States to find a sustainable solution to the problem of mismatches between the acquired skills and the labour market demand, and solve skills shortages especially in sectors with growth potential, such as ICT, health and care, business services etc.;

Or. en

Amendment 68
Jean-Luc Bennahmias

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5a. Takes the view that more apprenticeships, which are still often underutilised in the EU, and courses combining training and work experience should be made available; takes the view that all school curricula should include a period of work experience; emphasises, at the same time, the need to increase the number of people in higher education, and calls for guarantees that students undertaking continuous training, students undertaking work experience and apprentices will enjoy the same status;

Or. fr

Amendment 69
Inês Cristina Zuber

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5a. Considers that professional traineeships should be of high quality and with rights attached and cannot be created as a substitute for permanent jobs;

Or. pt

Amendment 70
Minodora Cliveti

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5 a. Calls on the Commission for a more active EU policy in order to achieve the targets on cross-border student and workers mobility and the transferability of qualifications;

Or. en

Amendment 71
Evelyn Regner

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5 a. Stresses that education policy is (also) part of labour market policy; calls therefore on Member States to take measures to facilitate the transition from education to the labour market; urges

Member States furthermore to strengthen programmes providing vocational training and practical experience for pupils and students and to promote programmes providing vocational guidance and support for pupils and students in the choosing a career;

Or. de

Amendment 72
Konstantinos Poupakis

Draft opinion
Paragraph 5 a (new)

Draft opinion

Amendment

5 a. Recognises the special importance of obtaining initial work experience as a critical element in the transition from education to employment; highlights the need to extend the institution of internship either to secondary and post-secondary level or to tertiary level, notably by submitting and implementing Action Plans financed by the European Structural Funds;

Or. el

Amendment 73
Konstantinos Poupakis

Draft opinion
Paragraph 5 b (new)

Draft opinion

Amendment

5 b. Calls on Member States to take measures to increase the participation of employees and unemployed persons in vocational reorientation and retraining programmes in order to reduce the risk of

unemployment and long-term unemployment for that section of the workforce whose professional activities are less and less in demand;

Or. el

Amendment 74
Kinga Göncz

Draft opinion
Paragraph 5 b (new)

Draft opinion

Amendment

5 b. Calls on Member States to promote vocations and professions requiring STEM-related skills, also for women from an early age, in order to overcome occupation segregation and wage discrimination;

Or. en

Amendment 75
Evelyn Regner

Draft opinion
Paragraph 5 b (new)

Draft opinion

Amendment

5 b. Calls, especially in the field of vocational training, for all relevant players, in particular the social partners and educational institutions, to be involved; stresses in this context, the responsibility of enterprises and educational institutions to provide pupils and students with practically relevant training;

Or. de

Amendment 76
Evelyn Regner

Draft opinion
Paragraph 5 c (new)

Draft opinion

Amendment

5 c. Emphasises the great success of ‘dual training’ systems, especially in curbing youth unemployment, and recommends that those Member States which do not have such a system should introduce one as part of their measures to combat youth unemployment; stresses in this regard that it is essential fully to involve the social partners in such systems at an early stage;

Or. de

Amendment 77
Daniël van der Stoep

Draft opinion
Paragraph 6

Draft opinion

Amendment

6. Stresses the need to prepare teachers to focus on skills and competences, get acquainted with different cultures and adapt lessons to the communication and learning styles of their students;

deleted

Or. nl

Amendment 78
Sari Essayah

Draft opinion
Paragraph 6

Draft opinion

6. Stresses the need to prepare teachers to ***focus on skills and competences***, get acquainted with different cultures and adapt ***lessons*** to the communication and learning styles of their students;

Amendment

6. Stresses ***the importance of the level of teacher training and*** the need to prepare teachers to ***attain in-depth teaching skills and knowledge of the subjects to be taught and also*** get acquainted with different cultures and ***know how to*** adapt ***teaching*** to the ***various*** communication and learning styles ***and points of departure*** of their students;

Or. fi

Amendment 79

Kinga Göncz

Draft opinion

Paragraph 6

Draft opinion

6. Stresses the need to prepare teachers to focus on skills and competences, get acquainted with different cultures and adapt lessons to the communication and learning styles ***of their*** students;

Amendment

6. Stresses the need to prepare teachers to focus on skills and competences, ***to provide tailor-made teaching methods to learners of vulnerable social groups***, get acquainted with different cultures and adapt lessons to the ***different*** communication and learning styles ***familiar to the*** students, ***and to focus on learning outcomes rather than educational formalities***;

Or. en

Amendment 80

Heinz K. Becker

Draft opinion

Paragraph 6

Draft opinion

6. Stresses the need to prepare teachers to focus on skills and competences, get acquainted with different cultures and adapt lessons to the communication and learning styles of their students;

Amendment

6. Stresses the need to prepare teachers to focus on skills and competences, get acquainted with different cultures and adapt lessons to the communication and learning styles of their students; ***the focus should be in particular on language skills, as the key to education, and on learning and didactics;***

Or. de

Amendment 81

Rachida Dati

Draft opinion

Paragraph 6

Draft opinion

6. Stresses the need to prepare teachers to focus on skills and competences, get acquainted with different cultures and adapt lessons to the communication and learning styles of their students;

Amendment

6. Stresses the need to prepare teachers to focus on skills and competences, get acquainted with different cultures and adapt lessons to the communication and learning styles of their students; ***welcomes the emphasis placed by the Commission on education and training in new information and communication technologies (NICTs);***

Or. fr

Amendment 82

Malika Benarab-Attou

Draft opinion

Paragraph 6

Draft opinion

6. Stresses the need to prepare teachers to focus on skills and competences, get acquainted with different cultures and

Amendment

6. Stresses the need to prepare teachers to focus on skills and competences, get acquainted with different cultures and

adapt lessons to the communication and learning styles of their students;

adapt lessons to the communication and learning styles of their students; ***stresses the need to invest in lifelong learning for teachers;***

Or. en

Amendment 83
Filiz Hakaeva Hyusmenova

Draft opinion
Paragraph 6

Draft opinion

6. Stresses the need to prepare teachers to focus on skills and competences, get acquainted with different cultures and adapt lessons to the communication and learning styles of their students;

Amendment

6. Stresses the need to prepare teachers to focus on skills and competences, get acquainted with different cultures and adapt lessons to the communication and learning styles of their students; ***considering the threat of the aging of the teachers and the ebb of the profession, calls on Member States to invest and keep the specialists in the field, to help their professional and personal development and to promote their financial status;***

Or. en

Amendment 84
Minodora Cliveti

Draft opinion
Paragraph 6 a (new)

Draft opinion

Amendment

6 a. Recommends to the Member States that the working conditions of teachers and trainers should be greatly improved;

Or. en

Amendment 85
Danuta Jazlowiecka

Draft opinion
Paragraph 6 a (new)

Draft opinion

Amendment

6 a. Calls on Member States to develop policies promoting lifelong learning across all age groups, focused at developing skills and competences necessary to meet the challenges of dynamic changes in labour market demand.

Or. en

Amendment 86
Kinga Göncz

Draft opinion
Paragraph 6 a (new)

Draft opinion

Amendment

6 a. For the purpose of social solidarity and answering demographic challenges, calls on Member States to promote voluntary activities for all ages; urges them to promote trainings required by the care and support sectors, and offer scholarships for people undertaking relevant studies;

Or. en

Amendment 87
Malika Benarab-Attou

Draft opinion
Paragraph 6 a (new)

Draft opinion

Amendment

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

Or. en

**Amendment 88
Konstantinos Poupakis**

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

Draft opinion

Amendment

6 a. Stresses the need for the continuous retraining of teachers so as to develop their horizontal skills in new teaching standards, methods and procedures in keeping with the rapid pace of scientific and technological developments;

Or. el

**Amendment 89
Danuta Jazłowiecka**

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

Draft opinion

Amendment

6 b. Calls on Member States to promote continuous dialogue between education and labour market to avoid risk of skills mismatches.

Or. en

Amendment 90
Kinga Göncz

Draft opinion
Paragraph 6 b (new)

Draft opinion

Amendment

6 b. For a more successful EU-wide employability, calls on Member States to educate their citizens about EU citizenship rights, civic duties and commitments, and how they can benefit from their right to free movement in the EU;

Or. en

Amendment 91
Kinga Göncz

Draft opinion
Paragraph 6 c (new)

Draft opinion

Amendment

6 c. Stresses the role of the European Social Fund (ESF) in supporting investment in education and training, skills and lifelong learning; therefore, strongly calls for safeguarding the minimum overall share for the ESF as 25% of the budget allocated to cohesion policy;

Or. en

Amendment 92
Kinga Göncz

Draft opinion
Paragraph 7

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Draft opinion

7. ***Calls on*** Member States to regularly monitor and evaluate *whether* they have managed to ***provide*** equal access to inclusive and quality education at all levels ***and if*** skills ***resulting from*** education and training have increased students' employability.

Amendment

7. ***Urges the*** Member States to regularly monitor and evaluate ***if their education system and programmes have managed to reach out to the members of vulnerable social groups, if*** they have managed to ***safeguard*** equal access to inclusive and quality education at all levels, ***and whether*** skills ***provided by their*** education and training have ***indeed*** increased students' employability.

Or. en

Amendment 93
Malika Benarab-Attou

Draft opinion
Paragraph 7

Draft opinion

7. Calls on Member States to regularly monitor and evaluate whether they have managed to provide equal access to inclusive and quality education at all levels and if skills resulting from education and training have increased students' employability.

Amendment

7. Calls on Member States to ***act on the education-related recommendations in the European Semester as soon as possible; calls on the Commission and the Member States to*** regularly monitor and evaluate, ***with all stakeholders including young people representatives,*** whether they have managed to provide equal access to inclusive and quality education at all levels and if skills resulting from education and training have increased students' employability.

Or. en

Amendment 94
Sari Essayah

Draft opinion
Paragraph 7

Draft opinion

7. Calls on Member States to regularly monitor and evaluate whether they have managed to provide equal access to inclusive and quality education at all levels and if skills resulting from education and training have increased students' employability.

Amendment

7. Calls on Member States to regularly monitor and evaluate whether they have managed to provide equal access to inclusive and quality education at all levels and if skills resulting from education and training have increased students' employability ***and ability to cope as citizens and in working life.***

Or. fi

Amendment 95
Jean-Luc Bennahmias

Draft opinion
Paragraph 7

Draft opinion

7. Calls on Member States to regularly monitor and evaluate whether they have managed to provide equal access to inclusive and quality education at all levels and if skills resulting from education and training have increased students' employability.

Amendment

7. Calls on Member States to regularly monitor and evaluate whether they have managed to provide equal access to inclusive and quality education at all levels and if skills resulting from education and training have increased students' employability ***and social integration.***

Or. fr

Amendment 96
Roberta Angelilli

Draft opinion
Paragraph 7 a (new)

Draft opinion

Amendment

7a. Calls on the Commission and Member States to promote exchanges of best practices and models which have yielded positive results at European level in terms of reducing the early school-leaving rate, encouraging students to re-enter the

education system, ensuring effective transition from the world of education to the world of work, reducing the youth unemployment rate and improving access to education and employment for disadvantaged groups.

Or. it

Amendment 97
Kinga Göncz

Draft opinion
Paragraph 7 a (new)

Draft opinion

Amendment

7 a. Calls on the Commission to monitor if Member States have taken the necessary steps to reform their education systems in order to achieve the above-mentioned goals.

Or. en

Amendment 98
Filiz Hakaeva Hyusmenova

Draft opinion
Paragraph 7 a (new)

Draft opinion

Amendment

7 a. Encourages Member States to maintain an intensive dialogue with the educational institutions in order to raise their awareness for the EU funding opportunities and to establish in their Operational programs an easy access to funding for them. Encourages the use of the ERDF funding for the needs of the ongoing and vocational education as part of the work process.

Or. en

Amendment 99
Daniël van der Stoep

Draft opinion
Paragraph 7 a (new)

Draft opinion

Amendment

7a. Stresses that Member States are free to apply the above proposals as they see fit, or not to apply them;

Or. nl