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*Committee on Culture and Education*

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**2013/2045(INI)**

30.5.2013

# **AMENDMENTS**

## **1 - 95**

**Draft opinion**  
**Emilio Menéndez del Valle**  
(PE510.555v01-00)

Tackling youth unemployment: possible ways out  
(2013/2045(INI))

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**EN**

*United in diversity*

**EN**

AM\_Com\_NonLegOpinion

**Amendment 1**  
**Malika Benarab-Attou**

**Draft opinion**  
**Paragraph A**

*Draft opinion*

A. whereas education and training policies play a crucial role in combating the high level of youth unemployment; whereas ***keeping up with a rapidly evolving labour market requires*** more investment in vocational education and training (VET), higher education and research;

*Amendment*

A. whereas education and training policies ***can*** play a crucial role in combating the high level of youth unemployment; whereas more investment ***is required*** in vocational education and training (VET), higher education and research, ***while taking into account the qualifications required for the creation of green jobs, in line with the Europe 2020 flagship initiative ‘New Skills for New Jobs’;***

Or. fr

**Amendment 2**  
**Marek Henryk Migalski**

**Draft opinion**  
**Paragraph A**

*Draft opinion*

A. whereas education and training policies play a ***crucial*** role in combating the high level of youth unemployment; whereas keeping up with a rapidly evolving labour market requires more investment in vocational education and training (VET), higher education and research;

*Amendment*

A. whereas education and training policies play a ***major*** role in combating the high level of youth unemployment; whereas keeping up with a rapidly evolving labour market requires more investment in vocational education and training (VET), higher education and research;

Or. pl

**Amendment 3**  
**Marie-Christine Vergiat, Inês Cristina Zuber, Lothar Bisky**

**Draft opinion**  
**Paragraph A**

*Draft opinion*

A. whereas education and training policies play a crucial role in combating the high level of youth unemployment; whereas keeping up with a rapidly evolving labour market requires more investment in vocational education and training (VET), higher education and research;

*Amendment*

A. whereas education and training policies play a crucial role in combating the high level of youth unemployment; whereas ***most studies demonstrate the importance of providing good-quality education from the earliest school years as a means of preventing early school-leaving and ensuring that children from the most disadvantaged social backgrounds are fully integrated into school life***; whereas keeping up with a rapidly evolving labour market requires more investment in vocational education and training (VET), higher education and research; ***whereas taking account of the requirements of the labour market should not preclude children from acquiring the broadest possible foundation of knowledge, as that is the best way of ensuring they will be able to adapt to the vagaries of the employment market and of life in general***;

Or. fr

**Amendment 4**  
**Ivo Belet**

**Draft opinion**  
**Paragraph A**

*Draft opinion*

A. whereas education and training policies play a crucial role in combating the high level of youth unemployment; whereas keeping up with a rapidly evolving labour market requires more investment in vocational education and training (VET), higher education and research;

*Amendment*

A. whereas education and training policies play a crucial role in combating the high level of youth unemployment; ***whereas Member States with highly institutionalised interaction between the education system and the labour market have strikingly low levels of youth unemployment***; whereas keeping up with a rapidly evolving labour market requires more investment in vocational education and training (VET), higher education and research; ***whereas dual education systems***

*are dependent on close cooperation between the public and private sectors, with a high degree of involvement of the social partners;*

Or. nl

**Amendment 5**  
**Lorenzo Fontana**

**Draft opinion**  
**Paragraph A**

*Draft opinion*

A. whereas education and training policies play a crucial role in combating the high level of youth unemployment; whereas keeping up with a rapidly evolving labour market requires more investment in vocational education and training (VET), higher education and research;

*Amendment*

A. whereas education and training policies play a crucial role in combating the high level of youth unemployment; whereas keeping up with a rapidly evolving labour market requires more ***and more targeted*** investment in vocational education and training (VET), higher education and research;

Or. it

**Amendment 6**  
**Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula**

**Draft opinion**  
**Paragraph A**

*Draft opinion*

A. whereas education and training policies play a crucial role in combating the high level of youth unemployment; whereas keeping up with a rapidly evolving labour market requires more investment in vocational education and training (VET), higher education and research;

*Amendment*

A. whereas education and training policies play a crucial role in combating the high level of youth unemployment; whereas keeping up with a rapidly evolving labour market requires more investment in vocational education and training (VET), higher education and research, ***as well as flexible curricula and improved cooperation between businesses and the educational sector;***

**Amendment 7**  
**Malika Benarab-Attou**

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

*Draft opinion*

*Amendment*

*Aa. whereas, in 2011, 7.5 million young people between the ages of 15 and 24 and 6.5 million young people between the ages of 25 and 30 were not in education, employment or training (NEET);*

Or. fr

**Amendment 8**  
**Inês Cristina Zuber, Marie-Christine Vergiat, Lothar Bisky**

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

*Draft opinion*

*Amendment*

*Aa. whereas Member States have to provide a social safety net and guarantee decent living conditions for workers who become unemployed and for young people unable to find work;*

Or. pt

**Amendment 9**  
**Monika Panayotova**

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

*Draft opinion*

*Amendment*

*Aa. whereas, despite the high youth*

*unemployment rate in the EU, a human resources gap exists in certain fields, such as the increasing demand for highly-qualified labour force in IT and R&D sectors;*

Or. en

**Amendment 10**

**Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula**

**Draft opinion**

**Paragraph A a (new)**

*Draft opinion*

*Amendment*

*Aa. whereas open educational resources improve the quality, accessibility and equity of education and facilitate an interactive, creative, flexible and personalised learning process through the use of ICT and new technologies; whereas open education enhances sustained employability by supporting lifelong learning;*

Or. en

**Amendment 11**

**Rui Tavares, Emilio Menéndez del Valle**

**Draft opinion**

**Paragraph A a (new)**

*Draft opinion*

*Amendment*

*Aa. whereas the European Investment Bank can provide funding for investments in countries where the rates of youth unemployment are above the EU average;*

Or. en

**Amendment 12**

**Ivo Belet**

**Draft opinion**

**Paragraph A a (new)**

*Draft opinion*

*Amendment*

*Aa. whereas traineeships are a useful instrument for facilitating and encouraging the transition by young people from the education system to the labour market; whereas a traineeship must be based on a training strategy; whereas on the other hand traineeships are regularly misused by employers to recruit cheap workers who have little protection; whereas more and more young Europeans often have to accept several traineeships which are either unpaid or underpaid before they can obtain permanent employment;*

Or. nl

**Amendment 13**

**Inês Cristina Zuber, Marie-Christine Vergiat, Lothar Bisky**

**Draft opinion**

**Paragraph A b (new)**

*Draft opinion*

*Amendment*

*Ab. whereas as the economic and financial crisis has worsened and austerity has been imposed, especially in economically more fragile Member States, education budget cuts have been making access more difficult and undermining teaching standards; whereas the crisis and austerity policies are having a direct adverse impact on young people's prospects for gaining access to, and remaining in, education and employment;*

Or. pt

**Amendment 14**  
**Rui Tavares, Emilio Menéndez del Valle**

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

*Draft opinion*

*Amendment*

*Ab. whereas the European Investment Bank could have a regional focus in strategic investments for improving and expanding employment opportunities and for developing innovation capacities;*

Or. en

**Amendment 15**  
**Rui Tavares, Emilio Menéndez del Valle**

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

*Draft opinion*

*Amendment*

*Ac. whereas a standalone agency of the Union —"Ulysses Agency"— or internal development board of the European Investment Bank —"Ulysses Unit"— could be established with the aim of carrying out the tasks related to regional development and to realize concerted actions to the attainment of those ends;*

Or. en

**Amendment 16**  
**Marie-Christine Vergiat, Inês Cristina Zuber, Lothar Bisky**

**Draft opinion**  
**Paragraph B**

*Draft opinion*

B. whereas *early school leaving seriously hampers the economic and social development of the Union; whereas* early school leavers are more often unemployed and at risk of social exclusion;

*Amendment*

B. whereas *social inequalities within education systems, which are often linked to the lack of sufficient – and appropriate – human and financial resources, early school leaving and failure to achieve educational qualifications, have a considerable impact on young people’s employability, since* early school leavers are more often unemployed and at risk of social exclusion *and, consequently, seriously hamper the economic and social development of the Union;*

Or. fr

**Amendment 17**  
**Malika Benarab-Attou**

**Draft opinion**  
**Paragraph B**

*Draft opinion*

B. whereas early school leaving seriously hampers the economic and social development of the Union; whereas early school leavers are more often unemployed and at risk of social exclusion;

*Amendment*

B. whereas early school leaving seriously hampers the economic and social development of the Union *and, unless integrated measures are taken, the Europe 2020 strategy objective of reducing early school leaving will not be achieved;* whereas early school leavers are more often unemployed and at risk of social exclusion; *whereas back-to-school programmes offering early-leavers a second chance should be developed, and should take particular account of vulnerable groups at high risk of social exclusion with a view to encouraging them to play an active part in society;*

Or. fr

**Amendment 18**  
**Lorenzo Fontana**

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

*Draft opinion*

*Amendment*

***Ba. whereas one of the objectives of Europe 2020 as regards education is the reduction of the school dropout rate to below 10%;***

Or. it

**Amendment 19**  
**Monika Panayotova**

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

*Draft opinion*

*Amendment*

***Ba. whereas both school and university teachers face unprecedented challenges of the rapidly changing global economic environment, which requires the development of new skills and set of competencies, innovative approaches and modern methods of teaching as a key factor for prosperous education and employability of youth;***

Or. en

**Amendment 20**  
**Malika Benarab-Attou**

**Draft opinion**  
**Paragraph C**

*Draft opinion*

*Amendment*

C. whereas EU mobility programmes in the field of education and youth ***boost job***

C. whereas EU mobility programmes in the field of education and youth ***foster social***

*prospects and encourage labour market mobility;*

*inclusion and help young people to successfully enter employment;*

Or. fr

#### **Amendment 21**

**Marie-Christine Vergiat, Lothar Bisky**

#### **Draft opinion Paragraph C**

##### *Draft opinion*

C. whereas EU mobility programmes in the field of education and youth boost job prospects and encourage labour market mobility;

##### *Amendment*

C. whereas EU mobility programmes in the field of education and youth boost job prospects and encourage labour market mobility ***but continue to be relatively inaccessible to young people from the most disadvantaged social and occupational backgrounds;***

Or. fr

#### **Amendment 22**

**Rachida Dati**

#### **Draft opinion Paragraph C**

##### *Draft opinion*

C. whereas EU mobility programmes in the field of education and youth boost job prospects and encourage labour market mobility;

##### *Amendment*

C. whereas EU mobility programmes in the field of education and youth, ***and early foreign language learning,*** boost job prospects and encourage labour market mobility;

Or. fr

#### **Amendment 23**

**Monika Panayotova**

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

*Draft opinion*

*Amendment*

*Ca. whereas with a view of the MFF 2014-2020, a comprehensive analysis of EU funds, invested in education, training and tackling youth unemployment during the 2007-2013 program period, is needed. An integrated approach and synergy effect among the various programmes and resources of national and EU funding will contribute to the successful implementation of the youth employment measures;*

Or. en

**Amendment 24**  
**Marek Henryk Migalski**

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

*Draft opinion*

*Amendment*

*Ca. whereas youth mobility programmes for 2014-2020 should provide genuine opportunities for learning and the acquisition of skills, thereby helping to increase youth employment rates;*

Or. pl

**Amendment 25**  
**Marietje Schaake, Liam Aylward, Hannu Takkula**

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

*Draft opinion*

*Amendment*

*Ca. whereas, despite high overall levels of youth unemployment, certain sectors such*

*as the ICT and health care sectors have increasing difficulty filling vacancies with qualified personnel;*

Or. en

**Amendment 26**

**Diane Dodds**

**Draft opinion**

**Paragraph C a (new)**

*Draft opinion*

*Amendment*

*Ca. Whereas in deeply divided societies across the EU, unemployment and subsequent exclusion render young people disproportionately vulnerable to participation in criminality and terrorism;*

Or. en

**Amendment 27**

**Marie-Thérèse Sanchez-Schmid**

**Draft opinion**

**Paragraph C a (new)**

*Draft opinion*

*Amendment*

*Ca. whereas European Union policies should be taken up at local and national level and carried into effect on the ground;*

Or. fr

**Amendment 28**

**Marco Scurria**

**Draft opinion**

**Paragraph C a (new)**

*Draft opinion*

*Amendment*

***Ca. having regard to the high tax burden on the business world in many Member States;***

Or. it

**Amendment 29**

**Marietje Schaake, Liam Aylward, Hannu Takkula**

**Draft opinion**

**Paragraph C b (new)**

*Draft opinion*

*Amendment*

***Cb. whereas an increasing gap between the qualifications of graduates and the skills requirements of the labour market can be observed in some Member States;***

Or. en

**Amendment 30**

**Marietje Schaake, Liam Aylward, Hannu Takkula**

**Draft opinion**

**Paragraph C c (new)**

*Draft opinion*

*Amendment*

***Cc. whereas geographical mismatches between the supply and demand of jobs and skills can be observed both within and between Member States;***

Or. en

**Amendment 31**

**Silvia Costa**

## Draft opinion

### Paragraph 1

#### *Draft opinion*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth, and recalls that budget allocations to education and training ***should be perceived as*** a necessary and invaluable investment for the future;

#### *Amendment*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth, and recalls that budget allocations to education and training ***are*** a necessary and invaluable investment for the future;

Or. it

## Amendment 32

Joanna Katarzyna Skrzydlewska

## Draft opinion

### Paragraph 1

#### *Draft opinion*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth, and recalls that budget allocations to education and training should be perceived as a necessary and invaluable investment for the future;

#### *Amendment*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth ***which might cause that young people will be locked out in both education and employment***, and recalls that budget allocations to education and training should be perceived as a necessary and invaluable investment for the future;

Or. en

## Amendment 33

Marie-Christine Vergiat, Inês Cristina Zuber, Lothar Bisky

## Draft opinion

### Paragraph 1

#### *Draft opinion*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth, ***and*** recalls that budget allocations to education and training should

#### *Amendment*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth; ***notes, in particular, the adverse effects of structural reforms***

be perceived as a necessary and invaluable investment for the future;

*and associated austerity programmes in terms of youth unemployment in some Member States, particularly in Southern Europe, which is leading to a significant brain-drain to other countries, including non-EU countries; recalls, therefore, that budget allocations to education and training should be perceived as a necessary and invaluable investment for the future*

Or. fr

**Amendment 34**  
**Monika Panayotova**

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

*Draft opinion*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth, and recalls that budget allocations to education and training should be perceived as a necessary and invaluable investment for the future;

*Amendment*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth, and recalls that budget allocations to education and training should be perceived as a necessary and invaluable investment for the future. *Therefore, emphasizes the need for reforms in the educational systems of the Member States through national and EU resources, for a more cost-effective and competitive youth education;*

Or. en

**Amendment 35**  
**Inês Cristina Zuber, Marie-Christine Vergiat, Lothar Bisky**

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

*Draft opinion*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth, and recalls that budget

*Amendment*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth, and recalls that budget

allocations to education and training should be perceived as a necessary and invaluable investment for the future;

allocations to education and training should be perceived as a necessary and invaluable investment for the future; ***condemns any increases in tuition fees for state higher education, a measure which several Member States are considering or have already implemented; urges the Member States to ensure that no student is denied access to, or prevented from remaining in, the various levels of education for economic reasons;***

Or. pt

**Amendment 36**  
**Eider Gardiazábal Rubial, Emilio Menéndez del Valle**

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

*Draft opinion*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth, and recalls that budget allocations to education and training should be perceived as a necessary and invaluable investment for the future;

*Amendment*

1. Is strongly concerned at the budget cuts by Member States in the field of education, training and youth, and recalls that budget allocations to education and training should be perceived as a necessary and invaluable investment for the future ***and therefore proposes to the member states to deduct investments in education and training from the national deficit calculation;***

Or. en

**Amendment 37**  
**Heinz K. Becker**

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

*Draft opinion*

*Amendment*

***(a) Points out that lifelong learning starts with early childhood education and stresses that language skills above all***

*must be promoted in a fun way;*

Or. de

**Amendment 38**  
**Heinz K. Becker**

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

*Draft opinion*

*Amendment*

***(b) Calls for more vocational education and training for teaching staff, especially as regards modern teaching methods and the use of new technologies;***

Or. de

**Amendment 39**  
**Inês Cristina Zuber, Marie-Christine Vergiat, Lothar Bisky**

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

*Draft opinion*

*Amendment*

***1a. Urges the Member States to consider whether they might abolish enrolment and tuition fees, whose effects, aggravated by the current economic and social crisis, constitute yet another barrier to access to, and continued study in, state higher education; urges the Member States to increase their education budgets, especially where student grants and social support are concerned, so as to ensure that students will not be forced to take a job or get into debt while they are still studying;***

Or. pt

**Amendment 40**  
**Joanna Katarzyna Skrzydlewska**

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

*Draft opinion*

*Amendment*

***1a. Calls on Member States to undertake all necessary measures to prevent early school leaving and diminish level of drops-out and assure second-chance education of the highest possible standard which will reduce number of NEETs most vulnerable on long-term unemployment;***

Or. en

**Amendment 41  
Monika Panayotova**

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

*Draft opinion*

*Amendment*

***1a. Calls for the establishment of a common system of result and impact indicators to evaluate the progress achieved under the different programmes, containing employment measures in the context of their effectiveness and efficiency and not only in terms of their financial quantitative implementation;***

Or. en

**Amendment 42  
Iosif Matula**

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

*Draft opinion*

*Amendment*

***1a. Draws attention to the need for EU funding to be channelled more effectively***

*towards job creation for young people;*

Or. ro

**Amendment 43**  
**Marie-Thérèse Sanchez-Schmid**

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

*Draft opinion*

*Amendment*

*1a. Stresses the need to ensure education and training for all, draws attention to the important role played by the regions in training, employment and mobility policy, and calls on the regions to use all the means at their disposal to facilitate young people's access to employment and help them to diversify their skill base;*

Or. fr

**Amendment 44**  
**Inês Cristina Zuber, Marie-Christine Vergiat, Lothar Bisky**

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

*Draft opinion*

*Amendment*

*1b. Notes that, because of the economic and financial crisis, many families can no longer afford to pay for higher education, a fact which has led to an increase in drop-out rates at this level; considers that Member States should ensure that all persons, whatever their economic circumstances, can enjoy the right to free and universal education of a high quality;*

Or. pt

**Amendment 45**  
**Monika Panayotova**

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

*Draft opinion*

*Amendment*

***1b. Calls on the Member States and the respective institutions to prioritise in their educational programmes the sectors of sciences, technologies, engineering and mathematics in their educational programs in order to meet the expected needs for highly-qualified labour force;***

Or. en

**Amendment 46**  
**Monika Panayotova**

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

*Draft opinion*

*Amendment*

***1c. Calls on the Member States to foster youth participation in shaping sectoral policies, related to their development. Being real participants and not only observers and/or beneficiaries of the processes will contribute to the better legitimacy and added value of the youth policy-making;***

Or. en

**Amendment 47**  
**Malika Benarab-Attou**

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

*Draft opinion*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; **highlights the importance of VET in striking the right balance between education and labour market demand; considers that the promotion of VET should not be done at the expense of higher education;** emphasises the importance of improving quality standards in higher education;

*Amendment*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; **welcomes the Commission's proposal to set up a European Alliance for Apprenticeships; calls on the Member States to adopt a quality framework on traineeships and to enhance the provision of advisory and guidance services to young people at an early stage to increase their ability to make well-informed decisions about their future careers;**

Or. fr

**Amendment 48**  
**Doris Pack**

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

*Draft opinion*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of VET in striking the right balance between education and labour market demand; **considers that the promotion of VET should not be done at the expense of higher education;** emphasises the importance of improving quality standards in higher education;

*Amendment*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of VET in striking the right balance between education and labour market demand; **stresses also the importance of language learning in schools and in VET;** emphasises the importance of improving quality standards in higher education;

Or. de

**Amendment 49**  
**Marie-Christine Vergiat, Inês Cristina Zuber, Lothar Bisky**

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

*Draft opinion*

2. ***Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights*** the importance of VET in striking the right balance between education and labour market demand; considers that the promotion of VET should not be done at the expense of higher education; emphasises the importance of improving quality standards in higher education;

*Amendment*

2. ***Highlights*** the importance of VET, ***including lifelong training***, in striking the right balance between education and labour market demand; considers that the promotion of VET should not be done at the expense of higher education; emphasises the importance of improving quality standards in higher education;

Or. fr

**Amendment 50**  
**Silvia Costa**

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

*Draft opinion*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of VET in striking the right balance between education and labour market demand; considers that the promotion of VET should not be ***done at the expense*** of higher education; emphasises the importance of improving quality standards in higher education;

*Amendment*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching, ***also in partnership with businesses and by taking specific initiatives***; highlights the importance of VET in striking the right balance between education and labour market demand; considers that the promotion of VET should not be ***considered to be of equal value also with reference to*** higher education; emphasises the importance of improving quality standards in higher education;

Or. it

**Amendment 51**  
**Ivo Belet**

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

*Draft opinion*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of VET in striking the right balance between education and labour market demand; considers that the promotion of VET should not be done at the expense of higher education; emphasises the importance of improving quality standards in higher education;

*Amendment*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of VET in striking the right balance between education and labour market demand; ***stresses the importance of involvement of the social partners in building a qualitative dual education system; encourages the formation of public-private partnerships;*** considers that the promotion of VET should not be done at the expense of higher education; ***stresses that interaction between VET and higher education and the opening of pathways from VET to higher education need to be improved;*** emphasises the importance of improving quality standards in higher education ***and VET; calls on the European Commission to draw up qualitative guidelines for a modern dual education system, backed up by a list of broadly defined, non-academic European key occupations;***

Or. nl

**Amendment 52**  
**Rachida Dati**

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

*Draft opinion*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of VET in striking the right balance between education and labour market demand; considers that the promotion of VET

*Amendment*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of VET in striking the right balance between education and labour market demand; ***welcomes the proposed European***

should not be done at the expense of higher education; emphasises the importance of improving quality standards in higher education;

*Alliance for Apprenticeships and calls for the development of programmes designed to foster innovation and entrepreneurship;* considers that the promotion of VET should not be done at the expense of higher education; emphasises the importance of improving quality standards in higher education;

Or. fr

**Amendment 53**  
**Santiago Fisas Aixela**

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

*Draft opinion*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of VET in striking the right balance between education and labour market demand; considers that the promotion of VET should not be done at the expense of higher education; emphasises the importance of improving quality standards in higher education;

*Amendment*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of VET in striking the right balance between education and labour market demand; considers that the promotion of VET should not be done at the expense of higher education; emphasises the importance of improving quality standards in higher education *and gearing them to the needs of the labour market;*

Or. es

**Amendment 54**  
**Emilio Menéndez del Valle**

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

*Draft opinion*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching;

*Amendment*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; *calls on*

highlights the importance of VET in striking the right balance between education and labour market demand; considers that the promotion of VET should not be done at the expense of higher education; emphasises the importance of improving quality standards in higher education;

***Member States to guarantee legal quality frameworks for internships and apprenticeships, including decent remuneration and recognition of the acquired knowledge as work experience in order to facilitate youth access to labour market;*** highlights the importance of VET in striking the right balance between education and labour market demand; considers that the promotion of VET should not be done at the expense of higher education; emphasises the importance of improving quality standards in higher education;

Or. en

**Amendment 55**  
**Eider Gardiazábal Rubial, Emilio Menéndez del Valle**

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

*Draft opinion*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of ***VET in striking*** the right balance between education and labour market demand; considers that the promotion of VET should not be done at the expense of higher education; emphasises the importance of improving quality standards in higher education;

*Amendment*

2. Calls for an increased use of dual education systems which combine theoretical and practical teaching; highlights the importance of ***enhancing the quality in VET with the aim of strike*** the right balance between education and labour market demand; considers that the promotion of VET should not be done at the expense of higher education; emphasises the importance of improving quality standards ***and accessibility*** in higher education;

Or. en

**Amendment 56**  
**Inês Cristina Zuber, Marie-Christine Vergiat, Lothar Bisky**

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

*Draft opinion*

*Amendment*

***2a. Points out that more and more teachers have been losing their jobs in some countries being ‘bailed out’ by the Troika and, as a result, teaching standards are declining, schools are being closed, curricula are being pared down, and academic failure and school drop-out rates are rising; notes that the higher student-teacher ratios resulting from the cuts are translating into lower teaching standards in the education system, the goal of which should be to enable teachers to follow the school careers of their pupils more closely;***

Or. pt

**Amendment 57**  
**Joanna Katarzyna Skrzydlewska**

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

*Draft opinion*

*Amendment*

***2a. Calls on Member States to support recognition of non-formal education as it plays a vital role in preparing young people for the labour market by developing crucial interpersonal skills demanded by employers;***

Or. en

**Amendment 58**  
**Emilio Menéndez del Valle**

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

*Draft opinion*

*Amendment*

***2a. Calls on Member States to strengthen in the educational curricula fundamental skills for jobs, such as IT, languages and entrepreneurial skills;***

Or. en

**Amendment 59**  
**Monika Panayotova**

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

*Draft opinion*

*Amendment*

***2a. Calls for a further promotion of the triangle of knowledge - education, business, science in the EU regions, which would enable young people to be more competitive on the EU labour market. Emphasises the importance of studying foreign languages as a prerequisite for further capacity-building, mobility and better realization of young people in the Single Market;***

Or. en

**Amendment 60**  
**Marietje Schaake, Liam Aylward, Hannu Takkula**

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

*Draft opinion*

*Amendment*

***2a. Calls on the Commission to actively ask for support and initiatives as well as other forms of cooperation with the private sector in tackling youth unemployment;***

**Amendment 61**  
**Robert Rochefort**

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

*Draft opinion*

*Amendment*

***2a. Stresses the importance of bringing university education more closely into line with the skills required by economic operators in order to make it easier for graduates to find jobs;***

Or. fr

**Amendment 62**  
**Rachida Dati**

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

*Draft opinion*

*Amendment*

***2a. Stresses the importance of ensuring the swift uptake of best practices as regards access by girls and women to training in fields traditionally regarded as more ‘masculine’, particularly in the new Information and Communication Technologies (ICT) sector;***

Or. fr

**Amendment 63**  
**Santiago Fisas Aixela**

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

*Draft opinion*

*Amendment*

**2a. Calls on the Member States to encourage the inclusion of foreign language studies in their education systems, given that language skills help to open up the labour market;**

Or. es

**Amendment 64**  
**Marie-Christine Vergiat, Lothar Bisky**

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

*Draft opinion*

*Amendment*

**2 bis. In particular, asks the Member States to target, with the Commission's support, young people who are not in education, training or employment, in order to offer them quality learning and training provision so that they can gain the skills and experience they need to enter employment or re-enter the educational system through courses designed to take account of their difficulties;**

Or. fr

**Amendment 65**  
**Inês Cristina Zuber, Lothar Bisky**

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

*Draft opinion*

*Amendment*

**2b. Calls on the Member States to provide in their education policies for extracurricular placements to help students acquire experience in their**

*chosen field, thereby enabling them to consolidate their knowledge and forge links with the workplace; maintains that Member States should regulate work placements in the proper manner, encompassing them under the heading of student training, and that unpaid placements should be prohibited; stresses that placements of this kind must on no account serve as substitutes for jobs;*

Or. pt

**Amendment 66**  
**Emilio Menéndez del Valle**

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

*Draft opinion*

*Amendment*

*2b. Emphasises the need to strengthen cooperation between the education and business sectors through the establishment of university business partnerships with the aim of facilitating the access of young people to labour market;*

Or. en

**Amendment 67**  
**Marietje Schaake, Morten Løkkegaard, Hannu Takkula**

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

*Draft opinion*

*Amendment*

*2b. Calls on the Member States to improve cooperation between businesses and the educational sector at all levels, with a scope of better linking curricula to the demands of the labour market, for example by extending Sector Skills Alliances and Knowledge Alliances;*

*stresses that more flexible curricula are needed in order to better adapt to future labour market developments;*

Or. en

**Amendment 68**

**Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula**

**Draft opinion**

**Paragraph 2 c (new)**

*Draft opinion*

*Amendment*

*2c. Urges Member States to remove existing barriers for cross-border apprenticeships, traineeships and internships to better match supply and demand of work-based training opportunities for youth, thereby improving mobility and employability, particularly in border regions;*

Or. en

**Amendment 69**

**Marietje Schaake, Liam Aylward, Hannu Takkula**

**Draft opinion**

**Paragraph 2 d (new)**

*Draft opinion*

*Amendment*

*2d. Underlines the importance of the acquisition of transversal skills such as ICT skills, leadership skills, critical thinking and language skills, also by studying abroad, to improve the prospects of youths on the job market and their adaptability to future labour market developments;*

Or. en

**Amendment 70**  
**Marietje Schaake, Liam Aylward, Hannu Takkula**

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

*Draft opinion*

*Amendment*

**2e. Calls on the Member States to support self-employment among young people by improving entrepreneurial education; stresses that particular attention is warranted to reduce risk aversion among youth as a precondition for successful entrepreneurship;**

Or. en

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

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

*Draft opinion*

*Amendment*

3. Calls on the Commission and Member States to **further improve** the transparency and recognition of qualifications within the Union, in particular through the European Credit System for Vocational Education and Training, Europass and the European Qualifications Framework;

3. Calls on the Commission and Member States to **put into practice** the transparency and recognition of qualifications within the Union, in particular through the European Credit System for Vocational Education and Training, Europass and the European Qualifications Framework;

Or. it

**Amendment 72**  
**Lorenzo Fontana**

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

*Draft opinion*

*Amendment*

3. Calls on the Commission and Member

3. Calls on the Commission and Member

States to further improve *the* transparency and recognition of qualifications within the Union, in particular through the European Credit System for Vocational Education and Training, Europass and the European Qualifications Framework;

States to further improve transparency and *harmonisation in the* recognition of qualifications within the Union, in particular through the European Credit System for Vocational Education and Training, Europass and the European Qualifications Framework;

Or. it

**Amendment 73**  
**Heinz K. Becker**

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

*Draft opinion*

3. Calls on the Commission and Member States to further improve the transparency and recognition of qualifications within the Union, in particular through the European Credit System for Vocational Education and Training, Europass and the European Qualifications Framework;

*Amendment*

3. Calls on the Commission and Member States to further improve the transparency and recognition of qualifications within the Union, in particular through the European Credit System for Vocational Education and Training, Europass and the European Qualifications Framework, *and especially to secure the cross-border recognition of non-formal and informal learning*;

Or. de

**Amendment 74**  
**Marietje Schaake, Liam Aylward, Hannu Takkula**

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

*Draft opinion*

3. Calls on the Commission and Member States to further improve the transparency and recognition of qualifications within the Union, in particular through the European Credit System for Vocational Education and Training, Europass and the European Qualifications Framework;

*Amendment*

3. Calls on the Commission and Member States to further improve the transparency and recognition of qualifications within the Union, in particular through the European Credit System for Vocational Education and Training, Europass and the European Qualifications Framework; *stresses the importance of timely implementation and*

*reporting on the implementation of these initiatives;*

Or. en

**Amendment 75**

**Eider Gardiazábal Rubial, Emilio Menéndez del Valle**

**Draft opinion**

**Paragraph 3**

*Draft opinion*

3. Calls on the Commission and Member States to further improve the transparency and recognition of qualifications within the Union, in particular through the European Credit System for Vocational Education and Training, Europass and the European Qualifications Framework;

*Amendment*

3. Calls on the Commission and Member States to further improve the transparency and recognition of qualifications within the Union, in particular through the European Credit System for Vocational Education and Training, Europass and the European Qualifications Framework ***and to give full implementation to the Council Recommendation on the validation on non formal and informal education;***

Or. en

**Amendment 76**

**Ivo Belet**

**Draft opinion**

**Paragraph 3 a (new)**

*Draft opinion*

*Amendment*

***3a. Expects the European Commission, after consulting the relevant stakeholders, to prepare a transparent European quality framework for traineeships;***

Or. nl

**Amendment 77**

**Silvia Costa**

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

*Draft opinion*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative *through* the European Social Fund and other EU structural funds.

*Amendment*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative *and to programme* the European Social Fund and other EU structural funds *to support these policies*;

Or. it

**Amendment 78**  
**Heinz K. Becker**

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

*Draft opinion*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social Fund and other EU structural funds.

*Amendment*

4. Welcomes the Youth Guarantee Scheme *and the extension of its eligibility criteria to graduates aged under 30*; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social Fund and other EU structural funds;

**Or. deAmendment 79**  
**Marie-Thérèse Sanchez-Schmid**

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

*Draft opinion*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the

*Amendment*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the

initiative through the European Social Fund and other EU structural funds.

initiative through the European Social Fund and other EU structural funds ***and notes that creating jobs for young people is a key objective of cohesion policy, supported both by the ERDF and the ESF;***

Or. fr

**Amendment 80**  
**Malika Benarab-Attou**

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

*Draft opinion*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social Fund and other EU structural funds.

*Amendment*

4. Welcomes the Youth Guarantee Scheme ***but regrets the Member States' failure to follow the ILO recommendation to provide the scheme with a budget of EUR 21 billion for the 2014-2020 period;*** calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social Fund and other EU structural funds.

Or. fr

**Amendment 81**  
**Emilio Menéndez del Valle**

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

*Draft opinion*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social

*Amendment*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social

Fund and other EU structural funds.

Fund and other EU structural funds;  
*emphasises the need to extend the  
guarantee to all young people up to the  
age of 30 years;*

Or. en

## **Amendment 82**

**Marietje Schaake, Liam Aylward, Hannu Takkula**

### **Draft opinion**

#### **Paragraph 4**

##### *Draft opinion*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social Fund and other EU structural funds.

##### *Amendment*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social Fund and other EU structural funds;  
*stresses however that these efforts cannot replace structural efforts and reforms which must make the education systems and labour markets in some Member States fit for the challenges of the future;*

Or. en

## **Amendment 83**

**Monika Panayotova**

### **Draft opinion**

#### **Paragraph 4**

##### *Draft opinion*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social Fund and other EU structural funds.

##### *Amendment*

4. Welcomes the Youth Guarantee Scheme; *highlights the Commission's EU Loan Guarantee Scheme for full-time Masters' students in the EU and third countries for further facilitating the youth mobility and multi-dimensional university ranking;* calls on Member States to

commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social Fund and other EU structural funds;

Or. en

**Amendment 84**  
**Eider Gardiazábal Rubial, Emilio Menéndez del Valle**

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

*Draft opinion*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social Fund and other EU structural funds.

*Amendment*

4. Welcomes the Youth Guarantee Scheme; calls on Member States to commit themselves to implementing the scheme in an efficient and timely manner; highlights the need for sufficient funding for the initiative through the European Social Fund and other EU structural funds ***and to create partnerships among public employment services and educational institutions as a way to support young people immediately after they have left education;***

Or. en

**Amendment 85**  
**Marek Henryk Migalski**

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

*Draft opinion*

*Amendment*

***4a. Stresses the importance of student mobility programmes and welcomes the planned increase in funding for these programmes under the new Multiannual***

Or. pl

**Amendment 86**  
**Iosif Matula**

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

*Draft opinion*

*Amendment*

***4a. Stresses the need for projects designed to meet employment market requirements in terms of skills and abilities with a view to adjusting Member State school syllabuses accordingly;***

Or. ro

**Amendment 87**  
**Marietje Schaake, Liam Aylward, Hannu Takkula**

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

*Draft opinion*

*Amendment*

***4a. Calls on the Commission and Member States to develop clear objectives and indicators for the Youth Guarantee Scheme, in order to be able to effectively measure and evaluate the impact of this initiative;***

Or. en

**Amendment 88**  
**Rui Tavares, Emilio Menéndez del Valle**

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

*Draft opinion*

*Amendment*

***4a. Calls for the establishment of a standalone development agency of the Union — "Ulysses Agency" — or for an internal development board of the European Investment Bank — "Ulysses Unit" — , that will have a holistic Union-wide approach to investment, with a particular regional focus on those Member States and regions that are experiencing the most severe asymmetric shocks of the economic crisis; believes that the role of this entity must be to draw up investment projects, assess the creditworthiness of joint ventures and provide technical assistance in addressing coordination and knowledge problems;***

Or. en

**Amendment 89  
Raimon Obiols**

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

*Draft opinion*

*Amendment*

***4a. Calls on the Commission and the Member States to invest in education and training and to implement measures offering opportunities to young people who wish to develop their abilities and pursue their career in their home country; also calls for initiatives to be taken in order to help young people return to their home countries, the object being to avert a 'brain drain' and the loss of human capital.***

Or. es

**Amendment 90  
Robert Rochefort**

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

*Draft opinion*

*Amendment*

***4a. Calls on the Member States to ensure young people have greater access to job offers and offers of traineeships; calls on the Member States to ensure that basic training in job-seeking skills is incorporated into students' university courses;***

Or. fr

**Amendment 91**  
**Emilio Menéndez del Valle**

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

*Draft opinion*

*Amendment*

***4a. Notes that EU education systems should promote the principle of fair and equal opportunities; calls in addition for the necessary skills to be fostered with a view to facilitating access to lifelong learning, a sine qua non in the knowledge society.***

Or. es

**Amendment 92**  
**Isabelle Thomas**

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

*Draft opinion*

*Amendment*

***4a. Calls on the Commission and the Council to launch a European plan to combat youth unemployment funded by***

*lending and by the EIB, and to establish combating youth unemployment as a priority objective of its policies;*

Or. fr

**Amendment 93**  
**Marco Scurria**

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

*Draft opinion*

*Amendment*

*4a. Calls for tax breaks for businesses that are established and run by young people in order to develop an enterprise culture and the ability to create new jobs;*

Or. it

**Amendment 94**  
**Raimon Obiols**

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

*Draft opinion*

*Amendment*

*4b. Calls on the Commission to provide in all its programmes for measures aimed specifically at tackling youth unemployment, following an integrated global approach consistent with 'Youth on the Move', a flagship initiative of the Europe 2020 strategy.*

Or. es

**Amendment 95**  
**Isabelle Thomas**

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

*Draft opinion*

*Amendment*

***4b. Notes that efforts to combat youth unemployment and the forced expatriation of young people remind us that solidarity is a key objective of the Union's Member States and demonstrate Europe's need for political, economic and fiscal governance.***

Or. fr