



EUROPEAN PARLIAMENT

2009 - 2014

Committee on Culture and Education

2013/2041(INI)

03.07.2013

AMENDMENTS

1 - 193

Draft report
Katarína Neved'alová
(PE510.619v01-00)

Rethinking Education
(2013/2041(INI))

AM\939925EN.doc

PE513.374v01-00

EN

United in diversity

EN

AM_Com_NonLegReport

Amendment 1
Katarína Neved'alová

Motion for a resolution
Citation 17 b (new)

Motion for a resolution

Amendment

*- having regard to the opinion of the
Committee of the Regions of 12 April
2013 (CdR 2392/2012 fin),*

Or. en

Amendment 2
Hannu Takkula, Liam Aylward, Marietje Schaake, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution
Citation 2 a (new)

Motion for a resolution

Amendment

*- having regard to the opinion of the
Committee of the Regions of 12 April
2013 (CdR2392/2012 fin),*

Or. en

Amendment 3
Heinz K. Becker

Motion for a resolution
Citation 12 a (new)

Motion for a resolution

Amendment

*- having regard to the Council
recommendation of 5 September 2012 on
the validation of non-formal and informal
learning (COM(2012) 485 final),*

Or. de

Amendment 4
Malika Benarab-Attou

Motion for a resolution
Citation 12 a (new)

Motion for a resolution

Amendment

– having regard to the Commission proposal of 5 September 2012 for a Council recommendation on the validation of non-formal and informal learning (COM(2012)0485),

Or. fr

Amendment 5
Katarína Neved'alová

Motion for a resolution
Citation 17 a (new)

Motion for a resolution

Amendment

- having regard to the Council Recommendation of 5 September 2012 on the validation of non-formal and informal learning (COM (2012) 485 final)

Or. en

Amendment 6
Katarína Neved'alová

Motion for a resolution
Recital A a (new)

Motion for a resolution

Amendment

A a. whereas the Education and Training Strategic Framework 2020 (ET2020) includes benchmarks on at least 95% of

children between the age of four and the age for starting compulsory primary education participating in early childhood education; on the share of 15-years olds with insufficient abilities in reading, mathematics and science being less than 15%; on an average of at least 15 % of adults (age group 25-64) participating in lifelong learning;

Or. en

Amendment 7
Marie-Thérèse Sanchez-Schmid

Motion for a resolution
Recital A a (new)

Motion for a resolution

Amendment

Aa. whereas one of the EU's main priorities is to promote mobility, and whereas a target of ensuring that 20% of EU graduates have spent part of their time at university abroad has been set for 2020; whereas student, teacher and worker mobility plays a key role in European integration;

Or. fr

Amendment 8
Lorenzo Fontana

Motion for a resolution
Recital B

Motion for a resolution

Amendment

B. whereas in March 2013, the unemployment rate among young people up to the age of 25 in the EU was 23.5 %, while at the same time more that 2 million vacancies could not be filled; whereas in

B. whereas in March 2013, the unemployment rate among young people up to the age of 25 in the EU was 23.5 %, while at the same time more that 2 million vacancies could not be filled; whereas in

several Member States, the duration of unemployment is increasing, and *matching on* the labour market *is becoming less efficient*;

several Member States, the duration of unemployment is increasing, and *it is becoming ever more difficult for young people to enter* the labour market;

Or. it

Amendment 9
Monika Panayotova

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the persisting economic crisis and austerity measures aimed at fiscal consolidation *in several Member States* challenge the lives of EU citizens in terms of unemployment, social exclusion and poverty;

Amendment

B. whereas the persisting economic crisis and austerity measures aimed at fiscal consolidation challenge the lives of EU citizens in terms of unemployment, social exclusion and poverty;

Or. bg

Amendment 10
Santiago Fisas Aixela

Motion for a resolution
Recital B

Motion for a resolution

B. whereas in March 2013, the unemployment rate among young people *up to* the age of 25 in the EU was 23.5 %, while at the same time more than 2 million vacancies could not be filled; whereas in several Member States, the duration of unemployment is increasing, and matching on the labour market is becoming less efficient;

Amendment

B. whereas in March 2013, the unemployment rate among young people *under* the age of 25 in the EU was 23.5 %, while at the same time more than 2 million *job* vacancies could not be filled; whereas in several Member States, the duration of unemployment is increasing, and matching on the labour market is becoming less efficient;

Or. es

Amendment 11
Raimon Obiols

Motion for a resolution
Recital B

Motion for a resolution

B. whereas in March 2013, the unemployment rate among young people up to the age of 25 in the EU was 23.5 %, while at the same time more than 2 million vacancies could not be filled; whereas in several Member States, the duration of unemployment is increasing, and matching on the labour market is becoming less efficient;

Amendment

B. whereas in March 2013, the unemployment rate among young people up to the age of 25 in the EU was 23.5 %, while at the same time more than 2 million vacancies could not be filled; whereas in several Member States, ***the number of unemployed and*** the duration of unemployment is increasing, and matching on the labour market is becoming less efficient;

Or. es

Amendment 12
Georgios Papanikolaou, Milan Zver

Motion for a resolution
Recital B a (new)

Motion for a resolution

B. whereas in March 2013, the unemployment rate among young people up to the age of 25 in the EU was 23.5 %, while at the same time more than 2 million vacancies could not be filled; whereas in several Member States, the duration of unemployment is increasing, and matching on the labour market is becoming less efficient;

Amendment

B a. whereas young people face increasing difficulties in their transition from education into work;

Or. en

Amendment 13
Ivo Belet

Motion for a resolution
Recital B a (new)

Motion for a resolution

Amendment

Ba. whereas a relative lack of institutionalised interaction between education and the labour market increases the risk of high unemployment; whereas high-quality vocational training is dependent on close cooperation between the public and private sectors, with a high degree of involvement of the social partners;

Or. nl

Amendment 14

Marietje Schaake, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution

Recital C

Motion for a resolution

Amendment

C. whereas the persisting economic crisis and austerity measures aimed at fiscal consolidation in several Member States challenge the lives of EU citizens in terms of unemployment, social exclusion and poverty;

deleted

Or. en

Amendment 15

Ivo Belet

Motion for a resolution

Recital C

Motion for a resolution

Amendment

C. whereas the persisting economic crisis and austerity measures ***aimed at fiscal consolidation*** in several Member States ***challenge the lives of*** EU citizens ***in terms***

C. whereas the persisting economic crisis and austerity measures in several Member States ***place*** EU citizens ***under heavy pressure due to*** unemployment, social

of unemployment, social exclusion and poverty;

exclusion and poverty;

Or. nl

Amendment 16
Georgios Papanikolaou, Katarína Neved'álová

Motion for a resolution
Recital C

Motion for a resolution

C. whereas the persisting economic crisis and austerity measures aimed at fiscal consolidation in several Member States challenge the lives of EU citizens in terms of unemployment, social exclusion and poverty;

Amendment

C. whereas the persisting economic crisis and austerity measures aimed at fiscal consolidation in several Member States challenge the lives of EU citizens in terms of unemployment, social exclusion and poverty; ***whereas the impact of the crisis, particularly on young people, is leading in extreme cases to malnutrition or mental health problems;***

Or. en

Amendment 17
Inês Cristina Zuber

Motion for a resolution
Recital C a (new)

Motion for a resolution

Ca. whereas with the worsening economic and financial crisis and the application of austerity measures, especially in those Member States with more fragile economies, budget cuts in education have made access more difficult and undermined teaching standards; whereas the crisis and austerity policies are having a direct adverse impact on young peoples' prospects for gaining access to and remaining in education and employment;

Amendment 18

Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution

Recital C a (new)

Motion for a resolution

Amendment

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

Or. en

Amendment 19

Katarína Neved'alová

Motion for a resolution

Recital C a (new)

Motion for a resolution

Amendment

C a. whereas in its Annual Growth Survey 2013, the Commission calls for promoting growth and competitiveness and tackling unemployment and the social consequences of the crisis by a sound investment in education and training;

Or. en

Amendment 20

Lorenzo Fontana

Motion for a resolution
Recital C a (new)

Motion for a resolution

Amendment

Ca. whereas the continual raising of the retirement age is making it increasingly difficult for young people to find a job and to achieve any kind of stability in the world of work and in society in general;

Or. it

Amendment 21
Isabelle Thomas

Motion for a resolution
Recital C a (new)

Motion for a resolution

Amendment

Ca. whereas education spending is an investment in the future and should therefore be shielded from austerity measures;

Or. fr

Amendment 22
Marie-Thérèse Sanchez-Schmid

Motion for a resolution
Recital D

Motion for a resolution

Amendment

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of young people, also promoting their active citizenship and wellbeing;

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development ***and fulfilment*** of young people, also promoting their active citizenship and wellbeing ***and enhancing their ability to contribute to society and the world of work;***

Amendment 23
Malika Benarab-Attou

Motion for a resolution
Recital D

Motion for a resolution

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of *young people*, also promoting their active citizenship and wellbeing;

Amendment

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of *learners*, also promoting their active citizenship and wellbeing;

Amendment 24
Heinz K. Becker

Motion for a resolution
Recital D

Motion for a resolution

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of *young people*, also promoting their active citizenship and wellbeing;

Amendment

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of *all learners*, also promoting their active citizenship and wellbeing;

Amendment 25
Eider Gardiazábal Rubial

Motion for a resolution
Recital D

Motion for a resolution

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of **young people**, also promoting their active citizenship and wellbeing;

Amendment

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of **learners**, also promoting their active citizenship and wellbeing;

Or. en

Amendment 26
Raimon Obiols

Motion for a resolution
Recital D

Motion for a resolution

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of young people, also promoting their active citizenship and wellbeing;

Amendment

D. whereas accessible, flexible and high quality education and training ***tailored to the needs of the labour market*** have a crucial impact on the personal development of young people, also promoting their active citizenship and wellbeing;

Or. es

Amendment 27
Georgios Papanikolaou, Milan Zver

Motion for a resolution
Recital D

Motion for a resolution

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of young people, also promoting their active citizenship and wellbeing;

Amendment

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of young people, also promoting their active citizenship and wellbeing; ***whereas economic and social problems are increasing Euroscepticism among citizens;***

Amendment 28
Silvia Costa

Motion for a resolution
Recital D

Motion for a resolution

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of young people, also promoting their active citizenship *and* wellbeing;

Amendment

D. whereas accessible, flexible and high quality education and training have a crucial impact on the personal development of young people, also promoting their active citizenship, wellbeing *and ability to fit into society*;

Or. it

Amendment 29
Marek Henryk Migalski

Motion for a resolution
Recital D a (new)

Motion for a resolution

Amendment

D-A. whereas youth mobility programmes for the 2014-2020 period should provide genuine opportunities to gain knowledge and new skills, thereby helping to increase youth employment rates;

Or. pl

Amendment 30
Katarína Neved'álová, Mary Honeyball, Eider Gardiazábal Rubial

Motion for a resolution
Recital D a (new)

Motion for a resolution

Amendment

D a. whereas school bullying undermines young people's well-being, and leads to under-achievement and early-school leaving;

Or. en

Amendment 31
Malika Benarab-Attou

Motion for a resolution
Recital E

Motion for a resolution

Amendment

E. whereas it is necessary to examine closely future trends in labour market ***needs*** in order to ***adapt and*** modernise curricula ***and offer the right skills for the right jobs;***

E. whereas it is necessary to examine closely future trends in ***the*** labour market in order to modernise curricula ***with a view to improving EU citizens' skills without detracting from the academic goal of passing on knowledge;***

Or. fr

Amendment 32
Isabelle Thomas

Motion for a resolution
Recital E

Motion for a resolution

Amendment

E. whereas ***it is necessary to examine closely future trends in*** labour market needs in order to adapt ***and modernise*** curricula ***and*** offer the right skills for the right jobs;

E. whereas labour market needs ***are changing fast, and whereas,*** in order ***for learners to be able*** to adapt ***to those changes, educational*** curricula ***need to provide a core of basic knowledge and continuous training needs to be adapted to labour market trends, so as to*** offer the right skills for the right jobs;

Amendment 33
Santiago Fisas Aixela

Motion for a resolution
Recital E

Motion for a resolution

E. whereas it is necessary to examine closely future trends in labour market needs in order to adapt and modernise curricula **and** offer the right skills for the right jobs;

Amendment

E. whereas it is necessary to examine closely future trends in labour market needs in order to adapt and modernise curricula **to** offer the right skills for the right jobs;

Or. es

Amendment 34
Katarína Neved'alová, Eider Gardiazábal Rubial

Motion for a resolution
Recital E

Motion for a resolution

E. whereas it is necessary to examine closely future trends in labour market needs in order to adapt and modernise curricula **and** offer the right skills for the right jobs;

Amendment

E. whereas it is necessary to **aspire towards quality education and individual development and to** examine closely future trends in labour market needs in order to adapt and modernise **educational and training curricula, lifelong learning strategies and to** offer the right skills for the right jobs;

Or. en

Amendment 35
Georgios Papanikolaou

Motion for a resolution
Recital E

Motion for a resolution

E. whereas it is necessary to examine closely future trends in labour market needs in order to adapt and modernise curricula and offer the right skills for the right jobs;

Amendment

E. whereas it is necessary to examine closely future trends in labour market needs in order to adapt and modernise curricula and offer the right skills for the right jobs, ***such as the use of new technologies and social networks;***

Or. en

Amendment 36
Marie-Thérèse Sanchez-Schmid

Motion for a resolution
Recital E

Motion for a resolution

E. whereas it is necessary to examine closely future trends in labour market needs in order to adapt and modernise curricula and offer the right skills for the right jobs;

Amendment

E. whereas it is necessary to examine closely future trends in labour market needs in order to adapt and modernise curricula and offer the right skills for the right jobs ***and for new economic models that emerge;***

Or. fr

Amendment 37
Marek Henryk Migalski

Motion for a resolution
Recital E

Motion for a resolution

E. whereas it is necessary to examine closely future trends in labour market needs in order to adapt and modernise curricula and offer the right skills for the right jobs;

Amendment

E. whereas it is necessary to examine closely future trends in labour market needs in order to adapt and modernise ***parts of*** curricula and offer the right skills for the right jobs;

Or. pl

Amendment 38

Marietje Schaake, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution

Recital E a (new)

Motion for a resolution

Amendment

E a. 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 39

Katarína Neved'alová

Motion for a resolution

Recital E a (new)

Motion for a resolution

Amendment

E a. whereas the stimulation of economic growth, productivity and comprehensiveness at national level proved to have an immense impact on increase and creation of the number of jobs, their quality and a better integration of young people into the labour market;

Or. en

Amendment 40

Lorenzo Fontana

Motion for a resolution

Recital E a (new)

Motion for a resolution

Amendment

Ea. whereas, furthermore, a stable merit-based system needs to be put in place for the younger generations;

Or. it

Amendment 41
Marie-Thérèse Sanchez-Schmid

Motion for a resolution
Recital E a (new)

Motion for a resolution

Amendment

Ea. whereas, as education models change, the teaching profession needs to change accordingly (skills and qualifications, status and careers);

Or. fr

Amendment 42
Isabelle Thomas

Motion for a resolution
Recital E a (new)

Motion for a resolution

Amendment

Ea. whereas skills, technology and jobs are changing rapidly and everyone will be obliged to adapt several times to new technologies during the course of their working lives and must therefore have a core of basic knowledge that is sufficiently robust to enable them to do so;

Or. fr

Amendment 43

Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution

Recital E b (new)

Motion for a resolution

Amendment

E b. 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 44

Inês Cristina Zuber

Motion for a resolution

Paragraph 1 (new)

Motion for a resolution

Amendment

1. Rejects any tendency towards the commodification of knowledge, education and research and expresses its concern at the emphasis placed on this in EU policies; refuses to continue making education policies dependent on the private capital of companies which link investment in research to their own profit-making interests; refuses to subject education to the whims of the free market, thereby seeking to justify handing over control of knowledge, education and research to the private sector (in the form of the Bologna process);

Or. pt

Amendment 45

Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution
Paragraph 1

Motion for a resolution

1. Welcomes the Commission Communication, in particular its strong focus on combating youth unemployment as well as promoting world-class vocational education and training (VET), flexible learning pathways and work-based learning, and addressing the shortages of well-qualified teachers and trainers;

Amendment

1. Welcomes the Commission Communication, in particular its strong focus on combating youth unemployment as well as promoting world-class vocational education and training (VET), flexible learning pathways, ***including through the promotion of open educational resources***, and work-based learning, and addressing the shortages of well-qualified teachers and trainers;

Or. en

Amendment 46
Katarína Neved'alová

Motion for a resolution
Paragraph 1

Motion for a resolution

1. Welcomes the Commission Communication, in particular its strong focus on combating youth unemployment as well as promoting world-class vocational education and training (VET), flexible learning pathways ***and*** work-based learning, and addressing the shortages of well-qualified teachers and trainers;

Amendment

1. Welcomes the Commission Communication, in particular its strong focus on combating youth unemployment ***through investing in skills, calling for modernising higher education systems*** as well as promoting world-class vocational education and training (VET), flexible learning pathways, work-based learning and ***involvement of social partners in their design; furthermore welcomes*** addressing the shortages of well-qualified teachers and trainers ***through more effective teacher recruitment, retention and professional support***;

Or. en

Amendment 47
Inês Cristina Zuber

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Amendment

1a. 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 uphold the right of all persons, whatever their economic circumstances, to free and universal education of high quality;

Or. pt

Amendment 48
Katarína Neved'álová, Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 1 a (new)

Motion for a resolution

Amendment

1 a. Considers the role of education as much broader than just fulfilling the economic targets of European and national strategies. In this view, reaffirms the primary mission of education to prepare individuals for life as well as for being active citizens in increasingly complex societies;

Or. en

Amendment 49
Inês Cristina Zuber

Motion for a resolution
Paragraph 1 b (new)

Motion for a resolution

Amendment

1b. 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 50
Marek Henryk Migalski

Motion for a resolution
Paragraph 2

Motion for a resolution

Amendment

2. Recalls that increased language competences contribute to fostering mobility and improving employability, ***and fully supports the Commission’s proposal for a new EU benchmark on language competences according to which at least 50 % of 15-year olds should have knowledge of a first foreign language and at least 75 % should study a second foreign language by 2020;***

2. Recalls that increased language competences contribute to fostering mobility and improving employability;

Or. pl

Amendment 51
Malika Benarab-Attou

Motion for a resolution
Paragraph 2

Motion for a resolution

2. Recalls that increased language competences contribute to fostering mobility and improving employability, **and** fully supports the Commission's proposal for a new EU benchmark on language competences according to which at least 50 % of 15-year olds should have knowledge of a first foreign language and at least 75 % should study a second foreign language by 2020;

Amendment

2. Recalls that increased language competences contribute to fostering mobility and improving employability, ***people's understanding of other cultures and inter-cultural relations***; fully supports the Commission's proposal for a new EU benchmark on language competences according to which at least 50 % of 15-year olds should have knowledge of a first foreign language and at least 75 % should study a second foreign language by 2020;

Or. fr

Amendment 52
Malika Benarab-Attou

Motion for a resolution
Paragraph 3

Motion for a resolution

3. Calls for a holistic approach to education and training, and highlights the important role of non-formal and informal learning as part of an overall lifelong learning strategy aiming at a socially inclusive knowledge society with ***strong individuals and*** active citizens;

Amendment

3. Calls for a holistic approach to education and training, and highlights the important role of non-formal and informal learning as part of an overall lifelong learning strategy aiming at a socially inclusive knowledge society with active citizens;

Or. fr

Amendment 53
Lorenzo Fontana

Motion for a resolution
Paragraph 3

Motion for a resolution

3. Calls for a holistic approach to education and training, and highlights the important role of non-formal and informal learning as part of an overall lifelong learning strategy aiming at a socially inclusive knowledge society with strong individuals and active citizens;

Amendment

3. Calls for a holistic approach to education and training, and highlights the important role of non-formal and informal learning as part of an overall lifelong learning strategy aiming at a socially inclusive knowledge society with strong individuals and active citizens; ***points out that this will hinge on the degree of independent our young people can achieve;***

Or. it

Amendment 54

Marie-Thérèse Sanchez-Schmid

Motion for a resolution

Paragraph 3

Motion for a resolution

3. Calls for a holistic approach to education and training, and highlights the important role of non-formal and informal learning as part of an overall lifelong learning strategy aiming at a socially inclusive knowledge society with strong individuals and active citizens;

Amendment

3. Calls for a holistic approach to education and training ***that addresses both academic and vocational aspects***, and highlights the important role of non-formal and informal learning as part of an overall lifelong learning strategy aiming at a socially inclusive knowledge society with strong individuals and active citizens;

Or. fr

Amendment 55

Hannu Takkula, Liam Aylward, Marietje Schaake, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution

Paragraph 3

Motion for a resolution

3. Calls for a holistic approach to education and training, and highlights the important

Amendment

3. Calls for a holistic approach to education and training, ***reminds that education***

role of non-formal and informal learning as part of an overall lifelong learning strategy aiming at a socially inclusive knowledge society with strong individuals and active citizens;

should also be promoted for its own sake, and highlights the important role of non-formal and informal learning as part of an overall lifelong learning strategy aiming at a socially inclusive knowledge society with strong individuals and active citizens;

Or. en

Amendment 56

Katarína Neved'alová

Motion for a resolution

Paragraph 3

Motion for a resolution

3. Calls for a holistic approach to education and training, *and* highlights the important role of non-formal and informal learning as part of an overall lifelong learning strategy aiming at a socially inclusive knowledge society with strong individuals and active citizens;

Amendment

3. Calls for a holistic approach to education and training, *recognition of its broader mission in regard to personal growth and development*; highlights the important role of non-formal and informal learning as part of an overall lifelong learning strategy aiming at a socially inclusive knowledge society with strong individuals and active citizens;

Or. en

Amendment 57

Heinz K. Becker

Motion for a resolution

Paragraph 3 a (new)

Motion for a resolution

Amendment

3a. Calls on the Member States to perform consistent benchmarking with relevant European best-practice models in the field of education and employment;

Or. de

Amendment 58
Malika Benarab-Attou

Motion for a resolution
Paragraph 3 a (new)

Motion for a resolution

Amendment

3a. Calls on the Member States to ensure equality of access to education and to bring forward measures that are in tune with learners' needs, in particular those of members of vulnerable groups, such as people who are not in education, employment or training;

Or. fr

Amendment 59
Santiago Fisas Aixela

Motion for a resolution
Paragraph 4

Motion for a resolution

Amendment

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, **and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union;**

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation; **emphasises the importance in this respect of effective investment in education in order to improve academic results;**

Or. es

Amendment 60
Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, and recalls that **any budget cut** in these **fields will have a strong negative impact on** the economic recovery of the Union;

Amendment

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, and recalls that **investment** in these **areas is essential for** the economic recovery **and global competitiveness** of the Union;

Or. en

Amendment 61
Marek Henryk Migalski

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Calls on the Member States to **prioritise** public expenditures in education, training, research and innovation, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union;

Amendment

4. Calls on the Member States to **recognise** public expenditures in education, training, research and innovation **as one of their priorities**, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union;

Or. pl

Amendment 62
Ivo Belet

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Calls on the Member States to prioritise **public expenditures** in education, training, research and innovation, and recalls that any budget cut in these fields **will** have a strong negative impact on the economic recovery of the Union;

Amendment

4. Calls on the Member States to prioritise **investment** in education, training, research and innovation, and recalls that any budget cut in these fields **may** have a strong negative impact on the economic recovery of the Union;

Amendment 63
Lorenzo Fontana

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Calls on the Member States to prioritise public *expenditures in* education, training, **research and innovation**, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union;

Amendment

4. Calls on the Member States to prioritise **research and innovation in** public *expenditure on* education **and** training, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union;

Or. it

Amendment 64
Georgios Papanikolaou, Milan Zver

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union;

Amendment

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union; ***underlines that education guarantees sustainable development which should remain a priority regardless of the current crisis;***

Or. en

Amendment 65
Katarína Neved'álová

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union;

Amendment

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union ***and on achieving Europe 2020 objectives; strongly supports monitoring of national situations and launching of a debate at Union level with relevant stakeholders on investment efficiency and benefits in education and training;***

Or. en

Amendment 66
Malika Benarab-Attou

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union;

Amendment

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union ***and on progress towards meeting the Europe 2020 targets;***

Or. fr

Amendment 67
Heinz K. Becker

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union;

Amendment

4. Calls on the Member States to prioritise public expenditures in education, training, research and innovation, and recalls that any budget cut in these fields will have a strong negative impact on the economic recovery of the Union ***and the attainment of the Europe 2020 objectives;***

Or. de

Amendment 68

Katarína Neved'álová, Mary Honeyball, Eider Gardiazábal Rubial

Motion for a resolution

Paragraph 4 a (new)

Motion for a resolution

Amendment

4 a. Urges Member States to adopt legislation prohibiting discrimination on the grounds of gender, sexual orientation, gender identity, disability, religion or belief and age in the area of education, and to work in the Council to promptly adopt the horizontal anti-discrimination directive which is key to guarantee genuine equality and combat bias and discrimination, including at school;

Or. en

Amendment 69

Lorenzo Fontana

Motion for a resolution

Paragraph 4 a (new)

Motion for a resolution

Amendment

4a. Draws attention to the Europe 2020 headline target of spending 3% of GDP

on research and development;

Or. it

Amendment 70
Marie-Thérèse Sanchez-Schmid

Motion for a resolution
Paragraph 4 a (new)

Motion for a resolution

Amendment

4a. Stresses the importance of regional policies that foster the establishment of regional innovation incubators bringing creative firms, universities, investors and cultural bodies together in promoting education and training;

Or. fr

Amendment 71
Raimon Obiols

Motion for a resolution
Paragraph 4 a (new)

Motion for a resolution

Amendment

4a. Calls for the creation of specific measures to better link education and training with the working environment, in order to enhance competitiveness and anticipate the future needs of the labour market;

Or. es

Amendment 72
Marusya Lyubcheva

Motion for a resolution
Paragraph 4 a (new)

Motion for a resolution

Amendment

4a. Recommends that education and science be included as priority areas in the Member States' strategy papers for the 2014-2020 programming period, with a view to the provision of resources for developing those areas, the introduction of new educational technologies, including the training of teaching staff, and the raising of teaching standards;

Or. bg

Amendment 73
Katarína Neved'alová

Motion for a resolution
Paragraph 4 b (new)

Motion for a resolution

Amendment

4 b. Calls on Member States to pursue a closer link between the key strategic policy challenges identified throughout the European Semester and Open Methods of Cooperation (OMC) activities aimed at support member states to ensure high quality and accessible education and training also in times of fiscal constraints;

Or. en

Amendment 74
Georgios Papanikolaou, Milan Zver

Motion for a resolution
Paragraph -5 (new)

Motion for a resolution

Amendment

-5. Emphasizes that young people are the most vulnerable segment of society; stresses the importance of recognising young people as a priority group in the Union's social vision and stresses the importance of enhancing youth mobility;

Or. en

Amendment 75
Marek Henryk Migalski

Motion for a resolution
Paragraph 5

Motion for a resolution

Amendment

5. Recalls that young people have great potential and a crucial role to play in achieving the Europe 2020 targets for education and employment; reminds the Member States of the close link between early school leaving, lack of employment-related skills and youth unemployment; also recalls that early childhood education **and** care lay the foundation for future learning and development of young people;

5. Recalls that young people have great potential and a crucial role to play in achieving the Europe 2020 targets for education and employment; reminds the Member States of the close link between early school leaving, lack of employment-related skills and youth unemployment; also recalls that early childhood education, care **and the significant role played by parents** lay the foundation for future learning and development of young people;

Or. pl

Amendment 76
Heinz K. Becker

Motion for a resolution
Paragraph 5

Motion for a resolution

Amendment

5. Recalls that young people have great potential and a crucial role to play in

5. Recalls that young people have great potential and a crucial role to play in

achieving the Europe 2020 targets for education and employment; reminds the Member States of the close link between early school leaving, lack of employment-related skills and youth unemployment; also recalls that early childhood education and care lay the foundation for future learning and development of young people;

achieving the Europe 2020 targets for education and employment; reminds the Member States of the close link between early school leaving, lack of employment-related skills and youth unemployment; also recalls that early childhood education and care lay the foundation for future learning and development of young people, ***but that they should be provided exclusively in a playful manner and not using school methods or pressure from attainment targets;***

Or. de

Amendment 77

Katarína Neved'alová, Mary Honeyball, Eider Gardiazábal Rubial

Motion for a resolution Paragraph 5 a (new)

Motion for a resolution

Amendment

5 a. Calls on Member States to promote anti-bullying policies to reduce early school-leaving and ensure genuine access to education for all;

Or. en

Amendment 78

Malika Benarab-Attou

Motion for a resolution Paragraph 6

Motion for a resolution

Amendment

6. Calls for ***a recognition of*** youth and civil society organisations in the design and implementation of lifelong learning strategies; also highlights their role as complementary educational providers for non-formal and informal learning and

6. Calls for youth and civil society organisations ***to be involved*** in the design and implementation of lifelong learning strategies; also highlights their role as complementary educational providers for non-formal and informal learning and

volunteering, helping young people to attain both transversal skills and individual personal competences, such as critical thinking and problem solving, team work and communication, and self-confidence and *leadership*;

volunteering, helping young people to attain both transversal skills and individual personal competences, such as critical thinking and problem solving, team work and communication, and self-confidence and *entrepreneurship*;

Or. fr

Amendment 79
Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for a recognition of youth and civil society organisations in the design and implementation of lifelong learning strategies; also highlights their role as complementary educational providers for non-formal and informal learning and volunteering, *helping* young people *to attain* both transversal skills and individual personal competences, such as critical thinking and problem solving, team work and communication, and self-confidence and leadership;

Amendment

6. Calls for a recognition *and involvement* of youth and civil society organisations in the design and implementation of lifelong learning strategies; also highlights their role as complementary educational providers for non-formal and informal learning and volunteering *opportunities, contributing to learners and* young people *development of* both transversal skills and individual personal competences, such as critical thinking, *sense of initiative, information processing* and problem solving, team work and communication, and self-confidence and leadership;

Or. en

Amendment 80
Hannu Takkula, Liam Aylward, Marietje Schaake, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for a recognition of youth and civil society organisations in the design and

Amendment

6. Calls for a recognition of youth and civil society organisations in the design and

implementation of lifelong learning strategies; also highlights their role as complementary educational providers for non-formal and informal learning and volunteering, helping young people to attain both transversal skills and individual personal competences, such as critical thinking and problem solving, team work and communication, and self-confidence and leadership;

implementation of lifelong learning strategies; also highlights their role as complementary educational providers for non-formal and informal learning and volunteering, helping young people to attain both transversal skills and individual personal competences, such as ***creative and*** critical thinking, ***sense of initiative, information processing*** and problem solving, team work and communication, and self-confidence and leadership;

Or. en

Amendment 81
Katarína Neved'álová

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for a recognition of youth and civil society organisations in the design and implementation of lifelong learning strategies; also highlights their role as complementary educational providers for non-formal and informal learning and volunteering, helping young people to attain both transversal skills and individual personal competences, such as critical thinking and problem solving, team work and communication, and self-confidence and leadership;

Amendment

6. Calls for a recognition of youth and civil society organisations in the design and implementation of lifelong learning strategies; also highlights their role as complementary educational providers for non-formal and informal learning and volunteering, helping young people to attain both transversal skills and individual personal competences, such as ***creative and*** critical thinking, ***sense of initiative, information processing*** and problem solving, team work and communication, and self-confidence and leadership;

Or. en

Amendment 82
Heinz K. Becker

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Calls for a recognition of youth and civil society organisations in the design and implementation of lifelong learning strategies; also highlights their role as complementary educational providers for non-formal and informal learning and volunteering, helping young people to attain both transversal skills and individual personal competences, such as critical thinking and problem solving, team work and communication, and self-confidence and leadership;

Amendment

6. Calls for a recognition of youth **organisations** and civil society organisations **for all generations** in the design and implementation of lifelong learning strategies; also highlights their role as complementary educational providers for non-formal and informal learning and volunteering, helping **all learners, particularly** young people, to attain both transversal skills and individual personal competences, such as critical thinking and problem solving, team work and communication, and self-confidence and leadership;

Or. de

Amendment 83
Marek Henryk Migalski

Motion for a resolution
Paragraph 6 a (new)

Motion for a resolution

Amendment

6 a. Calls for the recognition of qualifications gained by young people during their studies at non-home universities, particularly those qualifications gained in the context of the Erasmus programme;

Or. pl

Amendment 84
Katarína Neved'alová, Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 6 a (new)

Motion for a resolution

Amendment

6 a. Calls for learners and their organisations to be involved in decision-making processes concerning education, and that learning should be based on a structured dialogue with learners in the tailoring of curricula and methods fostering a lifelong learning approach;

Or. en

Amendment 85
Monika Panayotova

Motion for a resolution
Paragraph 7

Motion for a resolution

Amendment

7. Urges the Member States to promote the attractiveness of VET, and calls for a stronger focus on transversal and basic skills, in particular **on** entrepreneurial and ICT **skills that** help young people to enter the labour market and to create their own businesses;

7. Urges the Member States to promote the attractiveness of VET, and calls for a stronger focus on transversal and basic skills, in particular **through the introduction of** entrepreneurial **training** and **the bolstering of** ICT **training, which** help young people enter the labour market and create their own businesses;

Or. bg

Amendment 86
Katarína Neved'álová

Motion for a resolution
Paragraph 7

Motion for a resolution

Amendment

7. Urges the Member States to promote the attractiveness of VET, and calls for a stronger focus on **transversal and** basic skills, in particular on entrepreneurial and

7. Urges the Member States to promote the attractiveness **and improve the labour market relevance** of VET, **ensure its quality**, and calls for a stronger focus on

ICT skills that help young people to enter the labour market and **to create** their own businesses;

acquisition of basic skills **from an early age but also among adults and transversal skills**, in particular on **creativity**, entrepreneurial and ICT skills that help young people to enter the labour market and **enhance their employability as well as develop opportunities to set up** their own businesses;

Or. en

Amendment 87

Hannu Takkula, Liam Aylward, Marietje Schaake, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution Paragraph 7

Motion for a resolution

7. Urges the Member States to promote the attractiveness of VET, and calls for a stronger focus on transversal and basic skills, in particular on entrepreneurial and ICT skills that help young people to enter the labour market and to create their own businesses;

Amendment

7. Urges the Member States to promote the attractiveness of VET **and make it an integral part of the education system**, and calls for a stronger focus on transversal and basic skills, in particular on entrepreneurial and ICT skills **with a strong involvement from the business sector**, that help young people to enter the labour market and to create their own businesses;

Or. en

Amendment 88

Heinz K. Becker

Motion for a resolution Paragraph 7

Motion for a resolution

7. Urges the Member States to promote the attractiveness of VET, and calls for a stronger focus on transversal and basic skills, in particular on entrepreneurial and ICT skills that help young people to enter

Amendment

7. Urges the Member States to promote the attractiveness of VET, and calls for a stronger focus on transversal and basic skills **acquired through formal and informal training**, in particular on

the labour market and to create their own businesses;

entrepreneurial and ICT skills that help young people, *especially*, to enter the labour market and to create their own businesses; *also, however, stresses the importance of culture and sport for a rounded education and personal development*;

Or. de

Amendment 89

Georgios Papanikolaou, Katarína Neved'alová

Motion for a resolution

Paragraph 7

Motion for a resolution

7. Urges the Member States to promote the attractiveness of VET, and calls for a stronger focus on transversal and basic skills, in particular on entrepreneurial and ICT skills that help young people to enter the labour market and to create their own businesses;

Amendment

7. Urges the Member States to promote the attractiveness of VET, and calls for a stronger focus on transversal and basic skills, in particular on entrepreneurial and ICT skills that help young people to enter the labour market and to create their own businesses; *stresses the need for Member States to provide a safety net for failed start-up and to eliminate red tape*;

Or. en

Amendment 90

Hannu Takkula, Liam Aylward, Marietje Schaake, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution

Paragraph 7 a (new)

Motion for a resolution

Amendment

7 a. Acknowledges the importance of developing and implementing entrepreneurship education systems across Europe and underlines that students' access to entrepreneurship education varies and is often determined

at institution level; thus calls on Member States and local and regional authorities, working with the education institutions, to include elements of entrepreneurship education in the curriculum content in basic education, vocational training and higher education;

Or. en

Amendment 91
Katarína Neved'alová

Motion for a resolution
Paragraph 7 b (new)

Motion for a resolution

Amendment

7 b. underlines that students' access to entrepreneurship education varies and is often determined at institution level; thus calls on Member States and local and regional authorities, working with the education institutions, to include elements of entrepreneurship education in the curriculum content in basic education, vocational training and higher education;

Or. en

Amendment 92
Katarína Neved'alová

Motion for a resolution
Paragraph 7 a (new)

Motion for a resolution

Amendment

7 a. Acknowledges the importance of developing and implementing entrepreneurship education systems across Europe; considers that special focus should be placed on overcoming the disparities and substantial differences in

their development, as shown by the 2008 survey on entrepreneurship in higher education and confirmed in the 2011 Budapest high level symposium;

Or. en

Amendment 93
Isabelle Thomas

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Stresses the need to ***focus on STEM*** (science, technology, engineering, and mathematics) ***subjects in education***; however, also calls for the right balance between the acquirement of theoretical knowledge and practical skills during studies;

Amendment

8. Stresses the need to ***raise the profile of studies in such areas as*** science, ***the humanities, the arts, culture,*** technology, engineering and mathematics; however, also calls for the right balance between the acquirement of theoretical knowledge and practical skills during studies;

Or. fr

Amendment 94
Santiago Fisas Aixela

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Stresses the need to ***focus*** on STEM (science, technology, engineering, and mathematics) subjects in education; ***however, also*** calls for the right balance between the acquirement of theoretical knowledge and practical skills during studies;

Amendment

8. Stresses the need to ***place greater emphasis*** on STEM (science, technology, engineering, and mathematics) subjects in education; calls for the right balance between the acquirement of theoretical knowledge and practical skills during studies, ***without neglecting the study of social sciences***;

Or. es

Amendment 95
Katarína Neved'alová

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Stresses the need to **focus on** STEM (science, technology, engineering, and mathematics) subjects in education; however, also calls for the right balance between the acquirement of theoretical knowledge and practical skills during studies;

Amendment

8. Stresses the need to **enhance the attractiveness and value of** STEM (science, technology, engineering, and mathematics) subjects in education **and areas, where the job shortages are predicted in future (for example, green economy, health and education)**; however, also calls for the right balance between the acquirement of theoretical knowledge and practical skills during studies;

Or. en

Amendment 96
Milan Zver

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Stresses the need to focus on STEM (science, technology, engineering, and mathematics) subjects in education; **however**, also calls for the right balance between the acquirement of theoretical knowledge and practical skills during studies;

Amendment

8. Stresses the need to focus on STEM (science, technology, engineering, and mathematics) subjects in education; **accepting the possibility it might be in detriment of other subjects and acknowledging that STEM subjects are of extreme importance to help more young people finding jobs in times of crisis**; also calls for the right balance between the acquirement of theoretical knowledge and practical skills during studies;

Or. en

Amendment 97
Katarína Neved'alová

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8 a. Stresses the need to focus on the link between education, young people's expectations and labour market needs to ensure them easier and quality transition from education into the labour market aimed also at ensuring their autonomy;

Or. en

Amendment 98
Isabelle Thomas

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8a. Stresses the need for curricula to be multidisciplinary and designed to provide open-ended, transferable skills, and for people to be able to switch from one area of studies to another;

Or. fr

Amendment 99
Ivo Belet

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8a. Stresses that, with a view to developing active citizenship and social integration, sufficient attention must also be devoted

to the human sciences throughout schooling;

Or. nl

Amendment 100
Silvia Costa

Motion for a resolution
Paragraph 8 a (new)

Motion for a resolution

Amendment

8a. Stresses the need to place special emphasis on the teaching of subjects and content in which a shortfall has been highlighted in national and international statistics for individual Member States;

Or. it

Amendment 101
Inês Cristina Zuber

Motion for a resolution
Paragraph 9

Motion for a resolution

Amendment

9. Highlights the importance of supporting young people, especially those not in education, employment or training (NEETs), by promoting traineeships and apprenticeships, dual learning and work-based learning; considers these as valuable steps in the transition from education to professional life;

9. 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;

Amendment 102
Malika Benarab-Attou

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Highlights the importance of supporting young people, especially those not in education, employment or training (NEETs), by promoting traineeships and apprenticeships, dual learning and work-based learning; considers these as valuable steps in the transition from education to professional life;

Amendment

9. Highlights the importance of supporting young people, especially those not in education, employment or training (NEETs), by promoting **high-quality** traineeships and apprenticeships, dual learning and work-based learning; considers these as valuable steps in the transition from education to professional life;

Or. fr

Amendment 103
Marusya Lyubcheva

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Highlights the importance of supporting young people, especially those not in education, employment or training (NEETs), by promoting traineeships and apprenticeships, dual learning and work-based learning; considers these as valuable steps in the transition from education to professional life;

Amendment

9. Highlights the importance of supporting young people, especially those not in education, employment or training (NEETs), by promoting traineeships and apprenticeships, dual learning and work-based learning, **and through inclusive measures for their active integration into education and work**; considers these as valuable steps in the transition from education to professional life;

Or. bg

Amendment 104
Jacek Włosowicz

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Highlights the importance of supporting young people, especially those not in education, employment or training (NEETs), by promoting traineeships and apprenticeships, dual learning *and* work-based learning; considers these as valuable steps in the transition from education to professional life;

Amendment

9. Highlights the importance of supporting young people, especially those not in education, employment or training (NEETs), by promoting traineeships and apprenticeships, dual learning, work-based learning *and helping them to find tuition in a format which would appeal to them and which is attainable*; considers these as valuable steps in the transition from education to professional life;

Or. pl

Amendment 105
Katarína Neved'alová

Motion for a resolution
Paragraph 9

Motion for a resolution

9. Highlights the importance of supporting young people, especially those not in education, employment or training (NEETs), by promoting traineeships and apprenticeships, dual learning and work-based learning; considers these as valuable steps in the transition from education to professional life;

Amendment

9. Highlights the importance of supporting young people, especially those not in education, employment or training (NEETs), by promoting *quality* traineeships and apprenticeships, *second-chance educational programmes, well-established* dual learning and work-based learning *as well as specific measures to foster access to higher education* ; considers these as valuable steps in the transition from education to professional life *as well as in lowering rates of youth unemployment*;

Or. en

Amendment 106
Katarína Neved'alová

Motion for a resolution
Paragraph 9 a (new)

Motion for a resolution

Amendment

9 a. Calls on Member states to encourage employers to offer more quality apprenticeship placements, to develop clear quality criteria aimed at preventing abuses and to ease the administrative procedures for enterprises offering work or training opportunity for young people in order to improve their career pathways;

Or. en

Amendment 107
Ivo Belet

Motion for a resolution
Paragraph 9 a (new)

Motion for a resolution

Amendment

9a. Draws attention to the added value of experience abroad to help early school-leavers and young people without educational qualifications to find jobs; considers that the Erasmus + programme is an excellent framework to enable people in this category, too, to receive part of their vocational training abroad;

Or. nl

Amendment 108
Isabelle Thomas

Motion for a resolution
Paragraph 9 a (new)

Motion for a resolution

Amendment

9a. Emphasises how difficult it can be to enter the labour market on completing one's studies, when a long period of unemployment and forced inactivity can ensue, in particular at times of economic crisis such as the present; calls on the Member States to establish the necessary support policies to address these problems;

Or. fr

Amendment 109
Katarína Neved'alová

Motion for a resolution
Paragraph 9 b (new)

Motion for a resolution

Amendment

9 b. Reminds the Member States on the role of the EU programmes in promoting education, mobility, language skills, active citizenship, European values, cultural awareness and other valuable skills which all contribute to better employability and strengthening their intercultural understanding; stresses the need of their further support in the Multiannual Financial Framework (MFF) for a period 2014–2020, focusing on learning mobility, cooperation and policy reform;

Or. en

Amendment 110
Katarína Neved'alová, Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 9 c (new)

Motion for a resolution

Amendment

9 c. Welcomes the renewed focus on achieving the automatic recognition of comparable academic degrees and its objective of placing all the students on an equal footing, irrespective of their qualification's place of origin and in this view calls on member states to increase their efforts in this regard;

Or. en

Amendment 111
Marek Henryk Migalski

Motion for a resolution
Paragraph 10

Motion for a resolution

Amendment

10. Urges the Member States to make full use of the European Youth Guarantee, and recalls that these types of temporary employment should act as stepping stones towards permanent work;

deleted

Or. pl

Amendment 112
Malika Benarab-Attou

Motion for a resolution
Paragraph 10

Motion for a resolution

Amendment

10. Urges the Member States to make full use of the European Youth Guarantee, and recalls that these types of temporary employment should act as stepping stones

10. Urges the Member States to make full use of the European Youth Guarantee and to invest in priority employment schemes for young people;

towards permanent work;

Or. fr

Amendment 113
Santiago Fisas Aixela

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Urges the Member States to make full use of the European Youth Guarantee, and recalls that these types of temporary employment should act as stepping stones towards permanent work;

Amendment

10. Urges the Member States to make full use of the European Youth Guarantee, *to offer work experience, training or refresher courses to young people who lose their jobs or who have completed formal education, thereby guaranteeing equal opportunity of access to the labour market;*

Or. es

Amendment 114
Katarína Neved'álová, Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Urges the Member States to *make full use of* the European Youth Guarantee, and recalls that these types of temporary employment should act as stepping stones towards permanent work;

Amendment

10. Urges the Member States to *invest in early labour market activation mechanisms for young people, and to implement* the European Youth Guarantee *and to work with regions in ensuring that the Youth Employment Initiative (YEI) will be truly complementary and additional to existing regional and national actions to combat youth unemployment*, and recalls that these types of temporary employment should act as stepping stones towards permanent work;

Amendment 115
Olga Sehnalová

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Urges the Member States to make full use of the European Youth Guarantee, and recalls that these types of temporary employment should act as stepping stones towards permanent work;

Amendment

10. Urges the Member States to make full use of the European Youth Guarantee **and of cohesion policy financing instruments as a support measure**, and recalls that these types of temporary employment should act as stepping stones towards permanent work;

Or. cs

Amendment 116
Monika Panayotova

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Urges the Member States to make full use of the European Youth Guarantee, and recalls that these types of temporary employment should act as stepping stones towards permanent work;

Amendment

10. Urges the Member States to make full use of the European Youth Guarantee and **to take urgent steps to ensure its effective implementation**; recalls that these types of temporary employment should act as stepping stones towards permanent work;

Or. bg

Amendment 117
Hannu Takkula, Liam Aylward, Marietje Schaake, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution

Amendment

10 a. Acknowledges that poor language skills constitute a major obstacle to the free movement of workers and to the international competitiveness of enterprises in the Union, particularly in areas where European citizens live close to the border of a neighbouring country with a different language; recalls that language learning is deemed to be much more effective at an early age;

Or. en

Amendment 118
Katarína Neved'alová

Motion for a resolution
Paragraph 10 c (new)

Motion for a resolution

Amendment

10 c. Acknowledges that poor language skills constitute a major obstacle to free movement of workers and to the international competitiveness of enterprises in the Union, particularly in areas where European citizens live close to the border of a neighbouring country with a different language; recalls that language learning is deemed to be much more effective at an early age;

Or. en

Amendment 119
Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution

Amendment

10 a. Stresses that the Youth Guarantee Scheme 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 120
Katarína Neved'alová

Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution

Amendment

10 a. Emphasises Member States to activate labour market policies, promote employment opportunities, establish better guidance and tailored career service centres for young people which would enable them to become independent, live an autonomous life and secure a professional development;

Or. en

Amendment 121
Olga Sehnalová

Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution

Amendment

10 a. Urges the Member States to halt the decline in spending on support for youth employment and education; stresses that funds and instruments from the guarantee system should be used preferentially to this end; considers that the Member

States should also use cohesion policy resources as a support measure, and that such resources should specifically target projects that support youth employment and education;

Or. cs

Amendment 122
Malika Benarab-Attou

Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution

Amendment

10a. Stresses the need to raise teacher awareness of key competences, such as techniques for learning to learn, social and civic skills, initiative, cultural awareness and self-expression; draws attention, therefore, to the importance of investing in lifelong learning schemes for teachers;

Or. fr

Amendment 123
Monika Panayotova

Motion for a resolution
Paragraph 10 a (new)

Motion for a resolution

Amendment

10a. Calls for an integrated approach that harnesses the financing possibilities offered by the European Social Fund, the Cohesion Fund and national sources of financing for achieving smart growth;

Or. bg

Amendment 124
Katarína Neved'alová

Motion for a resolution
Paragraph 10 b (new)

Motion for a resolution

Amendment

10 b. Recalls that it is at the sub-national level that the most accurate and timely information on regional labour markets can be sourced and where local and regional authorities can play a significant role in identifying skills mismatch providing appropriate re-training and vocational training programmes and incentivising investment in response to local demand;

Or. en

Amendment 125
Monika Panayotova

Motion for a resolution
Paragraph 10 b (new)

Motion for a resolution

Amendment

10b. Welcomes the creation of the new European Alliance for Apprenticeships, and calls on the Member States to include vocational practices in their reforms and actions as part of the plans for delivering on the Youth Guarantee, and to mobilise European and national financing to achieve that end;

Or. bg

Amendment 126
Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 11

Motion for a resolution

11. Highlights that strong partnerships draw on synergies between financial and human resources and contribute to sharing the cost of lifelong learning which is particularly important in times of austerity, and recalls that partnerships also have a positive impact on education and training by contributing to improving their quality and accessibility;

Amendment

11. Highlights that strong partnerships draw on synergies between financial and human resources and contribute to sharing the cost of lifelong learning which is particularly important in times of austerity, and recalls that partnerships also have a positive impact on education and training by contributing to improving their quality and accessibility, ***while the integrity and independence of education institutions remain untouched;***

Or. en

Amendment 127
Olga Sehnalová

Motion for a resolution
Paragraph 11

Motion for a resolution

11. Highlights that strong partnerships draw on synergies between financial and human resources and contribute to sharing the cost of lifelong learning which is particularly important in times of austerity, and recalls that partnerships also have a positive impact on education and training by contributing to improving their quality and accessibility;

Amendment

11. Highlights that strong partnerships draw on synergies between financial and human resources and contribute to sharing the cost of lifelong learning which is particularly important in times of austerity, ***and which will help to halt the decline in public investment in youth employment and education;*** recalls that partnerships also have a positive impact on education and training by contributing to improving their quality and accessibility;

Or. cs

Amendment 128
Marietje Schaake, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution
Paragraph 11 a (new)

Motion for a resolution

Amendment

11 a. Calls on the Commission to actively ask for support and initiatives as well as other forms of cooperation with the private sector in improving education in order to better prepare students for the transition from education to the job market;

Or. en

Amendment 129
Katarína Neved'alová

Motion for a resolution
Paragraph 11 a (new)

Motion for a resolution

Amendment

11 a. Calls for enhancing social and civil dialogue on education and training both on national and Union level and for strengthening the role of social partners in policy making;

Or. en

Amendment 130
Marusya Lyubcheva

Motion for a resolution
Paragraph 11 a (new)

Motion for a resolution

Amendment

11a. Considers the encouraging of public-private partnerships to be an important step towards ensuring shared responsibility for education and career development, with the aim being to help

graduates adapt more swiftly to the requirements of industry and the market and ensure additional resources are available for updating the educational process in response to technological change;

Or. bg

Amendment 131

Marietje Schaake, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution

Paragraph 12

Motion for a resolution

12. Notes that the Communication does not specify any concrete implementation measures for cooperation between the educational sector and different social and business partners; however, welcomes the knowledge alliances and sector skills alliances included in the Commission proposal on the new multiannual programme in the field of education, training, youth, and sport;

Amendment

12. Notes that the Communication does not specify any concrete implementation measures for cooperation between the educational sector and different social and business partners; however, ***calls upon 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;*** welcomes the knowledge alliances and sector skills alliances included in the Commission proposal on the new multiannual programme in the field of education, training, youth, and sport;

Or. en

Amendment 132

Katarína Neved'álová

Motion for a resolution

Paragraph 12

Motion for a resolution

12. Notes that the Communication does not

Amendment

12. Notes that the Communication does not

specify any concrete implementation measures for cooperation between the educational sector and different social and business partners; however, welcomes the knowledge alliances and sector skills alliances included in the Commission proposal on the new multiannual programme in the field of education, training, youth, and sport;

specify any concrete implementation measures for cooperation between the educational sector and different social and business partners; however, welcomes the knowledge alliances and sector skills alliances included in the Commission proposal on the new multiannual programme in the field of education, training, youth, and sport **and considers them as innovative and sustainable ways to increase human capital;**

Or. en

Amendment 133
Katarína Neved'alová

Motion for a resolution
Paragraph 12 a (new)

Motion for a resolution

Amendment

12 a. Highlights the shared responsibility of different actors in the field of life long learning such as educational institutions, public authorities, enterprises as well as individuals responsible for their own lives;

Or. en

Amendment 134
Katarína Neved'alová

Motion for a resolution
Paragraph 12 b (new)

Motion for a resolution

Amendment

12 b. Calls on the Commission and Member States to carefully reflect on the concept of cost sharing as a way of funding education; warns that any cost sharing mechanism cannot be pursued at

the expenses of the individuals; equity and universal access must be placed in the front row of any reform of the education and training systems;

Or. en

Amendment 135
Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 12 b (new)

Motion for a resolution

Amendment

12 b. Considers the introduction or raise of tuition fees and student taxation as a further barrier to the equal access to education for all that should be avoided, especially in times of crisis;

Or. en

Amendment 136
Monika Panayotova

Motion for a resolution
Paragraph 13

Motion for a resolution

Amendment

13. Calls for more cooperation between educational institutions, the business sector, social partners, and regional authorities in order to exchange best practices and to promote partnerships as a means of transition from education to work;

13. Calls for more cooperation between educational institutions, the business sector, social partners and regional authorities in order to exchange best practices and to promote partnerships as a means of transition from education to work; *stresses the need to ensure the compatibility of these practices with the measures and initiatives taken at EU level;*

Or. bg

Amendment 137
Katarína Neved'álová

Motion for a resolution
Paragraph 13

Motion for a resolution

13. Calls for more cooperation between educational institutions, the business sector, social partners, **and** regional authorities in order to exchange best practices and to promote partnerships as **a** means of transition from education to work;

Amendment

13. Calls for more cooperation between educational institutions **and providers**, the business sector, social partners, **civil organisations and local**, regional **and national** authorities **and employment services** in order to exchange best practices and to promote partnerships as **the effective** means of **addressing vacancies and sustainable integration of people in employment** transition from education to work;

Or. en

Amendment 138
Hannu Takkula, Marietje Schaake, Liam Aylward, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution
Paragraph 13

Motion for a resolution

13. Calls for more cooperation between educational institutions, the business sector, social partners, and regional authorities in order to exchange best practices **and** to promote partnerships as a means of transition from education to work;

Amendment

13. Calls for more cooperation between educational institutions, the business sector, social partners **and local** and regional authorities in order to exchange best practices, to promote partnerships **and to work towards providing quality placements, internships and apprenticeships** as a means of transition from education to work;

Or. en

Amendment 139
Lorenzo Fontana

Motion for a resolution
Paragraph 13

Motion for a resolution

13. Calls for more cooperation between educational institutions, the business sector, social partners, and regional authorities in order to exchange best practices and to promote partnerships as a means of transition from education to work;

Amendment

13. Calls for more cooperation between educational institutions, the business sector, social partners, and regional, **macro-regional and cross-border** authorities in order to exchange best practices and to promote partnerships as a means of transition from education to work;

Or. it

Amendment 140
Marie-Thérèse Sanchez-Schmid

Motion for a resolution
Paragraph 13

Motion for a resolution

13. Calls for more cooperation between educational institutions, the business sector, social partners, and regional authorities in order to exchange best practices and to promote partnerships as a means of transition from education to work;

Amendment

13. Calls for more cooperation between educational institutions, the business sector, social partners, and **local and** regional authorities in order to exchange best practices and to promote partnerships as a means of transition from education to work;

Or. fr

Amendment 141
Katarína Neved'álová

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution

Amendment

13 a. Considers it vital to recognise the importance of combining public and private investment in education and training; underlines at the same time the need to safeguard against possible undesirable side-effects such as hindering access of socio-economically disadvantaged groups to education and training.

Or. en

Amendment 142
Marie-Thérèse Sanchez-Schmid

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution

Amendment

13a. Calls for greater use to be made of the various EU programmes and funds available, in particular regional funding;

Or. fr

Amendment 143
Marusya Lyubcheva

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution

Amendment

13a. Insists that student mobility be guaranteed, with a view to broadening students' knowledge of languages and communication skills, which is a prerequisite for their adapting to the common labour market in the EU;

Amendment 144
Marie-Thérèse Sanchez-Schmid

Motion for a resolution
Paragraph 14

Motion for a resolution

14. Notes the demographic changes within the Union, an ageing population and low birth rates, and consequently the need to acquire new skills and competences throughout life;

Amendment

14. Notes the demographic changes within the Union, an ageing population and low birth rates, and consequently the need to acquire new skills and competences throughout life ***in order to be able to deal with the challenges thrown up by the world economy and respond to new labour market requirements;***

Or. fr

Amendment 145
Georgios Papanikolaou, Milan Zver

Motion for a resolution
Paragraph 14

Motion for a resolution

14. Notes the demographic changes within the Union, an ageing population ***and*** low birth rates, and consequently the need to acquire new skills and competences throughout life;

Amendment

14. Notes the demographic changes within the Union, ***such as*** an ageing population, low birth rates, ***as well as brain drain and flight of human capital,*** and consequently the need to acquire new skills and competences throughout life;

Or. en

Amendment 146
Katarína Neved'álová, Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 14 a (new)

Motion for a resolution

Amendment

14 a. Notes the importance of recognizing education as a human right, that everyone must have an access to, aiming at the personal and societal development and at acquiring skills for life;

Or. en

Amendment 147
Heinz K. Becker

Motion for a resolution
Paragraph 15

Motion for a resolution

Amendment

15. Encourages the Member States to promote cooperation and synergies in the field of lifelong learning, in particular to widen access to learning and to adapt and modernise the curricula of educational institutions in order to address the new challenges of the contemporary world;

15. Encourages the Member States to promote cooperation and synergies in the field of lifelong learning, in particular to widen access to learning and to adapt and modernise the curricula of educational institutions – ***for example by using the rapidly developing potential of digital learning and Open Educational Resources*** – in order to address the new challenges of the contemporary world;

Or. de

Amendment 148
Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 15

Motion for a resolution

Amendment

15. Encourages the Member States to promote cooperation and synergies in the

15. Encourages the Member States to promote cooperation and synergies in the

field of lifelong learning, in particular to widen access to learning and to adapt and modernise the curricula of educational institutions in order to address the new challenges of the contemporary world;

field of lifelong learning, in particular to widen access to learning and to *design*, adapt and modernise the curricula of educational institutions in order *to fulfil young people's aspirations and* to address the new challenges of the contemporary world;

Or. en

Amendment 149
Inês Cristina Zuber

Motion for a resolution
Paragraph 15 a (new)

Motion for a resolution

Amendment

15a. Considers the payment of tuition fees to be counter-productive and opposes any increases in such fees, particularly in public higher education, as proposed or already introduced by several Member States; urges the Member States to ensure that no student is excluded from entering or remaining in any level of education for economic reasons linked to their social or family circumstances;

Or. pt

Amendment 150
Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution
Paragraph 15 a (new)

Motion for a resolution

Amendment

15 a. Welcomes the announced Commission initiative 'Opening Up Education' aimed at improving the efficiency, accessibility and equity of education, training and learning systems

by strengthening the integration of ICT and new technologies in education and training and calls on all Member States to encourage initiatives to open up education;

Or. en

Amendment 151
Santiago Fisas Aixela

Motion for a resolution
Paragraph 15 a (new)

Motion for a resolution

Amendment

15a. Recalls that the training, selection, in-service training and lifelong learning of teachers are essential in order to guarantee the quality of the educational system;

Or. es

Amendment 152
Inês Cristina Zuber

Motion for a resolution
Paragraph 15 b (new)

Motion for a resolution

Amendment

15b. 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 153

Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution

Paragraph 15 b (new)

Motion for a resolution

Amendment

15 b. Urges Member States to improve open access to all educational and scientific materials with an aim of lowering costs for education and research, particularly in light of recent budget cuts in these areas throughout the Union;

Or. en

Amendment 154

Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution

Paragraph 15 c (new)

Motion for a resolution

Amendment

15 c. Notes with concern the wide divergence in available ICT resources and knowledge in schools and higher education institutions between and within the Member States; stresses that the uptake of ICT infrastructure and knowledge should be mainstreamed in all education and training sectors to best equip students for the digital age;

Or. en

Amendment 155
Marie-Thérèse Sanchez-Schmid

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Recalls the importance of high-quality teacher education that needs to be complemented with career-long professional training, due in particular to the rapid changes in ICT and digital media;

Amendment

16. Recalls the importance of high-quality teacher **and trainer** education that needs to be complemented with career-long professional training, due in particular to the rapid changes in ICT and digital media, ***because the knowledge, skills and attitudes of each of Europe's teachers and trainers have a direct effect on the level achieved by learners at the end of their studies and on what they take from the learning process;***

Or. fr

Amendment 156
Monika Panayotova

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Recalls the importance of high-quality teacher education that needs to be complemented with career-long professional training, due in particular to the rapid changes in ICT and digital media;

Amendment

16. Recalls the importance of high-quality teacher education that needs to be complemented with career-long professional training, due in particular to the rapid changes in ICT and digital media; ***notes that teachers need to be more adaptable in their new role and educational and careers advisors more flexible, in response to the changing nature of education;***

Or. bg

Amendment 157
Marusya Lyubcheva

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Recalls the importance of high-quality teacher education that needs to be complemented with career-long professional training, due in particular to the rapid changes in ICT and digital *media*;

Amendment

16. Recalls the importance of high-quality teacher education that needs to be complemented with career-long professional training *and additional skills*, due in particular to the rapid changes in *technologies*, ICT and digital *systems*;

Or. bg

Amendment 158

Hannu Takkula, Marietje Schaake, Liam Aylward, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Recalls the importance of high-quality teacher education that needs to be complemented with career-long professional training, due in particular to the rapid changes in ICT and digital media;

Amendment

16. Recalls the importance of high-quality teacher education that needs to be complemented with career-long professional training, due in particular to the rapid changes in ICT and digital media, *as well as the specificities of entrepreneurship education*;

Or. en

Amendment 159
Heinz K. Becker

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Recalls the importance of high-quality teacher education that needs to be complemented with career-long

Amendment

16. Recalls the importance of high-quality teacher education that needs to be complemented with career-long

professional training, due in particular to the rapid changes in ICT and digital media;

professional training *with a focus on innovative teaching methods and instructing learners about approaches to education ('learning how to learn')*, due in particular to the rapid changes in ICT and digital media; *stresses furthermore the possible advantages of gaining experience of teaching in another European country by means of an Erasmus term for teachers*;

Or. de

Amendment 160
Katarína Neved'alová

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Recalls the importance of high-quality teacher education that needs to be complemented with career-long professional training, due in particular to the rapid changes in ICT and digital media;

Amendment

16. Recalls the importance of high-quality teacher education that needs to be complemented with *mobility and* career-long professional training *of educational staff on innovative teaching methods and contents*, due in particular to the rapid changes in ICT and digital media; *highlights the important role of other educators and their good cooperation (for example, youth workers, adult educators and parents)*;

Or. en

Amendment 161
Milan Zver, László Tóké

Motion for a resolution
Paragraph 16 a (new)

Motion for a resolution

Amendment

16 a. Highlights the need to further

decrease the volume of factual knowledge taught in schools and to rather use learners' capacities to further increase the quality of their basic skills and transversal skills;

Or. en

Amendment 162
Katarína Neved'alová

Motion for a resolution
Paragraph 16 a (new)

Motion for a resolution

Amendment

16 a. Considers an individual approach in form of coaching, tutoring and mentoring as a means of transmitting knowledge and expertise to mentees, identification the personal strengths as well as required competences in the specific profession;

Or. en

Amendment 163
Santiago Fisas Aixela

Motion for a resolution
Paragraph 16 a (new)

Motion for a resolution

Amendment

16a. Calls for teachers to be valued and given proper recognition, to improve the quality of teaching provided to pupils;

Or. es

Amendment 164
Monika Panayotova

Motion for a resolution
Paragraph 16 a (new)

Motion for a resolution

Amendment

16a. Emphasises the importance of introducing uniform and objective criteria for assessing the effectiveness and efficiency of teachers' work and their influence on students' academic results and personal development;

Or. bg

Amendment 165
Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 16 b (new)

Motion for a resolution

Amendment

16 b. Highlights the importance of individualised learning pathways in order to help people to update and upgrade their productive, social and economical skills throughout their lives;

Or. en

Amendment 166
Katarína Neved'alová

Motion for a resolution
Paragraph 16 b (new)

Motion for a resolution

Amendment

16 b. Recalls the importance of high-quality teacher education that needs to be complemented with career-long

professional training, due in particular to the rapid changes in ICT and digital media, as well as the specificities of entrepreneurship education;

Or. en

Amendment 167
Lorenzo Fontana

Motion for a resolution
Paragraph 17

Motion for a resolution

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce *specific* measures *in the form of financial support* to people from lower socio-economic backgrounds;

Amendment

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce *support* measures *for* people from lower socio-economic backgrounds;

Or. it

Amendment 168
Marek Henryk Migalski

Motion for a resolution
Paragraph 17

Motion for a resolution

17. *Stresses the need to mainstream gender equality, and calls for* policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures in the form of financial support to people from lower socio-economic backgrounds;

Amendment

17. *Proposes that* policies *be developed* to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures in the form of financial support to people from lower socio-economic backgrounds;

Or. pl

Amendment 169
Katarína Neved'álová

Motion for a resolution
Paragraph 17

Motion for a resolution

17. Stresses the need to mainstream gender equality, **and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures in the form of financial support to people from lower socio-economic backgrounds;**

Amendment

17. Stresses the need to mainstream gender equality, **to eliminate discrimination based on gender and sexual orientation in education, and calls for policies to attract vulnerable and disadvantaged groups into learning;**

Or. en

Amendment 170
Monika Panayotova

Motion for a resolution
Paragraph 17

Motion for a resolution

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures **in the form of financial support to people from lower socio-economic backgrounds;**

Amendment

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures **to support, and ensure the social inclusion of, people from the most vulnerable groups;**

Or. bg

Amendment 171
Santiago Fisas Aixela

Motion for a resolution
Paragraph 17

Motion for a resolution

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures in the form of financial support to **people** from lower socio-economic backgrounds;

Amendment

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures in the form of financial support to **pupils** from lower socio-economic backgrounds;

Or. es

Amendment 172
Ivo Belet

Motion for a resolution
Paragraph 17

Motion for a resolution

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures in the form of financial support to people **from lower** socio-economic backgrounds;

Amendment

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures in the form of **practical assistance or** financial support **for further training of** people **with a vulnerable** socio-economic **profile**;

Or. nl

Amendment 173
Georgios Papanikolaou, Milan Zver

Motion for a resolution
Paragraph 17

Motion for a resolution

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures in the form of financial support to people from lower socio-economic backgrounds;

Amendment

17. Stresses the need to mainstream gender equality, ***particularly in STEM areas where women are highly underrepresented***, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures in the form of financial support to people from lower socio-economic backgrounds;

Or. en

Amendment 174
Heinz K. Becker

Motion for a resolution
Paragraph 17

Motion for a resolution

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups into learning; in this context, encourages the Member States to introduce specific measures in the form of financial support to people from lower socio-economic backgrounds;

Amendment

17. Stresses the need to mainstream gender equality, and calls for policies to attract vulnerable and disadvantaged groups, ***including older people***, into learning; in this context, encourages the Member States to introduce specific measures in the form of financial support to people from lower socio-economic backgrounds;

Or. de

Amendment 175
Katarína Neved'álová, Eider Gardiazábal Rubial

Motion for a resolution
Paragraph 17 a (new)

Motion for a resolution

Amendment

17 a. Considers the need to widen access

to learning as a key priority for the Union, with a clear focus on those who do not have a sufficient level of basic skills; encourages the Member States to introduce specific measures in the form of financial support to people from lower socio-economic backgrounds to ensure for everybody the possibility to reach the highest level of education and also to ensure that learners' needs and welfare are met;

Or. en

Amendment 176
Marusya Lyubcheva

Motion for a resolution
Paragraph 17 a (new)

Motion for a resolution

Amendment

17a. Insists that a targeted approach be adopted to the vocational training of children with special educational needs and of children and adults with disabilities, with a view to broadening access to education, supporting their families and enabling them to fulfil their potentials;

Or. bg

Amendment 177
Katarína Neved'álová

Motion for a resolution
Paragraph 18

Motion for a resolution

Amendment

18. Strengthens the need to focus on low-skilled adults and intergenerational learning, and recalls the opportunities that

18. Strengthens the need to focus on low-skilled adults and *on role played by adult education and training in outreaching*

digital learning and open educational resources (OER) can bring, as regards access to education and training;

these groups as well as on intergenerational learning, and recalls the opportunities that digital learning and open educational resources (OER) can bring, as regards access to education and training;

Or. en

Amendment 178

Ivo Belet

Motion for a resolution

Paragraph 18

Motion for a resolution

18. Strengthens the need to focus on low-skilled adults and intergenerational learning, and recalls the opportunities that digital learning and open educational resources (OER) can bring, as regards access to education and training;

Amendment

18. Strengthens the need to focus on low-skilled adults and intergenerational learning, and recalls the opportunities that digital learning and open educational resources (OER) can bring, as regards access to education and training; ***considers that, in this context, account should also be taken of the need to promote digital literacy and to afford all sections of the population access to the necessary digital tools;***

Or. nl

Amendment 179

Santiago Fisas Aixela

Motion for a resolution

Paragraph 18

Motion for a resolution

18. Strengthens the need to focus on low-skilled adults and intergenerational learning, and recalls the opportunities that digital learning and open educational resources (OER) can bring, as regards access to education and training;

Amendment

18. Strengthens the need to focus on low-skilled adults and intergenerational learning, and recalls the opportunities that digital learning and open educational resources (OER) can bring, as regards access to education and training; ***recalls***

*the importance of promoting access to
and use of ICT by adults;*

Or. es

Amendment 180
Heinz K. Becker

Motion for a resolution
Paragraph 18

Motion for a resolution

18. Strengthens the need to focus on low-skilled adults and intergenerational learning, and recalls the opportunities that digital learning and open educational resources (OER) can bring, as regards access to education and training;

Amendment

18. Strengthens the need to focus on low-skilled adults and intergenerational learning, and recalls the opportunities that digital learning and open educational resources (OER) can bring, as regards access to education and training *for all age groups*;

Or. de

Amendment 181
Milan Zver, László Tóké

Motion for a resolution
Paragraph 18 a (new)

Motion for a resolution

Amendment

18 a. Underlines the possibilities offered by the MOOCs (Massive Open Online Courses) in terms of accessibility to high quality education for everyone, allowing more flexible and creative ways of learning, promoting equality of all learners and in terms of cutting costs of education on the side of learners as well as on the side of universities;

Or. en

Amendment 182
Lorenzo Fontana

Motion for a resolution
Paragraph 19

Motion for a resolution

Amendment

19. Calls for breaking the prejudices that prevent students from taking such educational paths that are not necessarily perceived as leading to highly recognised careers and positions in society;

deleted

Or. it

Amendment 183
Marek Henryk Migalski

Motion for a resolution
Paragraph 19

Motion for a resolution

Amendment

19. Calls for breaking the prejudices that prevent students from taking such educational paths that are not necessarily perceived as leading to highly recognised careers and positions in society;

19. Recognises that overcoming the prejudices that prevent students from taking such educational paths that are not necessarily perceived as leading to highly recognised careers and positions in society **is crucial to combating unemployment;**

Or. pl

Amendment 184
Heinz K. Becker

Motion for a resolution
Paragraph 19

Motion for a resolution

Amendment

19. Calls for breaking the prejudices that prevent students from taking such educational paths that are not necessarily

19. Calls for breaking the prejudices that prevent students from taking such educational paths that are not necessarily

perceived as leading to highly recognised careers and positions in society;

perceived as leading to highly recognised careers and positions in society,
particularly to increase the attractiveness of vocational training and informal education;

Or. de

Amendment 185

Marietje Schaake, Morten Løkkegaard, Nadja Hirsch

Motion for a resolution

Paragraph 19

Motion for a resolution

19. Calls for breaking the prejudices that prevent students from taking such educational paths that are not necessarily perceived as leading to highly recognised careers and positions in society;

Amendment

19. Calls for breaking the prejudices that prevent students from taking such educational paths that are not necessarily perceived as leading to highly recognised careers and positions in society; ***underlines however that in times of high youth unemployment students should be actively informed of the realistic employment perspectives their choices in education lead to;***

Or. en

Amendment 186

Silvia Costa

Motion for a resolution

Paragraph 19 a (new)

Motion for a resolution

Amendment

19a. Calls for action to address the lack of interest shown in certain educational paths in areas such as the humanities and the social sciences, which are increasingly seen as a waste of time in terms of preparing people for the world of work and helping them to find a job, despite the valuable personal and cultural benefits

they clearly bring;

Or. it

Amendment 187
Marusya Lyubcheva

Motion for a resolution
Paragraph 19 a (new)

Motion for a resolution

Amendment

19a. Considers the implementation of vocational guidance and careers development systems to mark an important step in steering young people along the right educational and career path, and that this will increase their motivation for studying and vocational training;

Or. bg

Amendment 188
Marek Henryk Migalski

Motion for a resolution
Paragraph 20

Motion for a resolution

Amendment

20. Strongly supports the creation of a European area of skills and qualifications in order to achieve transparency and recognition of qualifications acquired in VET or higher education; ***where appropriate, proposes to extend the recognition also to qualifications gained outside of the formal education and training system;***

20. Strongly supports the creation of a European area of skills and qualifications in order to achieve transparency and recognition of qualifications acquired in VET or higher education;

Or. pl

Amendment 189
Katarína Neved'alová

Motion for a resolution
Paragraph 20

Motion for a resolution

20. Strongly supports the creation of a European area of skills and qualifications in order to achieve transparency and recognition of qualifications acquired in VET or higher education; where appropriate, proposes to extend the recognition also to qualifications gained outside of the formal education and training system;

Amendment

20. Strongly supports the creation of a European area of skills and qualifications in order to achieve transparency and recognition of qualifications acquired in VET or higher education; where appropriate, proposes to extend the recognition also to qualifications gained outside of the formal education and training system, ***that can be seen as a tool for empowerment, democratic participation, social inclusion and as a pathway to involve or bring people back into the labour market;***

Or. en

Amendment 190
Milan Zver, László Tóké

Motion for a resolution
Paragraph 20 a (new)

Motion for a resolution

Amendment

20 a. Urges the Member States to further implement the existing European tools such as Europass, EQF, ECTS and ECVET to reinforce the common European Higher Education Area and in this way continue the Bologna reform; calls on the Commission to link the existing tools to the new mechanisms it proposes in this area;

Or. en

Amendment 191
Marietje Schaake, Liam Aylward, Morten Løkkegaard, Hannu Takkula, Nadja Hirsch

Motion for a resolution
Paragraph 20 a (new)

Motion for a resolution

Amendment

20 a. Stresses the importance of timely implementation and reporting on the implementation of initiatives aimed at improving the cross-border recognition of qualifications within the Union, in particular the European Qualifications Framework, the European Credit Transfer System (ECTS) and the European Credit System for Vocational Education and Training (ECEVET);

Or. en

Amendment 192
Georgios Papanikolaou, Katarína Neved'alová

Motion for a resolution
Paragraph 20 a (new)

Motion for a resolution

Amendment

20 a. Calls on the Member States to develop a comparative framework concerning university degrees and providing a reference point on the education and skills obtained under educational systems;

Or. en

Amendment 193
Lucas Hartong

Motion for a resolution
Paragraph 20 a (new)

Motion for a resolution

Amendment

20a. Considers education to be a field in

which powers rest not with the EU but with the Member States, in accordance with subsidiarity; rejects, therefore, any involvement of the EU in this field;

Or. nl