



**2015/2088(INI)**

4.8.2015

# **AMENDMENTS**

## **1 - 98**

**Draft opinion**  
**Zdzisław Krasnodębski**  
(PE557.165v01-00)

Skills policies for fighting youth unemployment  
(2015/2088(INI))

AM\_Com\_NonLegOpinion

**Amendment 1**  
**Marlene Mizzi**

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

*Draft opinion*

*Amendment*

***-1. Stresses that “a new boost to jobs, growth and investment” is an essential priority of the European Commission and that in its Work Programme for 2015, the Commission committed to take practical initiatives to promote integration and employability in the labour market, particular measures to support Member States in getting young people into work; reiterates that the European Parliament has regularly proposed different solutions stressing that youth employment, education and training should be one of the highest political priorities for Europe;***

Or. en

**Amendment 2**  
**Isabella Adinolfi**

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

*Draft opinion*

*Amendment*

***1. Urges the Member States to implement urgent structural reforms of vocational education and training (VET), including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions;***

***1. Urges the Member States to swiftly implement structural reforms aimed both at maximising the efficiency in the use of available funds and increasing public financial support for public education and training sectors with a view to achieving EU 2020 education and employment goals;***

Or. en

### Amendment 3

Ilhan Kyuchyuk, Fernando Maura Barandiarán, Yana Toom, Juan Carlos Girauta Vidal

#### Draft opinion Paragraph 1

##### *Draft opinion*

1. Urges the Member States to implement urgent structural reforms *of vocational education and training (VET)*, including apprenticeships and internships *that include* a strong work-based learning component, *in order to facilitate* school-to-work transitions;

##### *Amendment*

1. Urges the Member States to implement urgent structural reforms *in all levels of* education and training, including apprenticeships and internships *to match the education and training with the skills needed for the successful entry into the working life; highlights that* a strong work-based learning component *facilitates* school-to-work transitions;

Or. en

### Amendment 4

Helga Trüpel, Terry Reintke

#### Draft opinion Paragraph 1

##### *Draft opinion*

1. Urges the Member States to *implement urgent structural reforms* of vocational education and training (VET), including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions;

##### *Amendment*

1. Urges the Member States to *develop their schemes* of vocational education and training (VET), including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions; *underlines in this context the potential of mutual learning and the exportation of best practice examples, but stresses at the same time that the specific strengths of each respective national system should not be eliminated and that a successful exportation of best practices is only possible if country-specific conditions are fully taken into account;*

Or. en

## Amendment 5

Eva Paunova, Siegfried Mureşan, Tomáš Zdechovský, Tom Vandenkendelaere

### Draft opinion

#### Paragraph 1

##### *Draft opinion*

1. Urges the Member States to implement **urgent** structural reforms of vocational education and training (VET), including apprenticeships and internships that **include** a strong work-based learning component, in order to **facilitate school-to-work transitions**;

##### *Amendment*

1. Urges the Member States to implement **immediate** structural reforms of vocational education and training (VET), including apprenticeships and internships that **contain** a strong work-based learning component, in order to **improve the employability, professional and life skills of individuals and contribute to the competitiveness of the European economy**;

Or. en

## Amendment 6

Louis Michel

### Draft opinion

#### Paragraph 1

##### *Draft opinion*

1. Urges the Member States to implement urgent structural reforms of vocational education and training (VET), including apprenticeships and internships that include a strong **work-based** learning component, in order to facilitate **school-to-work transitions**;

##### *Amendment*

1. Urges the Member States to implement urgent structural reforms of vocational education and training (VET), including apprenticeships and internships that include a strong **work-oriented** learning component, in order to facilitate **the integration of recent graduates into the labour market**;

Or. nl

## Amendment 7

Lorenzo Fontana

**Draft opinion  
Paragraph 1**

*Draft opinion*

1. Urges the Member States to implement urgent structural reforms of vocational education and training (VET), including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions;

*Amendment*

1. Urges the Member States to implement urgent structural reforms of vocational education and training (VET), ***by reviving and promoting this model so that it is not perceived as being inferior to other types of training***, including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions;

Or. it

**Amendment 8  
Momchil Nekov, Dietmar Köster**

**Draft opinion  
Paragraph 1**

*Draft opinion*

1. Urges the Member States to implement urgent structural reforms of vocational education and training (VET), including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions;

*Amendment*

1. Urges the Member States to implement urgent structural reforms of vocational education and training (VET) ***in order to increase its attractiveness to young people***, including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions;

Or. en

**Amendment 9  
Richard Sulík**

**Draft opinion  
Paragraph 1**

*Draft opinion*

1. Urges the Member States to implement

*Amendment*

1. Urges the Member States to implement

urgent structural reforms of vocational education and training (VET), including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions;

urgent structural reforms of vocational education and training (VET), including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions; ***stresses that they should focus not only on the quality of specialised education in schools, but also on the quality of modern-language teaching, with a view to facilitating the free movement of goods and services on the single market and making graduates more employable and the goods and services they provide more accessible throughout the EU;***

Or. sk

**Amendment 10**  
**Csaba Molnár**

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

*Draft opinion*

1. Urges the Member States to implement urgent structural reforms of vocational education and training (VET), including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions;

*Amendment*

1. Urges the Member States to implement urgent structural reforms of vocational education and training (VET), including apprenticeships and internships that include a strong work-based learning component, in order to facilitate school-to-work transitions; ***recommends that the Commission establish uniform minimum quality requirements for apprenticeships to ensure that they genuinely help young people to find work and do not simply use them as a source of cheap labour;***

Or. hu

**Amendment 11**  
**Isabella Adinolfi**

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

*Draft opinion*

*Amendment*

***1a. Highlights the fact that youth unemployment remains at a very alarming level in the EU and in particular in some Member States; calls on the Member States and the EU to put an end to this situation, by immediately delivering social protection measures to counter the economic and social effects of unemployment;***

Or. en

**Amendment 12**  
**Helga Trüpel, Terry Reintke**

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

*Draft opinion*

*Amendment*

***1a. Reminds that education and skills policies should not be aimed at fulfilling labour market needs only, but also at equipping individuals with the necessary transversal competences to develop as active and responsible citizens; calls on the European Commission and the Member States to respect the fact that education and training constitute a fundamental right and carry a strong value in themselves;***

Or. en

**Amendment 13**  
**Julie Ward**

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

*Draft opinion*

*Amendment*

***1a. Recalls the need to promote curriculum objectives for formal and non-formal education, as well as lifelong learning, targeting all students – both theoretical modules and practical modules, such as student entrepreneurial projects including social enterprise projects working with local communities;***

Or. en

**Amendment 14**

**Eva Paunova, Siegfried Mureşan, Tomáš Zdechovský, Tom Vandenkendelaere**

**Draft opinion**

**Paragraph 1 a (new)**

*Draft opinion*

*Amendment*

***1a. Encourages Member States to adopt long-term policies through effective investment, increased cooperation and strategic partnerships in order to promote innovation, competitiveness and excellence in VET;***

Or. en

**Amendment 15**

**Eva Paunova, Siegfried Mureşan, Tomáš Zdechovský, Tom Vandenkendelaere**

**Draft opinion**

**Paragraph 1 b (new)**

*Draft opinion*

*Amendment*

***1b. Points to Erasmus+ as a key instrument for ensuring the quality of vocational education and training across the EU and encourages international exchanges for the purposes of professional training;***

**Amendment 16**  
**Isabella Adinolfi**

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

*Draft opinion*

2. Stresses the need **to introduce or** to further develop **dual VET systems in order to facilitate the acquisition of core employability and job-specific** skills, while ensuring quality control by public institutions over its general content, implementation and certification procedure;

*Amendment*

2. Stresses the need to further develop **lifelong learning** systems **providing for an equal access for all to education and training opportunities, including complementary forms of learning such as non-formal and informal education which play a key role in soft skills development**, while ensuring quality control by public institutions over its general content, implementation and certification procedure;

Or. en

**Amendment 17**  
**Louis Michel**

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

*Draft opinion*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific **skills**, while ensuring quality control by public institutions over **its** general content, implementation and certification procedure;

*Amendment*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of **knowledge, insights, and** core employability and job-specific **competencies**, while ensuring quality control by public institutions over **the** general content **of learning goals**, implementation and certification procedure;

Or. nl

**Amendment 18**  
**Michaela Šojdrová, Andrea Bocskor**

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

*Draft opinion*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public institutions over its general content, implementation and certification procedure;

*Amendment*

2. Stresses the need to introduce or to further develop dual VET systems **or its *elements*** in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public institutions over its general content, implementation and certification procedure;

Or. en

**Amendment 19**  
**Momchil Nekov, Dietmar Köster**

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

*Draft opinion*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public institutions over its general content, implementation and certification procedure;

*Amendment*

2. Stresses the need to introduce or to further develop dual VET systems **and *work-based learning at all levels of education*** in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public institutions over its general content, implementation and certification procedure;

Or. en

**Amendment 20**  
**Eva Paunova, Siegfried Mureşan, Tomáš Zdechovský, Tom Vandenkendelaere**

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

*Draft opinion*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public institutions over its general content, implementation and certification procedure;

*Amendment*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control **and guidance** by public institutions over its general content, implementation, **assessment** and certification procedure;

Or. en

**Amendment 21**

**Ilhan Kyuchyuk, Juan Carlos Girauta Vidal, Fernando Maura Barandiarán**

**Draft opinion  
Paragraph 2**

*Draft opinion*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public institutions over its general content, implementation and certification procedure;

*Amendment*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public institutions over **education**, its general content, implementation and certification procedure;

Or. en

**Amendment 22**

**Aldo Patriciello**

**Draft opinion  
Paragraph 2**

*Draft opinion*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while

*Amendment*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while

ensuring quality control by public institutions over its general content, implementation and certification procedure;

ensuring quality control by public institutions over its general content, implementation and certification procedure, ***in addition to recognition and equivalence of the various qualifications;***

Or. it

**Amendment 23**  
**Csaba Molnár**

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

*Draft opinion*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public institutions over its general content, implementation and certification procedure;

*Amendment*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public institutions over its general content, implementation and certification procedure; ***stresses the advantages of work-based learning, which is of great help to young people at the beginning of their careers as they seek to enter the job market;***

Or. hu

**Amendment 24**  
**Andrea Bocskor, Bogdan Brunon Went, Michaela Šojdrová, Sabine Verheyen, Norbert Erdős, Theodoros Zagorakis, Milan Zver**

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

*Draft opinion*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public

*Amendment*

2. Stresses the need to introduce or to further develop dual VET systems in order to facilitate the acquisition of core employability and job-specific skills, while ensuring quality control by public

institutions over its general content, implementation and certification procedure;

institutions over its general content, implementation and certification procedure; ***highlights the importance of exchange of best practices related to the dual education systems which could contribute to structural changes in the labour market and lead to higher levels of youth employment;***

Or. en

**Amendment 25**  
**Krystyna Łybacka**

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

*Draft opinion*

*Amendment*

***2a. Emphasises the importance of developing ‘soft skills’, which make it easier to successfully negotiate the job market and develop a professional career, and which are an essential complement to professional knowledge and experience;***

Or. pl

**Amendment 26**  
**Ilhan Kyuchyuk, Fernando Maura Barandiarán, Yana Toom, Juan Carlos Girauta Vidal**

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

*Draft opinion*

*Amendment*

***2a. Highlights the importance of mentoring programmes that link students with professionals or young workers, give students access to networks and a clear understanding of the work process;***

Or. en

**Amendment 27**  
**Momchil Nekov, Marlene Mizzi**

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

*Draft opinion*

*Amendment*

***2a. Stresses the need to create and develop high quality lifelong career guidance with the active involvement of the families in order to help young people make better choices regarding their education and professional careers;***

Or. en

**Amendment 28**  
**Marc Joulaud, Elisabeth Morin-Chartier**

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

*Draft opinion*

*Amendment*

***2a. Encourages businesses to establish lasting links and partnerships with educational establishments in order to facilitate entry to the business world for their students and ensure skills taught are constantly better matched to the real needs of the working world;***

Or. fr

**Amendment 29**  
**Marc Joulaud, Elisabeth Morin-Chartier**

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

*Draft opinion*

*Amendment*

**2b. States that while for students traineeships are a learning opportunity, businesses shall perform their role of mentoring and training and be careful not to view these traineeships as a rich source of cheap labour;**

Or. fr

**Amendment 30**  
**Isabella Adinolfi**

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

*Draft opinion*

3. Emphasises the importance of addressing skills shortages and mismatches by *facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;*

*Amendment*

3. Emphasises the importance of addressing skills shortages and mismatches by *ensuring an equal and non-discriminatory access to mobility for learners and therefore calls on the Member States and the EU, in their respective remits, to effectively tackle the persistent obstacles in terms of financial issues, social rights limitations and socio-cultural stereotypes affecting youth;*

Or. en

**Amendment 31**  
**Ilhan Kyuchyuk, Fernando Maura Barandiarán, Yana Toom, Juan Carlos Girauta Vidal**

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

*Draft opinion*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners *in*

*Amendment*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners,

*VET*, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;

through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;

Or. en

### **Amendment 32**

**Louis Michel**

#### **Draft opinion**

##### **Paragraph 3**

###### *Draft opinion*

3. Emphasises the importance of addressing skills shortages and mismatches by *facilitating* the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;

###### *Amendment*

3. Emphasises the importance of addressing skills shortages and mismatches by *promoting* the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;

Or. nl

### **Amendment 33**

**Andrea Bocskor, Bogdan Brunon Wentă, Michaela Šojdrová, Sabine Verheyen, Norbert Erdős, Theodoros Zagorakis, Milan Zver**

#### **Draft opinion**

##### **Paragraph 3**

###### *Draft opinion*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;

###### *Amendment*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners *and cross-border recognition of qualifications acquired in VET or higher education, or by promoting entrepreneurship education and related skills and competences*, through a better use of tools such as the European Qualifications Framework, the

European Skills Passport, the Youth Guarantee, *Europass-CV*, *Entrepreneurial Skills Pass*, *EURES*, *Knowledge Alliances*, *European Alliance for Apprenticeships*, *the European Credit Transfer System* and the European Credit System for Vocational Education and Training; *highlights the importance of ESCO which identifies and categorises the skills, competences and qualifications relevant for the EU labour market and education and training, in 25 European languages; calls for a better promotion of these initiatives in order to improve the labour market in Europe;*

Or. en

#### **Amendment 34**

**Eva Paunova, Siegfried Mureşan, Tomáš Zdechovský, Tom Vandenkendelaere**

#### **Draft opinion**

#### **Paragraph 3**

##### *Draft opinion*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee *and* the European Credit System for Vocational Education and Training;

##### *Amendment*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee, the European Credit System for Vocational Education and Training *and the European Quality Assurance in Vocational Education and Training (EQAVET)*;

Or. en

#### **Amendment 35**

**Momchil Nekov**

#### **Draft opinion**

#### **Paragraph 3**

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*Draft opinion*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;

*Amendment*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training ***as well as the Erasmus+ programme and other mobility programmes in the field of education and youth;***

Or. en

**Amendment 36**

**Elisabeth Morin-Chartier, Marc Joulaud**

**Draft opinion**

**Paragraph 3**

*Draft opinion*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;

*Amendment*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training, ***and, more specifically, through the new Erasmus+ programme which encourages youth mobility and works towards skills and qualifications being recognised both by education and training systems and on the labour market;***

Or. fr

**Amendment 37**

**Helga Trüpel, Terry Reintke**

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

*Draft opinion*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;

*Amendment*

**3. *Recalls that there are currently two million vacancies in the EU and emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training; underlines in this context the importance of the adequate transferability of social rights within the Union and reiterates the importance of Erasmus+, the European Social Fund and EURES in this respect;***

Or. en

**Amendment 38**  
**Aldo Patriciello**

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

*Draft opinion*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;

*Amendment*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training; ***calls on national governments, therefore, through these tools, to promote training courses in particular sectors in which there are particular gaps between supply and demand (in order to have an overall balance within the EU and to curb specific imbalances within Member States);***

**Amendment 39**  
**Csaba Molnár**

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

*Draft opinion*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;

*Amendment*

3. Emphasises the importance of addressing skills shortages and mismatches by facilitating the mobility of learners in VET, through a better use of tools such as the European Qualifications Framework, the European Skills Passport, the Youth Guarantee and the European Credit System for Vocational Education and Training;  
***asks the Commission to consider putting forward a proposal to introduce a uniform unemployment insurance scheme;***

Or. hu

**Amendment 40**  
**Isabella Adinolfi**

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

*Draft opinion*

*Amendment*

***3a. Regrets that the European tools designed to face youth unemployment, such as Youth Guarantee, have not produced the expected results; asks for their overall revision to effectively address the huge financial and economic crisis and the alarming youth unemployment rates in the EU, above all in some Members States; asks for an economically ambitious, coordinated and effective policy action both on European and national level;***

**Amendment 41**

**Andrea Bocskor, Bogdan Brunon Wenta, Michaela Šojdrová, Sabine Verheyen, Norbert Erdős, Theodoros Zagorakis, Milan Zver**

**Draft opinion**

**Paragraph 3 a (new)**

*Draft opinion*

*Amendment*

***3a. Welcomes the transformation of the existing EU Skills Panorama website which provides a more comprehensive and user-friendly central access point for information and intelligence on skill needs in occupations and sectors in Europe, and which helps policy-makers, experts, employment agencies, career advisers and individuals to take better and more informed decisions;***

Or. en

**Amendment 42**

**Momchil Nekov, Marlene Mizzi**

**Draft opinion**

**Paragraph 3 a (new)**

*Draft opinion*

*Amendment*

***3a. Highlights the importance of teaching and learning general basic skills such as ICT, maths, critical thinking, foreign languages, mobility etc., which will enable young people to easily adapt to the changing social and economic environment;***

Or. en

**Amendment 43**  
**Momchil Nekov**

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

*Draft opinion*

*Amendment*

***3b. Calls on the Member States to increase the attractiveness of sciences, technologies, engineering and mathematics (STEM) programmes and studies in order to address the existing shortage in this field;***

Or. en

**Amendment 44**  
**Zdzisław Krasnodębski, Angel Dzhambazki, Ilhan Kyuchyuk, Andrew Lewer, Andrea Bocskor, Emma McClarkin, Jadwiga Wiśniewska**

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

*Draft opinion*

*Amendment*

***3a. Calls on the Member States to encourage a cross-sectoral approach between different areas within educational institutions, such as joint programmes between arts, science, ICT, engineering, business and other relevant fields;***

Or. en

**Amendment 45**  
**Zdzisław Krasnodębski, Angel Dzhambazki, Ilhan Kyuchyuk, Andrew Lewer, Andrea Bocskor, Emma McClarkin, Jadwiga Wiśniewska**

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

*Draft opinion*

*Amendment*

***3b. Highlights the importance of internships as part of secondary and higher education curricula for the acquisition of work experience and transversal skills;***

Or. en

**Amendment 46**

**Zdzisław Krasnodębski, Angel Dzhambazki, Ilhan Kyuchyuk, Andrea Bocskor, Jadwiga Wiśniewska**

**Draft opinion**

**Paragraph 3 c (new)**

*Draft opinion*

*Amendment*

***3c. Calls on the Member States to facilitate the involvement of young people in voluntary activities within youth organisations and grassroots sport as a method of non-formal and informal learning to help young people acquire skills and transversal competences that complement formal education and enhance their employability;***

Or. en

**Amendment 47**

**Ilhan Kyuchyuk, Yana Toom, Fernando Maura Barandiarán, Juan Carlos Girauta Vidal**

**Draft opinion**

**Paragraph 3 a (new)**

*Draft opinion*

*Amendment*

***3a. Emphasises the importance of building students' capacity to learn and the need to provide them with effective learning strategies; stresses that learning***

*to learn will facilitate the acquisition of knowledge, skills, attitudes and aptitudes which enable individuals to set, plan and reach their own learning goals and become autonomous learners able to cope with the intensive labour market changes;*

Or. en

#### **Amendment 48**

**Ilhan Kyuchyuk, Fernando Maura Barandiarán, Juan Carlos Girauta Vidal**

#### **Draft opinion**

#### **Paragraph 3 b (new)**

*Draft opinion*

*Amendment*

***3b. Highlights that developing networking skills is highly important for all youth, but particularly for those with limited work experience and those coming from underrepresented and disadvantaged groups; stresses that teaching networking can be a strategy for facilitating employment, career development and exploration;***

Or. en

#### **Amendment 49**

**Isabella Adinolfi**

#### **Draft opinion**

#### **Paragraph 4**

*Draft opinion*

*Amendment*

4. Notes the constant evolution of the labour market and stresses the importance of ***meeting labour market demands with appropriate qualifications and skills, by revising and developing existing curricula and by addressing technological, social and environmental changes in close cooperation with employers, professional***

4. Notes the constant evolution of the labour market and ***the economic shocks that many Member States are experiencing as a result of the economic crisis***; stresses the importance of addressing ***social***, technological, environmental changes; ***underlines furthermore the importance of***

*organisations and business communities;*

*introducing, at national level, a guaranteed minimum income, also to be considered as a tool for stimulating unemployed youth to pursue education or training activities, equipping them with appropriate qualifications and skills;*

Or. en

**Amendment 50**  
**Lorenzo Fontana**

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

*Draft opinion*

4. Notes the constant evolution of the labour market and stresses the importance of *meeting labour market demands with appropriate qualifications and skills*, by revising and developing existing curricula and by addressing *technological*, social and *environmental* changes in *close* cooperation with employers, professional organisations and business communities;

*Amendment*

4. Notes the constant evolution of the labour market and stresses the importance of *supplying the skills young people need to address the demands of a continuously evolving labour market*, by revising and developing existing curricula and by addressing social and *cultural* changes *also* in cooperation with employers, professional organisations and business communities;

Or. it

**Amendment 51**  
**Louis Michel**

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

*Draft opinion*

4. Notes the constant evolution of the labour market and stresses the importance of *meeting* labour market *demands with* appropriate qualifications and skills, by revising and developing existing curricula and by addressing technological, social and environmental changes in close

*Amendment*

4. Notes the constant evolution of the labour market and stresses the importance of *closing the gulf between the* labour market *and school education by providing for* appropriate qualifications and skills, by revising and developing existing curricula and by addressing technological, social and

cooperation with employers, professional organisations and business communities;

environmental changes in close cooperation with *policymakers*, employers, professional organisations and business communities;

Or. nl

#### **Amendment 52**

**Andrea Bocskor, Bogdan Brunon Went, Michaela Šojdrová, Sabine Verheyen, Norbert Erdős, Theodoros Zagorakis**

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

##### *Draft opinion*

4. Notes the constant evolution of the labour market and stresses the importance of meeting labour market demands with appropriate qualifications and skills, by revising and developing existing curricula and by addressing technological, social and environmental changes in close cooperation with employers, professional organisations and business communities;

##### *Amendment*

4. Notes the constant evolution of the labour market and stresses the importance of meeting labour market demands with appropriate qualifications and skills, by revising and developing existing curricula and by addressing technological, social and environmental changes in close cooperation with employers, professional organisations, *local authorities, education and employment services* and business communities;

Or. en

#### **Amendment 53**

**Momchil Nekov, Marlene Mizzi, Dietmar Köster**

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

##### *Draft opinion*

4. Notes the constant evolution of the labour market and stresses the importance of meeting labour market demands with appropriate qualifications and skills, by revising and developing existing curricula and by addressing technological, social and environmental changes in close

##### *Amendment*

4. Notes the constant evolution of the labour market and stresses the importance of meeting labour market demands with appropriate qualifications and skills, by revising and developing existing curricula and by addressing technological, social and environmental changes in close

cooperation with employers, professional organisations and business communities;

cooperation with employers, professional organisations and business communities, *social partners, youth organisations and all relevant stakeholders; however, points out that education should not only provide skills and competencies relevant to the job market needs, but should also contribute to the personal development and growth of young people in order to make them proactive and responsible citizens; stresses therefore the need for civic education in the whole educational system both formal and non-formal;*

Or. en

#### **Amendment 54**

**Michaela Šojdrová, Andrea Bocskor**

#### **Draft opinion**

#### **Paragraph 4**

##### *Draft opinion*

4. Notes the constant evolution of the labour market and stresses the importance of meeting labour market demands with appropriate qualifications and skills, by revising and developing existing curricula and by addressing technological, social and environmental changes in close cooperation with employers, professional organisations and business communities;

##### *Amendment*

4. Notes the constant evolution of the labour market and stresses the importance of meeting labour market demands with appropriate qualifications and skills, by revising and developing existing curricula and by addressing technological, social and environmental changes in close cooperation with employers, professional organisations and business communities; *stresses that it is necessary, in this context, to provide and develop quality career advisory services helping future students to choose well their field of study with regards to their work preferences and the needs of the labour market;*

Or. en

#### **Amendment 55**

**Andrea Bocskor, Bogdan Brunon Wentz, Michaela Šojdrová, Sabine Verheyen, Norbert Erdős, Milan Zver**

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

*Draft opinion*

*Amendment*

***4a. Calls on the Member States to act, as soon as possible, on education- and labour market-related country-specific recommendations in the European Semester and other Commission recommendations;***

Or. en

**Amendment 56**  
**Krystyna Łybacka**

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

*Draft opinion*

*Amendment*

***4a. Emphasises the role higher education institutions play in developing the knowledge and competence graduates require in order to be successful on the job market;***

Or. pl

**Amendment 57**  
**Ilhan Kyuchyuk, Fernando Maura Barandiarán, Juan Carlos Girauta Vidal**

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

*Draft opinion*

*Amendment*

***4a. Underlines the importance of a holistic approach to skills; stresses the need to provide multiple pathways within the education system and flexible educational approaches that can be customised and adjusted to individuals' needs; calls for developing work-based***

*learning programmes across all types of education and training, as well as practical curricula, flexible schedules, and less formal instruction methods;*

Or. en

**Amendment 58**

**Ilhan Kyuchyuk, Fernando Maura Barandiarán, Juan Carlos Girauta Vidal**

**Draft opinion**

**Paragraph 4 b (new)**

*Draft opinion*

*Amendment*

*4b. Emphasises the need for broad-based education and training that provide basic and portable high-level skills, entrepreneurial skills, problem solving, information and communications technology (ICT) and language skills which enable individuals to constantly acquire and apply new knowledge and facilitate their adaptation to the changes in the world of work;*

Or. en

**Amendment 59**

**Momchil Nekov, Marlene Mizzi**

**Draft opinion**

**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

*4a. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combatting youth unemployment; urges, in this respect, active dialogue and cooperation between the university community and business aimed at developing educational*

*programmes which equip young people  
with the requisite skills and competences;*

Or. en

**Amendment 60**

**Momchil Nekov, Marlene Mizzi, Dietmar Köster**

**Draft opinion**

**Paragraph 4 b (new)**

*Draft opinion*

*Amendment*

*4b. Points out that entrepreneurship requires the development of transversal skills such as creativity, critical thinking, empathy, teamwork and a sense of initiative, which contribute to young people's personal and professional development and facilitate their transition into the job market; believes that there is a need, therefore, to facilitate and encourage participation by entrepreneurs in the educational process;*

Or. en

**Amendment 61**

**Julie Ward**

**Draft opinion**

**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

*4a. Considers that entrepreneurship education should include a social dimension, and address subjects such as fair trade, social enterprises, and alternative business models such as co-operatives, in order to strive towards a more social, inclusive and sustainable economy;*

Or. en

**Amendment 62**

**Louis Michel**

**Draft opinion**

**Paragraph 5**

*Draft opinion*

5. Encourages the Member States to *incorporate* new technologies *in the learning process and to intensify* ICT training at all levels of education;

*Amendment*

5. Encourages the Member States to *provide smart and innovative learning environments within education, stepping up the incorporation of new and modern technologies, digital technologies and* ICT training at all levels of education;

Or. nl

**Amendment 63**

**Lorenzo Fontana**

**Draft opinion**

**Paragraph 5**

*Draft opinion*

5. Encourages the Member States to *incorporate* new technologies in the learning process and to intensify ICT training at all levels of education;

*Amendment*

5. Encourages the Member States to *improve training in* new technologies in the learning process and to intensify ICT training at all levels of education;

Or. it

**Amendment 64**

**Csaba Molnár**

**Draft opinion**

**Paragraph 5**

*Draft opinion*

5. Encourages the Member States to incorporate new technologies in the learning process and to intensify ICT training at all levels of education;

*Amendment*

5. *Notes that within a few years every job will require a mastery of basic IT skills; therefore* encourages the Member States to incorporate new technologies in the learning process and to intensify ICT

training at all levels of education;

Or. hu

**Amendment 65**

**Ilhan Kyuchyuk, Fernando Maura Barandiarán, Yana Toom, Juan Carlos Girauta Vidal**

**Draft opinion**

**Paragraph 5**

*Draft opinion*

5. Encourages the Member States to incorporate new technologies in the learning process and to intensify ICT training at all levels of education;

*Amendment*

5. Encourages the Member States to **urgently** incorporate new technologies in the learning process and to intensify ICT training at all levels of education;

Or. en

**Amendment 66**

**Marc Joulaud, Elisabeth Morin-Chartier**

**Draft opinion**

**Paragraph 5**

*Draft opinion*

5. Encourages the Member States to incorporate new technologies in the learning process and to intensify ICT training at all levels of education;

*Amendment*

5. Encourages the Member States to incorporate new technologies in the learning process, **particularly with the aim of enriching primary education**, and to intensify ICT training at all levels of education, **including for teaching staff; stresses that familiarisation with ICT has to be backed up by digital skills training too in order to meet the needs of a digitised economy;**

Or. fr

**Amendment 67**

**Andrea Bocskor, Bogdan Brunon Wentă, Michaela Šojdrová, Sabine Verheyen, Norbert Erdős, Theodoros Zagorakis, Milan Zver**

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

*Draft opinion*

5. Encourages the Member States to incorporate new technologies in the learning process **and** to intensify ICT training at all levels of education;

*Amendment*

5. Encourages the Member States to incorporate new technologies in the learning process, to intensify ICT training at all levels **and types** of education **and training, to provide more digitally aligned degrees and curricula and to motivate young people to study ICT and pursue related careers; emphasises the need for the development of entrepreneurial and transversal skills within the framework of Youth Guarantee schemes;**

Or. en

**Amendment 68**  
**Momchil Nekov, Dietmar Köster**

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

*Draft opinion*

5. Encourages the Member States to incorporate new technologies in the learning process and to intensify ICT training at all levels of education;

*Amendment*

5. Encourages the Member States to incorporate new technologies in the learning process and to intensify ICT training **and the development of digital skills and media literacy** at all levels of education; **in this regard underlines the importance of open educational resources (OER), which ensure access to education for all and enhance employability by supporting the lifelong learning process;**

Or. en

**Amendment 69**  
**Eva Paunova, Siegfried Mureşan, Tomáš Zdechovský, Tom Vandenkendelaere**

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

*Draft opinion*

5. Encourages the Member States to incorporate new technologies in the learning process and to intensify ICT training at all levels of education;

*Amendment*

5. Encourages the Member States to incorporate new technologies in the learning process and to intensify ICT training at all levels of education, ***while also building a better technological base in schools and universities and providing the necessary infrastructure;***

Or. en

**Amendment 70**  
**Julie Ward**

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

*Draft opinion*

5. Encourages the Member States to incorporate new technologies in the learning process and to intensify ICT training at all levels of education;

*Amendment*

5. Encourages the Member States to incorporate new technologies in the learning process and to intensify ICT training at all levels of education; ***recalls the need to encourage girls and young women to pursue ICT studies;***

Or. en

**Amendment 71**  
**Momchil Nekov**

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

*Draft opinion*

*Amendment*

***5a. Encourages the optimal use of existing EU funding such as the Erasmus+ programme in stimulating the development of transversal skills and competences among young people in***

*order to tackle more effectively youth unemployment in Europe;*

Or. en

**Amendment 72**

**Ilhan Kyuchyuk, Fernando Maura Barandiarán, Juan Carlos Girauta Vidal**

**Draft opinion**

**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

*5a. Stresses that literacy in ICT should become an integral part of the educational process, being integrated into the curriculum at all levels of studies; emphasises that equipping youth with ICT skills benefits both their work life and their private life, by providing them with the technical skills, confidence, and flexibility they need to adapt over the course of their lifetime;*

Or. en

**Amendment 73**

**Julie Ward**

**Draft opinion**

**Paragraph 5 a (new)**

*Draft opinion*

*Amendment*

*5a. Calls on the Member States to encourage girls and young women to enter into STEM subjects and increase representation of women in STEM areas;*

Or. en

**Amendment 74**

**Marlene Mizzi**

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

*Draft opinion*

*Amendment*

***5a. Notes that the lack of language skills is a major obstacle for young people to be competitive on the European labour market and stresses that Member States need to equip young people from a very early age with the various communication and language skills in order to address the problems caused by current skills mismatch;***

Or. en

**Amendment 75**  
**Marc Joulaud, Elisabeth Morin-Chartier**

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

*Draft opinion*

*Amendment*

***5a. Encourages Member States to improve the learning of foreign languages, and particularly European ones, as geographic mobility seems to be the best weapon for finding employment and against youth unemployment;***

Or. fr

**Amendment 76**  
**Rikke Karlsson**

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

*Draft opinion*

*Amendment*

***5a. Encourages Member States to remove all restrictions to hiring apprentices, such***

*as prohibitions linked to working at heights (using ladders and stepladders), the use of potentially dangerous machines (joinery, industry) or handling chemicals; suggests therefore, on condition naturally that personal protection equipment continues to be mandatory, that absurd curbs on the practical training of minors serving apprenticeships be lifted;*

Or. fr

**Amendment 77**  
**Sabine Verheyen**

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

*Draft opinion*

*Amendment*

*5a. Highlights the fundamental importance of non-formal education and of lifelong learning offerings for the learning of key skills, in tandem with or subsequent to schooling, so as to prevent or offset exclusion and thus provide people with more opportunities for personal development and, on the basis of their talents, to develop within society and within the world of work;*

Or. de

**Amendment 78**  
**Ilhan Kyuchyuk, Fernando Maura Barandiarán, Yana Toom, Juan Carlos Girauta Vidal**

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

*Draft opinion*

*Amendment*

6. Highlights the essential role of competent and supportive teachers and trainers in reducing early school leaving and improving the employability of young

6. Highlights the essential role of competent and supportive teachers and trainers in reducing early school leaving and improving the employability of young

people; stresses *that* teachers *need* to be *better* supported by *schools*, training institutions, local communities, and educational policies, *e.g. through easier access to training opportunities and improved systems of continuous VET.*

people; stresses *the need for more efficient and up to date training for teachers in new skills, such as entrepreneurial and ICT skills* to be supported by training institutions, local communities and educational policies;

Or. en

**Amendment 79**  
**Isabella Adinolfi**

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

*Draft opinion*

6. Highlights the essential role of competent and supportive teachers and trainers in reducing early school leaving and improving the employability of young people; stresses that teachers need to be better supported by schools, training institutions, local communities, and educational policies, e.g. through easier access to training opportunities and improved systems *of continuous VET.*

*Amendment*

6. Highlights the essential role of competent and supportive teachers and trainers in reducing early school leaving and improving the employability of young people; stresses that teachers need to be better supported by schools, training institutions, local communities, and educational policies, e.g. through easier access to training opportunities and improved *lifelong learning* systems; *strongly opposes any cutbacks in education budgets, especially when combined with the reduction of scholarships and grants and the rising of educational fees.*

Or. en

**Amendment 80**  
**Angel Dzhambazki, Zdzisław Krasnodębski**

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

*Draft opinion*

6. Highlights the essential role of competent and supportive teachers and

*Amendment*

6. Highlights the essential role of competent and supportive teachers and

trainers in reducing early school leaving and improving the employability of young people; stresses that teachers need to be better supported by schools, training institutions, local communities, and educational policies, e.g. through easier access to training opportunities and improved systems of continuous VET.

trainers in reducing early school leaving, *especially in underdeveloped areas*, and improving the employability of young people; stresses that teachers need to be better supported by schools, training institutions, local communities, and educational policies, e.g. through easier access to training opportunities and improved systems of continuous VET.

Or. en

**Amendment 81**  
**Julie Ward**

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

*Draft opinion*

6. Highlights the essential role of competent and supportive teachers and trainers in reducing early school leaving and improving the employability of young people; stresses that teachers need to be better supported by schools, training institutions, local communities, and educational policies, e.g. through easier access to training opportunities and improved systems of continuous VET.

*Amendment*

6. Highlights the essential role of competent and supportive teachers and trainers in reducing early school leaving and improving the employability of young people; stresses that teachers need to be better supported by schools, training institutions, local communities, and educational policies, e.g. through *promotion of peer learning and exchange of best practices*, easier access to training opportunities and improved systems of continuous VET.

Or. en

**Amendment 82**  
**Momchil Nekov**

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

*Draft opinion*

6. Highlights the essential role of competent and supportive teachers and

*Amendment*

6. Highlights the essential role of competent and supportive teachers and

trainers in reducing early school leaving and improving the employability of young people; stresses that teachers need to be better supported by schools, training institutions, local communities, and educational policies, e.g. through easier access to training opportunities and improved systems of continuous VET.

trainers in reducing early school leaving and improving the employability of young people; stresses that teachers need to be better supported by schools, training institutions, local communities, and educational policies, e.g. through easier access to training opportunities and improved systems of continuous VET; ***in this regard, points out the importance of investing in lifelong learning development for teachers;***

Or. en

### **Amendment 83**

**Eva Paunova, Siegfried Mureşan, Tomáš Zdechovský, Tom Vandenkendelaere**

#### **Draft opinion**

#### **Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Encourages the integration of new teaching and training methods, developed by teachers in response to the specific needs of the class.***

Or. en

### **Amendment 84**

**Andrea Bocskor, Bogdan Brunon Wentă, Michaela Šojdrová, Sabine Verheyen, Norbert Erdős, Milan Zver**

#### **Draft opinion**

#### **Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Calls for a forward-looking and output-oriented European Skills Strategy to guide national skills strategies and integrate them in the National Employment Plans while providing a comprehensive framework for the sectoral action plans proposed in the Employment***

*Package.*

Or. en

**Amendment 85**

**Marlene Mizzi**

**Draft opinion**

**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Notes that the Youth Guarantee and the Youth Employment Initiative have an important role to play in developing education and training for the young unskilled and low skilled unemployed people, but stresses that there is a need for better financing and a proper and speedy implementation of those schemes followed by appropriate monitoring of the situation in each Member State.***

Or. en

**Amendment 86**

**Helga Trüpel, Terry Reintke**

**Draft opinion**

**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Stresses the need to strive for an individual approach to career development and lifelong education and training and believes that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage on;***

Or. en

**Amendment 87**  
**Helga Trüpel, Terry Reintke**

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

*Draft opinion*

*Amendment*

***6b. Believes that non-formal education, particularly as developed in youth organisations, fosters creativity, sense of initiative and self-responsibility, and can increase young people's chances on the labour market and positively contribute to the success of VET; calls henceforth on the Member States to implement the 2012 Council Recommendation on the validation of non-formal and informal learning<sup>1a</sup> as a means to recognise competences acquired through non-formal education, particularly in the volunteer and youth sector, and support the implementation of lifelong learning policies.***

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<sup>1a</sup> OJ C 398, 22.12.2012, p. 1.

Or. en

**Amendment 88**  
**Zdzisław Krasnodębski, Angel Dzhambazki, Ilhan Kyuchyuk, Andrew Lewer, Andrea Bocskor, Emma McClarkin, Jadwiga Wiśniewska**

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

*Draft opinion*

*Amendment*

***6a. Stresses that humanities and general humanistic knowledge are indispensable in making effective use of the opportunities presented by STEM disciplines and thus should receive effective support within their institutions***

*and play an explicit role in developing institutional curricula;*

Or. en

**Amendment 89**

**Zdzisław Krasnodębski, Angel Dzhambazki, Andrew Lewer, Emma McClarkin, Jadwiga Wiśniewska**

**Draft opinion**

**Paragraph 6 b (new)**

*Draft opinion*

*Amendment*

***6b. Calls on the Member States to ensure that crafts and professions with traditional and cultural elements are preserved and effectively passed down to younger generations through the implementation of specialised programmes.***

Or. en

**Amendment 90**

**Marc Joulaud, Elisabeth Morin-Chartier**

**Draft opinion**

**Paragraph 6 a (new)**

*Draft opinion*

*Amendment*

***6a. Recalls the wealth of jobs, often ones that cannot be relocated elsewhere, to be found using traditional skills which, moreover, help stimulate local economies and are of cultural interest; encourages Member States therefore to draw young people's attention to the advantages of these skills and jobs.***

Or. fr

**Amendment 91**  
**Julie Ward**

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

*Draft opinion*

*Amendment*

***6a. Recalls that the creative industries are amongst the most entrepreneurial and fast growing sectors, and that creative education develops transferable skills such as creative thinking, problem-solving, teamwork, and resourcefulness; acknowledges that arts and media sectors are of particular appeal to young people;***

Or. en

**Amendment 92**  
**Julie Ward**

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

*Draft opinion*

*Amendment*

***6b. Highlights that labour market policies generally, and skills matching in respect of VET policies specifically, must aim to create and promote high quality and secure jobs, in line with the ILO Decent Work agenda; notes that these policies must contribute to combatting the phenomena of precarious employment, zero-hour contracts, and unpaid internships;***

Or. en

**Amendment 93**  
**Julie Ward**

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

*Draft opinion*

*Amendment*

***6c. Notes the important role of civil society organisations, trade unions and social dialogue in the formulation of VET policies.***

Or. en

**Amendment 94**  
**Momchil Nekov, Dietmar Köster**

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

*Draft opinion*

*Amendment*

***6a. Calls on the Member States to channel investments into inclusive education that responds to societal challenges with a view to ensuring equal access and opportunities for all, including young people having different socio-economic backgrounds, as well as vulnerable and disadvantaged groups;***

Or. en

**Amendment 95**  
**Momchil Nekov**

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

*Draft opinion*

*Amendment*

***6b. Highlights the role of non-formal and informal learning, as well as volunteering, in equipping young people with entrepreneurial spirit and with a set of cognitive and non-cognitive skills;***

Or. en

**Amendment 96**  
**Momchil Nekov, Marlene Mizzi**

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

*Draft opinion*

*Amendment*

***6c. Underlines the value of transversal skills acquired through sports as part of non-formal and informal learning, and further stresses the link between sports, employability, education and training.***

Or. en

**Amendment 97**  
**Ilhan Kyuchyuk, Fernando Maura Barandiarán, Juan Carlos Girauta Vidal**

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

*Draft opinion*

*Amendment*

***6a. Reiterates the importance of promoting gender equality through education in order to empower more girls/women to take a more active part in the economy; underlines that increasing educational attainment rates amongst women will contribute to greater employment rates, better earnings and better career progression;***

Or. en

**Amendment 98**  
**Ilhan Kyuchyuk, Fernando Maura Barandiarán, Yana Toom, Juan Carlos Girauta Vidal**

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

*Draft opinion*

*Amendment*

***6b. Stresses that playing sports provides participants with opportunities to develop a wide range of skills such as team-building, communication skills, cooperation and effective time management that may raise their level of employability; highlights that these skills help young people to develop confidence and make quick decisions necessary to succeed as leaders and to achieve their goals.***

Or. en