



**2015/2327(INI)**

03.10.2016

# **AMENDMENTS**

## **1 - 148**

**Draft opinion**  
**Emilian Pavel**  
(PE589.123v01-00)

Implementation report on Erasmus +  
(2015/2327(INI))

AM\_Com\_NonLegOpinion

**Amendment 1**  
**Tom Vandenkendelaere**

**Draft opinion**  
**Recital A**

*Draft opinion*

*Amendment*

**A. Whereas, according to Eurostat, unemployment is still at 10.1 % in July 2016; whereas across the EU, youth unemployment stands at 18.8 %;**

Or. en

**Amendment 2**  
**Tom Vandenkendelaere**

**Draft opinion**  
**Recital B**

*Draft opinion*

*Amendment*

**B. Whereas the results of the Erasmus Impact Study of 2014<sup>1a</sup> show that those who have studied or trained abroad are twice as likely to find work compared to others who lack similar experience;**

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<sup>1a</sup>[http://ec.europa.eu/dgs/education\\_culture/repository/education/library/study/2014/erasmus-impact\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf)

Or. en

**Amendment 3**  
**Tom Vandenkendelaere**

**Draft opinion**  
**Recital C**

*Draft opinion*

*Amendment*

**C. Whereas the unemployment rate for those have studied or trained abroad is 23% lower after five years of graduating<sup>1a</sup>;**

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<sup>1a</sup>[http://ec.europa.eu/dgs/education\\_culture/repository/education/library/study/2014/erasmus-impact\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf)

Or. en

**Amendment 4**  
**Tom Vandenkendelaere**

**Draft opinion**  
**Recital D**

*Draft opinion*

*Amendment*

**D. Whereas 85% of Erasmus students study or train abroad to enhance their employability abroad<sup>1a</sup> ;**

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<sup>1a</sup>[http://ec.europa.eu/dgs/education\\_culture/repository/education/library/study/2014/erasmus-impact\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf)

Or. en

**Amendment 5**  
**Tom Vandenkendelaere**

**Draft opinion**  
**Recital E**

*Draft opinion*

*Amendment*

**E. Whereas 64% of employers think international experience is important for recruitment, whereas this was only 37% in**

2006<sup>1a</sup>;

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<sup>1a</sup>[http://ec.europa.eu/dgs/education\\_culture/repository/education/library/study/2014/erasmus-impact\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf)

Or. en

**Amendment 6**  
**Tom Vandenkendelaere**

**Draft opinion**  
**Recital F**

*Draft opinion*

*Amendment*

***F. Whereas 64% of employers say graduates with an international background are given greater professional responsibility<sup>1a</sup> ;***

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<sup>1a</sup>[http://ec.europa.eu/dgs/education\\_culture/repository/education/library/study/2014/erasmus-impact\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf)

Or. en

**Amendment 7**  
**Tom Vandenkendelaere**

**Draft opinion**  
**Recital G**

*Draft opinion*

*Amendment*

***G. Whereas one in three Erasmus trainees is offered a job at the enterprise where they did their traineeship<sup>1a</sup> ;***

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<sup>1a</sup>[http://ec.europa.eu/dgs/education\\_culture/repository/education/library/study/2014/erasmus-impact\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf)

**Amendment 8**  
**Tom Vandenkendelaere**

**Draft opinion**  
**Recital H**

*Draft opinion*

*Amendment*

***H. Whereas almost 1 in 10 Erasmus trainees who did work placements have started their own company and 3 out of 4 plan to or can envisage to do so<sup>1a</sup> ;***

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<sup>1a</sup>[http://ec.europa.eu/dgs/education\\_culture/repository/education/library/study/2014/erasmus-impact\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf)

Or. en

**Amendment 9**  
**Tom Vandenkendelaere**

**Draft opinion**  
**Recital I**

*Draft opinion*

*Amendment*

***I. Whereas the Erasmus+ programme, which runs from 2014 to 2020, aims to modernise education, training and youth work across Europe and is open to education, training, youth and sports organisations across all sectors of lifelong learning; whereas it will provide opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad;***

Or. en

**Amendment 10**  
**Joëlle Mélin, Mara Bizzotto, Dominique Martin**

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

*Draft opinion*

1. Considers that Erasmus+ *is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability*, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

Or. fr

**Amendment 11**  
**Tania González Peñas**

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

*Draft opinion*

1. Considers that Erasmus+ is one of the key *drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability*, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that *the Erasmus+ programme* is one of the key *factors in the social policies, has a positive impact on growth, employment and social cohesion, helps strengthen the concept of citizenship, facilitates students' personal development and critical thinking as well as the learning of new languages and opportunities for employment in the quality job market*, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

Or. es

**Amendment 12**  
**Karima Delli**

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

*Draft opinion*

1. Considers that Erasmus+ *is* one of the key drivers of growth, employment, competitiveness and social cohesion *in that* it contributes to improving European education and training systems and *employability, and* provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ *can be* one of the key drivers of *the European integration as well as of inclusive and sustainable* growth, *quality* employment, competitiveness and social cohesion *whenever* it contributes to improving European education and training systems and *improve labour market opportunities for the individual, and whenever it* provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

Or. en

**Amendment 13**  
**Tom Vandenkendelaere**

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

*Draft opinion*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion *in that it contributes* to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ is one of the key drivers of *youth labour mobility and European citizenship, contributes to* growth, employment, competitiveness and social cohesion *as well as* to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

Or. en



**Amendment 14**  
**Marian Harkin**

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

*Draft opinion*

1. Considers that Erasmus+ ***is one of the key drivers of*** growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ ***makes an important contribution to*** growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides ***many*** Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

Or. en

**Amendment 15**  
**Helga Stevens**

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

*Draft opinion*

1. Considers that Erasmus+ ***is one of the key drivers of*** growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ ***can be a key driver of*** growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

Or. en

**Amendment 16**  
**Laura Agea, Tiziana Beghin, Daniela Aiuto, Rosa D'Amato**

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

*Draft opinion*

1. Considers that Erasmus+ *is* one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ ***could be*** one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

Or. it

**Amendment 17**  
**Romana Tomc**

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

*Draft opinion*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, ***and*** provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad ***and offers individuals the chance to live more independently, adapt more easily and achieve personal development;***

Or. sl

**Amendment 18**  
**Notis Marias**

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

*Draft opinion*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and ***provides Europeans with an opportunity*** to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and ***will provide 15 billion euros by 2020 to four million Europeans so that they*** acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

Or. el

**Amendment 19**  
**Fernando Ruas**

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

*Draft opinion*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it ***contributes*** to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it ***makes a positive contribution*** to improving European education and training systems and employability, and ***thus*** provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad; ***stresses the programme's contribution towards affirming an effective active European citizenship;***

Or. pt

**Amendment 20**  
**Emilian Pavel, Vilija Blinkevičiūtė, Siôn Simon, Jutta Steinruck, Agnes Jongerius,**

**Brando Benifei**

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

*Draft opinion*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems, **active citizenship** and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training, **volunteering** and work experience abroad;

Or. en

**Amendment 21**  
**Claude Rolin**

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

*Draft opinion*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and **to forging a European identity, and** provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

Or. fr

**Amendment 22**  
**Heinz K. Becker**

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

*Draft opinion*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad; ***Considers that Erasmus+ is one of the key pillars to get the European population used to Lifelong Learning as the new model;***

Or. en

**Amendment 23**  
**Jeroen Lenaers, Tom Vandenkendelaere**

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

*Draft opinion*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad; ***reiterates its call for improved opportunities for VET students to do work placements in neighbouring countries, e.g. by funding the travel costs of students who continue to reside in their home country; considers moreover that it is valuable to young people to have opportunities for contact with businesses***

*and labour market organisations even during their studies in order to improve the transition to the labour market;*

Or. nl

**Amendment 24**  
**Anne Sander**

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

*Draft opinion*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad;

*Amendment*

1. Considers that Erasmus+ is one of the key drivers of growth, employment, competitiveness and social cohesion in that it contributes to improving European education and training systems, *particularly vocational training through apprenticeships*, and employability, and provides Europeans with an opportunity to acquire transversal and transferable sets of skills and competences via studies, training and work experience abroad, *in particular in the framework of an apprenticeship abroad; regrets that still only a small number of apprentices embark on training abroad; encourages the Member States to provide young apprentices with better information on the possibilities open to them and to give more support to learning centres seeking to become involved in the Erasmus+ programme, but also to put in place ancillary measures to assist apprentices with accommodation and transport;*

Or. fr

**Amendment 25**  
**Thomas Mann**

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

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*Draft opinion*

*Amendment*

***1a. Emphasises that the number of study periods completed abroad through the Erasmus scheme has been steadily increasing since 2008, despite the economic, financial and social crisis; draws attention to the fact that, at the same time, the number of work placements abroad has increased exponentially; concludes that work placements are obviously regarded by young people as an excellent opportunity to enhance their employability; recommends that the Commission and national agencies, organisers and institutions take note of this development;***

Or. de

**Amendment 26**

**Tania González Peñas, Paloma López Bermejo**

**Draft opinion**

**Paragraph 1 a (new)**

*Draft opinion*

*Amendment*

***1a. Regrets that growing inequality within and between Member States, and the high youth unemployment rate in the EU, particularly in southern European countries, are making access to the programme difficult as they create barriers to mobility for applicants from regions with a lower income that have been more heavily hit by the economic crisis and the cuts;***

Or. es

**Amendment 27**

**Tom Vandenkendelaere**

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

*Draft opinion*

*Amendment*

***1a. Urges the Member States to fully implement the Erasmus+ programme, thereby fostering further cross-border career and labour mobility; recalls that mobility in training is a key asset for entering the labour market; stresses the importance of the implementation of a European framework for mobility in learning and vocational training;***

Or. en

**Amendment 28**  
**Renate Weber, Marian Harkin, Enrique Calvet Chambon, Yana Toom**

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

*Draft opinion*

*Amendment*

***1a. Highlights that one of the main end results of Erasmus+ should be closing the skills gap and increasing employability; in this context, outlines that, when measuring the programme's efficiency and success, these indicators should be taken into account;***

Or. en

**Amendment 29**  
**Georgi Pirinski**

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

*Draft opinion*

*Amendment*

***1a. Recognises that Erasmus+ and its predecessor programmes play a vital role***



*for fostering European integration among European youth and promoting common fundamental values;*

Or. en

**Amendment 30**

**Tania González Peñas, Paloma López Bermejo**

**Draft opinion**

**Paragraph 1 b (new)**

*Draft opinion*

*Amendment*

*1b. Considers that having more widely available and accessible programmes with fewer bureaucratic obstacles may help promote equal access by beneficiaries in the various Member States;*

Or. es

**Amendment 31**

**Tania González Peñas**

**Draft opinion**

**Paragraph 1 c (new)**

*Draft opinion*

*Amendment*

*1c. Stresses the need to promote Erasmus+ among vocational training students as it is very beneficial in terms of personal development, critical thinking and better prospects for employment;*

Or. es

**Amendment 32**

**Tania González Peñas, Paloma López Bermejo**

**Draft opinion**

**Paragraph 1 d (new)**

*Draft opinion*

*Amendment*

***1d. Calls on the Commission and the Member States, including EU agencies such as Cedefop, to improve the quality, accessibility and equality of access to VET mobility programmes so that they deliver added value for all participants as regards qualification, recognition and content, and to ensure that quality standards are introduced for apprenticeship programmes;***

Or. es

**Amendment 33**  
**Tania González Peñas**

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

*Draft opinion*

*Amendment*

***1e. Emphasises that imbalances between the Member States concerning admission criteria for the programme mean that opportunities for accessing the programme are not equal; calls on the Commission and the national agencies to standardise the access criteria with a view to making it accessible to the highest number of applicants possible;***

Or. es

**Amendment 34**  
**Tania González Peñas, Paloma López Bermejo**

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

*Draft opinion*

*Amendment*

***1f. Notes that owing to be being***

*difficult to obtain information on the programmes, Erasmus+ is viewed by younger members of the population as a higher education programme, and in the end this discourages students; calls on the Commission and the Member States to renew efforts to simplify the programme's contents and terms and conditions and make them more accessible; maintains that information on this programme has to be provided in all the official and co-official languages of the European Union in order to encourage greater involvement;*

Or. es

**Amendment 35**  
**Karima Delli**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism *leading* to equal opportunities for all citizens, *including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET*; calls on the Commission and the Member States to *position* VET as a choice which *leads to a promising career*, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

*Amendment*

2. Highlights the fact that *inclusive quality* vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism *which can lead* to equal opportunities for all citizens; *stresses that VET under Erasmus+ should focus on targeting especially under-represented and/or vulnerable groups; suggests that a major focus on low-qualification beneficiaries is made, in order to increase their participation to VET mobility programs and thereby improve the outreach of the programs*; calls on the Commission and the Member States to *strengthen* VET as a choice which *could lead to a good working biography*, make it *available, affordable and* accessible to all, ensure gender balance and non-discrimination, and guarantee that it is *not only* adequately funded *but also that professions which can be entered after*

***VET provide for a decent living income  
and are not considered as low-skilled;***

Or. en

**Amendment 36**  
**Tania González Peñas**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital ***economic and social*** role in ***Europe*** as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender ***balance*** and non-discrimination, and guarantee ***that it is adequately funded***;

*Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital role in ***applicants' personal development and their professional careers***, as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, ***people with physical or mental disabilities***, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ***regulate the traineeship system***, ensure gender ***equality*** and non-discrimination, and guarantee ***a gradual rise in its funding***;

Or. es

**Amendment 37**  
**Joëlle Mélin, Mara Bizzotto, Dominique Martin**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) ***and VET mobility play a vital economic and social***

*Amendment*

2. Highlights the fact that vocational education and training (VET) ***abroad plays an important*** role in ***broadening*** and

role in *Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET*; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, *ensure gender balance and non-discrimination*, and guarantee that it is adequately funded;

*deepening the skills of students and apprentices*; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all *European citizens* and guarantee that it is adequately funded *without this becoming an unreasonable burden on governments given the crisis which Europe is going through*;

Or. fr

#### Amendment 38

**Emilian Pavel, Vilija Blinkevičiūtė, Siôn Simon, Jutta Steinruck, Agnes Jongerius, Brando Benifei**

#### Draft opinion Paragraph 2

##### *Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; *calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded*;

##### *Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe, *in a rapidly changing labour market*, as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET;

Or. en

#### Amendment 39

**Sven Schulze**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to ***position VET as a choice which leads to a promising career, make it accessible to all,*** ensure gender balance and non-discrimination, and guarantee that it is ***adequately*** funded;

*Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to ***ensure that Erasmus+ is seen as an enhancement of a person's professional career and thus improves her chances on the labour market and to ensure a gender balance among participants*** and non-discrimination and guarantee that it is funded ***within the framework of the financial means of the programme;***

Or. de

**Amendment 40**  
**Anne Sander**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to ***position VET as a choice which leads to a promising career, make it*** accessible to all, ensure gender balance and non-

*Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism ***for training young people and adults for professional life and thus helping them to rapidly find a stable place on the labour market, but also as a mechanism*** leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the

discrimination, and guarantee that *it is* adequately funded;

Member States to *enhance the image of vocational pathways, especially among young people and their families, stressing that they are a route* to a promising career, *and to* make *them* accessible to all, *to adapt them to new business needs arising, in particular, from the digital revolution,* to ensure gender balance and non-discrimination and *to* guarantee that *they are* adequately funded;

Or. fr

#### **Amendment 41** **Helga Stevens**

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

###### *Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, *including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET*; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

###### *Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

Or. en

#### **Amendment 42** **Elisabeth Morin-Chartier**

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

### *Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, ***unemployed young people, migrants and women, who are all under-represented in VET***; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

### *Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups and ***those particularly affected by the economic crisis***; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

Or. fr

## **Amendment 43** **Romana Tomc**

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

### *Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, ***unemployed young people, migrants and women***, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

### *Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded; ***calls on the Commission to simplify procedures in order to improve and facilitate the inclusion of students and organisations, which are not sufficiently exploiting this***



*opportunity;*

Or. sl

**Amendment 44**  
**Notis Marias**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) **and VET mobility play** a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

*Amendment*

2. Highlights the fact that vocational education and training (VET) **plays** a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

Or. el

**Amendment 45**  
**Michaela Šojdrová**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young

*Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young

people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure *gender balance* and non-discrimination, and guarantee that it is adequately funded;

people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure *equal opportunities* and non-discrimination, and guarantee that it is adequately funded;

Or. en

**Amendment 46**  
**Miroslav Poche**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

*Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; ***takes the view that Erasmus+ grants should match students' real living expenses in individual countries so that all students can take part in the programme regardless of their social background;*** calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

Or. cs

**Amendment 47**  
**Tom Vandenkendelaere**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

*Amendment*

2. ***Points to Erasmus+ as a key instrument for improving the quality of VET across the EU***; highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, ***people with a disability, inhabitants of remote areas***, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

Or. en

**Amendment 48**  
**Jeroen Lenaers, Tom Vandenkendelaere**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all,

*Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all,

ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

ensure gender balance and non-discrimination, and guarantee that it is adequately funded; *reiterates its call for a greater focus on neighbouring languages in the field of VET in order to improve the position and increase employability in the cross-border labour market;*

Or. nl

**Amendment 49**  
**Claude Rolin**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice *which leads to* a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

*Amendment*

2. Highlights the fact that vocational education and training (VET), *non-formal and informal learning* and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a *top choice for finding a job and starting on* a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

Or. fr

**Amendment 50**  
**Soraya Post**

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

*Draft opinion*

2. Highlights the fact that vocational

*Amendment*

2. Highlights the fact that vocational

education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities **and social inclusion** for all citizens, including those from socially disadvantaged groups, **such as the Roma**, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

Or. en

## **Amendment 51** **Marian Harkin**

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

#### *Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

#### *Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, **including for persons with a disability, to ensure gender balance and non-discrimination, encourage take up among these groups**, and guarantee that it is adequately funded;

Or. en

**Amendment 52**  
**Heinz K. Becker**

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

*Draft opinion*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

*Amendment*

2. Highlights the fact that vocational education and training (VET) and VET mobility play a vital economic and social role in Europe as a mechanism leading to equal opportunities for all citizens, including those from socially disadvantaged groups, unemployed young people, migrants and women, who are all under-represented in VET; calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all **ages**, ensure gender balance and non-discrimination, and guarantee that it is adequately funded;

Or. en

**Amendment 53**  
**Thomas Mann**

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

*Draft opinion*

*Amendment*

***2a. Acknowledges that, with regard to the high youth unemployment rates in certain Member States, a primary objective of Erasmus+ is to prepare young people for employment; at the same time places particular emphasis on the need to preserve the status of activities outside of school, vocational training and study within the Erasmus+ programme;***

Or. de

**Amendment 54**  
**Karima Delli**

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

*Draft opinion*

*Amendment*

**2a. Stresses that Erasmus and Leonardo previously mainly addressed young people of higher skills and with better labour market access options and fell short in targeting the most vulnerable; points to the EU target to decrease early school leaving and poverty; stresses that early school leavers, a high risk group for poverty and unemployment, should be strongly targeted by Member States in implementing Erasmus+; stresses that programs for early school leavers cannot be the standard mainstream VET or exchange programs but should focus on their specific needs, on easy access and uncomplicated funding hand in hand with informal or non-formal learning environments;**

Or. en

**Amendment 55**  
**Tania González Peñas, Paloma López Bermejo**

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

*Draft opinion*

*Amendment*

**2a. Reminds the Commission that people with disabilities have special needs and therefore need access to greater information and a reasonable grant so they are able to enter the Erasmus+ programme and the mobility programmes; calls on the Commission to continue its work on introducing further measures to remove barriers and prevent discrimination in regard to access to the**

*programmes;*

Or. es

**Amendment 56**  
**Thomas Mann**

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

*Draft opinion*

*Amendment*

**2a. Considers that there is room for improvement in the promotion of youth work, artistic and cultural activities, political participation, adult education and mass sports; calls for the Youth in Action and Grundtvig programmes not to be disregarded in future either;**

Or. de

**Amendment 57**  
**Emilian Pavel, Vilija Blinkevičiūtė, Siôn Simon, Jutta Steinruck, Agnes Jongerius, Elena Gentile, Javi López, Brando Benifei**

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

*Draft opinion*

*Amendment*

**2a. Calls on the Commission and the Member States to position VET as a choice which leads to a promising career, make it accessible to all, ensure gender balance and non-discrimination, and increase its funding;**

Or. en

**Amendment 58**  
**Tania González Peñas, Paloma López Bermejo**



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

*Draft opinion*

*Amendment*

**2b.** *Notes that in the implementation of the VET system and VET mobility, there are repeated instances in different countries of VET programme participants being used for tasks and competences expected of an employee but not suitable for a student in a traineeship, of the line drawn between working hours and study being breached, or of irregularities in regard to the payment terms laid down in the programme; calls on the Commission and the Member States, as well as the social partners, to improve monitoring of these programmes and report situations where conditions concerning the beneficiary's tasks are infringed;*

Or. es

**Amendment 59**

**Emilian Pavel, Vilija Blinkevičiūtė, Siôn Simon, Jutta Steinruck, Agnes Jongerius, Elena Gentile, Javi López, Brando Benifei**

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

*Draft opinion*

*Amendment*

**2b.** *Calls on the Commission and the Member States to increase training opportunities abroad of VET learners as it will provide them with professional and life skills needed for a transition from education and training to work;*

Or. en

**Amendment 60**

**Tania González Peñas, Paloma López Bermejo**

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

*Draft opinion*

*Amendment*

**2c.** *Points out that traineeship systems, VET and VET mobility are systems expected to result in beneficiaries' personal and professional development and ought to be considered as an apprenticeship system, and that in no instance should the competences attributed to beneficiaries be replaced by those proper to an employee;*

Or. es

**Amendment 61**  
**Tania González Peñas**

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

*Draft opinion*

*Amendment*

**2d.** *Calls on the Commission to present and the Member States to endorse a proposal for an EU apprenticeship status to guarantee a set of rights for those apprentices and VET students who make use of their right to free movement, so as to ensure that their efforts are recognised and their rights are protected;*

Or. es

**Amendment 62**  
**Tania González Peñas, Paloma López Bermejo**

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

*Draft opinion*

*Amendment*

**2e.** *Advocates that a green paper on*

*vocational education, traineeships and mobility, as well as the recognition of skills and competences in Europe, be drawn up in cooperation with the main social partners and youth organisations; said green paper ought to establish ethical criteria for competences in VET and traineeship systems;*

Or. es

**Amendment 63**  
**Tania González Peñas**

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

*Draft opinion*

*Amendment*

*2f. Calls on the Commission, the Member States and the agencies to take the ‘brain drain’ factor into consideration and implement mobility programmes in such a way as to ensure that once trained, people return to their educational institution in their country of origin for a defined minimum period at least; calls therefore for all necessary means to be employed to avoid worsening this situation, especially in those Member States most hit by the crisis and the cuts;*

Or. es

**Amendment 64**  
**Tania González Peñas, Paloma López Bermejo**

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

*Draft opinion*

*Amendment*

*2g. Notes that the funds set aside for Erasmus+ and VET are not proportional to the number of needs of potential*

*applicants for the mobility programmes on offer; asks that the Commission and the Member States raise the funding for budget lines for mobility programmes and VET mobility;*

Or. es

**Amendment 65**

**Tania González Peñas, Paloma López Bermejo**

**Draft opinion**

**Paragraph 2 h (new)**

*Draft opinion*

*Amendment*

*2h. Considers it unacceptable that students have to take out bank loans in order to take part in Erasmus+ mobility programmes; considers that indebtedness during a training period has a negative effect on entry onto the job market; asks that systems be established for accessible, inclusive and widely available grants so that no student is excluded on account of not having sufficient income to cope with a mobility programme;*

Or. es

**Amendment 66**

**Joëlle Mélin, Mara Bizzotto, Dominique Martin**

**Draft opinion**

**Paragraph 3**

*Draft opinion*

*Amendment*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, *local/regional* authorities and the youth

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, *national* authorities and the youth sector) in order to

sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; *believes that active involvement of beneficiaries in the design and implementation of the programme increases its success and added value;*

enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+;

Or. fr

**Amendment 67**  
**Tania González Peñas**

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

*Draft opinion*

3. Calls on the Commission to work with the **Members** States on stronger cooperation between education establishments and key stakeholders (*businesses, VET facilities, research organisations, social partners, local/regional authorities and the youth sector*) in order to enhance the responsiveness of the education and VET systems *to labour market needs*, and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries in the design and implementation of the programme increases its success and added value;

*Amendment*

3. Calls on the Commission to work with the **Member** States on stronger cooperation between education establishments and key stakeholders (*local/regional institutions, youth organisations, social partners, research centres, VET facilities and the private sector*) in order to enhance the responsiveness of the education and VET systems *so that traineeship systems and protection of beneficiaries' social and labour rights can be developed as needed*, and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries in the design and implementation of the programme increases its success and added value;

Or. es

**Amendment 68**  
**Karima Delli**

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

*Draft opinion*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, local/regional authorities **and the youth sector**) in order to enhance the responsiveness of the education and VET systems to **labour market needs**, and to guarantee that this cooperation is reflected in Erasmus+; **believes** that active involvement of beneficiaries in the design and implementation of the programme increases its success and added value;

*Amendment*

3. ***Considers the quality and positive effects of such mobility programmes also depend on measures supporting social and cultural next to language integration as this will foster people's participation in society and will improve their working and living conditions***; calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (***youth representatives and organisations, actors from learning institutions***, businesses, VET facilities, research organisations, social ***and solidarity economy, social*** partners, local/regional authorities) in order to enhance the responsiveness of the education and VET systems to ***the needs of job seekers, learners and workers***, and to guarantee that this cooperation is reflected in Erasmus+; ***stresses*** that active involvement of beneficiaries, ***including student representatives*** in the design and implementation of the programme increases its ***viability***, success and added value; ***stresses that VET should never become or be considered a low-paid workforce substitute for companies***;

Or. en

**Amendment 69**  
**Michaela Šojdrová**

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

*Draft opinion*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research

*Amendment*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research

organisations, social partners, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that active ***involvement of beneficiaries in the design and implementation*** of the programme ***increases*** its success and added value;

organisations, social partners, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that active ***feedback of the beneficiaries and their involvement*** in the design of the programme ***increase*** its success and added value; ***National Agencies have to be an inherent part of this monitoring process;***

Or. en

### **Amendment 70** **Sven Schulze**

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

##### *Draft opinion*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that ***active involvement of beneficiaries in the design and implementation of the programme increases*** its success and added value;

##### *Amendment*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that ***good reporting and feedback by beneficiaries and a careful selection of participants can increase*** its success and added value;

Or. de

### **Amendment 71** **Emilian Pavel, Jutta Steinruck, Agnes Jongerius, Vilija Blinkevičiūtė, Siôn Simon, Elena Gentile, Javi López, Brando Benifei**

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

*Draft opinion*

3. Calls on the Commission to work with the Members States on stronger cooperation between education ***establishments*** and key stakeholders (businesses, VET facilities, research organisations, social partners, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries in the design and implementation of the programme ***increases*** its success and added value;

*Amendment*

3. Calls on the Commission to work with the Members States on ***a*** stronger cooperation between education ***institutions*** and key stakeholders (businesses, VET facilities, research organisations, social partners, local/regional authorities, and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries ***and all stakeholders, including the trade unions and other relevant social partners*** in the design, ***organisation*** and implementation of the programme ***ensures*** its success and added value;

Or. en

**Amendment 72**  
**Notis Marias**

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

*Draft opinion*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, local/regional authorities and the youth sector) in order to ***enhance the responsiveness of the education and VET systems to labour market needs***, and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries in the design and implementation of the programme

*Amendment*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, local/regional authorities and the youth sector) in order to ***improve career prospects, enable participants to acquire social connections*** and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries in the design and implementation of the programme



increases its success and added value;

increases its success and added value;

Or. el

**Amendment 73**  
**Fernando Ruas**

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

*Draft opinion*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries in the design and implementation of the programme increases its success and added value;

*Amendment*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to ***genuine*** labour market needs, and to guarantee that this cooperation is reflected in Erasmus+, ***thereby reinforcing the two-way nature of this process and interactions between them***; believes that active involvement of beneficiaries in the design and implementation of the programme increases its success and added value;

Or. pt

**Amendment 74**  
**Soraya Post**

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

*Draft opinion*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders

*Amendment*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders

(businesses, VET facilities, research organisations, social partners, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries in the design **and** implementation of the programme increases its success and added value;

(businesses, VET facilities, research organisations, social partners, **civil society organisations**, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries in the design, implementation, **monitoring and evaluation** of the programme increases its success and added value;

Or. en

### **Amendment 75** **Elisabeth Morin-Chartier**

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

##### *Draft opinion*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries in the design and implementation of the programme increases its success and added value;

##### *Amendment*

3. Calls on the Commission to work with the Members States on stronger cooperation between education establishments and key stakeholders (businesses, VET facilities, research organisations, social partners, **chambers of commerce and industry, the equivalent professional bodies for craft trades and farmers**, local/regional authorities and the youth sector) in order to enhance the responsiveness of the education and VET systems to labour market needs, and to guarantee that this cooperation is reflected in Erasmus+; believes that active involvement of beneficiaries in the design and implementation of the programme increases its success and added value;

Or. fr

### **Amendment 76** **Renate Weber, Marian Harkin, Enrique Calvet Chambon, Yana Toom**

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

*Draft opinion*

*Amendment*

**3a. Encourages the National Agencies, besides managing the top-down implementation of the Erasmus+ programme, also to focus on setting up a forum for constructive dialogue between the authorities in charge with education and labour policies in each Member State, in order to enhance the cooperation aiming to close the skills gap; considers that this undertaking and the data it would gather may be essential during the mid-term evaluation of Erasmus+;**

Or. en

**Amendment 77**  
**Karima Delli**

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

*Draft opinion*

*Amendment*

**3a. Calls on the Commission to present and the Member-States to endorse a proposal for an EU Apprenticeship status and scheme to guarantee a set of rights for those apprentices and VET learners who make use of their right to free movement, so as to ensure that their efforts are recognized and their rights are protected;**

Or. en

**Amendment 78**  
**Tania González Peñas**

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

*Draft opinion*

*Amendment*

**3a.     *Calls for greater promotion of mobility programmes for advanced levels of higher education to ensure mobility between European research centres and further develop the aim of making European universities international;***

Or. es

**Amendment 79**  
**Romana Tomc**

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

*Draft opinion*

*Amendment*

**3a.     *Calls on the Commission to improve and increase the flow of information between the European institutions responsible for implementing the programme and the national bodies;***

Or. sl

**Amendment 80**  
**Tania González Peñas, Paloma López Bermejo**

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

*Draft opinion*

*Amendment*

**3b.     *Calls on the Commission and the Member States to tackle the significant number of examples of fraudulent use of the traineeship system by reviewing, assessment and monitoring the goals of the European Education and Training 2020 Strategy; maintains that said goals need to be reviewed in order to step up***

*protection for students on traineeships;  
points out that continuous development  
programmes should be given a central  
role in mobility programmes as a way of  
updating professional skills and  
competences;*

Or. es

**Amendment 81**  
**Tania González Peñas**

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

*Draft opinion*

*Amendment*

*3c. States that the Erasmus+ programme and VET need to be active in remote and border regions of the European Union too; considers guaranteeing access and equal opportunities for inhabitants of these regions to be a very positive move and a vehicle to cut youth unemployment and aid economic recovery.*

Or. es

**Amendment 82**  
**Joëlle Mélin, Mara Bizzotto, Dominique Martin**

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

*Draft opinion*

*Amendment*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for *specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; Calls for *each Member State to be allowed to assess the quality of a diploma from another Member State before granting a credit transfer and for a study to be made of the*

*and informal* learning.

validation of competences acquired through learning;

Or. fr

#### **Amendment 83**

**Emilian Pavel, Vilija Blinkevičiūtė, Siôn Simon, Agnes Jongerius, Javi López, Brando Benifei**

#### **Draft opinion**

#### **Paragraph 4**

##### *Draft opinion*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; ***calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.***

##### *Amendment*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; ***highlights the importance to ensure that competences developed through mobility experiences in any setting – formal learning environment, company traineeships or volunteering and youth activity – are properly documented, validated and recognized in the home system; calls on the Commission and Member States for a systematic use and further development of existing European instruments such as the Europass documents, the Youthpass and ECVET.***

Or. en

#### **Amendment 84**

**Laura Agea, Tiziana Beghin, Daniela Aiuto, Rosa D'Amato**

#### **Draft opinion**

#### **Paragraph 4**

##### *Draft opinion*

4. Stresses that, ***despite clear improvements*** in recognition and validation systems in education and VET, ***problems still persist***; calls for specific

##### *Amendment*

4. Stresses that ***problems still persist*** in recognition and validation systems in education and VET; calls for specific targets such as the implementation of a

targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.

fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning;

Or. it

## **Amendment 85**

### **Helga Stevens**

#### **Draft opinion**

#### **Paragraph 4**

##### *Draft opinion*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; ***calls for specific targets such as the implementation of*** a fully operational credit transfer system and recognition, and ***for*** validation of competences acquired through non-formal and informal learning.

##### *Amendment*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; ***believes that the ambition should be to have*** a fully operational credit transfer system and recognition, and ***to foster*** validation of competences acquired through non-formal and informal learning.

Or. en

## **Amendment 86**

### **Notis Marias**

#### **Draft opinion**

#### **Paragraph 4**

##### *Draft opinion*

4. ***Stresses*** that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.

##### *Amendment*

4. ***Deplores the fact*** that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.

**Amendment 87**  
**Karima Delli**

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

*Draft opinion*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.

*Amendment*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET ***due to the European Qualifications Framework (2008/C111/01)***, problems still persist; calls ***on Member-States to improve implementation on the ground and remove remaining barriers***; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning; ***calls on the Commission, the Parliament and the Council to strengthen the framework from currently a recommendation to a legally stronger instrument as any non-recognition of competences negatively impacts on the EU2020 employment and social targets and hinders free movement as enshrined in the Treaties***;

Or. en

**Amendment 88**  
**Fernando Ruas**

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

*Draft opinion*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific

*Amendment*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems – ***which need to be clearly***



targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.

***identified and overcome*** – still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning;

Or. pt

**Amendment 89**  
**Tom Vandenkendelaere**

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

*Draft opinion*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.

*Amendment*

4. Stresses that, despite clear improvements in recognition and validation systems ***of diplomas, credits, skills certificates, competency accreditations*** in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.

Or. en

**Amendment 90**  
**Sven Schulze**

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

*Draft opinion*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and

*Amendment*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and

recognition, and for validation of competences acquired through non-formal and informal learning.

recognition, and for validation of competences acquired through non-formal and informal learning *and for them to be made comparable.*

Or. de

**Amendment 91**  
**Elisabeth Morin-Chartier**

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

*Draft opinion*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.

*Amendment*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning; *points out that, at present, only 1% of young people in work-related training schemes, including apprentices, are involved in mobility schemes during their training; points out that it is essential to create the conditions for greater apprentice mobility within the EU, so as to give apprentices the same opportunities as higher education students and thus meet the objectives of the fight against unemployment, particularly youth unemployment;*

Or. fr

**Amendment 92**  
**Renate Weber, Marian Harkin, Enrique Calvet Chambon, Yana Toom**

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

*Draft opinion*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.

*Amendment*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning; ***outlines that the European Voluntary Service (EVS) aims to increase skills and encourage learning, therefore considers that this experience should be recognised for its value with the aim of raising the employability of the EVS participants;***

Or. en

**Amendment 93**  
**Anne Sander**

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

*Draft opinion*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition, and for validation of competences acquired through non-formal and informal learning.

*Amendment*

4. Stresses that, despite clear improvements in recognition and validation systems in education and VET, problems still persist; calls for specific targets such as the implementation of a fully operational credit transfer system and recognition ***of competences and qualifications, particularly those acquired during an apprenticeship or traineeship abroad***, and for validation of competences acquired through non-formal and informal learning.

Or. fr

**Amendment 94**  
**Thomas Mann**

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

*Draft opinion*

*Amendment*

*Continues to express concern that Erasmus+ is viewed by young people primarily as a programme for students in higher education; recommends, therefore, that greater importance be attached to raising the profile at European, national and regional level of the different areas and the sub-programmes relating to each area, including school-level education (Comenius), higher education (Erasmus), international higher education (Erasmus Mundus), vocational education and training (Leonardo da Vinci) and adult education (Grundtvig), as well as youth (Youth in Action) and sport;*

Or. de

**Amendment 95**  
**Karima Delli**

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

*Draft opinion*

*Amendment*

*4a. Highlights that non-formal adult education and learning promotes basic skills and soft skills such as social and civic competences that are relevant for the labour market as well as well-being at work and a good work-life balance; points out that non-formal adult education and learning plays a crucial role in reaching out to disadvantaged groups of society and helping them develop skills that support them in entering the labour market and finding a sustainable and quality job, or improving their*

*employment situation as well as contributing to a more democratic Europe;*

Or. en

**Amendment 96**  
**Dieter-Lebrecht Koch**

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

*Draft opinion*

*Amendment*

*4a. Points out that Erasmus + is generally regarded by the media and public opinion merely as a ‘study programme’ and recommends therefore, notably by means of an information campaign, that efforts be made to help improve PR work in respect of the content of all programmes, in particular sub-programmes, such as school education (Comenius), higher education (Erasmus), international higher education (Erasmus Mundus), vocational education and training (Leonardo da Vinci) and adult education (Grundtvig), youth (Youth in Action) and sport;*

Or. de

**Amendment 97**  
**Tania González Peñas, Paloma López Bermejo**

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

*Draft opinion*

*Amendment*

*4a. Stresses the need to recognise the skills and competences acquired through non-formal and informal apprenticeships, these being useful qualifications when acquiring skills for a trade; calls on the*

*Commission and the Member States to validate and recognise the various kinds of non-formal and informal apprenticeships; considers that 'Youthpass' should be made a worthwhile addition to the curriculum vitae so that it may be taken into account as training and counted as work for the purposes of unemployment allowances;*

Or. es

**Amendment 98**  
**Claude Rolin**

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

*Draft opinion*

*Amendment*

*4a. Urges the Commission to encourage the integration into the labour market of young people in training by means of work-related training schemes, particularly through supporting the experimental long-term mobility programme for apprentices, involving all actors engaged in promoting learning, and emphasises in this respect the need to allocate sufficient funds to promoting apprentice mobility by opening the Erasmus allocations to apprentices under the same conditions as those offered to students;*

Or. fr

**Amendment 99**  
**Thomas Mann**

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

*Draft opinion*

*Amendment*

*4a. Considers that there is room for*

*general improvement within the framework of Erasmus+ with regard to support for people with disabilities; considers that there is a need for greater financial flexibility with regard to projects involving people with disabilities; considers it worthwhile to appoint so-called coaches for such projects within national agencies, said coaches serving to advise organisers and institutions on the best possible use of funding;*

Or. de

**Amendment 100**

**Tom Vandenkendelaere, Jeroen Lenaers**

**Draft opinion**

**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

*4a. Acknowledges that, with regard to the high youth unemployment rates in certain Member States, a primary objective of Erasmus+ should be to prepare young people for employment, with special focus on addressing skills deficits and skills mismatches; highlights the importance of a shift from on-the-job-competencies to soft skills, as job content is under a constant evolution;*

Or. en

**Amendment 101**

**Emilian Pavel, Vilija Blinkevičiūtė, Siôn Simon, Elena Gentile, Brando Benifei**

**Draft opinion**

**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

*4a. Notes, in the context of new societal challenges for Europe, the need*

*to strengthen a European approach to face common European challenges by supporting large scale innovation projects promoting the acquisition of a broad, transversal and transferable sets of skills and competences through studies, training, volunteering and work experience abroad;*

Or. en

**Amendment 102**  
**Sofia Ribeiro**

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

*Draft opinion*

*Amendment*

*4a. Advocates a review of the implementation of the Erasmus+ programme, covering the take-up rate among young people, broken down by region; calls for efforts to boost participation in regions with lower rates, especially the outermost regions, pursuant to Article 349 of the TFEU;*

Or. pt

**Amendment 103**  
**Renate Weber, Marian Harkin, Yana Toom**

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

*Draft opinion*

*Amendment*

*4a. Taking into account the importance of multilingualism in raising the employability of young people<sup>1a</sup>, considers that more efforts should be made to promote and support multilingualism in the Erasmus+ programme;*



Or. en

**Amendment 104**

**Laura Agea, Tiziana Beghin, Daniela Aiuto, Rosa D'Amato**

**Draft opinion**

**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

***4a. Stresses the requirement to support, either financially or by means of tax incentives, SMEs that offer vocational training under the Erasmus+ programme;***

Or. it

**Amendment 105**

**Helga Stevens**

**Draft opinion**

**Paragraph 4 a (new)**

*Draft opinion*

*Amendment*

***4a. believes that quality measurement should be equally important as quantitative measurement; calls for the elaboration of the former in the context of Erasmus +;***

Or. en

**Amendment 106**

**Tom Vandenkendelaere, Jeroen Lenaers**

**Draft opinion**

**Paragraph 4 b (new)**

*Draft opinion*

*Amendment*

**4b.** *Welcomes the fact that the foreign language skills, especially neighbouring languages, of participants in Erasmus+ projects will be enhanced; however calls on the Commission to reconsider a decentralised approach to organise the intensive courses for incoming mobility participants in cooperation with the educational institutions and the host companies for trainees adapted to their field of study or traineeship;*

Or. en

**Amendment 107**  
**Dieter-Lebrecht Koch**

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

*Draft opinion*

*Amendment*

**4b.** *Recalls that people with disabilities have special requirements, and thus need appropriate support in order to access Erasmus+ scholarship programmes; calls therefore on the Commission to introduce further measures to grant people with disabilities barrier-free and non-discriminatory access to all scholarship programmes in the framework of Erasmus+;*

Or. de

**Amendment 108**  
**Laura Agea, Tiziana Beghin, Daniela Aiuto, Rosa D'Amato**

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

*Draft opinion*

*Amendment*

**4b.** *Stresses the need to increase awareness of the Erasmus+ instrument as a means of improving an individual's own skills, giving them an added dimension which should ensure the right approach to this instrument for the purpose of guaranteeing its effectiveness, eliminating the risk of turning it merely into a life experience;*

Or. it

**Amendment 109**

**Tania González Peñas, Paloma López Bermejo**

**Draft opinion**

**Paragraph 4 b (new)**

*Draft opinion*

*Amendment*

**4b.** *Calls on the Member States to improve implementation of the European Qualifications Framework (2008/C111/01) and remove existing obstacles; calls on the Commission, Parliament and the Council to strengthen this tool so that the current recommendation may become an instrument with a stronger legal basis;*

Or. es

**Amendment 110**

**Emilian Pavel, Vilija Blinkevičiūtė, Siôn Simon, Agnes Jongerius, Jutta Steinruck, Javi López, Elena Gentile, Brando Benifei**

**Draft opinion**

**Paragraph 4 b (new)**

*Draft opinion*

*Amendment*

**4b.** *Highlights that non-formal*

*learning promotes basic skills and soft skills such as social and civic competences that are highly relevant for the labour market as well as well-being at work and a good work-life balance, as well as help integrate disadvantaged groups in the labour market and society;*

Or. en

**Amendment 111**  
**Helga Stevens**

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

*Draft opinion*

*Amendment*

*4b. stresses that Erasmus + should be equally accessible to all citizens, including those with a disability, leading to inclusive mobility; believes Erasmus + should follow the principles of the UN Convention on the Rights of Persons with Disabilities;*

Or. en

**Amendment 112**  
**Sofia Ribeiro**

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

*Draft opinion*

*Amendment*

*4b. Calls for an additional funding mechanism to be established to enable deaf students and teachers to participate in Erasmus+ and thereby overcome language barriers, particularly via the use of sign-language interpreters;*

Or. pt

**Amendment 113**

**Tom Vandenkendelaere, Jeroen Lenaers, Georges Bach, Claude Rolin**

**Draft opinion**

**Paragraph 4 c (new)**

*Draft opinion*

*Amendment*

***4c. Recalls the wide range of actions offered by the Erasmus+ programme, as well as its popularity and recognition by the general public, in particular as regards the mobility of students as part of their studies; calls on the Commission and the Member States to raise awareness about those parts of the Erasmus+ programme that are less well-known, such as the European Voluntary Service;***

Or. en

**Amendment 114**

**Laura Agea, Tiziana Beghin, Daniela Aiuto, Rosa D'Amato**

**Draft opinion**

**Paragraph 4 c (new)**

*Draft opinion*

*Amendment*

***4c. Recommends that this instrument should not provide a smoother route to a brain drain, but rather create opportunities to develop and supplement one's own skills with a view to subsequently deploying them at home; considers that mobility has added value if and only if it is pursued on a voluntary basis and not if it is dictated by a lack of opportunities in the home country;***

Or. it

**Amendment 115**

**Tania González Peñas**

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

*Draft opinion*

*Amendment*

**4c.** *Supports greater mobility in education and in apprenticeship programmes and traineeship periods under the Youth Guarantee and Youth Employment Initiative programmes, with the aim of trying to ease the high levels of youth unemployment and geographical imbalances within the European Union;*

Or. es

**Amendment 116**

**Emilian Pavel, Vilija Blinkevičiūtė, Siôn Simon, Agnes Jongerius, Elena Gentile, Brando Benifei**

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

*Draft opinion*

*Amendment*

**4c.** *Calls for the full and timely implementation of the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning;*

Or. en

**Amendment 117**

**Tania González Peñas, Paloma López Bermejo**

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

*Draft opinion*

*Amendment*

**4d.** *Points to the need for the Commission to provide up-to-date statistics and conduct follow-up studies on Erasmus+ and the VET mobility*

*programmes, in order to be able to measure their impact and how they may potentially be improved, as well as to know in which countries there are the highest number of applications, the gender gap is greatest or there are more disabled applicants; calls on national agencies in Member States to work closely on the exchange of information and statistics; maintains that the results of the studies and statistics need to be included and taken into consideration in the next Erasmus+ review;*

Or. es

**Amendment 118**

**Laura Agea, Tiziana Beghin, Daniela Aiuto, Rosa D'Amato**

**Draft opinion**

**Paragraph 4 d (new)**

*Draft opinion*

*Amendment*

*4d. Recalls that at a time of particular crisis of the fundamental values of the EU, the Erasmus+ instrument can provide a fundamental opportunity to promote integration, understanding and solidarity among young people; calls therefore for the integration of young people to be promoted by means of awareness of different cultures and traditions and their mutual and crucial respect;*

Or. it

**Amendment 119**

**Emilian Pavel, Siôn Simon, Vilija Blinkevičiūtė, Agnes Jongerius, Jutta Steinruck, Javi López, Elena Gentile, Brando Benifei**

**Draft opinion**

**Paragraph 4 d (new)**

*Draft opinion*

*Amendment*

*4d. Calls on the Commission to*

*regularly review the levels of financial support, such as travel lump sums, in order to ensure they are consistent with reality and to avoid discrimination, abandon or failure of people with fewer financial means and/or special requirements;*

Or. en

#### **Amendment 120**

**Tom Vandenkendelaere, Jeroen Lenaers, Georges Bach, Claude Rolin**

#### **Draft opinion**

#### **Paragraph 4 d (new)**

*Draft opinion*

*Amendment*

**4d.     *Calls on the Commission and the Member States to complement the European Voluntary Service by not only achieving a positive impact on the employability of the participants, but also by achieving a positive impact on the local community in terms of fair working conditions;***

Or. en

#### **Amendment 121**

**Emilian Pavel, Siôn Simon, Vilija Blinkevičiūtė, Agnes Jongerius, Javi López, Elena Gentile, Brando Benifei**

#### **Draft opinion**

#### **Paragraph 4 e (new)**

*Draft opinion*

*Amendment*

**4e.     *Insists that the Commission ensures that the programme rules are applied in a harmonised way across National Agencies, respecting common quality standards and procedural practices, and thus ensuring the internal and external coherence of Erasmus+ and***



*positioning it as a true European programme; calls on the Commission to develop European implementation guidelines of the Erasmus+ programme for the National Agencies; strongly encourages better coordination between the agencies to match the projects working on similar issues;*

Or. en

**Amendment 122**

**Tom Vandenkendelaere, Jeroen Lenaers, Georges Bach, Claude Rolin**

**Draft opinion**

**Paragraph 4 e (new)**

*Draft opinion*

*Amendment*

*4e. Calls on the Commission and the Member States to prevent that participants of the European Voluntary Service are used as unpaid workers; to make sure that contracts are respected and to monitor the programme and the conditions under which volunteers work and the activities they are required to carry out;*

Or. en

**Amendment 123**

**Emilian Pavel, Elena Gentile, Agnes Jongerius, Vilija Blinkevičiūtė, Siôn Simon, Brando Benifei**

**Draft opinion**

**Paragraph 4 f (new)**

*Draft opinion*

*Amendment*

*4f. Strongly encourages more transparency in the evaluation of applications and the extensive quality feedback to all applicants; encourages NAs and EACEA, in order to improve the implementation of the programme, to*

*provide training opportunities for evaluators, organise regular meetings with beneficiaries and visits to projects;*

Or. en

**Amendment 124**

**Tom Vandenkendelaere, Jeroen Lenaers**

**Draft opinion**

**Paragraph 4 f (new)**

*Draft opinion*

*Amendment*

***4f. Calls on the Commission and the Member States to increase efforts to reduce the high administrative burden for institutions as well as for host companies involved in Erasmus+ projects in order to facilitate registration, validation and recognition processes;***

Or. en

**Amendment 125**

**Tom Vandenkendelaere**

**Draft opinion**

**Paragraph 4 g (new)**

*Draft opinion*

*Amendment*

***4g. Proposes that the Commission maintains entrepreneurship education and training as one of the objectives of a future Erasmus+ programme in the next financial period (post-2020), including mobility, to contain the following elements:***

***(i) careful assessment of the impact of existing measures promoting entrepreneurship through education and training and potentially adapt them, while paying special attention to the impact on under-represented and disadvantaged***

*groups;*

*(ii) promotion of better-defined learning contents and tools for formal and non-formal education targeting all students – both theoretical modules and practical modules, such as student entrepreneurial projects;*

*(iii) promotion of partnerships between educational institutions, enterprises, non-profit organisations and non-formal education providers, in order to devise suitable courses and provide students with the requisite practical experience and models;*

*(iv) development of skills in the areas of entrepreneurial processes, financial literacy, ICT literacy and skills, creative thinking, problem-solving and an innovative mind-set, self-confidence, adaptability, team-building, project management, risk assessment and risk-taking, as well as specific business skills and knowledge;*

*(v) highlighting of non-formal and informal learning as a privileged environment to acquire entrepreneurship competences;*

Or. en

#### **Amendment 126**

**Emilian Pavel, Siôn Simon, Vilija Blinkevičiūtė, Agnes Jongerius, Jutta Steinruck, Elena Gentile, Brando Benifei**

#### **Draft opinion**

#### **Paragraph 4 g (new)**

*Draft opinion*

*Amendment*

**4g. Calls on the Commission and the National Agencies to better promote the relevance of projects that target several education and training sectors, as further emphasis needs to be given to the lifelong learning dimension of the programme;**

**Amendment 127**  
**Tom Vandenkendelaere**

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

*Draft opinion*

*Amendment*

***4h. Encourages Member States to take further part in the Erasmus Programme for Young Entrepreneurs and to promote it further among young people who wish to engage in business projects, so that they can gain experience abroad and acquire new skills which will help them to carry out their business projects successfully;***

Or. en

**Amendment 128**  
**Emilian Pavel, Vilija Blinkevičiūtė, Agnes Jongerius, Siôn Simon, Javi López, Brando Benifei**

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

*Draft opinion*

*Amendment*

***4h. Encourages the development of joint VET qualifications that can ensure international recognition of qualifications, as well as address international work standards and requirements;***

Or. en

**Amendment 129**  
**Emilian Pavel, Agnes Jongerius, Vilija Blinkevičiūtė, Siôn Simon, Jutta Steinruck, Javi López, Elena Gentile, Brando Benifei**

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

*Draft opinion*

*Amendment*

**4i.** *Calls on the Commission to reinforce the contribution of Erasmus+ to citizenship, as well as social inclusion of people with physical, mental or health-related conditions, and to reflect the results in the implementation and mid-term review reports;*

Or. en

**Amendment 130**

**Emilian Pavel, Siôn Simon, Vilija Blinkevičiūtė, Agnes Jongerius, Jutta Steinruck, Javi López, Elena Gentile, Brando Benifei**

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

*Draft opinion*

*Amendment*

**4j.** *Strongly supports an efficient promotion and encouragement of VET mobility among women and considers that measures should be put in place in order to ensure that all mobility programmes within Erasmus+ are strictly gender balanced and offer true equal opportunities for all; considers that ambitious targets should be set in this regard and the progress should be strictly monitored;*

Or. en

**Amendment 131**

**Emilian Pavel, Vilija Blinkevičiūtė, Agnes Jongerius, Siôn Simon, Javi López, Elena Gentile, Brando Benifei**

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

*Draft opinion*

*Amendment*

**4k.** *Highlights the importance of clear learning outcomes and specific job descriptions for the Erasmus+ work experiences abroad for vocational education and training students, trainees, and apprentices; stresses that the preparation of the candidates before their international experiences is an integral part of the activity and needs to include career guidance sessions, language trainings and cross-cultural communication;*

Or. en

**Amendment 132**

**Emilian Pavel, Siôn Simon, Vilija Blinkevičiūtė, Agnes Jongerius, Jutta Steinruck, Javi López, Elena Gentile, Brando Benifei**

**Draft opinion**

**Paragraph 4 l (new)**

*Draft opinion*

*Amendment*

**4l.** *Is concerned that internships and traineeships are often a source of cheap labour; therefore, calls for quality paid traineeships and internships that would not substitute standard employment contracts;*

Or. en

**Amendment 133**

**Emilian Pavel, Siôn Simon, Vilija Blinkevičiūtė, Agnes Jongerius, Brando Benifei**

**Draft opinion**

**Paragraph 4 m (new)**

*Draft opinion*

*Amendment*

**4m.** *Strongly encourages the peer to*

*peer learning following up from studies, training, and work experience abroad in order to increase the impact of Erasmus+ on local communities; highlights that good case practices sharing is vital to the improvement of the quality of the projects under Erasmus+;*

Or. en

**Amendment 134**

**Emilian Pavel, Siôn Simon, Vilija Blinkevičiūtė, Agnes Jongerius, Jutta Steinruck, Elena Gentile, Brando Benifei**

**Draft opinion**

**Paragraph 4 n (new)**

*Draft opinion*

*Amendment*

**4n.** *Calls on the Commission to draw up and make available updated statistics on Erasmus+ and the impact it has had on employability, as well as type and rate of employment, and impact on salaries;*

Or. en

**Amendment 135**

**Emilian Pavel, Siôn Simon, Vilija Blinkevičiūtė, Agnes Jongerius, Brando Benifei**

**Draft opinion**

**Paragraph 4 o (new)**

*Draft opinion*

*Amendment*

**4o.** *Calls on the Commission to analyse why some countries are applying for more VET mobility, and build a plan on how to increase the involvement of the other countries;*

Or. en

**Amendment 136**

**Emilian Pavel, Vilija Blinkevičiūtė, Agnes Jongerius, Siôn Simon, Jutta Steinruck, Elena Gentile, Brando Benifei**

**Draft opinion**

**Paragraph 4 p (new)**

*Draft opinion*

*Amendment*

**4p. Highlights that a redefinition of jobs and skills is taking place, especially due to the undergoing transition towards a more digitised economy; calls on the European Commission and the Member States to ensure that the Erasmus+ programme reflects this reality;**

Or. en

**Amendment 137**

**Emilian Pavel, Agnes Jongerius, Vilija Blinkevičiūtė, Siôn Simon, Brando Benifei**

**Draft opinion**

**Paragraph 4 q (new)**

*Draft opinion*

*Amendment*

**4q. Calls on the Commission to optimise the performance and user-friendliness of the IT tools, such as the Mobility Tool, or other IT support platforms like EPALE (Electronic Platform for Adult Learning in Europe), in order to ensure that the programme beneficiaries make the most of their experiences, as well as promote cross-border collaboration & best practices sharing;**

Or. en

**Amendment 138**

**Emilian Pavel, Agnes Jongerius, Vilija Blinkevičiūtė, Siôn Simon, Brando Benifei**



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

*Draft opinion*

*Amendment*

**4r.** *Calls on the Commission to improve the programme guide and make it more user-friendly and understandable, as well as to develop specific information brochures on each of the Key Actions; calls on the European Commission to streamline the application process in terms of administrative burdens;*

Or. en

**Amendment 139**

**Emilian Pavel, Agnes Jongerius, Siôn Simon, Vilija Blinkevičiūtė, Javi López, Elena Gentile, Brando Benifei**

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

*Draft opinion*

*Amendment*

**4s.** *Supports the development of adult learning institutions through on-going professional development and mobility opportunities for teachers, school leaders, trainers and other education staff; encourages the development of skills and competences, particularly in the effective use of ICT in adult learning, for improved learning outcomes; underlines the importance of exchanging best practices;*

Or. en

**Amendment 140**

**Emilian Pavel, Elena Gentile, Javi López, Jutta Steinruck, Agnes Jongerius, Vilija Blinkevičiūtė, Siôn Simon, Brando Benifei**

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

***4t. Welcomes the development of pilot projects such the "European framework for mobility of apprentices: developing European citizenship and skills through youth integration in the labour market" aimed at implementing cost-efficient cross-border apprentice mobility schemes between VET institutions, companies and/or other relevant organisations, as well as formally recognizing and validating learning outcomes and supporting the mutual recognition of diplomas, and "Youth mobility in vocational training - Better youth mobility" aimed at improving the mobility of young people in vocational training; calls on the Commission for an effective implementation of the two pilot projects and their long-term integration in the Erasmus+ programme;***

Or. en

**Amendment 141**

**Emilian Pavel, Siôn Simon, Vilija Blinkevičiūtė, Agnes Jongerius, Brando Benifei**

**Draft opinion**

**Paragraph 4 u (new)**

***4u. Calls on the Member States under the Erasmus+ programme to promote the development of transversal entrepreneurial competences and skills, as well as other 21st century skills, by ensuring quality traineeships and studies abroad;***

Or. en

**Amendment 142**

**Emilian Pavel, Vilija Blinkevičiūtė, Agnes Jongerius, Siôn Simon, Brando Benifei**

**Draft opinion**

**Paragraph 4 v (new)**

*Draft opinion*

*Amendment*

***4v. Welcomes the Erasmus+ platform for dissemination of project results and calls for a stronger approach for good case practices sharing and international exchanges of views for NAs, partners, and programme beneficiaries;***

Or. en

**Amendment 143**

**Emilian Pavel, Vilija Blinkevičiūtė, Siôn Simon, Agnes Jongerius, Brando Benifei**

**Draft opinion**

**Paragraph 4 w (new)**

*Draft opinion*

*Amendment*

***4w. Calls on the Commission to guarantee an effective feedback system for the program beneficiaries on any irregularities that they might identify with respect to the implementation of the Erasmus+ programme;***

Or. en

**Amendment 144**

**Emilian Pavel, Agnes Jongerius, Siôn Simon, Vilija Blinkevičiūtė, Brando Benifei**

**Draft opinion**

**Paragraph 4 x (new)**

*Draft opinion*

*Amendment*

***4x. Calls on the Commission to provide support to programme applicants to find international partners;***

**Amendment 145**

**Emilian Pavel, Elena Gentile, Agnes Jongerius, Vilija Blinkevičiūtė, Siôn Simon, Brando Benifei**

**Draft opinion**

**Paragraph 4 y (new)**

*Draft opinion*

*Amendment*

**4y. Calls on the Commission and the Member States to ensure that there is no preference of large institutions over small, young ones, in terms of programme applicants;**

Or. en

**Amendment 146**

**Emilian Pavel, Javi López, Jutta Steinruck, Elena Gentile, Agnes Jongerius, Vilija Blinkevičiūtė, Siôn Simon, Brando Benifei**

**Draft opinion**

**Paragraph 4 z (new)**

*Draft opinion*

*Amendment*

**4z. Calls on the Commission and the Member States to guarantee an increased and more long-term structural support to European of civil society organisations in the field of education, training, youth and sport in the form of operating grants, as they are the organisations providing learning opportunities and participation spaces to European citizens and residents to develop and implement European policies;**

Or. en

**Amendment 147**

**Emilian Pavel, Siôn Simon, Vilija Blinkevičiūtė, Agnes Jongerius, Elena Gentile, Brando Benifei**

**Draft opinion**

**Paragraph 4 a a (new)**

*Draft opinion*

*Amendment*

***4aa. Encourages the National Agencies to make the available budgets per Key Action and per sector, easily accessible after each application round in order to allow applicants to strategically plan their future actions, as well as publish the results of projects selection and budget lines, so that adequate external monitoring of the programme can take place;***

Or. en

**Amendment 148**

**Emilian Pavel, Vilija Blinkevičiūtė, Agnes Jongerius, Brando Benifei**

**Draft opinion**

**Paragraph 4 ab (new)**

*Draft opinion*

*Amendment*

***4ab. Calls on the Commission to consider an appropriate solution to the situation of the European level NGOs based in Brussels applying for funds in Belgian National Agencies;***

Or. en